

Lynne Thigpen Elementary School **DRIVEN TO SUCCEED**

P A S S I O N • P R I D E • P E R S I S T E N C E



PARENT-STUDENT HANDBOOK SUPPLEMENT 2012-2013

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DRIVEN TO SUCCEED: Empowering Minds, Character and Relationships

Lynne Thigpen Elementary School
PASSION • PRIDE • PERSISTENCE
207 S. Midland Avenue • Joliet, Illinois 60436 • 815-741-7629
Kim Gordon, Principal
Charisse Beach, Assistant Principal



PRINCIPAL'S MESSAGE

Dear Parents, Guardians and Students:

It is with great pleasure that we welcome you to Lynne Thigpen Elementary School, home of the Stars where the students SHINE! Our mission statement is:

DRIVEN TO SUCCEED: EMPOWERING MINDS, CHARACTER AND RELATIONSHIPS.

We believe our purpose is to empower all children to achieve academically and socially at grade level and beyond – the stars are the limit! We are laying the foundation for college and career readiness, in alignment with the Common Core State Standards. To achieve our goal, we carefully monitor our effectiveness by studying the results of our work together and using that data to drive us forward. We rely on a community approach to education that emphasizes a partnership between parents, students, educators, and the surrounding community working together to teach each individual child.

Star Qualities:

Be Responsible, ★
Be Respectful and
Safety
★ Honesty
Integrity ★
Noble
Empathy

Our first priority is our students' well being and safety. Towards that end, we intentionally integrate social skills development and character education into our daily lessons and routines. Our motto is: Be Responsible, Be Respectful and SHINE! We believe that developing these Star Qualities in our students will give them a solid foundation for success in school and in life.

As a school, we are proud to provide a well-rounded and integrated curriculum to facilitate children's learning in all academic and social areas. We are passionate and persistent in meeting each child's needs and utilize sound, research-based practices to ensure each child's success. We implement an inclusive approach to special education and our Response to Intervention model, *Walk to Intervention*, ensures that children's skill gaps in reading are identified early and corrected immediately. Additionally, we provide Academic Enrichment education to qualified 4th and 5th graders.

This handbook was developed to help parents and students become familiar with policies and procedures and the services we offer students. Please take the time to review the contents together. You will find it to be extremely useful as questions arise throughout the school year.

We are confident this will be a successful and satisfying year for your child. With your encouragement, support and participation, your child will realize our District's vision: "Students Today, Learners for Life." We are proud to have you as part of the Thigpen family.

Sincerely,

Kim Gordon
Principal

Lynne Thigpen Elementary School's Shared Vision

Lynne Thigpen Elementary School's Shared Vision provides the blueprint of what we hope to become in our pursuit of excellence. The staff is committed to providing an exemplary elementary education program that ensures all students attain the knowledge and skills necessary to (1) enter junior high school ready to succeed and (2) meet college and career readiness expectations by the end of high school.

Leadership

Leadership is about building relationships in order to influence others to take ownership in accomplishing rigorous goals. Exemplary schools require effective leaders – leaders who have tenacious ambition for the school and the students, who build the leadership capacity of the staff, who establish a culture in which all can learn, who build a *shared* vision that serves as a bridge between the school's present and the future it desires. In such a school, the leaders

- Promote, pursue and protect the school's vision on a daily basis with passion, pride and persistence.
- Model the vision through their actions by displaying integrity, sound judgment, knowledge and humility while holding themselves accountable for the success of students and staff.
- Establish priorities and focus that provide a sense of direction for the school.
- Encourage and promote an atmosphere of trust, support and appreciation.
- Communicate effectively and facilitate staff participation in the decision-making process.
- Promote an action orientation by encouraging individuals to participate in collaborative learning experiences, ongoing application and reflection.

Staff

A school can only be as good as the personnel that it employs. Therefore, an exemplary school recruits and retains exceptional individuals who respect, support, motivate and encourage the school community by going above and beyond to advance the shared vision. In such a school, all staff members:

- Work collaboratively with a sense of shared responsibility to support student learning, conduct and social emotional development by continuously reviewing and refining curriculum, instruction, student progress and school improvement initiatives in response to current data.
- Model respect for one another, treat each other as equal, valued members of the school community and embrace each other fairly with open hearts, hands, and minds.
- Are highly qualified and enthusiastic about teaching and learning for all students and themselves.
- Work together to provide a sincere, nurturing and safe environment for all.
- Maintain professional behaviors and attitudes that move us forward in achieving our vision.
- Read and discuss professional literature, set goals and learn from the strengths of each other.
- Model academic integrity and hold high expectations for themselves and students to ensure everyone attains academic and social success and leadership capacity.

Curriculum and Instruction

Curriculum is the roadmap and instruction is the vehicle to student achievement. In an exemplary school, curriculum and instruction, guided by specific, clearly stated and challenging goals, ensure all students experience success. The school systematically reviews this guaranteed and viable curriculum. In such a school:

- The staff values a diverse and balanced core curriculum that is aligned with the Common Core State Standards and outlines specific knowledge and skills students are to attain.
- Through curriculum mapping and thematic unit design, the teachers are leaders in aligning curriculum from grade to grade and subject to subject, ensuring that all students receive the highest quality of education.
- Functioning as a true professional learning community, teachers plan and administer common assessments with fidelity, closely monitor student progress and use assessment data to drive and improve instruction.
- Through a comprehensive Response to Intervention plan, the staff provides instructional support as needed, so that we meet the needs of every student at Lynne Thigpen Elementary School.
- As lifelong learners, the staff reflects on their instruction and also encourages students reflect on their learning.
- The staff utilizes research-based best practices in the classroom to address students' interests and learning styles and to promote higher-level thinking, independent learning.

Climate

An exemplary school provides a warm and inviting climate so that students and staff enjoy their school experience, resulting in a shared sense of pride in the school. In such a school the school community:

- Recognizes and celebrates individual effort and achievement, treats all individuals with respect and builds relationships characterized by caring and cooperation.
- Consistently enforces school rules and procedures which provide clear guidelines for student behavior.
- Commits to providing a clean and orderly environment that is emotionally and physically safe.

Parents and Community

Helping parents fully engage in the learning lives of their children is a necessary function of the school, and one that requires considerable attention. In order to maximize student success and the development of the whole child, an exemplary school engages parents and community members in partnerships built upon mutual respect, support and effective communication that leads to the school's positive presence and reputation in the greater community. In such a school:

- Parents are provided with a variety of opportunities to be actively involved in their children's education and the functions of the school, such as volunteering, parent-teacher conferences, PTO, parent workshops, family nights and intramural sports.
- Parents engage in regular, two-way communication with teachers and keep the school informed of significant events or factors that may impact learning.

- Parents take pride in the school. They understand and support the school's vision and core values by modeling respect for the school and staff and holding their children accountable to high standards of academic and social conduct. They make sure their children come to school on time and ready to learn every day.
- Parents help ensure a safe and orderly environment by cooperating with the school's policies and procedures.
- Community partnerships provide additional programming and services supporting the academic and social development of all students.

Students

In the final analysis, the effectiveness of a school is determined on the basis of the conduct, character, and achievement of its students. In an exemplary school, students:

- Take ownership for their learning, decisions, and actions.
- Demonstrate respect, consideration, and kindness towards others – staff, fellow students and visitors.
- Set challenging goals and actively participate in their education by putting forth their best effort.
- Enjoy attending school and are proud of their achievements.
- Form partnerships with their teachers to realize their full potential.
- Conduct themselves in a way that contributes to a safe, orderly, positive, school atmosphere, and ensures the rights of others.

This vision document provides the “imagination” of what we hope to become, a blueprint for continuous improvement and the benchmarks by which we will evaluate our progress. We dedicate ourselves to these ideals.

Information and Procedures

The School Day

<i>General Daily Schedule</i>		
8:30-9:00 a.m.	Breakfast (For students having breakfast.)	
8:45-9:00 a.m.	Students arrive at school. (For students not attending breakfast program.)	
9:00-3:10 p.m.	Instructional Program	
3:10 p.m.	Dismissal	
<i>Lunch Schedule</i>		
Grade	Lunch	Recess
K	11:30	11:50
1-2	11:50	11:30
3	12:30	12:50
4-5	12:50	12:30

School Calendar

The **2012-2013** School Calendar is located on the inside back cover of this document. The school will also send home a monthly school calendar that lists the important events going on at school. School and district events are also posted on the district's web site.

School Hours/Schedule

Teacher supervision begins at 8:45 a.m. For the safety and well-being of all students, no student should be on the grounds prior to 8:45 a.m. unless they are having breakfast. Students not having breakfast should arrive at or after 8:45 am. When students arrive, they are to line up in the gym or cafeteria on their assigned homeroom line. Kindergarten, first and second grade students line up in the gym. Third, fourth and fifth grade students sit at the lunch tables in the cafeteria.

Note: The main parking lot is for busses and disabled students ONLY. Car riders must be dropped off in the back circular drive area. Do not drop off students in the main parking lot. Repeat violators of the drop-off procedure without cause may be ticketed.

Please refer the map for more clarity on our student drop-off and pick-up procedures.

Walkers

For students walking home, a crossing guard is stationed at both Midland and Stryker Avenues. Children should cross only with the crossing guard.

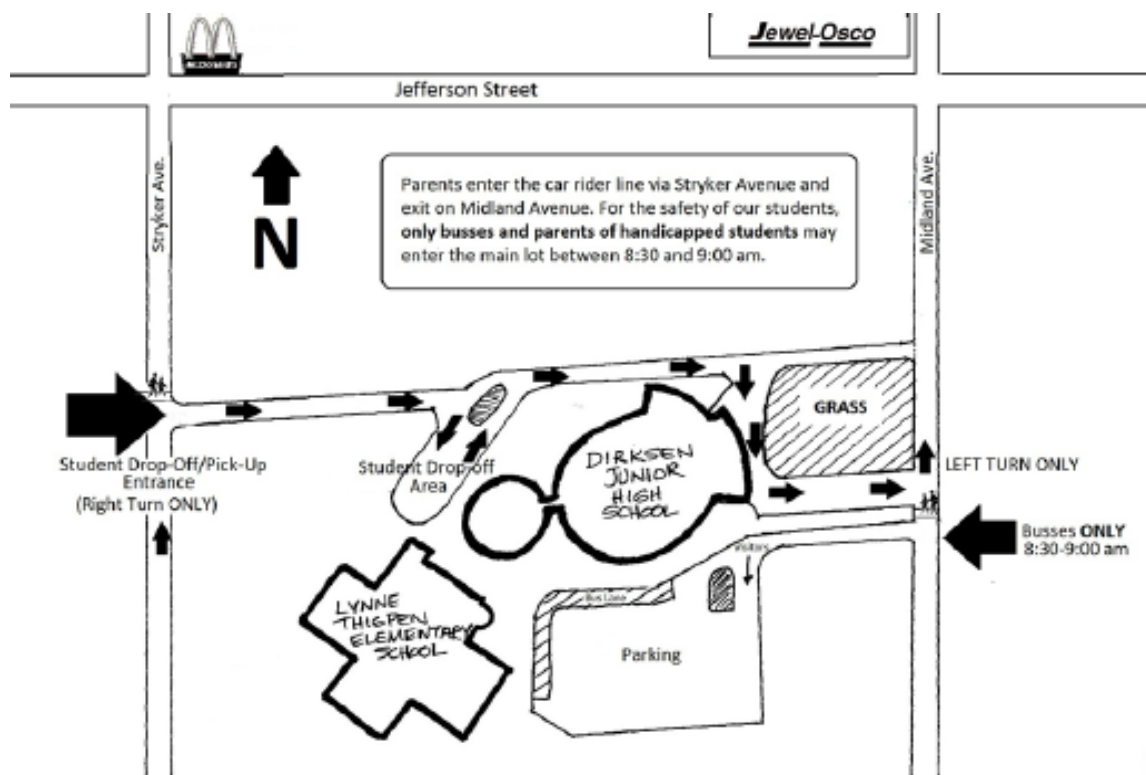
Car Riders

For car riders, parents need to enter the Stryker Avenue drive. Please see the larger map on page 14 for more clarity. The gate will be opened daily at 8:30 a.m. for arrival and 2:30 p.m. for dismissal. Parents should wait patiently for their turn to pick up. The supervisors on duty will determine when the child can enter the vehicle. Parents may not pick up in the main parking lot during dismissal time. **Office pick-up is not permitted unless the student is being picked up prior to 2:30 p.m.** Excessive early pick-ups may become a truancy issue.

Bicycles

For safety reasons, Thigpen students are not allowed to ride bicycles, scooters, skateboards, roller skates, etc. to school. Such items in school will be confiscated and a parent/guardian will be contacted to retrieve said item.

During the Day – Parents are allowed to use the main parking lot in front of the school from 9:00 am-2:30 pm. Parents are not allowed to regularly pick up/drop off their child(ren) in the main parking lot. Parents are to park in a designated parking space, not in the bus lane in front of the school.



Program Offerings

Special Education

Learning Disabled/Behavior Disorder (LD/BD Resource)	K-5
Educable Mentally Handicapped	K-5
Trainable Mentally Handicapped TMH	K-5
Multiply Impaired/Physically Handicapped MI/PH	K-5

Problem Solving Team (PST)

Students who continue to demonstrate academic or behavioral challenges despite Tier 2 or Tier 3 support will be referred to the Problem Solving Team (PST). PST members include the school psychologist, interventionist, classroom teacher and parent. Depending on the needs of the student, other school personnel may be invited to attend PST meetings including the principal, assistant principal, behavior specialist, speech/language pathologist, physical therapist and/or occupational therapist. The PST will assess the individual student's situation and make recommendations to improve his or her learning and/or behavior.

Response to Intervention (RtI)

Response to Intervention (RtI) is the practice of providing high quality instruction and interventions matched to student needs and then monitoring student response to the given instruction by routinely assessing and tracking progress. All students are assessed in reading and math three times a year to identify any skill gaps. If a student demonstrates any significant skill deficits, he or she will be placed in a Tier 2 or Tier 3 intervention group to receive additional support. This is a flexible placement based on the results of progress monitoring.

Technology

Students have access to computers (work stations and laptops) in their classrooms and in the pods. Quality software is installed on the computers for teaching and learning. The students may use the following software during instruction: Larsen's Math, Kidspiration, Phonics Express, Read Naturally, Graphmaster, Mapskills, United Streaming, Discovery Learning, Instant Reader, and Neighborhood Mapmachine (Harcourt Brace School Edition). In addition to the school wide software, Smartboards, Elmos, and other technology are used to enhance teaching and learning.

Attendance

Admission and Registration Requirements- See District Handbook

Parents/Guardians must provide and maintain at least one current telephone number where they or another responsible adult can be reached in the event of an emergency. A student will not be released to anyone who is not currently listed on the student's registration record. If school personnel is not satisfied that the identification of someone picking up your child is legitimate, your child may not be released at all.

Reporting Absences

It is imperative that students attend school on a regular basis. The law requires all students to attend each day that school is in session. More importantly, each day the student misses, he or she loses an important learning opportunity. However, if it becomes necessary for a student to be absent because of illness or a special emergency, ***parent should call the school office at (815) 741-7629 by 9:30 a.m. each day of the absence.*** Please give the student's full name, grade and reason for absence. ***If no call is received,*** the school will attempt to reach a parent/guardian. The student may not be allowed to make up the work for credit if the absence is unexcused. The individual teacher shall make this determination.

Early Dismissal / Tardies

If a student must arrive late or leave school early for a medical or dental appointment, a note from the parent must be turned into the main office during morning classes. It is hoped that every effort will be made to keep school interruptions to a minimum. ***Students will not be allowed to leave school before dismissal time (3:10 pm) unless there is a valid note/letter from the parent, approved by the principal.*** Chronic early dismissals and/or tardies constitute truancy and will result in referrals to the District and County Attendance Officers /Truant Officer.

Truancy – See District Handbook

Illness

If a student becomes seriously ill or has an accident at school while at school, a parent will be contacted. ***Again, parents must provide and maintain at least one valid telephone number and one valid emergency telephone number. Contact the school if your home, work, or emergency number changes at any point during the school year.*** The student should never go directly home or call home without permission.

Articles Prohibited at School/Personal Property

Dangerous Articles

Please look in your child's book bag frequently to check for any items that do not belong on school property. Certain items are prohibited on school property because they present a danger to staff and students. ***Possession or use of these items may result in a suspension and/or expulsion.*** These include but are not limited to:

Knives	Shocking devices
Weapons or look-alike weapons	Illegal substances, drug paraphernalia
Sharp objects	Look-alike illegal substances
Lasers	Over the counter or prescription medications
Fireworks	Inhalents, including magic markers
Matches, lighters, flammable materials	Stolen property
Tobacco, tobacco related products	Pornographic material
Alcohol	

Distracters

Other items are prohibited on school property because they cause a disruption to the learning process. If these items are found during school hours, they will be held in the principal's office until dismissal and/or until a parent/guardian picks them up. These include but are not limited to:

Collector cards	Radios
Electronic games	Excessive amounts of money
IPODS/MP3 players	Valuable jewelry
Walkie-talkies	Action figures, etc.
Cell phones	Footballs, Basketballs, etc.
Silly Bands	

Birthdays

We are happy to take part in the acknowledgement of student birthdays. We understand and welcome the notion of parents sending treats for their children to share with their classmates. To improve upon the nutritional needs of our students, we ask that parents do not send sweet treats, such as cupcakes, candy, or cake. We ask that all birthday treats sent to school be store-bought healthy snacks from the list below. ****Please do not send snacks that have peanuts or peanut oil as an ingredient.***

100 calorie packs	Baked chips	Goldfish crackers
Nutra-Grain bars	Sun Chips	Vanilla wafers
Cheez-it crackers	Pretzels	Fruit cocktail
Animal crackers	Reduced-fat popcorn	Juicy Juice boxes
Apple sauce	Granola bars	Capri-Sun pouches
Go-gurt	Fig Newtons	

In an effort to eliminate classroom disruptions, birthday snacks will be sent to the classroom at 2:30. Parents can drop off the snacks at the office at any time prior to 2:30. Unfortunately, we cannot allow parents to bring snacks to the classroom unless previous arrangements have been made with the classroom teacher and the office has been notified of such arrangements.

Breakfast and Lunch Program

Breakfast

The breakfast program is open to all students. The breakfast program is scheduled from 8:30-9:00 am Monday through Friday in the school's cafeteria. Students may qualify for a free or reduced price, based on the same criteria as the lunch program. [Price: Full-\$0.70; Reduced-\$0.30; Milk-\$0.35] **Breakfast must be ordered in advance.**

Lunch

A hot lunch is offered to all students daily. Menus are sent home monthly. Lunch costs \$1.25 (\$0.40 reduced) and may be purchased on a daily or weekly basis. Students will occasionally forget their lunch money. When this happens, students will receive cereal and milk for lunch that day. Students may bring a sack lunch and purchase skim milk for \$0.35. Students bringing sack lunches to school **may only** bring drinks that are in cans, boxes, or plastic bottles. Pop is not allowed. For safety reasons, **glass is not allowed**. The student's full name should appear on sack lunches or lunch boxes. **Note: Students are not to bring large quantities of food to school.**

Chips and other snacks should be individual serving size or sent in a sandwich size bag. Parents should be mindful that when they send a large amount of "junk food" in their children's lunch, most children will eat the snacks and throw away the sandwich or hot lunch. Improper nutrition has a negative impact on a student's ability to learn. **Food items are not to be shared by students.**

Students are expected to cooperate in the cafeteria by sitting quietly, using good table manners, depositing all lunch litter in wastebaskets, leaving the table and floor in clean condition for others. Students **cannot** take food back to the classroom.

Weather permitting; most students have outdoor recess before or after lunch. Students should come to school properly dressed for the weather. This is especially important during the winter months when boots, hats, gloves, and heavy jackets are necessary to play outside. Outside recess will occur if the wind chill is 32° F or higher. **Students staying inside for medical reasons must have a doctor's note on file in the principal's office.** For more information about recess, see **Recess**, page 12.

Cafeteria: Choices and Consequences

There is a quiet time at the end of each lunch period. Each student is expected to raise their hand and be quiet when the supervisor signals "Give me five."

Star Quality Choices:

- **Be Responsible:** Report to your assigned seat quickly and quietly.
- **Be Respectful:** Respond to all adult lunch supervisors in a respectful, orderly manner.
- **Safety:** Remain seated; raise your hand for assistance.
- **Honesty:** Tell the truth.
- **Integrity:** Be respectful and courteous to other students.
- **Noble:** Say please and thank you.
- **Empathy:** Be courteous and clean up after yourself.

Incentives for Good Choices (consecutive days by class):

- ☐ 4 days – Table decoration
- ☐ 8 days – Hat day
- ☐ 12 days – Choose seats
- ☐ 16 days – Extra recess
- ☐ 20 days – Movie and popcorn

Consequences for Poor Choices*:

- ☐ Step 1. Warning
- ☐ Step 2. Parent phone call
- ☐ Step 3. Lunch/recess detention
- ☐ Step 4. After-school detention
- ☐ Step 5. In-school suspension
- ☐ Step 6. Out-of-school suspension

*** Cafeteria/recess consequences will accumulate on a daily basis for students in grades K, 1 and 2. For grades 3, 4 and 5, consequences will accumulate on a weekly basis.**

Change of Address and Telephone

In the event that a student is injured or ill, it becomes extremely important that the school has accurate and updated contact information. ***Please notify the office (in writing) as soon as your address or phone number changes.***

Dress Code

Students are expected to come to school looking clean, neat, and dressed in a manner that is acceptable and promotes an academic atmosphere for success. If students come to school dressed inappropriately, they must call home for a change of clothing, or work in isolation for the day.

Dresses, skirts and blouses, pants* and jeans* are acceptable for girls. ***Strapless dress/tops, spaghetti straps, midriff tops, short skirts, torn jeans, or tank tops are not acceptable.*** Boys should wear dress pants* or jeans* that are neat and clean not torn. Shorts must extend beyond the fingertips when the student stands with their arms at their sides. ****PANTS MUST BE WORN AT THE WAISTLINE.*** The waist or midriff should be covered at all times (while sitting, walking, reaching, etc.)

T-shirts or sweatshirts with gross, offensive, or vulgar sayings or gestures are not allowed. Clothing advertising any type of alcohol or tobacco is not allowed. ***Clothing, jewelry or symbols that may be construed as being gang related or dangerous are not allowed on school property.*** Further, to ensure the safety and well being of our students, it is strongly encouraged that students refrain from cutting designs or symbols of any kind into their hair.

Such designs or symbols (i.e. zigzag lines, arrows, designer parts, logos) may be perceived as gang related and disrupt the learning environment. Eyebrow shavings, do-rags, head bandannas, stocking caps, shower caps or any other head covering are not acceptable either. "Chain" necklaces must be worn around the neck and taken off during P.E. class. ***Students arriving in inappropriate attire will be sent to the office. Parents will be contacted to bring appropriate clothing.***

Boys are not allowed to wear earrings or any type of spacer (string, straw, plastic, etc). Recent piercing is not an excuse. To allow for full healing, boys should not get their ears pierced during a school break or within 6 weeks prior to the start of school.

All clothing specified for outdoor wear (flannel shirts as an over shirt, jackets, hats, gloves, etc.) may not be worn during school. Students should keep a sweater at school for cool days. Bandanas, scarves, do- rags, etc. are not to be worn or displayed from pockets / or purses during school.

Field Trips

All field trips are pre-approved by the principal and the assistant superintendent. Transportation is arranged with an approved bus company. Field trips are intended to enhance the district curriculum and offer students unique learning opportunities. Clearly defined expectations will be communicated to students and parents. If needed, parents may be asked to chaperone. This provides additional supervision when students are outside of school property. Students, who frequently demonstrate inappropriate behavior, including bus behavior, will not be allowed to attend field trips.

SELECTION OF CHAPERONES

1. Selected chaperones must be age 21 or older.
2. Chaperones and students on field trips must utilize the transportation provided for the trip.
3. Chaperones may not bring additional children or adults (not in specified group) on any field trip.
4. Chaperones must be assigned to groups of students by the supervising teacher. The teacher shall provide the chaperone with a printed list of students in their group.
5. Chaperones shall be provided with guidelines and expectations in written form prior to the trip.
6. Chaperones shall be provided *basic* student rules prior to the trip.

District 86 Field Trip Procedures

CHAPERONE GUIDELINES & EXPECTATIONS

These guidelines and expectations are to be distributed to field trip chaperones prior to the trip. Each chaperone must sign a form indicating that they have received these guidelines and expectations prior to the trip.

Dear Chaperone,

Thank you so much for agreeing to chaperone this field trip. Your time and effort are truly appreciated. Please read and adhere to the following chaperone guidelines and expectations and student rules. With your help, we will have an outstanding day!

1. You are responsible for your student group. Always remain aware of each student's location. Keep your list of students with you at all times.
2. Please listen to all teacher announcements and help the students to follow instructions. Assist the teacher(s) as needed.
3. Make sure there are adults towards the middle and back of the bus. The front passenger seat is reserved for the teacher(s).
4. Keep your group together when loading/unloading the bus, as well as any other times indicated by the teacher.
5. Stay with your group.
6. Make sure you go over the student rules with your group.
7. Set a good example at all times. Remember that students will mirror what they see from adults. Don't smoke, drink, use improper language or engage in any other negative behavior when students are present.
8. *Gently* correct student behavior. Discipline is the teacher's responsibility. Any major infractions or behavioral issues need to be brought to the teacher's attention.
9. Do not "trade" students from your group with another chaperone.
10. Thank you again for your assistance today!

Basic Student Rules

1. Students must be quiet when roll call is taken. Students must answer only to their name.
2. Students are expected to be on their best behavior and remain polite and courteous the entire field trip.
3. Students should listen to and follow all instructions,

The teacher may add additional student rules depending on specific nature of the field trip.

"Good Night" Rule

Students who participate in after school activities and/or events for which bus transportation is not provided must be picked up by a parent or guardian no later than five minutes after the conclusion of the event. Students who are not picked up in a timely manner may be excluded from participating in future activities and/or events.

Grading Policy - See District Handbook

Planners

Each student in grades 2 through 5 will be given a planner. The planner lists daily homework assignments. It also serves as a daily communication log for parents and teachers. Parents are encouraged to write notes and/or questions in the communication section of the planner. Parents should to check and sign the planner daily. This planner will be used for the entire school year. It is the student's responsibility to keep their planner in good condition. ***The cost for a replacement planner will be \$5.00.***

Make-Up Work

In the event of an extended illness, parents are asked to call the office and request work for their child. Work may be picked up in the main office twenty-four (24) hours after the request has been made. Class work missed due to disciplinary reasons (suspension) ***may be made up at the discretion of the teacher.***

Lost Articles

There is a “Lost and Found” area in the cafeteria. Parents and students are encouraged to check these areas as soon as possible to increase the chances of finding of lost items. The school cannot accept responsibility for lost or stolen articles.

Money

Students are discouraged from bringing large amounts of money to school. If they need to bring money for a particular reason (field trips, school pictures, etc.), please place the money in an envelope that is clearly marked with the student’s name, grade, teacher’s name, and purpose.

Peer Mediation

Peer Mediation is a program that empowers students in grades 2 – 5 to resolve conflicts peacefully with the help of a trained Peer Mediator. This program helps students become more responsible and better able to handle disagreements in an appropriate manner.

When a conflict arises, students may request a Peer Mediation by completing a Peer Mediation Request and turning it in to the assistant principal. The assistant principal will select two mediators to help the students respectfully and peacefully resolve the conflict. At the end of the mediation process, the students sign a mediation agreement, which is kept on file in the assistant principal’s office. All mediations are carried out under adult supervision.

Because we want to encourage and empower students to internalize effective conflict resolution strategies, parents are not always notified when Peer Mediations have occurred. Only on the rare occasions when a student breaks the mediation agreement do we involve parents.

Fourth and fifth grade students are eligible to become Peer Mediators. They must attend a Saturday training session in the fall of each school year. Students who would like to become peer mediators must meet the following guidelines:

- consistent display of STAR Qualities
- good attendance
- acceptable grades

Peer mediators who exhibit negative academic and/or social behaviors will be placed on probation from the program until the problem is corrected.

Promotion/Retention Procedures- See District Handbook

Recess

A structured recess is scheduled during the lunch period for students. Students are expected to remain with their classes and to participate in staff-organized activities and games in a safe and socially positive manner. The school will provide all necessary playground equipment – students are **not** to bring toys, balls or other non-instructional materials to school. Students who demonstrate unacceptable behavior during recess will receive appropriate consequences and may be placed in an alternative recess setting. Students will go outside for recess when weather permits and the wind chill is 32° F and above. The only exception is when a note from the doctor is on file in the principal's office specifying the reason(s) why the child cannot participate in recess.

Religious Objections

Particular religious beliefs sometimes conflict with state or school policies and procedures. In order for a child to be excused from such policies, a written note stating the religious objection must be on file in the Principal's office.

Everyday each Thigpen student is offered the opportunity to stand and recite the Pledge of Allegiance to the Flag. Various holidays may be celebrated with small room parties. To excuse a student from these activities, a note must be on file.

School Closing

School will be closed only in the event of an emergency. The announcement will be made over local radio stations. Parents and students should listen to: **FM – WLLI (96.7), WJTW (93.5) or AM – WJOL (1340)**. Parents may also check the district website at: www.joliet86.org In most cases, parents will receive a phone message from our automated voice messaging system, on the phone number that is on file with the school office, announcing a school closing or other important event.

School Fees-See District Handbook

Accident-School Insurance

Accident insurance is offered for all students. The school makes this policy available which may pay a part of the expenses incurred in an accident case. School insurance is not required of the students.

School Pictures

Student pictures are taken in the fall and in the spring. A notice containing pricing, and other information will be sent home with students. Parents and guardians have the option of purchasing the pictures.

Solicitation by Students

Students are not to buy or sell items from other students during the school day or on the school grounds. Students are discouraged from carrying large amounts of money to school. This helps to keep the children focused on their learning and helps to prevent the possession of contraband (items not permitted at school).

Sports/Extra-curricular Participation

Extra-curricular activities, including sports, may be available during the school year. Students who participate in extra-curricular or sports activities must be in good academic standing and demonstrate appropriate behavior on a regular basis. Any student who is not in good academic standing or has behavioral concerns may be suspended or dropped from the activity.

Textbooks and Supplies

The school furnishes books to all students. This is done with the confidence that this major investment will be properly safeguarded. Students are responsible for their books. Reasonable damage is expected as a result of daily use. Unreasonable damage to textbooks will result in fines. Lost textbooks must be paid for and replaced immediately. The fines for these must be paid to the office at the time of damage or loss. Library books, Accelerated Reader, and any other book given to the students will be treated as textbooks. The cost to replace lost Accelerated Reader books is \$15.00.

Each student will receive a supply list the first day of school. Please note that permanent markers of any kind are not allowed at school. Please label all supplies and belongings with the student's full name.

Use of School Phone

The office phones are for school business only. Students will not be called from a class to accept a phone call. Students are not permitted to use the phones during the school day unless approved by the principal. Student cell phone use is not allowed at school.

Volunteers- See District Handbook

Safe and Civil Schools

- A safe school is one in which no one has to spend time or energy trying to protect themselves from emotional or physical harm.
- A civil school is one in which everyone is pleasant, polite, and respectful to everyone else – even during disagreements.
- A productive school is one in which people are motivated, engaged in meaningful learning tasks, and experiencing growth and success.
- Safe and Civil Schools is a school-wide, proactive, positive approach to behavior management. Centered on a set of beliefs and guided by a set of processes, it empowers school personnel with techniques and strategies to help all students behave responsibly and respectfully.

Processes include:

- Self-reflection – Everyone on staff can reflect on steps he/she can take to help students.
- Use of data – Everyone can identify areas and issues of concern in a way that can be translated into objective information, which is more reliable than hearsay.
- Structuring for success – Organize all school settings to promote successful student behavior.
- Collaboration – Everyone on staff must share the responsibility of helping students behave respectfully and responsibly.

Beliefs include:

- Treat all students with dignity and respect.
- Teach students the skills and behaviors they will need to succeed.
- Encourage responsibility and motivate students through positive interactions and by building relationships with them.
- View student misbehavior as a teaching opportunity.

Procedures fall into three categories:

- School-wide (affecting all students in all settings)
- Classroom (for teachers in their classrooms)
- Individual (specifically tailored to meet the needs of a particular student)

Lynne Thigpen School Expectations

There are three (3) expectations governing all student behaviors at Thigpen:

1. Respect all people, property and the educational process.
2. Be under the supervision of an adult while at school.
3. Obey any staff member immediately and silently.

If a student chooses to ignore basic expectations, logical consequences will result. Expectations, policies, incentives and consequences will be explained to all students.

Procedures

Student behavior and conduct should be characterized by self-discipline on the part of the individual students. The reason for expectations and rules at school is to establish an environment where each student is ensured a quality educational experience. The emphasis at Lynne Thigpen School is to develop respectful, responsible, resourceful, and responsive students.

Classroom Discipline

Lynne Thigpen teachers currently use a classroom plan with clear expectations for all students. In this plan, each teacher identifies and posts expectations, incentives and consequences that will be applied if a student chooses to break rules. These expectations and consequences are thoroughly explained to students, and parents will receive a sheet detailing the classroom discipline plan. Parents are asked to read the plan, sign the sheet, and return it to school with their child. This will assure continuity in expectations and discipline between the home and school.

Principal's Office Discipline Guidelines

Determination of Consequences

When a student's behavior becomes so dangerous or disruptive that he or she must be sent to the office on a referral, the principal and/or assistant principal will conduct an investigation and determine appropriate consequences. Determination of appropriate consequences is based on a number of factors including, but not limited to:

1. The severity of the misbehavior
2. The age of the student
3. The student's prior discipline record
4. Whether or not the student's actions resulted in an injury to him/herself or others

Responsible Reporting and "Self Defense"

During the school day, children are under the vigilant supervision of qualified staff at all times. However, at times misbehavior may not be seen by an adult. It is the students' responsibility to report any such incidents to an adult so that it can be appropriately addressed. Fighting will not be tolerated. Any student who engages in a fight will be suspended, regardless of who started the altercation. "Self Defense" is not an acceptable excuse for misbehavior. Students are expected to defend themselves by reporting misconduct to an adult.

Confidential Student Records- See District Handbook

Discipline Guidelines

The following plan guides the discipline decision-making process. It is based upon the District's Acts of Misconduct and Consequences. It is a *guide*, not a rigid, lockstep procedure. Every disciplinary incident is assessed on a case by case basis and extenuating circumstances may influence the final outcome.

LEVEL I ACTS OF MISCONDUCT

Level I Acts of Misconduct consist of minor misbehaviors which impede the orderly operation of the classroom, school and/or bus. Such misbehaviors can usually be handled by an individual staff member, but sometimes require the intervention of other school personnel. Notification of parents/guardians is recommended at each occurrence. Persistent misbehaviors, appropriate interventions, parental/guardian contact and administrative dialogue will be documented. Consequences will be determined by the individual staff member and may include more than one of the following options.

Level I Misconduct	Level I Consequences
<p>Includes but is not limited to:</p> <p>Classroom disruptions</p> <p>Failure to follow directions</p> <p>Littering the premises</p> <p>Tardiness</p> <p>Possession of prohibited articles including music players, games and other electronic devices</p> <p>Display of cell phones, cameras and/or pagers on school grounds except as provided in the Student Conduct section of the District Parent-Student Handbook under "Electronic Devices"</p> <p>Other minor misbehaviors as stipulated in the classroom plan</p>	<p>Immediate intervention by supervising staff</p> <p>Time out</p> <p>Time out in another classroom</p> <p>Parent contact</p> <p>Loss of school/classroom privileges</p> <p>Lunch and/or recess detention</p> <p>Parent conference</p> <p>Peer Mediation</p> <p>Development of a behavior contract</p> <p>Administrative conference with student and teacher and/or parent</p> <p>Counseling with school personnel</p> <p>Before or after school detention</p> <p>Referral to the office</p>

LEVEL II ACTS OF MISCONDUCT

Level II Acts of Misconduct include misbehavior whose frequency or severity disrupts the learning climate of the school, safety on the bus and/or Level I misconduct that continues after corrective measures have been implemented. The educational impact of these misbehaviors is severe enough to require administrative intervention, so the student will receive an office referral. The teacher and administrator will maintain proper and accurate records of the infraction and disciplinary action. Parents will be notified of each occurrence.

Minor Level II Misconduct	Minor Level II Consequences
<p>Includes but is not limited to:</p> <ul style="list-style-type: none"> • Continuation of Level I Acts of Misconduct • Failure to attend class • Out of supervised area • Altering/forgery of notes or excuses • Profanity/vulgarity • Refusal to identify self • Gambling on school property • Verbal abuse • Non-compliance of school rules • Verbal confrontation with another student • Reckless behavior/dangerous actions/horseplay 	<ul style="list-style-type: none"> • Step 1. Counseling (Warning) • Step 2. Loss of privileges – Lunch/recess detention • Step 3. Administrative parent conference • Step 4. Detention before/after school • Step 5. In-School Suspension (ISS) – 1 day plus suspension warning • Step 6. Out of School Suspension (OSS) – 1 to 5 days plus referral to the building Problem Solving Team • Additional Options – may or may not be implemented in addition to the above steps. • Temporary removal from class • Financial restitution • Referral to an outside agency or school district support service

<ul style="list-style-type: none"> • Misbehavior during a safety drill • Possession of laser pointers or shocking devices • Use of cell phones 	<ul style="list-style-type: none"> • Development of a behavior contract • Assignment of school/community service project • Saturday School • Police contact
Severe Level II Misconduct	Severe Level II Consequences
<ul style="list-style-type: none"> • Includes but is not limited to: • Disrespect/insubordination towards school personnel (verbal, written, gestured, etc.) • Non-physical sexual harassment • Bullying/intimidation/harassment of peers • Inappropriate physical contact/aggression/spitting • Minor theft • Possession of lost/stolen property • Vandalism • Possession, display and/or distribution of pornographic material • Instigation/provocation of student confrontation 	<ul style="list-style-type: none"> • Step 1. In-School Suspension (ISS) – 1 day • Step 2. ISS – 2 days and Suspension Warning • Step 3. Out of School Suspension (OSS) – 1 to 5 days plus referral to PST • Additional Options– may or may not be implemented in addition to the above steps. • Temporary removal from class • Financial restitution • Referral to an outside agency or school district support service • Development of a behavior contract • Assignment of school/community service project • Saturday School • Police contact

LEVEL III ACTS OF MISCONDUCT

Level III Acts of Misconduct are so serious that they always require administrative intervention. They may result in out of school suspension (OSS), a referral for temporary or permanent placement at the District's alternative school program or a referral for out of district placement. These misbehaviors fall into one or more of the following categories:

- Endangering the health and safety of other in school and/or on the bus
- Seriously disruptive to the school environment
- Destructive to school property

Level III Acts of Misconduct	Level III Consequences
<ul style="list-style-type: none"> • Includes but is not limited to: • Continuation of Level II Acts of Misconduct • Explicit verbal, written and/or electronic threats • Fighting • Extortion • Physical sexual touching • Willful failure to comply with the 	<ul style="list-style-type: none"> • Out of school suspension (OSS) – 1 to 10 days with mandatory parent conference • Alternative Education Program placement • Referral to and completion of a substance abuse or other program related to the misconduct • Police contact with possible arrest

<p>District's Internet/Technology Acceptable Use Policy, including computer hacking and electronic forgery</p> <ul style="list-style-type: none"> • Altering/forgery of school records • Possession of matches, lighters and/or flammable materials on or adjacent to school property • Possession/use of laser pointers or shocking devices and/or other harmful devices • Trespassing on district property while suspended or expelled 	<ul style="list-style-type: none"> • Expulsion warning • Expulsion referral
<p>Consequences for the following Acts of Misconduct may include: 10-day suspension, 10-day suspension with an expulsion warning or 10-day suspension with an expulsion referral.</p>	
<ul style="list-style-type: none"> • Possession, sale, or use of tobacco, tobacco related products, alcohol or flammable materials on or adjacent to school property • Inappropriate physical contact with school and/or District personnel • Possession, use, distribution or selling of illegal substances or drug paraphernalia • Possession of "look alike" illegal substances • Possession, use, distribution or selling of over-the-counter or prescription medications • Being under the influence of drugs, alcohol or controlled substances during school, at a school-sponsored activity, on school property • Possession, use, distribution or selling of any inhalant, regardless of whether it contains an illegal or controlled substance (other than legally prescribed medications) • Possession of weapons, potential weapons or ammunition • Possession of "look alike" weapons • Bomb threats • Setting fires, possession or detonation of explosives • Possession of fireworks • Setting false alarms or making false police calls • Gang related activities or involvement • Major theft • Possession and/or sale of stolen property • Persistent and/or severe bullying • Creation or involvement in riotous action • Other acts of misconduct which may endanger the health and safety of others in school and/or on the bus • Other acts of misconduct which are seriously disruptive to the school environment • Other acts of misconduct which are destructive to school property 	

Bus Conduct

Children must be safe riders when they are on the bus. Please reinforce the rules stated to ensure the safety of all students. Students must ride their assigned bus to and from school. If, for any reason, your child is not to ride the bus home, ***please send a note with your child in the morning.***

Bus Rules- See District Handbook

Bus Consequences-See District Handbook

Audio/ Video Surveillance –See District Handbook

Parental Involvement

School Visitation-See District Handbook

Safety and Security

To ensure the safety of the Lynne Thigpen students, staff, parents, and community members, all visitors must identify themselves in the main office and sign in. If a visitor would like to visit the school, they will be given a visitor's pass. The visitor's pass will be signed by the principal. ***There will be no exceptions to this rule.*** Visitors must visit only their intended location; this location must be specified on the sign in sheet. Visitors, including parents, are not allowed to wander around the building. ***Visitors who do not follow the visitation rule will not be allowed to visit the building.***

Parent/Family Nights

Throughout the course of the school year, Thigpen will offer parents the opportunity to attend presentations and events planned specifically for them. Some of these events will focus on aspects of the curriculum and others will be an opportunity to interact with students and staff in an informal and relaxed environment.

Report cards and Conferences – See District Handbook

Parent-Teacher Organization

Membership and participation in the Parent-Teacher Organization (PTO) is encouraged. More information, including upcoming meeting dates and times will be sent home with your child.

Communication

Lynne Thigpen Elementary School communicates school events and important messages through mailings, monthly newsletter, and letters/memos from the staff and administration. A variety of materials are sent home on a regular basis. Please check your child's book bag on a daily basis to ensure that these materials are received.

District Web Site -See District Handbook

Health Services

Accidents/Student Injury/Illness

The school will make every effort to inform the parents of any ***accident, injury, and/or illness*** occurring at school that may need care of observation at home. Every accident in the school building, on the school grounds, at practice sessions, or at any event sponsored by the school must be reported immediately to the person in charge of the activity and to the school office. Students who become ill at school will be sent home **only** after a parent is contacted. ***Parent must have valid emergency phone numbers on file with the school.***

School Nurse

The school nurse may confer with students, teachers and parents regarding health problems. Students requiring health or first aid services should report to the main office. The office may only apply ice or a bandage to an injury. Parents will be contacted in the event of a serious injury and an accident report will be placed on file. 911 will be called in situations requiring immediate attention.

Parents can assure their child's success at school by providing good nutrition, adequate rest, cleanliness, and medical and dental care. Please be sure the school registration card for your child contains a ***current emergency phone number.***

Rule of Jurisdiction

The jurisdiction of the school for student conduct includes all of the following: the transportation of students to and from school, whether by bus, by other vehicle, or by walking; and the school sanctioned activities that occur both on and off campus. The school staff will diligently manage and supervise student conduct in all programs, maintaining the confidence of students and parents.

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