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The Need, Development and Implementation of a Student/Parent Handbook for Warrensburg-Latham High School

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THE NEED, DEVELOPMENT AND IMPLEMENTATION OF A STUDENT/

PARENT HANDBOOK FOR WARRENSBURG-LATHAM HIGH SCHOOL

(TITLE)

BY

ROGER T. MITCHELL

FIELD STUDY
THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

SPECIALIST IN EDUCATION

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1980.

YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
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THE NEED, DEVELOPMENT AND IMPLEMENTATION
OF A STUDENT/PARENT HANDBOOK
FOR WARRENSBURG-LATHAM HIGH SCHOOL

BY

ROGER T. MITCHELL

B.S. in Ed., EASTERN ILLINOIS UNIVERSITY, 1968

M.S. in Ed., EASTERN ILLINOIS UNIVERSITY, 1976

ABSTRACT OF A FIELD STUDY

Submitted in partial fulfillment of the requirements
for the degree of Specialist in Education at the Graduate School
of Eastern Illinois University

CHARLESTON, ILLINOIS

1981

401997

The project selected for completion of my degree evolved from numerous situations experienced during my first year as Assistant Principal at Warrensburg-Latham High School, where I was primarily responsible for dealing with student discipline.

Early in the school year it became evident that the existing student handbook was not as diverse or explicit as I felt should be necessary. In continual discussions with the principal it was concluded that a new student handbook should be implemented for the following school term. I operated through the remainder of the 1978-79 school year with the existing laminated folder type handbook, which consistently proved to be difficult to utilize.

The methods used to collect information and create guidelines for developing a new handbook were varied. Certainly the existing information would be included where appropriate, but a great deal of new or revised material would be adopted from situations and problems faced during the routine operation of the current school year. Teacher input was solicited and discussions with colleagues served a useful function. The final source for compiling pertinent information was derived from other districts' handbooks. Many items in the new Warrensburg-Latham Student/Parent Handbook came from various sections of other handbooks. It was significant that our new handbook was a "Student-Parent" Handbook. The policy that parents should read the rules and procedures was stressed to the student body and it was expected of each student to make the handbook available to his or her parents.

The disciplinary situations faced under the new handbook seemed significantly more effectively handled. It was felt the handbook, in itself, was a factor in a more positive atmosphere, with the student body more clearly aware of what the school considered reasonable or acceptable conduct.

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CHAPTER I

BACKGROUND AND DEVELOPMENT

The intent of pursuing the area of a Student-Parent Handbook for the final project of study within the course of completing my degree evolved from actual experiences encountered in my initial administrative position, that of Assistant Principal at Warrensburg-Latham High School. The methods used in the development of our new Student-Parent Handbook for 1979-80 were actual circumstances and situations faced in the day-to-day functions of the job, drawing from a number of other districts' high school student handbooks, periodic discussions with faculty members about what they conceived important to add, and professional discussions with other Assistant Principals or Deans of Students.

Naturally, while compiling the information, making notes, and examining written materials, it was important to continually relate my concerns, intentions, and possible revisions or additions with the building

Principal. Along these lines, during the assimilation of materials the Principal virtually gave a free hand in the development of the total Student Handbook. It was most necessary to have an open line of communication as well as the feeling that one was being supported by the immediate supervisor, when dealing in the area of student disciplinary situations. My project was simply to better develop a comprehensive vehicle to carry that task.

The inherent nature of the job of an Assistant Principal in charge of student discipline, or a Dean of Students, is somewhat controversial, and its effectiveness varies from school to school for a number of reasons. Some of the factors which seem significant would be: the personality of the person in that role, his or her personal and professional background, the atmosphere within the particular school and community, the educational philosophy of the particular district, and the framework or vehicle used to sustain the desired atmosphere in that district. It is likely that each of these factors affected my outlook on the responsibilities of my initial administrative position at Warrensburg-Latham High School.

Experience in education prior to the position at Warrensburg ranged from sixth grade language arts and geography, through junior high school physical education, supervision of high school study halls, and coaching on both junior and senior high school levels. During the years from 1969 through 1978, it was always important to create a reasonably relaxed and enjoyable atmosphere. This is oftentimes a difficult proposition to maintain. The foundation on which an attempt to build my classroom atmosphere had traditionally been to thoroughly inform my classes from the first day concerning my rules, regulations, and expectations as members of my class. I tried to develop reasonable guidelines for them and placed them on a bulletin board early the first week of school. The approach of having expectations in writing and visible seemed successful and upon accepting my first administrative position, I hoped to rely on this methodology for handling routine disciplinary problems brought to my attention as an Assistant Principal.

The situation which presented itself during my first year as Assistant Principal, primarily expected to handle discipline situations, was having to work with Warrensburg's traditional Student Folder. It consisted of a plastic laminated folder with procedures, rules, and regulations printed on the inside covers. This is a fairly common method of distributing school policies, but early in my first year I found it significantly lacking in addressing typical or predictable student behavior problems. Therefore, my attempts to refer to our folder was oftentimes of little value. It is likely the case that whatever handbook or folder any particular individual might use to enforce school rule or procedures, the effectiveness of that effort will vary depending on the vehicle itself and the personality involved in handling the problem. Some districts function quite smoothly using only the laminated type folder, but my experience caused me to pursue a more comprehensive Student-Parent Handbook. At any initial conference with a student referred to my office, I attempted to listen to his side of the situation. It normally did not matter how irrational his view of the circumstances, I made it a rule not to accuse him of lying or purposely distorting the facts. I might mention that I did not understand the problem

as he presented it, and that I would follow on his his side of the story. But, at the same time I would stress that his opinion was respected as long as he respected my position, intelligence, and my need to do what was necessary to maintain a reasonable atmosphere in which a student might benefit from his or her attendance at Warrensburg-Latham High School. In many instances I felt much of the time consuming effort to be individually objective with discipline situations could have been substantially shortened and clarified if the Student Handbook had been more all-inclusive of discipline procedures, circumstances, and situations.

CHAPTER II

SPECIFIC SITUATIONS

It was realized, shortly after the start of the school year, that our existing handbook was not going to be substantial enough for me to work with comfortably. Therefore, I began to note each situation which would be appropriate to add to a new handbook for the following year. It was evident that a new handbook could be extremely helpful to me during my second year, if I survived the first.

It would be possible to relate numerous situations which resulted in making a note for addition to the following year's student handbook, but the following accounts are typical of circumstances which were faced throughout the year.

Shortly after the start of school, a student was sent to my office by a teacher. He had no note and was not accompanied by the teacher. I asked the boy

to explain the situation. He was a transfer student from a large school in New York City and I knew that he had family problems and viewed himself as some what of a "tough-guy". He slid down in his chair, crossed his feet, folded his arms, and said that he did not really know why he was sent to the office. I suggested that his attitude in my office implied that he quite possibly may have the wrong idea about what type of conduct was acceptable at Warrensburg-Latham High School, and asked him to "guess" why he was sent out of the room. He stated that he never should have been removed because all he did was curse. I went through the routine of mature and responsible conduct but his basic response was that in New York City, in his old school, students always used profanity and nothing was ever done. Thinking that I had our Student Folder from which to refer, I asked if he had read his school rules. Of course, he had not. I got our folder out, and much to my dismay, there was no mention of that type of problem whatsoever.

This was not a large problem or issue at that time; but it seemed reasonable for such an item to be included in a decent or sufficient Student Handbook. When the lad left my office, after sitting up straight and

realizing he was no longer in New York City, I made note of that situation for the following year's handbook.

Another very typical situation was a student found in the restroom with a cigarette in her mouth, a lighter in her hand, but the cigarette not yet lit. Of course the student pleaded she was not smoking; therefore she could not be suspended. I explained that she was not yet smoking but she intended on smoking, and that she was being suspended (with some grief and feeling of being mistreated). But she was suspended and a note was made to reword the "Smoking on School Grounds" policy for the next year's handbook.

A final example, which was very significant, caused a great deal of concern and controversy and could have largely been avoided by a more comprehensive handbook. The situation involved a fight immediately after school and directly across the street from the property. It was reported to the office and by the time I could get to the scene two or three cars had stopped on the road and a large group of students had assembled to see the fight. I immediately told the boys there would be no fight, that they were still the responsibility of the school, and to go their

ways. I received no positive response. In fact, one informed me that I had been "picking" on him all year, and he was tired of it. At that point, I informed both of them that if the situation continued they would not have the option to continue attendance at Warrensburg-Latham High School. I would see that whoever pursued the fight at that particular time and place would be expelled. Finally, I literally pulled one boy back into the school. Expulsion proceedings began, with the parents requesting a hearing with the Superintendent and then the School Board. All types of accusations were made, and the situation became largely distorted. It was a needless ordeal which could have been avoided if we had a phrase on School Jurisdiction in our Student Handbook. Another note was made, and a significant addition to the 1979-80 Handbook was adopted.

The point is not that any of the students mentioned above would have read, or probably even cared about the Student Handbook, but somewhere in the chain of events had we, in writing, a comprehensive and easily understood handbook of school rules and policies, even the most irrational parent would back off in the vast majority of instances. The circumstances cited above were

a part of the catalyst for my record keeping and note taking throughout the school year, which led to our Student-Parent Handbook for 1979-80.

CHAPTER III

CONCLUSION AND RECOMMENDATIONS

In evaluating the past school year, with regard to counselling and disciplining students referred to the office due to classroom disturbances, the Student-Parent Handbook submitted within this project functioned efficiently and effectively. It was on my desk at all times and referred to consistently. As a result student discipline was uniform and the number of situations with parental intervention practically disappeared.

Once again, during the course of the school year, I kept notes in my desk copy of the Student Handbook of situations and improvements which I will utilize this summer in an attempt to continually update and improve a comprehensive and functional Student-Parent Handbook.

Some items recorded to add to the proceeding year's handbook ranged from reoccurring situations to major revisions to improve the overall clarity of the document. One of the smaller items added to the handbook was with reference to clothing worn by students with suggestive wording, pictures, or figures. It would state that if found offensive to fellow students or teachers, the individual would return home to change his apparel.

Also added would be a directive to keep students out of the halls until five minutes after eight. The main concern in this area was monitoring of the halls and the excessive number of students loitering in the office area. An item was found necessary to control students switching and/or sharing lockers without notifying the central office. There is also a significant need to add a new section in specific disciplinary situations, entitled Disrespect Toward Teachers. This section would explain that talking back, making disrespectful gestures, or any significant conduct suggesting defiance of a teacher's legal responsibilities, would not be tolerated. Also, in the same category, Minor Classroom Disruptions would be added.

This would pertain to those students who were showing little academic effort, coupled with continued minor classroom disruptions. It would be stressed that the combination of these circumstances could be cause for disciplinary action.

On other than disciplinary matters, also added to next years handbook, should be an expanded section on Curriculum and Graduation Requirements. In this section, each course offered would be listed with a brief description, as well as a more in depth explanation of our guidance function.

Again, these items would become a part of the 1980-81 Student-Parent Handbook, as a result of records kept and concerns raised during the past school year.

APPENDIX

WARRENSBURG-LATHAM HIGH SCHOOL
STUDENT-PARENT HANDBOOK

WARRENSBURG-LATHAM HIGH SCHOOL



1979 - 80

STUDENT / PARENT

HANDBOOK



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ADMINISTRATION

Mr. Art Jacoby, Principal Mr. Roger Mitchell, Asst. Principal/Ath. Dir.

GUIDANCE COUNSELOR

Mrs. Lana Smith

SECRETARIES

Mrs. Georgette Vaughan Unit Secretary

Mrs. Judy Elliott, Mrs. Phyllis Moore High School Office

INTRODUCTION

This Student/Parent Handbook is provided to each student in an effort to publicize and make clear to all students the rules, policies, procedures, and regulations of Warrensburg-Latham High School and the School Board of Community Unit Schools, District #11.

Warrensburg-Latham High School is periodically evaluated and accredited by the Office of the Superintendent of Public Instruction. All functions of the school relative to curriculum, student control, fiscal policies, teacher certification, and others will consistently conform to the regulations and policies of this accrediting agency.

9th GRADE STUDENTS

All students entering the ninth grade must have a physical and dental exam and have a record of said exam on file with the school nurse. Failure to have this record by the second week of school will result in a suspension until the exam has been given and filed. At the time of suspension, the Superintendent of The Educational Service Region will be informed of the violation.

BEFORE AND AFTER SCHOOL

No student need be in the school prior to 8:05 a.m. unless there is a teacher to supervise. Likewise, students should not be in the building after 3:30 p.m. unless there is a teacher supervising an activity.

STUDENT INSURANCE

Those students who take advantage of school insurance should use the following procedure in filing claims:

- (1) Report any accident immediately to your supervising teacher or coach.
- (2) Fill out claim forms available in the office immediately.
- (3) All claims will be sent into the insurance company through the central office.
- (4) It is the students' responsibility to keep the office informed of any problems relating to the claim.

ATHLETIC INSURANCE

Each athlete participating in athletics must have insurance. The athlete may use family insurance or he may purchase football and school insurance. Parents using their own insurance must write a letter to the Athletic Director stating that they do not want school insurance and that their family insurance will cover athletic injuries.

BUS REGULATIONS

Students are expected to ride the bus in an orderly fashion. The bus driver has total responsibility for conduct upon the bus. Any student causing a disruption will be reported to the office. The first report turned into the office will result in a student or parent conference or possibly suspension from riding the bus depending upon the seriousness of the offense. Any second violation will result in 3 day removal from the bus. A third offense will result in removal for the remainder of the school year.

PEP BUSES

Pep buses will be scheduled only after a chaperone has been obtained and enough students have signed up to pay for the gas and driver. Cost of the bus will be determined by destination.

REPORT CARDS AND PROGRESS REPORTS

Student academic progress reports may be sent at any time, however, the normal mailing time is mid-point in the nine weeks. Students' parents receiving progress slips may request conference with the teacher concerning the report. Report cards will be issued at the end of each quarter.

EMERGENCY SCHOOL CLOSING

On certain occasions due to inclement weather or other problems, school may be closed or starting time delayed. This information will be supplied via W.S.O.Y. between the hours of 6:00 - 7 a.m. If no report is made, school will be in session. Please do not call the radio station or school.

CHEATING

Accepting or giving information on tests or homework illegally will result in zero credit for the test or homework.

CURRICULUM AND GRADUATION REQUIREMENTS

- 3 Units in English
- 1 Unit in Mathematics
- 1 Unit in Science
- 1 Unit in Social Studies
- 1 Unit in U.S. History
- ½ Unit in Health Education
- ½ Unit in Consumer Economics
- Driver Education
- 4 years of Physical Education (unless excused)

Graduation requirement is 22 credits, unless enrolled in Special Programs: Vocational Education or Co-Op Education. Vocational students minus one credit per year of participation. Co-op students minus two credits per year of participation.

GUIDANCE: The Guidance Counselor, Mrs. Smith, is available and will interview any and all students concerning vocational interests, college interests, or personal matters as your need arises.

COLLEGE VISITATION: College bound seniors and juniors, with A.C.T. scores on file, will be permitted one College Day Visitation. College day arrangements must be made at least one week in advance. A written form will be available for teachers to sign saying your work is made up in advance. This form will be available in the Guidance Office and must be turned into the main office and signed before the student is excused. No college day visitation will be permitted after May 15.

OFF CAMPUS ACADEMIC CREDIT: Any course work obtained through the Decatur Public School Program will be allowed towards graduation. Seniors will be allowed to take approved course work through recognized correspondence schools and Junior Colleges for high school credit. Any amount of college work can be taken for credit held in escrow.

SENIOR SEMESTER EXAM POLICY (last semester): Seniors who have accumulated 2 A's or 2 B's for the 3rd and 4th quarter grades need not take the final exam, but must be in attendance for the exam period.

HONOR ROLL: Highest Honors	5.0 Ave.
Higher Honors	4.5 to 4.9 Ave.
High Honors	4.0 to 4.4 Ave.

ATTENDANCE REGULATIONS AND PROCEDURES

Students are expected to be present every day throughout the school year unless there is an appropriate reason for the absence. If a student knows in advance of an absence, homework should be completed before the date of the absence.

Each student has 15 absences each semester which will be excused providing a note comes from the parents the day the student returns. Any absences in excess of 15 days without a doctor's excuse or special permission from the administration will result in the automatic failure of all courses for the semester.

The following are examples of excused absences:

- (1) Student illness other than doctor excused
- (2) Funeral of distant relative/friend
- (3) Critical illness in immediate family
- (4) Dental or medical exam
- (5) Drivers' test
- (6) College day or job interview (Junior or Senior)
- (7) Court appearance
- (8) Working for an employer other than through the Co-operative Career Education Program
- (9) Needed at home

Vacation with family will be approved if the administration and teacher are notified in advance. Work that will be missed must be turned in before leaving or immediately upon return.

Absences which are unexcused will result in lack of make-up privileges.

After a student has accumulated three tardies he/she will be called to the office and given a verbal warning. Upon acquiring the 4th tardy the student will be assigned detention for one day (30 minutes after school).

The second offense will result in a one day suspension.

The third offense will be a two day suspension.

The fourth offense will be considered as gross misconduct and expulsion proceedings taken.

Reporting of absences should be done in the following manner:

- (1) The parents or legal guardian are asked to call the high school office between 7:30 and 8:40 a.m. on the day the student will be absent. The telephone number is 672-3531.
- (2) Upon returning to school, the student must bring a written excuse from the parent or legal guardian or a note from the doctor or dentist if the case is such.

- (3) If the student does not bring a written note he or she will be issued an unexcused absence for that day and he or she must bring a note the following school day.
- (4) Under no circumstances may a student leave school unless a note from the parents or legal guardian or doctor or other medical personnel is received by the office or the parent or legal guardian arrives in person to take the student from school. The student must check out in the office at the time he or she is leaving school. The administration or the office staff should be notified and the student will sign out on the sign out sheet provided in the office. Failure to check out in the office will result in an unexcused absence. (In special cases and at the discretion of the administration, a phone call from the parent or legal guardian will be accepted to allow the student to check out of school.)
- (5) Any student who is absent and the school did not receive a phone call from the parents or legal guardian will be called as soon as possible at home or at work.

MAKE UP WORK

Students who are absent for any reason are expected to make up the work that is missed. It is the responsibility of the student to seek out the teacher and establish what has been missed. The makeup time allowance is equal to the number of days absent. Students who fail to make up work within that time limit will be given zeros which could lower the grades sufficiently to cause failure in the course. Unexcused absences will cause the teacher to disallow credit and could also cause failure. Students leaving classes because of extra-curricular activities must turn in homework prior to the day the class is to be missed.

PARKING

Students are not to park in the designated faculty parking area. Any student illegally parked will be reprimanded. Any continuation of this type of action would result in school suspension or suspension of driving privileges to school.

Parking permits will be issued during the first week of school. All students are required to register all cars that they will be driving to school and display their parking sticker on the lower right windshield.

SCHOOL DISCIPLINE CODE

The ultimate objective of your education at Warrensburg-Latham High School is to enable you to reach your fullest potential in the areas of academic and career education, socialization and personal enrichment, and physical and recreational development. While pursuing these goals, the atmosphere at WLHS should develop in you the following qualities: self-control, character, orderliness, respect for others, efficiency, and creativity — all directing each student toward becoming a happy and effective citizen of our community. It would be hoped that your participation in the classroom and various other activities offered at WLHS would prepare you for a happier and more productive future.

It is strongly believed by this school that a reasonable atmosphere of discipline is a must if a good learning environment is to exist, and to this end the total school staff is directed. The Warrensburg-Latham High School faculty is hired to assist and direct you toward obtaining the knowledge and habits you will need to take a productive and enjoyable position in society. No teacher likes to spend the majority of his or her time administering disciplinary measures to a few students while there exists a majority who are trying to learn and improve the opportunities for their futures. Therefore the administration will not tolerate disrespect for teachers or disruptions of classroom sessions by unruly and uninterested students.

The following section of your handbook should serve as a guide for acceptable behavior at Warrensburg-Latham High School, along with the procedures set down to deal with disruptions of an acceptable learning environment.

STAGES OF DISCIPLINARY ACTION

- Stage 1 — Verbal reprimand by a teacher.
- Stage 2 — Detention given by a teacher.
- Stage 3 — Corporal punishment given by a teacher.
- Stage 4 — Reprimands given by the Assistant Principal.
- Stage 5 — Detentions given by the Assistant Principal.
- Stage 6 — Corporal punishment given by the Assistant Principal.
- Stage 7 — Social Probation.
- Stage 8 — In-school suspension.
- Stage 9 — Out-of-school suspension.
- Stage 10 — Expulsion!

Any disciplinary action from Stage 5 through 10 will be accomplished with appropriate correspondence forwarded to parents or guardians, to keep them informed and active in their child's progress or problems at school. ** Good News Notes

EXPLANATION OF DISCIPLINARY ACTIONS

1. DETENTION: A detention or detentions may be assigned to a student if a verbal reprimand would not provide enough appropriate significance for the cause of the disruption. It may be used in cases of repeated disregard of classroom assignments or simple classroom disruptions. Should a student disregard a detention assigned by a teacher, he or she would be referred to the Assistant Principal for further, possibly more severe, disciplinary action.

2. CORPORAL PUNISHMENT: This measure of disciplinary action, as allowed in Section 24-24 of the Illinois School Code, is to be administered only after other disciplinary measures have been attempted or in more serious school disturbances where the serving of detentions would not seem appropriate. If parents desire, a letter may be submitted to the school to prohibit corporal punishment — but in many cases the alternative at this level of disciplinary action would likely be a period of suspension from school.

3. SOCIAL PROBATION: May be assigned in cases where students are disruptive before or after school hours, where school programs or personnel are involved. Measures such as restriction or revocation of the right to drive to school or attending after school functions may be a part of Social Probation.

4. IN-SCHOOL SUSPENSION: The more desirable option of removing a disruptive student from the normal classroom routine for a designated period of time. With In-School Suspension, the student will have the option to make up the classroom assignments, whenever possible, which he or she might miss while serving the suspension. Again, this disciplinary measure would be used on serious or repeated school disturbances.

5. OUT-OF-SCHOOL SUSPENSION: The last step before the most damaging and serious disciplinary option available to public schools — Expulsion. Out-of-school suspension is used to stress to the student that his or her conduct can in no way be tolerated

without placing his right to attend this district's school in jeopardy. In many cases the parents or guardians of the suspended student will be required to accompany that student back to school the morning following the suspension for a conference with the Principal or Asst. Principal. In compliance with the Illinois School Code, Chapter 122: Section 10-22.6, parents have the right to appeal the suspension to the Superintendent in writing or in person.

6. EXPULSION: As stated in the Illinois School Code, expulsion is to be used for gross disobedience or misconduct, and as with suspension there is the right of appeal. This extreme measure of disciplinary action would be initiated when, in the judgment of the Principal, the continued presence of the student would be substantially disruptive, antagonistic or dangerous. In most cases Expulsion would follow the third period of suspension (3 day, 5 day, 10 day, Expulsion) BUT as stated above, with the appropriate degree of seriousness, expulsion may supersede any stage of suspension. As with a suspension, the right to appeal an Expulsion is the parent's option.

SPECIFIC DISCIPLINARY SITUATIONS

TARDINESS TO CLASS: After three tardies and having been counselled by the Assistant Principal, continued tardiness will result in detentions, with blatant disregard for being on time possibly resulting in a suspension. *See Attendance Regulations

UNEXCUSED ABSENCES: If found skipping a class or an entire school day, the student will spend one clock hour detention for each period missed. *See Attendance Regulations

SMOKING ON SCHOOL GROUNDS: Smoking on other than designated smoking area will result in an automatic three day suspension from school. This disciplinary situation includes lighting matches or lighters in the building, or found in the act of lighting or smoking in school.

LEAVING SCHOOL (AWOL): If students do not follow the proper procedures (see Attendance Regulations), suspension is an option due to the serious legal implications involved.

DRUGS, ALCOHOL, OR CONTROLLED SUBSTANCES ON SCHOOL GROUNDS: These are strictly prohibited and will result in a 10 day suspension from school and depending on the serious-

ness of violation, expulsion proceedings could ensue. In all cases, appropriate legal authorities will be notified and charges will be filed.

DAMAGING OR DEFACING SCHOOL PROPERTY: Any student found defacing or destroying school property will be held responsible for the damage and may be suspended or expelled.

RECKLESS DRIVING OR IMPROPER USE OF A CAR: Revocation of privilege of driving to school, and possible prosecution.

PROFANITY ON SCHOOL PROPERTY: First offense — detention, Continued behavior — suspension.

VERBAL ASSAULT ON ANY SCHOOL EMPLOYEE: Suspension with possible Expulsion.

FIGHTING (INCLUDES, IN ANGER-PUSHING, SHOVING, FIST FIGHTING, OR WRESTLING): Depending on severity, may result from suspension to expulsion and prosecution.

ASSAULT ON A TEACHER: Expulsion and/or prosecution!

FIRE DRILLS AND DISASTER DRILLS

The practice or drill for fire and disaster are very important. Each student and staff member must perform each time as if an emergency situation exists. It is very important for all of us to react to orders and signals as promptly as possible. Fire Drills will be signaled by the use of the Fire Alarm System. Fire drill procedure is published in each room. Instructions for disaster drills will be given by the P.A. System.

GENERAL SCHOOL POLICIES AND STUDENT RESPONSIBILITIES

SCHOOL JURISDICTION: You are under school jurisdiction from the time you leave home until you arrive home that evening (legally, if you go straight to and from school). Any incidents of misbehavior may be handled by certified school personnel the same as if you were in school.

PERSONAL APPEARANCE: Research has indicated that students tend to act in a similar manner to the tone of their appearance. Therefore, it is the policy of this school to require students to dress appropriately to enhance a positive learning environment in our building. Guidelines would direct students to wear clothing which would avoid extremism and/or distractions to the educational process. If a student's appearance is deemed by a teacher to be a disturbing influence, that student will be dismissed from school until an acceptable appearance is reached. No hats, by male or female students, are to be worn in school, and all students must wear shoes.

LOCKERS: Each student will be assigned a hall locker by the Office. It is that student's responsibility to keep his or her locker in an orderly manner at all times. No pictures of questionable character are permitted and writing on the inside or outside of a locker will be considered damaging or defacing school property. Locks will be issued to any student who wishes one and no private locks will be permitted on school lockers. Any lock issued by the office and lost by that student will result in a one dollar fee to that person. It is strongly recommended that school locks be obtained and locked at all times. You may share a locker with a friend, BUT you **must** report to the Office your new or shared locker number. **Lockers are the property of the school and may be searched by school officials with or without the student's permission, when officials believe an illegal or dangerous substance is hidden.

VISITORS: All visitors are required to immediately sign-in at the school office upon entering the school. Parents are always welcomed visitors at any time. Students wishing to bring a guest to school must obtain prior approval from the office, and a visitor's pass for the day must be obtained. Any visitor of legal school age must be enrolled in another school district in order to be permitted a visitors pass.

NOON HOUR RESPONSIBILITIES: Students are currently allowed in the halls during their lunch period. No student may go to their car, the bus garage, or leave the school property during this period. Students are also **not** to loiter in the school office or by classroom doors. Problems or disturbances developing in the hallways during lunch periods may result in a change of noon hour policies affecting the total student body.

DISPLAYS OF AFFECTION: Holding hands is the extent of affection which is acceptable at Warrensburg-Latham High School. Students must avoid the practice of having their arm around someone of the opposite sex or various other degrees of affection. Students should particularly heed this policy before school and during the lunch periods.

EXTRA-CURRICULAR ACTIVITIES: It should be understood that we strongly encourage high school students to attend and enjoy our home athletic contests. But at the same time students must be aware that the price of a ticket allows you to watch the game and is **not** a ticket to roam or become a disturbance. You should be aware that once you enter the building for a basketball game, you may not leave that building. There should be no legitimate reason for you to go to your car during the half-time or between games. We also encourage you to verbally support our teams during the games, **but** yelling at officials, opposing players or fans is **not** considered acceptable behavior!

POLICY CHANGES: We hope to run Warrensburg-Latham High School on democratic principles, but to do so we must have cooperation between students, teachers, custodians, and administrators. Students who take advantage of certain privileges or policies may be responsible for other students losing their privileges.

TELEPHONE CALLS: For outgoing personal telephone calls, the pay phone in the main hall must be used. The phones in the Office are **NOT** available for personal use. All incoming calls of a personal nature must be urgent or the message will not be relayed to the student. The High School Office cannot become a student answering service.

CAFETERIA: Respect the rights of others in the cafeteria line by waiting your turn. Clean your table after eating and please do not sit on the tables or throw refuse on the floor. All plates, eating utensils, and containers are to be taken back after eating.

LEAVING SCHOOL & STUDENT CARS: Students who need to leave school during the day (P.E. clothes, books, personal problems) will **not** be permitted to return home in their own or another student's car unless it is determined an extreme situation by the Principal or Asst. Principal and direct permission is received by the parents. Once a student's car enters the school lot, it is **not** to be used for personal reasons and any violation of this policy will result in a suspension or revocation of the driving privilege.

STUDENTS DRIVING CARS to school will not use them during the noon hour or at any time during the school day. The students enrolled in Cooperative Career Education and the Decatur Area Vocational Center may drive to these activities providing they have a note on file from their parents giving permission. All emergency use of student automobiles such as doctor/dental appointments, errands for parent, teachers, etc. must be approved by the principal or assistant principal. Failure to follow the above procedure will result in suspension or the denial of a student the right to drive to school.

CLOSED CAMPUS: The Warrensburg-Latham High School has a closed campus from 8:40 a.m. until 3:00 p.m. on all school days.

The only exception to this policy will be that parents of students living within walking distance of the school may make a personal appearance in the school office and request that their son or daughter be allowed to walk home over lunch period. Parents issuing this request must sign a written statement on file in the office.

Violation of this policy will result as follows:

1st offense — 3 day suspension

2nd offense — 5 day suspension

3rd offense — Expulsion proceedings for gross misconduct of school policy.

HALL PASSES: If a student wishes to see a teacher at a specific time, he/she must arrange to acquire a pass from that teacher in advance.

A student who is in conference with a teacher which causes tardiness to the next class should acquire from that teacher a hall pass to gain admittance to the next class.

BELL SCHEDULE

1st Hour	8:40 - 9:35
2nd Hour	9:39 - 10:34
3rd Hour	10:38 - 11:33
4th Hour	11:37 - 12:32
5th Hour	12:07 - 1:03
6th Hour	1:07 - 2:02
7th Hour	2:06 - 3:00
4th Hour Lunch	11:33 - 12:07
5th Hour Lunch	12:32 - 1:03

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