

2024-
2025

JC McKenna Middle School Student/Family Handbook



<https://www.ecsdnet.org/schools/jc-mckenna/>

JC McKenna Middle School 608-882-4780

Joanie Dobbs, Principal
608-882-3302 dobbsj@evansville.k12.wi.us

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Our Mission

All learners
thriving,
contributing,
and belonging

Principal's Welcome

Welcome to JC McKenna Middle School, JCM. If you are new to Evansville, I hope that you have already received a warm welcome to our community. If you are returning to JCM this fall, I can't wait to see you at school.

Our JCM community is committed to all of our students and believe that every student deserves a quality education to help each child succeed. We as staff at JCM are committed to working with you and your family to ensure that all students can learn and grow in a safe and supportive environment.

As a student at JC McKenna, you will experience many changes during your middle school years. There will be new and old friends, a variety of teachers, different coursework along with more opportunities to be involved at school. I encourage you to allow yourself to try new things and join a club, group or athletic team. If there isn't something that grabs your interest, let us know. Middle school years go by quickly and I want you to make the most of every opportunity.

This handbook is intended to share information that will help staff, students and families to work together to support all of our students. If you have any questions, please do not hesitate to contact me. We at JCM look forward to working with and getting to know each of you this school year!

Joanie Dobbs, JC McKenna Middle School Principal

608.882.3302

dobbsj@evansville.k12.wi.us



JC MCKENNA STAFF DIRECTORY 2024-25						08/27/24
	Staff	Gr	Room	Phone	Subject / Position	E-Mail Address
1	Aguirre, Ana	6-8	X	X	Special Education Assistant	aguirrea@evansville.k12.wi.us
2	Alme, Ann	7	260	882-3325	Math	almea@evansville.k12.wi.us
3	Austin, David	6-8	CUSTODIAN	882-3318	Custodian	austind@evansville.k12.wi.us
4	Baumberger, McKenzie	7	261	882-3346	Composition/Literature	baumbergerm@evansville.k12.wi.us
5	Cormican, Shelby	6-8	X	X	Special Education Assistant	cormicans@evansville.k12.wi.us
6	Crandall, Laurie	K-12	LMC	882-3131	District LMC Coordinator	crandalll@evansville.k12.wi.us
7	Crans, Christina	6	163	882-3330	Social Studies	cransc@evansville.k12.wi.us
8	Dobbs, Joanie	6-8	105	882-3302	Principal	dobbsj@evansville.k12.wi.us
9	Dunphy, Amy	6-8	X	X	Special Education Assistant	dunphya@evansville.k12.wi.us
10	Eastman, Rebecca	6	161	882-3323	Reading/Language Arts	eastmanr@evansville.k12.wi.us
11	Elliot, Liz	6-8	125	882-3334	Band	elliottl@evansville.k12.wi.us
12	Falkner, Amy	6-8	251	882-3355	Speech and Language	falknera@evansville.k12.wi.us
13	Fanta, Kelly	8	361	882-3351	Composition/Literature	fantak@evansville.k12.wi.us
14	Gard, Ava	6	158	882-3329	Science	garda@evansville.k12.wi.us
15	Hahn, Andrea	8	358	882-3358	Science	hahna@evansville.k12.wi.us
16	Hannibal, Meaghan	6-8	204	882-3515	Psychologist	hannibalm@evansville.k12.wi.us
17	Hoffman, Carla	6-8	259	882-3348	Spanish	hoffmanc@evansville.k12.wi.us
18	Holm, Jennifer	6-8	205	882-3304	School Counselor	holmj@evansville.k12.wi.us
19	Isbell, Mallory	6-8	352	882-3336	Special Education	isbellm@evansville.k12.wi.us
20	Katzenmeyer, Jenny	6-8	OFFICE	882-3301	Attendance/Health Clerk	katzenmeyerj@evansville.k12.wi.us
21	Kopf, Dave	6-8	112	882-3319	Technical Education	kopfd@evansville.k12.wi.us
22	Kopf, Gretchen	8	360	882-3343	Math	kopfg@evansville.k12.wi.us
23	Kramer, Stacy	6-8	166	882-3339	Computers	kramers@evansville.k12.wi.us
24	Kramper, Scott	6-8	103	882-3303	Dean of Students	krampers@evansville.k12.wi.us
25	LaPointe, Ali	6-8	X	X	Special Education Assistant	lapointea@evansville.k12.wi.us
26	Leckey, Keegan	6-8	X	X	Special Education Assistant	leckeyk@evansville.k12.wi.us
27	Long, Brittany	6-8	LMC	882-3360	LMC Clerk	longb@evansville.k12.wi.us
28	Maves, Jenny	6-8	152	882-3355	OT/PT	mavesj@evansville.k12.wi.us
29	Miller, Deb	6-8	159	882-3333	Health	millerd@evansville.k12.wi.us
30	Miller, Tiffany	6-8	152	882-3355	OT/PT	millert@evansville.k12.wi.us
31	Noonan, Riley	8	363	882-3340	Social Studies	noonanr@evansville.k12.wi.us
32	Ours, Kelli	6-8	265	882-3324	Special Education	oursk@evansville.k12.wi.us
33	Pomplun, Louis	6-8	CUSTODIAN	882-3318	Custodian	pomplunl@evansville.k12.wi.us
34	Proper, Meghann	6-8	123	882-3332	Vocal Music	properm@evansville.k12.wi.us
35	Putnam, Allison	7	264	882-3349	Composition/Literature	putnama@evansville.k12.wi.us
36	Savignac, Erica	6-8	165	882-3314	Special Education	savignace@evansville.k12.wi.us
37	Schmick, Trent	6-8	200	882-3335	Art	schmickt@evansville.k12.wi.us
38	Schwartz, Brooke	6	160	882-3328	Math	schwartb@evansville.k12.wi.us
39	Sperry, Crystal	6-8	X	X	Special Education Assistant	sperryc@evansville.k12.wi.us
40	Sperry, Jane	6-8	OFFICE	882-3300	Administrative Assistant	sperryj@evansville.k12.wi.us
41	Spinelli, Trisha	6-8	GYM	882-3316	Physical Education	spinellit@evansville.k12.wi.us
42	Trewyn, Laura	6-8	CUSTODIAN	882-3318	Custodian	trewynl@evansville.k12.wi.us
43	Tway, Abbey	K-12	106	882-3161	School Nurse	twaya@evansville.k12.wi.us
44	Tyson, Marcela	K-12	201	882-3851	ESL Teacher	tysonm@evansville.k12.wi.us
45	Vance, Karsen	8-12	359	882-3365	Agriculture	vancek@evansville.k12.wi.us
46	Vossekuil, Greg	7	258	882-3356	Science	vossekuilg@evansville.k12.wi.us
47	Wickersham, Karla	7	263	882-3342	Social Studies	wickershamk@evansville.k12.wi.us
48	Wimmer, Lucas	8	364	882-3350	Composition/Literature	wimmerl@evansville.k12.wi.us
49	Zastoupil, Amy	6	164	882-3322	Reading/Language Arts	zastoupila@evansville.k12.wi.us
50	zz.Taher - Welte, Pam	K-12	Café	882-3580	Food Service	weltep@evansville.k12.wi.us
51						
52						

Evansville Community School District 2024-2025 Student Calendar

August 2024							September 2024							October 2024						
SU	MO	TU	WE	TH	FR	SA	SU	MO	TU	WE	TH	FR	SA	SU	MO	TU	WE	TH	FR	SA
				1	2	3	1	2	3	4	5	6	7			1	2	3	4	5
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26
25	26	27	28	29	30*	31	29	30						27	28	29	30	31*		
														31						
November 2024							December 2024							January 2025						
SU	MO	TU	WE	TH	FR	SA	SU	MO	TU	WE	TH	FR	SA	SU	MO	TU	WE	TH	FR	SA
					1		1	2	3	4	5	6	7				1	2	3	4
3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11
10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17*	18
17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25
24	25	26	27	28	29	30	29	30	31					26	27	28	29	30	31	
February 2025							March 2025							April 2025						
SU	MO	TU	WE	TH	FR	SA	SU	MO	TU	WE	TH	FR	SA	SU	MO	TU	WE	TH	FR	SA
						1							1			1	2	3	4	5
2	3	4	5	6	7	8	2	3	4	5	6	7	8	6	7	8	9	10	11	12
9	10	11	12	13	14	15	9	10	11	12	13	14	15	13	14	15	16	17	18	19
16	17	18	19	20	21	22	16	17	18	19	20	21*	22	20	21	22	23	24	25	26
23	24	25	26	27	28		23	24	25	26	27	28	29	27	28	29	30			
							30	31												
May 2025							June 2025							July 2025						
SU	MO	TU	WE	TH	FR	SA	SU	MO	TU	WE	TH	FR	SA	SU	MO	TU	WE	TH	FR	SA
				1	2	3	1	2	3	4	5	6				1	2	3	4	5
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26
25	26	27	28	29	30	31	29	30						27	28	29	30	31		

IMPORTANT DATES

9/2 Labor Day- No School
 9/3 First Day of School for Students
 10/14 No School
 11/1 No School
 11/27-11/29 Thanksgiving Break-No School
 12/23-11/1 Winter Break- No School
 1/2 Students Return
 1/20 MLK Jr. Day- No School
 2/14 No School
 3/24-3/28 Spring Break
 3/31 Students Return

4/21 No School
 5/23 No School
 5/26 Memorial Day- No School
 6/5 Last Day of School: ½ Day

EARLY DISMISSAL TIMES

LEVI Leonard- 12:00 pm
 TRIS- 12:00 pm
 JC McKenna- 12:10 pm
 High School- 12:15

Key

First Day of School
No School
Last Day of School- Early Dismissal
Holiday

2024-25 School Year

Daily Time Schedule for Days 1, 2 & 3

Hour	6th Grade	7th Grade	8th Grade
1	7:50-8:39 (49 min Pledge & Annc. inc) Block 1 - 1st half	7:50-8:39 (49 min Pledge included) Block 1 - 1st half	7:50-8:39 (49 min Pledge included) Block 1 - 1st Encore
2	8:43-9:25 (42 min) Block 1 - 2nd half	8:43-9:25 (42 min) Block 1 - 2nd half	8:43-9:25 (42 min) Block 1 - 2nd Encore
BR	9:25 - 9:35 (10 min) Breakfast	9:25 - 9:35 (10 min) Breakfast	9:25 - 9:35 (10 min) Breakfast
3	9:35-10:17 (42 min) Block 2 - 1st half	9:35-10:17 (42 min) Block 2 - 1st Encore	9:35-10:17 (42 min) Block 2 - 1st half
4	10:21-11:03 (42 min) Block 2 - 2nd half	10:21-11:03 (42 min) Block 2 - 2nd Encore	10:21-11:03 (42 min) Block 2 - 2nd half
5	11:07-11:37 (30 min) 6th Grade Lunch	11:07-11:49 (42 min) Block 3 - 1st half	11:07-11:49 (42 min) Block 3 - 1st half
6	11:41-12:23 (42 min) Block 3 - 1st half	11:53-12:23 (30 min) 7th Grade Lunch	11:53-12:35 (42 min) Block 3 - 2nd half
7	12:27-1:09 (42 min) Block 3 - 2nd half	12:27-1:09 (42 min) Block 3 - 2nd half	12:39 - 1:09 (30 min) 8th Grade Lunch
8	1:13-1:55 (42 min) Block 4 - 1st Encore	1:13-1:55 (42 min) Block 4 - 1st half	1:13-1:55 (42 min) Block 4 - 1st half
9	1:59-2:41 (42 min) Block 4 - 2nd Encore	1:59-2:41 (42 min) Block 4 - 2nd half	1:59-2:41 (42 min) Block 4 - 2nd half
10	2:45 -3:10 (25 min) Team Time	2:45 -3:10 (25 min) Team Time	2:45 -3:10 (25 min) Team Time

Daily Procedures for Families and Students

Attendance

- Parents/guardians should notify the school office prior to the start of school the morning of an unexpected absence.
- Planned/scheduled absences should be communicated to the school office prior to the absence.
- See School Attendance Policy 430 for additional information.

School Day

The school day begins at 7:50 and ends at 3:10. Students arriving after 7:50 am will check in at the school office. If a student repeatedly arrives late to school, the Dean of Students and /or Principal will develop a support plan with the student and family. Students enter the building at 7:45 am.

Tardy to School

Students arriving after 7:50 will be marked tardy and need to check in at the school office. After repeated tardiness to school, the student will meet with either the Dean of Students or Principal to discuss a plan to get to school on time.

Appointments During the School Day

Students who need to leave during the school day must obtain a pass from the office. A pass is issued to students after parents/guardians have contacted the school to inform of the absence.

Drop off & Pick up

- Please drop off and pick up students using the drop off & pick up lane located off of First Street. Vehicles should pull all the way through the drop off lane before students exit the vehicle so that traffic on First Street isn't interrupted. We ask that Liberty Street and Second Street not be used as a drop off or a pick-up location as it interferes with the bus traffic.
- Bus drop off/pick up: The bus lane enters the school property from Second Street and exits on Liberty Street. Students riding the bus to school will walk through the building and go to the playground/blacktop area until the start of the school day.

Visitor Access

During the school day, visitors must enter through the main office door. All visitors will provide photo identification to enter the building past the main office. A visitor badge will be worn while in the building. Upon leaving, visitors will check out at the office and leave the visitor pass with the office personnel. Students from other school districts are not permitted without prior approval. See Policy 860 for additional information.

Students' Day

Announcements

Our student council representatives read announcements daily. In addition, televisions throughout the building rotate through informational slides. JC McKenna staff will communicate with families for bigger events such as field trips and concerts however, smaller events such as dress up days and after school dances throughout the year will be communicated to the students during the school day. We view this as an opportunity for the students to begin to gain skills in independence.

Backpacks

Backpacks and other bags may be brought to school but should be kept in students' lockers during the school day.

Breakfast & Lunch (Food Service)

- Breakfast is available for all students after the first block of classes.
- Lunch is served in the cafeteria by grade level at the following times:
 - 6th grade 11:07 – 11:37
 - 7th grade 11:53 – 12:23
 - 8th grade 12:39 – 1:09
- Lunch payments can be made at the school office, the District Office and online.
- Lunch menus are available online.
- Food Service account balances are available through Family Access.

Computers

All students are assigned a device and charger. Students should bring their fully charged device to school each day. Students are responsible for their device and are subject to fees for damages. Please refer to Policy 363.2/554 for additional information.

Student Lockers

All students are assigned a locker. Students may bring a personal lock but are expected to share the combination and/or key with their team time teacher. The assigned student locker is the property of the Evansville Community School District. At no time does the district relinquish its exclusive control of such lockers and lockers may be searched as determined necessary or appropriate without notice, without student consent, and without a search warrant. Please refer to Policy 446.1 for additional information.

Mobile Communication Devices

Cell phones and other mobile devices shall be stored in a student's locker for the duration of the school day. The devices shall not emit noise while located in the locker. The office telephone is available to be used by students with the permission of the office personnel. If parents/guardians need to contact their student during the school day they should call the school office. See Policy 443.5 for additional information.

If students have a cell phone violation the following procedure will occur:

First Violation: Staff member will collect the phone and bring it to the office for the student to pick up at the end of the school day. This will be documented in Skyward.

Second Violation: Student phone will be turned into the office for the student to pick up at the end of the day. This will be documented in Skyward and a phone call will be made home.

Third Violation: Student phone will be turned into the office and a parent/guardian/caretaker will need to pick up the phone. The student will then be required to turn their phone into the office prior to the start of each school day if they are bringing it to school. This will be documented in Skyward.

Physical Education, PE

Students are required to participate in physical education by state law. If they are not able to participate, they must provide the teacher with a note from a parent/guardian. Non-participation for more than one class period requires a physician's order. Students are not required to change their attire but are expected to come to physical education class prepared to fully participate. Students need tennis shoes for class each day.

PE Locker Rooms

Locker rooms are provided for the use of physical education students, athletes and other activity groups and individuals authorized by the building principal or by district policy. Students should bring a lock to secure their items during PE class. The school is not responsible for missing items.

The District shall observe measures intended to protect the privacy of individuals using school locker rooms. The following provisions outline the extent to which that protection can and will be provided:

1. Privacy is maintained within the locker room with single-stall showers and restrooms.
2. No cameras, video recorders or other devices that can be used to record or transfer images may be used in the locker room at any time.
3. Signs will be posted on each locker room door as a reminder to everyone entering the locker rooms that devices are not allowed.

Team Time

Team Time is built into the daily schedule at all grade levels. During this time, students are participating in weekly social emotional learning lessons, working individually on their academics, checking in with teachers as needed, and participating in an extra recess time once a week. Many of our club activities occur during this block of time which allows all students the opportunity to participate in an activity.

The team time teacher is a point of contact for families to communicate directly with one staff member rather than having to communicate to all teachers within the grade level. Typically, the team time teacher facilitates and schedules conferences with families.

Other Important Information

Activities & Athletics

Middle school extracurricular activities and/or co-curricular activities are a fantastic opportunity for students to learn how to deal with their emotions, develop lifelong skills, become a well-rounded individual, and sometimes experience failure. JCM has created an environment within our athletic and activities department allowing our students to do all of the above in a safe and supported environment. More information is available [here](#) or can be found on the JC McKenna Middle School Activities tab online.

Bus Information

School board policies 443.2, 443.21 detail bus information and regulations.

Communication

Communication between home and school is an essential part of a successful educational experience. School personnel will communicate through email, notes sent home and/or phone calls. Family phone numbers and email addresses are collected during online registration. We encourage students and families to reach out to teachers and administration as needed.

Conferences

Conferences will be formally scheduled twice per school year. The staff of JC McKenna know the importance of open communication and encourage families to call or email any time with questions. Please refer to the staff directory for contact information.

Student Attire

Students learn best when they feel comfortable at school and we recognize dress as a form of self-expression; as long as their chosen attire does not cause a disruption or distraction in the school environment. Clothing may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other protected groups. Clothing must be suitable for all scheduled classroom activities including physical education, labs, and other activities where unique hazards exist. Student's face, eyes and ears will be visible at all times. In addition, clothing or accessories that are directly related to a student's religious belief or observance are allowed.

Students are prohibited from wearing attire that:

- Causes, or is likely to cause, a substantial disruption of or material interference with school activities or the District's educational mission;
- Causes school officials to reasonably forecast a substantial disruption of or material interference with school activities or the District's educational mission;
- Displays content that is lewd, indecent, or vulgar;
- Displays content that promotes the use of illegal drugs, alcohol, tobacco, or vaping devices;

- Displays content that constitutes a true threat of violence against an individual or group of individuals;
- Endangers the health or safety of the student or others on school premises or participating in school-sponsored activities.

-

Family Access

Students and parents/guardians can access student records including progress towards learning targets, attendance, discipline referrals and lunch balances via Skyward Family Access. Please call (608) 882- 5224 if you need to set up an access code.

Field Trips

Throughout the school year, students are provided with opportunities to extend their learning outside of the classroom through field trips. All students are expected to attend field trips. Families will be informed of trips that are off school grounds prior to students participating. See Policy 352, 352.2 for additional information.

Standardized Assessments

The following assessments are administered to middle school students:

- Forward Exam in Math and ELA in grades 6-8
- Forward Exam in Science and Social Studies in grade 8
- Universal Assessment/Screening (up to three times per school year to monitor student progress)

Grading

We believe that grades are an important reflection of a student's understanding, effort, and progress in their studies. The ultimate goal is student learning. Teachers communicate the learning targets to students and use a variety of formats to measure learning. Our goal is to ensure transparency in the grading process, helping students and caretakers alike to stay informed and engaged in the educational journey. While teachers have ultimate control and decision-making over grading practices for their courses, the staff wants to be as consistent as possible in policies.

Grades and Report Cards

At the conclusion of every 12 weeks, students will receive an overall grade per class. In addition to a letter grade, teachers will also have the ability to add comments. The grade book will be available for students and caretakers through Skyward Family Access. A paper copy may be requested by contacting the school office.

Grading Scale

100-93 A

92-90 A-

89-87 B+

86-83 B

82-80 B-

79-77 C+

76-73 C

72-70 C-

all stakeholders including families and the surrounding community will be informed prior to the drill.

School Board Policies

A complete list of all School Board Policies are available online.

School Counseling

Counseling services are available to all JCM students throughout the school day. Our school counselor works closely with teachers, administrators, school/community personnel, and families to support students' academic, career and social/emotional development. See Policy 364 for additional information.

School Volunteers

All volunteers will complete the Volunteer Agreement form and the Background Check Information Form and be approved by the building principal prior to volunteering. See Policy 353.1 for additional information.

JCM School Conduct

JC McKenna Middle School utilizes restorative practices to guide teacher responses to student behavior as outlined on the next page in the Student Code of Conduct Chart. Restorative practices are a way of approaching behavior support from a framework of relationship maintenance and reconciliation. When we purposefully build a sense of community and maintain positive relationships within that community, we experience more positive outcomes. Our schools work every day to help all students develop healthy relationships, identify common values and guidelines, develop social emotional understanding and skills, and develop a sense of ownership and belonging. We primarily manage difficulties by preventing harm, resolving differences, and helping students build the skill of learning from their mistakes. Restorative practices work to build empathy in the individual or individuals who disregard expectations and cause harm to the school community.

The staff at JCM believes that a sense of belonging and developing a relationship with students is the key to creating a positive and safe school community. By engaging students in learning, we build a foundation in which all students can achieve success. Students do better when they know what is expected of them. We emphasize and model clear expectations for school behaviors. Administration believes effective disciplinary practices include providing guidance and opportunities to improve coping strategies, interpersonal communication and self-control. At times, Administration acknowledges that other personnel may be better suited to provide the guidance and may call upon those individuals to be a part of the restorative process. Making amends, taking ownership of one's actions and committing to steps to prevent future infractions are important components to student growth. In addition to these practices, office managed behaviors may result in suspension, police referral, and/or referral to District Administrator for possible expulsion.

JCM categorizes inappropriate behavior into levels with each level requiring a different staff response. Here is a summary of the behavior levels, desired outcomes and staff responses.

Level 1 Behaviors – Redirect (Staff managed)

Student Behaviors

Level 1 behaviors refer to behaviors that are distracting, disruptive, or otherwise in violation of expectations for a productive learning environment, such as being off-task, teasing a peer, etc. This is a behavior or action that can quickly be redirected without stopping the class.

Desired Outcomes:

- Disruptive behavior is stopped.
- All students remain actively engaged in learning in class.
- All students understand consistent expectations and consequences.

Staff Action:

- Restate the expectations.

- Redirect the student behavior clearly and concisely.
- Resume focus on instructional plans.

Level 2 Behaviors – Reflect (Staff managed)

Student Behaviors

- A student has been defiant or disrespectful (this is the first offense or the behavior is new) or Level 1 behaviors have continued despite interventions.
- A student engages in plagiarism or another act of academic dishonesty.

Desired Outcomes

- Disruptive behavior is stopped; power struggle is avoided.
- Student understands the impact of their behavior.
- All students remain actively engaged in learning in class.
- All students understand consistent expectations and consequences.

Staff Actions

- Clearly state to student how and why their behavior violated expectations.
- Give the student space to cool down and consider their action.
- Engage with student in a reflective conversation to understand their impact on others.
- Make a plan for the student to be able to meet expectations in the future.
- Give a clear warning that continuation of the behavior will result in removal from the classroom.
- Communicate home to family about student behavior.
- Document the incident and actions taken in a classroom referral in Skyward.

Level 3 Behaviors – Reach Out

Student Behaviors

- A student engages in a behavior that does not meet the norms of the class. The teacher attempts Level 1 and Level 2 interventions to redirect the behavior, and the student continues inappropriate behavior.
- Alternatively, a student engages in a behavior that is majorly disruptive, dangerous to others, or illegal.
- A student skips class or leaves school without appropriate adult permission.
- A student video tapes another student or incident or posts pictures of another student without permission from the student.
- A student distributed, arranged to sell, or sold non-prescription drugs or uncontrolled substances.
- A student uses discriminatory or hateful language that may not rise to the level bullying, discrimination, harassment, or hate violence.

Desired Outcomes

- Safety of the classroom is maintained.
- The classroom engagement in learning resumes as quickly as possible.

- All students understand consistent expectations and consequences.
- The student violating the expectations is referred to an administrator.
- The student's negative behavior is recorded and tracked.

Staff Actions

- Clearly state how and why the behavior violated expectations.
- Instruct the student leave the classroom and go directly to the office.
- Fill out an office referral in Skyward.

Administrator Actions

- Administrator reads the incident report and runs a restorative conference with the student to reflect on their actions and determine next steps to repair the harm done.
- Administrator documents the conversation and next steps in Skyward.
- The administrator or their designee communicates home to the student's family about the incident.
- The administrator or their designee ensures that all next steps are completed, and documents this in Skyward.

Level 4 Behaviors – Reset (Office Managed)

Student Behaviors

- A student continues to engage in Level 3 behaviors even after interventions.
OR
- A student engages in a major offense.

Desired Outcomes

- The school and its students remain physically and emotionally safe.
- The student and their support network identify root causes of the unacceptable behavior.
- The student understands the impact of their behavior on the school community.
- The student makes a plan to restore the harm they may have caused.

Administrator Actions

The process for responding to Level 4 behaviors is the most nuanced, complex, and personalized. While suspension and expulsion may be considered for Level 4 behaviors, sometimes they are not chosen as the best strategy to meet the outcomes listed above. Students who choose not to opt into the restorative process are subject to further disciplinary action.

Nondiscrimination Statement

The Evansville Community School District prohibits harassment or discrimination against any pupil in any program or activity on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional or learning disability, or any other basis protected by law.

JC McKenna Student Code of Conduct Flow Chart

Positive Behavior

- Verbal/Nonverbal Praise
- Phone call or email to parent/guardian
- Postcard sent home
- Utilize resource spaces during work-time
- Blue Devil Strong Recognition

Continue to teach

Document and collect data (can be done after instruction if needed)

Staff-Managed Behavior Examples

Level 1: Distracting, disruptive or violate expectations for a productive learning environment, such as being off-task, late for class, unprepared, misuse of materials.

Level 2: Continued level 1 behaviors or a new student behavior of defiance, disrespect, misuse of facilities, plagiarism, etc.

Is the Behavior Office-Managed?

NO

Level 1 staff actions:

- Restate expectations
- Redirect the student behavior clearly & concisely
- Use of proximity
- Possible seat change
- Resume teaching

Level 2 staff actions:

- Explain why behavior expectation was violated
- Give student space to reflect on action
- Engage in reflective conversation
- Make plan with student to meet expectations
- Set clear expectation that next time it will result in classroom removal.
- Contact home & document

YES

Send student to office or call for assistance

Write referral in Skyward
Include home contact date

Administrative Response

1. Listen to referred student.
2. Gather relevant information.
3. Contact family if deemed necessary.
4. Determine supports and communicate to relevant staff.
5. Document in Skyward
6. Impromptu check ins

Office managed behaviors could result in:

- Family notification
- Suspension (ISS, OSS)
- Police notification
- Referral to District Administrator for possible expulsion

Office-Managed Behavior Examples

Disorderly conduct
Firearms/Weapons
(Including look-alikes)
Health and Safety
Theft
Vandalism
Reoccurring incidents

Fighting
Harassment/Bullying
Property damage
Uncontrolled substances
(including look-alikes)