

SECTION ONE: GENERAL INFORMATION

ATHLETIC AND SPECIAL EVENTS

Our middle school sponsors and co-sponsors a large number of co-curricular activities and events which are of interest to students, parents and other people in our community. In order to provide the best conditions for those participating in and attending these events, we are asking that the following rules be observed:

- Spectators should remain seated during the activity.
- Children below the sixth grade level should be accompanied by a parent or other adult.
- Middle school students attending high school athletic and extra-curricular events are required to be accompanied by a parent or other adult.
- Athletic events usually begin at 4:00 p.m. and last approximately two hours. Arrangements should be made in advance for spectators and participants to be picked up or to begin walking home at about 6:00 p.m.
- Food and drinks should not be brought into the gym.
- Students and fans that attend athletic and special events held at our middle school, or at other schools, represent our community and school. This being the case, we ask that they show respect for:
 - Our country, particularly during the playing of the National Anthem.
 - Competitors or performers from all schools involved.
 - Game officials and staff members from all schools involved.
 - Personal and public property.
 - Rules and traditions of all schools involved.

ATTENDANCE

In accordance with The School Code of Illinois, and in recognition of the responsibilities imposed upon parents, District 202 students shall attend school every scheduled school day. **School attendance is not optional.** Daily attendance, timeliness to class, and participation will increase the student's probability for successful performance and foster the development of self-discipline and responsibility. Conversely, absences, repeated tardiness, and other trancies will have a negative effect on the student's overall classroom experience and grade. **Time missed from school can never truly be made up**; the interaction in the classroom cannot be replicated by doing make-up work.

State Mandated Time in Attendance

The guidelines of the State of Illinois mandate time in attendance, and consider the following minutes as half or full day absences.

- Absent 31 to 150 minutes will show as ½ day absent.
- Absent 151 or more minutes will show as a full day absent.

Tardiness

A student is considered tardy if he/she is not in his/her assigned seat when the bell rings indicating the start of class. According to the Illinois School Code, unexcused tardiness is truancy. Students who arrive late to school must be accompanied into the office and signed in by a parent/guardian.

Signing In/Out

To insure our students' safety it is extremely important that we can account for their attendance throughout the school day. We require students who are tardy to school or need to leave school before the end of the school day to sign in or be signed out in the attendance office, by the person(s) dropping off or picking up the student. Students will be permitted to leave school if a properly authorized written request has been presented or if a parent or guardian appears in person to withdraw a student from school. A photo ID is required.

Reporting an Absence

Absence Calls – When a student is absent, a call should be made by the student's parent or guardian to the school office to report the absence and **reason**. Calls to report absences should be made between 7:15 and 9:00 a.m. Calls may be made before 7:15 a.m. to our automated attendance line (refer to back cover). If an absence has not been reported by 9:00 a.m., the school is required by state law to make a reasonable effort to contact the absent student's parent or guardian to provide notification that the child is not in school. This reasonable effort to contact the parent will consist of phone calls to the parent's home, cell and work numbers.

Absence Notes – If a parent or guardian does not report a student's absence, and the school office cannot reach them, the student must present a written excuse upon his/her return to school. This written excuse must contain the name of the student, date(s) the student was not in school, and **specific reason(s)** for the absence. It must also be signed and dated by the parent or guardian. This note needs to be turned in to the attendance office before school the day following the student's absence.

An undocumented absence will result in a truancy absence.

Additionally, if a student is absent for five or more consecutive school days due to illness, or a pattern of absenteeism develops, a signed physician's note/form outlining the illness and approving the student's return to school must be presented to the attendance office before the student will be readmitted to class. However, if an absence has been discussed with the school office, in person, or by phone, and does not involve an absence of more than five consecutive school days, a written excuse is not required to readmit the student.

Excused Absences

An excused absence from school allows the student to receive full credit for missed work. The State of Illinois lists the following reasons as "valid cause" for absence, and will lead to an excused absence for the student once the attendance office has discussed the absence with the parent or guardian and/or received the required written excuse or physician's note:

- Illness
- Observance of a religious holiday
- Death in the immediate family
- Family emergency

- Other situations beyond the student's control
- Other circumstance that cause reasonable concern to the parent/guardian for the safety or health of the student
- Other reason as approved by the Superintendent or designee

Truancy/Unexcused Absence

Most other absences, with the exception of those listed above, will be considered truancy. Illinois School Code 105 ILCS 5/26-1 states that a truant is "a child subject to compulsory school attendance and who is absent without valid cause from such attendance for **a school day or portion thereof.**"

Truancy Consequences

Truancy may lead to significant disciplinary action ranging from parental contact and attendance team interventions to a truancy petition being filed with the Will County Courts. District #202 is required to report attendance and truancy information to the Will County Regional Office of Education (ROE). Chronic truancy may result in the ROE filing a truancy petition.

Truant students may not receive credit for missed exams, quizzes, presentations or other assignments for the days of the truancy.

Make-up work will be required for all truancy absences. Credit reductions may occur on make-up work resulting from truancy absences from school.

Excessive Excused Absences

After ten (10) days of excused absences, parent contact will be made. The school attendance team will continually monitor and evaluate student absences on an individual basis to determine supportive action to be taken to develop and maintain the student's regular attendance at school.

In order to keep parents apprised of their child's/children's attendance record throughout the school year, attendance and tardy letters will be sent to parents after the 10th and 17th incident. After the 25th absence or tardy the parents and District Attendance Officer will be contacted. School Administration may request doctor verification for absences. In addition, you may receive a home visit by building and district administration inquiring as to the absences, and to attempt to achieve the best resolution for your family.

Unavoidable Medical/Dental Appointment

We encourage all of our students' parents to arrange doctor and dental appointments after school hours or on weekends. Although the State of Illinois does not list medical appointments as "valid cause" for absence, The Plainfield School District understands that at times medical appointments during school hours may be unavoidable.

When medical or dental appointments are necessary during school time, we ask that a note be sent to the attendance office in order to determine if the absence will be excused. We also require that the person(s) picking up or dropping off the student at school sign the student in and/or out in the attendance office.

Vacation

Parents are discouraged from taking students out of school for vacations. The State of Illinois does not consider vacation absences to be an excused absence.

Homebound

A student who will be absent for ten (10) or more consecutive school days due to medical reasons may obtain homebound instruction. Parents/Guardians should notify the school and complete the necessary forms required by the program. This includes a physician's statement indicating that the student will be absent from school for ten consecutive school days or more.

Homeless

A student who is or becomes homeless should see the homeless liaison person in their building. Please contact the school for assistance.

Make-up Work for Absent Students

A student has one day for each day absent in which to make up work. Parents may request homework after the student has been absent two or more days by: calling the school office (refer to back cover) and leaving a message on the attendance line before 9:00 a.m. This will allow time to collect the work from all teachers involved. The message should contain:

- The name and grade level of the student.
- The nature and expected length of the absence.
- The person who will pick up the work.

Make-up work must be picked up in the office after 2:45 p.m.

Absence and School Activities

Students who are absent from school for any part of the school day may not participate in practices, contests, performances or attend special events after school on that day, unless they have a medical note from a doctor, or dentist.

Students not eligible for practices and contests on the last school day of the week due to absence may not participate in school team contests held on the first day of the weekend or the first day of a vacation or holiday period.

CAFETERIA

Each day our cafeteria provides a lunch consisting of a main entree, vegetable, fruit, and milk. There are three or four substitute entrees also available. In addition, a wide variety of hot and cold a la carte items including salads and fresh fruit. MealTime, a computerized system for purchasing meals, is utilized at District 202 in which students use their ID cards to access their account when purchasing meals.

Student accounts (set up by student ID numbers) are utilized to deposit funds for meal and/or a la carte purchases. Funds can be added at any time. Parents may deposit any dollar amount. Payments may be dropped off in the office or the cafeteria. Payments may be made by cash or check and must be enclosed in an envelope with your child's name and student ID number. Checks should be made payable to your child's

middle school. You can also set up an account and deposit funds on-line at www.mymealtime.com. This method of payment is highly recommended.

The MealTime system allows additional controls on an individual basis for things such as diet restrictions or use of funds at the parent's request. The system will also keep track of how your child spends their deposited funds and parents will be able to access this information online. Students on the free or reduced lunch program will need their student card to receive lunch.

While in the cafeteria, students are expected to display good manners and show courtesy and respect to staff members and other students. School administrators and the lunchroom supervisors will discuss specific cafeteria rules and procedures with each lunch period during the first week of school. These rules and procedures include:

- Maximum seating is four students to a bench or seven students to one side of a table if chairs are used.
- Once everyone is seated, students will be given permission by the lunch supervisor, one table at a time, to go to the lunch or a la carte lines to purchase food.
- Food may be purchased with cash or checks.
- Students are expected to keep their eating area clean and neat by:
 - Picking up refuse in their area.
 - Cleaning spills and other accidents.
 - Placing all refuse in the proper containers.
 - Complying with staff member's requests to clean an area.
- At the end of the lunch period, students remain seated until dismissed by a lunch supervisor.
- Students are expected to comply with the directions and requests made by school staff members and foodservice employees.

CLOSED CAMPUS

Our middle school is operated as a closed campus during the regular school day. Once students arrive they may not leave the school site without authorization by a staff member, or until they are dismissed at the end of the school day.

COMMUNICATION

District 202 uses the "Connect-ED" recorded telephone message system to communicate with district families. This system is used to share a wide range of important information including school-level news, school closings, and emergencies. "Non-emergency" calls, including traditional, weather-related school closings ("snow days"), are placed to the family's primary phone number. This is the number that the family uses as its home phone, whether that is a landline or cell. "Emergency" calls will automatically be made to up to six numbers that the family has provided. E-mail messages are also sent. "Emergencies" are defined as any event that significantly disrupts normal school day operations, during the school day -- i.e., when many parents and guardians are at work. To ensure efficient, effective communications between your child(ren's) school, the district and families, parents must call their child(ren's) school(s) as soon as possible with new family contact information, including home email address, home phone numbers, work and cell phone numbers, and phone numbers for emergency contacts.

It is very important that we have the correct contact information for all of our students for Connect-ED to work effectively and efficiently.

Parents are strongly encouraged to update their students' contact information immediately when it changes, by calling your student(s) school(s) directly; or by visiting the District 202 web site (www.psd202.org) and clicking on "Connect-ED."

District 202 utilizes two other forms of parent communication. The District 202 Parent Web Module (PWM) is a safe, secure Internet-based communications tool that allows parents/guardians to participate more directly in their students' learning and school lives. The PWM provides on-line access to students':

- Attendance records
- Health records
- Demographic information
- Discipline records
- Class schedules
- Report card grades
- Teacher's grade book scores
- Academic achievement test scores
- ISAT (3rd-8th)
- Unofficial transcripts
- Daily homework assignments
- Email links to contact teachers
- View and pay fees online
- Update registration information
- Receive email "Ready Notifications" of report cards and mid-terms

Parents are also encouraged to sign up for daily/weekly emails of upcoming events at their respective school. In addition, District 202 provides weekly updates through the "District 202 Education Partners" electronic newsletter. This is the most direct source of information about what is happening in District 202. For additional information, please contact the main office of the school. Contact the main office for additional information.

Virtual Backpack

District 202 uses an online "Virtual Backpack" system to distribute materials from external organizations. This system helps us to "go green" by limiting the number of fliers sent home with students. Parents are encouraged to check out the Virtual Backpack often, either through the District 202 web site (www.psd202.org) or through their school(s) web site(s).

Fliers are also posted in or near every school's main office for families without Internet access.

DAILY ANNOUNCEMENTS

Announcements are made over the closed-circuit television or intercom following the Pledge of Allegiance. In addition, announcements are posted in the office and in the classrooms. Students may also view announcements in the cafeteria on television monitors during lunch. These announcements are the student's chief source of information about current school activities, special events, and changes in procedures. Students are expected to actively listen to daily and special announcements, and they are responsible for knowing this information.

EXTRACURRICULAR ACTIVITIES

Even though learning in the academic areas is the primary purpose of any school program, extracurricular activities are also an extremely valuable area where students share accomplishments and learning experiences beyond those that occur in the classroom. A wide variety of activities are available and we strongly encourage all of our students to become involved in one or more of them.

A medical excuse restricting physical activity during physical education class will extend to any school-related club or activity, which requires a reasonable amount of physical activity.

Our middle school attempts to accommodate the large number of students who wish to participate in athletic competitions against other schools. Sports, which can handle a large number of students, such as cross-country, wrestling, and track, are operated on a no-cut, no tryout basis so that all who wish to join may participate. Since only a limited number of students can participate in certain sports such as Boys basketball (5), Girls basketball (5), volleyball (6), or soccer (11) at one time, a limited number of players are selected for these teams, through a try-out process. To help accommodate more students, a seventh grade team and an eighth grade team are offered for Boys basketball, Girls basketball, and volleyball.

A wide variety of interscholastic sports is offered throughout the school year for students in sixth, seventh, and eighth grade.

Fall	Soccer.....	Boys, Grades 7 and 8
	Cross Country.....	Boys and Girls, Grades 6, 7 and 8
	Volleyball.....	Girls, Grades 7 and 8
Winter	Basketball.....	Boys, Grades 7 and 8
	Basketball.....	Girls, Grades 7 and 8
	Wrestling.....	Boys and Girls, Grades 6, 7 and 8
	Cheerleading/Pom Pons...	Girls, Grades 7 and 8
Spring	Track.....	Boys and Girls, Grades 6, 7 and 8
	Soccer.....	Girls, Grades 7 and 8
	Volleyball.....	Boys, Grades 7 and 8

In order to participate in interscholastic athletics, students must maintain academic eligibility as outlined in Section Four of this handbook. This requirement is maintained so that parents and teachers are assured that involvement in interscholastic athletics will not interfere with our students' academic performance, which as noted earlier, is the primary purpose for their schooling.

Students may participate in one interscholastic sport during each season. To ensure safety, students must have a completed, signed sports physical on file in the school office before participating in a try-out, practice, or game for any interscholastic sports team. Physicals are good for one calendar year, and can apply to any sport within the year following the examination. Students must complete and return an insurance waiver form to the coach before the first game or contest. Students must be picked up from practices and games within a reasonable amount of time. Continued delays may result in warnings, limited participation in practices/contest, or in serious cases, removal from the team.

A variety of clubs and activities will be available to the students during the school year. Staff members sponsor clubs and are open to all students. Information about clubs will be made available to the students through the morning announcements. Information may be posted on the school's website or fliers may be sent home. Drama Club, Yearbook, Intramurals and Student Council are examples of some of the clubs that may be available to students at our middle school. Feel free to look in the back of the agenda book for more detail.

FIELD TRIPS

The Board of Education recognizes that first hand learning experiences provided by field trips can be an effective and worthwhile means of learning. While at the middle school most students will participate in a number of field trips. Before each trip, students will be required to pay any fees and turn in a completed District 202 Trip Consent Form signed by a parent or guardian. Students who do not participate are required to attend school. Field trips are considered a school-sponsored activity. Students attending field trips are expected to follow school rules as outlined in this handbook while participating in field trips.

GRADING SCALE

Our middle schools have adopted the following standard grading scale.

A	90% -100%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	Below 60%

HEALTH

Communicable Diseases - District 202 recognizes that a student with a communicable and chronic infectious disease is eligible for all rights, privileges and services provided by law and the District's policies. The District shall balance those student rights with the District's obligation to protect the health of District students and staff. In order to promote optimum health in the schools, the following guidelines are to be observed regarding communicable diseases:

- Chicken Pox Exclude from school until 24 hrs after last pox scabs over
- Hepatitis Exclude from school until physician's permission to return

- Impetigo Exclude from school until 24 hrs after start of antibiotic
- Meningitis Exclude from school until physician's permission to return
- Mumps Exclude from school until physician's permission to return
- Pink Eye Exclude from school until 24 hrs after start of medication
- Strep Infection Exclude from school until 24 hrs after start of antibiotic

When should you keep your child home from school?

- **Fever** - The best way to check for fever is with a thermometer. No child with a temperature over 100 Fahrenheit should be sent to school. Your child should be fever-free for 24 hours (without fever-reducing medicine) before returning to school.
- **Mild Cough/Runny Nose** - If your child does not have a fever and feels fairly good, your child may attend school.
- **Bad Cough/Cold Symptoms** - Children with severe coughs should stay home, and may need to see a doctor. Severe coughs may indicate the child has a severe cold, bronchitis, flu, or pneumonia. When your child's cough improves, and is feeling better, he/she may return to school. A child with a lingering, but not severe cough may return to school.
- **Sore throat** - If your child complains of a slight sore throat and has no other symptoms, he/she may attend school. If white spots can be seen in the back of the throat or if the child has a fever, he/she should stay home and may need to see a physician.
- **Rash** - A rash may be the first sign of one of childhood's many illnesses, such as chicken pox or measles. A rash or "spots" may cover the entire body or may appear in only one area. A child with a rash or skin eruption should stay home until your physician has said that it is safe to do so.
- **Stomachache, vomiting, diarrhea** - It is recommended that you consult your physician ~~doctor~~ if your child has a stomachache that is persistent or is severe enough to limit his/her activity. If vomiting occurs, the child should stay home until he/she can keep food down. A child with diarrhea should be kept home. You may need to call your physician if prompt improvement does not occur.
- **Tooth pain** - Consult your dentist.
- **Ear pain** - Consult your physician.
- **Headache** - A child whose only complaint is a headache usually need not be kept at home.

Keeping children home from school for reasons other than illness may have a bad effect on their attitude, work habits and progress. Please bear in mind that much of what is missed in the classroom cannot be learned through written assignments. Use your own good common sense and remember sick children belong at home and well children belong in school.

- **Readmission to School Following an Illness** - A student who has been absent from school for five (5) or more consecutive days, due to illness, hospitalization, or surgery, must present a physician's release before being readmitted to school.
- **Readmission after Emergency or Urgent Care Treatment**: Students who are treated in a hospital or urgent care facility should present a physician's release to the nurse's office upon return to school.
- **Readmission after homebound related to illness or surgery**: The district may request updated medical orders for students who return to school following homebound related to illness or surgery. These orders may include, but are not limited to feeding and medication orders.

Students recovering from a communicable disease shall be readmitted to school according to the isolation/exclusion requirements in Rules and Regulations for the Control of Communicable Diseases, published by the Illinois Department of Public Health.

- **Elevator Usage**: Students may use the elevator if they have a physical limitation or medical need that limits their use of the stairs and a physician's note on file indicating the medical need or limitation.

HOMEWORK

Homework is an important part of a child's education and is regularly assigned at all grade levels and in most subjects. It provides students with the practice necessary to make use of the basic skills taught in the classroom an automatic process. Homework can also be used to provide the background information, which is necessary for upcoming lessons and as an enrichment activity to make lessons more challenging and interesting.

Those at home can help in making homework an effective learning experience by:

- Providing a suitable place for students to study or work.
- Helping students budget their time by setting a regular, daily time for study or homework.
- Encouraging the use of the school agenda book.
- Giving students recognition for completed work and good grades.
- Showing an interest in school and homework by regularly asking students questions about and discussing these topics with them.

HONOR ROLL

Each quarter an Honor Roll and High Honor Roll are compiled. In order to be placed on the High Honor Roll a student must earn all "A" grades for the quarter. To be placed on the Honor Roll a student must maintain a B average and receive no "D's" or "F's" for the quarter.

At the end of the school year a certificate of Academic Honors is presented to each student who earned a place on the Honor Roll or High Honor Roll for all four quarters of the school year.

IDENTIFICATION CARDS

Identification (ID) cards are issued to all students. Students are required to carry a current ID card during school activities on or off campus. ID cards are needed for:

- Attendance and admission to school athletic events.
- Attendance at dances.
- Media Center privileges.
- Access to the Internet.

In addition, the ID card may be used as a legal photo ID outside of school. This ID also enables students to attend athletic events (other than state athletic series contests) and student concerts free of charge.

Students receive their first ID card free of charge each school year. New students are typically issued an ID card on their first day of attendance. It is the student's responsibility to replace lost or destroyed cards.

INSURANCE

Each year the Plainfield Schools provide an opportunity for our students to purchase student accident insurance through an outside insurance carrier. This insurance is available on a School time or Around-the-Clock coverage. Cost varies depending on the student's grade level and coverage options selected.

All students who participate in interscholastic athletics must have accident insurance comparable to that which is offered in the Student Accident Insurance Program. If parents or guardians do not wish to purchase Student Accident Insurance, then they must sign an insurance waiver stating that the student is fully covered by their insurance and that they waive responsibility for school insurance in the event of injury.

Accident insurance forms are available in the school office. Coverage may be purchased at any time during the school year, but there is no premium reduction for late enrollment.

INTERNET AGREEMENT

The student and their parent/guardian must sign an Internet Agreement form before students are allowed to use the Internet at school. The use of the Internet is a privilege and may be revoked if students do not follow proper procedures outlined in the Internet Agreement form. Other disciplinary action may be taken for misuse of the Internet.

While the District respects students' right to freedom of expression under the First Amendment, students may be disciplined for website postings that: (a) materially and substantially disrupt the educational process, (b) interferes with the rights of other students or staff members, and/or (c) constitute threats which endanger the health, safety and well-being of District students or staff members.

LOCKERS

Each student is assigned a hall locker in which to store his or her books and personal belongings. Lockers are equipped with a built-in combination-locking device. Students should not divulge the combination of their lockers to other students. If a locker fails to work properly, the student should report the problem to the office. Students may not write directly on the inside or outside of lockers. Lockers should not be kicked or slammed even if they do not appear to work properly. Any misuse of, or tampering with, lockers will result in disciplinary action. Students are reminded that lockers are the property of the school and are to be used solely for the storage of books, supplies, garments, and personal belongings that are appropriate for school use. In order to protect our students' safety and personal and public property at school, ALL STUDENT LOCKERS ARE SUBJECT TO SEARCH BY SCHOOL OFFICIALS AT ANY TIME. Police canine searches of lockers and automobiles may be conducted in order to maintain a safe and secure school environment. While an investigation into the whereabouts of items lost or stolen at school is typically conducted, the school assumes no responsibility for these items. Each student should use only the locker that is assigned to him or her and should return the locker at the end of the school year in the same condition in which it was issued.

LOST AND FOUND

All items found at school should be immediately turned in to the school office. Most of these items will then be placed in the lost and found. All students should check the lost and found regularly. Items such as jewelry, wallets, eyeglasses, and calculators are kept separate. Students should ask the attendance secretary if they are missing any of these items. Lost items should be claimed within 30 days. The lost and found is periodically cleaned and the unclaimed articles donated to a local charity.

Students are encouraged to label coats, hats, sweaters, notebooks, and other personal articles so that they can be identified and returned if lost. The school district assumes no responsibility for the loss of personal items by students, visitors, or staff members while they are inside a district building or on school property.

MEDIA CENTER

Students must use their own ID to check out books. Students are responsible for books they check out. They will be billed for materials that are lost or damaged. Students may have only one book checked out at a time. Books are checked out for two weeks. A late fee of 10 cents a day is charged for books not returned on time. Students are expected to show respect to others, themselves, and the materials in the Media Center.

MEDICAL EXAMINATION

Physical Exams- Pursuant to the Illinois School Code, all students entering the 6th grade in the fall of 2010 must submit a physical exam on an Illinois Child Exam form dated after August 24, 2009. The middle school must have a copy of the completed physical prior to the first day of school on August 24, 2010. Students with incomplete physical exams will not be given a class schedule and will not be able to start on the first day of school. The 6th grade school physical may be used as a sports physical, good for one calendar year from the time it is completed.

Dental Exams- All students in 6th grade are required to have an oral health examination performed by a licensed dentist. For the 2010-2011 school year, the examination should be performed after November 15, 2009 and submitted to the building nurse by May 13, 2011. Copies of the Dental Examination form or Dental Waiver can be obtained on the District's website, <http://www.psd202.org/departments/health.htm>.

MEDICATION WHILE AT SCHOOL

Plainfield District 202 acknowledges that the responsibility for administering medication to a student rests primarily with that student's parent(s) or guardian(s). District personnel will administer medication during the school day only when failure to receive such doctor-prescribed medication during school hours would jeopardize the student's health and education.

ADMINISTRATION OF MEDICATION

The Superintendent's regulations pertaining to the administration of medication are substantially based on the Recommended Guidelines for Medication Administration in the Schools published by the Illinois Department of Public Health and the State Board of Education. The administering of medication during regular school hours is contingent upon the following regulations:

1. Medications, including both OVER-THE-COUNTER and PRESCRIPTION DRUGS, which will be administered during the school day will only be administered after the parent files with the school a completed form entitled "Plainfield District 202 Medication Authorization

Form". These forms are available from the building secretaries or at the health office. For your convenience, a copy of the Medication Authorization Form is also available at:
<http://www.psd202.org/departments/health.htm>.

2. Medication brought to school without the signed Medication Authorization Form by parent and physician will not be administered to students.
3. The student's parent or guardian must renew written orders for continuing medication at the beginning of each school year, whenever the medication or its dosage is changed, and when asked to do so by the school nurse.
4. We ask that all medication be brought to school by the parents. It must be brought to the school health office in a pharmaceutical container labeled with the student's name, name of medication, the dosage and all pertinent instructions. If it is impossible for a parent to bring in the medication, students must bring the medication into the office immediately upon arrival. The prescription container must be in a sealed envelope. Over the counter medication shall be brought in with the manufacturer's original label with the ingredients listed and the child's name affixed to the container. The empty container will be sent home with the student at the end of each week or at the end of the interim of medication administration. **Parents or guardians are responsible for picking up any unused medication at the end of the school year. The nurse will dispose of any medication that is not picked up by parent or guardian. Medications will be discarded in the presence of a witness.**
5. The initial dosage of the medication must be given at home. This is to ensure that any initial negative side effects or reactions to the medication occur at home with the parents/ guardians.
6. Students are not allowed to keep any kind of medication in their possession while at school unless so directed by written authorization by their physician.
 - a. Students must have the Asthma Medication Authorization Hold Harmless and Indemnity form signed by their parent and physician to keep their inhaler or emergency medication with them at school.
 - b. We recommend that students who keep their inhaler or emergency medication with them also keep an additional inhaler or emergency medication in the nurse's office in case of emergency or loss of inhaler.
7. Students must come to the health office for their medication.
8. Acknowledging that occasionally a medication must be administered during the school day, a certified school nurse or registered professional nurse, if available, shall administer the medication. If a nurse is unavailable, a building administrator or a certified administrator designated by the building principal shall either: (1) supervise the self-administration of the medication, or (2) administer the medication himself or herself. Although only these two categories of personnel may administer a medication, any employee who is willing to assist may supervise the self-administration of a medication.
9. Any certified employee may administer medications in emergency situations if, under the circumstances, the school nurse, a certified administrator or emergency medical personnel cannot be available in sufficient time and the student cannot reasonably self-administer the medication.
10. The school will maintain an individual written record of any medication dispensed in the individual student's health record. Such record will list the date, time, dosage, route and signature of individual administering the medication or supervising the self-administration of the medication. The actual record may be created by a designee of the nurse or the certified administrator, but said nurse or administrator will affix his/her signature to the record.
11. Medications and special items necessary to administer medications, such as syringes and hypodermic needles, will be stored in a separate locked drawer or cabinet. Medications requiring refrigeration will be refrigerated in a secure area.
12. Oral medications required on a field trip or other school-sponsored activity away from customary site of storage must be sent to school by parent, in a pharmaceutical container labeled with the student's name, name of medication, dosage and all pertinent instructions. The building nurse will send students' inhalers, epi-pens and insulin supplies from the health office. The certified employee supervising the activity, who is willing, will supervise the self-administration of medication.
13. An employee authorized to supervise the self-administration of a medication will provide the medication to the student from the storage area, observe the student measure and take the required dosage, return the medication to its storage place, provide for or prepare a record and initial same.
14. Any side effects and effects of the medication will be documented and placed in the student's health record.
15. The school will, upon the request of the licensed prescriber and/or the parent, provide written feedback relative to any observed effects and effects of the medication.
16. Students may keep cough drops with them during the school day and self-administer with a parent note/request. Students should bring the note to the nurse's office at the beginning of the day so the nurse is aware.

NO TRESPASS NOTICE

All middle schools post a No Trespass Notice that reads as follows:

This NOTICE is to personally inform you that you are not permitted on the GROUNDS, OR IN ANY BUILDINGS, and OR IN ANY VEHICLES OF PLAINFIELD SCHOOL DISTRICT 202 if you are in possession of any of the following:

- AIR RIFLE OR AIR GUN
- BB GUN
- AIR SOFT GUN
- PAINTBALL GUN OR ANY LOOK-ALIKE GUN of any kind that a reasonable person would believe to be a real gun regardless of the distance at which that person might see it.
- KNIFE
- DAGGER
- DIRK
- RAZOR
- STILLETTO, or any other DANGEROUS or DEADLY WEAPON or INSTRUMENT OF LIKE CHARACTER

Anyone who disobeys this notice can be charged with Criminal Trespass to State-supported Land and/or Criminal Trespass to Vehicles. Both of these offenses are Class A misdemeanors. You can be arrested. If you are convicted, you can be punished by up to one year in the Illinois Department of Corrections, Juvenile Divisions, and if you are 17 years of age or older, by up to 364 days in jail.

This notice prepared by the Will County State's Attorney.

OUTDOOR EDUCATION

Each year, seventh grade students are given the opportunity to participate in our Outdoor Education program. The students are accompanied by staff members and parent chaperones. The trip is scheduled to include a variety of academics, recreation time, evening activities, and family style

meals. Examples of our academics include canoeing, archery, outdoor cooking, and orienteering. Students will attend an Outdoor Education presentation at which time they will learn the details of the trip, and receive permission slips and requests for parent chaperones.

PARENT/TEACHER ORGANIZATION/ASSOCIATION

The volunteer efforts put forth by the Parent/Teacher Organization/Association (PTO)/ (PTA) benefit the entire middle school community of students, staff, administration and parents. The PTO/PTA sponsors the school newsletter, provides special activities, conducts monthly meetings, and provides volunteer support for various school functions and honors special requests from staff members. The PTO/PTA also helps raise funds, which enable the group to purchase school gifts for the school. This group works in partnership with the staff and administration to better the teacher/parent relationship. The PTO provides a variety of opportunities for parents to become involved in the middle school environment. Anyone in the community who wants to join this organization is invited to call the school office for membership information.

PHYSICAL EDUCATION

All students are expected to dress for and participate in physical education (PE) classes unless excused for that day.

Class and locker room procedures

- Students are expected to be in the locker room before the tone signaling the end of the passing period.
- As soon as students enter the gym, they should sit in their squads until attendance is taken. There is to be no fooling around or playing prior to the beginning of class in the gym or locker room.
- On days when they dress for PE, students should be dressed and in their squads within the first four minutes of the period.
- On the first day of class, students should inform their PE teacher of any allergies, health conditions or restrictions in activities.

Locks and Lockers

- Each student is issued a small PE locker in which to keep his/her gym clothing and has the use of a larger locker in which to keep school clothing, books and personal belongings during PE class.
- The PE locker in use should be locked at all times using a combination lock purchased from our school.
- School locks are required for PE lockers due to numerous problems in past years caused by lost combinations, lost keys, lost locks and locks being placed on the wrong lockers. These locks may be purchased at school.
- Students should check their PE lockers at the beginning and end of each PE class to see that they are securely closed and locked.
- Students should not share the combination of their locks with others.
- A defective PE locker or a lost or defective lock should be reported immediately to the PE teacher.

Lost and Found

- Although an investigation will typically be made of reported thefts or loss of property, the school assumes no responsibility for items lost or stolen in the school locker rooms.
- Students who find items which do not belong to them in the gym or locker room should turn these items in to his/her PE teacher.
- Lost items should be reported to the PE teacher as soon as they are discovered missing.
- Students should leave large amounts of money (\$20.00 or more) and valuables in the gym office with the PE teacher during class and claim these items after dressing.

Excuses

- Students may be excused from participation in activities in physical education for up to 3 consecutive school days with an excuse note from a parent. Make-up work may be required.
- Students with an excuse note from a parent are expected to change into their PE uniform even though they will not be participating in the day's activities.
- Any excuse for a period longer than three (3) consecutive school days must come from a physician, nurse practitioner, or physician's assistant, licensed to practice medicine in all its branches in Illinois.
- Students excused from participation in physical education activities by a physician's note do not dress for gym class and may be assigned to a study hall.
- Students excused from participation in physical education activities by a physician's note will also be excused from participation in school-sponsored sports and recreation times at buildings were applicable.
- Students with any orthopedic immobilization device, including but not limited to casts, immobilizers or splints, must have a physician's note to indicate partial participation or excuse from physical education. The note must indicate duration of excuse or an additional note will be required to indicate when the student may return to full participation in PE when the orthopedic device is removed

PE Uniforms

- On days when they change for PE class, students are required to wear PE uniforms. These uniforms may be purchased from local vendors.
- Gym uniforms that are ripped or torn may not be worn for PE classes, and must be repaired or replaced.
- Gym shoes and socks must be worn for PE classes.
- PE classes are usually held outside, weather permitting, during the first and last 9-10 weeks of the school year. Sweat suits, sweaters or jackets may be worn under gym suits for outside activities only.
- Students are strongly advised to put their names on their PE clothing.
- Jewelry may not be worn during PE classes.

Non-Dress

- Students will be expected to be in a PE uniform daily.
- Students, whose PE uniform is missing, should first check the lost and found and the PE office for his or her uniform. If the uniform is not found, a non-regulation uniform may be worn for a reasonable time (as determined by the PE teacher) until a new uniform is purchased.
- Unless excused, not dressing for PE class is not an option. A student must be in his/her uniform ~~or a rental~~. A student refusing to wear a uniform, when one is available, may receive disciplinary action.

Showers

- Students are not required to shower after each PE class. Showers are available for those students who wish to shower.
- Students will need to provide a towel for his/her use.

Injuries

- ANY student injuries should be reported to a PE teacher as soon as they occur. Injuries must be reported so that the student can obtain proper care and information required for insurance claims can be collected if the injury requires professional medical attention.

POLICE LIAISON OFFICER

In an effort to ensure a safe and orderly school environment, the Plainfield School District and Joliet Police Department have created the position of School Liaison Officer. This police officer is present at our middle school on a periodic basis to deal with any criminal infractions and to assist in maintaining a safe and orderly environment.

PROMOTION/RETENTION OF STUDENTS

Our students are expected to progress in a normal pattern throughout the grades each year and our staff and students work together to achieve this goal. Occasionally, absence, previous levels of achievement, or the developmental characteristics of an individual student create circumstances where retention in a given grade level becomes necessary. As soon as retention becomes a possibility, parents will be contacted, conferences will be scheduled, and a concerted effort will be made by the school staff to provide the student the assistance and extra instruction he/she needs to be successful. If the student continues to fail two or more academic subjects (language arts, reading, math, science, social studies), consultations will be held with his/her teachers and parents following the end of the third marking period by the principal and/or assistant principal. The initial placement decision for the next school year will be made by the principal following these consultations.

By state law, students may not be promoted to high school in Illinois until they have successfully completed coursework covering the Illinois Constitution and the Constitution of the United States.

RELEASE OF STUDENT NAMES, PHOTOGRAPHS OR ORIGINAL WORK

The district and its schools will be allowed to use student names, photographs and original work for publicity efforts, unless instructed in writing by a student's parent/guardian not to do so. Student first and last names may be used on District Web sites for middle and high school students. Elementary school student names will not be published online. Publicity efforts may include, but are not limited to: district publications, videos and Web sites; and placements in local, regional and national media (both print and electronic).

REPORT CARDS

Students' progress is formally reported to parents at the end of each marking period. Grade reports will typically be sent home one week after each marking period. Report cards for the first, second and third quarters are sent home with the students through their homerooms. Final report cards are mailed home following the end of school in June.

SCHOOL CLOSING (INCLEMENT WEATHER)

District 202 Schools will not be closed unless hazardous road or other emergency conditions necessitate a closing (including utility problems – electricity or natural gas outages).

A decision to close school will normally be made by 5:30 a.m., and will be based upon road conditions, weather reports, police reports and personal inspections of streets and campuses by District 202 personnel.

When schools are to be closed, the media outlets will normally be notified between 5:30-6:30 a.m. In addition, all District 202 families and staff (except those who have asked to be removed from the call list) will be notified through the Connect-ED recorded telephone message system, and a school closing notice will be posted on the District 202 web site (<http://www.psd202.org/>). **Parents are asked not to contact the District Office or school officials regarding school closings until after 7:30 a.m.**

Absence Because of Adverse Weather Conditions

If the schools are open but parents believe that their child's normal route to school is unsafe, parents may keep their child at home. All principals are instructed that students shall be given an "excused absence" if kept home because either transportation was unavailable or, in the judgment of the parents, the walk was not safe. Parents must explain their child's absence in a note to the principal following the student's return to school, and must contact the school to see that the child makes up work missed. Parents of high school students may call the attendance office rather than send a written note explaining their child's absence.

Transportation

District 202 makes every effort to provide safe transportation for students. If road conditions prohibit our school bus drivers from safely navigating their routes, school will be cancelled. If District 202 determines that it is unsafe to transport District 202 students to school because of bad weather, we will also not transport students who attend school outside of District 202, even if those outside placement schools are open. At times, our buses will be able to operate safely but our drivers will need to adjust their schedules due to the changing road conditions. When schools are open during adverse weather conditions, parents are asked to personally supervise the safe loading of children. In some cases, bus departure from school may begin earlier than usual so the last riders can return home in as close proximity as possible to the normally scheduled drop-off time. Individuals with questions are encouraged to call their school or the District 202 Transportation Office (815-436-7800).

SCHOOL CONFERENCE AND ACTIVITY LEAVE

The Illinois General Assembly passed into law the School Visitation Rights Act (820 ILCS 147/1 et seq.) that became effective on July 1, 1993. Contained in this Act were the following provisions for school conference and activity leave.

An employer must grant an employee leave of up to a total of 8 hours during any school year, and no more than 4 hours of which may be taken on any given day, to attend school conferences or classroom activities related to the employee's child if the conference or classroom activities cannot be scheduled during non work hours; however, no leave may be taken by an employee of an employer that is subject to this Act unless the employee has exhausted all accrued vacation leave, personal leave, compensatory leave and any other leave that may be granted to the employee except sick leave and disability leave. Before arranging attendance at the conference or activity, the employee shall provide the employer with a written request for leave at least 7 days in advance of the time the employee is required to utilize the visitation right. In emergency situations, no more than 24 hours notice shall be required.

- a. The employee must consult with the employer to schedule the leave so as not to unduly disrupt the operations of the employer.
- b. Nothing in this Act requires that the leave be paid.
- c. (For regularly scheduled, non-emergency visitations, schools shall make time available for visitation during both regular school hours and evening hours.

SPECTATOR CONDUCT AND SPORTSMANSHIP POLICY:

Any person exhibiting unsportsmanlike, disruptive, or disrespectful behavior at any athletic or extracurricular event in the Plainfield School District may be ejected from the event by the administrator or designee in charge of the event and/or denied admission to school events for up to a

year after a Board of Education hearing. The Superintendent or principal may exclude the person from attending future events pending a hearing before the Board of Education. Examples of unsportsmanlike, disruptive, or disrespectful conduct include but are not limited to:

- Verbal harassment of participants, players, coaches, officials, and fans from our school or the opposing school.
- Using vulgar or obscene language or gestures.
- Possessing or being under the influence of any alcoholic beverage or illegal substance.
- Throwing objects/projectiles without authorization from the administration.
- Failing to obey the instructions of a security officer or school district employee.
- Other inappropriate behavior deemed unsportsmanlike, disruptive, or disrespectful by the administrator or designee in charge of the event.

Contest Removal Recommendation for Future Plainfield Event Attendance

The following are actions that may be taken in the case of poor sportsmanship, disruptive, or disrespectful behavior at a Plainfield School District athletic or extracurricular function:

- Required meeting with appropriate administrator of the school involved in the event where the unsportsmanlike, disruptive, or disrespectful behavior was witnessed.
- Board approval of future attendance by individual that exhibited unsportsmanlike, disruptive or disrespectful behavior.
- Up to one-year suspension, after a Board of Education hearing, from all Plainfield School District athletic or extracurricular events.

STUDENT FEES

All fees must be paid in full at the time of registration. The Illinois School Code and Board of Education Policy permit fee waivers for those who qualify. Fees that may be waived include textbook/agenda books, deposits for use of school property, required field trips, activity fee, and driver's education (classroom). Parent/Guardian may request a Fee Waiver Application Form with instructions from the school's main office.

STUDENT RECORDS

The District may release directory information to the maximum extent permitted by law but parent(s)/guardian(s) shall have the right to object to the release of such information regarding their child. Any record that contains personally identifiable information or other information that would link the document to an individual student is a school student record if maintained by the District, except: (1) records that are kept in the sole possession of a school staff member, are destroyed not later than the student's graduation or permanent withdrawal, and are not accessible or revealed to any other person except a temporary substitute teacher, and (2) records kept by law enforcement officials working in the school.

State and federal law grant students and parent(s)/guardian(s) certain rights, including the right to inspect, copy, and challenge school records. The information contained in school student records shall be kept current, accurate, clear and relevant. All information maintained concerning a student receiving special education services shall be directly related to the provision of services to that child. The District may release directory information to the maximum extent permitted by law, but parent(s)/guardian(s) shall have the right to object to the release of information regarding their child. However, the District will comply with an *ex parte* court order requiring it to permit the U.S. Attorney General or designee to have access to a student's school records without notice to, or the consent of, the students' parent(s)/guardian(s).

The Superintendent shall implement the District's Student Records policy with administrative procedures and student handbook provisions, which include a definition of directory information allowing disclosure to the maximum extent permitted by law. The Superintendent shall also designate a *records custodian* who shall maintain student records. The Superintendent or designee shall inform staff members of this policy, and shall inform students and their parent(s)/guardian(s) of it, as well as their rights regarding student school records.

The District maintains two types of student records for each student: permanent record and temporary record. These records may be integrated.

The permanent record includes:

- Basic identifying information, including the student's name and address, birth date and place, and gender, and the names and addresses of the student's parents
- Academic transcript, including grades, class rank, graduation date, grade level achieved, and scores on college entrance examinations
- Attendance record
- Accident reports and health record
- Scores received on the Prairie State Achievement Examination
- Information pertaining to release of this record
- Honors and awards
- School-sponsored activities and athletics

The temporary record may include:

- Home language survey form
- Information provided under the Abused and Neglected Child Reporting Act, including any final finding report
- Family background
- Intelligence and aptitude scores
- Psychological reports
- Achievement test results, including scores on the Illinois Standards Achievement Test
- Participation in extracurricular activities
- Honors and awards
- Teacher anecdotal records
- Disciplinary information, including information regarding any punishment for misconduct involving drugs, weapons, or bodily harm to another
- Special education files
- Verified report or information from non-educational persons
- Verified information of clear relevance to the student's education
- Information pertaining to release of this record

When a child transfers to another District 202 school, or to a different school district, copies of all records—permanent and temporary—are sent to the receiving school.

The Family Educational Rights and Privacy Act (FERPA) and the Illinois School Student Records Act (ISSRA) afford parents/guardians and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. They are:

1. **The right to inspect and copy the student’s education records within 15 school days of the day the District received a request for access.**

The degree of access a student has to his or her records depends on the student’s age. Students less than 18 years of age have the right to inspect and copy only their permanent record. Students 18 years of age or older have access and copy rights to both permanent and temporary records. Parents/guardians or students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent(s)/guardian(s) or student of the time and place where the records may be inspected. The District charges \$.35 per page for copying but no one will be denied their right to copies of their records for inability to pay this cost.

The rights contained in this section are denied to any person against whom an order of protection has been entered concerning a student (105 ILCS 5/10-22.3c, 105 ILCS 10/5a, and 750 ILCS 60/214(b) (15)).

2. **The right to request the amendment of the student’s education records that the parent(s)/guardian(s) or eligible student believes are inaccurate, misleading, irrelevant, or improper.**

Parent(s)/guardian(s) or eligible students may ask the District to amend a record that they believe is inaccurate, misleading, irrelevant, or improper. They should write the school principal or records custodian, clearly identify the part of the record they want changed, and specify the reason.

If the District decides not to amend the record as requested by the parent(s)/guardian(s) or eligible student, the District will notify the parent(s)/guardian(s) or eligible student of the decision and advise him or her of their right to a hearing regarding the request for amendment. Additional information regarding the hearing process will be provided to the parent(s)/guardian(s) or eligible student when notified of the right to a hearing.

3. **The right to permit disclosure of personally identifiable information contained in the student’s education records, except to the extent that the FERPA or (ISSRA) authorizes disclosure without consent.**

Disclosure is permitted without consent to school officials with legitimate educational or administrative interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent(s)/guardian(s) or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the District discloses education records without consent to officials of another school district in which a student has enrolled or intends to enroll as well as to any person as specifically required by State or federal law. Before information is released to individuals described in this paragraph, the parent(s)/guardian(s) will receive prior written notice of the nature and substance of the information, and an opportunity to inspect, copy, and challenge such records.

The right to challenge school student records does not apply to: (1) academic grades of their child, and (2) reference to expulsions or out-of-school suspensions, if the challenge is made at the time the student’s school student records are forwarded to another school to which the student is transferring.

Disclosure is also permitted without consent to: any person for research, statistical reporting or planning, provided that no student or parent(s)/guardian(s) can be identified; any person named in a court order; appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons; and juvenile authorities when necessary for the discharge of their official duties who request information before adjudication of the student.

4. **The right to a copy of any school student record proposed to be destroyed or deleted.**

Student records are reviewed every four (4) years or upon a student’s change in attendance center, whichever occurs first. Permanent student records shall be maintained for at least 60 years after the student has transferred, graduated, or otherwise permanently withdrawn from school. Temporary records shall be maintained for at least 5 years after the student has transferred, graduated, or otherwise withdrawn from the school.

5. **The right to prohibit the release of directory information concerning the parent/s/guardian’s child.**

Throughout the school year, the District may release directory information regarding students, limited to:

- Name
- Address
- Gender
- Grade Level
- Birth date and place
- Parents’/guardians’ names and addresses
- Academic awards, degrees, and honors
- Information in relation to school-sponsored activities, organizations, and athletics
- Major field of study
- Period of attendance in school

Any parent(s)/guardian(s) or eligible student may prohibit the release of any or all of the above information by delivering a written objection to the Building Principal within 30 days of the date of this notice. No directory information will be released within this time period, unless the parent(s)/guardian(s) or eligible student is specifically informed otherwise.

6. **The right contained in this statement: No person may condition the granting or withholding of any right, privilege or benefits to make as a condition of employment, credit, or insurance the securing by any individual of any information from a student's temporary record which such individual may obtain through the exercise of any right secured under State law.**

7. **The right to file a complaint with the U.S. Department of Education concerning alleged failure by the District to comply with the requirements of FERPA.**

The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

STUDENT'S RIGHTS AND RESPONSIBILITIES

District 202 Board Policy concerning student rights and responsibilities states:

The Board recognizes that it has the responsibility to assure students of the legal rights that are theirs by virtue of guarantees in the federal and state constitutions and statutes. Students have the right to express opinions, take stands and support causes. They have the responsibility to respect the rights of those who hold views divergent from their own, as well as the rights of others to silence and privacy. They also have the rights of equal educational opportunity, freedom from discrimination and the right to due process.

With rights come responsibilities. Student responsibilities include regular school attendance, conscientious effort in classroom work and conformance to school rules and regulations. Students share with the administration and faculty responsibility to develop a climate within the school that is conducive to learning.

No student has the right to interfere with the education of other students. It is the responsibility of each student to respect the rights of all who are involved in the educational process.

The Board believes that students must assume the following specific responsibilities in order that all students may be assured of their rights:

1. To attend school daily except when excused and be on time to all classes and other school functions
2. To pursue and attempt to complete the course of study prescribed by state and local school authorities.
3. To make necessary arrangements for making up work when absent from school.
4. To assist the school staff in running a safe school for all students enrolled therein.
5. To be aware of all school rules and regulations and conduct themselves in accordance with them.
6. To assume that until a rule is waived, altered or repealed, it is in full effect.
7. To be aware of and comply with state and local laws.
8. To be willing to volunteer information in disciplinary cases and cooperate with school staff should they have knowledge of importance relating to such cases.
9. To protect and take care of school property.
10. To dress and groom themselves to meet fair standards of safety and health and common standards of decency.
11. To avoid inaccuracies in student newspapers or publications and indecent or obscene language.
12. To express their ideas in a manner that will not offend or slander others.

NONDISCRIMINATION – STUDENT RIGHTS PROCEDURE

Explanation

A grievance is a difference of opinion raised by a student or group of students involving: (1) the meaning, interpretation or application of established policies; (2) difference of treatment; or (3) application of the legal requirements of civil rights legislation.

This procedure is not intended to limit the option of the District and a grievant(s) to resolve any grievance mutually and informally. Hearings and conferences under this procedure shall be conducted at a time and place which will afford a fair and equitable opportunity for all persons.

The grievance procedure is not required if the grievant(s) prefers other alternatives such as the Office of Civil Rights (OCR) or the courts. Due process shall exist throughout the procedure with the right to: (1) representation; (2) present witnesses and evidence; (3) confidentiality; (4) review relevant records; and (5) proceed without harassment and/or retaliation.

This procedure, along with explanations, due process and directions are available for inspection in the offices of: the Superintendent, building principal, dean(s), coordinator(s), department chairpersons, and in the learning resource center. Time limits refer to days when school is in session.

Step 1

The student(s) and other parent(s) should discuss the matter with the person(s) directly responsible for the grievance issue within fourteen (14) days of the time when a reasonably alert person should have been aware of the event giving rise to a grievance. An oral response must be made within five (5) days.

Step 2

If the problem is not resolved, the grievance should be referred informally to the building principal. A meeting must be held within five (5) days from notification of referral and an oral response made within five (5) days.

Step 3

If the grievance is still not resolved, it should be submitted in writing within ten (10) days to the Assistant Superintendent for Administrative and Personnel. The grievance should be described as specifically and completely as possible. A thorough investigation of the issue will be documented. Extra time, if needed, can be mutually agreed upon. A meeting must be held between the grievant and District representative within ten (10) days and a written response made within five (5) days.

Step 4

If a satisfactory solution is not reached, the grievant(s) may appeal the issue in writing to the Office of the Superintendent or designee within ten (10) days from the receipt of the response of Step 3. A meeting between parties will be held within ten (10) days and a written response made within five (5) days. A complete record of this meeting shall be kept and signed by both parties for possible future reference.

Step 5

If the issue is not satisfactorily resolved on Step 4, the grievant(s) may appeal the grievance issue in writing to the School board within five (5) days from the receipt of the written response. The Board shall consider the appeal within sixty (60) days and a written response shall be given within five (5) days.

NONDISCRIMINATION - DUE PROCESS DIRECTIONS FOR STUDENT GRIEVANCE PROCEDURE

The grievance procedure for students is published in the District student handbook and selected publications that reach all students including those in special education.

It is the policy of this School District that all grievances be resolved as quickly and at the lowest step possible.

Explanations

1. Grievance
A grievance is a difference of opinion raised by a student or a group of students involving: (1) the meaning, interpretation or application of established policies; (2) difference of treatment; or (3) application of the legal requirements of civil rights legislation.
2. Grievant
Any student or group of students submitting a grievance in their own behalf.
3. Days
Days when the School District is in session.

Due Process

1. Right to Representation
A grievant(s) may be represented by an attorney or other person of their choosing, such as a parent or advocate.
2. Right to Present Witnesses and Evidence
Grievant(s) shall be allowed to present the grievance with relevant evidence and pertinent witnesses. Both parties shall have the opportunity for hearing and questioning witnesses.
3. Time Limits
All participants shall adhere to the time limits prescribed for each level. Failure by the administration at any step of the procedure to communicate the decision on the grievance within the specified time limit shall permit the grievant(s) to proceed to the next step. Failure on the part of the grievant(s) to appeal the decision to the next step within the specified time limits shall be deemed to be an acceptance of the decision rendered at that step.
4. Right to Information
Unless state laws and right-to-privacy laws are violated, all relevant records with names and identifying information must be made available to the grievant(s) for use as evidence in the grievance issue.
5. Privacy
During the grievance procedure, the grievant(s) shall have the right to designate whether the procedure and meetings will be confidential, including names and related information.
6. Reprisals - Retaliation
Participants in a grievance submitted in this School District shall not be subjected to reprisals, retaliation or different treatment because of such participation. Participation shall not be recorded in the student file(s) or used to affect equal opportunity for access to equity in educational programs and services.

Directions

Each step of authority shall acknowledge in writing the date of receipt of the written grievance with the statement that the issue will be considered promptly.

By Step 3, the grievance must be submitted in writing, dated and signed. The issue should be described as specifically and completely as possible. Include the name of anyone who will represent the grievant(s). A statement of possible relief necessary to resolve the issue should be offered.

If the issue is of the type that would require a decision from higher authority, the facts surrounding the grievance should be compiled in writing and submitted to the proper level of authority, operating through appropriate channels. All levels of authority shall give immediate attention to the grievance issue, being aware of the specified timelines. Copies of the written answers to the grievant(s) shall be submitted to both the Assistant Superintendent for Administration and Personnel and the District Superintendent. This response shall contain a summary of the evidence determined; the conclusion(s) reached with reasons, and shall be delivered to each grievant(s). If hand delivery with receipt cannot be made, registered mail will be used.

TELEPHONES

Students with the permission of a school staff member may use office and classroom telephones. These phones should be used primarily for routine calls to parents to arrange such things as rides home. Students are reminded that they are to report to the attendance office if they feel ill at school before calling home. The phones in the office are for student's use in an emergency and may be used only with permission.

TESTING PROGRAM

The Illinois Standards Achievement Test (ISAT), mandated by the Illinois State Board of Education (ISBE) is administered to all sixth and seventh and eighth grade students. These tests are typically administered in March. All students complete assessments in mathematics and reading. In addition, seventh grade students complete assessments in science while sixth and eighth grade students complete assessments in writing. Information from these tests is used by the ISBE to compare our students' performance, as a group, to that of students in the other public schools in Illinois. The results of these tests and the comparison data are reported on the ISBE School Report Card which is issued the following October along with individual score sheets for each of our students. Copies of both of these reports are sent home to our students' parents soon after they are received.

All students take standardized achievement tests. Information provided by these tests help the Plainfield Schools measure each of our student's progress as compared to other students across the country. The results of these District administered tests are also used as part of the identification procedure for accelerated class placement.

In addition, our eighth grade students are given the ACT Explore standardized and cognitive tests.

These tests are one of the ways in which the Plainfield schools measures the overall effectiveness of our educational programs and provide directions for improvements in curriculum.

TRANSPORTATION

Plainfield School District 202 provides bus transportation to students living one and a one-half (1½) miles or more from their assigned school. Students are assigned to bus routes and pickup points according to patterns that provide for the safety of our students, while at the same time are also the most efficient and economical for our School District.

Throughout the District, bus stops are placed at corners or intersections. Buses do not enter cul-de-sacs or courts; the stop will be at the entrance to the court. Middle school stops are generally placed within 2/10 of a mile from homes.

Students may be transported to/from **one** stop address other than their home bus stop; however, the stop must be for **every day of the week**. The stop address must be within the same school's attendance boundary. The four possible choices for bus transportation are:

1. Pick up at home; drop off at home
2. Pick up at home; drop off at sitter
3. Pick up at sitter; drop off at sitter
4. Pick up at sitter; drop off at home

Students who are transported to/from a bus stop other than their assigned stop must have a parent/guardian signed Transportation Request form for the current school year on file at the Plainfield School District Transportation Office, located at 500 West Fort Beggs Drive, Plainfield, IL (815) 436-7800. Copies of the Transportation Request form are available in each school office or at the Administration Center. Requests received by the District Transportation Office will become effective within three school days. For safety and security reasons, except in a highly unusual circumstance or in an emergency situation, students **will not** be allowed to ride an alternate bus to or from school.

Questions concerning bus transportation should be directed first to First Student Education Services (815) 436-3700 or SEPTRAN (630) 357-1070, the Plainfield School District's contracted transportation service, then to the building assistant principal, and then to the Transportation Office at 436-7800.

VISION AND HEARING SCREENING

Vision screening will be done, as mandated, for the following children: preschoolers, kindergarteners, 2nd graders, 8th graders, new students and special education students on a yearly basis. Vision screening is not a substitute for a complete eye and vision evaluation by an eye doctor. Your child is not required to undergo this vision screening if an optometrist or ophthalmologist has completed and signed a report form indicating that an examination has been administered within the previous 12 months and that evaluation is on file at the school. Vision screening is not an option. If a vision examination report is not on file at the school for your child, your child in the mandated age/grade/group will be screened. Hearing screening will be done for new students and special education students on a yearly basis. Your child is not required to undergo this hearing screening if a physician and an audiologist have completed and signed a report form indicating that an ear examination and audiological evaluation have been completed within the previous 12 months and that form is on file at the school.

VISITORS

We encourage visits to our school and attendance at school programs by family members, former students, and community members. The school must, however, fulfill legal obligations concerning access to our building, provide uninterrupted instructional time, and a safe environment for our students. For these reasons District 202 requires that all visitors to our building, unless they are attending a special event after regular school hours, must report directly to the attendance office upon entering the school. Visitors will be asked to sign in and wear a visitor's Pass. A photo ID must be presented. In addition, to ensure a safe and secure environment, our middle school will be utilizing a computerized identification system. This system is connected to the public sex offender database.

Students wishing to bring visitors to school must secure permission at least one day prior to the proposed visit from the building administration. Students who attend other schools in District 202 are reminded that when visiting our middle school they are expected to follow not only the rules and regulations of their home school but also those that apply to students at our school.

VITAL INFORMATION

In order to maintain good communication between home and school and to protect our students' health and safety, it is vitally important that a current home address and home, work, and emergency phone numbers be on file in the school office for all of our students. Parents are urged to notify the office as soon as any changes occur in the information listed on each student's registration card.

WEED SPRAYING:

The Grounds Department will schedule the third week of every month to perform regular weed control spraying at all District school buildings. This weed control maintenance would include the spraying of the building's perimeter, fence lines, curb lines and any cracks in drives and/or walks. This spraying will be performed, weather permitting, on a rotating basis from April through September.

The liquid application of “weed and feed” fertilizing will be performed two times a year in areas adjacent to buildings by an outside contractor. Some athletic field areas at various sites may also be treated based on conditions of the turf areas. The time the contractor will spray is typically on the weekend (usually Sunday) to reduce the time when students are present. The two weekends per year are typically Memorial Day weekend in May and Labor Day weekend in September. Any parents who wish to be notified of spraying should consider this as District notification. Any question regarding this process should be directed to the building principal or the Director of Grounds Maintenance.

WITHDRAWAL FROM SCHOOL

State law requires that a student’s parent and/or guardian sign a records release form before information about a student can be sent to another educational institution. All school property must be returned and all fees and obligations must be met before a student withdraws from school. In order to complete these tasks, and to avoid any delay in sending school records to a new location, parents are asked to stop by the school office several days prior to the student’s last day to provide time to properly process the transfer.

WORK PERMITS

District 202 provides a service to students who need work permits from the middle school and high school offices. This service is designed to meet the requirements of the child labor laws in Illinois. A student who needs a work permit will need to bring to the school office a birth certificate (or some other proof of birth) and a statement from his/her prospective employer indicating the nature and hours of the proposed work assignment.

SECTION TWO: CURRICULUM

DAILY TIME SCHEDULE:

Our middle school follows an A-B Block schedule for sixth, seventh, and eighth graders. Academic classes meet for 80 minutes alternating on even (A) and odd (B) days. The exception is Language Arts and Math, which meet daily for 80 minutes.

Daily Schedule:

Warning Bell	7:25 a.m.
School Begins	7:30 a.m.
End of School Day	2:31 p.m.

Students are expected to be in their 1st Period class ready to begin when the 7:30 a.m. bell rings. Students who do not come to school on a school bus are asked not to arrive at school before 7:15 a.m. Students are reminded that once they arrive at school they may not leave school without permission from a school staff member until they are dismissed at the end of the school day. After dismissal, students should only be on campus for a supervised activity.

DISTRICT 202 GOALS

- Our Learning Community will be a place where each person can achieve his/her maximum individual potential.
- Optimal learning cultures, climates, and facilities will be developed and maintained.
- Communication strategies will create a climate of inclusion, trust, and shared responsibility.
- Resources will be developed and optimized to fulfill the vision, mission, and goals of the District.

GENERAL INFORMATION

Accelerated Program

In addition to regular comprehensive classes, accelerated classes are offered in language arts and mathematics to selected sixth, seventh and eighth grade students who apply for admission. Each year, 10% to 20% of our sixth, seventh and eighth grade students are identified for participation in accelerated classes in some academic areas. The identification for accelerated classes is based upon a combination of factors including the student's previous performance in the subject; information provided by his/her previous year's teacher(s), and scores on their most recent achievement and cognitive skills tests.

Encore Program

Our middle school offers a quarterly rotation of encore classes for students not in Band or Choir. They include:

6th Grade

- Art
- Applied Technology/Industrial Arts
- Computer Applications
- Family and Consumer Sciences

7th/8th Grades

- Art
- Applied Technology/Industrial Arts
- Music
- Family and Consumer Sciences

SIXTH GRADE

Language Arts

Focus Statement:

Sixth grade students will interpret a variety of text throughout the content areas utilizing vocabulary, reading strategies, and literacy skills. They will be able to formulate a multi-paragraph composition integrating the writing process for a specific audience and purpose. Students will be able to locate, organize, and use information from various sources to communicate ideas.

- Students will apply their knowledge of word origins and word relationships, as well as literary context clues, to construct the meaning of new vocabulary and to derive the precise meaning of grade-level-appropriate words.
- Students will utilize reading strategies in a variety of nonfiction texts such as, magazines, newspapers, biographies, and reference materials to describe and analyze text structure, organization, and purpose.
- Students will synthesize reading strategies in order to identify and describe the literary elements and techniques used to convey meaning in particular text structures found in a variety of genres.
- Students discuss and keep a list of writing ideas and use graphic organizers to plan writing. They write clear, coherent, and focused essays for particular audiences. Students progress through the stages of the writing process and proofread, edit, and revise writing.
- Students write narrative, expository (informational), persuasive, descriptive essays and a research report 5-8 paragraphs.
- Students write using standard grammar, sentence structure, spelling, punctuation, and capitalization appropriate to this grade level.
- Students will deliver and evaluate the content of oral communication. Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. Students deliver well-organized formal presentations using effective speech strategies including description and narration.

Accelerated Focus Statement:

Sixth grade students will interpret a variety of text throughout the content areas utilizing vocabulary, reading strategies, and literacy skills. They will be able to formulate a multi-paragraph composition integrating the writing process for a specific audience and purpose. Students will be able to locate, organize, and use information from various sources to communicate ideas.

- Students will apply their knowledge of word origins and word relationships, as well as literary context clues, to construct the meaning of new vocabulary and to derive the precise meaning of words.

- Students will utilize reading strategies in a variety of nonfiction texts such as, magazines, newspapers, biographies, and reference materials to describe and analyze text structure, organization, and purpose.
- Students will synthesize reading strategies in order to identify and describe the literary elements and techniques used to convey meaning in particular text structures found in a variety of genres.
- Students discuss and keep a list of writing ideas and use graphic organizers to plan writing. They write clear, coherent, and focused essays for particular audiences. Students progress through the stages of the writing process and proofread, edit, and revise writing.
- Students will write narrative, expository (informational), persuasive, descriptive essays and a research report of 6-8 paragraphs.
- Students write using standard grammar, sentence structure, spelling, punctuation, and capitalization appropriate to this grade level.
- Students will deliver and evaluate the content of oral communication. Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. Students deliver well-organized formal presentations using effective speech strategies including description and narration.

Mathematics

Focus Statement: Students will utilize operations of rational numbers with a focus on multiplication and division of decimals and addition and subtraction of fractions and mixed numbers (with like and unlike denominators). They will analyze and compile data to formulate simple probability and use algebraic and analytical methods to identify and describe patterns and relationships in data.

- The students will solve problems using the rules of rational numbers.
- The students will solve problems using rational numbers, percents, and decimals, including proportions.
- The students will compute the area and perimeter of triangles, parallelograms, and irregular shapes and find the volume of rectangular prisms using formulas.
- The students will estimate, develop, and utilize measurements of objects, quantities, and relationships, and determine acceptable levels of accuracy.
- The students will solve equations and inequalities involving variables and integers using addition and subtraction.
- The students will determine a rule from a pattern or table.
- The students will apply geometric properties to categorize and draw conclusions about points, lines, and plane figures.
- The students will categorize two- and three-dimensional shapes based on their characteristics.
- The students will create and compare various graphs that represent the same set of data.
- The students will find the probability of simple events.
- Use tree diagrams to estimate 2 or 3 event situations

Social Studies

Sixth grade Social Studies is a World History course following mankind's first journey from the earliest human civilizations through the Ancient River Valley Cultures, the Renaissance, Pre-Columbian North America, and the Age of Exploration. Students will study political, economic, historical, geographical and cultural achievements that have had significant impact on the development of mankind, emphasizing those that have had an influence on the development of the United States.

Science

Focus Statement: Students will characterize changes caused by interactions between earth's living, chemical, and structural components.

- Students will compare and contrast interactions between solid earth, bodies of water, and the processes which create and change Earth's surface, and age Earth's topography.
- Students will characterize man's historical and modern use, abuse, and conservation of freshwater resources based on economic choices.
- Students will relate the ocean zone environment to its effects on how an organism obtains energy/food and reproduces. (Factors may include salinity, pressure, changing depth, light, exposure/inundation, temperature).
- Students will examine the chemical and physical characteristics of matter (e.g. atoms, molecules, elements, compounds, mixtures, change of state) to demonstrate an understanding of matter's basic structure from a modern and an historical context.
- Students will use tools (including balances, scales, graduated cylinders, meter sticks, rulers, or tape measures) to measure mass and volume and calculate density; and will make conversions within the metric system.
- Students will demonstrate the relationship of matter and energy in physical and chemical changes.
- Students will investigate historical and modern organization of elements, classifying elements by comparable properties and atomic structure.
- Students will distinguish between speed, velocity, and acceleration.
- Students will explain how Newton's Three Laws of Motion describe the effect of forces on objects.
- Students will describe how Archimedes Principle and Bernoulli's Law illustrate the effect of fluid force. SC006K Students will classify simple and compound machines. (12.7.64, 65, 13.7.07, 08)

Physical Education/Health

- Physical Education
 - Through a variety of athletic activities, the physical education curriculum emphasizes sportsmanship, physical fitness, health knowledge, and sports-related skills and strategies.
- General Health – (approximately 3 Weeks)
 - Mental Health
 - Abuse
 - Communicable Diseases
 - Non-Communicable Diseases
 - Hygiene
- First Aid & Safety - (approximately 3 Weeks)

○ CPR	○ Types of Wounds
○ Heimlich	○ Infection
○ Rescue Breathing	○ Burns
○ Heart Attack	○ Poison
○ Stroke	○ Shock

- Fainting
- Fractures
- Sprains, Strains
- Nosebleeds
- Safety at Home
- Fire Safety
- Safety on the Road
- Safety Outdoors
- Safety in Weather Emergencies
- Pollution & Waste

SEVENTH GRADE

Language Arts

Focus Statement: Seventh grade students will use multiple word analysis skills, knowledge of literary devices and text structures as well as analytical reading strategies to interpret meaning of grade level text across a wide variety of genres and content areas. Students will also use the writing process to develop a writing piece using a style appropriate to the audience. They will use listening and speaking skills effectively to a given setting and audience.

- Students will apply their knowledge of word origins and word relationships, as well as literary context clues, to distinguish the meaning of new vocabulary and to formulate the precise meaning of grade-level-appropriate words.
- Students will utilize reading strategies in fiction and nonfiction texts to describe and connect the essential ideas, arguments, and perspectives of a variety of reading materials by using their knowledge of text structure, organization, and purpose.
- Students will identify and determine how the literary elements and techniques are used to convey meaning in particular text structures found in a variety of genres.
- Students discuss and keep a list of writing ideas and use graphic organizers to plan writing. They write clear, coherent, and focused essays appropriate to the specified audience. Students progress through the stages of the writing process and proofread, edit, and revise writing.
- Students continue to write narrative, expository (informational), persuasive, and descriptive texts. Students will write summaries and literature responses for grade-level-appropriate reading materials.
- Students write using standard grammar, sentence structure, spelling, and punctuation, and capitalization appropriate to this grade level.
- Students will evaluate and respond appropriately to the content of oral communication. Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. Students deliver at least two well-organized formal presentations using traditional speech strategies including a research presentation and one teacher selected presentation appropriate to grade level content.

Accelerated Focus Statement: Seventh grade students will use multiple word analysis skills, knowledge of literary devices and text structures as well as analytical reading strategies to interpret meaning of grade level text across a wide variety of genres and content areas. Students will also use the writing process to develop a writing piece using a style appropriate to the audience. They will use listening and speaking skills effectively to a given setting and audience.

- Students will apply their knowledge of word origins and word relationships, as well as literary context clues, to distinguish the meaning of new vocabulary and to formulate the precise meaning of words.
- Students will utilize reading strategies in fiction and nonfiction texts to describe and connect the essential ideas, arguments, and perspectives of a variety of reading materials by using their knowledge of text structure, organization, and purpose.
- Students will identify and determine how the literary elements and techniques are used to convey meaning in particular text structures found in a variety of genres.
- Students discuss and keep a list of writing ideas and use graphic organizers to plan writing. They write clear, coherent, and focused essays appropriate to the specified audience. Students progress through the stages of the writing process and proofread, edit, and revise writing.
- Students continue to write narrative, expository (informational), persuasive, and descriptive texts. Students will write summaries and literature responses for grade-level-appropriate reading materials.
- Students write using standard grammar, sentence structure, spelling, and punctuation, and capitalization appropriate to this grade level.
- Students will evaluate and respond appropriately to the content of oral communication. Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. Students deliver at least two well-organized formal presentations using traditional speech strategies including a research presentation and one teacher selected presentation appropriate to grade level content.

Mathematics

Focus Statement: Students will apply the concepts of rational numbers and geometric properties to solve problems and analyze data to draw conclusions and make predictions. Students will represent and solve problems algebraically.

- Students will solve real-world applications using the rules of rational numbers with a focus on integers and the multiplication and division of fractions.
- Students will apply their knowledge of ratios and percents to practical situations.
- Students will use measurements of objects to solve problems involving area, perimeter, circumference, and volume.
- Students will analyze problems to formulate and simplify expressions.
- Students will write equations or inequalities to represent real-world situations and solve for the unknown.
- Students will compare and analyze angle relationships and apply the properties of angles and polygons to real-world problems.
- Students will create and interpret various graphs, including scatter plots and circle graphs.
- Students will analyze all possible outcomes of simple or compound events to compute their probabilities using different methods, including tree diagrams.

Social Studies

Seventh grade Social Studies is a United States History course focusing on the early years of American development from colonization through the Pre-Civil War years, including the State and Federal Constitutions and government institutions. Students will study political, economic, historical, geographical and social achievements that have had significant impact on the development of the United States and its participation in the global community.

Science

Focus Statement: Students will classify and organize living organisms based on structure. (Concentrated on first quarter but practiced throughout the school year.)

- Students will incorporate the steps of the scientific method to investigate questions, conduct experiments, and solve problems.
- Students will use scientific tools to collect data for observation and data comparison.
- Students will examine the interconnectedness of biotic and abiotic factors within ecosystems and infer connections between organisms and their environment
- Students will classify organisms based on physical features to group and identify common insects, flowers, trees, birds, reptiles, and mammals using a dichotomous key.
- Students will compare and contrast the physical characteristics of Viruses, Bacteria, Protists, and Fungi and classify them based on their structures.
- Students will compare and contrast life at the cellular level.
- Students will differentiate between mitosis and meiosis focusing on chromosome duplication and division in body cells and sex cells.
- Students will examine the roles of genes and chromosomes in transmitting traits over generations.
- Students will explore the connection of animals through comparison of their structures and functions and demonstrate knowledge of morphological evolution.
- Students will compare and contrast structural and functional characteristics of plants to analyze plant life cycles, plant growth and their ability to adapt.

Physical Education

- Through a variety of athletic activities, the physical education curriculum emphasizes sportsmanship, physical fitness, health knowledge, and sports-related skills and strategies.

Health

- Body Systems - (approximately 3 Weeks)
 - Digestive
 - Eating Disorders
 - Urinary
 - Reproductive
 - Muscular
 - Skeletal
 - Respiratory
 - Endocrine
 - Nervous
- Fitness & Nutrition - (approximately 3 Weeks)
 - Nutrition for Health
 - Physical Activity & Fitness
 - Effects of Exercise
 - Body Image
 - Principles of training:
 - Frequency
 - Intensity
 - Time
 - Circulatory System
 - Heart Rates
 - Health-related fitness:
 - Cardiovascular fitness
 - Flexibility
 - Muscular strength
 - Muscular endurance
 - Body composition
 - Skill-related fitness:
 - Agility
 - Balance
 - Coordination
 - Power
 - Reaction time
 - Speed

EIGHTH GRADE

Language Arts

Focus Statement: Students will identify details that reveal genre and organizational patterns in fiction and nonfiction locate basic facts, draw simple generalizations and conclusions about the main characters in uncomplicated texts. Students will explain how literary devices such as dramatic irony and figurative language contribute meaning through reading, writing, and speaking. Students will also engage in the writing process by composing various essays with appropriate organizational patterns, focus, and support.

- Students will apply their knowledge of word origins and word relationships, as well as literary context clues, to distinguish the meaning of new vocabulary and to formulate the precise meaning of grade-level-appropriate words.
- Students will utilize reading strategies in a variety of nonfiction texts such as biographies, autobiographies, books in many different subject areas, magazines, newspapers, reference and technical materials, and online information to describe and analyze text structure, organization, and purpose.
- Students will determine and evaluate the importance of literary elements and techniques and how they are used to convey meaning in particular text structures found in a variety of fiction.

- Students discuss, list, and graphically organize writing ideas. They write clear, coherent, well-supported, focused essays for specific audiences in a variety of genres. Students progress through the stages of the writing process and proofread, edit, and revise writing.
- Students write narrative, persuasive, descriptive essays, and a research report of 10-12 paragraphs. Students will write summaries of grade appropriate reading materials.
- Students write using standard grammar, sentence structure, spelling, punctuation, and capitalization appropriate to this grade level.
- Students will deliver and respond to oral communication and formal presentations using effective speech strategies.

Accelerated Focus Statement: Students will identify details that reveal genre and organizational patterns in fiction and nonfiction locate basic facts, draw simple generalizations and conclusions about the main characters in uncomplicated texts. Students will explain how literary devices such as dramatic irony and figurative language contribute meaning through reading, writing, and speaking. Students will also engage in the writing process by composing various essays with appropriate organizational patterns, focus, and support.

- Students will apply their knowledge of word origins and word relationships, as well as literary context clues, to distinguish the meaning of new vocabulary and to formulate the precise meaning of words.
- Students will utilize reading strategies in a variety of nonfiction texts such as biographies, autobiographies, books in many different subject areas, magazines, newspapers, reference and technical materials, and online information to describe and analyze text structure, organization, and purpose.
- Students will determine and evaluate the importance of literary elements and techniques and how they are used to convey meaning in particular text structures found in a variety of fiction.
- Students discuss, list, and graphically organize writing ideas. They write clear, coherent, well-supported, focused essays for specific audiences in a variety of genres. Students progress through the stages of the writing process and proofread, edit, and revise writing.
- Students write narrative, persuasive, descriptive essays, and a research report of 10-13 paragraphs. Students will write summaries of grade appropriate reading materials.
- Students write using standard grammar, sentence structure, spelling, punctuation, and capitalization appropriate to this grade level.
- Students will deliver and respond to oral communication and formal presentations using effective speech strategies.

Mathematics

Focus Statement: Students will apply properties and operations of real numbers, with a focus on proportional reasoning and equation solving; use measurements of objects to solve problems involving area and volume; analyze patterns and relationships to represent them algebraically; apply geometric properties to solve problems; and create and interpret graphs of data sets.

- Students will apply properties and perform operations on rational and irrational numbers.
- Students will use proportional reasoning to model and solve problems.
- Use measurements of objects to solve problems involving area, perimeter, and volume.
- Students will write and translate algebraic expressions and evaluate them for given values.
- Students will solve equations and inequalities with unknowns from the set of rational numbers.
- Students will recognize a linear relationship as a constant rate of change and translate between different representations of it.
- Students will identify, describe, classify, and compare relationships involving points, lines, planes, and solids.
- Students will create and analyze graphs of data sets to make predictions based on the graph.
- Students will determine probabilities with an emphasis on permutations and combinations.

Social Studies

Eighth grade Social Studies is a United States History course focusing on the later years of American development from the Pre-Civil War years through current events. Students will study political, economic, historical, geographical, and social achievements that have had significant impact on the development of the United States and its participation in the global community.

Science

Focus Statement: Students will explore and analyze the forces that have shaped the Earth and universe to develop an understanding of forces through the use of scientific investigation and discuss of current theory.

- Students will examine formation of Earth, moon, and sun to determine the importance of natural phenomenon.
- Students will research the various objects within the solar system to identify their physical characteristics and to evaluate and discuss new discoveries in space.
- Students will examine the formational theories of the Universe and other objects within a galaxy and review history of space exploration to evaluate the continued exploration of space.
- Students will examine the forces inside Earth that have shaped the surface and demonstrate an understanding of the theories use to support the changes on the earth's surface.
- Students will research earthquakes and volcanoes to determine the similarities and differences between them.
- Students will compare and contrast rocks and minerals based on the physical and chemical conditions in which they were formed in order to identify relationships to the forces that have formed Earth over time.
- Students will examine weather predicting and forecasting tools to explain meteorological events that impacted the United States and local area.
- Students will examine Earth's climate regions to identify changes in climate conditions.

Physical Education

- Through a variety of athletic activities, the physical education curriculum emphasizes sportsmanship, physical fitness, health knowledge, and sports-related skills and strategies.

Health

- Substance Abuse – (approximately 3 Weeks)
 - Medicines
 - Tobacco
 - Alcohol
 - Drugs
- Sex Education – (approximately 3 Weeks)

- Game Plan Program
- Abstinence
- STD's
- Sexual Harassment
- Sexual Assault
- Reproductive Review

Response to Intervention (RTI)

The Response to Intervention process looks at teaching methods, materials, and the content being taught. It also looks at the classroom setting and the behavioral and learning needs of the student. The RTI process begins when a parent or school staff member has a concern about a student's academic progress or behavior. A meeting will be scheduled to discuss what interventions may be used to help your child.

Intervention Strategy

- An intervention is a strategy or course of action designed to make a positive difference in the area support is needed.
 - During the Response to Intervention discussion:
 - Questions to define the problem will be asked
 - Reasons will be explained
 - Expectations for the student will be determined
 - Successful and unsuccessful strategies will be reviewed
 - Interventions will be designed for the student's needs. For example, these interventions may include modifying classroom materials or developing additional social skills.
 - Ways to measure the results of the interventions will be determined
 - Scheduling a follow-up meeting will occur
 - If the results show that more intense interventions are needed, a team may explore special education services.
 - In the event that special education services are to be considered, parental permission is necessary to gather additional information or review existing information
 - At this time, parents will be informed of their parental rights. If the information shows that the student is eligible for Special Education Services, an Individual Education Plan (IEP) will be developed

English Language Learners (ELL)

The main purpose of the Transition Bilingual Education and the Transitional Program of Instruction is to enable English Language Learners (ELLs) to become competent in comprehension, listening, speaking, reading and writing through the development of literacy and academic skills in English and/or the primary language as needed. Both programs emphasize the mastery of English language skills as well as content language of mathematics, science and social studies, as integral parts of the academic goals for all students to enable English Language Learners to participate equitably in school.

Support Services

- These are provided for students during academic classes or through special classes for those students with identified learning disabilities (LD), and those with identified behavior needs (ED/BD). Social work services are available to our students from the fully accredited school social workers on staff.
- There have been recent changes (December, 2008) to a Federal law (Section 504 of the Rehabilitation Act of 1973) that affects students who have a disability, or who may be regarded as having a disability. Your child may have rights under The Office of Civil Rights (OCR). You may contact the Student Services Department with questions.
- Referral

The school district provides a free, appropriate public education to exceptional students in accordance with state and federal mandates. In order to receive special education services, a student must have a physical or mental disability as identified in the Illinois State Criteria. The disabilities are autism, visual impairment, hearing impairment, mental retardation, orthopedic impairment, emotional disturbance, specific learning disability, speech/language impairment, traumatic brain injury, developmental delay, multiple disabilities, deafness, deaf-blindness, and other health impairment. The disability must adversely impact educational progress and require specially designed instruction. To identify a student who may be eligible for special education services please use the following guidelines:

 - For a student between the ages of 3 to 5 the parent should call the Bonnie McBeth learning center and request screening.
 - For a student in kindergarten through 12th grade the parent should write a letter to the principal requesting an evaluation.
 - A teacher who suspects a disability may request a review by their School Team.

Behavioral Intervention for Students with Disabilities

A fundamental principle is that positive, non-aversive interventions designed to develop and strengthen desirable student behaviors should be used whenever possible. The most effective and humane manner of reducing undesirable behavior is by developing, strengthening, or generalizing desirable behavior to compete and ultimately displace the undesirable behavior. While positive approaches alone will not always succeed in managing extremely inappropriate behavior, the use of more restrictive behavior interventions would be considered to be temporary and approached with caution and restraint. The use of restrictive interventions should maintain respect for the student's dignity and personal privacy and adhere to professionally accepted instructional practices.

- **Components**

A written behavior management plan must be developed by the IEP team for students with disabilities who have significant behavioral and/or emotional needs and for any special education students who require the use of restrictive interventions.
- **Selection and Implementation of Intervention Strategies**

The selection of intervention strategies for use with an individual student shall be based on the information derived from components of the student's initial referral, case study evaluation components, eligibility criteria discussion at the IEP Part 1 Eligibility Determination, current and past IEPs, reevaluations and/or any means that will be determined at the discretion of members of the IEP committee for the student with disabilities.
- **Evaluation of Restrictive Interventions**

The effectiveness of intervention strategies will be an ongoing evaluation of interventions, and appropriate modifications of these plans will be made based on the evaluations.

“Emergency” refers to a situation in which immediate restrictive intervention is necessary to protect students, other individuals, or the physical site from:

1. Physical injury (to self or others).
2. Severe emotional abuse due to verbal and nonverbal threats and gestures.
3. Severe property damage.
4. Serious and continuous disruption of the school/classroom environment.
5. Other acts involving harm.

When confronted with an emergency, personnel should use interventions that are the least intrusive to reasonably respond to the situation.

Parents and/or guardians of students with disabilities should be actively involved in the development of a behavior management plan using restrictive interventions. Such involvement includes, but is not limited to, participation in the design, implementation, and evaluation of interventions as part of the IEP. Under no circumstances shall a behavior management plan be implemented for a student with a disability without it being developed as part of the IEP.

Elective Classes

Plainfield has a long-standing tradition of excellence in performing music. Our students are invited to become part of this music tradition. Sixth, seventh and eighth grade students have the option of participating in one performing music group, band or mixed chorus, as an elective subject. The elective music class will take the place of the encore classes in the student’s schedule in all grades.

In addition to attending their class each day, students are expected to participate in performances by their group, some of which will take place outside of regular school hours. A portion of the student’s grade is based on attendance at those concerts and contests.

SECTION THREE: STUDENT CONDUCT AND DISCIPLINE

INTRODUCTION

The Board of Education expects student behavior to reflect standards of good citizenship and to be in keeping with the maturity level of the student and the bounds set by constituted authority. Students should cooperate with all personnel and the school community and set high standards of courtesy, decency, expression, honesty, and morality in relationships with other persons. Students are responsible for knowing and abiding by federal, state and local laws; for knowing and abiding by school regulations and attendance procedures; for utilizing the educational experience to the fullest of their potential; for protecting other students' rights to learn and to be individuals; and for respecting public and private property.

The rules you are about to read in this code of conduct section are in addition to our broad, discretionary authority to maintain safety, order, and discipline inside the school zone. The rules support, but do not limit, our authority.

In a school community students have responsibilities. They are as follows:

Responsibilities of Students

1. To attend, be on time, and prepared for classes
2. To complete schoolwork
3. To bring to school only those items which are necessary and not to bring items which are disruptive and/or dangerous to the educational process
4. To respect the rights, property, and safety of others
5. To respect teachers, administrators, staff and visitors
6. To follow all rules, whether on school property, on a school bus, or at a school sponsored function or whenever the conduct or activity bears a reasonable relationship to school
7. To work to ensure that the educational process is not interrupted for others
8. To inform a school staff member of any violation or potential violation of school rules

GENERAL STANDARDS OF GOOD CONDUCT BY STUDENTS

Students are expected to behave in an orderly and appropriate manner with respect for the rules and regulations of our School District and the school attended. Students who choose to behave in an inappropriate manner will be subject to appropriate disciplinary measures.

Applications of Grounds for Disciplinary Action

Students may be subject to disciplinary consequences, up to and including suspension and/or expulsion from school, for gross disobedience or misconduct which occurs:

1. On school grounds;
2. At school-sponsored or school-related activities;
3. In connection with student transportation;
4. At any place when the misconduct has a reasonable relationship to school or may reasonably carry over into the school setting.

If a Student Chooses to Misbehave

Misbehavior is a matter of choice. Choosing to disrupt class infringes upon the rights of the teacher and the rights of other students to learn. For any event that subjects a student to disciplinary sanctions, the administration reserves the right to seek such discipline as necessary which may include suspension and expulsion. Such a determination is to be made based upon the seriousness of the conduct, the past conduct of the student, the effect of the action on the delivery of educational services, maintenance of safety and discipline, the severity of the penalty to be imposed, and the student's interests. Consequences typically become more restrictive as the behavior persists.

CATEGORIES OF OFFENSES

The following should not be interpreted as being the only offenses for which disciplinary actions may be taken. Any behavior or attempt of any of the prohibited activities, whether or not on school property, that is not conducive to a healthy school environment or could pose a danger to oneself or others will be dealt with accordingly.

LEVEL I

Teachers will respond based on the circumstances and the actions of the student(s). Level I infractions may include, but are not limited to:

- **Attire Violations:** The administration and faculty feels that the attitude and behavior of the students are influenced by dress and grooming. With the cooperation of the parents, the school will continue to encourage all students to dress in a fashion that reflects good taste and a style appropriate for a school. If a style of dress and grooming appears to be disruptive to the educational process or could constitute a threat to the safety or health of students, it will not be permitted in school. The following rules apply to dress:
 - Clothing is to be worn as intended.
 - Outerwear is not to be worn in school.
 - Extremely short or tight shorts or skirts will not be allowed.
 - Clothing exposing mid-bodies, clothing which is "see-through" in nature without appropriate undergarments, or other clothing, which is deemed, immodest or distracting by the school administration are not to be worn
 - Head coverings such as hats, hoods, bandannas, etc. are not to be worn in the building during school hours unless required for medical or religious reasons.
 - Any item of clothing, shoes, jewelry, accessories, book bags, purses and other similar items may not be worn or brought to school or school-related events on which any of the following appear:
 - Symbols, images, words, etc. which cause a material or substantial disruption to the school environment or interfere with the rights of students or staff members.
 - Any reference to alcohol, tobacco, drugs, etc. including advertisements
 - Any symbol, image, word, etc. that is obscene, vulgar, lewd, or profane
 - Any reference, symbol, image, word, etc., to violence or gang activity
 - No Roller Shoes of any kind allowed in school

- **Cheating:** Dishonesty while completing schoolwork, plagiarism, using misappropriate materials (e.g., test, teacher's note, etc.) and/or falsifying or altering records.
- **Classroom Disruption:** Any negative behavior that tends to disturb or endanger the educational process and/or interferes with the liberty, property or other rights of a school employee, student, or any other person on school premises or attending a school or school-related event - this includes behavior in classrooms, media center, school grounds during the school day and at school and school-related events.
- **Disrespect:** to insult, call derogatory names, dishonor, or in any other manner abuse verbally or in writing any member of the school staff or student body.
- **Electronic Devices**
Items such as MP3 players, Cameras, or handheld gaming systems, etc., may only be brought to school with the permission of a staff member. Cell phones may not be used during the school day. All electronic devices, including cell phones, must be powered off and stored in the student's locker. Misuse of any electronic device may result in confiscation of the item for parent/guardian pick-up.

It is against State law to possess a beeper/pager in a school. We are required to confiscate these items and have a parent/guardian retrieve them at the Plainfield or Joliet Police Departments.

Plainfield School District 202 is not responsible for any lost or stolen electronic device.

- **Failure to Follow Directions:** Not following or adhering to the reasonable direction of a school staff member.
- **Gambling:** To play a game for money or property, to bet on an uncertain outcome.
- **Graffiti:** An inscription or drawing on any surface that is inappropriate or unauthorized.
- **Gum Chewing, Soda or Food:** Consumption/use at unauthorized places and/or times.
- **Insubordination:** The willful failure to respond or carry out a reasonable directive by authorized school personnel.
- **Profanity:** obscene language, racial profanities, gestures (written, drawn, acted or spoken).
- **Repeated Unexcused Tardies:** The act of unexcused lateness to school, class, homeroom, or any other part of the student's schedule.
- **Throwing of Objects:** Any item/object that is intended to disrupt the educational process or may result in the harm of another student. Examples may include but are not limited to: food, snowballs, ordinary objects, etc.

Consequences for Level I offenses are based on the seriousness of the incident and become more restrictive as the behavior persists. One or more of the following consequences may occur, but are not limited to: Verbal warning, Student conference, Classroom isolation, Parent contact, Social Work Referral, Student contract, Team intervention, Conflict resolution, Detention, or Office referral (office referrals can result in ASDA, Saturday School, Suspension, or Expulsion).

LEVEL II

These problems require the attention of the administration because they are too disruptive, too frequent, or too serious to be handled by school staff members while they are supervising or teaching other students. Level II infractions may include but are not limited to:

- **Bullying:** Bullying generally occurs when a student repeatedly asserts physical or psychological power over, or is cruel to, another student. Such behavior may include but is not limited to: pushing, hitting, threatening, name-calling, or other physical or verbal conduct of a negative, aggressive, belittling or browbeating nature.
- **Failure to Serve Detention:** Not serving a detention on the intended day and time.
- **Forgery:** The act of falsely using the name of any other person or falsifying time, dates, grades, addresses or other data on school forms
- **Public Display Of Affection:** Embracing, kissing, or caressing another in a situation or other circumstances deemed inappropriate
- **Inappropriate Materials:** The use, possession, control, or transfer of any object or item that may substantially disrupt or interfere with the educational process or school property.
- **Inappropriate Physical Contact:** Any unwanted physical contact with or touching of another person on school premises.
- **Inciting or Instigating:** Any verbal, physical or written action or gesture that escalates an offendable incident as listed in Section III, or causes, in whole or part, a disruption of the educational environment.
- **Intimidation of Others:** Any aggressive or negative gesture, or written, verbal, or physical act that places another student in reasonable fear of harm to his or her person or property, or that has the effect of insulting or demeaning any student in such a way as to disrupt or interfere with the school's educational mission or the education of any student.
- **In Unauthorized Area:** Any student that is located in an area of the school without permission, at anytime, including during school hours, during non-school hours, and during school-related activities.
- **Obstruction of an Investigation:** Students who willfully obstruct the investigation of a school official by withholding information in response to direct questions or by giving false information.
- **Smoking Products:** Possession, sale, purchase, use or transfer of matches and lighters.
- **Solicitation:** Unauthorized selling or trading
- **Theft (minor - under \$300):** Taking, removing, or possessing, without permission, property belonging to others
- **Tobacco:** Possession, sale, purchase, use or transfer of tobacco product. Possession of tobacco is in violation of a Plainfield and Joliet City Ordinance. A referral to the police liaison officer may be made.
- **Truancy:** absence without valid cause during the school day or a portion thereof.

Consequences for Level II offenses are based on the seriousness of the incident and become more restrictive as the behavior persists. One or more of the following consequences may occur, but are not limited to: Social work referral, Detention, Saturday school, Alternative School Day Assignment, Social probation, Suspension, or Expulsion.

LEVEL III

These severe offenses present a substantial disruption and/or danger to the orderly operation of the school and/or to the health and safety of students, employees and other persons. Level III infractions may include but are not limited to:

- **Alcohol:** Use, possession, or being under the influence of alcohol. Being under the influence includes, but is not limited to, the emission of the odor of any of these substances, such as having alcohol on the breath, or any impairment of normal functioning, such as slurred speech, inability to walk properly, or dilated pupils. A student may be disciplined for coming to school or a school-related event after using alcohol even if the substance was not consumed on school grounds.
 - A first offense involving the use, possession, or being under the influence of alcohol will result in a ten-day external suspension. Principals, assistant principals, and deans may exercise the option to offer, in lieu of the ten-day external suspension, a five-day external suspension and enrollment in, and completion of, a District-approved substance abuse education program. If this option is selected and the program is not completed, the remaining five days of external suspension will be reinstated within one semester.
 - A second offense involving the use, possession, or being under the influence, of alcohol during the student's remaining years at our middle schools will be grounds for a ten-day external suspension and recommendation for expulsion. Any alcohol-related offense will be carried over from our middle schools to the high schools as part of a student's record.
- **Arson:** The act of maliciously, voluntarily, or willfully setting fire to a building, buildings, or other property.
- **Assault-Staff:** Threatening to physically or mentally harm a school staff member.
- **Battery-Staff:** An unwanted physical touching of a school staff member, either directly, indirectly, or with a weapon or dangerous object.
- **Drug:** Use, possession, manufacturing or being under the influence of any illegal or controlled substance, including marijuana, steroids, unlawful drugs, "look-alike" drugs or any other substance not prescribed for the student that is used or typically intended to be used to achieve a high or altered mental or physical state. This definition includes drugs lawfully prescribed to a student but which the student has used, possessed, distributed, etc. contrary to its prescribed use. Being under the influence includes, but is not limited to, the emission of the odor of any of these substances, or any impairment of normal functioning, such as slurred speech, inability to walk properly, or dilated pupils. A student may be disciplined for coming to school or a school-related event after using drugs even if the substance was not consumed on school grounds.
 - A first offense involving being under the influence, the use, possession, or consumption of drugs will result in a ten-day external suspension. Principals, assistant principals, and deans may exercise the option to offer, in lieu of the ten-day external suspension, a five-day external suspension and enrollment in, and completion of, a District-approved substance abuse education program. If this option is selected and the program is not completed, the remaining five days of external suspension will be reinstated within one semester.
 - A second offense involving being under the influence, the use, possession, or consumption of drugs during the student's remaining years at our middle schools will be grounds for a ten-day external suspension and recommendation for expulsion. Any drug-related offense will be carried over from our middle schools to the high schools as part of a student's record.
- **Drug Paraphernalia:** Possession, sale, purchase, manufacturing, use, transfer or arranging to transfer any paraphernalia which is used or customarily intended for use in the administration of an illegal substance.
- **Drug Sale/Distribution:** Sale, attempt to sell, transfer, attempt to transfer, or distribute any prohibited substance or look-alike drug, as defined by this policy.
 - Any student found to be involved in the Sale/ Distribution of Drugs will be immediately suspended from school for a period of ten days. In every case, an expulsion hearing will be scheduled and local police officers will be contacted. If the student is expelled for a violation of this policy, the aforementioned drug education program must be successfully completed by the expelled student prior to his or her reenrollment in the Plainfield Schools.
- **Explosive:** Possession, sale, purchase, use, transfer or attempt to transfer ammunition, explosives, or other flammable substances not authorized by school personnel. This definition includes any component of an explosive or incendiary device, e.g., schematic or other drawing, ignition agent, container, wiring, etc., when it is reasonably determined that the component was intended to be used as part of an explosive or incendiary device.
- **Failure to properly serve an Alternative School Day Assignment (ASDA):** Not serving an ASDA on the specified date.
- **False Alarm:** the act of initiating a false alarm or initiating a false report, warning of a fire, or an impending bombing or other catastrophe
- **Fighting:** Engaging in physical contact for the purpose of inflicting harm to another person.
- **Fireworks:** Use, sale, possession, transfer, or control of a Pyrotechnic devices such as firecrackers, rockets, sparklers, and poppers, which are exploded, burned, or produce a loud noise or lighting effect.
- **Gang Activity:** A "gang" means any organization, association, or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of one or more criminal acts or act in violation of school rules, which have an identifiable sign or symbol, and whose members individually or collectively engage in, or have engaged in, a pattern of criminal gang activity or activity relating to the violation of school rules.

The Middle Schools treat gang activity of any kind as a serious issue. Penalties for gang activity will include the following, at a minimum: Verbal Warning, Parent Contact, Gang Activity Contract, Suspension, or Expulsion.

Activity includes but is not limited to:

- wearing, possessing, using, distributing, displaying, or selling any clothing, jewelry, emblem, badge, symbol, sign or other items which evidences membership or affiliation in a gang
- committing any act or using communication either verbal or non-verbal (gestures, handshakes, etc.) showing membership, affiliation with a gang or requirement
- drawing gang related graffiti on any item in or around school or distributing gang related literature
- intimidating, threatening, bribing, bullying, battering, or assaulting a school staff member, a member of the Board of Education, a bus driver, a student, or a school visitor
- **Gross disobedience:** Any conduct, behavior, or activity which causes or may reasonably lead school authorities to forecast substantial injury, disruption, or interference with school activities or the rights of other students or school personnel.
- **Harassment:** any intimidating, demeaning or threatening behavior, verbal, non-verbal or written remarks which may be based on a person's race, color, religion, national origin, sexuality or disability and in violation of the District policy.

- **Misuse of the Internet/Computers/Cell Phones:** Unauthorized and/or improper use of computers and/or the Internet and/or Cell phone are a violation of the District's Network/Internet Use Policy.
Activity includes but is not limited to:
Any person possessing, taking, disseminating or sharing obscene pornographic, lewd, or otherwise illegal images, messages, or photographs. Any person engaging in such behavior may be punished under this Code of Conduct and may be reported to the appropriate law enforcement agencies.
- **Sexual Harassment:** Any unwanted, unwelcome sexual advances, physical contact, inappropriate touching, verbal, non-verbal or written remarks towards students, staff, or others in the school community.
- **Theft (major-\$300 or more):** Taking, removing, or possessing, without permission, property belonging to others
- **Vandalism:** Vandalizing school property or private property, which is lawfully on school premises, or being used in conjunction with a school-related activity.
- **Weapons - Look-alike:** Use, sale, possession, transfer, or control of a look-alike weapon. A "look-alike" is any substance or item which is not, but reasonably appears to be, is believed to be, or is represented to be, the real substance or item. Examples are a toy gun, which is difficult to distinguish from an actual gun. See Weapons below for additional information.
- **Weapons – With Blade (Less than 2 ½ inches):** Use, sale, possession, transfer, or control of a weapon with a blade of less than 2 ½ inches. See Weapons Possession below for additional information.
- **Weapons:** Use, sale, possession, transfer, or control of any gun, rifle, shotgun or other item that can be used to inflict severe bodily harm. Weapons also include, but are not limited to:
 - Knives, brass knuckles, and billy clubs.
 - Items such as tools, baseball bats and other athletic equipment, pipes, bottles, locks, sticks.
 - Compasses, pencils and pens if used, or attempted to be used, to cause bodily harm.

If a student sees a weapon on school property or on a school bus, the child should never touch the weapon. That child must go immediately to an adult and inform them about the location of the weapon.

Administrators shall be required to refer any student who brings a weapon to school to the local law enforcement agency.

The board may expel a student for a definite period of time not to exceed 2 calendar years, as determined on a case by case basis. A student who is determined to have brought a weapon to school, any school sponsored activity or event, or any activity or event which bears a reasonable relationship to school shall be expelled for a period of not less than one year, except that the expulsion period may be modified by the superintendent, and the superintendent's determination may be modified by the board on a case by case basis.

The referral shall contain a statement by the Superintendent of any findings or circumstances which the Superintendent regards as warranting a lesser or greater period of expulsion.

The foregoing should not be interpreted as being the only offenses for which disciplinary actions may be taken. Any behavior, or attempt at any of the prohibited activities, whether or not on school property, that is not conducive to a healthy school environment or could pose a danger to oneself or others will be dealt with in accordance with the provisions of this policy.

Consequences for Level III offenses are based on the seriousness of the incident and become more restrictive as the behavior persists. One or more of the following consequences may occur, but are not limited to: Saturday school, Social Probation, Alternative School Day Assignment, External suspension, Recommendation for expulsion up to two (2) calendar years from District 202.

ADDITIONAL DEFINITIONS:

Possession: "Possession" means having any knowledge of, and any control over, an item. Control includes, but is not limited to, having access to an item in a school locker, personal effects, a vehicle, or other place where the item is located. It is not necessary that a student intend to control the item. A student may acquire knowledge of an item visually, by being told about the item, or through other sensory perception. A student's knowledge will be determined based on the surrounding circumstance, not just the student's statements. For example, "forgetting" that an item is in one's locker, personal effects, or vehicle does not constitute lack of knowledge. Also, for example, coming onto school grounds or to a school-sponsored event in a vehicle, which the student knows contains an item, constitutes possession of the item, even if the vehicle or the item is not the student's.

This provision on possession applies to any policy or rule which regulates or prohibits possession of any item, such as weapons or drug paraphernalia, and such substances as tobacco, alcohol, drugs, and look-alike of such items or substances.

Look-alike: A "look-alike" is any substance or item which is not, but reasonably appears to be, is believed to be, or is represented to be, the real substance or item. Examples are a toy gun, which is difficult to distinguish from an actual gun, or a green leafy plant material, which is not, but is claimed, believed or appears to be, marijuana.

Self Defense: Not contributing in any way to the start of a conflict. There should also be an attempt to retreat. There should be an attempt to neutralize a hostile situation without escalating it.

DEFINITION OF CONSEQUENCES

Alternative School Day Assignment (ASDA):

When a student is assigned to ASDA by the administration, the student is scheduled in the ASDA room where he/she is directly supervised throughout the school day. The student is expected to complete his/her normal school work, credit is given for this work, and the student is considered present at school. The following rules and procedures apply to ASDA:

- Students assigned to ASDA will report directly to the ASDA room upon reporting to school, and will be dismissed at the end of the school day.
- Students will not be allowed to leave the ASDA room until the end of the school day.
- All necessary textbooks and materials must be brought with the student

- Breaks will be allowed to the washroom at 10:00 a.m. and 1:00 p.m.
- Lunch will be eaten in the ASDA room. Students may bring or purchase a lunch.
- Each student is responsible for keeping his/her own work area clean.
- There will be no talking or moving about the room without the supervisor's permission.
- Students are not permitted to sleep or lay their head on the desk.
- Gum and candy is not permitted.

ASDA Violations:

Violation of ASDA rules will result in a disciplinary referral. Consequences will range from repeating the ASDA up to a 10-day suspension. Students assigned to ASDA will lose all of their special privileges until the day that they return to regular classes. These privileges include, but are not limited to, attendance at, or participation in: Student Council functions; intramural and interscholastic sports and other intramural programs; PTO programs; band and chorus trips; other special events such as assemblies, and eighth grade promotion activities; use of vending machines after school; and the ability to be in the hallway after the school day unless accompanied by an adult. These special privileges that are lost do not include participation in after-school activities that affect the student's grade such as band and chorus and presentation of science fair projects. Students are expected to participate in these activities (concerts and science fair) while assigned to ASDA unless told otherwise by the administration. Following a 6th assignment to ASDA a student will be eligible for a three day external suspension and, for the remainder for the school year, loses all special privileges (as outlined above). The student may participate in special activities only with specific permission from the administration.

Detention:

A period of time assigned by a certified staff member for the purpose of remediation of minor behavior problems. Students must have their copy of the detention slip signed by a parent/guardian and present the signed slip at the time the detention is served. Detentions are typically assigned to be served the following day for one hour. Teachers may assign detentions at other times that they consider appropriate. Failure to properly serve or misbehavior in a detention may result in further consequences including additional detentions, Saturday school, ASDA, social probation, or suspension. Students who receive more than six (6) detentions within a marking period will, upon receiving their seventh (7th) detention, lose his/her special privileges (as outlined in the ASDA definition) for the remainder of the marking period.

Saturday School:

Students assigned to Saturday school are expected to arrive at school at 8 a.m. with work to be completed. Students are responsible for having enough work for the entire time. Students will be given one (1) washroom break at 10:00 a.m. Dismissal will be at noon unless otherwise indicated by the administration. Failure to serve or misbehavior in Saturday school will result in further consequences including additional Saturday school, Alternative School Day Assignment, social probation, or external suspension usually not to exceed three (3) days.

Social Probation:

The school administration considers social probation a serious consequence. Students on social probation will not be allowed to attend or participate in any before or after school activities for a period of time determined by the school administration. Students assigned social probation will lose all of their special privileges. These privileges include, but are not limited to, attendance at, or participation in: Student Council functions; intramural and interscholastic sports and other intramural programs; PTO programs; band and chorus trips; other special events such as assemblies, and eighth grade promotion activities; use of vending machines after school; and the ability to be in the hallway after the school day unless accompanied by an adult. These special privileges that are lost do not include participation in after-school activities, which affect the students' grade such as band and chorus and presentation of science fair projects. Students are expected to participate in these activities (concerts and science fair) while assigned to social probation unless told otherwise by the administration. In addition, participation in field trips, assemblies, and other special activities including promotion, may be suspended. The duration of the Social Probation will be determined by the administration. Special privileges may be reinstated upon administrative review.

External suspension:

Authorization has been delegated to the superintendent and building principals, assistant principals, and deans to temporarily remove students from school and all school-related activities for a period not to exceed ten (10) school days per incident.

Expulsion or Suspension by the Board of Education:

The removal of a student from school and all school related activities for a period in excess of any administrative suspension, by the Board of Education, not to exceed two calendar years.

DUE PROCESS PROCEDURE

The district affords a due process appeal procedure only for external suspensions. The student shall be informed of the charges and have the right to respond. Upon request of the parent or guardian, an appeal of the suspension may be made to the principal of the school. If the parent or guardian does not feel that a satisfactory resolution has occurred at the building level, then the parent or guardian may request a hearing before the Board of Education's Hearing Officer. The district also affords due process procedures for expulsions, including a hearing before the Board of Education's hearing officer, as set forth in District 202's Expulsion Procedures Policy.

BUS REGULATIONS AND CONDUCT

BUS REGULATIONS AND CONDUCT

The following rules should be reviewed with your student(s). The Board of Education expects that student conduct on school buses be in keeping with the high standards expected of students while they are in school. Security cameras may be present on school buses to monitor student behavior. These surveillance videos are law enforcement records, maintained by the District's police liaison who serves as the custodian of all security related recordings. The bus driver is in full charge of the bus and its passengers at all times. All school rules and behavior expectations for students as defined in the Student Discipline policy and the Student Handbook are applicable while traveling to and from the bus stop, waiting at the bus stop, boarding the bus, riding the bus, and disembarking from the bus. In addition, violations of the below regulations may result in disciplinary action by school administration:

- Students may ride only on their assigned bus (the District no longer honors bus change request)
- Students may only enter and exit the bus at their assigned stop
- Students must be at the assigned stop five (5) minutes prior to scheduled pick-up
- Students must be courteous to students and neighbors at bus stops

- Loud talking, singing, or profanity is not allowed
- Students must always remain in their seat while the bus is in motion
- Eating, drinking, or smoking is not allowed on the bus
- Throwing objects in, out of, or at any bus is prohibited

Payment of damage incurred to the bus by students is the responsibility of the parent.

Security cameras may be present on school buses to monitor student behavior. Where security cameras are present, a sign will be displayed on the front door and interior of the school bus stating that electronic recording is taking place. The consent of surveillance videos are school student records and are subject District policy and procedures concerning school student records. If the content of a surveillance video is used against a student in a student disciplinary hearing, it will be treated like other evidence in the proceeding. Surveillance videos may be reused or erased after 14 days unless the school records custodian or designee determines that a video is needed for an educational or administrative purpose.

THE ADMINISTRATION OR BOARD OF EDUCATION HAS THE LEGAL RIGHT TO DENY A STUDENT TRANSPORTATION IF HIS/HER CONDUCT WARRANTS SUCH ACTION, IN WHICH CASE THE PARENTS BECOME RESPONSIBLE FOR SEEING THAT THE STUDENT ARRIVES TO AND FROM SCHOOL.

Consequences: Inappropriate bus behavior may result in, but is not limited to: Verbal warning, Assigned seat, Parent contact, Bus suspension, Student contract, Permanent removal from bus, ASDA, Saturday School, Social Probation, Suspension, or Expulsion. In addition, under appropriate circumstances, the administration has the authority to withdraw the privilege of providing transportation and implementing other disciplinary actions, regardless of the number of prior referrals.

- **First referral:** Appropriate intervention at the discretion of the administration up to 3 days suspension from the bus.
- **Second referral:** Appropriate intervention at the discretion of the administration up to 5 days suspension from the bus.
- **Third referral:** Appropriate intervention at the discretion of the administration up to a 10-day suspension from the bus and/or from school. Recommendation for expulsion or long-term suspension from the bus or from school may be made to the School Board.

POLICIES AND PROCEDURES:

STUDENT SEARCHES AND SEIZURES

To maintain order and security in the schools, school authorities are authorized to conduct searches of school property and equipment, as well as of students and their personal effects. "School authorities" includes school liaison police officers.

School Property and Equipment as well as Personal Effects Left There by Students

- School authorities may inspect and search school property and equipment owned or controlled by the school (such as lockers, desks, and parking lots), as well as personal effects left in these places and areas by a student, without notice to or the consent of the student. Students have no reasonable expectation of privacy in these places or areas or in their personal effects left there.
- The Superintendent may request the assistance of law enforcement officials to conduct inspections and searches of lockers, desks, parking lots, and other school property and equipment for illegal drugs, weapons, or other illegal or dangerous substances or materials, including searches conducted through the use of specially trained dogs.

Students

- School authorities may search a student and/or the student's personal effects in the student's possession (such as purses, wallets, knapsacks, book bags, lunch boxes, etc.) when there is a reasonable ground for suspecting that the search will produce evidence the particular student has violated or is violating either the law or the District's student conduct rules. The search itself must be conducted in a manner, which is reasonably related to its objectives and not excessively intrusive in light of the age and sex of the student and the nature of the suspected infraction.
- When feasible, the search should be conducted as follows:
- Outside the view of others, including students;
- In the presence of a school administrator or adult witness; and by a certified employee or liaison police officer of the same sex as the student. Immediately following a search, the school authority that conducted the search shall make a written report. The student's parent(s)/guardian(s) shall be notified of the search as soon as possible.

Seizure of Property

- If a search produces evidence that the student has violated or is violating either the law or the District's policies or rules, such evidence may be seized and impounded by school authorities, and disciplinary action may be taken. When appropriate, such evidence may be transferred to law enforcement authorities.

TRANSFER STUDENTS

Any student suspended or expelled for any reason from any public or private school in Illinois or any other state must complete the entire term of a suspension or expulsion before being admitted into the district as a transfer student. The district may place the transfer student in an alternative school program pursuant to Article 13A of the School Code for the remainder of the suspension or expulsion issued by the student's former school, if such placement is available.

SECTION FOUR: EXTRA-CURRICULAR HANDBOOK

INTRODUCTION

Our extra-curricular athletic program is primarily conducted to provide an enjoyable learning experience for our students, teach the basic skills necessary for success in each activity; and assure regular participation by all team members. Participants will also be taught to develop a positive attitude, work together as a team or group, display good sportsmanship and fair play; and follow the rules and instructions of coaches, sponsors and officials.

This section of our handbook has been prepared to help parents and athletes understand and more fully participate in our athletic programs. We hope that it will answer questions, provide information, and assist parents and students.

ATHLETIC FEES

Students participating in extra-curricular and co-curricular activities will be assessed a fee for each activity in which they participate. All participants in interscholastic sports will be assessed a fee per sport. This fee is before the first game. User fees are usually not refundable.

Before tryouts begin, each participant must have turned in:

- Completed sports physical form
- Insurance Waiver Form

CONDUCT

As participants our student-athletes should

- Show respect for all others at all times
- Display good conduct (as outlined in SECTION 1 of this handbook)
- Avoid unsportsmanlike like actions
- Cooperate at all times with other team members, coaches, sponsors, officials and school staff members
- Shake hands with opponents
- Demonstrate self control
- Accept and abide by the decisions of officials, sponsors and coaches
- Accept both victory and defeat with pride and compassion without being boastful, bitter or downcast
- Demonstrate proper bench behavior as defined by their coach or sponsor
- Support their teammates

In addition to the behaviors listed above, our students, as spectators at events where their group participates, should:

- Sit together as a team or group.
- Positively recognize and appreciate the skill and performance of others regardless of their team or group affiliation.
- Refrain from booing, jeering, distracting, name calling or belittling others.

DISCIPLINE

All rules governing student conduct as outlined in SECTION THREE of this handbook apply to all extra-curricular participants at all times when engaged in, attending, and traveling to and from, school-related or sponsored activities.

Extra-curricular participants publicly represent their families, school and community. They also are subject to close scrutiny by the public, visiting players and coaches, and other students. For these reasons, any disciplinary action taken as a result of a problem in school will reflect in a student's ability to participate in co-curricular activities as outlined in the School Related Conduct section of the Eligibility portion of this handbook.

The coach or sponsor will handle discipline problems related directly to the team. Depending upon the severity of the problem, a participant may be reprimanded, suspended from practices and/or contests, or removed from the team. For example, an unexcused absence from practice could result in a suspension from one contest by a coach. Before a student is removed from a team or activity by a coach or sponsor, a conference will be held with the principal or assistant principal and the student's parents will be contacted.

ELIGIBILITY

Extra-curricular activities such as athletics or clubs, which involve interscholastic competition, require that students maintain their eligibility in order to participate. Eligibility is determined by two standards:

1. Academic performance
2. School-related conduct

The reason for the following requirements is to assure that involvement in extra-curricular and co-curricular activities does not interfere with a student's academic or social performance.

Weekly eligibility sheets are issued every Wednesday during the season for each team. These sheets are returned to the athletic director by the end of school on Friday. Eligibility lists are issued by the athletic director each Monday. The eligibility week will begin on Tuesday and run through the following Monday. An ineligible student will not be allowed to participate in contests involving his/her team until eligibility is restored on the following week's eligibility sheet.

A medical excuse for physical education will extend to any school-related club or activity, which requires physical activity.

Academic Performance

A student who is failing or receives an unsatisfactory (F) grade in one or more subjects, on the weekly eligibility list, will be ineligible for the week (Tuesday through Monday) due to the appearance of these grades on the eligibility list.

School Related Discipline

Conduct Checks - Conduct checks may be issued on the weekly eligibility list by faculty members. Conduct checks will typically be issued for serious violations of school and classroom rules and/or chronic misbehavior. The faculty member who issues a conduct check on the weekly eligibility list will contact the coach to discuss the misconduct involved and ways to help the student improve his/her behavior. A student who receives a conduct check will be ineligible for the week. (Tuesday through Monday)

Detentions - Participants who receive a detention must serve that detention, after school, on the day indicated by the teacher issuing the detention. The detention must be served before the student is able to participate in any co-curricular activity on that day.

A participant who receives more than six detentions in any grading quarter will be declared ineligible for the remainder of the quarter upon receipt of his/her seventh detention. Eligibility will be restored at the beginning of the next quarter if there are no other factors which render the student ineligible.

ASDA - Students who receive an ASDA (Alternate School Day Assignment) will be ineligible to participate in any extra-curricular or co-curricular activity or attend any event held at District 202 schools until the day they return to regular classes. Students who receive six ASDAs during the school year may only participate in activities with special permission from the principal or assistant principal.

Saturday School - Students who receive a Saturday School Assignment may be ineligible to participate in any extracurricular activity or attend an event held at District 202 schools that day until the Saturday School has been served.

Bus Suspension - Students suspended from any of the school buses will also be unable to ride team buses for the duration of their bus suspension. Therefore, students will need to arrange other transportation to and from co-curricular events.

External Suspension - Students who receive an external suspension from school will be ineligible to participate in any co-curricular activities or to attend any events held at District 202 schools until the day they return to regular classes following the completion of their suspension.

EQUIPMENT

Students must supply their own practice equipment and appropriate shoes for all interscholastic sports. Game uniforms and/or warm-ups are supplied for team members by the school. Each coach will supply team members with a suggested list of equipment. It is advised that each student-athlete secure their belongings in a locker with a lock.

PHYSICALS

Every student who participates in or tries out for an interscholastic sport must have a valid sports physical form on file in the school office. In sports where there are no try-outs, the valid physical form must be on file before the student will be allowed to practice. In sports where there is a try-out period, the valid physical form is required before the first try-out. Completed physical forms may be turned in to the coach or the school office/nurse.

Only one physical per year is required to participate in or try out for interscholastic athletics, for example, a physical given in the summer, or at the beginning of school in the fall, would be valid for one calendar year (12 months) and therefore valid for fall, winter and spring sports.

PRACTICES AND GAMES

Practice sessions are generally held after school. Some evening and Saturday practices may be necessary due to conflicts with other practices, contests, activities, or when coaches deem them necessary. Practices are generally limited to two hours. Athletes are expected to attend all practices and contests except when absent from school, medically excused by a doctor, or excused by the coach.

Students who are medically excused from physical education (PE) classes may not participate in practice sessions or contests for the length of time they are excused from PE. Students who are absent from school for any part of the school day may not participate in practice sessions or contests. Students are considered absent for part of the school day if they arrive at school after first period. Students excused for part of the day for doctor or dental appointments may participate in practice sessions or contests on that day. Students not eligible for practices and contests on the last day of the week due to absence may not participate in school team contests held on the first day of the weekend or the first student non-attendance day.

When practices are held after school, it is the responsibility of the participants to be out of the halls promptly after school, be in their practice locations at the proper time, and to promptly start home or be picked up following practice. When practices are held on Saturdays or during the evening, participants must enter and leave through designated doors, and must remain in the locker room and practice areas. Our middle school is equipped with a security (alarm) system which does not routinely allow access to the entire building during the evening or on Saturday. Students who have games or practices after school may not leave the school grounds before the games or practices unless accompanied by a parent.

SPORTS

We offer a variety of interscholastic sports throughout the year for students in each grade. The sports scheduled for this school year are:

Fall

Soccer.....	Boys, Grades 7 and 8
Cross Country.....	Boys and Girls, Grades 6, 7, and 8
Volleyball.....	Girls, Grades 7 and 8

Winter

Basketball.....	Boys, Grades 7 and 8
Basketball.....	Girls, Grades 7 and 8
Wrestling.....	Boys and Girls, Grades 6, 7, and 8
Cheerleading/Pom Poms	Girls, Grade 7 and 8

Spring

Track.....	Boys and Girls, Grades 6, 7, and 8
Soccer.....	Girls, Grades 7 and 8
Volleyball.....	Boys, Grades 7 and 8

Informational meetings for parents will be held prior to the first game of the season by the coaches and athletic coordinator.

A student may participate in one sport during each season. An exception to this rule is made for students who are cut from a sport at the beginning of a season. These students may join a second sport, within two weeks of being cut, with the permission of the coach of the second sport.

TRIP CONSENT/INSURANCE INFORMATION

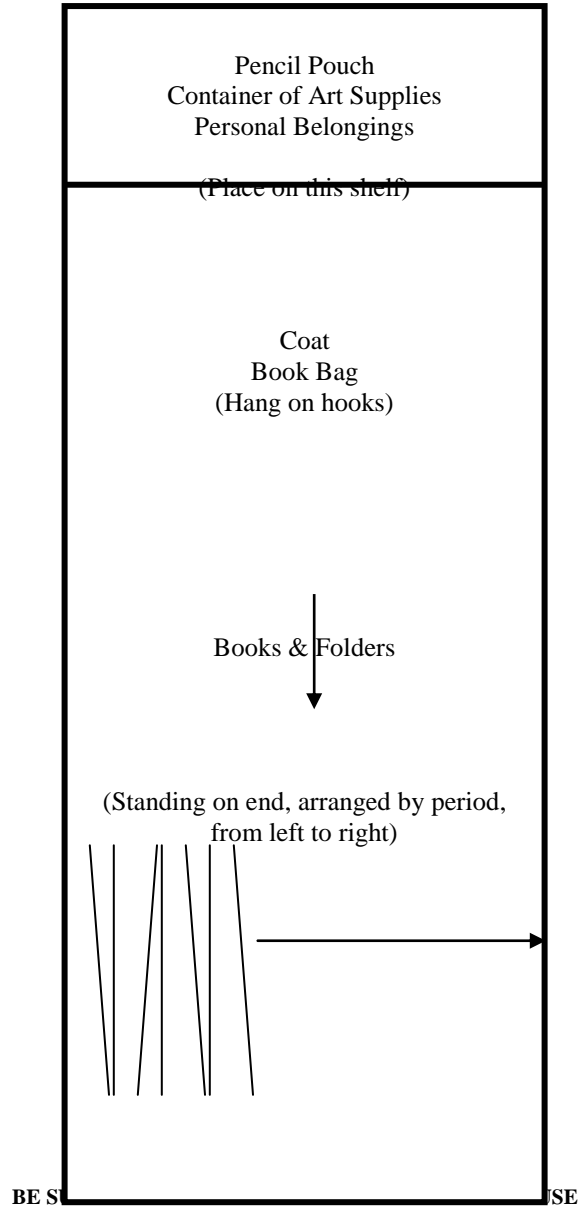
All student participants in interscholastic athletics must have permission to travel to other schools and insurance coverage, prior to the beginning of the season. The District 202 Trip Consent and Insurance Waiver Forms, which outlines this permission and the required insurance coverage, are available from the school office. These forms must be completed and signed by each participant's parent or guardian before the first contest of the season. Any questions regarding the information on this form should be directed to the principal.

TRY-OUTS

We attempt to accommodate the large number of students who wish to participate in interscholastic sports. Sports that can handle large numbers of participants, such as cross-country, wrestling and track are operated on a no try-out, no-cut basis.

Since only a limited number of students can play boys basketball (5), Girls basketball (5), volleyball (6), or soccer (11) at one time, a limited number of players are selected for these teams through a try-out process. Coaches evaluate students during a careful selection process and team members are announced after this try-out period that is usually three to five days. To help accommodate more students, two teams, a 7th grade team and an 8th grade team, are offered for boys basketball, girls basketball and volleyball

HOW TO SET UP YOUR LOCKER



NEVER LEAVE FOOD IN YOUR LOCKER OVERNIGHT