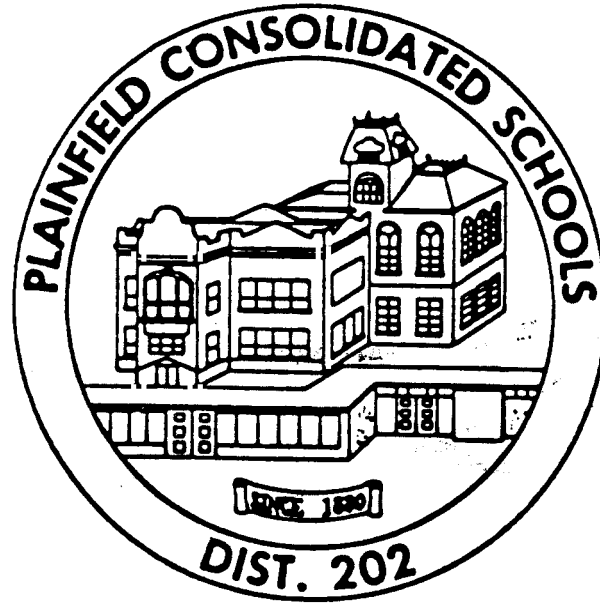


## MIDDLE SCHOOL STUDENT HANDBOOK



Plainfield Community School District 202 and its associated facilities subscribe to the principles and laws of the State of Illinois and the Federal Government pertaining to civil rights and equal opportunity including Title IX of the 1972 educational amendments. Plainfield School District policy prohibits discrimination on the basis of race, sex, religion, age, color, creed, national or ethnic origin, marital status, or handicap in the admission and registration of students, and the recruitment and employment of faculty and staff in the operation of all the Districts programs, activities and services. Evidence of practices which are inconsistent with this policy should be reported to the office of the Superintendent of School District 202.

A learning and working environment that is free from sexual, religious, or racial harassment will be maintained in the Plainfield Schools. District policy prohibits harassment through conduct or communications of a sexual, religious, or racial nature. Reports of harassment should be reported to the school administration or to the office of School District 202.

Plainfield Community Consolidated School District 202 has an Asbestos Management Plan in place and available for inspection at the District Administration Center.

The provisions of this publication are not to be regarded as an irrevocable contract. The Board of Education of the Plainfield School District reserves the right to modify, to revoke, or to add to any and all regulations at any time. Among other things, this includes the right to change credit for any course, fee changes, graduation requirements and any regulation affecting students whether they are academic or pertain to student life.

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# SCHOOL DISTRICT 202

We prepare learners for the future

## School Calendar 2006-2007

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August	21 (Monday) 22 (Tuesday) 23 (Wednesday) 24 (Thursday)	Teacher Institute (no student attendance) Teacher Institute (no student attendance) First ½ day of school (Grades 1-12) Full day of school (PreK-12)
September	4 (Monday)	Labor Day (NO SCHOOL)
October	6 (Friday) 9 (Monday) 27 (Friday)	Teacher Institute – No Student Attendance Columbus Day (NO SCHOOL) End of First Quarter
November	9 (Thursday) 10 (Friday) 22 (Wednesday) 23 (Thursday) 24 (Friday)	In-Service Day – ½ Day of School Parent/Teacher Conference Day – No Student Attendance Teacher Institute (No student attendance) Thanksgiving Recess (NO SCHOOL) Thanksgiving Recess (NO SCHOOL)
December	21 (Thursday)	Last day of attendance before winter break
January	3 (Wednesday) 12 (Friday) 15 (Monday)	Student attendance resumes following winter break Teacher Institute (No student attendance) End of Semester One Martin Luther King's Birthday (NO SCHOOL)
February	19 (Friday)	President's Day (NO SCHOOL)
March	2 (Friday) 12-23 (Mon-Fri) 16 (Friday) 23 (Friday)	Teacher Institute (No student attendance) ISAT Testing – Grades 6,7 & 8 End of third quarter Last day before spring break
April	2 (Monday) 6 (Friday) 12 (Thursday) 13 (Friday)	Classes resume following spring break Spring Holiday - (NO SCHOOL) In-Service Day – ½ Day of School Parent/Teacher Conference Day – No Student Attendance
May	28 (Monday) 30 (Wednesday)	Memorial Day (NO SCHOOL) Tentative Last Day of School (½ day of attendance)

Emergency Days – May 31, June 1, 4, 5, 6

Quarter 1	August 21 – October 27	45 days
Quarter 2	October 30 - January 12	42 days
Quarter 3	January 16 – March 16	42 days
Quarter 4	March 19 – May 30	45 days

### DAILY TIME SCHEDULE:

Ira Jones follows a straight schedule consisting of nine periods. Each class lasts from 42-43 minutes with the exception of Language Arts, which is blocked into two classes each day.

Warning Bell	7:25
School Begins	7:30
End of School Day	2:31

Students are expected to be in their homeroom ready to begin when the 7:30 bell rings. Students who do not come to school on a school bus are asked not to arrive at Ira Jones before 7:20 a.m. Students are reminded that once they arrive at school they may not leave the site 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.

## SECTION ONE: GENERAL INFORMATION

### ACTIVITY FEES

Each student in middle school will be charged a yearly activity fee (\$11.00 for the 2006-2007 school year). This fee enables middle school students to use their student identification card as a free pass to all athletic events (other than state series contests) and student concerts at district middle and high schools. It also enables our students to participate in clubs and intramurals free of charge. There will be a \$15 fee for any insufficient funds check (NSF).

### ATHLETIC AND SPECIAL EVENTS

Our middle school sponsors or 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 who 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

Article 26, Section 1 of the Illinois School Code requires children to attend school each day that it is in session. It further holds a child's parent(s) or guardian(s) legally responsible to see that the child is in attendance at school. When a student is absent for all or part of a school day the following rules and procedures will apply.

- **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 the 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 at **267-3606**. 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 and work.**
- **Absence Notes** – If a parent or guardian does not report a student's absence, and they cannot be reached by the school office, 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 into the attendance office before homeroom. In addition, if a student is absent for five or more consecutive school days due to illness, a signed doctor'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. It is important to remember that 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.
- **Doctor/Dental Appointments** - We encourage all of our students' parents to arrange doctor and dental appointments after school hours or on weekends. We realize, however, that family work schedules and the schedules and workloads of many health care professionals makes this impossible. When medical or dental appointments are necessary during school time, we ask that a note be sent to the attendance office and teachers involved the day before to notify us of the appointment. **We also require that the student be signed in and/or out in the attendance office by the person(s) picking up or dropping off the student at school.**
- **Vacations/Family Trips** - We stress the idea that all of our students need to be at school each day and cannot afford to miss school for extended periods of time. We also realize, however, that some of our students' parents have little or no control over their employers' vacation policies and that important family events may occasionally occur during the school year. While we strongly encourage parents to plan trips and vacations to coincide with school holidays and breaks, there are provisions for students to receive credit for make-up work if family trips occur during school time. When a vacation or family trip must be taken during school time, a note concerning the trip should be sent to the attendance office at least one week in advance. This will allow students time to have teachers complete a prearranged absence form. This form outlines current progress and work that may be missed.

Each teacher will use his/her discretion to determine whether the make-up work for his/her class will be:

- ✓ Sent with the student on the trip and due the day that the student returns to school.
- ✓ Assigned before the student leaves to be completed upon his/her return.
- ✓ Assigned when the student returns to school.

It is the parent's responsibility to see that work is completed while students are absent from school for vacation or trips. Parents are strongly advised to confer with their child's teachers prior to the trip to discuss the effect of an extended trip on their child's learning. If the assigned work is not completed, credit cannot be given for the days missed by the student.

- **Unexcused Absences** - Our middle school will follow the examples set forth by the State of Illinois in reference to excused/unexcused absences. Therefore, illness, observance of a religious holiday, death in the family, and family emergency will constitute reasons for excused absences, once the attendance office has discussed the absence with the parent or guardian and/or received the required written excuse or doctor's note. Absences due to family trips and vacations will also be considered excused absences when the procedures outlined in the previous section, Vacations/Family Trips, are followed. Absences from school will be considered unexcused for the following reasons:
  - ✓ Oversleeping
  - ✓ Missing the bus
  - ✓ Truancy
  - ✓ Car Problems
  - ✓ Absences not discussed with the school office or covered by a written excuse from a parent or doctor's note
  - ✓ Special circumstances as determined by the school administration

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

- **Truancy** - Students absent from school without their parent's knowledge, those who demonstrate patterns of unexcused absence, and those who are chronically tardy will be considered truant. The school staff will, in cooperation with the Education Service Network (Attendance Assistance Program), Will County Truant Officer, Will County Juvenile Probation authorities, Plainfield and Will County Sheriffs Police and Illinois Department of Children and Family Services (DCFS), work to provide the support services and legal intervention necessary to help truant students develop and maintain regular attendance at school.
- **Make-up Work** - 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 (**267-3600**). We ask that this call be made before 10:00 a.m. to allow time to collect the work from all the teachers involved.
  - ✓ Leaving a message on the attendance line before 10:00 a.m. (**267-3606**).
  - ✓ Giving the name and grade level of the student.
  - ✓ Giving the nature and expected length of the absence.
  - ✓ Arranging that the work is picked up in the office after 2:45 p.m.
  - ✓ Identifying the person who will pick up the work.
- **Signing In or Out** - To insure our students' safety it is extremely important that we can account for their attendance throughout the school day. We require that students who are tardy to school or need to leave school before the end of the school day 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. Proper ID is required to check out students. In addition, a photo ID may be asked to be presented.

**Part-Day Absences and Tardiness** - Students who arrive late to school must be accompanied into the office and signed in by a parent/guardian. Students who sign in with the attendance office after 7:30 will be considered tardy. In order to receive a full day of attendance, students must be at school for five instructional hours. Students who are present between two and one-half to five hours of instructional time will be credited with one-half day of attendance.

- **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, dentist or an excused note from a parent. 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. Students excused from school for part or all of the day due to medical or dental appointments may participate in practice sessions, contests, performances or attend special events after school on that day if the doctor or dentist approves their participation.

## **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. The lunch itself is priced at \$1.75. In addition, a wide variety of hot and cold ala carte items including salads and fresh fruit. MealTime, a computerized system for purchasing meals, is utilized at Ira Jones 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 can deposit any dollar amount; however, the minimum deposit is \$8.00. Payments made be dropped off in the lunchroom during your child's Advisory class or directly to your child's Advisory teacher. Payments can 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 Ira Jones Middle School. You can also set up an account and deposit funds on-line at [www.mymealtime.com](http://www.mymealtime.com). This method of payment is highly recommended.

The system will allow 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 students is spending 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:

- Students may choose any unoccupied seat when they enter the cafeteria. This will be their seat for that day.
- 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 ala carte lines to purchase food.
- Food may be purchased with cash or checks written for the exact purchase price.
- 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 members 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.

## **DAILY ANNOUNCEMENTS**

Announcements are made both over the intercom and by homeroom teachers following the Pledge of Allegiance. In addition, announcements are posted in the office and in most 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 this information.

## **ELECTRONIC DEVICES**

Items such as portable CD players, Walkmans, or Gameboys 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 Department.

## **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
	Pom Pon.....	Girls, Grades 7 and 8
Spring	Track.....	Boys and Girls, Grades 6, 7 and 8
	Soccer.....	Girls, 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.

In addition to interscholastic sports, many other activities are offered to our students.

- **Art Club** - In this organization students can explore the fine arts outside the regular curriculum. Plans for the year include a trip to an art gallery, demonstrations from visiting artists, competition opportunities, and small hands-on projects. Students of any grade level can participate in this club. We typically meet every Thursday from 2:45 to 4:00 in the art room. Hope to see you there.
- **Cheerleading** – Seventh and eighth grade girls are encouraged to try out for the Cheerleading squad. The squad consists of approximately 18 girls who cheer during the 8<sup>th</sup> grade boys' basketball team intermission between the "A" and "B" game. These athletes need to obtain a sports physical in order to participate in the clinic, tryouts, and performances. Participants are subject to the district's activity fee and must meet weekly eligibility.
- **Drama Club** - Sixth, seventh and eighth grade students are invited to join Ira Jones' Drama Club. Throughout the year, workshops are held to teach students the fundamentals of the performing arts. These include acting, costumes, make-up, set design, lighting, and sound. A production is presented in the spring.
- **Intramural Sports** - The five purposes of intramurals are: fun, physical fitness, competition, character, and leadership. The numerous intramural sports offered to all grade levels are scheduled when those skills are taught in P.E. classes. These include flag football, soccer, basketball, nerf tennis, badminton, floor hockey, volleyball, softball, and lacrosse. There are no participation fees and sports physicals are not required. Intramurals are coed activities typically held twice a week from 2:45 to 3:45. Because of weather, dates and times are subject to change. Before each new activity begins, dates and times will be posted on the foyer bulletin board and in the morning announcements. Any "special event" will be posted in the newsletter along with a handout for the student. Some of these events may require a bus fee or an admissions charge. "Sportsmanship" and "Teamwork" will be stressed in each activity
- **Multicultural Club** - Multicultural Club is a club that celebrates all people and ways of life. Guest speakers, student presentations, field trips, pen pals, virtual travel, and international recipes are the ways in which the club explores the many different flavors of our world. The club typically meets every other Wednesday from 2:35-3:30. Students are welcome from all grade levels and can join at any time throughout the year.
- **Science Club** - Science club is open to all 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades students and typically meets once a week. We do experiments, take care of our prairie outside of the building, and investigate many fun science

activities. In February, we participate in the Science Olympiad. We develop bridges, catapults, cars, compressed air bottle rockets, and boats to take to the Olympiad competition. We also participate in some events that do not need pre-planning. It is a fun club to belong to!

- **H.O.T. Club** – H.O.T. is an after school program available to all students at Ira Jones. This program has been designed to give students a quiet place to study and work on homework or projects. All resources in the learning lab, including the computers, are available for students to use during this time. It is held in the learning lab on Mondays and Thursdays from 2:45-3:45 pm. Students can come to every meeting or only when they feel the need. Students will be required to sign in and out each time. H.O.T. is a positive place where students can get extra help in an environment conducive to learning. This program is not intended to be a one on one tutoring program.
- **Student Council** - The Student Council provides students with an opportunity to work together to plan special events and service activities for our school and community. Student council representatives are volunteers who commit themselves to attend weekly student council meetings held before and after school and to assist with programs and activities. The student body elects student council officers (President, Vice-President, Secretary, and Treasurer).
- **Yearbook** - Students under the direction of a faculty sponsor develop a yearbook. Students who join the yearbook club meet after school to assist in photography, page layout, and cover design. Orders for the yearbook are taken at registration and again in January. They are also sold at the end of the year when yearbooks are distributed. If students buy the book at the end of the year, the cost of the yearbook is more.

### 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.

### GRADING SCALE

Our middle schools have adopted the following standard grading scale.

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

### 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
Pink Eye	Exclude from school until 24 hrs after start of medication
Strep Infect.	Exclude from school until 24 hrs after start of antibiotic
Meningitis	Exclude from school until doctor's permission to return
Hepatitis	Exclude from school until doctor's permission to return.
Impetigo	Exclude from school until 24 hrs after start of antibiotic
Mumps	Exclude from school until doctor's permission to return.

### ***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 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 there's no fever, and your child feels fairly good, school is fine.
- **Bad Cough/Cold Symptoms**- Children with bad coughs need to stay at home, and possibly see a doctor. It could be a severe cold or possibly bronchitis, flu, or pneumonia. But when the cough improves, and the child is feeling better, then it's back to school. Don't wait for the cough to disappear entirely—that could take a week or longer!
- **Sore throat**- If your child complains of a slight sore throat and has no other symptoms, he/she may go to school. If white spots can be seen in the back of the throat or if fever is present, keep him/her home and call your doctor.
- **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. Please do not send a child to school with a rash or skin eruption until your doctor has said that it is safe to do so.

- **Stomachache, vomiting, diarrhea-** Consult your doctor if your child has a stomachache that is persistent or severe enough to limit his/her activity. If vomiting occurs, keep your child home until he/she can keep food down. A child with diarrhea should be kept home. Call your doctor if prompt improvement does not occur.
- **Tooth pain-** Contact your dentist.
- **Ear pain-** Consult your doctor without delay.
- **Headache-** *A child whose only complaint is headache usually need not be kept at home.*
- **Dental Exams -** As of July 1, 2005, a new state law went into effect. All students in Kindergarten, 2<sup>nd</sup>, and 6<sup>th</sup> Grades will be required to have an oral health examination performed by a licensed dentist. For the 2006-2007 school year, the examination should be performed after November 15, 2005 and before May 15, 2007.
- **Head Lice –** Students found with live head lice will be sent home for treatment. The nurse will provide treatment information to the parent/guardian. Following treatment for head lice, the nurse must check the students before returning to class.

**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.

Students 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.

## **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.

An academic letter is awarded to all students the first time they earn a place on the High Honor Roll. Students then receive a lamp of learning pin or gold letter bar for each additional time they earn a place on the High Honor Roll. 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
- Voting in school elections

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. Replacement ID cards are \$5.00 each.

## **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 Schovertime 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 wave 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.

## **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 attendance 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 on the lost and found shelves in the attendance office. 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. Only fiction books are allowed to circulate. Students are expected to show respect to others, themselves, and the materials in the Media Center.

## **MEDICAL EXPENSE REIMBURSEMENT**

Occasionally students are injured at school or in connection with school activities. Medical expenses associated with those injuries are the responsibility of the student's parents or guardians. Generally, Illinois law does not recognize claims against school districts for medical expenses and the school district's insurers do not permit voluntary reimbursement to parents or guardians for such expenses.

## **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). Medication will be administered by district personnel during the school day only when failure to receive such doctor-prescribed medication during school hours would jeopardize the student's health and education.

The Superintendent shall establish regulations for the administration of medications to students. The regulations shall be 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 and shall provide for administration of medication to a student during school hours or during school activities only when necessary to maintain the student in school. A copy of this policy and the regulations shall be given to the parents or guardians of each student within 15 days after the start of each school term, or within 15 days of starting classes for students transferring to the school district during the school term. Also within such 15-day period, students enrolled shall annually be informed of the contents of this policy and the rules.

#### **ADMINISTRATION OF MEDICATION**

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 available on the district and school web site.
2. Medication brought to school without the signed Medication Authorization Form by parent and physician will not be given.
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. **If the parent or guardian does not pick up the medication by the end of the school year, the certified school nurse will dispose of and document that medications were discarded. Medications will be discarded in the presence of a witness.**
5. The initial dosage of the medication must be given at home.
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 with them at school.
  - b. We recommend that students who keep their inhaler with them also keep an additional inhaler in the nurse's office in case of emergency or loss of inhaler.
7. The school will store the medication in a separate locked drawer or cabinet.
8. Students must come to the health office for their medication.
9. 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.
10. 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.
11. 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.
12. 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. Medications will be available while a student is engaged in a school activity away from the customary site of storage and will be kept by the certified employee supervising the activity.
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.

## **NON-PAYMENT OF STUDENT FEES**

Persistent non-payment of student fees will result in a student being barred from participation in all student privileges. This includes all extracurricular activities, athletics, special school events and ceremonies, including promotion, club organizations and social events. There will be a \$15 fee for any insufficient funds check (NSF).

## **OUTDOOR EDUCATION**

Each fall seventh grade students are given the opportunity to participate in our Outdoor Education program. The one-day event is held at a northern Illinois YMCA camp. The students are accompanied by staff members and parent chaperones. The extended day 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**

The volunteer efforts put forth by the Parent/Teacher Organization (PTO) at Ira Jones benefit the entire middle school community of students, staff, administration and parents. The PTO 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 also helps raise funds, which enable the group to purchase school gifts that enhance Ira Jones. 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 Ira Jones.
- 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 days with an excuse note from a parent. A new note must be brought to school each day.
- 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 days must come from a doctor. If a medical excuse from a doctor cannot be obtained, the parent should contact the school office.
- Students excused from participation in physical education activities by a doctor's note do not dress for gym class and may be assigned to a study hall.

### **PE Uniforms**

- On days when they change for PE class, students are required to wear PE uniforms. These uniforms may be purchased from selected local vendors (Eich's and JJSport).

- 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
- Student 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.
- Rental of uniforms - Students without a uniform will be allowed to rent a shirt and/or shorts from the PE office for a minimal fee. All rental uniforms are clean. Shoes and socks are not available.
- 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 and towels are available for those students who wish to shower.
- Clean towels are supplied in the locker rooms through a contracted towel service.
- Used towels should be placed in the towel bags provided in the locker rooms.

#### **Grade Evaluation**

- Quarterly grades in physical education classes are based on the following criteria:
  - 50% - Participation (Based on the PE teacher(s) observation of effort, attitude and cooperation.)
  - 50 % - Knowledge and skill (as measured by physical skills testing and written knowledge tests.)

#### **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.

### **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. 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. The dates for the end of the marking periods for the 2006/2007 school years are: October 27, January 12, March 23, and May 30. 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)**

During the winter, there may be several days that present special problems to all of our students and, in particular, school bus riders. During inclement weather every effort is made to keep our schools open. When weather conditions are such that there are questions about the opening of schools, students and parents should listen to radio station WJOL, 1340 AM, for information relative to the Plainfield Schools (Although school closing is given to a number of local and Chicago metropolitan radio stations, this station, WJOL, is specifically provided because of their extensive coverage of local weather and road conditions.). In addition, <http://www.cancellations.com/> on the Internet may also be used for closing information.

On days when the weather is inclement and only limited bus service is available, the following guidelines will be in effect:

- Buses will only run on those streets that are wide enough to safely accommodate school buses. Parents or guardians should accompany students to the bus stops.
- If bus transportation is unavailable, parents should send students to school only if they can provide or supervise the safe transportation of their student(s) to and from school.
- Student absence due to weather related circumstances will be considered an excused absence.

### **SCHOOL CONFERENCE AND ACTIVITY LEAVE**

The Illinois General Assembly passed into law the School Visitation Rights Act that became effective on July 1, 1993. Contained in this act were the following provisions for school conference and activity leave.

- (a) 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. The employee must consult with the employer to schedule the leave so as not to 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 RECORDS**

The policy concerning student records is included in the District 202 Board Policy Manual under file: JO.APE EXHIBIT - NOTIFICATION TO PARENTS AND STUDENTS OF RIGHTS CONCERNING A STUDENT'S SCHOOL RECORDS

*This notification may be distributed by any means likely to reach the parent(s)/guardian(s).*

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

- Basic identifying information
- Academic transcripts
- Attendance record
- Accident and health reports
- 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:

- 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

The Family Educational Rights and Privacy Act (FERPA) and the Illinois Students Records Act 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 parents(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 Illinois School Student Records Act 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.
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 JF 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 Instructional Services. 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 Instructional Services, 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, seventh and eighth grade students. These tests are typically administered in February or March. All students complete assessments in mathematics, reading and writing. In addition, seventh grade student

complete assessments in science. 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 sixth, seventh, and eighth grade students take the Terra Nova standardized achievement and cognitive 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.

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.

In addition, our eighth grade students are given the ACT Explore standardized tests as part of the placement process for high school. Parents wishing further explanation of the placement tests should contact their child's counselor at their high school.

### **TRANSPORTATION**

Plainfield School District 202 provides bus transportation to students living one one-half (1 1/2) 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 Transportation, the Plainfield School District's contracted transportation service, at (815) 436-3700, 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, 2<sup>nd</sup> graders, 8<sup>th</sup> graders, new students and special education students, during the 2006-2007 school year. 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.

### **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.

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 records release form be signed by a student's parent and/or guardian 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**

### **INTRODUCTION**

Major curriculum areas are reviewed in District 202 on a regular basis. Major revisions in curriculum and adoptions of new textbooks and materials typically occur as part of a five to six year cycle. The instructional program for students includes the following:

Sixth grade students are divided into teams. Typically two teachers share 50-60 students or three teachers share 75-90 students. Sixth grade students have 20 minutes of advisory time with one of these teachers each day. Advisory gives students and teachers a time to establish a relationship that is needed to successfully conduct the academic business of a middle school. Aspects include discussions regarding social and emotional topics relevant to middle school students. In addition, these students are scheduled into physical education/health class and an exploratory block.

The seventh and eighth grade students are divided into teams. Typically five academic teachers share 150 students.

The seventh and eighth grades also use a departmentalized organizational pattern similar to that which our students will encounter in high school. These students will, however, begin the school day by meeting with their advisory teacher for twenty minutes and will attend special events during the school day with their advisory teacher.

The school day for students in seventh and eighth grade is divided into eight 42-minute periods and a 27-minute lunch. Students meet for the five basic subject areas, language arts, math, science, social studies and physical education/health every day. They are also scheduled into an Encore class and a study hall. Learner objectives exist for all subject areas, and materials appropriate for each grade level and subject have been selected by the staff and adopted for use by the Board of Education.

In addition to regular comprehensive classes, accelerated classes are offered in language arts, mathematics, and social studies to selected seventh and eighth grade students who apply for admission. Each year, 10% to 20% of our seventh and eighth grade students are identified for participation in accelerated classes in some or all of these 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. Placement into seventh grade pre-algebra is also based on each student's performance on a math placement. All students who wish to apply for accelerated classes must complete an application and are evaluated for admission each year as part of the scheduling process.

### **Our Vision**

#### **How do we prepare learners for the future?**

More important than knowledge is one's ability to apply knowledge. The District 202 Middle Schools focus on individual student understandings or insights into "knowing", and how to facilitate life skills that will serve a life-long learning process within a learning community environment.

Traditionally, schools have provided knowledge and information to students. District 202 believes that learners must be respected individually and uniquely. By providing a "learning framework" to learners, each student sorts, analyzes, digests, and reaches conclusions based on their own unique learning style and process. The result is information, insights, and "learnings" that reside in a framework for retrieval throughout one's lifetime. We call this framework "Life Performance Essentials."

The learning topics that follow utilize content or subject information as themes applied to life issues. This approach affords flexible processing and future applications, as it provides opportunities for structured tasks that lead to creative and higher order thinking. Learning becomes unlimited in process and in outcome. Excitement permeates the learning environment process. Student and teacher team collaboration, special projects, interdisciplinary units, and portfolios are but a few of the possibilities for facilitating these learning processes that result in learning competencies. Utilizing this approach, the District 202 Middle Schools have defined content or themes into the following learning possibilities.

## SIXTH GRADE

### Language Arts

Language Arts classes meet daily for two periods (approximately 90 minutes) in sixth grade. These classes stress daily reading and writing and include the traditional subject areas of composition, grammar and literature. As a result of their learning process, students will:

- Apply basic phonetic and spelling rules
- Use context clues and decoding skills to attack vocabulary
- Identify, read, and evaluate a variety of genres
- Demonstrate active reading strategies: questioning, connecting, predicting, reviewing, and evaluating
- Discuss, write, and use comprehension strategies to demonstrate understanding
- Identify plot, characterization, setting, and point of view in a story
- Comprehend main ideas and supporting details
- Write multi-paragraph narrative, persuasive, and expository compositions
- Learn and utilize the parts of speech focusing on nouns, pronouns and verbs
- Understand the use of transitional devices in writing
- Identify and use focus, support, and elaboration in writing
- Edit and revise using a variety of techniques
- Use a variety of pre-writing techniques
- Identify and apply appropriate resources to corresponding tasks
- Listen effectively using language appropriate to the situation and audience
- Understand and write for a variety of audiences
- Write in a variety of creative modes
- Demonstrate knowledge of vocabulary in literary selections
- Develop an understanding and appreciation of literature

### Mathematics

Sixth grade math addresses national, state and district mathematics standards. The series used at all three grade levels is Glencoe's Applications and Concepts. In sixth grade, the following key concepts are covered.

Number Sense – emphasizes representations of numbers (fractions, decimals, percents, and ratios) and the connections between these representations.

Algebra – explores rate of change beginning with patterns and extending through more formal algebraic concepts.

Geometry – emphasizes measurement and developing ideas of shape, space, and movement, focusing on real-world explorations.

Statistics – emphasizes exploring and quantifying chance, and organizing and describing data. In the seventh grade, the following key concepts are covered. In each area of math, the student will:

In each area of math, the student will:

#### Number Sense

- Understand the equivalent and relative nature of fractions
- Use operations with fractions
- Understand percent as a part-whole relationship
- Use the relationship between fractions, decimals, percents, and ratios
- Develop strategies for estimating and calculating percent
- Add and subtract decimals
- Understand place value

#### Algebra

- Use symbols to represent observed patterns
- Recognize symmetry and repetition
- Make generalizations using patterns to find a rule
- Use word variables and form equations
- Find patterns and relationships in tables
- Apply order of operations and inverse (or reverse) operations

#### Geometry

- Measure regular and irregular areas
- Discover links between area, perimeter, surface area, and volume
- Use English and Metric systems
- Estimate and measure angles
- Investigate direction, vectors, and rectangular and polar coordinates

#### Statistics

- Understand the meaning of chance and probability
- Compute chances in situations with few outcomes
- Use repeated trials to estimate chances

- 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**

Sixth grade science addresses national, state, and district science standards. Emphasis is placed on integration, critical thinking and real life application. Sixth grade will focus on physical and environmental sciences. As a result of their learning process, students will be able to:

- Practice appropriate observation techniques to note changes within systems due to internal and external factors
- Accurately record scientific data
- Apply scientific concepts and vocabulary to classroom work
- Demonstrate a positive interaction with his or her environment
- Utilize appropriate technologies within his or her life
- Apply physical, biological, or chemical modeling within systems
- Analyze natural systems to determine what patterns exist as a means of classifying the world
- Analyze natural systems to determine what patterns exist as a means of determining causality
- Apply the concept of energy as a mechanism for producing change within systems
- Apply problem-finding and problem-solving skills to simple research projects
- Analyze the Earth as a system, examining internal and external influences
- Apply the scientific method to evaluate a specified situation
- Examine the interaction of human civilization and the environment
- Utilize safe laboratory practices
- Analyze experimental work done by others when appropriate
- Apply principles of scientific inquiry in order to make scientifically literate personal decisions
- Effectively communicate the results of scientific inquiry
- Apply basic scientific standards and research practices in the process of scientific inquiry
- Work effectively both individually and within a collaborative team

### **Health**

- General Health – (3 Weeks)
  - Mental Health
  - Abuse
  - Communicable Diseases
  - Non-Communicable Diseases
  - Hygiene
- First Aid & Safety – (3 Weeks)
  - CPR
  - Heimlich
  - Rescue Breathing
  - Heart Attack
  - Stroke
  - Fainting
  - Fractures
  - Sprains, Strains
  - Nosebleeds
  - Safety at Home
  - Fire Safety
  - Safety on the Road
  - Safety Outdoors
  - Safety in Weather Emergencies
  - Pollution & Waste
  - Types of Wounds
  - Infection
  - Burns
  - Poison
  - Shock

## SEVENTH GRADE

### Language Arts

Language Arts classes meet for a double period in seventh grade. These classes stress daily reading and writing and include the traditional subject areas of composition, grammar and literature. As a result of their learning process, students will:

- Present speeches which incorporate effective speaking techniques
- Utilize writing process in a multi-paragraphed paper in the narrative, expository and persuasive formats
- Select appropriate pre-writing techniques
- Identify and write different types of introductions and conclusions
- Identify and use transitional words and phrases beyond introductory words
- Read and write poetry
- Apply spelling rules in all content areas
- Demonstrate effective listening techniques
- Recognize the 8 parts of speech
- Study 2 novels, identifying literary elements with a focus on characterization and conflict
- Use a variety of comprehension strategies
- Identify elements of fiction, nonfiction and poetry
- Recognize and understand an author's purpose
- Write a research paper incorporating research process for an authentic purpose
- Use advanced focus, support and elaboration
- Use specific methods of revision
- Use context clues to demonstrate knowledge of vocabulary through library selections
- Read a variety of literature representing diverse cultures, eras and genres

### Mathematics

Seventh grade math addresses national, state, and district mathematics standards. The series used at all three grade levels is Glencoe's Applications and Concepts. In seventh grade, the following key concepts are covered.

Number Sense – emphasizes representations of numbers (fractions, decimals, percents, and ratios) and the connections between these representations.

Algebra – explores rate of change beginning with patterns and extending through more formal algebraic concepts.

Geometry – emphasizes measurement and developing ideas of shape, space, and movement, focusing on real-world explorations.

Statistics – emphasizes exploring and quantifying chance, and organizing and describing data. In the seventh grade, the following key concepts are covered. In each area of math, the student will:

#### Number Sense –

- Multiply fractions and decimals
- Use percents, fractions, and decimals
- Divide by decimals
- Understand scale factor and rate
- Use part-part and part-whole ratios

#### Algebra -

- Perform all operations with integers
- Plot ordered pairs on the coordinate plane
- Use informal strategies to solve systems of equations
- Describe patterns in a formula – both recursive and direct
- Understand the distributive property
- Use squares and square roots to solve area problems
- Working with the notion of constraints and graphing functions and inequalities

#### Geometry –

- Explore the relationships of the sides and angles of triangles
- Examine properties of parallel lines and quadrilaterals
- Identify translations, rotations, and reflection
- Investigate the properties of regular and semi-regular polyhedra

#### Statistics –

- Create and interpret scatter plots, box plots, stem-and-leaf plots, histograms, and number line plots
- Describe data using mean, median, mode, range, quartile, maximum, and minimum
- Use data to develop and defend a point

## 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

Sixth, seventh, and eighth grade science addresses national, state, and district science standards. Emphasis is placed on integration, critical thinking and real life application. Sixth grade will focus on physical and environmental sciences. Seventh grade's primary focus will be life science with a secondary focus on earth science. Eighth grade's primary focus will be earth science with a secondary focus on physics. As a result of their learning process, students will be able to:

- Practice appropriate observation techniques to note changes within systems due to internal and external factors
- Accurately record scientific data
- Apply scientific concepts and vocabulary to classroom work
- Demonstrate a positive interaction with his or her environment
- Utilize appropriate technologies within his or her life
- Apply physical, biological, or chemical modeling within systems
- Analyze natural systems to determine what patterns exist as a means of classifying the world
- Analyze natural systems to determine what patterns exist as a means of determining causality
- Apply the concept of energy as a mechanism for producing change within systems
- Apply problem-finding and problem-solving skills to simple research projects
- Analyze the Earth as a system, examining internal and external influences
- Apply the scientific method to evaluate a specified situation
- Examine the interaction of human civilization and the environment
- Utilize safe laboratory practices
- Analyze experimental work done by others when appropriate
- Apply principles of scientific inquiry in order to make scientifically literate personal decisions
- Effectively communicate the results of scientific inquiry
- Apply basic scientific standards and research practices in the process of scientific inquiry
- Work effectively both individually and within a collaborative team

## Health

- Body Systems - (3 Weeks)
  - Digestive
  - Urinary
  - Reproductive
  - Muscular
  - Skeletal
  - Respiratory
  - Endocrine
  - Nervous
- Fitness & Nutrition - (3 Weeks)
  - Nutrition for Health
  - Physical Activity & Fitness
  - Effects of Exercise
  - Eating Disorders
  - Body Image
  - 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
  - Principles of training:
    - Frequency
    - Intensity
    - Time

## **EIGHTH GRADE**

### **Language Arts**

Language Arts classes meet for a double period in sixth, seventh, and eighth grade. These classes stress daily reading and writing and include the traditional subject areas of composition, grammar and literature. As a result of their learning process, students will:

- Given a number of opportunities for public speaking which may include:
  - Presentation of assignments
  - An introduction speech
  - An impromptu speech
  - A demonstration speech
  - A persuasive speech
  - Dramatic and oral interpretation
- Utilize the writing process to create, revise, and publish:
  - Expository writing
  - Narrative writing
  - Persuasive writing
  - Poetry and Fiction writing
- Learn to incorporate and punctuate varying grammatical structures as a means of creating more advanced writing
- Be exposed to a number of different experiences, in both writing and literature, to expand their vocabulary
- Incorporate reading strategies (i.e. skimming, outlining, predicting, scanning, summarizing, questioning, evaluating, sequencing, reviewing, listing, grouping, labeling) through a variety of literary works (i.e. short story, novel, poem, biography, drama, nonfiction)
- Explore several literary genres through at least two novel studies and required independent reading
- Identify and evaluate the elements of fiction, nonfiction, and poetry (i.e. characters, plot, setting, point of view, conflict, climax, figurative language, symbolism, foreshadowing, irony, mood, flashback)

### **Mathematics**

Sixth, seventh, and eighth grade math addresses national, state and district mathematics standards. The series used at all three grade levels is Glencoe's Applications and Concepts. In the eighth grade, the following key concepts are covered.

Number Sense – emphasizes representations of numbers (fractions, decimals, percents, and ratios) and the connections between these representations.

Algebra – explores rate of change beginning with patterns and extending through more formal algebraic concepts.

Geometry – emphasizes measurement and developing ideas of shape, space, and movement, focusing on real-world explorations.

Statistics – emphasizes exploring and qualifying chance, and organizing and describing data.

In each area of math, the student will:

#### Number Sense –

- Use scientific notation to express, compare, and calculate with large numbers
- Interpret scale drawings
- Multiply and divide numbers using powers of ten
- Use rules for operations with exponents
- Understand and use the relationship between volume and surface area
- Understand and use fractions, decimals, percent, and ratio in real-life problems

#### Algebra –

- Graph lines in a coordinate plane and identify the slope
- Solve linear equations
- Describe patterns in number sequences using words and formulas
- Create recursive and direct formulas to describe sequences and find terms
- Describe directions using angles

#### Geometry –

- Develop concept of tangent ratio and use it to solve problems
- Model and solve problems involving lines of vision
- Calculate unknown side lengths of similar triangles using ratios
- Use tessellation to explore similarity

#### Statistics –

- Draw conclusions based on data and representations of data
- Describe a correlation
- Draw a line and find an equation that summarizes data
- Use chance trees and tables to organize information and make references
- Understand permutations and factorials
- Explore probability

## 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

Sixth, seventh, and eighth grade science addresses national, state, and district science standards. Emphasis is placed on integration, critical thinking and real life application. Sixth grade will focus on physical and environmental sciences. Seventh grade's primary focus will be life science with a secondary focus on earth science. Eighth grade's primary focus will be earth science with a secondary focus on physics. As a result of their learning process, students will be able to:

- Practice appropriate observation techniques to note changes within systems due to internal and external factors
- Accurately record scientific data
- Apply scientific concepts and vocabulary to classroom work
- Demonstrate a positive interaction with his or her environment
- Utilize appropriate technologies within his or her life
- Apply physical, biological, or chemical modeling within systems
- Analyze natural systems to determine what patterns exist as a means of classifying the world
- Analyze natural systems to determine what patterns exist as a means of determining causality
- Apply the concept of energy as a mechanism for producing change within systems
- Apply problem-finding and problem-solving skills to simple research projects
- Analyze the Earth as a system, examining internal and external influences
- Apply the scientific method to evaluate a specified situation
- Examine the interactions of human civilization and the environment
- Utilize safe laboratory practices
- Analyze experimental work done by others when appropriate
- Apply principles of scientific inquiry in order to make scientifically literate personal decisions
- Effectively communicate the results of scientific inquiry
- Apply basic scientific standards and research practices in the process of scientific inquiry
- Work effectively both individually and within a collaborative team

## Health

- Substance Abuse – (3 Weeks)
  - Medicines
  - Tobacco
  - Alcohol
  - Drugs
- Sex Education – (3 Weeks)
  - Game Plan Program
  - Abstinence
  - STD's
  - Sexual Harassment
  - Sexual Assault
  - Reproductive Review

**Support Services** - These are provided for students during academic classes or through special classes for those students with identified learning disabilities (LD), those identified as requiring help with English as their second language (ESL) and those with identified behavior needs (ED/BD). Special academic support is also provided for students in need through the Learning Lab which is staffed by the building's reading specialist and classroom aides. Social work services are available to our students from the fully accredited school social workers on staff.

### • 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 12<sup>th</sup> 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 IEP's, 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 study hall in the student's schedule in seventh and eighth grade. Sixth grade students will take elective music in place of their connections time. Seventh and eighth grade students taking an elective music class will not have a daily study hall during the school year.

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. Band students are also expected to attend one section lesson each week. Section lessons are held before or after school for approximately thirty minutes.

**Study Hall** - Each seventh and eighth grade student who does not participate in a special class or an elective music class such as band or chorus is scheduled into a daily study hall.

## **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.

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

### **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.

### **APPLICATION 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 activities;
3. In connection with student transportation;
4. At any place when the misconduct has a reasonable relationship to school.

### **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 at any of the prohibited activities, whether or not on school property, that is neither 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:

- **Cheating:** dishonesty while completing school work, plagiarism, and/or falsifying or altering records
- **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 event - this includes behavior in classrooms, media center, school grounds during the school day and at school 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
- **Gambling:** to play a game for money or property, to bet on an uncertain outcome
- **Graffiti:** an inappropriate inscription or drawing on any surface
- **Gum, Candy, 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)
- **Student Attire:** 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 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 unless required for medical or religious reasons.
  - ✓ Clothing and/or jewelry with inappropriate and/or offensive materials on them will not be worn.
    - items which promote alcohol, tobacco, or drug advertisements.
    - items which promote obscene, vulgar, or profane words or pictures.
    - items which promote violence or gang activity.
- **Tardiness:** The act of unexcused lateness to school, class, homeroom, or any other part of the student’s schedule.

Consequences are based on the seriousness of the incident and become more restrictive as the behavior persists. Consequences may include, 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 and Intimidation of Other:** 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. Bullying most often will occur when a student asserts physical or psychological power over, or is cruel to, another student perceived to be weaker. Such behavior may include but is not limited to: pushing, hitting, threatening, name-calling, or other physical or verbal conduct of a belittling or browbeating nature.”
- **Failure to Serve Detention**
- **Fighting:** Any fighting, assault or battery or other conduct which a student may reasonably be expected to know may endanger the health or safety of students, school personnel, or other persons.
- **Forgery:** The act of falsely using the name of any other person or falsifying time, dates, grades, addresses or other data on school forms
- **Inappropriate Display Of Affection:** Embracing, kissing, or caressing another in a situation or other circumstances deemed inappropriate
- **Invasion of Privacy:** Any invasion of privacy of another, including but not limited to using a cellular telephone, personal digital assistant (PDA) or any other electronic or photographic device to take and/or transmit pictures of another without that person’s consent. This prohibition does not include images taken in circumstances where a person has no reasonable expectation of privacy such as a spectator at, or participant in, an athletic contest.
- **Misuse of the Internet:** Unauthorized or improper use of computers and/or the Internet or a violation of the District’s network/Internet use policy.
- **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.
- **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, including matches & lighters. Possession of tobacco is in violation of a Plainfield and Joliet City Ordinance. A referral to the police liaison officer will be made.
- **Tuancy:** absence without valid cause during the school day or a portion thereof

Consequences may include, 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, Drugs, and Other Substances:** Use, possession, or being under the influence of any illegal or controlled substance, including marijuana, alcohol, 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. 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 first offense involving being under the influence, the use, possession, or consumption of alcohol or drugs will result in a ten-day external suspension. Principals/assistant principals/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 drug 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 alcohol or 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.

Any student who illegally sells, attempts to sell, transfers, attempts to transfer, or distributes any prohibited substance or look-alike drug, as defined by this policy, 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/her re-enrollment in the Plainfield Schools.

- **Assault/Battery:** body contact with the intent to do harm or reckless disregard for safety of another or the verbal, written or physical attempt to do substantive physical harm to another
- **Drug Paraphernalia:** Possession, sale, purchase, use, transfer of arranging to transfer any paraphernalia which is used or customarily intended for use in the administration of an illegal substance as defined by the section of this policy entitled “Alcohol, Drugs, and Other Substances.”
- **Explosive:** Possession, sale, purchase, use, transfer or attempt to transfer explosives, fireworks or other flammable substances not authorized by school personnel.
- **Extortion:** to obtain property or conduct from a person by force or threats
- **Failure to properly serve an Alternative School Day Assignment (ASDA)**
- **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
- **Fire:** Unauthorized use of a fire extinguisher, falsely activating a fire alarm, or arson.
- **Fireworks:** 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 ongoing 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 such activity may include up to an external suspension. Continued insistence on part of the student to demonstrate their involvement or affiliation may result in a recommendation to the School Board for expulsion from school.

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 or written remarks which are based on a person’s race, color, religion, national origin, sex, or disability and in violation of the District policy regarding harassment.

- **Hazing:** Any act of aggressive behavior directed against a student for the purpose of being initiated into, affiliated with, holding office in, or maintaining membership in any organization, club, activity, event or athletic team, whether sponsored or not sponsored by the District, whose members or participants include other students.
- **Misuse of the Internet/Computers:** Unauthorized and/or improper use of computers and/or the Internet or a violation of the District's Network/Internet Use Policy. **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 and/or (b) constitutes threats which endanger the health, safety, and well-being of District students or staff members.**
- **Terrorist Activity and Threats:** Any act, threat, hoax, or prank of a terrorist nature, especially involving weapons, explosives, biological agents, or other dangerous material or look-alikes of such agents.
- **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:** Possession, use, control or transfer of a weapon. Weapons include, but are not limited to:
  - 1) guns, explosive devices, any other item that is typically used to cause bodily harm or defined by law to be a weapon, including but not limited to knives, brass knuckles, or billy clubs:
  - 2) items such as baseball bats, pipes, bottles, locks, sticks, compasses, pencils and pens if used, or attempted to be used, to cause bodily harm: and
  - 3) look-alike weapons.

Possession and/or use of weapons may result in a minimum one-year expulsion in accordance with the federal Gun-Free Schools Act and the related provisions of the Illinois School Code. Administrators shall be required to refer any student who brings a weapon to school to the local law enforcement agency.

Any student who possesses a weapon shall be expelled from school for a period of not less than one (1) year. The Board of Education, upon the recommendation of the Superintendent or on its own motion, may reduce the period of expulsion on a case-by-case basis where the best interests of the student and the school community warrant the reduction. All cases involving a weapon shall, pursuant to the Illinois School Code, 105 ILC5 5/10-22.6(d), be handled by a referral to the Board for expulsion for a period of not less than one (1) year. 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 neither 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.

#### **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 very difficult to distinguish, except upon close examination from an actual gun, or a green leafy plant material which is not, but is claimed, believed or appears to be, marijuana.

**Consequences** may include 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.

## 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. Students receiving his/her 15<sup>th</sup> discipline referral will be placed on Social Probation for the remainder of the school year. 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 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.

### **BUS REGULATIONS AND CONDUCT**

The goal of District 202 is to provide safe bus transportation to and from school for students who qualify. We expect that students and parents will familiarize themselves with the following information and observe these guidelines and regulations. The driver is in full charge of the bus and its passengers at all times. All school rules and consequences of Section III: Student Conduct and Discipline are applicable while traveling to and from the bus stop, waiting at the bus stop, boarding the bus, riding, 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.

**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 bus.

**Second referral:** Appropriate intervention at the discretion of the administration up to 5 days suspension from bus.

**Third referral:** Appropriate intervention at the discretion of the administration up to a 10-day suspension.

Recommendation for expulsion or long-term suspension may be made to the School Board.

## **POLICIES AND PROCEDURES:**

### **BEEPERS/PAGERS**

It is against state law to possess a beeper/pager in a school. (School Code of Illinois, Chapter 105, Section 5/10-21.10). Beeper/pagers will be confiscated and turned over to civil authorities.

### **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:
  1. Outside the view of others, including students;
  2. 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.

### **ADMISSION TO ATHLETIC CONTESTS**

Admission to athletic contests is free unless it is a tournament, in which a nominal fee will be charged to offset the tournament cost.

### **AWARDS**

Awards are presented to athletes upon successful completion of a season. In order to successfully complete a season, an athlete must fulfill the guidelines set forth by the coach and participate for the full season.

Athletes receive a chenille letter and certificate upon the first successful completion of a sport. Upon successful completion of a second sport, or a second year in the same sport, a student will receive a metal insert designating the sport suitable for display with the letter. Should a student who lettered in seventh grade successfully complete a second year in that sport, he/she would receive a certificate and chevron indicating the years of successful participation in the sport.

Any student who has missed twenty or more days of a season due to academic ineligibility, violations of school rules (ASDAs, external suspensions, excessive detentions), or violations of team rules may not be considered for a letter in that sport for that season.

All awards are cumulative from year to year, so that a student will earn only one athletic letter during his/her time at our middle school.

### **BEFORE THE SEASON BEGINS**

Before the season begins, each participant must have turned in and/or have paid:

- Completed sports physical form
- User fee (\$34.00 per sport)
- District 202 trip consent form
- Insurance Waiver Form

### **CONDUCT**

As participants our students should

- Show respect for all others at all times
- Display good conduct (as outlined in SECTION 2 of this handbook)
- Avoid unsportsman 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.

Discipline problems related directly to the team will be handled by the coach or sponsor. 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 things:

- Academic performance
- 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 unsatisfactory (F) grades in two 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.

**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.

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
	Pom Pon.....	Girls, Grade 7 and 8
Spring	Track.....	Boys and Girls, Grades 6, 7, and 8
	Soccer.....	Girls, Grades 7 and 8

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 Ira Jones 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 which 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 which 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.

### **USER 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 of \$36.00 per sport. This fee is due at the time of the first practice.

User fees are usually not refundable.

### **DIRECTIONS TO OTHER SCHOOLS**

#### **AUX SABLE MIDDLE SCHOOL (Plainfield)**

2001 Wildspring Parkway- (815) 439-7092

Take Caton Farm Road west. Pass Ridge Road and Plainfield South High School still on Caton Farm Road. At the Gray Wall Club Subdivision, turn left (south). Follow the main road until the school is reached.

#### **BEDNARCIK (Oswego)**

10250 Heggs Road - (630) 718-6000

Take Route 30 north toward Aurora to Wolfs Crossing. Turn right. Continue to Heggs Road (the first stop sign) and turn right. The school is on the right hand side.

#### **BROOKS MIDDLE SCHOOL (Bolingbrook)**

350 West Briar Lane, Bolingbrook, Illinois 60439 - (630) 759-6400

Take I-55 north to Route 53 north. Take Route 53 to Briar cliff and turn left. Briarcliff to Delaware and turn right to the school.

#### **CIRCLE CENTER MIDDLE SCHOOL (Yorkville)**

901 South Mill Street - Yorkville, Illinois 60560 - (630) 553-4385

Take Rt. 126 west out of Plainfield. Turn right on Mill St. (the first street on the right in Yorkville) to the school.

#### **CLIFFORD CRONE MIDDLE SCHOOL (Naperville)**

4020 111th Street - Naperville, Illinois 60564 - (630) 428-5600

Crone Middle School is located north of 119th Street, south of 111th Street, east of Normantown Road and west of 248th Avenue. The school is on the southwest corner of 111th Street and 248th Avenue. Turn west off Route 59 onto 111th Street and continue to site.

#### **COAL CITY JUNIOR HIGH SCHOOL**

655 West Division Street - Coal City, Illinois 60419 - (815) 634-2396

Route 55 south to Coal City exit. Route 113. Right on Route 113 through Coal City. Over two sets of railroad tracks to Baima Avenue. Left on Baima. School is on the right.

#### **DRAUDEN POINT MIDDLE SCHOOL**

1911 Drauden Road, Plainfield, IL 60544 – (815) 577-4900

Route 59 to Caton Farm Road. West on Caton Farm Road to Drauden Road, turn south on Drauden. School is on the west (right) side of road.

#### **GRANGER MIDDLE SCHOOL**

2721 Stonebridge Boulevard. - Aurora, Illinois 60504 - (630) 375-1010

North on Route 30, right on Eola, Eola north, turn left on Indian Trail road to Stonebridge Boulevard.

**GREGORY MIDDLE SCHOOL (Naperville)**

2621 Springdale Circle - Naperville, Illinois 60565 - (630) 428-6300

Take Naperville/Plfd. Road north. Turn left (west) onto 95th until you reach Long Acre. Turn right onto Long Acre and continue along Springdale Circle until you see the school.

**HERITAGE GROVE MIDDLE SCHOOL**

12450 S. Van Dyke Rd, Plainfield, IL 60544 – (815) 439-4810

Route 59 to 127<sup>th</sup> Street, turn west on 127<sup>th</sup>. Take 127<sup>th</sup> Street to VanDyke, turn north (right).

**HILL JUNIOR HIGH (Naperville)**

1325 Brookdale Road - Naperville, Illinois 60540 - (630) 428-6200

Rt. 59 north to Bruce Ln. (first light past N. Aurora Rd.). Turn right on Bruce Ln. to Brookdale Rd. Turn right on Brookdale.

**HOMER JUNIOR HIGH**

1571 1 S. Bell Rd. - Lockport, Illinois 60441 - (708) 301-5500

Renwick Rd. east to Rt. 7 to Bell Rd. Turn left on Bell, school is half mile on right.

**HUBERT H. HUMPHREY MIDDLE SCHOOL**

777 Falcon Ridge Way - Bolingbrook, IL 60440 - (630) 759-7200

I-55 north to Route 53. Go north on Route 53 four miles to Boughton Road. Turn right on Boughton road and go to the second stoplight (Pinecrest). Go right on Pinecrest. At the first stop sign (Falcon Ridge) turn left and follow to the school.

**HUFFORD JUNIOR HIGH**

Larkin and Ingalls - Joliet, Illinois 60435 - (815) 725-3540

Rt. 30 to Larkin. Right on Larkin to Ingalls.

**INDIAN TRAIL MIDDLE SCHOOL**

1005 Eastern Avenue

Plainfield, Illinois 60439 - (815) 436-6128

Route 59 North to Route 126. Turn right (East) on Route 126 to Eastern. Turn right on Eastern. School is on the left.

**JANE ADDAMS MIDDLE SCHOOL**

905 Lily Cache Ln., Bolingbrook, Illinois 60439 - (815) 759-7200

Rt. 126 East to I-55. Northeast on I-55 to Weber Road. North on Weber Rd. to Lily Cache Rd. (107th St.) Right on Lily Cache. Stay on Lily Cache past Washington Street. School will be on the left.

**JEFFERSON JUNIOR HIGH (Aurora)**

1151 Plum - Aurora, Illinois 60500 - (630) 844-4536

Route 30 west to Orchard Road. Right on Orchard to Galena Avenue. Right on Galena to Randall Road. Left on Randall to Plum. Right on Plum. School is on the left.

**JEFFERSON JUNIOR HIGH (Naperville)**

1525 North Loomis - Naperville, Illinois 60563-1300 - (630) 420-6363

Rt. 59 north to Ogden Ave. (Rt. 34) Turn right onto Ogden & go to stoplight at Washington St. Left onto Washington to stoplight at Bauer Rd. Right on Bauer. School is on the left.

**JEWEL (Aurora)**

1501 Waterford Road - North Aurora, Illinois 60500 - (630) 844-4400

Route 30 to Business 30 West to Orchard Road. Turn right (North). Go 8 miles to Oak Avenue (past I-88 Toll Road). Go one mile to Forest Ridge Drive. School is in Waterford Oaks subdivision.

**KENNEDY JUNIOR HIGH**

2929 Green Trails Drive - Lisle, Illinois 60532 - (630) 420-3220

Naperville/Plainfield Road north to Boughton Road. Right on Boughton to Washington Street. Left on Washington to Naper Boulevard. Follow Naper Boulevard to Green Trails Road. Right on Green Trails. School is on the right.

**LINCOLN JUNIOR HIGH (Naperville)**

1320 South Olympus Dr. - Naperville, Illinois 60565 - (630) 420-6370 Plainfield/Naperville Rd. to 75th St. Turn right onto 75th. Go to 2nd stoplight. School is on the right hand side.

**LISLE JUNIOR HIGH**

5207 Center Avenue - Lisle, Illinois 60532 - (630) 971-4350

Take Rt. 53 north to Main St. in Lisle. Turn right on Main St. to Jonquil. Turn right on Jonquil.

**MADISON JUNIOR HIGH (Naperville)**

1000 River Oak Drive - Naperville, Illinois 60565 - (630) 420-6400

Rt. 59 north to 75th St. East on 75th St. to Naper Blvd. South on Naper Blvd. to River Oak. Left on River Oak. School is 4 blocks down on right.

**MARTINEZ MIDDLE SCHOOL**

590 Belmont Avenue - Romeoville, IL 60441 - (815) 886-6100

I-55 north to Weber Road south. Go to the third stoplight which is 135th Street. Turn left. Keep going until you come to the school which is on the left.

**MINOOKA JUNIOR HIGH**

333 West McEvelly Road - Minooka, Illinois 60447 - (815) 467-2136

Take Rt. 59 to I-80 West. Exit at Minooka turn off & turn left. Go straight through stop sign. School is on the left side of the road.

**NAPERVILLE CENTRAL HIGH SCHOOL**

440 West Aurora Avenue - Naperville, Illinois 60540 - (630) 420-6420

Rt. 59 north to Ogden Ave. (Rt. 34). Turn left onto Ogden and go to Washington St. Turn right onto Washington & go through town to Aurora Ave. (only goes right). Go several blocks & the school is on the left.

**NAPERVILLE NORTH HIGH SCHOOL**

899 N. Mill Street - Naperville, Illinois 60563 - (630) 420-6480

Route 59 north to Route 34. Right on Route 34 to Mill Street. School is on the right.

**NORTH CENTRAL COLLEGE**

30 North Brainard Avenue - Naperville, Illinois 60566 - (630) 637-5100

Naperville/Plainfield Road north to Boughton Road. Right on Boughton Road to Washington Street. Left on Washington to Chicago Avenue. Right on Chicago two blocks to Brainard. Right on Brainard.

**OSWEGO HIGH SCHOOL**

4250 Route 71 Oswego, IL 60543 - (630) 636-2000

West on Route 126 to Plainfield Road. Turn north on Plainfield Road to Route 71. Turn right on Route 71, school on the right.

**OSWEGO EAST HIGH SCHOOL**

2510 Harvey Road Oswego, IL 60543 – (630) 636-2200

West on Route 30 to Wolf's Crossing. Turn west (left) on Wolf's Crossing to Harvey Road. Turn north on Harvey Road.

**OSWEGO PLANK JUNIOR HIGH SCHOOL**

510 Secretariat Road Oswego, IL 60543- (630) 554-9400

Take Route 30 North to Wolf's Crossing, turn left (west). Go down Wolf's Crossing past Oswego East High School. Plank Junior High will be on the right hand side of the road, about a half mile past Oswego East High School.

**PLAINFIELD CENTRAL HIGH SCHOOL**

611 W. Fort Beggs – Plainfield, Illinois 60544 - (815) 436-3200

South on Route 59 to Ft. Beggs. Turn right, school is on the right.

**PLAINFIELD NORTH HIGH SCHOOL**

12005 S. 248<sup>th</sup> Street - Plainfield, Illinois 60544 – (815) 609-8506

Route 59 North to 119<sup>th</sup> street. Turn left (West) on 119<sup>th</sup> proceed approximately 2 miles to school on the left.

**PLAINFIELD SOUTH HIGH SCHOOL**

7800 W. Caton Farm Road - Plainfield, Illinois 60544 - (815) 439-5555

South on Route 59 to Caton Farm Road. Turn right (West) on Caton Farm Road and proceed approximately 4 miles to school on the left.

**PLANO HIGH SCHOOL**

East Abe Street - Plano, Illinois 60545 - (630) 552-3178

Route 126 west to Route 47. Right on Route 47 to Route 34. Left on Route 34 to Ben Street in Plano. Right on Ben Street to Abe Street. Left on Abe. School will be on the right.

**PLANO JUNIOR HIGH**

Hale Street - Plano, Illinois 60565 - (630) 552-3608

Route 126 west to Route 47. Right on Route 47 to Route 34. Left on Route 34 to Hale Street in Plano. Left on Hale. School will be on the right.

**RICHARD IRA JONES MIDDLE SCHOOL**

15320 Wallin Drive - Plainfield, Illinois 60544 – (815) 267-3600  
Lincoln Highway (Route 126) east to Van Dyke Road. Turn Right on Van Dyke to Ottawa Street. Turn Right on Ottawa to school.

**SANDWICH MIDDLE SCHOOL**

422 S. Wells Street - Sandwich, IL 60548 - (815) 786-2138  
Route 126 west to Route 47 in Yorkville. Go north on Route 47 to Route 34. Go west on Route 34 until you come into town. Turn left on Wells Street. Go three blocks and you'll come into the back of the school.

**SHABBONA SCHOOL**

725 School Street - Morris, Illinois 60450 - (815) 942-3605  
Take I-80 to Rt. 47 south. Go to the Rt. 6 junction, turn right & go to Union. Turn left on Union & go 1 block to School Street.

**SOMONAUK JUNIOR HIGH**

310 S. Depot Street - Somonauk, IL - (815) 498-2314  
Route 126 west to Yorkville. North on Route 47 to Route 34 west. Go through Plano and Sandwich to Somonauk. Turn left on Depot Street. The Depot Street Gym is three blocks south on the left.

**STEVENS MIDDLE SCHOOL**

221 Ryan Street - Wilmington, IL 60481 - (815) 476-2189  
Take I-55 to Braidwood exit (Route 129 - this exit is on the left). Turn left at the first crossroad (Stripmine Road). Stripmine Road ends at a stop sign on Route 53. Turn left on Route 53 and go across the river and past the stoplight two blocks to Kankakee Street. Turn right.

**STILL MIDDLE SCHOOL (Aurora)**

787 Meadowridge Dr., Aurora, IL 60504 - (630) 375-3900  
Rt. 59 north to 75th St. Turn left (West) on 75th. Turn left on Meadowridge (first left) into Thatcher's Grove Subdivision.

**THOMPSON JUNIOR HIGH SCHOOL (Oswego)**

440 Boulder Hill Pass - Oswego, Illinois 60543 - (630) 554-9000  
Rt. 126 west to Plainfield Rd. Right on Plainfield Rd. to Rt. 71. Right on Rt. 71 until it ends at Rt. 34. Continue east on Rt. 34 to Boulder Hill Pass. Left on Boulder Hill Pass. School is on the right.

**TIMBER RIDGE MIDDLE SCHOOL**

2101 Bronk Road - Plainfield, IL 60544 - (815) 439-3410  
Route 59 south to Caton Farm Road. Turn left on Caton Farm to Bronk Road. Turn right on Bronk Road and follow it to the school.

**TRAUGHBER JUNIOR HIGH SCHOOL**

Franklin & Polk St. - Oswego, Illinois 60543 - (630) 554-3444.  
Rt. 126 west to Plainfield Rd. Right on Plainfield Rd. Go past Rt. 71 where Plainfield Rd. becomes Franklin St. Go two blocks on Franklin to Polk St. School is on the right.

**TROY MIDDLE SCHOOL**

Theodore St.- Shorewood, Illinois 60431 - (815) 230-9920  
Route 59 south to Theodore Street. West (right) on Theodore Street. School is on the south side of street (left).

**WASHINGTON MIDDLE SCHOOL (Aurora)**

Alschuler and Winfred - Aurora, Illinois 60506 - (630) 844-4545  
Route 30 west to Orchard Road. Right on Orchard to Prairie Street. Right on Prairie to Edgelawn Avenue. Left on Edgelawn to Kensington. Left on Kensington to Alschuler. Right on Alschuler. Follow to school.

**WASHINGTON JUNIOR HIGH (Naperville)**

201 North Washington - Naperville, Illinois 60540 - (708) 420-6390  
Rt. 59 north to Ogden Ave. (Rt. 34). Turn right onto Ogden and go to Washington St. Turn right onto Washington St. and go to 2nd stoplight. School is on the right.

**WAUBONSIE COMMUNITY COLLEGE - AURORA CAMPUS**

5 E. Galena Boulevard - Aurora, IL 60505 - (630) 801-7900  
Route 30 to Route 47. Turn right. Stay on route 47 through Sugar Grove. Campus is on the right.

**WAUBONSIE VALLEY HIGH SCHOOL**

2590 Route 34 - Aurora, Illinois 60505 - (630) 375-3300

Route 30 west to Route 34. Route 34 east to Eola Road. Left on Eola Road. School is on the left.

**YORKVILLE HIGH SCHOOL**

702 Game Farm Road, Yorkville, Illinois 60560 - (630) 553 4380

126 West to 47 North. Turn right and go over the bridge to Somonauk.

## **SECTION FIVE: STUDY SKILLS AND PROCEDURES**

The faculty and staff at Ira Jones want you to be a successful confident learner both while you are at the middle school and throughout your life. In order to become a successful confident learner, you need to acquire and use a number of skills and habits, many of which are described in the rest of this book. You will soon see that some of these ideas will be used only in middle school. But, it will also be clear that others are lifelong skills which you will use whenever you read, study, or try to figure out and use new ideas or information.

You are encouraged to read this information carefully, share it with your parents and refer to it often.

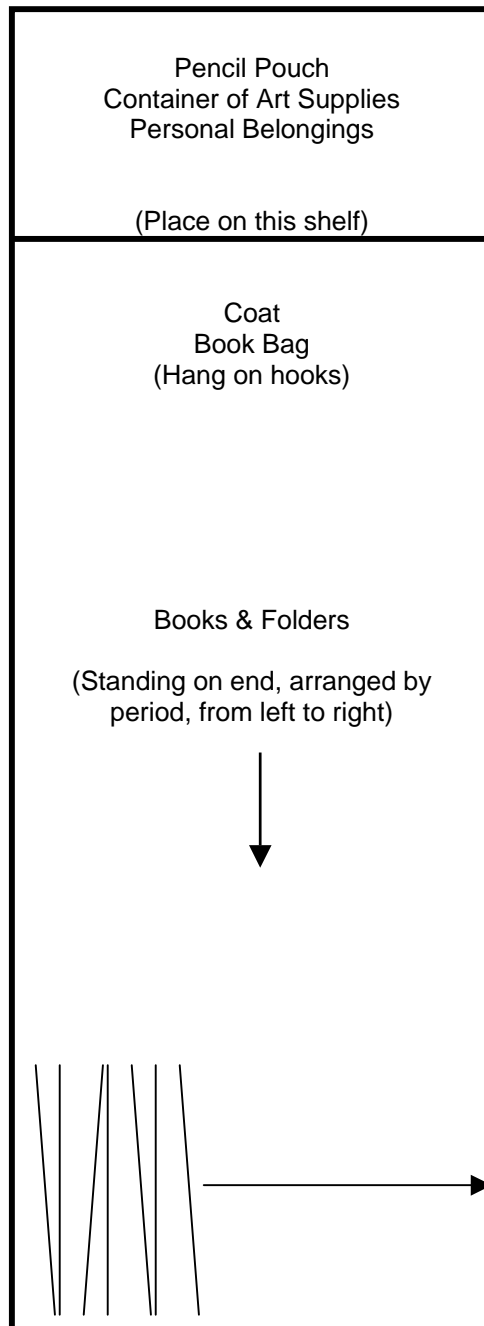
In addition to this information, seventh grade students will receive further instruction in the use of this book from their academic and homeroom teachers.

We firmly believe that students who develop and maintain the skills and habits contained in this book will maximize their ability to become successful confident learners.

This part of the Student Handbook section of this book contains sections covering the following:

HOW TO SET UP YOUR LOCKER  
HOW TO SET UP YOUR PAPER  
HOW TO SOLVE PROBLEMS  
HOW TO REMEMBER WHAT YOU READ  
HOW TO MAKE AN OUTLINE  
HOW TO MAKE A BOOK COVER  
STANDARD BIBLIOGRAPHICAL FORM  
WHAT TO DO IF YOU MISSED AN ASSIGNMENT  
IRA JONES BUILDING MAP

## HOW TO SET UP YOUR LOCKER



**BE SURE TO LOCK YOUR LOCKER AFTER EVERY USE**

**NEVER LEAVE FOOD IN YOUR LOCKER OVERNIGHT**

## HOW TO SET UP YOUR PAPER

<input type="checkbox"/>	Student's Name - (First, Last) Date Class Period Assignment - (Page # Optional)
<input type="checkbox"/>	Place title (centered) or begin work on this line
<input type="checkbox"/>	Margin Margin
<input type="checkbox"/>	
<input type="checkbox"/>	
	Margin

Margins should be left on each side and at the bottom of the page.

## HOW TO SOLVE PROBLEMS

To help yourself solve problems, follow the 5 point checklist below.

- \_\_\_\_\_ 1. Read and understand the question.
- \_\_\_\_\_ 2. Find the data needed to answer the question.
- \_\_\_\_\_ 3. Plan what you will do to answer the question.
- \_\_\_\_\_ 4. Find the answer.
- \_\_\_\_\_ 5. Check your answer.
  - a. Did you answer the question?
  - b. Does your answer make sense?
  - c. Did you label your answer?

## HOW TO REMEMBER WHAT YOU READ

**P Q 3R** – Remember and practice this reading technique for each reading assignment. It will help you to remember and use what you have read.

**P** – Preview the chapter by skimming through it and noting titles, headings, boldface vocabulary words and pictures.

**Q** – Question yourself about what you will read and what you should know when you are done reading.

**R** – Read the assignment.

**R** – Review what you have read. (do you know what you questioned yourself about earlier?)

**R** – Recite to yourself the main ideas and key points contained in what you read, or recite it to someone else and have him/her quiz you on the material.

## HOW TO MAKE AN OUTLINE

An outline helps you to put your ideas into logical order. To use standard outline form:

- (1) choose a title
- (2) use a Roman numeral to indicate each main idea
- (3) use capital letters to indicate subtopics under the main idea
- (4) use Arabic numerals to indicate the supporting details under each subtopic
- (5) use lower case letters to indicate smaller details under each supporting detail

When using standard outline form you should always:

- (a) have at least two entries under any division of the main idea: I, II; A, B; 1, 2; a, b;
- (b) indent all divisions which follow main ideas
- (c) capitalize the first word of each entry.

To see how this is done and how an actual outline looks refer to the examples which follow.

### Title

- I. Main idea
  - A. Sub topic
    - 1. Supporting detail
    - 2. Supporting detail
      - a. Detail
      - b. Detail
  - B. Sub topic
- II. Main idea

### Protists

- I. Algal Protist
  - A. One-celled plantlike protist
    - 1. Have nucleus, cell wall, and chlorophyll
    - 2. Important animal food source
    - 3. Different species live in fresh or ocean water
    - 4. Classified according to:
      - a. Color
      - b. Type of cell wall
      - c. Method of movement
  - B. Diatoms
- II. Protozoans

## HOW TO MAKE A BOOK COVER

1. Cut out a brown paper grocery bag along the seam.
2. Cut off the bottom rectangle.
3. Lay out the large piece of the bag flat on a desk or table.
4. Place an open book in the middle of the piece of bag.
5. Trace around the edges of the open book with a pencil.
6. Draw a line along the top and bottom of the book at least one inch higher on the top and one inch lower on the bottom than the line traced in step 5.
7. Draw a line three inches wider than the open book on each end.
8. The lines drawn in steps 6 & 7 should form a rectangle. Cut out this rectangle.
9. Fold in along the inside pencil lines on the top and bottom of the book cover.
10. Fold in along the inside pencil lines on each end of the book cover.
11. Slip the front and back hard covers of the book into the side flaps of the book cover.
12. If you must use tape, tape only on the paper book cover, not on any part of the book.
13. Put the title of the book on the binding and front of the paper book cover.
14. Decorate the paper cover.

## FORMAT FOR PARENTHETICAL CITATION WITHIN THE TEXT OF THE REVIEW OF LITERATURE

### Direct Quotations of Sources

**Quotations of less than 40 words should be incorporated in the text and enclosed with double quotation marks. Using the "author-date method" of citation, the quotation is followed with a reference to the author, the publication year, and the page number. These elements must be enclosed in parentheses, together or separately. A complete reference must appear in the reference list at the end of your paper.**

He stated, "The 'placebo effect,'...disappeared when behaviors were studied in this manner" (Smith, 1982, p.276), but he did not clarify which behaviors were studied.

Smith (1982) found that "the 'placebo effect,' which had been verified in previous studies, disappeared when [his own and others'] behaviors were studied in this manner" (p. 276).

**If quoting from an Internet source or CD-ROM, use the same format as for other quotations, but use [Online] or [CD-ROM] in place of a page number reference.**

He stated, "The 'placebo effect,'...disappeared when behaviors were studied in this manner" (Smith, 1982, [Online]), but he did not clarify which behaviors were studied.

**When making a quotation of more than 40 words, use a free-standing "block quotation" on a new line, indent five to seven spaces and omit quotation marks.**

Smith (1982) found the following:

The "placebo effect," which had been verified in previous studies, disappeared when behaviors were studied in this manner. Furthermore, the behaviors ,*were never exhibited*[italics added], even when reel [sic] drugs were administered. Earlier studies were clearly premature in attributing the results to a placebo effect (p. 276).

### Reference Citations in the Text

**Whenever using your own words to refer indirectly to another author's work (paraphrasing), you must identify the original source. The "author-date method" of citation is used for this purpose, but without quotations marks. A complete reference must appear in the reference list at the end of your paper.**

**Following are some examples:**

#### **One Work by a Single Author**

The surname of the author and the year of publication are inserted in the text at the appropriate point. If this information appears as part of the narrative, it need not be cited again:

Smith (1983) compared reaction times

Within a paragraph, you need not include the year in subsequent references to a study as long as the study cannot be confused with other studies in the article:

Smith (1983) compared reaction times....Smith also found

#### **One Work by Two or More Authors**

When a work has two authors, cite both names every time the reference occurs in the text:

as James and Ryerson (1983) demonstrated

When a work has more than two and fewer than six authors, cite all authors the first time; in subsequent *citations include only the surname of the first author followed by "et al."* and the year:

Williams, Jones, Smith, Bradner, and Torrington (1983) found...

Williams et al. (1983) found... (subsequent citations)

When the reference is to a work by a corporate author, use the name of the organization as the author.

Retired officers retain access to all of the university's education and recreational facilities (Columbia University, 1987).

If the author is unknown or unspecified, use the first few words of the reference list entry (usually the title).

## Format for Reference List

The correct style to use for citing references in the Reference List section is discussed in detail in the Publication Manual of the American Psychological Association, Fourth Edition or later. The Reference List should be alphabetized according to the first letter of each entry. Be careful to follow the exact punctuation, indentation, and format shown below. Although the five-space indent style of citing is the suggested format, the hanging paragraph format is acceptable.

### BOOKS

The author's name is listed first. The author's name is followed by the date of publication, in parentheses, ended with a period. Next include the book title which should be underlined or in italics. Capitalize only the first word of the title (and the first word of the subtitle, if any) and any proper names. Include any additional information necessary for retrieving the book (such as "3rd ed." or "Vol.4") in parentheses, immediately after the title. Close with a final period. End with publication information. Identify the city and, if the city is not well known or could be confused with another city, include the state where the publisher is located. State names should be referred to by two-letter abbreviations in all caps (e.g. IL, VA, MD). Place a colon (:) after the city name. Then identify the name of the publisher, clearly and briefly. Spell out the names of associations and university presses, but omit superfluous terms such as "Publishers," "Co.," or "Inc." If two or more locations are given, give the location listed first or the publisher's home office. Close with a period.

#### One author:

Arnheim, R. (1971). *Art and visual perception*. Berkeley, CA: University of California Press.

#### Multiple authors:

**When a work has between two and six authors, cite all authors. When a work has more than six authors cite only the last name of the first author followed by "et al."**

Festinger, L., Riecken, H., & Schachter, S. (1985). *When prophecy fails*. Minneapolis: University of Minnesota Press.

Roeder, K. et al. (1976). *Nerve cells and insect behavior*. Cambridge, MA: Harvard University Press.

#### Corporate author:

Institute of Financial Education. (1982). *Managing personal funds*. Chicago: Midwestern Publishing.

#### Edited volume:

Maher, B. A. (Ed.). (1972). *Progress in experimental personality research*. New York: Academic Press.

Letheridge, S., & Cannon, C.R. (Eds.). (1980). *Bilingual education: Teaching English as a second language*. New York: Praeger.

#### No author:

*Experimental psychology*. (1983). New York: Holt.

#### Work in an anthology:

Rubenstein, J. P. (1967). The effect of television violence on small children. In B.F. Kane (ed.), *Television and Juvenile Psychological Development* (pp. 112-134). New York: American Psychological Society.

### JOURNALS-MAGAZINES-NEWSPAPERS

#### Articles in journals or magazines with continuous pagination:

Passons, W. (1976). Predictive validities of the ACT, SAT, and high school grades for first semester GPA and freshman courses. *Educational and Psychological Measurement*, 27, pp. 1143-1144.

#### Articles in journals or magazines with non-continuous pagination:

Because pagination begins anew with each issue of the journal, it is necessary to include the issue number in parenthesis after the volume number. Note that there is a comma between the issue number and the page numbers, but no comma between the underlined volume number and the issue number.

Sawyer, J. (1996). Measurement and prediction, clinical and statistical. *Psychological Bulletin*, 66 (3), pp. 178-200.

#### Articles in monthly periodicals:

Chandler-Crisp, S. (1988, May). Aerobic writing: A writing practice model. *Writing Lab Newsletter*, pp. 9-11.

#### Articles in weekly periodicals:

Kauffmann, S. (1993, October 18). On films: Class consciousness. *The New Republic*, p. 30.

#### Newspaper article:

Monson, M. (1993, September 16). Urbana firm obstacle to office project. *The Champaign-Urbana News-Gazette*, pp. 1,8.

#### Newspaper article (no author):

Clinton puts 'human face' on health-care plan. (1993, September 16). *The New York Times*, p. 1.

## **OTHER SOURCES**

### **Encyclopedias:**

Photosynthesis and plants. (1987). *Encyclopedia Americana* (Volume 22). New York: Americana Corporation.

### **Films or videotapes:**

Weir, P.B. (Producer), & Harrison, B.F. (Director). (1992). *Levels of consciousness* [Film or Videotape]. Boston, MA: Filmways.

### **Dictionaries:**

Merriam-Webster's collegiate dictionary (10th ed.).(1993). Springfield, MA: Merriam-Webster.

### **Interviews:**

Archer, N. (1993). [Interview with Helen Burns, author of *Sense and Perception*]. *Journal of Sensory Studies*, 21, pp. 211-216.

Unpublished interviews do not need a reference page entry because they are what the Publication Manual of the APA calls "personal communications" and so "do not provide recoverable data."

Archer, N. (1993, October 11). Personal interview.

### **Recordings:**

McFerrin, Bobby (Vocalist). (1990). *Medicine music* [Cassette Recording]. Hollywood, CA: EMI-USA.

## **ELECTRONIC SOURCES**

### **World Wide Web, Home page/Secondary page:**

#### **Basic form**

Author/editor (if known). (Revision or copyright date, if available). Title of page. [Publication medium]. Page publisher. Available: URL (Protocol:Site/Path/File) [Access date].

#### **Examples**

Nordstrom personal touch America. [Online]. Nordstrom, Inc. Available: <http://www.npta.com/> [1996, Nov. 14].

Goizueta, R. C. (1996, February 26). Annual report to share owners. [Online]. Coca-Cola Company. Available: <http://www.cocacola.com/co/chairman.html> [1996, Nov. 14].

### **Encyclopedia article, Online**

#### **Basic form**

Author/editor (if given). (Date). Title of material accessed. In Source (edition) (if given) [Publication medium]. Producer (optional). Available: URL (Protocol:Site/Path/File) [search term if necessary for retrieval] [Access date].

Example

Stock market crash of 1929. (1995). In *Britannica Online* [Online]. Encyclopedia Britannica. Available: <http://www.eb.com> ["stock market"] [1996, June 7].

### **Encyclopedia article, CD-ROM:**

#### **Basic form**

Author/editor (if given). (Date). Title of material accessed. In Source (edition, release, or version, if relevant) Available: [Publication medium]. Location: Name of Producer.

#### **Example with author**

Daniel, R. T. (1995). The history of Western music. In *Britannica Online: Macropaedia* Available: [CDROM]. Carlsbad, CA: Compton's NewsMedia, Inc.

#### **Example without author**

Genetic engineering. (1994). In *Compton's Interactive Encyclopedia* (Version 2.0) Available: [CD-ROM]. Carlsbad, CA: Compton's NewsMedia, Inc.

### **Journal article, Online:**

#### **Basic form**

Author. (Date). Title. *Journal Title* [Publication medium], volume (issue) (if given), paging. Available: URL (Protocol:Site/Path/File) [Access date].



### What To Do If You Missed An Assignment?

