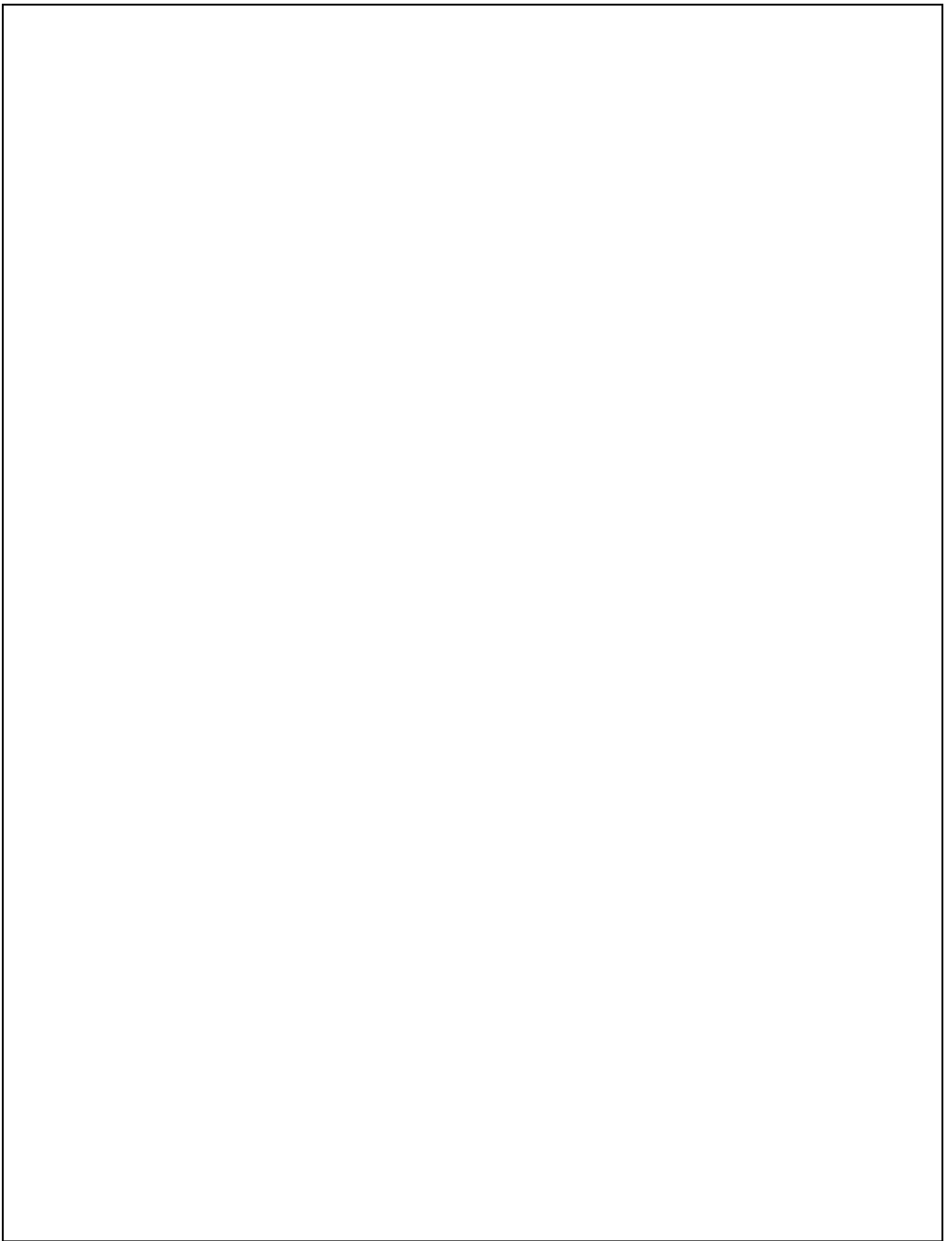


BUILDING SPECIFIC HANDBOOK SIGN OFF SHEET (EACH BUILDING RESPONSIBLE FOR THIS)



Plainfield Community Consolidated School District 202

We prepare learners for the future.



Administration Center

15732 Howard Street
Plainfield, IL 60544

(815) 577-4000 – telephone
Web: www.psd202.org

Authorization Form: ACCEPTABLE USE OF TECHNOLOGY POLICY (AUP) AUTHORIZATION FORM

**** *The following section must be completed by all employees, students, and users of District electronic resources* ****

By signing below, I acknowledge that I have received, read, and understand the Acceptable Use of Technology Policy (AUP), and any implementing administrative procedures, handbooks, and guidelines. I agree to all terms of the AUP and related materials. I understand that it is my responsibility to become acquainted with the AUP and related materials, and to keep up to date on any changes that may be implemented from time to time. I understand that I am expected to comply by the AUP and related materials, that I may not be notified immediately by the District of changes to the AUP and related materials, and that my ignorance of the AUP and related materials is not an excuse for a violation or other misconduct. I understand that I may be disciplined (up to and including suspension and expulsion, for students, and dismissal, for employees) and/or subject to other legal action for violations of the AUP and related materials.

User's Full Name (please print)	Date of Birth
User's Position (for Employees), Grade (for Students), or Relationship with District (for All Other Users) (please print)	
User's Signature	Date

**** *The following section must be completed by each student user's parent/guardian* ****

As the parent/guardian of the student signing above, I acknowledge that I have received, read, and understand the *Acceptable Use of Technology Policy (AUP)*, and any implementing administrative procedures, handbooks, and guidelines. I agree to all terms of the AUP and related materials for myself and for my student. I understand that it is my responsibility to make sure my student and I are acquainted with the AUP and related materials and keep up to date on any changes that may be implemented from time to time. I understand that my student is expected to comply with the AUP and related materials, that my student and I may not be notified immediately by the District of changes to the AUP and related materials, and that my or my student's ignorance of the AUP and related materials is not an excuse for a violation or other misconduct. I understand that my student may be disciplined (up to and including suspension and expulsion) and/or subject to other legal action for violations of the AUP and related materials.

Parent/Guardian's Full Name	Date
Parent/Guardian's Signature	

PLAINFIELD SCHOOL DISTRICT 202 STUDENT LAPTOP AGREEMENT

Plainfield School District 202 "District" has provided a laptop computer for your use for the 2023-2024 school year. All students and parents / guardians are required to sign and return this form before being assigned a laptop that may be used within the District or off District property.

ITEM INFORMATION

Model # Replacement Value: \$500
Student Name: Grade:
Student ID:

ACKNOWLEDGEMENT AND AGREEMENT

By completing and signing this form, I acknowledge and agree as follows:

1. I understand that use of the District's laptop is intended to be for educational purposes only. For students this includes use during the instructional day and use off District property, for purposes such as reviewing and inputting information, school related communication, independent research, college applications, and gathering of resources. The laptop will not be used for more than *de minimis* (i.e., minimal) personal use, and shall not be used **at all** for commercial or business use or for political or religious reasons.

2. I agree to make no unauthorized changes to the laptop including adding, removing, or adjusting computer software or hardware without prior authorization through the administration in the office of Curriculum and Instruction or the administration in the Department of Technology.

3. I agree to return the laptop to the District in the same condition it was in prior to being issued to me, excluding normal wear and tear. I agree to use ordinary care and diligence in protecting, safeguarding, and supervising the equipment, and understand that I will be personally responsible for damage or theft to the equipment. I agree not to leave the equipment in an unsecured location or unattended.

4. I understand that I am responsible for reviewing and understanding these policies before using the equipment.

5. I understand that any violation of these procedures or any related District policy or procedure may result in not having access to equipment issued by the district, potential discipline that is outlined in the Plainfield School District handbook, which can be found at <http://www.psd202.org/page/school-handbooks>

Note: Activity on this computer is recorded and monitored by various monitoring services.

I acknowledge that I have read, understand, and agree to all terms as outlined in this agreement and related district policies.

PARENT NAME (please print):

PARENT MAIL:

PARENT SIGNATURE:

STUDENT NAME (please print):

STUDENT SIGNATURE:

DATE:

I have internet access at home Yes No

PLAINFIELD SCHOOL DISTRICT 202
MIDDLE SCHOOL HANDBOOK
2023-2024



Plainfield Consolidated 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.

NAME _____

GRADE _____

TABLE OF CONTENTS 1

Added by One Step Inc.

TABLE OF CONTENTS 2

Added by One Step Inc

SECTION ONE: GENERAL INFORMATION

ACCEPTABLE USER AGREEMENT

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

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

The user is responsible for reasonable care of District-issued technology at all times during which the technology is issued to the user, regardless of whether the technology is on school property or at related events or activities. This includes the requirement that the user not allow others to use the technology without authorization from an administrator. Costs associated with repair or replacement of technology damaged as a result of a user's failure to exercise reasonable care shall be the responsibility of the user, including any fees for insurance premiums and deductibles, regardless of whether the damage is caused by the user or a third party.

All users assume full responsibility for any costs, liabilities, or damages arising from their willful or knowing violation of this policy and any related procedures and for any damage resulting from their failure to exercise ordinary care and diligence in protecting the District's electronic resources. Users may be responsible to reimburse the District for loss, including reasonable attorney's fees, incurred as a result of their use to the extent allowed by law.

Level 1 Fee - \$50.00 Included but not limited to: Power cables (lost or damaged), Keyboard, Hinges, Plastic/cosmetic components

Level 2 Fee - \$250.00 Included but not limited to: Damaged Computer Screen/LCD screen, Motherboard replacement

Level 3 Fee - \$500.00 Total Replacement of Computer

ATHLETIC AND SPECIAL EVENTS

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

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

ATTENDANCE

In accordance with The School Code of Illinois, and in recognition of the responsibilities imposed upon parents, District 202 students shall attend school every scheduled school day. **School attendance is not optional.** Daily attendance, timeliness to class, and participation will increase the student's probability for successful performance and foster the development of self-discipline and responsibility. Conversely, absences, repeated tardiness, and other truancies will have a negative effect on the student's overall classroom experience and grade. **Time missed from school can never truly be made up;** the interaction in the classroom cannot be replicated by doing make-up work. According to the Illinois School Code a truant is "a child subject to compulsory school attendance and who is absent without valid cause from such attendance for a school day or portion thereof."

State Mandated Time in Attendance

What constitutes a full day of student attendance?

A full day of attendance for students in grades 2nd through 12, must be a minimum of five clock hours (300 minutes) of instruction under the direct supervision of:

- (i) A certified teacher, or
- (ii) Non-teaching/Volunteer personnel when engaging in non-teaching duties and supervising those instances specified in Section 10-22.34(a) and Section 34-18.

What constitutes a half-day of student attendance?

On a regular school day, students in grades 2nd through 12 that receive less than 300 minutes of instruction but at least 150 minutes of instruction can be claimed for a half-day of attendance. Students in grades 2nd through 12 that are not in attendance for at least 150 minutes of instruction cannot be claimed.

Tardiness

A student is considered tardy if he/she is not in his/her assigned seat when the bell rings indicating the start of class. Repeated tardy behavior is a Level I offense and is subject to disciplinary action. A student that arrives to school after 7:55 is considered late to school. Students will receive three warnings per quarter. Students will receive progressive discipline from administration after the third warning.

Tardy to Class

A student that does not arrive to class before the bell rings is considered tardy to class. Tardies are cumulative throughout the quarter. The first three (3) tardies to a class will result in warnings. Beyond the three warnings, students will receive progressive consequences from teachers and/or administration.

Signing In/Out

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

Reporting an Absence

Absence Calls – When a student is absent, a call should be made by the student's parent or guardian to the school office to report the absence and reason. Calls to report absences should be made between 7:45 and 9:45 a.m. Calls may be made before 7:45 a.m. to our automated attendance line (refer to back cover). If an absence has not been reported by 9:45 a.m., the school is required by state law to make a reasonable effort to contact the absent student's parent or guardian to provide notification that the child is not in school. This reasonable effort to contact the parent will consist of phone calls to the parent's home, cell, and work numbers.

Parents and guardians are required to notify schools and provide accurate and updated address and contact information. At least two (2) telephone numbers should be provided whenever possible.

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

An undocumented absence will result in a truancy absence.

Additionally, if a student is absent for five or more consecutive school days due to illness, or a pattern of absenteeism develops, a signed physician's note/form outlining the illness and approving the student's return to school should be presented to the attendance office. Failure to provide a physician's note following 5 consecutive days of absence may result in the days being documented as unexcused or truant. However, if an absence has been discussed with the school office, in person, or by phone, and is less than five consecutive school days, a written excuse is not necessary.

Excused Absences

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

- Illness
- Observance of a religious holiday
- Death in the immediate family
- Mental or behavioral health day
- Family emergency
- Civic Event – May require written documentation. Limited to 1 day per year.
- Other situations beyond the student's control
- Other circumstance that causes reasonable concern to the parent/guardian for the safety or health of the student
- Other reason as approved by the Superintendent or designee.

Truancy/Unexcused Absence

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

Truancy Consequences

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

Truancy letters/emails may be issued after the 3rd and 5th unexcused absences and the 8th, 15th, and 18th total days absent within the previous 180 enrollment days. This includes part of the prior school year. The ROE may elect to file a court petition for truancy after 9 truancy days within the previous 180 enrollment days.

Make-up work will be required for all truancy absences.

Excessive Excused Absences

After eight (8) days of excused absences, parent contact will be made. The school attendance team will continually monitor and evaluate student absences on an individual basis to determine supportive action to be taken to develop and maintain the student's regular attendance at school.

School Administration and nurses may request doctor verification for absences after fifteen (15) days of excused absence (non-consecutive) outlining the illness for a specific date of each absence. In addition, building and district administration may conduct home visits to inquire about absences, and to attempt to achieve the best resolution for families.

If a student has accumulated a total of eighteen (18) or more days, a referral may be made to the Will County Attendance/Truancy Caseworker. Students may be dropped from honors programs and extracurricular activities, if applicable.

Unavoidable Physician Appointment

We encourage all our students' parents to arrange physician appointments after school hours or on weekends. Although the State of Illinois does not list medical appointments as "valid cause" for absence, The Plainfield School District understands that at times medical appointments during school hours may be unavoidable. The student is asked to present a note from the physician verifying the appointment upon returning to school. These appointments apply to, but are not limited to medical, dental, or counseling.

Vacation

Parents are discouraged from taking students out of school for vacations. The State of Illinois considers vacation absences to be an excused absence, however all excused absences are subject to attendance letters for overall student absences. The 10% rule for chronic absenteeism and 5% rule for chronic truancy still stand. Please confer with your school's administration if there is a need for your child to be absent from school for an extended period.

Homebound

A student who will be absent for ten (10) or more consecutive school days due to medical reasons may obtain homebound instruction. Other students whose absences are on an intermittent basis (such as those going through chemotherapy treatments) may also qualify. Parents/Guardians should notify the school and complete the necessary forms required by the program. This includes a physician's statement indicating that the student will be absent from school for ten consecutive school days or more, or on an intermittent basis throughout the school year.

McKinney Vento/Homeless

Each homeless student and unaccompanied youth have equal access to the same free, appropriate public education, as provided to other children and youths, including a public preschool education and the right to immediate enrollment in their school of origin and/or their neighborhood school. The Federal McKinney-Vento Homeless Assistance Act and the Illinois Education for Homeless Children Act defines a homeless child or youth as one who lacks a fixed, regular, and adequate night-time place of residence, including those who:

- Are sharing the housing of other persons due to loss of housing, economic hardship, or similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement.
- Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
- Are living in a car, park, public space, abandoned building, substandard housing, bus/train station, or similar settings, and
- Migratory children who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (1) through (3).

A homeless child or youth may attend the District school that the child attended when permanently housed ("school of origin") or in which the child was last enrolled ("school of origin") or the District school in which the homeless child or youth is currently living. More information about the District's support and resources for families in transition, McKinney-Vento and temporary housing information can be found on the enrollment section of the District's website and in Board Policy 6:140.

A The parent/guardian of a student who is or becomes homeless should see contact the homeless liaison person in their building. Please contact the school for assistance.

Make-up Work for Absent Students

When absences occur due to unexpected illness or emergency. Parents may request homework after the student has been absent two or more days by: calling the school office (refer to back cover) and leaving a message on the attendance line before 9:45 a.m. This will allow time to collect the work from all teachers involved. The message should contain:

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

Make-up work will be provided when available. Make-up work must be picked up in the office by 3:00.

Absence and School Activities

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

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

BACKPACKS

Backpacks, cinch packs, or duffel bags of any kind are not to be carried during the school day. Backpacks must be left in the student's locker at all times. A student must have approval from the administration/nurse to carry a bag during the day.

CAFETERIA

PSD202 participates in the School Breakfast Program and the National School Lunch Program. PSD202 District 202 offers breakfast and lunch daily for all students. A meal application may be completed at any time during the school year to determine if your student qualifies to receive free or reduced priced meals. The application is on our website (www.heartlandapps.com) and a paper application may be obtained from the main office. Meal applications are valid for one school year only. District may pay such costs for students who are homeless and/or qualify for free or reduced school lunches. Meal prices are listed online at: www.psd202.org

Breakfast & Lunch: PSD202 schools offer breakfast & lunch for all students daily. Students may either bring a breakfast and lunch from home or they may purchase them through the school. Any food from home must be brought in a plastic container – no glass, please. Parents choosing to take their child out for lunch must follow the assigned grade level lunch time, so their student does not miss instructional time with their class. Breakfast is offered before school starts daily and lunch is offered during the assigned lunch periods. Students who have been approved to receive free meals or reduced priced meals will receive the breakfast and lunch either free or at a reduced rate. For those students not approved for free or reduced priced meals the Breakfast and Lunch will be charged to the student's account.

Charge Policy: Students at the middle school level will be extended credit for the purchase of a complete meal and parents will be charged for those meals. For more information reference the school board policy on meal charges or call 815-577-4052.

Menu: To get a monthly menu visit our main webpage at: www.psd202.org – For any questions about the menu please contact Aramark at 815-436-6270.

Paying for Meals: MySchoolBucks is our online payment portal; giving guardians a quick and easy way to manage and add funds to your student's meal account. Parents/guardians can view recent purchases, see current balances, and add funds with no additional service charges. Enrollment is easy!

1. Go to www.MySchoolBucks.com and register for a free account. A confirmation email will be sent to the email address you provide; click on the link included in the email to activate your account.
2. Once your account is activated you may begin adding funds to your student's meal account. The student ID and school name will be required.
3. Funds may be added to your student's account with no additional service charge. Please allow up to 2-48 hours for your payment to post to your student's meal account.
4. An added benefit of MySchoolBucks is the "Set it and forget it" payment option which allows you to schedule automatic payments to your student's meal account. Funds can be added weekly, monthly or when the balance hits a specified amount. Simply choose the "Setup a payment schedule" option during checkout. This feature will allow you to automatically replenish your student's account on your own terms.

Once you have signed up you can fund your student's account at www.myschoolbucks.com or on the mobile app, which is available for iPhone and Android devices. If you have any questions about MySchoolBucks, you may email parentsupport@myschoolbucks.com or call 1-855-832-5226.

Parents/guardians may also send meal money in with their student. The student will supply the funds to the cafeteria during their meal period. While in the cafeteria, students are expected to display good manners and show courtesy and respect to staff members and other students. School administrators and the lunchroom supervisors will discuss specific cafeteria rules and procedures with each lunch period during the first week of school. These rules and procedures include:

- Maximum seating is four students to a bench or seven students to one side of a table if chairs are used.
- Once everyone is seated, students will be given permission by the lunch supervisor, one table at a time, to go to the lunch or a la carte lines to purchase food.
- Food may be purchased with cash or checks or prepaid online using MySchoolBucks.com
- Students are expected to keep their eating area clean and neat by:
- Picking up refuse in their area.

CLOSED CAMPUS

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

COMMUNICATION

Recorded Message Disclaimer: *Please note, District 202 uses a message system incorporating recorded telephone calls, emails, and text messages to communicate a wide range of emergency and non-emergency information with families.*

This system operates through traditional land lines (telephone messages), computers (emails) and personal smart phones (telephone messages, text messages, apps, etc.).

District 202 will use all contact information provided on this form for automated telephone and text messages. You may contact your school directly to modify how you receive automated telephone and text messages, or to "opt out" of such communications altogether.

Any modifications to how you receive automated telephone and text messages will not affect your school's ability to reach you through other communications and will not affect your school's ability to use automated telephone and text messages for emergencies.

Connect-ED: District 202 uses the "Connect-ED" recorded telephone message system to communicate with district families. This system is used to share a wide range of important information including school-level news, school closings, and emergencies. We strive to respect family time by using Connect-ED thoughtfully. However, we promote and support using Connect-ED proactively as a means of effective and efficient communications, and cost savings. Please call the Director of Community Relations if you want to permanently "block" your phone number from the Connect-ED system.

"Non-emergency" calls, including traditional, weather-related school closings ("snow days"), are placed to the family's primary phone number (or multiple numbers, if a child shares time between two households.) The primary numbers are those used as the home phone, whether that is a landline or cell phone. *****Please notify the school secretary if non-emergency calls must be made to two households.**

"Emergency" calls will automatically be made to up to 10 numbers that the family has provided to the school through student registration materials. E-mail messages are also sent. "Emergencies" are defined as any event that significantly disrupts normal school day operations, during the school day -- i.e., when many parents and guardians are at work.

It is very important that we have the correct contact information for all our students for Connect-ED to work effectively and efficiently. Parents are strongly encouraged to call their student(s) school(s) immediately to update their students' contact information when it changes.

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

- Attendance records
- Demographic information

- Discipline records
- Class schedules
- Daily Grade Book/Report card grades
- Unofficial transcripts

Visit the District website (www.psd202.org) and click on “Home Access Center” for more information.

Transmission of Student Information by Email: District 202 employees may send unencrypted, personally identifiable information about students (such as test scores, report cards, IEP information, discipline letters, etc.) to the student and/or the student’s parent/guardian or other authorized recipient over email. If you would like to change how you receive personally identifiable information about students by email, you must contact your school directly to make such change.

Teacher/Classroom Google site; District 202 may have individual Google Classrooms for each class period / content area. The Google Classroom is a teacher to student tool and may be viewed by parents with their student. Please contact your student’s teacher for more information.

District 202 Education Partners: In addition, District 202 provides weekly updates through the "**District 202 Education Partners**" **electronic newsletter**. This is the most direct source of information about what is happening in District 202. For additional information, please contact the main office of the school. All families are automatically added to the District 202 Education Partners email list serve.

Virtual Backpack: District 202 uses an online “Virtual Backpack” system to distribute materials from external organizations. This system helps us to “go green” by limiting the number of fliers sent home with students. Parents are encouraged to check out the Virtual Backpack often, either through the District 202 web site (www.psd202.org) or through their school(s) web site(s). Fliers are also posted in or near every school’s main office for families without Internet access.

CRISIS MANAGEMENT AND SCHOOL SAFETY

Plainfield CCSD #202 takes the management and prevention of crisis in our schools very seriously. The district has a plan which fully complies with state requirements. The district works directly with first responders and emergency management departments from the surrounding cities to ensure the best possible procedures are in place to keep students safe. Some of the different practice drills conducted at the schools include but may not be limited to: Fire/Evacuation Drills, Re-Location Drills, Tornado/Inclement Weather Drills, Lockdown Drills, and Building Emergency Drills. Such drills may take place at various, non-instructional times of the school day to best prepare students for a variety of emergency scenarios. All buildings are secure throughout the school day and every individual entering the building is required to report to the office and show an ID.

DAILY ANNOUNCEMENTS

Announcements are made over the intercom following the Pledge of Allegiance. These announcements are the student’s chief source of information about current school activities, special events, and changes in procedures. Students are expected to actively listen to daily and special announcements, and they are responsible for knowing this information.

DELEGATE CARE AIDS

Plainfield School District 202 currently utilizes registered nurses (RNs) and certified school nurses (CSNs) as the primary professionals to care for students with diabetes and seizures. If an RN or CSN is unavailable, a Delegated Care Aide (DCA) would provide the appropriate medical care for students in accordance with their medical care plan. (See Administration of Medication below for more details.)

DELIVERIES AT SCHOOL

Students are not permitted to receive deliveries at school. This includes the delivery of food (DoorDash, UberEats, etc.), flowers, balloons, and/or balloon bouquets. Items that are delivered to the school will be held in the office until the parent comes to school to pick them up.

ELECTRONIC DEVICES:

Cell phones, tablets, or any wearable technology (including headphones/air pods/smartwatches)

1. Cell phones are to be powered off and out of sight during school hours (7:55AM-2:55PM).
 2. Cell phones are not permitted in classrooms, locker rooms, or restrooms during the school day.
 3. Cell phones will be confiscated from students who do not follow this procedure and will be kept in the office for parent retrieval.
- Please see Electronic Devices in the Discipline Section of the handbook for additional reference as it relates to the use of cellular telephones, smartphones, video recording devices, personal digital assistants, or similar electronic devices.

ERIN’S LAW

The Plainfield School District curriculum includes the state-mandated Erin's Law, which was adopted in January 2013. District 202's Health Education program will include age-appropriate sexual abuse and assault awareness and prevention education for Pre-K through 12th grade students.

It is estimated that one in four girls and one in six boys are sexually abused by the time they are eighteen years old. Data also indicates that about 90 percent of the abusers are known to the child and include relatives, neighbors, babysitters, and family acquaintances.

Erin's Law requires that health classes educate students on safe touches and unsafe touches; safe secrets and unsafe secrets; and how to "get away and tell a trusted adult today." This program will teach children to recognize child sexual abuse and will equip them with skills to reduce their vulnerability, as well as to encourage them to report abuse. The curriculum is developmentally appropriate per grade level.

Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors

The information below is taken directly from the following sources: <https://www.erinslawillinois.org/> <https://www.erinslaw.org/erins-law/> and <https://www.isbe.net/Documents/erins-law-final0512.pdf>

Prevalence & offender characteristics. Ninety-three percent of victims are abused by someone they know, someone in a position of trust or authority. There is no profile for a child sex offender. They cannot be picked out of a crowd. Offenders come from every socio-economic class, race, gender, profession, and religion. They have the titles of dad, mom, stepdad, and stepmom, grandpa, grandma, uncle, aunt, coach, lawyer,

babysitter, police officer, fire fighter, judge, scout leader, pastor, sibling, and teacher. These offenders could be generally viewed by their peers as law abiding citizens, well educated, and may have a strong religious background.

Warning Signs of an Abused Child. Nightmares, trouble sleeping, bed wetting, change in appetite, fear of certain people, places, activities. Mood swings, rage, anger, fear, anxiety, insecure or withdrawn, depression, aggression, feeling shameful or guilty, isolating oneself, resisting removal of clothes when appropriate times (bedtime/bathing). Change in academics, running away from home, suicidal thoughts, acting out sexually, exhibits adult sexual behaviors, knowledge, and language. Adolescents exhibit additional behaviors such as eating disorders, self-injury, drug and alcohol abuse, promiscuous activity, running away, suicidal, depression and anxiety, fear, and academic problems.

Grooming Behaviors. Child predators are masters of manipulation and are generally excellent communicators. They put themselves in positions where they have access to children. They generally start by gaining the trust, respect, and support of the parents. Then, they begin the “grooming” process with the selected victim. During this grooming process, the predator plays to the likes and needs of the child and determines if the child will keep this “secret.” Often, they give the child special attention, try to spend a lot of time alone with the child, buy expensive gifts or give them money, treat the child as a “favorite” from other children, give physical affection towards the child, kissing, hugging, holding hands, and wanting to be very close to the child.

Predators are very good at identifying child victims who are the least likely to tell or children who come from troubled backgrounds. If the child displays competencies that make him or her more likely to tell, the offender will move on to the next selected victim.

Parents and students can report sexual abuse, grooming behaviors, and boundary violations to school or local authorities.

Call the 24-hour Child Abuse Hotline at 800-25-ABUSE (800-252-2873) if you suspect that a child has been harmed or is at risk of being harmed by abuse or neglect. If you believe a child is in immediate danger of harm, call 911 first. Your confidential call will not only make sure the child is safe, but also help provide the child’s family the services they need to provide a safe, loving, and nurturing home.

In non-emergency situations, *anyone may report suspected child abuse or neglect using the new Online Reporting System.*

For more information go to <https://www2.illinois.gov/dcf/safekids/reporting/Pages/index.asp>

If you have experienced abuse, there are suggested resources below:

<https://rainn.org/>

<https://www.childwelfare.gov/>

<https://www.auntmarthas.org/>

<https://www.willcountycac.org/>

<https://www.co.kendall.il.us/offices/state-s-attorney/about-the-state-s-attorney/children-s-advocacy-center>

https://www.psd202.org/page/ss_counseling_resources

<https://www.psd202.org/page/social-emotional>

https://www.childwelfare.gov/organizations/?CWIGFunction=rols:main.dspList&rolType=Custom&RS_ID=77

https://www.ncetsn.org/sites/default/files/resources/fact-sheet/caring_for_kids_what_parents_need_to_know_about_sexual_abuse.pdf

Suicide Prevention Update

National Suicide Prevention Lifeline

Hours: Available 24 hours Language: English & Spanish

(800) 273-8255

(888) 628-9454 (Spanish)

(800) 799-4889 (TTY)

Safe2Help

Safe2Help Illinois is a 24/7 program where students can use a free app, text (72332), phone (844-472-3345), and website (Safe2HelpIllinois.com) to share information on school safety issues in a confidential environment. Once vetted, the information provided will be shared with local district and school officials and/or local PSAP/9-1-1- call center, depending on the nature of the information shared.

Crisis Text Line

24/7 comprehensive suicide prevention text hotline. Text REACH to 741741 from anywhere in the United States, anytime. Crisis Text Line is here for any crisis. A live, trained Crisis Counselor receives the text and responds, all from their secure online platform. More information can be found here: <https://www.crisistextline.org>

on our website here: https://www.psd202.org/page/suicide_prevention

DHS Will County SASS

SASS provides intensive mental health services for youth experiencing a mental health crisis.

SASS services are available by calling the Crisis and Referral Entry Services (CARES) line.

(800) 345-9049

(866) 794-0374 (TTY)

FAITH’S LAW NOTIFICATION

Employee Conduct Standards - These standards, in part, define appropriate conduct between school employees and students. A copy of these standards can be found on the District’s website or requested from the Superintendent’s office.

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 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), Girl's 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, Girl's 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
Spring	Cheerleading/Pom Pons...	Girls, Grades 7 and 8
	Track.....	Boys and Girls, Grades 6, 7 and 8
	Soccer.....	Girls, Grades 7 and 8
	Volleyball.....	Boys, Grades 7 and 8

In order to participate in interscholastic athletics, students must maintain academic eligibility as outlined in Section Four of this handbook. This requirement is maintained so that parents and teachers are assured that involvement in interscholastic athletics will not interfere with our students' academic performance, which as noted earlier, is the primary purpose for their schooling. To participate in a sport or extracurricular activity, a student must have all fees (including registration fees, book fines, etc. for both current and prior years) paid in full or be current on their district established payment plan. Students who are not in good financial standing will be allowed to continue to practice/rehearse but will not be allowed to participate or dress for an event until the outstanding debt is resolved. This policy applies to both middle school and high school students.

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 395 days and can apply to any sport within the year following the examination. Students must complete and return an insurance waiver form to the coach before the first game or contest. Students must be picked up from practices and games within a reasonable amount of time. Continued delays may result in warnings, limited participation in practices/contest, or in serious cases, removal from the team.

A variety of clubs and activities will be available to the students during the school year. Staff members sponsor clubs and are open to all students. Information about clubs will be made available to the students through the morning announcements. Information may be posted on the school's website or fliers may be sent home. Drama Club, Yearbook, Intramurals and Student Council are examples of some of the clubs that may be available to students at our middle school. Feel free to look in the back of the agenda book for more detail. In order to participate in a non-curricular club or activity, all students must have all fees (including registration fees, book fines, etc. for both current and prior years) paid in full or be current on the district established payment plan. No student will be allowed to participate until the outstanding debt is resolved.

FIELD TRIPS

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

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 Plainfield School District 202's policies. The district shall balance those student rights with its obligation to protect the health of all District students and staff.

In order to promote optimum health in the schools, the District will follow the IDPH Communicable Disease School Nurse Guidance, recommended treatment as to when a student can return to school.

In order to promote optimum health in the schools, the following guidelines are to be observed regarding communicable diseases. If IDPH changes guidelines, the district will follow the most up to date guidelines.

****“Exclude” means that the school will not permit attendance.****

District 202 will follow the guidelines set forth by the Illinois department of public health (IDPH) for exclusion and readmission to school.

Fever – No child with a temperature of 100 degrees or higher should be sent to school. Your child should be fever-free for 24 hours (without the use of fever reducing medication) before returning to school.

Severe Cough/Cold Symptoms – Children with severe and/or persistent coughs need to stay home until symptoms have improved / resolved.

Rash – Rash may be one of the first signs of one of many childhood 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.

Tooth pain – Contact your dentist.

Ear pain – Consult your doctor.

Vomiting / diarrhea -Exclude until vomiting and diarrhea has ceased for at least 24 hours.

Antibiotic treatment – If your doctor has prescribed antibiotics, your child must be on the antibiotics for at least 24 hours before returning to school.

Readmission to School Following an Illness: Students shall be readmitted to school according to the exclusion requirements in Rules and Regulations for the Control of Communicable Diseases, published by the Illinois Department of Health and the IDPH Communicable Disease School Nurse Guide. A student who has been absent from school for five (5) or more consecutive days due to a non-COVID-19 related illness, surgery or hospitalization should present a physician's release before being readmitted to school.

First Aid and Emergency Treatment

The school attempts to provide an environment in which the child will be safe from accidents. If any accident or sudden illness occurs, first aid will be administered in accordance with Plainfield School District procedures. The school will give no care beyond first aid.

First aid is defined as the immediate temporary care given in case of accident or sudden illness. If it is not a life-threatening situation and further medical attention is deemed necessary, care and movement of the child will be directed or provided by the parent/guardian or other designee as indicated on the emergency card. Parents will be notified at the nurse's discretion and/or when the needs of the student can no longer be met at school and the student needs to go home. Parents are then expected to pick up their children in a reasonable amount of time to reduce the exposure of illness to healthy children.

Parents are asked not to send their children to see the school nurse for injuries or conditions which have occurred at home or away from school and not under the jurisdiction of the school.

If the emergency should be deemed life threatening or a parent/guardian or their designee cannot be reached, the student will be transported by ambulance to a local hospital and a school employee will remain with the student until the parent/guardian or their designee arrives.

Elevator Usage

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

Mobility Aides

Students using crutches, wheelchairs, or scooters must have a physician's note indicating those items in addition to the diagnosis requiring the mobility aid and the specific restrictions and allowed activities for the student. Mobility aides must be provided by a parent/guardian.

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 to make 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. Honor Rolls are published on the district website under "Schools" and are sent to local media for publication as their space allows.

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.
- Purchase meals.

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

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

INSURANCE

Student accident insurance is available on an optional basis and may be purchased at any time during the school year. This student accident insurance coverage becomes a supplemental and secondary provider to any hospital, medical, surgical, or dental benefits available under any other family insurance or medical service plan, including HMO's, PPO's, and Automobile No-Fault insurance. The district will not have paper pamphlets for distribution. Full details of coverage and limitations may be obtained from: Student Accident Insurance Services, Inc. www.k12specialmarkets.com or (312) 346-7460.

It is important to note that student injuries sustained at school, or any school-related event are routinely filed either through the family's insurance plan or through this type of student accident insurance plan if the parents elect to purchase it. The school district's insurance coverage can only be accessed if the student accident/injury is legally determined to be the result of "willful and wanton" misconduct on the part of a school district employee.

LOCKERS

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

LOST AND FOUND

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

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

MEDIA CENTER

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

MEDICAL EXAMINATION

Medical Examinations

The *School Code of Illinois* requires that all incoming 6th grade students have a physical examination completed on the State of Illinois Certificate of Child Health Examination form, dated within one year prior to the first day of school, including immunizations. Students entering the 6th grade from elementary schools in District 202 must submit these records prior to August 1st. Students with missing or incomplete physical exams, including necessary immunizations, will not be able to start on the first day of school. All students transferring into District 202 must present documentation of all immunization dates and a current physical examination in order to register. Students transferring from out-of-state must provide a current physical examination in order to attend on the first day of school. Out-of-state students have 30 days to submit the required immunizations. The 6th grade school physical may be used as a sports physical, good for 395 days from the time it is completed. The Illinois Elementary School Association (IESA) sports physical form CANNOT be accepted as the sixth-grade physical.

Eye Examinations- All students new to the state of Illinois must have an eye exam completed within one year prior to starting school in the fall. Proof of the required eye examination by a physician to practice medicine or a licensed optometrist must be submitted by October 15th, 2023. Illinois Child Exam forms, Dental Examination forms, Dental Waivers and Eye Exam forms can be obtained on the District's website.

Dental Exams- All students in 6th grade are required to have an oral health examination performed by a licensed dentist. For the 2023-2024 school year, the examination should be performed after November 15th, 2022, and submitted to the building nurse by May 1st, 2024.

Illinois Child Exam forms, Dental Examination forms, Dental Waivers, and Eye Exam forms can be obtained on the District's website.

ADMINISTRATION OF MEDICATION

The Plainfield School District acknowledges that the responsibility for administering medication to a student rests primarily with that student's parent/guardian. Authorized Plainfield School District personnel will administer medication during the school day only when it is absolutely necessary for a student's critical health and well-being. The administration of medication during regular school hours is contingent upon the following:

1. Authorized Plainfield School District personnel will administer medication during the school day only when it is absolutely necessary for a student's critical health and well-being. All Medications, PRESCRIPTION DRUGS and OVER-THE-COUNTER, to be taken during the school day will only be administered after the parent/guardian, and physician, Advanced Practice Nurse, or Physician Assistant completes the Plainfield School District "[Medication Authorization Form](#)". The form is available from the building nurse or the district website. This form must be filled out at the beginning of each school year or when a new medication is to be given.
2. Any medications that are brought to school without the completed required forms will not be administered.
3. The student's parent/guardian must renew written orders for continuing medication at the beginning of each school year, whenever the medication or dosage is changed, and when asked to do so by the school nurse.
4. Prescription Medication must be brought to school by a parent/guardian and must be in the original pharmaceutical container labeled with the student's name, name of medication, the exact dosage, and all pertinent instructions. Over-the-Counter medication must be brought to school by a parent/guardian in its original unopened / sealed container with the student's name affixed to the container. If it is absolutely impossible for parents to bring the medication to school, we ask that students, upon their immediate arrival to school, turn

the medication into the health office in a sealed envelope with the parent signature across the seal. Unused medication should be picked up by parent/guardian at the end of each school year. If the parent/guardian does not pick up the medication by the last day of school, the building nurse will dispose of and document that medications were discarded. Medications will be discarded in the presence of a witness.

5. Any substance meant to treat a medical condition, including essential oils, CBD oils, and supplements are considered to be a drug/medication and must be FDA approved and requires a doctor's prescription. The guidelines set forth by the Illinois Department of Public Health require the medication to be both: 1) Prescribed by a physician, APN, or PA with exact dosing instructions specified on the medication administration authorization form and 2) Be regulated by the Food and Drug Administration specifically as a drug/medication.
Homeopathic treatments do not currently meet these requirements. Homeopathic treatments cannot be stored in the health office, and students may not self-administer. Examples of these treatments include but are not limited to essential oils, CBD oils, and supplements. Plainfield School District 202 does not allow non-FDA regulated homeopathic treatments at school.
6. The first dosage of medication should not be given at school in case the student suffers an allergic or other adverse reaction.
7. Students are prohibited from keeping any kind of medication in their possession while at school, except where a student is authorized to self-administer an epinephrine auto-injector (EpiPen®), diabetic care supplies or asthma medication. Students must have the Emergency Medication Hold Harmless and Indemnity form (hyperlink to form) signed by their parents/guardian and physicians to keep their inhalers, diabetic care supplies, or epinephrine auto-injectors with them in school. In case of emergency or loss of these items, we recommend that these students also keep an additional inhaler, diabetic care supplies, or epinephrine auto-injector in the health office.
8. The student must come to the health office for his/her medicine. The school will strive to assist students to remember to come to the health office to take his/her 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 other certified staff member who volunteers may either: 1) Supervise the self-administration of the medication; or 2) administer the medication himself/herself.
10. Any Plainfield School District employee who volunteers or otherwise dispenses or oversees the dispensation of medication to a student will be fully indemnified by the District in the event of any legal action. It is the intent of this paragraph to fully protect such individuals and, therefore, the District assumes full liability in this regard.
11. Any Plainfield School District employee may administer medications in emergency situations if, under the circumstances, professional registered nurse, an administrator, or emergency medical personnel cannot be available in sufficient time and the student cannot reasonably self-administer the medication.
12. Any medication dispensed to a student will be documented in the student's individual electronic health record.
13. Medications and special items necessary to administer medications, such as diabetic supplies, will be stored in a secured area. Medications requiring refrigeration will be refrigerated in a secured area.
14. Medications will generally not be administered to students during field trips or other school-sponsored activities located away from the customary site of storage of the medication. In these situations, medication will only be administered to a student if absolutely necessary for the critical health and well-being of the student as documented in a student's individualized health care plan or Emergency Allergy Action Plan. Medication to be administered in these situations must be sent to school by a parent/guardian, in a pharmaceutical container labeled with the student's name, name of medication, dosage and all pertinent instructions. The administration protocol will be determined by District staff.
15. An employee authorized to supervise the administration of medication will provide the medication to the student from the storage area, confirm the dosage and witness the administration, and return the medication to its storage place. The employee will provide the nurse the date and time for self-administration. The building nurse will chart in the student's individual record.
16. Any side effects of the medication will be documented and placed in the student's individual electronic health record, and parent will be notified. This information can also be provided to the student's licensed prescriber per parental/guardian request and completion of the Authorization for Exchange of Information Form. (hyperlink)
17. Plainfield C.C.S.D. 202, its employees and agents, are to incur no liability, except for willful and wonton conduct, as a result of any injury arising from the administration or self-administration of medication pursuant to these procedures. Employees who administer or supervise the self-administration of medication pursuant to these procedures who are acting in the scope of their employment are strictly immune from liability pursuant to the Illinois *Local Governmental and Governmental Employees Tort Immunity Act* (745 ILCS 10/1-101 *et seq.*), the Illinois *School Code* (105 ILCS 5/22-30), and the Illinois *Good Samaritan Act* (745 ILCS 49/1 *et seq.*).
18. Students are allowed to self-carry a week's supply of cough drops (2 per day, for five days; a total of 10 cough drops) as long as they have a signed note from a parent on file in the health office. Parents cannot send in a large bag to be stored for the year. Students will not be allowed to share cough drops.

504 Plan

Section 504 of the Rehabilitation Act of 1973 and the ADA Amendments Act of 2008, requires that school districts provide a free appropriate public education (FAPE) to qualified students in their jurisdictions who have a physical or mental impairment that substantially limits one or more major life activities. Section 504 also sets forth requirements concerning identification, evaluation, appropriate services, and procedural safeguards. To be eligible under Section 504, a student must be determined to: (1) have a physical or mental impairment that substantially limits one or more major life activities; or (2) have a record of such an impairment; or (3) be regarded as having such an impairment. Students who are found eligible may qualify for a 504 plan that would provide the student with appropriate accommodations in the school setting. Parents/Guardians who believe that their child may require the support of a 504 Plan due to their individual needs should contact their school.

Animals/Pets on Property

In order to provide the safest and most non-threatening environment for all our students and parents, we ask that you not bring your animals on the school property, exclusive of service animals. There are a number of children at each campus that are allergic to animals and/or are very frightened by them. We appreciate your cooperation.

Student/Athlete Concussions and Head Injuries: BOE Policy 7:305

Plainfield CCSD 202 manages concussion injuries using a stepwise return to learn and return to play protocol.

1. All student athletes are required to sign an Agreement to Participate and a Concussion Information Form each school year before participating in an interscholastic activity or event, including try-outs.

2. Any student suspected of sustaining a concussion will be immediately removed from participation in athletics or physical education and referred to a physician.
3. The student will begin a stepwise Return-to-Learn and in-season athletes and band will complete a graduated Return-to-Play protocol, developed by the Plainfield 202 Concussion Oversight Team. The student must be cleared by a physician, advanced practice nurse, or physician's assistant for return to full PE, band, or athletic participation.

Students diagnosed with a concussion must complete the Return to Learn and in-season athletes and band must complete Return to Play protocols. If at any time concussion symptoms occur during the graduated return, there will be at minimum a 24-hour rest period. If symptoms do not increase with activity or overall symptoms continue to decrease, the student may continue to the next phase. If a student athlete sustains more than one concussion per year that student must be cleared by a physician, advanced practice nurse, or physician's assistant, before returning to athletic activities. All students will require a physician's note to return to physical education, band, or athletics.

Religious Exemption

Any parent/guardian who objects to the physical examination and/or immunization requirements on religious grounds must submit an Illinois Certificate of Religious Exemption form to the Superintendent or designee. Parents are expected to state their religious belief and how it conflicts with a specific examination or immunization, as well as obtain the signature of the child's physician. The Illinois School Code does not provide for an exemption to physical examinations or immunizations on non-religious grounds of conscience.

Hearing and Vision Screening

Vision screening will be done, as mandated, for the following children: preschoolers, kindergarteners, 2nd graders, 8th graders, new students, and special education students. Hearing screening will be done for preschoolers, kindergarteners, 1st graders, 2nd graders, and 3rd graders, new students, and special education students. 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 and hearing 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.-Your child is not required to undergo this hearing screening if a physician and an audiologist have completed and signed a report form indicating that an ear examination and audiological evaluation have been completed within the previous 12 months and that form is on file at the school.

NO TRESPASS NOTICE

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

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

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

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

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

OUTDOOR EDUCATION

Each year, seventh grade students are given the opportunity to participate in our Outdoor Education program. The students are accompanied by staff members and parent chaperones. The trip is scheduled to include a variety of learning opportunities and recreation time. Examples of learning opportunities could include canoeing, archery, and outdoor cooking. 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 CONFERENCES

All middle schools host parent/teacher conferences once a year in the fall. However, parents are strongly encouraged and welcome to contact their student's teachers any time by phone, email or in person as needed and appropriate.

PARENT/TEACHER ORGANIZATION/ASSOCIATION

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

PESTICIDE APPLICATION

Any parent or guardian of a student may request to receive written notice before any pesticide, other than an antimicrobial agent such as a disinfectant, or an insecticide or rodenticide bait, is used in a school building or on school grounds. Parents or guardians requesting written notice must submit such request in writing to the Operations Facility at 14812 Eastern Ave., Plainfield, IL 60544. Notice will be given to the individual person who requests it. In addition, notice will be provided through the District's website. Please call the Operations Facility at (815) 439-3201 with any additional questions.

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. Students are expected to follow behavioral expectations in the locker room and the gym while waiting for class to begin.
- On days when they dress for PE, students should be dressed and in their squads within the first four minutes of the period.

Locks and Lockers

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

Lost and Found

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

Excuses

- All students are state mandated to participate in Physical Education.
- Students may be excused from participation in activities in physical education for up to **3 consecutive school days** with an excuse note from a parent. **Make-up work may be required for any absence.** If parental notes are written on an intermittent basis to excuse a student from PE for six or more times during the academic year, a doctor's note may be requested for excusal.
- To be excused for a period longer than three (3) consecutive school days, a student must submit supporting written documentation from a physician, nurse practitioner, or physician's assistant, licensed to practice medicine in all its branches in Illinois. The note must indicate the number of days the student should be excused from PE and the date on which the student may return to full participation in PE.
- Students excused from participation in physical education activities by a physician's note do not dress for gym class and may be assigned to a study hall.
- Students excused from participation in physical education activities by a physician's note will also be excused from participation in school-sponsored sports and recreation times at buildings were applicable.
- Students with any orthopedic immobilization device, including but not limited to casts, immobilizers, or splints, must have a physician's note to indicate partial participation or excuse from physical education. The note must indicate duration of excuse, or an additional note will be required to indicate when the student may return to full participation in PE when the orthopedic device is removed.
- In cases where a student's health or injury requires removal from PE beyond 6 weeks, additional information may be requested from the student's physician (nurse practitioner or physician's assistant, licensed to practice medicine in all its branches in Illinois). The student will also be required to submit written clearance from his or her physician (nurse practitioner or physician's assistant, licensed to practice medicine in all its branches in Illinois) in order to return to full participation in PE.

PE Uniforms

- On days when they change for PE class, students are required to wear PE uniforms. These uniforms may be purchased from local vendors.
- Gym uniforms that are ripped or torn may not be worn for PE classes and must be repaired or replaced.
- Gym shoes and socks must be worn for PE classes.
- PE classes are held outside throughout the school year, weather permitting. Students are expected to bring appropriate clothing for the varied weather.
- Students are strongly advised to put their names on their PE clothing.
- Jewelry may not be worn during PE classes.

Non-Dress

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

Showers

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

Injuries

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

POLICE LIAISON OFFICER

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

PROMOTION

Promotion Participation: Participation in promotion ceremonies is a privilege and not a right. Based on inappropriate conduct of a student, the administration reserves the right to not allow the student the privilege of participating in promotion ceremonies. Students are expected to display proper behavior and good citizenship through the last day of student attendance.

Academic: Failing two or more "courses" for the academic year may result in being excluded from the 8th Grade Promotion. Failing a "course" means that student has received two or more Fs in a single class/course for the academic year (four quarters) in a single course. A "course" is a considered any class that meets all four quarters (math, language arts, science, social studies, physical education).

Attendance: A student may be deemed ineligible to attend Middle School Promotion if they have accumulated 41 days of absences or 25% of the academic year. Note: Each Exclusion Case will be reviewed by the building principal prior to the final exclusion decision.

RELEASE OF STUDENT NAMES, PHOTOGRAPHS OR ORIGINAL WORK

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

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.

REPORT CARDS

Students' progress is formally reported to parents at the end of each marking period. Grade reports will be available to parents through the HAC. A hard copy of your child's report card may be requested at any time.

SCHOOL CLOSING (INCLEMENT WEATHER)

District 202 Schools will be open unless hazardous road or other emergency conditions necessitate a closing (including utility problems – electricity or natural gas outages). Please plan accordingly.

The Superintendent of Schools will decide whether to close school based upon road conditions and school operational status in consultation with **district administration, public safety officials and other District 202-area superintendents.**

A decision whether to close school will be announced as soon as possible – preferably the day before a potential closing, but no later than 4:30 a.m. the day of a closing. The announcement will also include whether the school closing will result in a remote learning day for students.

If school is to be closed, District 202 families and staff (except those who have asked to be removed from the call list) will be notified through the Connect-ED recorded telephone message system, the District 202 web site (www.psd202.org), and local and regional television and radio stations. **Parents should not contact the District Office or school officials regarding school closings until after 7:45 a.m.**

Absence Because Of Adverse Weather Conditions

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

Transportation

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

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 APPEARANCE/DRESS CODE: A student's appearance, including dress and hygiene, must not disrupt the educational process or compromise standards of health and safety. The District does not prohibit hairstyles historically associated with race, ethnicity, or hair texture, including, but not limited to, protective hairstyles such as braids, locks, and twists. Students who disrupt the educational process or compromise standards of health and safety must modify their appearance. Procedures for guiding student appearance are outlined in the middle school handbook.

The following rules apply to dress:

- Clothing is to be worn as intended.
- Outerwear is not to be worn in school.
- Undergarments must not be visible.
- Extremely short or tight shorts or skirts will not be allowed.
 - Head coverings such as hats, bandanas, etc. are not to be worn in the building during school hours unless required for medical or religious reasons.
 - Hoods are not to be worn during instructional time and must be removed upon request of a staff member.
 - Any item of clothing, shoes, jewelry, accessories, book bags, purses and other similar items may not be worn or brought to school or school-related events on which any of the following appear:
 - Any reference to alcohol, tobacco, drugs, etc. including advertisements
 - Any symbol, image, word, etc. that is obscene, vulgar, lewd, or profane
 - Any reference, symbol, image, word, etc., to violence or gang activity
 - No Roller Shoes of any kind allowed in school

District 202 has a general hat policy for all school buildings. No hat may be worn inside the school building during the instructional day except for documented religious or medical reasons. Hats may also not be worn while attending a theatrical events or school performances. During athletic events, hats must be worn properly. Hats that are not worn straight to the front or the back will not be allowed, and you may be asked to leave the event.

STUDENT FEES

All fees must be paid in full by the date designated by the School Board. Fees not paid by the designated date will result in being placed on a Payment Plan Contract. Fees that are not eligible for the Payment Plan Contract include extra-curricular activities, sports, and parking permits, and must be paid in full to participate. All incoming 6th grade students will not receive their schedule, prior to the first day of school, until their elementary school fees are paid in full. The Illinois School Code and Board of Education Policy permit fee waivers for those who qualify. Fee Waiver applications are available at the schools or on-line at <http://www.psd202.org> – click on the School Meals & Fees link toward the bottom of the page, then click on Fee Waiver Forms. For information on Fee Waivers e-mail feewaivers@psd202.org. Anyone submitting a check that is returned to us by your bank will be billed for the amount of the check along with the maximum fee authorized by State law for returned checks.

STUDENT RECORDS

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

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

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

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

The permanent record includes:

- Basic identifying information, including the student's name and address, birth date and place, and gender, and the names and addresses of the student's parents
- Academic transcript, including grades, class rank, graduation date, grade level achieved, and scores on college entrance examinations
- Attendance record
- Health record
- Information pertaining to release of this record
- Honors and awards
- School-sponsored activities and athletics or offices held in school-sponsored organizations

The temporary record may include:

- Home language survey form
- Information provided under the Abused and Neglected Child Reporting Act, including any final finding report
- Accident Reports
- Family background
- Intelligence and aptitude scores
- Psychological reports
- Scores received on State assessments administered grades kindergarten through grade 8
- 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
- Any biometric information that is collected
- Health-related information
- Special education files
- Records associated with plans developed under Section 504 of the Rehabilitation Act of 1973
- Verified report or information from non-educational persons
- Verified information of clear relevance to the student's education
- Information pertaining to release of this record

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

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

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

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

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

2. **The right to request the amendment of the student’s education records that the 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 (ISSRA) authorizes disclosure without consent.**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

STUDENT'S RIGHTS AND RESPONSIBILITIES

District 202 Board Policy concerning student rights and responsibilities states:

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

With rights come responsibilities. Student responsibilities include regular school attendance, conscientious effort in classroom work and conformance to school rules and regulations. Students share with the administration and faculty responsibility to develop a climate within the school that is conducive to learning. Parents have the right to request their child's classroom teachers' qualifications.

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

Statement

Plainfield District 202 is committed to a policy of nondiscrimination and equal opportunity in its education programs and activities and employment. Equal educational, vocational, and extracurricular opportunities shall be available for all students without regard to color, race, nationality, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender identity, status of being homeless, immigration status, order of protection status, actual or potential marital or prenatal status, including pregnancy.

Educational and vocational opportunities include English, English Language Development, math, science, social science, world languages, fine arts, physical education, health, driver education, special education, and vocational/career & technology education areas of business, family and

consumer science, industrial technology, and courses offered through the WILCO Area Career Center. Open enrollment is available to all students who meet the required prerequisites for the course(s).

The District complies with all laws and applicable regulations that prohibit discrimination, harassment, and retaliation by and in the District, including the following:

1. Title II of the Americans with Disabilities Act
2. Title IX of the Education Amendments of 1972
3. Section 504 of the Rehabilitation Act of 1973
4. Title VI of the Civil Rights Act, 42 U.S.C. § 2000d et seq.
5. Title VII of the Civil Rights Act, 42 U.S.C. § 2000e et seq.
6. The Age Discrimination in Employment Act of 1967
7. The State Officials and Employees Ethics Act
8. The Illinois Human Rights Act
9. Sections 10-22.5, 27-1, and 20.60 of the School Code and 23 Illinois Administrative Code Part 200
10. Victims' Economic Security and Safety Act, 820 ILCS 108/
11. Illinois Equal Pay Act of 2003, 820 ILCS 112/
12. Illinois Genetic Information Privacy Act (GINA), 410 ILCS 513/ and Title II of the Genetic Information Nondiscrimination Act (GINA), 42 U.S.C. § 2000ff et seq.
13. Employee Credit Privacy Act, 820 ILCS 70/

For students, this includes the requirement that no person, including a School District employee or agent, or student, shall harass, intimidate, or bully a student on the basis of actual or perceived: race; color; national origin; military status; unfavorable discharge status from military service; sex; sexual orientation; gender identity; gender-related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; actual or potential marital or parental status, including pregnancy; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic identified in Board policy 7:10, Equal Educational Opportunities. This also includes the requirement that no District employees shall engage in harassment or abusive conduct on the basis of an individual's actual or perceived race, color, religion, national origin, ancestry, sex, sexual orientation, age, citizenship status, disability, pregnancy, marital status, order of protection status, military status, or unfavorable discharge from military service, nor shall they engage in harassment or abusive conduct on the basis of an individual's other protected status identified in Board policy 5:10, Equal Employment Opportunity and Minority Recruitment.

The District will use the grievance procedures in Board of Education Policies 2:260 (Uniform Grievance Procedure) and 2:265 (Title IX Sexual Harassment Grievance Procedure) to process complaints based on alleged violations of law or Board policy.

No student, parent/guardian, employee, or other member of the District community will be subjected to retaliation as prohibited under any law or Board policy, including those laws identified above. Retaliation is an adverse act imposed because a person has asserted a right or participated in a process involving the assertion of a right, including reporting a violation of law or Board policy or participating in the grievance processes used to process complaints based on alleged violations of law or Board policy.

Any person who believes any student, employee, or third party or the District generally has engaged in conduct prohibited by the laws cited above or Board policy, including discrimination, harassment, or retaliation, or who has inquiries about the application of the laws cited above or Board policy should contact a District Nondiscrimination/Title IX Coordinator, Nondiscrimination Coordinator, or Complaint Manager using the contact information below. **The District is committed to conducting a prompt investigation of any and all complaints of discrimination or harassment in accordance with its policies and applicable law. Students found to have engaged in conduct prohibited by the laws cited above or Board policy, including discrimination, harassment, or retaliation, will be promptly disciplined, up to and including suspension and expulsion, if circumstances warrant and in accordance with Board policy. We encourage students and parents to work together with school staff to prevent acts of harassment of any kind.**

Title IX/Nondiscrimination and 504 Coordinator Information: Mina Griffith, Assistant Superintendent for Student Services 15732 S. Howard Street Plainfield, IL 60544 (815) 577-4000; mgriffith@psd202.org. All Title IX Trainings are located on the Plainfield District 202 website: www.psd202.org.

NONDISCRIMINATION - DUE PROCESS DIRECTIONS FOR STUDENT GRIEVANCE PROCEDURE

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

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

Explanations

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

Due Process

1. Right to Representation
A grievant(s) may be represented by an attorney or other person of their choosing, such as a parent or advocate.
2. Right to Present Witnesses and Evidence

Grievant(s) shall be allowed to present the grievance with relevant evidence and pertinent witnesses. Both parties shall have the opportunity for hearing and questioning witnesses.

3. Time Limits

All participants shall adhere to the time limits prescribed for each level. Failure by the administration at any step of the procedure to communicate the decision on the grievance within the specified time limit shall permit the grievant(s) to proceed to the next step. Failure on the part of the grievant(s) to appeal the decision to the next step within the specified time limits shall be deemed to be an acceptance of the decision rendered at that step.

4. Right to Information

Unless state laws and right-to-privacy laws are violated, all relevant records with names and identifying information must be made available to the grievant(s) for use as evidence in the grievance issue.

5. Privacy

During the grievance procedure, the grievant(s) shall have the right to designate whether the procedure and meetings will be confidential, including names and related information.

6. Reprisals - Retaliation

Participants in a grievance submitted in this School District shall not be subjected to reprisals, retaliation, or different treatment because of such participation. Participation shall not be recorded in the student file(s) or used to affect equal opportunity for access to equity in educational programs and services.

Directions

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

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

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

TELEPHONES

Students with the permission of a school staff member may use office and classroom telephones. These phones should be used primarily for routine calls to parents to arrange such things as rides home. Students are reminded that they are to report to the nurse's office/main 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.

TEEN DATING VIOLENCE: Each District 202 student has the right to a safe learning environment that is free from teen dating violence. Teen dating violence is unacceptable, and the Board of Education prohibits such violence. Such conduct may also constitute harassment and/or bullying which are both prohibited by law and the following Board Policies: 5:20 Workplace Harassment Prohibited, 7:10 Equal Educational Opportunities, 7:12 Student Rights and Responsibilities, 7:20 Freedom From Harassment, and 7:180 Preventing Bullying, Intimidation, and Harassment. The District shall respond promptly to complaints and reports of teen dating violence and corrective action will be taken where necessary, including disciplinary action where appropriate. BOE Policy 7:185.

TESTING PROGRAM

Public school across the State of Illinois will take the Illinois Assessment of Readiness (IAR). This is mandated by the Illinois School Board of Education (ISBE) and will be administered to all students in grades 6-8. Student test scores from the IAR are the primary source of student achievement data used by ISBE to evaluate school performance. The State also uses this data along with other variables to determine the Summative Designation for each school. For further information on school summative designation go to www.illinoisreportcard.com

All students take standardized achievement tests. Information provided by these tests help the Plainfield Schools measure student progress as compared to other students across the state. Plainfield School District also use state assessments, iReady student growth, the Illinois Science Assessment (8th grade) to measure the overall effectiveness of our educational programs and provide direction for improvements in curriculum.

Section 14C-3 of the Illinois School Code and Section 228.25(c) (1) and (3) of the Administrative Code require school districts to assess each student who has been identified as having limited English proficiency. The Alternate ACCESS or ACCESS for ELs™ Illinois state mandated test will be given to assess students' development of listening, speaking, reading, and writing skills in English. Thus, all identified English Learners (ELs) from the Home Language Survey completed at the time of registration, must be assessed during the annual Alternate ACCESS or ACCESS examination each year until he or she achieves a "proficient" score before exiting the program. Students who were identified as English Learners (ELs) but whose parents refused language support service must be tested with Alternate ACCESS or ACCESS for ELs™ until they meet the minimum English language level per Illinois code. For more information, please visit the Illinois State Board of Education website: www.isbe.net.

TRANSPORTATION

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

Throughout the District, bus stops are placed at corners or intersections. Buses do not enter cul-de-sacs or courts; the stop will be at the entrance to the court. Middle school stops are generally placed within 4/10 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 14812 Eastern Avenue, 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 five 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 your transportation service can be directed to our transportation contractors: First Student 815-726-0033 for Regular Transportation or 815-782-0030 for Special Transportation. You may also contact the Plainfield School District Transportation department at 815-436-7800. If you have questions/concerns regarding behavior on the bus, please contact the administration at your school.

VISION AND HEARING SCREENING

Vision screening will be done, as mandated, for 8th graders, new students, those referred by teachers and special education students on a yearly basis. Parents are notified in writing when their child fails a vision screening. 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 as part of a routine physical examination is not an option. If a vision examination report is not on file at the school for your child, your child in the mandated age/grade/group will be screened.

Hearing screening will be done for new students, those referred by teachers and special education students on a yearly basis. Your child is not required to undergo this hearing screening if a physician or an audiologist has completed and signed a report form indicating that an ear examination and audio-logical evaluation have been completed within the previous 12 months and that form is on file at the school. Parents are notified in writing when their child fails a hearing screening.

VISITORS

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

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

VITAL INFORMATION

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

WITHDRAWAL FROM SCHOOL

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

WORK PERMITS

District 202 middle and high school offices assist students in obtaining work permits if needed. 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 statement from his/her prospective employer indicating the nature and hours of the proposed work assignment. ***Students requiring a work permit for modeling or acting need to contact the Will County Regional Office of Education 815-740-8360.***

An approved work permit does not excuse a student from attending school. Work permits may be revoked if employment interferes with a student's academics or attendance.

SECTION TWO: CURRICULUM

DAILY TIME SCHEDULE:

Middle School schedule consists of daily 55-minute periods for ELA, Math, Science, Social Studies, and Physical Education. Encore, Band, Choir, and Spanish are also 55 minutes and are every other day on an A/B schedule.

Daily Schedule:

Warning Bell	7:50 a.m.
School Begins	7:55 a.m.
End of School Day	2:55 p.m.

Students are expected to be in their 1st Period class ready to begin when the 7:55 a.m. bell rings. Students who do not come to school on a school bus are asked not to arrive at school before 7:40 a.m. Students are reminded that once they arrive at school, they may not leave school without permission from a school staff member until they are dismissed at the end of the school day. After dismissal, students should only be on campus for a supervised activity.

DISTRICT 202 GOALS

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

GRADING SCALE

Our middle schools have adopted the following standard grading scale.

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

MIDDLE SCHOOL GRADING

What are the key components of middle school grading?

Grading at the middle school level will fall into two categories, Practice (30%) and Assessment (70%). Grades will reflect academic achievement, contain meaningful feedback, be honest, transparent, credible, useful, and user-friendly. Grading will be criterion referenced, align with what students learn in the Plainfield 202 Curriculum, and will reflect consistency within the specific content areas, grade level, and school. Student behaviors and habits will be communicated separately to the student learning.

What are the key components of Practice? (30%)

Practice is everything that is not a summative assessment. The different activities included in practice serve to provide immediate feedback to the teachers regarding student progress. Not every academic practice is graded, teachers will strive to give weight to assignments that demonstrate a student's journey towards mastery within the practice category. Practice is not long, and it is not formal, it is typically while learning is taking place. During practice, students receive feedback to show them what adjustments are still needed to demonstrate proficiency/mastery.

What are the key components of Assessment? (70%)

Summative assessment grades account for 70% of the grade for middle school students. Summative assessments are at the end of learning and are an evaluation designed to provide information to be used in making judgement about a students' proficiency/mastery at the end of a sequence of instruction. Such assessments include but are not limited to unit tests, District Outcome Assessments, major rubric based projects, final papers, semester examinations, performance-based assessments, final drafts of writing, final performance pieces in band and choir, formal presentations, and final standards aligned products. Summative assessments are aligned to the local curriculum which is designed based on state learning standards.

Can students retake assessments and redo assignments?

Students are encouraged to do their best, first time around. Classroom teachers will allow students to retake summative assessments providing the student follows a set procedure established by the teacher. Students will earn the higher grade from assessment attempts.

Does this apply to Spanish I, Algebra I, and Algebra I Honors?

Students who are in a HS credit bearing class will follow the guideline established at the high school level. Any questions regarding grading in a HS credit bearing class should be directed to the classroom teacher.

Where can I go for further information?

The Middle School Grading and Assessment guidance document is posted on all middle schools' homepage under parent resources as well as on the Plainfield 202 District Homepage under the Curriculum & Instruction tab.

GENERAL INFORMATION

Honors Program

In addition to regular comprehensive classes, honors classes are offered in language arts and mathematics to selected sixth, seventh and eighth grade students. Each year, 10% to 20% of our sixth, seventh and eighth grade students are identified for participation in honors classes in some academic areas. The identification for honors 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.

ENGLISH LANGUAGE ARTS

The English Language Arts curriculum includes common core foundations of building academic vocabulary, writing objective summaries, comprehension of complex text, close reading text, asking questions, analyzing arguments, and conducting research. Focus of this content area is on reading literature, reading informational text, writing, speaking, and listening, and language. Students are asked to seek knowledge through guided exploration and text analysis, compare texts through literary analysis, demonstrate ELA based skills, develop insight through demonstrating an understanding of text sets and synthesize their learning through assessment of skills. Students use the *HMH Into Literature* resource in Grades 6-8 including 8 Honors. Grade six and seven honors students use an accelerated text while Grade 8 Honors students engage with a more rigorous Pearson text written above grade level to challenge the more advanced readers in 8th grade.

6th grade students interpret a variety of text throughout the content areas utilizing vocabulary, reading strategies, and literacy skills. They formulate multi-paragraph compositions integrating the writing process for a specific audience and purpose. Students locate, organize, and use information from various sources to communicate ideas.

6th grade Honors use multiple word analysis skills, knowledge of literary devices and text structures as well as analytical reading strategies to interpret meaning of grade level text across a variety of genres and content areas. Students write routinely over varied time-frames for various purposes and tasks. Students use listening and speaking skills effectively to a given setting and audience.

6th grade Instructional English Language Arts students qualify for this special education class based on student data and the recommendation of the student's IEP team. While the course follows the curriculum of regular 6th grade English Language Arts, the pace of the curriculum, modified materials, a lower student/teacher ratio (1:13), and individualized instruction are tailored to the student's specific educational needs.

7th grade students use multiple word analysis skills, knowledge of literary devices and text structures, as well as analytical reading strategies to interpret meaning of grade level text across a wide variety of genres and content areas. Students will write routinely over varied time-frames for a range of discipline-specific tasks, purposes, and audiences. By the end of the year, students will read and comprehend literary non-fiction.

7th grade Honors will read and comprehend literary and informational grade level texts across multiple genres citing textual evidence to support analysis, reflection, and research. Students will write routinely over various time-frames to produce clear and coherent writing appropriate to task, purpose, and audience. Students will locate, organize, and integrate information from various sources in order to communicate ideas.

7th grade Instructional English Language Arts students qualify for this special education class based on student data and the recommendation of the student's IEP team. While the course follows the curriculum of regular 7th grade English Language Arts, the pace of the curriculum, modified materials, a lower student/teacher ratio (1:13), and individualized instruction are tailored to the student's specific educational needs.

8th grade students will identify details that reveal genre and organizational patterns in fiction and non-fiction, locate basic facts, draw simple generalizations and conclusions about the main characters in uncomplicated texts. Students will explain how literary devices such as dramatic irony and figurative language contribute meaning through reading, writing, and speaking. Students will also engage in the writing process by composing writing with appropriate organizational patterns, focus, and support.

8th grade Honors students identify details that reveal genre and organizational patterns in fiction and non-fiction, locate basic and complex facts, draw simple generalizations and conclusions about the main characters in texts. Students will create narratives using narrative techniques, descriptive details, and structured event sequences. Students will formulate and defend arguments to support claims with clear reasons and relevant evidence and will use textual evidence to compare and contrast literary and informational texts. Students will engage in collaborative discussions on topics, texts, and issues appropriate to 8th grade.

8th grade Instructional English Language Arts students qualify for this special education class based on student data and the recommendation of the student's IEP team. While the course follows the curriculum of regular 8th grade English Language Arts, the pace of the curriculum, modified materials, a lower student/teacher ratio (1:13), and individualized instruction are tailored to the student's specific educational needs.

Instructional English/ Language Arts- 6/7/8

This year-long special education course is designed for students that need to build their literary skills. Basic literacy skills such as phonemic awareness, vocabulary development, comprehension, fluency, grammar, and writing skills will be addressed using research based curricular materials in a dual platform format (computer and teacher instruction). Students in this course are utilizing the *Language! Live* program. Students qualify for this class based on student data and recommendation of the student's IEP team. The teacher to student ratio is 1:13

MATHEMATICS

The mathematics curriculum includes a balance of conceptual understanding, skills practice, and in-depth higher-level thinking and problem solving, always beginning with conceptual understanding. Grades 6 – 8 use the *iReady Classroom Mathematics* program, which offers a Common Core and State Standards based balanced approach to real world applications, hands on learning, worked out examples, mathematical writing, vocabulary, and practice that enables students to develop both conceptual understanding and procedural knowledge. Students use a combination of District created assessments along with iReady diagnostic and benchmark assessments. The Grade 8 Algebra I Honors resource, *Envision Algebra I*, is aligned to the Common Core State Standards and allows students to interact with adaptive content encouraging self-directed, independent learning. Grade 8 Algebra I and Algebra I Honors students engage in the same scope, sequence and pacing as students in high school and take the same assessments. Successful completion of Algebra I and Algebra I Honors earns students both high school credit, a start to their high school transcript, and a start to student high school grade point average (GPA). Through the Math Subject Area Committees, teachers continually connect with grades five and nine to support students entering and leaving the middle school mathematics program.

Learning components of the Middle School Math curriculum include:

6th grade: Ratios and Proportional Relationships, The Number System, Expressions and Equations, Geometry, Statistics and Probability and Number Fluency.

7th grade and 6th grade Honors the Number System, Ratio and Proportional Relationships, Expressions and Equations, Geometry, and Statistics and Probability.

8th grade and 7th grade Honors Expressions and Equations (Exponents) and The Number System, Functions, Expressions and Equations (Linear Equations), Geometry, and Statistics and Probability.

8th grade Algebra I Equations, Inequalities and Systems of Equations and Inequalities; Graphing Polynomial Functions, Exponential Functions, and Quadratic Functions; and applying the properties of descriptive statistics to problem solving.

8th grade Algebra I Honors curriculum includes Equations and Inequalities, Functions, Extensions of Linear Concepts, Exponents, Radicals and Polynomials, Quadratic Functions, and Probability & Statistics.

Instructional Math 6 Students qualify for this special education class based on student data and the recommendation of the student's IEP team. While the course follows the curriculum of regular 6th grade Math, the pace of the curriculum, modified materials, a lower student/teacher ratio (1:13), and individualized instruction are tailored to the student's specific educational needs.

Instructional Math 7 Students qualify for this special education class based on student data and the recommendation of the student's IEP team. While the course follows the curriculum of regular 7th grade Math, the pace of the curriculum, modified materials, a lower student/teacher ratio (1:13), and individualized instruction are tailored to the student's specific educational needs.

Instructional Math 8 Students qualify for this special education class based on student data and the recommendation of the student's IEP team. While the course follows the curriculum of regular 8th grade Math, the pace of the curriculum, modified materials, a lower student/teacher ratio (1:13), and individualized instruction are tailored to the student's specific educational needs.

SCIENCE

The Next Generation Science Standards (NGSS) anchor the Middle School Sciences. Emphasis in grades 6 through 8 is in a student's ability to develop questions in science answered through hands on student inquiry. Students engage in ongoing inquiry-based learning, critical thinking and questioning based on the Claim – Evidence – Response model (CER). Science under the NGSS has a three-pronged approach to learning, through investigation of content-based Disciplinary Core Ideas, Science and Engineering Practices, and Cross-Cutting concepts. The Disciplinary Core Ideas are the “content” of science and engineering concepts where the aim is to show the cross-disciplinary importance of science and its relevance to our lives. The Science and Engineering practices are a series of activities that scientists and engineers engage in when solving real-life problems. These help students understand that science and engineering are processes rather than discrete facts. The Cross-Cutting Concepts contain large, underlying ideas that traverse all of science (ex: cause and effect, patterns) and help students understand the interconnectivity of all branches of STEM.

Learning components of middle school Science include:

6th grade Motion & Stability, Unseen Forces, Energy, Waves, Structural & Properties of Matter, and Chemical Reactions.

Instructional Science 6 Students qualify for this special education class based on student data and the recommendation of the student's IEP team. While the course follows the curriculum of regular 6th grade Science, the pace of the curriculum, modified materials, a lower student/teacher ratio (1:13), and individualized instruction are tailored to the student's specific educational needs.

7th grade includes Cells & Cell Theory, Plant & Animal Reproduction, Genes, Natural Selection, Embryological Development, Patterns in Fossil Record, Energy & Ecosystem, and the Interconnectedness of the Ecosystem.

Instructional Science 7 Students qualify for this special education class based on student data and the recommendation of the student's IEP team. While the course follows the curriculum of regular 7th grade Science, the pace of the curriculum, modified materials, a lower student/teacher ratio (1:13), and individualized instruction are tailored to the student's specific educational needs.

8th grade Science includes Planets & Gravity, Lunar Phases, Plate Motions, Earth Surface & Geoscience, Volcanic Eruptions & Future Forecasting, Geological Time Scales, Oceanic & Atmospheric Patterns, Rise of Global Temperatures, Human Population, and Consumption & the Geoscientific Process and Environment.

The four domains covered across the grade levels include Physical Science, Life Science, Earth & Space Science, and Engineering & Technology.

Instructional Science 8 Students qualify for this special education class based on student data and the recommendation of the student's IEP team. While the course follows the curriculum of regular 8th grade Science, the pace of the curriculum, modified materials, a lower student/teacher ratio (1:13), and individualized instruction are tailored to the student's specific educational needs.

SOCIAL STUDIES

Students in Middle School Social Studies will focus on the core areas of History, Geography, Economics, and Civics. Students will develop skills including creativity, critical thinking, working in diverse groups to solve complex problems, global awareness, and financial literacy. Students will gain knowledge, skills, attitudes, and behaviors necessary to be informed and effective citizens. Standards aligned to the Social Studies curriculum cultivate civic mindedness, historical thinking, economic decision-making, geographical reasoning, and psychological and sociological intellect. Within the curriculum students use inquiry skills and learn disciplinary concepts simultaneously. Students will take content and question, investigate, reason, and take action. Students are asked to evaluate history with an inquisitive mind and to develop inquiry-based approaches to learning about history.

Learning components of middle school Social Studies include:

6th grade students begin human-kind's journey with early human civilization through Mesopotamia and the ancient cultures of Egypt, China, and Greece. They continue their journey into Rome and end the year in the Middle Ages. During this journey, students evaluate the political, economic, historical, geographical, and cultural achievements that have had significant impact on the development of humankind.

Instructional Social Studies 6 Students qualify for this special education class based on student data and the recommendation of the student's IEP team. While the course follows the curriculum of regular 6th grade Social Studies, the pace of the curriculum, modified materials, a lower student/teacher ratio (1:13), and individualized instruction are tailored to the student's specific educational needs.

7th grade focuses on United States History beginning with Colonization, the Road to Revolution, the American Revolution, Constitution, Launch of a New Nation, and Expansion of America. Student focus is on analysis of government structures, comparing how individuals and groups have changed American society, the evaluation of the impact of economic decisions on American culture, making connections between events and developments in historical context and analysis of factors that influence people at different times in history.

Instructional Social Studies 7 Students qualify for this special education class based on student data and the recommendation of the student's IEP team. While the course follows the curriculum of regular 7th grade Social Studies, the pace of the curriculum, modified materials, a lower student/teacher ratio (1:13), and individualized instruction are tailored to the student's specific educational needs.

8th grade students will characterize westward expansion through the outbreak of the Second World War. Students will investigate the conflicts facing the maturing nation on a regional, cultural, and global scale into the mid-20th century. Students will compare and contrast the people and events of early westward exploration and expansion. Students will evaluate the concept of Manifest Destiny and examine the factors that led to the American Civil War. Students will evaluate people, places and events of the Civil War and Reconstruction. Students will demonstrate an understanding of the shift from agrarian society to the industrialized world as well as the people and patterns of immigration. Students will evaluate the events of the early 1900's, the Great Depression, events leading to the outbreak of WWII, the Holocaust and World War II.

Instructional Social Studies 8 Students qualify for this special education class based on student data and the recommendation of the student's IEP team. While the course follows the curriculum of regular 8th grade Social Studies, the pace of the curriculum, modified materials, a lower student/teacher ratio (1:13), and individualized instruction are tailored to the student's specific educational needs.

ENGLISH LANGUAGE DEVELOPMENT

6th Grade Sheltered Language Arts Students interpret a variety of text throughout the content areas utilizing vocabulary, reading strategies, and literacy skills. They formulate multi-paragraph compositions integrating the writing process for a specific audience and purpose. Students locate, organize, and use information from various sources to communicate ideas. The use of the English language is adjusted to meet the language demands of instruction. For example, instruction will be modified by simplifying vocabulary and grammar; repeat key words, phrases, or concepts; use context clues and models extensively; relate instruction to students' background knowledge and experience; and use methods of language instruction such as demonstrations, visuals, graphic organizers, or cooperative work. There is a strong focus on academic language and communication skills. Written and oral communication will be further developed through small-group presentations, demonstration, and oral reports using academic language. The recommended teacher to student ratio is 1:13.

6th Grade Bilingual Language Arts Follow the curriculum of regular 6th grade English Language Arts. The course is designed for students identified as English Learners previously taught in a bilingual setting. The course does not teach students Spanish rather it allows for the maintenance and the development of the Spanish language. Teachers instruct reading and writing in English, but also support students in reading and writing in Spanish. The recommended teacher to student ratio is 1:13.

7th grade Sheltered Language Arts Students use multiple word analysis skills, knowledge of literary devices and text structures, as well as analytical reading strategies to interpret meaning of grade level text across a wide variety of genres and content areas. Students will write routinely over varied time-frames for a range of discipline-specific tasks, purposes, and audiences. By the end of the year, students will read and comprehend literary non-fiction. The use of the English language is adjusted to meet the language demands of instruction. For example, instruction will be modified by simplifying vocabulary and grammar; repeat key words, phrases, or concepts; use context clues and models extensively; relate instruction to students' background knowledge and experience; and use methods of language instruction such as demonstrations, visuals, graphic organizers, or cooperative work. There is a strong focus on academic language and communication skills. Written and oral communication will be further developed through small-group presentations, demonstration, and oral reports using academic language. The recommended teacher to student ratio is 1:13.

7th grade Bilingual Language Arts Follows the curriculum of regular 7th grade English Language Arts. The course is designed for students identified as English Learners previously taught in a bilingual setting. The course does not teach students Spanish rather it allows for the maintenance and the development of the Spanish language. Teachers instruct reading and writing in English, but also support students in reading and writing in Spanish. The recommended teacher to student ratio is 1:13.

8th Grade Sheltered Language Arts Students will identify details that reveal genre and organizational patterns in fiction and non-fiction, locate basic facts, draw simple generalizations and conclusions about the main characters in uncomplicated texts. Students will explain how literary devices such as dramatic irony and figurative language contribute meaning through reading, writing, and speaking. Students will also engage in the writing process by composing writing with appropriate organizational patterns, focus, and support. The use of the English language is adjusted to meet the language demands of instruction. For example, instruction will be modified by simplifying vocabulary and grammar; repeat key words, phrases, or concepts; use context clues and models extensively; relate instruction to students' background knowledge and experience; and use methods of language instruction such as demonstrations, visuals, graphic organizers, or cooperative work. There is a strong focus on academic language and communication skills. Written and oral communication will be further developed through small-group presentations, demonstration, and oral reports using academic language. The recommended teacher to student ratio is 1:13.

8th grade Bilingual Language Arts Follows the curriculum of regular 8th grade English Language Arts. The course is designed for students identified as English Learners previously taught in a bilingual setting. The course does not teach students Spanish rather it allows for the maintenance and the development of the Spanish language. Teachers instruct reading and writing in English, but also support students in reading and writing in Spanish. The recommended teacher to student ratio is 1:13.

6th Grade Sheltered Mathematics Ratios and Proportional Relationships, The Number System, Expressions and Equations, Geometry, Statistics and Probability and Number Fluency. The use of the English language is adjusted to meet the language demands of instruction. For example, instruction will be modified by simplifying vocabulary and grammar; repeat key words, phrases, or concepts; use context clues and models extensively; relate instruction to students' background knowledge and experience; and use methods of language instruction such as demonstrations,

visuals, graphic organizers, or cooperative work. There is a strong focus on academic language and communication skills. Written and oral communication will be further developed through small-group presentations, demonstration, and oral reports using academic language. The recommended teacher to student ratio is 1:13.

7th Grade Sheltered Mathematics The Number System, Ratio and Proportional Relationships, Expressions and Equations, Geometry, and Statistics and Probability. The use of the English language is adjusted to meet the language demands of instruction. For example, instruction will be modified by simplifying vocabulary and grammar; repeat key words, phrases, or concepts; use context clues and models extensively; relate instruction to students' background knowledge and experience; and use methods of language instruction such as demonstrations, visuals, graphic organizers, or cooperative work. There is a strong focus on academic language and communication skills. Written and oral communication will be further developed through small-group presentations, demonstration, and oral reports using academic language. The recommended teacher to student ratio is 1:13.

8th Grade Sheltered Mathematics Expressions and Equations (Exponents) and The Number System, Functions, Expressions and Equations (Linear Equations), Geometry, and Statistics and Probability. The use of the English language is adjusted to meet the language demands of instruction. For example, instruction will be modified by simplifying vocabulary and grammar; repeat key words, phrases, or concepts; use context clues and models extensively; relate instruction to students' background knowledge and experience; and use methods of language instruction such as demonstrations, visuals, graphic organizers, or cooperative work. There is a strong focus on academic language and communication skills. Written and oral communication will be further developed through small-group presentations, demonstration, and oral reports using academic language. The recommended teacher to student ratio is 1:13.

6th Grade Sheltered Science Motion & Stability, Unseen Forces, Energy, Waves, Structural & Properties of Matter, and Chemical Reactions. The use of the English language is adjusted to meet the language demands of instruction. For example, instruction will be modified by simplifying vocabulary and grammar; repeat key words, phrases, or concepts; use context clues and models extensively; relate instruction to students' background knowledge and experience; and use methods of language instruction such as demonstrations, visuals, graphic organizers, or cooperative work. There is a strong focus on academic language and communication skills. Written and oral communication will be further developed through small-group presentations, demonstration, and oral reports using academic language. The recommended teacher to student ratio is 1:13.

7th Grade Sheltered Science Includes Cells & Cell Theory, Plant & Animal Reproduction, Genes, Natural Selection, Embryological Development, Patterns in Fossil Record, Energy & Ecosystem, and the Interconnectedness of the Ecosystem. The use of the English language is adjusted to meet the language demands of instruction. For example, instruction will be modified by simplifying vocabulary and grammar; repeat key words, phrases, or concepts; use context clues and models extensively; relate instruction to students' background knowledge and experience; and use methods of language instruction such as demonstrations, visuals, graphic organizers, or cooperative work. There is a strong focus on academic language and communication skills. Written and oral communication will be further developed through small-group presentations, demonstration, and oral reports using academic language. The recommended teacher to student ratio is 1:13.

8th Grade Sheltered Science Includes Planets & Gravity, Lunar Phases, Plate Motions, Earth Surface & Geoscience, Volcanic Eruptions & Future Forecasting, Geological Time Scales, Oceanic & Atmospheric Patterns, Rise of Global Temperatures, Human Population, and Consumption & the Geoscientific Process and Environment. The four domains covered across the grade levels include Physical Science, Life Science, Earth & Space Science, and Engineering & Technology. The use of the English language is adjusted to meet the language demands of instruction. For example, instruction will be modified by simplifying vocabulary and grammar; repeat key words, phrases, or concepts; use context clues and models extensively; relate instruction to students' background knowledge and experience; and use methods of language instruction such as demonstrations, visuals, graphic organizers, or cooperative work. There is a strong focus on academic language and communication skills. Written and oral communication will be further developed through small-group presentations, demonstration, and oral reports using academic language. The recommended teacher to student ratio is 1:13.

6th Grade Sheltered Social Studies Students follow Humankind's first journey from the earliest human civilization through the Ancient River Valley cultures, the Renaissance, Pre-Columbian North America, and the Age of Exploration. Students evaluate political, economic, historical, geographical, and cultural achievements that have had a significant impact on the development of humankind. The use of the English language is adjusted to meet the language demands of instruction. For example, instruction will be modified by simplifying vocabulary and grammar; repeat key words, phrases, or concepts; use context clues and models extensively; relate instruction to students' background knowledge and experience; and use methods of language instruction such as demonstrations, visuals, graphic organizers, or cooperative work. There is a strong focus on academic language and communication skills. Written and oral communication will be further developed through small-group presentations, demonstration, and oral reports using academic language. The recommended teacher to student ratio is 1:13.

7th Grade Sheltered Social Studies Focuses on United States History with an examination of the early years of American development from Colonization through the Pre-Civil War years, including the State and Federal Constitutions and government institutions. The use of the English language is adjusted to meet the language demands of instruction. For example, instruction will be modified by simplifying vocabulary and grammar; repeat key words, phrases, or concepts; use context clues and models extensively; relate instruction to students' background knowledge and experience; and use methods of language instruction such as demonstrations, visuals, graphic organizers, or cooperative work. There is a strong focus on academic language and communication skills. Written and oral communication will be further developed through small-group presentations, demonstration, and oral reports using academic language. The recommended teacher to student ratio is 1:13.

8th Grade Sheltered Social Studies Students will characterize westward expansion through the outbreak of the Second World War. Students will investigate the conflicts facing the maturing nation on a regional, cultural, and global scale into the mid-20th century. Students will compare and contrast the people and events of early westward exploration and expansion. Students will evaluate the concept of Manifest Destiny and examine the factors that led to the American Civil War. Students will evaluate people, places and events of the Civil War and Reconstruction. Students will demonstrate an understanding of the shift from agrarian society to the industrialized world as well as the people and patterns of immigration. Students will evaluate the events of the early 1900's, the Great Depression, events leading to the outbreak of WWII, the Holocaust and World War II. The use of the English language is adjusted to meet the language demands of instruction. For example, instruction will be modified by simplifying vocabulary and grammar; repeat key words, phrases, or concepts; use context clues and models extensively; relate instruction to students' background knowledge and experience; and use methods of language instruction such as demonstrations, visuals, graphic organizers, or cooperative

work. There is a strong focus on academic language and communication skills. Written and oral communication will be further developed through small-group presentations, demonstration, and oral reports using academic language.
The recommended teacher to student ratio is 1:13.

PHYSICAL EDUCATION & HEALTH

6th grade physical education focuses on the development and application of knowledge and basic skills necessary to incorporate a variety of health and fitness activities that lead to lifelong wellness. Students in 6th grade PE will focus on strengthening and lengthening their bodies, locomotor and motor movements, physical manipulation skills, appropriate techniques, aspects of rhythm, safety, rules and expectations, cooperation skills and knowledge of heart rate. Health focuses on why healthy habits affect overall well-being and how such habits help in the prevention and treatment of illness and injury. Students will identify factors that affect personal health and be able to differentiate types of communicable and non-communicable diseases.

7th grade physical education focuses on expertise in basic skills and knowledge of lifelong wellness habits. Students will integrate strengthening and lengthening principles, refine manipulation skills, and progressively improve running techniques. Students will apply rules of safety and practice aspect of rhythm. Students will utilize offensive, defensive, and cooperative strategies during activities. Students will predict and compute individual heart rate. Health focuses on knowledge of how body systems grow, work, and develop in relation to fitness and nutrition. Students will analyze essential components of nutrition, examine structure, function, and care of the body systems for a healthy lifestyle.

8th grade physical education focuses on the combination of knowledge and skills in the development of their individual lifelong wellness plan. Students will incorporate strengthening and lengthening principles into daily routines. Students will model manipulative skills, utilize running techniques in activities, include elements of rhythm in daily activities, and apply rules and safety. Students will use offensive, defensive, and cooperative strategies. Students will use the principles of heart rate management in developing a fitness plan. In Health, students will determine, identify, and analyze healthy relationships. Students will evaluate the implications of personal decisions and they relate to a healthy lifestyle. Students will examine and evaluate aspects of substance abuse.

ENCORE (Alternate A/B Day schedule for 55 minutes) Semester Classes

ART

6th, 7th, and 8th grade Art provides students with an introduction to various materials and techniques.

6th grade students will study Art and its role in culture focusing on pattern, rhythm, contrast, and space. Students will create two-dimensional artwork and use hand-building techniques to develop three-dimensional products. 6th grade students will also demonstrate weaving techniques through the creation of a woven composition.

7th grade students will analyze traditional western artwork with a focus on emphasis, balance, movement, and create an original composition using perspective techniques.

8th grade students will create and analyze visual art as a meaning of self-expression. 8th grade students will use value and principle to design two dimension, two-point perspective art using perspective, contrast, pattern, rhythm, movement, emphasis, variety, unity, balance, and proportion.

COMMUNITY SERVICE AND LEADERSHIP

This class is designed to strengthen students' personal and group leadership skills and to promote effective communication, human relations, and service to the community, organization and management, and group dynamics. Students engage in the development of community service projects intended to impact the school, district, and community setting. Development of leadership skills involves deliberate team-based activities, communication skills, organizational activities, and articulation of mission tied into activities and projects intended to impact the community around us.

COMPUTER APPLICATIONS

Students demonstrate basic computer concepts and skills and demonstrate programming, digital design, and data manipulation software to foster learning processes across the curriculum.

6th grade students combine posture and techniques to use in the creation of documents and in the workplace. Students apply the use of cloud-based file management for use in and out of the classroom. Students apply formatting skills to compose word processing documents. Students create an electronic visual presentation based on teacher-approved topics. Students become aware of Internet Safety strategies and safe technology usage at school and in the home.

7th grade students combine proper posture and keyboarding techniques. Students apply the use of cloud-based file management for use in and out of the classroom. Students analyze numerical data to present information in a spreadsheet. Students create projects using digital design, techniques, skills, and tools. Students apply specific computer language/coding to create a program. Students continue to learn about and demonstrate internet safety strategies.

8th grade students combine proper posture and keyboarding techniques. Students apply the use of cloud-based file management and analyze data to present information in a spreadsheet. Students create projects using digital design, techniques, skills, and tools. Students use a specific computer language/coding to create programs and continue to learn and demonstrate internet safety strategies.

FAMILY & CONSUMER SCIENCES

Students in the Family and Consumer Sciences (FACS) apply skills to identify, choose, and prepare foods for healthy living as presented in the Healthy Eating Plate/Pyramid. Students also develop and refine their sewing skills to construct, design and critique sewing projects.

6th grade students utilize industry standards for safety and sanitation and demonstrate safe use of kitchen utensils and equipment. Students demonstrate appropriate tools and techniques for the accurate measurement of ingredients and use a recipe to prepare a food product. Students identify and use etiquette rules when serving and eating food in a social setting. In sewing, students identify correct sewing tools and demonstrate safe sewing techniques. Students use sewing techniques to complete an individual sewing project.

7th grade students evaluate types of food that will provide nutrition for a balanced diet. Students select and prepare food using dietary and consumer skills for daily/weekly menus. Students demonstrate the use of measuring tools in the preparation of a final product and are aware of the etiquette rules when serving and eating food in social settings. Students also demonstrate safe use of sewing equipment, apply sewing skills to independent living application and use instructions to construct a sewing project.

8th grade students will demonstrate advanced food preparation skills and apply them to food choices that promote lifetime wellness. Students will analyze personal food choices as they relate to US dietary guidelines. Students will use their culinary skills in preparing food products and apply food science. In sewing, students will construct in procedural order an approved sewing project using a variety of appropriate resources and models. Students will demonstrate knowledge of safe sewing procedures, compare, and contrast ready – to – wear garments for quality and value as well as construct a sewing project.

INTRO TO JOURNALISM

Students engage in the principles of production design of a school newspaper/newsletter/literary magazine and learn about photography and photojournalism skills. Journalism emphasizes writing styles and techniques as well as production values and organization. Students are introduced to the concepts of newsworthiness and press responsibility. Writing skills are developed through writing and editing stories, headlines, and captions.

MUSIC

Students in grades 6-8 learn rhythm, melody, history, culture, music-theater, instruments, and other musical elements.

6th grade students use classroom instruments to perform and create rhythms based on world cultures. Students classify instruments through visual and aural examples. Students compose rhythmic examples based on music genres as they apply to elements and expressive qualities of music. Performances and compositions developed based on music style, technique, and etiquette.

7th grade students use classroom instruments to perform and create melodies based on various time-periods. Students classify instruments from various time-periods through visual and aural examples. Students compose melodic examples based on musical genres as they apply to the elements and expressive qualities of music. Students perform their music compositions and demonstrate level appropriate music style, technique, and etiquette.

8th grade music focuses on the use of classroom instruments to perform and create level-appropriate melodies based on American popular music. Students perform various components of American popular music on a melodic instrument, such as keyboard or guitar. Students compose simple melodies and accompaniments using a melodic instrument, such as keyboard or guitar, given parameters for rhythm, meter, and pitch. Students will examine, evaluate, and describe various American music genres.

STEAM (Science-Technology-Engineering-Art-Math)

Students in STEAM will take a “hands on approach” to learning through the *Paxton-Patterson* module-based learning platform. Students will engage in online learning and hands on activities aligned to the Next Generation Science Standards (NGSS). Engineering concepts and design anchor the Paxton-Patterson curriculum. Whole class modules in the STEM Lab include authentic problem-based learning experiences that test both student interest and aptitude. Action labs are anchored by career planning and rotate by grade level. Labs include:

Computer Graphics and Animation includes production of multimedia, computer graphics systems, stop motion animation, design processes, titles and credits, audio, logos, icons and symbols, technical drawing, Moviestorm, and virtual reality.

Flight Technology includes the history and future of rocketry and flight systems, space exploration, aerodynamics, rocket design, construction and launching, gravity, flight technology, and principles of flight.

Research & Design has students sketching, designing, constructing, and testing CO2 powered racers. Design focuses on specifications, force, mass, drag, turbulence, weight, and friction. Students develop prototypes and test alignment, vehicle safety and testing on a digitally timed raceway.

Structural Engineering involves bridge design, construction, and testing. Students will design beams and trusses and test their structural integrity by examining and testing tension, compression, torsion, and shear. Students will focus on the design process and the overall structural system of the final products.

Virtual Architecture Students learn about Architectural history, work on developing scale drawings, become familiar with Computer Aided Design (CAD) programs. They also design building floor plans, learn about interior & exterior design and landscape designs. Students use computer models to sketch furniture and develop building blueprints for a virtual space. Students learn about and use design symbols, color schemes, and become aware of how this field can play into their career planning.

Forensics introduces students to the field of crime investigation using digital microscopes. Students will examine fiber types, soil samples, trace evidence, lift latent fingerprints to determine chain of custody. They will do hands on experiments using ink chromatography and student suspects using composite drawings. Hand on engineering will mimic the search of DNA evidence in order to solve crimes. Students will be exposed to areas where such activities can become a career.

ENGLISH LANGUAGE ARTS LAB

Designed to provide additional support and minutes in the day in core content areas so that students can work towards mastery of grade level literacy standards. Focus will be on foundational reading and writing skills and build towards grade level skills necessary for students to be successful. Students in an ELA lab is placed into the iReady Reading Online Instruction or into a Comprehension Focus Group. Each intervention is custom designed to meet the needs of the students. This class is an intervention class. Students qualify for this class through student testing data, teacher recommendation, and administrative approval.

ENGLISH LANGUAGE DEVELOPMENT LAB

Students in an ELD lab are placed with an ESL or Bilingual endorsed teacher that will provide additional English development instruction or native language support to access content area curriculum. The classroom instruction will provide targeted linguistic development in reading, writing, vocabulary, skills, and build towards grade level skills necessary for students to be successful in content area classes. Students qualify for this class through the prescribed state screeners or tests, local student testing data, teacher recommendation, and administrative approval.

MATH LAB

Designed to provide additional support and minutes in the day in Mathematics so that students can work towards mastery of grade-level math standards. Focus will be on foundational math skills and build towards grade level skills necessary for students to be successful. Students in the Math Lab are in the iReady Math intervention, customized to meet the needs of the student. This class is an intervention class. Students qualify for this class based on student data, teacher recommendation, and administrative approval.

TUTORIAL

This class is available to students who may need further time and assistance in their day for work completion, practice of content area skills, literacy, and math support and who are working on individualized reading and math goals. Students qualify for this class based on student data and the recommendation of the student's IEP team.

GRADE LEVEL SPECIFIC ENCORE CLASSES

INTRODUCTION TO HUMAN GEOGRAPHY (6th grade only)

Uses multiple resources to analyze informational text around specific groups of people, cultures, or countries. This course focuses on the analysis of how cultures govern, how they trade, how they have evolved throughout history, and how geographical features influence the development of cultures. Students will investigate how countries survive and how conflict has impacts growth and development of nations. Students will identify cause and effect of conflict and draw conclusions as to why it takes place. Students will examine the different types of governments throughout the world. Students will study the phenomena of traditions, local beliefs, and norms. Students will develop research skills in this class and utilize both primary and secondary sources in their research.

INTRODUCTION TO SPANISH FOR BEGINNERS (6TH grade only)

Introduction to Spanish engages students in language arts skills (listening, speaking, reading, and writing) necessary to communicate in a world language. Cultural and / or historical aspects of the people(s) speaking the language are included as part of the topics of study.

STUDY SKILLS (6th grade only)

This course prepares students for success in high school and/or postsecondary education. Course topics include reading improvement skills, such as scanning, note-taking, and outlining; library and research skills; listening and note taking; vocabulary skills; and test-taking skills and organizational skills.

PUBLIC SPEAKING (7th grade only)

Helps students to develop communication skills used in a variety of speaking situations. Development of interpersonal communication skills through topics such as research and organization, writing for verbal delivery, stylistic choices, visual and presentation skills, analysis and critique, and development of self-confidence.

COMMUNICATIONS (8th grade only)

Focuses on the application of written and oral communication skills through a variety of formal and informal experiences. The course is performance based and emphasizes effective interpersonal and team-building skills. The communications course also involves the study of how interpersonal communication affects stereotypes, nonverbal cues, vocabulary, and stylistic choices.

YEAR-LONG ENCORE CLASSES

BAND

Students demonstrate level appropriate music knowledge, extended range, complex rhythms, and change in tempo and dynamics to perform music that meets or exceeds expected performance levels. Band students across the grade levels demonstrate level appropriate instrument specific hand positions, posture, and embouchure/grip. Students prepare in instruments to perform, write compositions for their band instrument, and identify and evaluate music characteristics heard in live and recorded performances.

CHOIR

Through vocal performance, students will demonstrate level appropriate music literacy skills and responsiveness to conducting gestures while sight-singing and singing in parts. Students will integrate the fundamentals of musical expression, interpretation, and healthy tone production into an overall music performance. Students demonstrate an understanding of level appropriate vocal production, identify pitch names, time signatures, and note values and apply them to performance. Students demonstrate articulation, music symbols, musical expression, and interpretation in written music. Students sight-sing level appropriate melodies using standard notation and apply these concepts to chorale literature. Students demonstrate, through vocal performance, developmentally appropriate music literacy using diatonic solfege, basic terms, and symbols of standard music notation.

SPANISH

Students acquire basic communicative skills in Spanish based on reading, writing, listening, and speaking. Students converse using increasingly appropriate pronunciation, intonation, and inflection. Students demonstrate comprehension of writing text using vocabulary, context clues, and cognates. They will learn to respond appropriately to oral dialogues, questions, and classroom instruction, and students will produce complete written sentences in an organized paragraph responding to prompts. The first semester of Spanish I is taken in 7th grade and the second semester in 8th grade. Students will earn high school credit and high school GPA upon successful completion of both the 7th and 8th grade curriculum. Students are required to take 7th grade Spanish in order to enroll in 8th grade Spanish.

This is a high school level class, follows the scope and sequence of HS Spanish I and has the same grading criteria as District 202 High Schools. Students will take the High School semester finals at the end of 7th grade and 8th grade accordingly. Students will complete 7th and 8th grade successfully in order to move on to Spanish II/Spanish II Honors when they enter high school High school credit will only be earned once the student has successfully completed Spanish I in 7th and 8th grade.

Multi-Tiered System of Supports (MTSS)

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

Intervention Strategy

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

English Learners (EL)

The school offers opportunities for English Learners to achieve at high levels in academic subjects and to meet the same challenging State standards that all children are expected to meet.

Parents/guardians of English Learners will be informed how they can: (1) be involved in the education of their children; (2) be active participants in assisting their children to attain English proficiency, achieve at high levels within a well-rounded education, and meet the challenging State academic standards expected of all students; and (3) participate and serve on the District's Bilingual Parent Advisory Committee. For questions related to this program or to express input in the school's English Learners program, contact your child's school principal.

Special Education

A full continuum of special education services is available to parents/guardians of students in the Plainfield School District. A vast majority of programs are housed in the Plainfield Schools. If a private facility is required, every attempt is made to obtain a placement as close to Plainfield as possible. Please see the building principal should you wish further information.

It is the policy of the Plainfield School District to provide a free and appropriate public education to all disabled students within its jurisdiction, regardless of the type of disability or its severity between the ages of 3 and 21 or upon receipt of a diploma.

Students who are handicapped consistent with the eligibility criteria in IDEA or the definitions set forth in Section 504 of the Rehabilitation Act of 1973 will be identified, evaluated, and provided with appropriate instruction and educational services.

Persons who are thought to be disabled shall have the following rights in accordance with IDEA and Section 504:

- 1) The right to file a grievance with the Plainfield School District concerning allegations of violations of Section 504 guidelines.
- 2) The right to request an evaluation drawing upon different sources.
- 3) The right to be informed of any actions pertaining to eligibility and any proposed service plans.
- 4) The right to review any personal information in an understandable mode.
- 5) The right to periodic evaluations.
- 6) The right to evaluation prior to any significant change in services.
- 7) The right to contest the Plainfield School District's proposed actions through an impartial hearing.
- 8) The right to be represented by Counsel in the impartial hearing.
- 9) The right to appeal the decision from any hearing.

The Section 504 Coordinator for the Plainfield School District is the Assistant Superintendent for Student Services. She may be contacted by calling the district at (815) 577-4000. The Director of Special Education for IDEA may be contacted by calling the district at (815) 577-4000.

The Plainfield School District provides special teachers for students diagnosed with learning disabilities. Student with learning disabilities receive assistance from specialists within each building. Such assistance may be provided in the regular classroom and/or in a resource room, depending on the child's needs.

To identify a student who may be eligible for special education services, please use the following guidelines:

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

Medicaid Data Release Consent

If your child receives special education services and is also Medicaid eligible, District 202 can seek partial reimbursement from Medicaid for health services documented in your child's Individualized Education Program (IEP). Medicaid reimbursement is a source of federal funds approved by Congress to help school districts maintain and improve diagnostic and therapeutic services for students.

The reimbursement process requires the school district to provide Medicaid with your child's name, birth date and Medicaid number. Federal law requires your written consent to release this data to Medicaid. Only data for Medicaid eligible students will be released. You can deny the district the right to release this data now or at any other time in the future. Regardless of your decision, the district must continue to provide, at no cost to you, the services listed in your child's IEP.

When considering your decision, please note that this program has no impact on current or future Medicaid benefits for you, the student, or your family. Under federal law, your decision to participate in this program CANNOT:

- a) Decrease lifetime coverage or any other public insurance benefit,

- b) Result in the family paying for services that would otherwise be covered by Medicaid,
- c) Increase your premiums or lead to discontinuation of benefits or insurance, or
- d) Result in the loss of eligibility for home and community-based waivers.

Your signature on the student handbook indicates your consent for the district to release required information to Medicaid for partial reimbursement to the district. If you do not approve, please submit your letter in writing to Student Services Department, 15732 Howard Street, Plainfield, IL 60544.

SECTION THREE: STUDENT CONDUCT AND DISCIPLINE

INTRODUCTION

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

The rules set forth in this code of conduct section are pursuant to the District's Student Discipline Policy in addition to our broad, discretionary authority to maintain safety, order, and discipline inside the school zone. The rules support, but do not limit, our authority.

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

Responsibilities of Students

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

GENERAL STANDARDS OF GOOD CONDUCT BY STUDENTS

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

Applications of Grounds for Disciplinary Action

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

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

CATEGORIES OF OFFENSES

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

LEVEL I

Teachers, supervisors, administrators will respond based on the circumstances and actions of the student(s). Level 1 infractions may include, but are not limited to, the infractions identified below.

- **Cafeteria Violations:** Any behavior that is deemed disruptive or inappropriate within the cafeteria.
 - **Cheating:** Dishonesty while completing schoolwork, plagiarism, using misappropriate materials (e.g., test, teacher's note, etc.) and/or falsifying or altering records.
 - **Class Cut:** not attending part or all of a scheduled class without staff permission.
 - **Classroom Disruption:** Any negative behavior that tends to disturb or endanger the educational process and/or interferes with the liberty, property or other rights of a school employee, student, or any other person on school premises or attending a school or school-related event - this includes behavior in classrooms, media center, school grounds during the school day and at school and school-related events.
 - **Disrespect:** to insult, call derogatory names, dishonor, or in any other manner abuse verbally or in writing any member of the student body.
 - **Electronic Devices: Cell phones, tablets, or any wearable technology (including headphones/air pods/smartwatches):** Using or possessing an electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Prohibited conduct specifically includes, without limitation, creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device, or cellular phone. **Unless otherwise banned under this policy or by the Building Principal, all electronic devices must be kept powered-off or silenced and out-of-sight during the regular school day unless:**
 - (a) the supervising teacher grants permission for educational purposes;
 - (b) use of the device is provided in a student's individualized education program (IEP), 504 plan, or health care plans;
 - (c) it is needed in an emergency that threatens the safety of students, staff, or other individuals.
- **Plainfield School District 202 is not responsible for any lost, stolen, or damaged electronic device. ****
- **Failure to Follow Directions:** Not following or adhering to the reasonable direction of a school staff member.
 - **Insubordination:** The willful refusal to respond or carry out a reasonable directive by authorized school personnel.
 - **In Unauthorized Area:** any student that is in an area of the school without permission, at any time, including during school hours, during non-school hours, and during school-related activities.
 - **Inappropriate Behavior:** Behaving in any way that is disruptive to the school environment.

- **Inappropriate Materials:** The use, possession, control, or transfer of any object or item that may substantially disrupt or interfere with the educational process or school property.
- **Leaving Class w/o Authorization:** students are required to ask for permission to leave the classroom for any reason.
- **Profanity:** obscene language, racial profanities, gestures (written, drawn, acted, or spoken).
- **Repeated Unexcused Tardies:** The act of unexcused lateness to school, class, homeroom, or any other part of the student's schedule.
- **Throwing of Objects:** Any item/object that is intended to disrupt the educational process or could result in the harm of another student. Examples may include but are not limited to food, snowballs, ordinary objects, etc.

Consequences for Level I offenses are based on the seriousness of the incident and become more restrictive as the behavior persists. One or more of the following consequences may occur, but are not limited to: verbal warning, student conference, classroom isolation, parent contact, social work referral, student contract, team intervention, conflict resolution, detention, social probation, or an office referral (office referrals can result in in-school suspension, Saturday school, external suspension, or expulsion).

LEVEL II

Level 2 infractions 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, the infractions identified below. Infractions in level II may result in, but not limited to, detentions, in-school suspension, out of school suspension, and loss of privileges, in accordance with District Policy and this section.

- **Acceptable Use Policy (AUP) Violation:** unauthorized and/or improper use of computer and/or internet.
- **Bullying:** Bullying is severe or pervasive conduct that is repeatedly directed towards a specific student. The repeated behavior is reasonably predicted to place the student in fear of harm, detrimentally affect physical or mental health, substantially interfere with academic performance, or substantially interfere with participation in or benefit from school. Refer to the District's Policy Prohibiting Bullying and Harassment on page 30 of this handbook for additional information.
- **Electronic Devices: Cell phones, tablets, or any wearable technology (including headphones/air pods/smartwatches):** Electronic devices may never be used in any manner that disrupts the educational environment, violates student conduct rules, or violates the rights of others. Pictures and videos should not be taken with any device and should not be sent electronically to other devices while on school grounds, including the bus except when a supervising teacher grants permission and/or use of the device is provided in a student's Individualized Education Program, 504 Plan, or other health care plan. This includes, but is not limited to, the following: (1) using the device to take photographs or videos in locker rooms or bathrooms; (2) using the device to record a fight on district property (3) creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction or non-consensual dissemination of private sexual images (i.e., sexting) or fights. (4) Any person possessing, taking, disseminating, or sharing obscene pornographic, lewd, or otherwise illegal images, messages, or photographs. (5) Any person posing as a District 202 school, administrator, teacher, or employee via any form of communication and/or on social media. (6) Any person engaging in such behavior may be punished under this Code of Conduct and may be reported to the appropriate law enforcement agencies.
- **Excessive Referrals** Accumulated repeated referrals from Level I and/or Level II.
- **Failure to Serve Administrative Detention:** Not serving a detention on the intended day and time.
- **Forgery:** The act of falsely using the name of any other person or falsifying time, dates, grades, addresses or other data on school forms
- **Gambling:** To play a game for money or property, to bet on an uncertain outcome.
- **Graffiti:** An inscription or drawing on any surface that is inappropriate or unauthorized
- **Inappropriate Materials:** The use, possession, control, or transfer of any object or item that may substantially disrupt or interfere with the educational process or school property.
- **Inappropriate Physical Contact:** Physical contact that negatively impacts another student or the school environment. This includes but is not limited to any unwanted physical contact with or touching of another person on school premises, as well as "play fighting". Embracing, kissing, or caressing another in a situation or other circumstances deemed inappropriate (moved from PDA)
- **Inciting or Instigating:** Any verbal, physical or written action or gesture that escalates or causes disruption of the educational environment.
- **Intimidation of Others:** Any aggressive or negative gesture, or written, verbal, or physical act that places another student in reasonable fear of harm to his or her person or property, or that has the effect of insulting or demeaning any student in such a way as to disrupt or interfere with the school's educational mission or the education of any student.
- **Obstruction of an Investigation:** Students who willfully obstruct the investigation of a school official by withholding information in response to direct questions or by giving false information.
- **Smoking Products:** Possession, sale, purchase, use or transfer of matches, lighters, tobacco products, electronic cigarettes, or vapor cigarettes.
- **Solicitation:** Unauthorized selling or trading
- **Theft Minor/Possession:** Taking, removing, or possessing, without permission, property belonging to others.
- **Tobacco/E-cigarettes:** Possession, sale, purchase, use or transfer of tobacco product. Possession of tobacco is in violation of a Plainfield and Joliet City Ordinance. A referral to the police liaison officer may be made. If cannabis is present, possible elevation to Level III Offense.
- **Truancy:** absence without valid cause during the school day or a portion thereof.

Consequences for Level II offenses are based on the seriousness of the incident and become more restrictive as the behavior persists. One or more of the following consequences may occur, but are not limited to: social work referral, detention, Saturday school, in-school suspension, social probation, attend a district-approved substance abuse education program, external suspension, or expulsion.

LEVEL III

Level III infractions may include, but are not limited, to the infractions identified below. Consequences for Level III offenses are based on the seriousness of the incident and may become more restrictive as the behavior persists. One or more of the following consequences may occur, but are not limited to ATS Program, out-of-school suspension, recommendation for alternative placement or expulsion up to two (2) calendar years from District 202. Any illegal actions will also be referred to the local police department.

- **Alcohol:** Use, possession, or being under the influence of alcohol. Being under the influence includes, but is not limited to, the emission of the odor of any of these substances, such as having alcohol on the breath, or any impairment of normal functioning, such as slurred speech, inability to walk properly, or dilated pupils. A student may be disciplined for coming to school or a school-related event after using alcohol even if the substance was not consumed on school grounds.

- **Arson:** The act of maliciously, voluntarily, or willfully setting fire to a building, buildings, or other property.
- **Assault-Student:** Threatening to harm a fellow student physically or mentally.
- **Assault-Staff:** Threatening to harm a school staff member physically or mentally.
- **Battery-Student:** An unwanted physical touching of a fellow student, either directly, indirectly, or with a weapon or dangerous object.
- **Battery-Staff:** An unwanted physical touching of a school staff member, either directly, indirectly, or with a weapon or dangerous object.
- **Drug:** Use, possession, manufacturing or being under the influence of any illegal or controlled substance, including marijuana, steroids, unlawful drugs, “look-alike” drugs or any other substance not prescribed for the student that is used or typically intended to be used to achieve a high or altered mental or physical state. This definition includes drugs lawfully prescribed to a student but which the student has used, possessed, distributed, etc. contrary to its prescribed use. Being under the influence includes, but is not limited to, the emission of the odor of any of these substances, or any impairment of normal functioning, such as slurred speech, inability to walk properly, or dilated pupils. A student may be disciplined for coming to school or a school-related event after using drugs even if the substance was not consumed on school grounds.
- **Drug Paraphernalia:** Possession, sale, purchase, manufacturing, use, transfer or arranging to transfer any paraphernalia which is used or customarily intended for use in the administration of an illegal substance.
- **Drug Sale/Distribution:** Sale, attempt to sell, transfer, attempt to transfer, or distribute any prohibited substance or look-alike drug, as defined by this policy.
 - Any student found to be involved in the Sale/ Distribution of Drugs may be suspended from school for a period of ten days. An expulsion hearing may be scheduled, and local police officers will be contacted.
- **Explosive:** Possession, sale, purchase, use, transfer or attempt to transfer ammunition, explosives, or other flammable substances not authorized by school personnel. This definition includes any component of an explosive or incendiary device, e.g., schematic, or other drawing, ignition agent, container, wiring, etc., when it is reasonably determined that the component was intended to be used as part of an explosive or incendiary device.
- **Extortion:** Obtaining property and or money through threats of force.
- **Failure to properly serve an In School Suspension:** Not serving an In-School Suspension on the specified date.
- **False Alarm:** the act of initiating a false alarm or initiating a false report, warning of a fire, or an impending bombing or other catastrophe.
- **Fighting:** Engaging in physical contact for the purpose of inflicting harm to another person.
- **Fireworks:** Use, sale, possession, transfer, or control of a Pyrotechnic devices such as firecrackers, rockets, sparklers, and poppers, which are exploded, burned, or produce a loud noise or lighting effect.
- **Gang Activity:** A “gang” means any organization, association, or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of one or more criminal acts or act in violation of school rules, which have an identifiable sign or symbol, and whose members individually or collectively engage in, or have engaged in, a pattern of criminal gang activity or activity relating to the violation of school rules.

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 Misconduct:** Any conduct, behavior, or activity which causes or may reasonably lead school authorities to forecast substantial injury, disruption, or interference with school activities or the rights of other students or school personnel.
- **Harassment:** any intimidating, demeaning or threatening behavior, verbal, non-verbal or written remarks which may be based on a person’s race, color, religion, national origin, sexuality, or disability and in violation of the district policy.
- **Acceptable Use Policy (AUP) Violation:** unauthorized and/or improper use of computer and/or internet

Activity includes but is not limited to:

 - Any person possessing, taking, disseminating, or sharing obscene pornographic, lewd, or otherwise illegal images, messages, or photographs.
 - Any person posing as a District 202 school, administrator, teacher, or employee via any form of communication and/or on social media.
 - Any person engaging in such behavior may be punished under this Code of Conduct and may be reported to the appropriate law enforcement agencies.
- **Sexual Harassment:** Any unwanted, unwelcome sexual advances, physical contact, inappropriate touching, verbal, non-verbal or written remarks towards students, staff, or others in the school community.
- **Theft Major/Possession:** Taking, removing, or possessing, without permission, property belonging to others, or having stolen goods on one’s person regardless of whether or not one has knowledge of the ownership.
- **Threatening Behavior:** Any intimidating, demeaning or threatening behavior, verbal, non-verbal or written remarks, including but not limited to the creation, posting, or distributing of student/staff hate lists or hit lists, which may reasonably lead school authorities to forecast substantial injury, disruption, or interference with school activities or the rights of other students or school personnel. Referral to the Building Threat Assessment Committee will likely occur.
- **Destruction of Property:** Vandalizing school property or private property, which is lawfully on school premises, or being used in conjunction with a school-related activity.
- **Violation of ATS Agreement:** not upholding the expectations expressed in the written agreement.
- **Weapons - Look-alike:** Use, sale, possession, transfer, or control of a look-alike weapon. A “look-alike” is any substance or item which is not, but reasonably appears to be, is believed to be, or is represented to be, the real substance or item. Examples are a toy gun, which is difficult to distinguish from an actual gun. See Weapons below for additional information.
- **Weapons – With Blade (Less than 2 ½ inches):** Use, sale, possession, transfer, or control of a weapon with a blade of less than 2 ½ inches. See Weapons Possession below for additional information.
- **Weapons:** Use, sale, possession, transfer, or control of any gun, rifle, shotgun, or other item that can be used to inflict severe bodily harm. Weapons also include, but are not limited to:
 - Knives, brass knuckles, and Billy clubs.
 - Items such as tools, baseball bats and other athletic equipment, pipes, bottles, locks, sticks.
 - Compasses, pencils, and pens if used, or attempted to be used, to cause bodily harm.

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

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

Consequences for Level III offenses are based on the seriousness of the incident and become more restrictive as the behavior persists. One or more of the following consequences may occur, but are not limited to: Social probation, in-school suspension, external suspension, attend a district-approved substance abuse education program, recommendation for expulsion up to two (2) calendar years from District 202.

BUS REGULATIONS AND CONDUCT

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

- Students may ride only on their assigned bus (the district no longer honors bus change request)
- Students may only enter and exit the bus at their assigned stop.
- Students must be at the assigned stop five (5) minutes prior to scheduled pick-up.
- Students must be courteous to students and neighbors at bus stops.
- Loud talking, singing, or profanity is not allowed.
- Students must always remain in their seat while the bus is in motion.
- Eating, drinking, or smoking is not allowed on the bus.
- Throwing objects in, out of, or at any bus is prohibited.

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

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

THE ADMINISTRATION OR BOARD OF EDUCATION MAY SUSPEND OR DENY A STUDENT TRANSPORTATION IF HIS/HER CONDUCT WARRANTS SUCH ACTION IN ACCORDANCE WITH DISTRICT POLICY AND PROCEDURES, 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, in-school suspension, Saturday school, social probation, external suspension, or expulsion in accordance with district policy and procedures.

ADDITIONAL DEFINITIONS:

BEHAVIOR INTERVENTION FOR STUDENTS WITH DISABILITIES, CONDENSED VERSION

AN OVERVIEW

Plainfield Consolidated School District 202 has established a policy to comply 105 ILCS 5/14-8.05 and 102-0339 on the use of behavioral interventions for students with disabilities. The fundamental principle of this policy is that behavioral interventions should be used to promote and strengthen desirable adaptive student behaviors and reduce identified inappropriate behaviors. The following is an overview of the policy Plainfield CCSD 202 has enacted. Every parent of a child with an IEP must receive this notice. You may secure a complete copy on the District Website.

Section 1. Purpose

- 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.

Section 2. Parent-Teacher Advisory Committee

- As required, each district shall maintain a parent-teacher advisory committee. It is recommended that this committee be comprised of parents, teachers, individuals who are knowledgeable about behavior interventions and other interested citizens.

Section 3. Designation of Behavioral Interventions by Level of Restrictiveness

- Behavioral interventions are categorized into four levels of restrictiveness: 1) nonrestrictive, 2) restrictive, 3) highly restrictive, and 4) prohibited.
- Nonrestrictive Interventions: Emphasis on positive, nonrestrictive interventions is preferred because of low risk of negative side effects and high priority placed on positive behavior change rather than on behavior control. These interventions may be used without the development of a written behavior management plan as part of the student's IEP.
- Restrictive Interventions: Restrictive interventions may be used in emergency situations or when less restrictive interventions have been attempted and failed. Restrictive interventions include aversive and deprivation procedures that are associated with higher risk of negative side effects. These interventions will be used only after a behavioral management plan is written and appropriate modifications of the student's IEP is completed or in the case of an emergency.

- **Highly Restrictive Interventions:** Highly restrictive interventions are deemed inappropriate for use in most circumstances. Use of these interventions will be considered through an IEP part 1, Eligibility Determination (consideration of the disciplinary code violation's relationship to the student's disabling condition) IEP conference (reevaluation of student goals/objectives and services, the development or revision of a Behavior Management Plan for changes in the IEP and review of the appropriateness of the current educational placement).
- **Prohibited Interventions:** Prohibited interventions are illegal and cannot be used under any circumstances.

Section 4. Behavior Management Plan

- **Components:** The IEP team must develop a written behavior management plan 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 initial IEP meeting, current and past IEPs, reevaluations and/or any means that will be determined at the discretion of members of the IEP committee for the student with disabilities.
- **Evaluation of Restrictive Intervention:** 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.

Section 5. Emergency Use of Restrictive Interventions

- "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, and 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.

Section 6. Provisions for Parent Involvement

- 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.

Section 7. The Dissemination of Policy and Procedure

- Parents will be informed that a comprehensive copy of the policy and procedures for behavior interventions may be secured at the District Administrative office. The Behavioral Intervention Policy and Procedure has been developed based on a review of the document entitled Behavioral Interventions in Schools; Guidelines for Development of District Policies for Students with Disabilities. This document was prepared by the Illinois State Board of Education, 100 North First Street, Springfield, IL 62777-0001.

Section 8. Provisions for Training and Professional Development

- To the extent practical, all new special education teachers and related services personnel employed will have training in the management of behavior for students with disabilities. Training will be provided annually to new personnel on the implementation of the procedures in this document. Special education teachers and related services personnel presently employed will receive in-service training on the implementation of these procedures.

Section 9. 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.

Isolated Time Out, Time Out, and Physical Restraint

Neither isolated time out, time out, nor physical restraint shall be used to discipline or punish a student. Time Out and Physical Restraint are only authorized for use as permitted in 105 ILCS 5/10-20.33, State Board of Education rules (23 IL.Admin.Code §§ 1.280, 1.285), and the District's procedure(s). Both time out and physical restraint will be used only after appropriate positive less restrictive behavioral interventions are attempted and are ineffective, or there are no other appropriate interventions available to maintain a safe learning environment.

BULLYING

Bullying is defined as behavior that is intended to intimidate or control another student that occurs on an ongoing basis. Plainfield Middle Schools work hard to eliminate and resolve bullying situations. It is important that every person realize he/she has the right to feel safe. If you or your child(ren) are experiencing any of these types of treatment, please contact your school through the Bullying Hotline or email address. This can be found on the school website.

Below are some examples of ways to report bullying:

- Confide in someone you can trust.
- Tell an adult/teacher.
- Contact Safe 2 Help: text (72332), phone (844-472-3345), or website (Safe2HelpIllinois.com)
- E-Mail the school (Address is on the back cover).

Board Policy 7:180

Preventing Bullying, Intimidation, and Harassment

Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important District goals.

Bullying on the basis of actual or perceived race, color, national origin, military status, unfavorable discharge status from military service, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection

status, status of being homeless, or actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic is prohibited in each of the following situations:

1. During any school sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school sponsored or school sanctioned events or activities.
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
4. Through the transmission of information from a computer that is accessed at a non-school-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by the School District or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. This paragraph (item #4) applies only when a school administrator or teacher receives a report that bullying through this means has occurred; it does not require staff members to monitor any non-school-related activity, function, or program.

Definitions from Section 27-23.7 of the School Code (105 ILCS 5/27-23.7)

Bullying includes cyber-bullying and means any severe or pervasive physical or verbal act of conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing the student in reasonable fear of harm to the student's person or property.
2. Causing a substantially detrimental effect on the student's physical or mental health.
3. Substantially interfering with the student's academic performance or.
4. Substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.

Cyber-bullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. Cyber-bullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of bullying. Cyber-bullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of bullying.

Restorative measures means a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that: (i) are adapted to the particular needs of the school and community, (ii) contribute to maintaining school safety, (iii) protect the integrity of a positive and productive learning climate, (iv) teach students the personal and interpersonal skills they will need to be successful in school and society, (v) serve to build and restore relationships among students, families, schools, and communities, (vi) reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs in order to keep students in school.

School personnel means persons employed by, on contract with, or who volunteer in a school district, including without limitation school and school district administrators, teachers, school guidance counselors, school social workers, school counselors, school guidance counselors, school psychologists, school nurses, cafeteria workers, custodians, bus drivers, school resource officers, and security guards.

The Superintendent or designee shall develop and maintain a bullying prevention and response plan that advances the district's goal of providing all students with a safe learning environment free of bullying and harassment. This plan must be consistent with the requirements listed below; each numbered requirement, 1-12, corresponds with the same number in the list of required policy components in 105 ILCS 5/27-23.7 (b) 1-12.

1. The district uses the definition of *bullying* as provided in this policy.
2. Bullying is contrary to State law and the policy of this District. However, nothing in the district's bullying prevention and response plan is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment to the U.S. Constitution or under Section 3 or Article I of the Illinois Constitution.
3. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the District Complaint Manager or any staff member with whom the student is comfortable speaking to. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the District Complaint Manager or any staff member. Anonymous reports are also accepted.

Complaint Manager:

Assistant Superintendent for Student Services
15732 S. Howard Street
Plainfield, IL 60544
(815) 577-4000

4. Consistent with federal and State laws and rules governing student privacy rights, the Superintendent or designee shall promptly inform the parent(s)/guardian(s) of every student involved in an alleged incident of bullying and discuss, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures.
5. The Superintendent or designee shall promptly investigate and address reports of bullying, by, among other things:
 - a. Making all reasonable efforts to complete the investigation within 10 school days after the date the report of a bullying incident was received and taking into consideration additional relevant information received during the course of the investigation about the reported bullying incident.
 - b. Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.
 - c. Notifying the Building Principal or school administrator or designee of the reported incident of bullying as soon as possible after the report if received.

- d. Consistent with federal and State laws and rules governing student privacy rights, providing parents/guardians of the students who are parties to the investigation information about the investigation and as opportunity to meet with the Building Principal or school administrator of his or her designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.

The Superintendent or designee shall investigate whether a reported incident of bullying is within the permissible scope of the district's jurisdiction and shall require that the District provide the victim with information regarding services that are available within the District and community, such as counseling, support services, and other programs.

6. The Superintendent or designee shall use interventions to address bullying, that may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services.
7. A reprisal or retaliation against any person who reports an act of bullying **is prohibited**. A student's act of reprisal or retaliation will be treated as *bullying* for purposes of determining any consequence or other appropriate remedial actions.
8. A student will not be punished for reporting bullying or supplying information, even if the district's investigation concludes that no bullying occurred. However, knowingly making a false accusation or providing knowingly false information will be treated as bullying for purposes of determining any consequences or other appropriate remedial actions.
9. The district's bullying prevention and response plan must be based on the engagement of a range of school stakeholders, including students and parents/guardians.
10. The Superintendent or designee shall post this policy on the District's Internet website, if any, and include it in the student handbook, and where applicable, post it where other policies, rules, and standards of conduct are currently posted. The policy must also be distributed annually to parents/guardians, students, and school personnel, including new employees when hired.
11. The Superintendent or designee shall assist the Board with its evaluation and assessment of this policy's outcomes and effectiveness. This process shall include, without limitation:
 - a. The frequency of victimization;
 - b. Student, staff, and family observations or safety at a school;
 - c. Identification of areas of a school where bullying occurs;
 - d. The types of bullying utilized; and
 - e. Bystander intervention or participation.

The evaluation process may use relevant data and information that the district already collects for other purposes. The Superintendent or designee must post the information developed as a result of the policy evaluation on the district's website, or if a website is not available, the information must be provided to school administrators, Board members, school personnel, parents/guardians, and students.

12. The Superintendent or designee shall fully implement the Board policies, including without limitation, the following:
 - a. 2:260, *Uniform Grievance Procedure*. A student may use this policy to complain about bullying.
 - b. 6:60, *Curriculum Content*. Bullying prevention and character instruction is provided in all grades in accordance with State law.
 - c. 6:65, *Student Social and Emotional Development*. Student social and emotional development is incorporated into the district's educational program as required by State law.
 - d. 6:235, *Access to Electronic Networks*. This policy states that the use of the district's electronic networks is limited to: (1) support of education and/or research, or (2) a legitimate business use.
 - e. 7:20, *Harassment of Students Prohibited*. This policy prohibits any person from harassing, intimidating, or bullying a student based on an identified actual or perceived characteristic (the list of characteristics in 7:20 is the same as the list in this policy).7:185, *Teen Dating Violence Prohibited*. This policy prohibits teen dating violence on school property, at school sponsored activities, and in vehicles used for school-provided transportation.
 - f. 7:190, *Student Discipline*. This policy prohibits, and provides consequences for hazing, bullying, or other aggressive behaviors, or urging other students to engage in such conduct.
 - g. 7:310, *Restrictions on Publications*. This policy prohibits students from and provides consequences for: (1) accessing and/or distributing at school any written, printed, or electronic material, including material from the Internet, that will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities, and (2) creating and/or distributing written, printed, or electronic material, including photographic material and blogs, that causes substantial disruption to school operations or interferes with the rights of other students or staff members.

Full implementation of the above policies includes each school's adoption of formal Bullying/Harassment Investigation Procedures requiring: (a) a prompt and thorough investigation of alleged incidents of bullying, intimidation, harassing behavior, or similar conduct, (b) a determination by a preponderance of the evidence that bullying or harassment has occurred; (c) the provision of appropriate consequences and remedial action to students who violate one or more of these policies, (d) protection of students against retaliation for reporting such conduct, and (e) notification of all involved parties the outcome of the District's investigation. Such notification must be consistent with the requirements of the Illinois School Student Records Act. Each building shall utilize the District's Student Tracking and Reporting System to maintain and track this information.

13. Encourages all members of the school community, including students, parents/guardians, volunteers, and visitors, to report alleged acts of bullying, intimidation, harassment, and other acts of actual or threatened violence.

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 intends to control the item. A student may acquire knowledge of an item visually, by being told about the item, or through other sensory perception. A student's knowledge will be determined based on the surrounding circumstance, not just the student's statements. For example, "forgetting" that an item is in one's locker, personal effects, or vehicle does not constitute lack of knowledge. Also, for example, coming onto school grounds or to a school-sponsored event in a vehicle, which the student knows contains an item, constitutes possession of the item, even if the vehicle or the item is not the student's.

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

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

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

DEFINITION OF CONSEQUENCES

In-School Suspension/A.S.D.A.:

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

- Students assigned to in-school suspension will report directly to the in-school suspension room upon reporting to school and will be dismissed at the end of the school day.
- Students will not be allowed to leave the in-school suspension 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 per the in-school supervisor’s discretion.
- Lunch will be eaten in the in-school suspension room. Students may bring or purchase 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 are not permitted.

ATS (Alternative to Suspension):

ATS is a onetime intervention offered at the discretion of the Building Administration based on specific criteria for students facing suspendable offenses. Its mission is to coordinate school, home, and community resources to help students manage behaviors that endanger their safety or put them at risk for academic failure. The program is a purposeful attempt to apply multiple intervention strategies that empower the student to successfully navigate into a positive school environment.

Key components include, but are not limited to, academic study time, in-school community service, individual and / or group counseling with a focus on life skill building, academic goal setting, as well as victim impact / restitution and peer conflict resolution, if applicable.

In-School Suspension Violations:

Violation of in-school suspension rules will result in a disciplinary referral. Consequences may range from repeating the in-school suspension up to a 10-day suspension. Students assigned to in-school suspension 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 in-school suspension unless told otherwise by the administration. 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 for one, two, three, or four hours depending on the infraction. 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.

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 washroom break(s) at the discretion of the Saturday school supervisor. Dismissal will be at noon unless otherwise indicated by the administration. Failure to serve or misbehavior in Saturday school may result in further consequences.

Social Probation:

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

External Suspension:

External Suspension is a temporary removal from school. Authorization has been delegated to the superintendent and building principals, assistant principals, and deans to temporarily remove students from school and all school-related activities for a period not to exceed ten (10) school days per incident. All students externally suspended will have access to their work through their Google Classrooms during the duration of their suspension. Suspensions will be administered in the following manner:

- Out-of-school suspensions of 3 days or less will only be used if a student's continuing presence in school poses a threat to school safety or a disruption to another student's/other students' learning opportunities. A "threat to school safety or a disruption to another student's/other students' learning opportunities" will be determined on a case-by-case basis by school officials. School officials will make all reasonable efforts to resolve such threats and address such disruptions without imposing suspension and to minimize the length of student exclusions to the greatest extent practicable.
- Out-of-school suspensions for four days will only be used if other appropriate and available behavioral and disciplinary interventions have been exhausted and the student's continuing presence in school would either: (i) pose a threat to the safety of another student/other students, staff, or a member/members of the school community, or (ii) substantially disrupt, impede, or interfere with the operation of the school. A "threat to the safety of another student/other students, staff, or a member/members of the school community" and "substantially disrupt, impede, or interfere with operation of the school" will be made by school officials. The determination of whether "appropriate and available behavioral and disciplinary interventions have been exhausted" will be made by school officials. School officials will make all reasonable efforts to resolve such threats and address such disruptions without imposing suspension and to minimize the length of student exclusions to the greatest extent practicable. The school will document whether other interventions were attempted or whether it was determined that there were no other appropriate and available interventions.
- Students who are suspended out-of-school for longer than four days will be provided appropriate and available support services during the period of their suspension, and the same requirements set forth above for four-day suspensions will be applied. "Appropriate and available support services" will be determined by school officials, who will document whether such services are provided and whether it is determined that there are no such appropriate and available services.
- Before suspension, the student shall be provided a conference during which the charges, and the disciplinary action under consideration at the time, will be explained and the student will be given an opportunity to respond.
- A pre-suspension conference is not required, and the student can be immediately suspended when the student's presence poses a continuing danger to persons or property or an ongoing threat of disruption to the educational process. In such cases, the notice and conference shall follow as soon as practicable.
- Any suspension shall be reported immediately to the student's parent(s)/guardian(s), along with a written notice of the suspension containing a full statement of the reasons for the suspension and notification of the right to a review of the suspension. A summary of the notice, including the reasons for, and the length of the suspension shall be given to the Board of Education. The request for a review must be received in writing by the Superintendent or designee within five (5) calendar days of receipt of the notice. However, if an expulsion hearing is scheduled in connection with the same incident, the request for a review must be received in writing by the Superintendent no later than the day before the expulsion hearing.
- Upon a timely request of the parent(s)/guardian(s) for a review, a hearing on the suspension shall be conducted by the Board of Education or at the Board's option, its Hearing Officer. At the hearing, the student's parent(s)/guardian(s) may appear and discuss the suspension with the Board or its Hearing Officer and may be represented by counsel. If a Hearing Officer is used, the Hearing Officer shall prepare for the Board a written summary of the evidence and other pertinent information presented at the hearing. After presentation of the evidence or receipt of the Hearing Officer's report of the hearing, the Board shall review the matter and take such action as it finds appropriate. The Board will provide the parents or guardians a written decision that includes: (1) the specific act of gross disobedience or misconduct that results in the suspension; (2) a rationale as to the duration of the suspension; (3) for suspensions of greater than 3 days, whether it was determined that no other appropriate interventions were available; and (4) for suspensions of greater than 4 days, whether appropriate and available support services were provided during the suspension or whether no appropriate services were available.
- The school will facilitate the re-engagement of students who are suspended out-of-school.
- Suspended students, including those suspended from the school bus who do not have alternate transportation to school, will be given the opportunity to make up work for equivalent academic credit. It is the responsibility of the student's parents or guardian to notify school officials that a student suspended from the school bus does not have alternate transportation to school.

Expulsion or Suspension by the Board of Education: is the removal of a student from school and all school related activities by the Board of Education in excess of any administrative suspension will not exceed two calendar years.

- In order to expel a student, school officials must find that the student's continuing presence in school poses a threat to the safety of another student/other students, staff, or a member/members of the school community or would substantially disrupt, impede, or interfere with the operation of the school, as those terms are discussed in the suspension section, above. School officials will take reasonable steps to resolve such threats and address such disruptions without imposing expulsion and to minimize the length of any removal from school. Moreover, school officials will make the determination that other appropriate and available behavioral and disciplinary measures have been exhausted, as those terms are discussed in the suspension section, above.
- Expulsion shall take place only after the student's parent or guardian has been provided with written notice of the charges and the parent or guardian has been requested to appear at a meeting of the Board, or with a hearing officer appointed by it, to discuss your behavior. This request shall be made by registered or certified mail and shall state the time, place, and purpose of the meeting. The Board, or a hearing officer appointed by it, at such meeting shall state the reasons for dismissal and the date on which the expulsion is to become effective. If a hearing officer is appointed by the Board, s/he shall report to the Board a written summary of the evidence heard at the meeting, and the Board may take such action thereon as it finds appropriate.
- During the expulsion hearing, the student and the student's parent/guardian may be represented by counsel, present witnesses, other evidence, and cross-examine witnesses. At the expulsion hearing, the Board or hearing officer shall hear evidence of whether the student is guilty of the gross disobedience or misconduct as charged. After presentation of the evidence or receipt of the hearing officer's report, the Board shall decide the issue of guilt and take such action as it finds appropriate.
- If the Board acts to expel the student, the written decision will detail the specific reasons why removing the student from the learning environment is in the best interest of the school and will be submitted to the parents. The expulsion decision will also include a rationale as to the specific duration of the expulsion. The Board may refer students who are expelled to appropriate and available support services.
- The school will facilitate the re-engagement of students who are expelled.

DUE PROCESS PROCEDURE

Due Process appeal procedure is an appeal procedure afforded only to students that have been suspended. The district affords a due process appeal procedure only for external suspensions as set forth above and in Board policy.

POLICIES AND PROCEDURES

STUDENT SEARCHES AND SEIZURES:

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

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

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

Students

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

Seizure of Property

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

Social Networking Websites

- The Superintendent or designee shall notify students and their parents/guardians of each of the following in accordance with the Right to Privacy in the School Setting Act, 105 ILCS 75/
 - 1) School officials may not request or require a student or his or her parent/guardian to provide a password or other related account information to gain access to the student's account or profile on a social networking website.
 - 2) School officials may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that Policy 7:140 Page 2 of 2 violates a school disciplinary rule or policy. In the course of an investigation, the student may be required to share the content that is reported in order to allow school officials to make a factual determination.

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.

SPORTSMANSHIP

Our Mission: Good sportsmanship is the attitude and behavior that exemplifies positive support for the interscholastic programs of our schools, as well as for the individuals who participate in such programs. People involved in all facets of the interscholastic program are expected to demonstrate respect for others and display good sportsmanship.

Sportsmanship is Everybody's Responsibility: Sportsmanship starts on the court or athletic field and extends into the bleachers and beyond. In today's increasingly competitive environment, the thrill of victory and the agony of defeat seem to be more intensified than ever before. It is important to raise the public awareness of sportsmanship and interscholastic activities. It is everyone's responsibility to practice good sportsmanship. Recognizing the efforts by students, coaches, administrators, spirit groups, and fans is a valuable part of the interscholastic experience.

ATHLETIC/EXTRA CURRICULAR/ CO-CURRICULAR FEES

Students participating in extra-curricular and co-curricular activities will be assessed a fee for each activity in which they participate. All participants in interscholastic sports will be assessed a fee per sport. This fee is due before the first competition. User fees are usually not refundable. Students participating in a school sponsored activity will be assessed a one-time per year activity fee. Fees are due upon enrollment in student's first club of the year.

Before tryouts begin, each participant must have turned in:

- Completed sports physical form.
- Insurance waiver form.
- Concussion form.

CONDUCT

As participants our student-athletes should:

- Show respect for all others at all times.
- Display good conduct (as outlined in SECTION ONE of this handbook)
- Avoid unsportsmanlike like actions.
- Always cooperate 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 III of this handbook apply to all extra-curricular participants at all times when engaged in, attending, and traveling to and from, school-related or sponsored activities.

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

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

ELIGIBILITY

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

1. Academic performance
2. School-related conduct
3. Financial eligibility

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.

Athletic eligibility will be tracked through E-School. 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. This includes any student that has an active Concussion Protocol.

Academic Performance

A student who is failing or receives an unsatisfactory (F) grade in one or more subjects, on the weekly eligibility list, will be ineligible for the week (Tuesday through Monday) due to the appearance of these grades on the eligibility list. Per coaches'/administrators' discretion, academically ineligible students are allowed to attend practice, though it is recommended that the students make up work or seek academic support prior to participating in practice. Coaches and teachers are responsible for facilitating and communicating a plan to aid students in returning to eligibility.

School Related Conduct

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.

In-School Suspension/ASDA - Students who receive an in-school suspension 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 days of in-school suspension 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.

Financial Eligibility

The school district has adopted a "pay to participate" policy which would limit student participation in extra-curricular and athletics, based upon the financial status of the family.

EQUIPMENT

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

PHYSICALS

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

Only one physical per year is required to participate in or try out for interscholastic athletics, for example, a physical given in the summer, or at the beginning of school in the fall, and therefore valid for fall, winter, and spring sports. All students must submit a certificate of physical fitness issued by a licensed physician, physician's assistant, or nurse practitioner, completed not more than 395 days preceding any date of participation (including practice) in any interscholastic sport. Only one physical a year is required; separate physicals for different sports seasons during the same school year are not necessary.

PRACTICES AND GAMES

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

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

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

SPORTS

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

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

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

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

STUDENT/ATHLETE CONCUSSION AND HEAD INJURIES: BOE Policy 7:305

Plainfield CCSD 202 manages concussion injuries using a stepwise return to learn and return to play protocol.

1. All student athletes are required to sign an Agreement to Participate and a Concussion Information Form each school year before participating in an interscholastic activity or event, including try-outs.
2. Any student suspected of sustaining a concussion will be immediately removed from participation in athletics or physical education and referred to a physician.
3. Once asymptomatic, the student will begin a stepwise Return-to-Learn followed by a graduated Return-to-Play protocol, developed by the Plainfield 202 Concussion Oversight Team. The student must be cleared by physician for return to full PE, band, or athletic participation.

Students must complete the Return to Learn and Return to Play protocols following a force of impact believed to have caused a concussion. If at any time post-concussion symptoms occur during the graduated return, there will be at minimum a 24hr rest period. Once asymptomatic, following the rest period, the student/athlete will drop back to the previous asymptomatic level and the progression will resume. If a student athlete sustains more than one concussion per year that student must be cleared by a neurologist before return to athletic activities.

Students/Athletes will only be allowed to return to physical education, athletic practice, or competition after the Return to Learn and Return to Play protocols are completed and the school receives written clearance from the student’s physician who is licensed to practice medicine in all its branches in Illinois.

TRIP CONSENT/INSURANCE INFORMATION

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

TRY-OUTS

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

Since only a limited number of students can play, boys’ basketball (5), Girls’ basketball (5), volleyball (6), or soccer (11) at one time, a limited number of players are selected for these teams through a try-out process. Coaches evaluate students during a careful selection process and team members are announced after this try-out period that is usually two to three. 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.