

**JACKSONVILLE MIDDLE SCHOOL**  
*A LEARNING COMMUNITY PREPARING PRODUCTIVE, RESPONSIBLE  
INDIVIDUALS DEDICATED TO EDUCATION*

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## WELCOME

The Jacksonville Middle School faculty, staff and administration welcome all students. It is our belief that the ultimate purpose of education is student learning to enable each student to become an effective and productive citizen in our country. Developing and accepting the expectations of learning and citizenship will allow students to experience success in the world of tomorrow. Students are encouraged to participate in the many learning, social and athletic activities within our school as they meet their learning and citizenship expectations.

This agenda is provided to students and their families to acquaint them with the procedures, rules, regulations and other relevant information necessary to maximize student learning, provide for the psychological and physical safety of students, and maintain the orderly functioning of the school. Students are expected to meet these expectations at all school functions, activities, and extra-curricular activities as well as on the way to and from school.

### STUDENT EXPECTATIONS:

#### ***BE RESPONSIBLE***

...students have the responsibility of participating fully in the serious business of learning. Students must report to school and to all scheduled classes regularly and on time, remain in classes until dismissed by the teacher, pay attention to instructions, complete assignments to the best of their ability and request help when it is needed. **KNOWLEDGE IS POWER!**

#### ***BE RESPECTFUL***

...students have the responsibility of showing respect for the knowledge and authority of their teachers and other adults in the building. Remember that any adult in the building has the authority to correct students. Students should not defy authority. Students must use acceptable language when addressing adults. Students have the responsibility of recognizing the rights and human dignity of themselves and fellow students. For example, students must refrain from name-calling, fighting, harassment, belittling or engaging in deliberate attempts to embarrass or harm another student. Students must use acceptable language when addressing each other. Students are expected to keep their hands, feet, and hurtful comments to themselves. This also includes respecting others' property including trappers, supplies, and clothes of classmates. **RESPECT OTHERS! Treat others as you wish to be treated!**

#### ***BE SAFE***

...students must report to school and to all scheduled classes regularly and on time. They are to remain in classes until the teacher dismisses them. Students are expected to use time wisely and for the promotion of a positive learning environment and avoid any behavior that has a negative effect on learning. Students must cooperate by maintaining reasonable orderliness in the school and by taking care of books and other instructional materials in the classroom. Lockers, cafeteria, restrooms, school blacktop, and locker rooms are examples of other places students should maintain safe behavior. **Take pride in your school!**

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# JMS STUDENT HANDBOOK ACKNOWLEDGEMENT

I have received a copy of the Student/Parent Handbook. I have read the handbook and understand all the rules and expectations. I agree to be responsible for following all of the rules and expectations of the school and understand the consequences for failing to follow the requirements.

I understand that this handbook may be amended during the year to provide a learning environment that supports the socio-emotional and academic development of students. This handbook is applicable to all students upon the implementation of any change. The administration will communicate in a timely fashion with parents and students of any changes to the handbook.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

# JMS PARENT/GUARDIAN HANDBOOK ACKNOWLEDGEMENT

Dear Parent/Guardian,

Please complete the following form and return to the office by August 31, 2017.

Thank you,



Beth Brockschmidt, Principal

From: The Parent/Guardian of: \_\_\_\_\_

To: Jacksonville Middle School

I have reviewed the Student/Parent Handbook and District Calendar/Parent Information Guide with my child in an effort to promote a better understanding of Jacksonville Middle School rules and expectations. My signature below acknowledges receipt of the Student/Parent Handbook.

I understand that this handbook may be amended during the year to provide a learning environment that supports the socio-emotional and academic development of students. This handbook is applicable to all students upon the implementation of any change. The administration will communicate in a timely fashion with parents and students of any changes to the handbook.

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

Parent/Guardian Comments

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# JACKSONVILLE MIDDLE SCHOOL STAFF DIRECTORY

The faculty and staff listed below wish to welcome you! We are here to assist you in any way possible with your development and education. If you have any questions or concerns, contact the JMS Office and arrange an appointment. The office is open Monday through Friday 7:30 A.M. to 4:30 P.M. and the phone number is **243-3383**. E-mail addresses should be followed by **@jsd117.org**

<b>ADMINISTRATIVE OFFICE</b>	<b>POSITION</b>	<b>E-MAIL</b>
Mrs. Beth Brockschmidt	Principal	bbrockschmidt
Mrs. Holly O'Neil	Associate Principal	honeil
Mr. Kyle Price	Assistant Principal	kprice
Mr. Kyle Smith	Dean of Students	ksmith
Mrs. Kelly Capriotti	School Counselor	kcapriotti
Mrs. Davidsmeyer-Alexander	School Counselor	sdavidsmeyer
Mr. Kyle Smith	Athletic Director	ksmith

<b>TEAM PERSEVERANCE</b>		
Ms. Mackenzie Becherer	7 <sup>th</sup> Math	mbecherer
Mrs. Cathy Gibson	7 <sup>th</sup> Science	cgibson
Mr. Tony Perkins	7 <sup>th</sup> Social Studies	tperkins
Mrs. Paula Peak	7 <sup>th</sup> Language Arts	ppeak

<b>TEAM INTEGRITY</b>		
Mr. Pat Kelly*	7 <sup>th</sup> Social Studies	pkelly
Mr. Alan Hallock	7 <sup>th</sup> Science	ahallock
Mrs. Sarah Rhea	7 <sup>th</sup> Language Arts	srhea
Mrs. Sandra Sweatman	7 <sup>th</sup> Math	ssweatman

<b>TEAM DETERMINATION</b>		
Mrs. Jennifer Pool	8 <sup>th</sup> Math	jpool
Mr. Jeremy DeGroot	8 <sup>th</sup> Social Studies	jdegroot
Mrs. Lauren Range*	8 <sup>th</sup> Science	lrange
Mrs. Jill Alexander*	8 <sup>th</sup> Language Arts	jalexander

<b>TEAM RESPONSIBILITY</b>		
Mrs. Melissa Hardwick	8 <sup>th</sup> Language Arts	mhardwick
Mr. George Sparrow	8 <sup>th</sup> Social Studies	gsparrow
Ms. Lindsay Powell-Alexander	8 <sup>th</sup> Science	lpowell
Ms. Kristen Shepard	8 <sup>th</sup> Math	kturner

<b>PHYSICAL EDUCATION</b>		
Mr. Bill Pool	Physical Education	bpool
Mrs. Mandy Friedrich	Health	mfriedrich
Ms. Rose Van Egmond	Physical Education	rvanegmond
Mr. Evan Wells	Physical Education	tsweatman

<b>ENCORE CLASSES</b>		
Mr. Brett Burchard	Music, Band, Orchestra	bburchard
Mrs. Hall	Read 180	Khall
Mrs. Shawn Smith	Debate/Theater	ssmith
Mrs. Pamela Howell	Spanish/College and Careers	phowell
Mrs. Christine Smith	Choir	csmith
Ms. Jennifer Davis	Wordworking/Habits for Success	jsdavis
	Art	

\* denotes department chairperson

**SPECIAL SERVICES**

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Mrs. Peggy Milhouse	Special Education	pmilhouse
Mrs. Jackie Minton	Language Arts, Inclusion	jminton
Mrs. Rachel Antle	Math, Humanities, Inclusion	rantle
Mrs. Shannon Folker	School Psychologist	sfolker
Mrs. Kelly Gallo	Special Education	cgallo
Ms. Kristine Williams	Special Education	kwilliams
Mrs. Erin Grimsley	Language Arts, Science, Inclusion	egrimsley
Mrs. Adrienne Van Bebbber	Social Worker	avanbebbber
Mrs. Dawn Murphy	Math, Inclusion	dmurphy
Ms. Susan Roegge*	Social Studies, Inclusion	sroegge
Ms. Lesley Dillard	Science Inclusion	ldillard
Ms. Sara Littleton-Watret	Special Education	swatret
Ms. Wanda VanHyning	Special Education Aide	wvanhyning
Mrs. Sheri Yowell	Special Education Aide	syowell

**MEDIA CENTER**

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Media Specialist

**STUDENT SERVICES**

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Mrs. Joyce Jacobs	School Nurse	jjacobs
Mrs. Jacque McDaniel	Alternative Education Placement	jmcdaniel
Mr. Will Patterson	ELL	wpatterson
Mrs. Tiffany Hickox	Title I	thickox
Mrs. Kalli Fuhler	Title I	kfuhler

**SCHOOL SERVICES**

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Mrs. Kris Chelsvig	Secretary	kchelsvig
Mrs. Heidi Anders	Secretary	handers
Mrs. Lara Helmich	Secretary	lhelmich
Mr. Randy Coultas	Custodian	rcoultas
Mr. Jerry Love	Head Custodian	jlove

# BUILDING AND DISTRICT INFORMATION

## **ACCOMMODATING INDIVIDUALS WITH DISABILITIES**

Individuals with disabilities are welcome to participate in all school-sponsored services, programs, or activities. Individuals with disabilities should notify the superintendent or building principal if they have a disability that will require special assistance or services and, if so, what services are required. This notification should occur as far in advance as possible of the school-sponsored function, program, or meeting. Please review the General School Information found on page 13 of this handbook for points of contact and their contact information.

## **AGENDA**

This Agenda is a very important learning tool at Jacksonville Middle School. It is used for recording assignments, hall passes, and teacher to parent communication. Students should have it with them at all times, as not having it will prevent them from receiving passes. Students who have lost their Agendas should report it to the guidance counselor or office. Replacement Agendas are available in the main office for \$6.00. While a majority of board policies are listed within the agenda, the full handbook is located on the Jacksonville Middle School website: [turner.jsd117.org](http://turner.jsd117.org)

## **ANIMALS ON SCHOOL PROPERTY**

In order to ensure student health and safety, animals are not allowed on school property, except in the case of a service animal accompanying a student or other individual with a documented disability. This rule may be temporarily waived by the building principals in the case of an educational opportunity for students, provided that (a) the animal is appropriately housed, humanely cared for, and properly handled, and (b) students will not be exposed to a dangerous animal or an unhealthy environment.

## **ARRIVAL**

The school building will open at 7:30 A.M. Students will be required to wait outside until that time. Students wishing to see teachers upon their arrival should secure a pass before proceeding to a classroom.

## **ASSEMBLIES**

Assemblies are a formal way to respectfully recognize student achievement and gather as a student body for other purposes. Classes will be called to the gym by the office. Students will always sit in the area the teacher with whom they came instructs them. Students are to enter the gym in an orderly manner and in single file lines. Misbehavior in the assembly setting may result in loss of assembly privileges. Those who lose their assembly privilege will report to an alternate assigned area.

## **ASSIGNMENTS**

Each student will keep a record of daily assignments in his/her agenda. Students are expected to be responsible for completing lessons at school and at home as homework if necessary. Students are responsible for collecting homework missed during an absence.

## **ATTENDANCE**

Illinois law requires that whoever has custody or control of any child between seven and seventeen years of age (unless the child has already graduated from high school) shall assure that the child attends school in the district in which he or she resides, during the entire time school is in session.

There are certain exceptions to the attendance requirement for children who: attend private school, are physically or mentally unable to attend school (including a pregnant student suffering medical complications as certified by her physician), are lawfully and necessarily employed, are between the ages of 12 and 14 while in confirmation classes, have a religious reason requiring absence, or are 16 or older and employed and enrolled in a graduation incentive program.

In the elementary setting, attendance is taken at the beginning of the day and again after lunch. In the 7<sup>th</sup>-12<sup>th</sup> grade setting attendance is taken at the beginning of the day as well as each period/class of the day.

### **Attendance Definitions**

There are two types of absences: excused and unexcused.

**Excused absences include:** illness, observance of a religious holiday, death in the immediate family, family emergency, circumstances that cause reasonable concern to the parent/guardian for the student's safety or health, or other reason as approved by the principal. All other absences are considered unexcused.

**Unexcused absences include:** all other absences that do not fall under the definition of excused. Examples of unexcused absences include, but are not limited to: oversleeping, running errands, staying at home to provide daycare for siblings, shopping with family or friends, minor aches and pains, ordinary weather conditions, vacations, business that could be held outside of regular school hours, and unsecured transportation.

### **Other Attendance Practices**

#### **Pre-arranged Absences**

Families are encouraged to use the pre-arranged absence process in the event an absence from school can be predicted. This process helps with communication regarding assignments, make-up work, and the Titan PRIDE level system.

Forms for approval are available in the school office. Upon completion of the form, the principal will review the purpose of the pre-arranged absence. The purpose will be evaluated in accordance with the definitions for excused and unexcused absences. After the administrative evaluation, the family will be notified if the pre-arranged absence is an excused absence or unexcused absence.

#### **Absences Due to Illness**

Many studies show that successful performance in school is dependent upon regular student attendance and participation. Successful performance in school can directly impact the choices available to students later in life. Because of the magnitude of this impact, school officials are required to monitor student attendance. One piece of this monitoring includes the oversight of student health needs in relationship to their attendance and scholastic advancement.

It is the practice of District 117 to require that if a student is continually sick and repeatedly absent from school due to illness that said student must be under the supervision of a physician in order to receive an excuse from attendance. The diagnosis of the licensed medical professional is used to support the parent in parenting and to support the school with the delivery of services. Without the support of the medical professional, valuable time and resources could be misdirected.

It is the practice of District 117 to require a doctor's excuse after 10 days of excused absence (within an academic year) based on communications from the parent or guardian that their child is ill. All absences after the 10 day mark are recorded as unexcused unless a remedy is established between the school and the family. In the event a student has a chronic or documented health condition, parents should readily communicate this to school officials for documentation in the student file. This communication will secure that all resources can be reviewed to support the child and family in the school setting.

Students and families who abuse the approved and excused absences policy will be considered to have committed academic dishonesty. Examples of abuse include falsifying an illness or family emergency, falsely claiming that attendance at the event is required, falsely claiming to have attended an event, or falsely claiming that an absence is approved. If a school official determines that a student/family is guilty of falsifying attendance information, consequences are outlined in the Behavior Consequence chart at the end of this handbook.

#### **Notification of the School**

In the event of any absence, the student's parent or guardian is required to notify the school before 8:00 a.m. to explain the reason for the absence. If notification has not been made to the school by 10:00 a.m. on the day of a student's absence, a school official will document a call to the parent or guardian to inquire why the student is not at school. In the event that communication does not occur between the parent/guardian and the school, the student will be required to submit a signed note within 48 hours of the recorded absence. The note should include: student name, parent name, date of absence, reason for absence, and parent signature. Failure to do so shall result in an unexcused absence.

#### **BICYCLES & SKATEBOARDS**

Bikes are to be parked and locked to the bike racks and skateboards kept in the student's locker. For the safety of all concerned, all bikes and skateboards are to be walked when on school property. Hover boards are not allowed at school.

#### **BREAKFAST AND LUNCH PROGRAMS**

Breakfast is served every school day from 7:30 a.m. to 8:00a.m., and costs \$1.25. Lunch is served every school day, except when there is an 11:00 a.m. or earlier dismissal. Students may bring their own lunch, purchase milk and a la carte items in the lunch line or purchase a full school lunch. Bringing in outside (fast food type) lunches is discouraged. Energy drinks should not be brought to school.

Students may pay for food purchased at school with cash or by using the Skyward lunch account. Money may be credited to the account by placing a check made out to District 117 and given to the cashier or school secretary. Parents may check account balances and usage through their Skyward Family Access account. Parents wishing to have their child eat lunch with them may do so by signing them out for the lunch period in person through the main office.

#### **BULLYING**

##### ***Preventing Bullying, Intimidation & 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 school goals. Bullying on the basis of actual or perceived race, color, national origin, military status, unfavorable discharge status from the 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:

- During any school-sponsored education program or activity.
- 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.
- Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
- 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.

***Bullying includes cyber-bullying*** (bullying through the use of technology or any electronic communication) and means any severe or pervasive physical or verbal act or 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:

- Placing the student or students in reasonable fear of harm to the student's or students' person or property;
- Causing a substantially detrimental effect on the student's or students' physical or mental health;
- Substantially interfering with the student's or students' academic performance; or
- Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.



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. 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 by phone call or in writing.

**Complaint Managers:**

Mrs. Beth Brockschmidt, Principal  
Jacksonville Middle School: 243-3383 or [bbrockschmidt@jsd117.org](mailto:bbrockschmidt@jsd117.org)

OR

School Counselor- 243-3383

**BUS TRANSPORTATION**

The district provides bus transportation to and from school for all students living 1.5 miles or more from the school. A list of bus stops will be published at the beginning of the school year before student registration. Parents must, at the beginning of the school year, select one bus stop at which a student is to be picked up, and one stop at which a student is to be dropped off. Students are not permitted to ride a bus other than the bus to which they are assigned. Exceptions must be approved in advance by the building principal.

While students are on the bus, they are under the supervision of the bus driver. In most cases, bus discipline problems can be handled by the bus driver. In the case of a written disciplinary referral, student bus problems will be investigated and handled by the building principal.

Students are expected to follow all school rules while on the bus. Students may be suspended from riding the school bus for up to 10 consecutive school days for violating school rules or for engaging in other gross disobedience or misconduct. The school board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons. The district's regular suspension procedures shall be used to suspend a student's privilege to ride a school bus.

A student who is suspended from riding the school bus and who does not have alternative transportation to school shall be allowed the opportunity to make up all missed work for equivalent academic credit. It is the responsibility of the student's parent or guardian to notify the school that the student does not have alternative transportation to school.

In the interest of the student's safety and in compliance with State law, students are also expected to observe the following:

1. Dress properly for the weather. Make sure all drawstrings, ties, straps, etc. on all clothing, backpacks and other items, are shortened or removed to lessen the likelihood of them getting caught in bus doors, railings or aisles.
2. Arrive on time at the bus stop, and stay away from the street while waiting for the bus.
3. Stay away from the bus until it stops completely and the driver signals you to board. Enter in single file without pushing. Always use the handrail.
4. Take a seat right away and remain seated facing forward. Keep your hands, arms, and head inside the bus.
5. Talk quietly on the bus. No shouting or creating loud noises that may distract the driver. Tablets, iPods®, iPads®, smart phones, and other electronic devices must be silenced on the bus unless a student uses headphones.
6. Help keep the bus neat and clean. Keep belongings out of the aisle and away from emergency exits. Eating and drinking are not allowed on the bus.
7. Always listen to the driver's instructions. Be courteous to the driver and other students. Sit with your hands to yourself and avoid making noises that would distract the driver or bother other passengers. Remain seated, keeping your hands, arms, and head inside the bus at all times.
8. Wait until the bus pulls to a complete stop before standing up. Use the handrail when exiting the bus.
9. Stay out of the danger zone next to the bus where the driver may have difficulty seeing you. Take five giant steps away from the bus and out of the danger zone, until you can see the driver and the driver sees you. Never crawl under a bus.
10. If you must cross the street after you get off the bus, wait for the driver's signal and then cross in front of the bus. Cross the street only after checking both ways for traffic.
11. Never run back to the bus, even if you dropped or forgot something.

Video and audio cameras may be active on busses to record student conduct and may be used for the purposes of investigation into misconduct or accidents on the bus. For questions regarding school transportation issues, contact: 245-6624.

**Bus Conduct**

Students are expected to follow all schools when riding the school bus. A student may be suspended from riding the bus for up to 10 consecutive school days for engaging in gross disobedience or misconduct, including but not limited to, the following:

1. Violating any school rule or school district policy.
2. Willful injury or threat of injury to a bus driver or to another rider.
3. Willful and/or repeated defacement of the bus.
4. Repeated use of profanity.
5. Repeated willful disobedience of a directive from a bus driver or other supervisor.
6. Such other behavior as the building principal deems to threaten the safe operation of the bus and/or its occupants.

**CARE OF STUDENTS WITH DIABETES AND FOOD ALLERGIES**

If your child has diabetes or food allergy and requires assistance with managing this condition while at school and school functions, a Care Plan must be submitted to the school principal. Parents/guardians are responsible for and must:

- a. Inform the school in a timely manner of any change which needs to be made to the Care Plan on file with the school for their child.

- b. Inform the school in a timely manner of any changes to their emergency contact numbers or contact numbers of health care providers.
- c. Sign the Care Plan.
- d. Grant consent for and authorize designated School District representatives to communicate directly with the health care provider whose instructions are included in the Care Plan.

For further information, please contact the Building Principal. Parents providing accurate and timely information to the school will allow the school district to review all available resources to best serve the student's needs.

State law requires our school district to annually inform parents of students with life-threatening allergies or life-threatening chronic illnesses of the applicable provisions of Section 504 of the Rehabilitation Act of 1973 and other applicable federal statutes, state statutes, federal regulations and state rules. If your student has a life-threatening allergy or life-threatening chronic illness, please notify the building principal.

Federal law protects students from discrimination due to a disability that substantially limits a major life activity. If your student has a qualifying disability, an individualized Section 504 Plan will be developed and implemented to provide the needed supports so that your student can access his or her education as effectively as students without disabilities.

Not all students with life-threatening allergies and life-threatening chronic illnesses may be eligible under Section 504. Our school district also may be able to appropriately meet a student's needs through other means.

## **CELL PHONES & ELECTRONIC DEVICES**

Cell phones may be brought to school but must be turned off and out of sight during the instructional day. The instructional day extends from the entrance bell to signal students to move to their first period class through the final bell of the day. Any cell phone or electronic device that is visible or on during the instructional day without prior approval by a school staff member may be confiscated. Phones or electronic devices that are used inappropriately at any time even outside of the instructional day while on school property may be confiscated. Video recording and/or distribution of video recordings is prohibited.

## **CHAIN OF COMMAND**

The Jacksonville School District takes pride in its communication efforts with all stakeholders of the District. To ensure that parent concerns or issues are heard by the appropriate individual who can resolve the issue at the point of origin and provide a direct response, the Board of Education asks that parents follow the District's Chain of Command outlined below. It is the intent of the Chain of Command to resolve concerns and issues during the earliest steps with the individual(s) directly involved with the concerns

- Step 1) In the event of a concern, a parent or community member should contact the teacher, supervisor, coach or staff member who is directly involved with the concern or situation
- Step 2) If a parent or community member has completed Step 1 and feels that the issue/concerns was not remedied, they should contact the building Principal, Director of the program, or the Athletic Director
- Step 3) If a parent or community member has completed Steps 1 and 2 and feels that the issue/concern warrants yet further discussion, the parent or community member should then contact Central Office
- Step 4) If the issue/concern of the parent or community member still remains after the completion of Steps 1, 2, and 3, the parent or community member should contact a Board of Education member. The Board of Education member in consultation with the Board of Education President and Superintendent will re-direct the individual back to the appropriate level or request that the concern be placed on the Board of Education agenda for full Board discussion

## **CLASSROOM DISCIPLINE**

Appropriate behavior in the classroom is essential for learning. Teachers establish classroom procedures to create an atmosphere that is conducive to student learning. Any student who is disruptive to the learning process is subject to discipline by the classroom teacher. Should a teacher assign a consequence, students are required to serve that consequence.

## **COMPUTERS**

Computers are to be used only under teacher supervision. Students must have on file an Authorization for Use (AUP) that has been signed by a guardian as well as the student before being allowed to use any computer at Jacksonville Middle School. Access to the Internet should be made using the links provided through the Jacksonville Middle School website or other web addresses provided by a teacher.

## **Crimson PRIDE**

It is our goal to provide a system of supports for students who are identified as at-risk through objective criteria. Students will be awarded privileges and offered interventions for meeting specific expectations established by the school based on data collected regularly throughout the school year. Expectations are established for student behavior, attendance and academic performance.

### ***Crimson P.R.I.D.E.***

Crimson PRIDE stands for Productive, Responsible Individuals Dedicated to Education. Students will be taught the Titan PRIDE expectations of Be Responsible, Be Respectful and Be Safe throughout the school year. The Titan Pride expectations are aligned with the Illinois State Board of Education's Social Emotional Learning Standards. Students who successfully meet those expectations will be acknowledged through a variety of planned activities and opportunities, as well as be awarded a level which includes privileges that are unique to each level. Students who need assistance with meeting the objectives will be offered interventions to support their needs. The Titan PRIDE program and matrix are located on pages 24 and 25.

### ***Privilege Dates Impacting Dismissal Time***

Students actively on Red or Blue Level may participate in an early dismissal privilege on the following dates: October 27, 2017 at 11:50 and March 7, 2018 at 11:50. To participate, qualifying students will be provided with permission slips for a parent to sign and must have their ID with them. The District does not provide transportation for students participating in this privilege.

### **Student Identification**

Students will be issued ID cards following registration and will be expected to be able to produce the ID card upon request. Throughout the year, as students earn privileges they will need to show the ID card to access those privileges. Privileges may include opportunities during the school day as well as attendance at extracurricular activities at JMS and JHS. Failure to produce a valid ID card may prohibit a student's access to an earned privilege.

## **DISCIPLINE OF STUDENTS WITH DISABILITIES**

### **Behavioral Interventions**

Behavioral interventions shall be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. The School Board will establish and maintain a committee to develop, implement, and monitor procedures on the use of behavioral interventions for children with disabilities.

### **Discipline of Special Education Students**

The District shall comply with the Individuals With Disabilities Education Improvement Act of 2004 and the Illinois State Board of Education's Special Education rules when disciplining special education students. No special education student shall be expelled if the student's particular act of gross disobedience or misconduct is a manifestation of his or her disability.

## **DISTRICT #117 BEHAVIOR & DISCIPLINE CODE**

All aspects of the Building Policies and Disciplinary Procedures are aligned with the Jacksonville District #117 Behavior & Discipline Code. Copies can be found in the following places:

- District web page: [www.jsd117.org](http://www.jsd117.org)
- District calendar each family receives at registration
- Central Office

## **DRESS CODE**

Students are expected to be clean and neat in appearance and the clothing worn is expected to be appropriate to the school situation. The administration reserves the right to send home any student wearing clothing or accessories deemed inappropriate for the educational environment; time missed will be unexcused.

### **What to wear to school:**

**Tops/Shirts**—Wear tops that cover the shoulder completely, are long enough that a raised hand does not show any skin, are not ripped, and do not expose the back or chest

**Pants/shorts/skirts**—Wear pants, shorts and skirts that extend beyond fingertips extended at the student's side themselves, have no holes or rips higher than fingertips extended at the student's side, and stay at the waist when worn.

**Shoes**—Wear shoes that have a back at all times while at school

### **What not to wear (or bring) to school:**

This list is to be used as a guide and is not intended to be all inclusive

#### **Tops/Shirts**

- ✓ See-through or mesh
- ✓ Tops that are too tight or provocative

#### **Pants/shorts/skirts**

- ✓ Pajama pants or boxer shorts
- ✓ Tights, tight stretch pants/shorts, or leggings unless worn under an appropriate length clothing article (beyond fingertips)

#### **Accessories**

- ✓ Chains; necklaces with large links, pendants, or beads; excessively large or distracting earrings; studded necklaces or bracelets; sweatbands and wristbands
- ✓ Purses, backpacks, and gym bags; these are to be kept in lockers
- ✓ Head coverings of any kind; hats, combs, hair picks, rollers, bandanas, sunglasses; these are to be kept in lockers

#### **General Concern**

- ✓ Clothing or body art with sexual/drug/alcohol/racial/gang/dual meaning or otherwise inappropriate design
- ✓ Body or clothing graffiti
- ✓ Clothing that has holes in inappropriate places
- ✓ Coats, hats and outerwear; these are to be kept in lockers during the school day
- ✓ Energy drinks, energy sheets or any other energy product
- ✓ Other items not named on this list may also be restricted if they interrupt the educational process or pose a safety concern.

## **EDUCATION OF STUDENTS WITH DISABILITIES**

It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Education Act are identified, evaluated and provided with appropriate educational services.

The School provides a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the school. The term "children with disabilities" means children between ages 3 and the day before their 22nd birthday for which it is determined that special education services are needed. It is the intent of the school to ensure that students with disabilities are identified, evaluated, and provided with appropriate educational services. This identification process includes the RtI growth model.

A copy of the publication "Explanation of Procedural Safeguards Available to Parents of Students with Disabilities" may be obtained from Jacksonville School District's Director of Special Services.

## **ELIGIBILITY FOR EXTRACURRICULAR ACTIVITIES**

In addition to offerings in the academic area, a number of extra-curricular activities that encourage physical and social growth are available for students. The administration and staff at Jacksonville Middle School encourage extracurricular participation.

Jacksonville Middle School follows the guidelines for eligibility as defined by the Illinois Elementary School Association. This organization requires that students who participate in extra-curricular activities, other than regularly scheduled class, maintain passing grades in all of their subjects. A student who is failing any academic or elective class will be ineligible the following week. Eligibility is posted by teachers on Friday by 3:30 p.m. and reported to coaches. Students declared ineligible may practice the following week, but not participate in activities or competition, or travel to away games.

A student who has been declared ineligible for three weeks of the season shall not be eligible for T's or any other post-season awards (team captain, most valuable, sportsmanship, etc.). This applies to all extra-curricular activities which take students from classes - sport teams, Scholastic Bowl, student council, cheerleaders, pom poms, peer mediators, band, orchestra, choir, etc. Students must attend school at least half the school day (11:42 - 3:07 p.m.) to participate in a practice or competition/activity after school.

## **EMERGENCY SCHOOL CLOSINGS**

In cases of inclement weather and other local emergencies, please listen to any local radio or television station to be advised of school closings or early dismissals. School closings for any reason will be announced as soon as possible to accommodate family needs. If inclement weather or other emergency occurs during the day, please listen to local media stations for possible early dismissal information.

**Local media sources that receive school closure information include:**

WJIL 1550 AM

WEAI 107.1

Channel 20 News

WLDS 1180 AM

WJVO 105.5

School Messenger messages will also be used to communicate with parents regarding emergency school closures. Skylert is a school-to-parent notification system service that allows the District to make one phone call, record a detailed voice message, and send it immediately to parents. It is very important that parents keep the school informed of any change in telephone number.

If it becomes necessary to run bus snow routes in the rural areas, the emergency routing will be in effect for both morning and afternoon runs. Parents are urged to be at the emergency stop to pick up their children in the afternoon as drivers are instructed not to let children off unless they live close by or someone is there to pick them up.

Weather related announcements will also be published on the District's web page at [www.jsd117.org](http://www.jsd117.org).

If school is dismissed early for an emergency of any reason, all after-school functions are reviewed by the administrative team to determine needed cancellations. Cancellations for after-school events will be sent to the same media sources and parent communication resources listed for school closures.

To secure your child's safety, you are urged to make a family plan in advance with your child(ren) in the event of an early dismissal from school.

## **ENGLISH LANGUAGE LEARNERS**

The school offers opportunities for English Learners to develop high levels of academic attainment in English and to meet the same academic content and student academic achievement standards that all children are expected to attain.

Parents/guardians of English Learners will be: (1) given an opportunity to provide input to the program, and (2) provided notification regarding their child's placement in, and information about, the District's English Learners programs.

For questions related to this program or to express input in the school's English Learners program, contact Beth Brockschmidt at 243-3383.

## **EQUAL OPPORTUNITY AND SEX EQUITY**

Equal educational and extracurricular opportunities are available to all students without regard to race, color, nationality, sex, sexual orientation, gender identity, ancestry, age, religious beliefs, physical or mental disability, status as homeless, or actual or potential marital or parental status, including pregnancy.

No student shall, based on sex or sexual orientation, be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities.

Any student or parent/guardian with a sex equity or equal opportunity concern should contact: Human Resource Director at 243-9411, ext. 324.

## **EXTRACURRICULAR CODE OF CONDUCT**

A member of any Jacksonville Middle School competitive program must adhere to the Code of Conduct. The student assumes the responsibility of representing the school and community within the stated guidelines. Any candidate or student selected for participation that repeatedly receives behavioral referrals, suspensions, or has excessive absences or tardies may forfeit the privilege of participation. Students participating in extracurricular activities should refer to the Extracurricular Code of Conduct for details. All participants will be required to sign and abide by its contents.

## **FACILITY USAGE**

Any individual, group or organization wishing to use any facility in Jacksonville Middle School or on the school's property should contact the Principal for a District application for usage and a building need form. Restrictions on usage as well as certain rates and fees may apply as detailed in School Board policy.

## **FIELD TRIPS**

Field trips are a privilege for students. Students must abide by all school policies during transportation and during field-trip activities, and shall treat all field trip locations as though they are school grounds. Failure to abide by school rules and/or location rules during a field trip may subject the student to discipline. All students who wish to attend a field trip must receive written permission from a parent or

guardian with authority to give permission. Students may be prohibited from attending field trips for any of the following reasons: • Failure to receive appropriate permission from parent/guardian or teacher; • Failure to complete appropriate coursework; • Behavioral or safety concerns; • Denial of permission from administration; • Other reasons as determined by the school.

### **FINES, FEES, AND CHARGES; WAIVER OF STUDENT FEES**

The school establishes fees and charges to fund certain school activities, including some field trips. Some students may be unable to pay these fees. Students will not be denied educational services or academic credit due to the inability of their parent or guardian to pay fees or certain charges. Students whose parent or guardian is unable to afford student fees may receive a fee waiver. A fee waiver does not exempt a student from charges for lost and damaged books, locks, materials, supplies, and/or equipment.

Applications for fee waivers may be submitted by a parent or guardian of a student who has been assessed a fee. A student is eligible for a fee waiver if the student currently lives in a household that meets the income guidelines, with the same limits based on the household size, that are used for the federal free meals program.

The building principal will give additional consideration where one or more of the following factors are present:

- An illness in the family;
- Catastrophic expenses such as fire, flood, storm damage, etc.;
- Unemployment;
- Emergency situations; or
- When one or more of the parents/guardians are involved in a work stoppage.

Information relating to the timelines and administrative procedures relating to the waiver of student fees can be requested from the building administrator upon enrollment in school or upon a change in the family's financial status.

### **FOOD & WELLNESS**

Due to health concerns and scheduling, treats and snacks for any occasion must be arranged in advance with the classroom teacher or school office. All treats and snacks must be store bought and prepackaged in individual servings. Homemade treats or snacks are not allowable at school. Treats and snacks may not require refrigeration and must have a clearly printed list of ingredients on the packaging. In accordance with the JSD #117 Wellness Policy, it is strongly encouraged that you select a treat or snack with nutritional value.

### **GENERAL SCHOOL DISTRICT INFORMATION**

This handbook is a summary of the school's rules and expectations and is not a comprehensive statement of school procedures. The Board's comprehensive policy manual is available for public inspection through the District's website [www.jsd117.org](http://www.jsd117.org) or at the Board office, located at 516 Jordan, Jacksonville, IL 62650. 243-9411

**The School Board governs the school district, and is elected by the community. Current School Board members are:**

Noel Beard, President	Steve Cantrell, Member
Mike Lonergan, Vice-President	Teresa Wilson, Member
Corinne Wagner, Secretary	Debra Maul, Member
Jan Ryan, Member	

**The School Board has hired the following administrative staff to operate the school:**

Steve Ptacek, Superintendent	Kyle Smith, Dean of Students
Sarah Raynor, Curriculum Director	Kyle Smith, Athletic Director
Beth Brockschmidt, Principal	Stephanie Davidsmeyer-Alexander, School Counselor
Holly O'Neil, Associate Principal	Kelly Capriotti, School Counselor
Kyle Price, Assistant Principal	

The school is located and the principal may be contacted at 664 S. Lincoln Ave., Jacksonville, IL 62650; 243-3383.

### **GRADES**

School report cards are issued to students every nine weeks. For questions regarding grades, please contact the classroom teacher. The decision to promote a student to the next grade level is based on successful completion of the curriculum, attendance, performance on standardized tests and other testing. A student will not be promoted based upon age or any other social reason not related to academic performance.

### **HANDOUTS/ ADVERTISEMENTS/ FUNDRAISING**

Anything non-school related (flyers, invitations, party invitations, etc.) must be cleared by the superintendent before being posted or handed out to others. Independent athletic programs should clear the distribution of handouts through the principal to ensure a balance of opportunities for all students.

### **HEAD LICE**

The school will observe recommendations of the Illinois Department of Public Health regarding head lice. 1. Parents are required to notify the school nurse if they suspect their child has head lice. 2. Infested students will be sent home following notification of the parent or guardian. 3. The school will provide written instructions to parent or guardian regarding appropriate treatment for the infestation. 4. A student excluded because of head lice will be permitted to return to school only when the parent or guardian brings the student to school to be checked by the school nurse or building principal and the child is determined to be free of the head lice and eggs (nits). Infested children are prohibited from riding the bus to school to be checked for head lice.

## **HEALTH INFORMATION**

**School Health Physical Examinations** are required for students: Entering kindergarten or the first grade; entering the sixth and ninth grades; and/or enrolling in an Illinois school for the first time, regardless of the student's grade. Failure to receive the physical examination and immunizations will cause your child to be withheld from school until they are completed.

**Communicable Diseases:** The school will observe recommendations of the Illinois Department of Public Health regarding communicable diseases. 1. Parents are required to notify the school nurse if they suspect their child has a communicable disease. 2. In certain cases, students with a communicable disease may be excluded from school or sent home from school following notification of the parent or guardian. 3. The school will provide written instructions to the parent and guardian regarding appropriate treatment for the communicable disease. 4. A student excluded because of a communicable disease will be permitted to return to school only when the parent or guardian brings to the school a letter from the student's doctor stating that the student is no longer contagious or at risk of spreading the communicable disease.

## **HOME AND HOSPITAL INSTRUCTION**

A student who is absent from school, or whose physician anticipates that the student will be absent from school, because of an extensive medical condition may be eligible for instruction in the student's home or hospital. Eligibility shall be determined by State law and the Illinois State Board of Education rule governing the continuum of placement options for home/hospital services. Appropriate educational services from qualified staff will begin no later than 5 school days after receiving a physician's written statement. In order for school officials and staff to better serve homebound or hospitalized students, the physician's written statement should include:

- Diagnosis
- List of symptoms that would/could manifest in the instructional setting
- Transition plan for a return to school

Instructional or related services for a student receiving special education services will be determined by the student's individualized education program.

Periodic conferences will be held between appropriate school personnel, parent(s)/guardian(s), and hospital staff to coordinate course work and facilitate a student's return to school.

Parents seeking home or hospital instruction should contact the building principal with the detailed physician's statement. A complete physician's statement will allow the school to begin the 5 day timeline for response to the student need.

A student who is unable to attend school because of pregnancy will be provided home instruction, correspondence courses, or other courses of instruction (1) before the birth of the child when the student's physician indicates, in writing, that she is medically unable to attend regular classroom instruction, and (2) for up to 3 months after the child's birth or a miscarriage.

Periodic conferences will be held between appropriate school personnel, parent(s)/guardian(s), and hospital staff to coordinate course work and facilitate a student's return to school.

## **HOMELESS CHILD'S RIGHT TO EDUCATION**

When a child loses permanent housing and becomes a homeless person as defined at law, or when a homeless child changes his or her temporary living arrangements, the parent or guardian of the homeless child has the option of either:

- (1) continuing the child's education in the school of origin for as long as the child remains homeless or, if the child becomes permanently housed, until the end of the academic year during which the housing is acquired; or
- (2) enrolling the child in an attendance area in which the child or youth is actually residing.

Other resources are available to homeless children. These resources are provided through Title I funding. To learn more about these resources, parents should contact the following:

School Counselor, (building Homeless Liaison) 243-3383

Sarah Raynor, District Homeless Liaison 243-9411 ext. 1119

## **HOMEWORK**

Homework is used as a way for students to practice what they have learned in the classroom. The time requirements and the frequency of homework will vary depending on a student's teacher, ability and grade level.

## **HUMAN GROWTH AND DEVELOPMENT**

Students will not be required to take or participate in any class or course in comprehensive human growth and development (sex) education if his or her parent or guardian submits a written objection. The parent or guardian's decision will not be the reason for any student discipline, including suspension or expulsion. Instruction relating to sanitation, hygiene or traditional courses in health or science does not fall under this provision.

Parents or guardians may examine the instructional materials to be used in any district sex education class or course. This instruction occurs at the 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, and 10<sup>th</sup> grades. The Morgan County Health Department works with the District to provide the instruction for 6<sup>th</sup> graders.

## **INVITATIONS & GIFTS**

Party invitations or gifts for classmates should not be brought to school to be distributed. Items such as these are of a personal nature and should be mailed home or delivered outside of the school day. The office is unable to release addresses and phone numbers of students.

## **LOCKERS**

Advisory teachers assign each student a locker for the storage of books and equipment. Locker issues should be reported to the advisory teacher. It is the student's responsibility to see that the locker is kept locked at all times and the combination not given to others. The school is not responsible for loss or theft of items from lockers. Hallway lockers and locker room lockers are the property of the school

and are under the control of school personnel. Any locker may be searched by school personnel on suspicion of a threat to the health or safety of other students. Students observed using unassigned lockers will face disciplinary action.

### **LOITERING**

Take care of school business and quickly move to where you belong. School ends at 3:07 on a regular attendance day. Students not participating in after school activities should leave school grounds at the end of the instructional day. Rides should arrive no later than 3:25.

### **LOST AND FOUND**

Possessions are to be clearly marked so they may be identified. All "found" articles are to be turned in to the office.

### **MANDATED REPORTER**

All school personnel, including teachers and administrators, are required by law to immediately report any and all suspected cases of child abuse or neglect to the Illinois Department of Children and Family Services.

### **MEDIA CENTER**

The Media Center, which has student-accessible computers as well as books, magazines, and CD-ROMS for assigned study and recreational reading, is open for use during the entire school day as well as before and after school. Agenda passes are required for each visit, except before and after school, and passes must indicate the purpose of the visit. Up to two books at a time may be checked out for two-week periods; renewals are allowed. Students are required to dispose of all gum, candy, drinks, and food prior to using the Media Center.

### **MEDICATION**

Students should not take medication during school hours or during school-related activities unless it is necessary for a student's health and well-being. When a student's licensed health care provider and parent/guardian believe that it is necessary for the student to take a medication during school hours or school related activities, the parent/guardian must request that the school dispense the medication to the child and otherwise follow the District's procedures on dispensing medication.

#### **School Medication Authorization**

No School District employee shall administer to any student, or supervise a student's self-administration of, any prescription or non-prescription medication until a completed and signed "School Medication/Treatment Authorization Form" is submitted by the student's parent/guardian. This form shall be completed annually, and shall be on file at the school building in which the child attends. This form shall be filed prior to dispensation of any medication to a student and the form shall specify the times at which the medication must be dispensed and the appropriate dosage. No student shall possess or consume any prescription or non-prescription medication on school grounds or at a school-related function other than as provided for in this policy and its implementing procedures. A student may possess an epinephrine auto-injector (EpiPen®) and/or medication prescribed for asthma for immediate use at the student's discretion, provided the student's parent/guardian has completed and signed a "School Medication/Treatment Authorization Form". The School District shall incur no liability, except for willful and wanton conduct, as a result of any injury arising from a student's self-administration of medication or epinephrine auto-injector or the storage of any medication by school personnel. A student's parent/guardian must indemnify and hold harmless the School District and its employees and agents, against any claims except a claim based on willful and wanton conduct, arising out of a student's self-administration of an epinephrine auto-injector and/or medication, or the storage of any medication by school personnel.

#### **Personnel Authorized to Administer Medication**

1. All student medication shall be left in the school office or with the nurse unless otherwise authorized by the Principal. If there is no school nurse in the building, the medication shall be given to the person designated by the Principal. Medicine should be kept in a secure place.
2. All medication shall be in the original container and be clearly marked with the student's name, doctor's name, contents and dosage.
3. All student medication will be administered by a school nurse, the Principal or his/her designee.
4. A record shall be kept of all medication dispensed by school personnel to students specifying the time of dispensation, dosage and supervising personnel.
5. When appropriate, the Principal may request parent(s)/guardian(s) to come to school to administer medication or aid.

#### **Administration by Students**

1. A student may self-administer non-oral medication and inhalers with parental consent when under the supervision of a school nurse or other school personnel designated by the Principal.
2. A student may self-administer without supervision only with parental consent and authorization of the Principal noted on the form.

#### **Field Trips**

1. Parents of students who require medication on field trips shall provide the certified school personnel responsible for the field trip with a copy of the school medical authorization described in B.1 above.
2. If medication in addition to that described in B.1 above is needed, an additional authorization form shall be provided prior to the field trip.
3. The following instructions shall appear on all parental permission forms required for field trips and outdoor education experiences: All medication to be administered by school personnel or by student during this field trip or school-related activity shall be clearly marked with:

Student's name

Medication name/dosage

Administration route and/or other directions

## **PARKING**

Those dropping off and picking up children may do so along Lincoln Avenue after 7:30 in the morning and after 3:07 in the afternoon. Vehicles may not be parked or located in the bus lanes or fire lanes at any time. Vehicles located in these locations may be ticketed and/or towed by the police.

## **PERSONAL PROPERTY**

Students and parents should consider carefully the decision to bring any non-instructional supplies to school. The school will not accept responsibility for any non-instructional items that are lost, broken or stolen. Any item brought to school that causes a disruption to the educational environment, distraction to other students or potential threat to safety will be deemed to be inappropriate and may be confiscated by the school. Confiscated items will be placed in the safe in the school's main office. The school may require a parent or guardian to sign for return of the item in the main office.

## **PHYSICAL EDUCATION**

All students are required to participate in physical education unless exempted by a doctor. Excuse from physical education in excess of three consecutive days requires a doctor's verification. All students are required to dress in appropriate gym attire for P.E., and only gym tennis shoes (not street shoes) will be allowed on the gym floor. P.E. clothes are subject to the student dress code. All belongings should be locked in the student's P.E. locker; school personnel are not responsible for items in unlocked lockers. Students must maintain a passing grade in P.E. to be eligible for certain activities.

## **REQUEST TO ACCESS CLASSROOM OR PERSONNEL FOR SPECIAL EDUCATION; EVALUATION OR OBSERVATION**

The parent/guardian of a student receiving special education services, or being evaluated for eligibility, is afforded reasonable access to educational facilities, personnel, classrooms, and buildings. This same right of access is afforded to an independent educational evaluator or a qualified professional retained by or on behalf of a parent or child. Parental permission will be sought in the event of an observation.

In order to hold instructional time sacred, this access can be granted only after an appointment has been scheduled and cleared with a building administrator. Once access has been granted, professionals and adults will be reminded of student confidentiality rights and consult with instructors only during conference and planning times.

For further information, please contact the school principal.

## **RESIDENCY**

Only students who are residents of the District may attend a District school without a tuition charge. A student's residence is the same as the person who has legal custody of the student. Anyone seeking to enroll a student must present a certified or registered birth certificate for the student and proof of residency. Residency can be established by providing school officials with the following:

### **Category I (one document required)**

1. Most recent property tax bill and proof of payment
2. Mortgage papers
3. Signed and dated lease with proof of the last month's payment
4. Letter from manager and proof of last month's payment
5. Letter of residence from landlord

### **Category II (two documents required)**

1. Driver's license
2. Vehicle registration
3. Voter registration

## **RESPONSE TO INTERVENTION (Rtl)**

Rtl is a federal and state initiative intended to meet a wide range of individual student needs through general education services. The regular classroom teacher and other personnel (other classroom teachers and educational specialists) collaborate to meet the needs of individual students. The goal of Rtl is to provide students with the help they need to be successful as early as possible in their school career.

**How does Rtl work?** When a student begins to have some area of concern affecting his or her school progress, the classroom teacher will create an intervention plan designed to improve the student's performance. If the child continues to have difficulty, the teacher will meet with a team of other staff members to discuss the child's needs, consider other interventions, and outline a method to carefully monitor the child's progress. This team, referred to as the "Student Assistance Program" or SAP, uses the insight and expertise of several different school staff members. SAP members contribute in different ways to the Rtl process: offering suggestions, gathering data, and communicating with other staff and or parents. The SAP meets regularly to discuss and monitor student concerns. As the child's progress is measured over time, if he or she makes acceptable progress the interventions may be discontinued or continued if the team feels the interventions are needed to help the student succeed. If the child continues to struggle, then more intensive interventions may be tried.

**What is the role of the parent in Rtl?** Jacksonville School District #117 upholds the philosophy that parents are a child's first teachers as well as his or her lifetime coach. Therefore, the Jacksonville School District greatly values the important role of parents in the Rtl process.

When a child is not responding to the core curriculum, classroom teachers will communicate concerns regarding the student's performance to the parent and invite the parent to participate in telephone conversations and/or team meetings regarding their child. Parents will most often be given an active role in the intervention plan for their student. Parents provide insight into a child's learning and



development to help understand the problem and why it occurs, plan and implement an intervention plan, and measure and evaluate the plan's effectiveness. Parents should contact their child's teacher with any concerns regarding academics or behavior.

## **RIGHTS, RESPONSIBILITIES AND EXPECTATIONS OF DISTRICT STAKEHOLDERS**

While this summary may not fully encompass every stakeholder need, it establishes a framework for reference.

<p><b>Each student may expect:</b></p> <ul style="list-style-type: none"> <li>• A free and appropriate education.</li> <li>• Due process involving any disciplinary action.</li> <li>• A safe educational environment conducive to learning.</li> <li>• An environment of civility.</li> </ul>	<p><b>Each student is responsible to:</b></p> <ul style="list-style-type: none"> <li>• Learn and follow the rules and regulations established by the Board of Education and implemented by school personnel.</li> <li>• Respect the rights and individuality of others.</li> <li>• Refrain from taunting, bullying or harassing others.</li> <li>• Dress appropriately. (Appearance shall be safe, clean, and not disrupt the educational process.)</li> <li>• Come to school on time every day.</li> <li>• Go to all classes and do your best on all school assignments.</li> <li>• Refrain from behavior that disrupts the educational process.</li> <li>• Facilitate the communication and delivery of information between school and home.</li> <li>• Respect the authority of school personnel in maintaining discipline in school and at school-sponsored activities.</li> <li>• Respect and maintain school and private property in accordance with school rules.</li> </ul>
<p><b>Each parent/guardian may expect:</b></p> <ul style="list-style-type: none"> <li>• Information concerning the lawful policies, procedures, rules and regulations established by school authorities.</li> <li>• A safe environment conducive to learning.</li> <li>• To have access to his/her child's school record according to District guidelines.</li> <li>• Regular student progress reports.</li> <li>• An environment of civility when addressing academic and behavioral decisions relating to their son or daughter.</li> <li>• To be guided through the Chain of Command as established in Board Policy.</li> </ul>	<p><b>Each parent/guardian is responsible to:</b></p> <ul style="list-style-type: none"> <li>• Make sure that your child has necessary supplies and has completed all physicals and immunizations at the beginning of the year.</li> <li>• Have current contact and emergency information on file with the school office.</li> <li>• See that his/her child attends school in accordance with Illinois State Laws and arrives on time.</li> <li>• Be aware of and follow District policies and building rules, traffic laws, guidelines and regulations concerning his/her child.</li> <li>• Ask for academic and behavioral requirements in the classroom.</li> <li>• Know that nutrition, proper rest, hygiene, and overall attitude directly impact student learning.</li> <li>• Know your child's teachers. When a question/concern arises regarding any class, the first contact should be with that teacher. The second contact would be the building Principal.</li> <li>• Take an interest in your child's academic progress and discuss it frequently with your child.</li> <li>• Know when progress reports and report cards are due and discuss them with your child.</li> <li>• Encourage the involvement of your child in extra-curricular activities.</li> <li>• Call the school within one hour of start time if your child is ill or cannot come to school.</li> <li>• Create a healthy routine for the completion of homework.</li> <li>• Support your child through your attendance at open houses, parent-teacher conferences, student performances, awards ceremonies, and school supported organizations.</li> <li>• Model appropriate and successful behaviors that support your child's life skills.</li> </ul>
<p><b>School Personnel may expect:</b></p> <ul style="list-style-type: none"> <li>• To be involved in communication to and from parents.</li> <li>• An environment of civility when addressing academic and behavioral decisions relating to the student performance.</li> <li>• To be guided through the Chain of Command as established in Board Policy.</li> </ul>	<p><b>School Personnel are responsible to:</b></p> <ul style="list-style-type: none"> <li>• Know and accurately follow discipline guidelines as established by District policy.</li> <li>• Make school rules and regulations contained in a handbook and/or District calendar available to all students and parents.</li> <li>• Notify the appropriate authority of criminal violations by students.</li> <li>• Implement intervention procedures within his/her jurisdiction through available means.</li> <li>• Notify parents in a timely manner of any significant violation of discipline policy.</li> <li>• Communicate regularly with parents/guardians through a variety of means including report cards, progress reports, newsletters, phone calls, e-mails and parent conferences.</li> <li>• Notify parents whenever possible if child is absent and the parent has not called.</li> </ul>
<p><b>The Board of Education may expect:</b></p> <ul style="list-style-type: none"> <li>• An environment of civility when addressing decisions relating to the policies and practices of JSD #117.</li> <li>• To be guided through the Chain of Command as established in Board Policy.</li> </ul>	<p><b>The Board of Education is responsible to:</b></p> <ul style="list-style-type: none"> <li>• Secure that personnel are highly-qualified and adhere to District curriculum.</li> <li>• Secure that each student has equal access to established curriculum.</li> <li>• Hold students (and adults) accountable for disorderly conduct on school property and to discipline for disorderly conduct on the way directly to and from school and at any school function.</li> <li>• Hold parents or guardians liable for all damages caused by their child or ward.</li> <li>• Review any disciplinary action taken by school personnel.</li> <li>• Expel students from school for a serious violation or chronic series of violations of school policy guidelines.</li> </ul>

## **SAFE SCHOOL DRILLS**

Safety drills will occur at times established by the school board. Students are required to be silent and shall comply with the directives of school officials during emergency drills. There will be a minimum of three (3) evacuation drills, a minimum of one (1) severe weather (shelter-in-place) drill, a minimum of one (1) law enforcement drill, and a minimum of one (1) bus evacuation drill each school year. There may be other drills at the direction of the administration. Drills will not be preceded by a warning to the students.

## **SCHOOL COUNSELORS**

The counselor provides services to all students by acting as coordinators of student personnel services (i.e. personal and academic counseling, classroom and small group guidance, parent consultation, class scheduling, peer mediation). The counselor can also help students contact outside agencies or officials. All students should feel free to arrange a conference with a school counselor. Students should sign up for an appointment by filling out a counselor referral slip and placing it in the box located in the main lobby. The counselor will call students from class when there is an opening. Exceptions may be made for an emergency.

### **SCHOOL INSURANCE**

All injuries should be reported to the office. Students with school insurance should be sure to complete claim forms promptly. Accident insurance provides the necessary coverage required for students who participate in interscholastic activities.

### **SCHOOL MESSENGER**

School Messenger is a messaging system that allows the district to quickly send mass notifications to employees, parents and students. Skylert is a web portal that works through Skyward's Family Access to provide you with the means to manage your contact sources and choose how you will be contacted for a variety of purposes. *You* can decide the contact method(s) by which you receive messages.

School Messenger can provide you with information in two ways:

- Telephone/Cell Phone
- E-mail

### **SCHOOL VISITATION RIGHTS**

The School Visitation Rights Act permits employed parents/guardians, who are unable to meet with educators because of a work conflict, the right to time off from work under certain conditions to attend necessary school functions such as parent-teacher conferences. Letters verifying participation in this program are available from the school office upon request.

### **SCHOOL VOLUNTEERS**

All school volunteers must complete the "Volunteer Information Form" and be approved by the school principal prior to assisting at the school. Forms are available in the school office. Some teachers utilize parent volunteers in the classroom. The individual teachers make this decision. Teachers who desire parent volunteers will notify parents. For school-wide volunteer opportunities, please contact the building principal.

Volunteers are required to check in and out at the main office and receive a visitor badge before going to their destination.

### **SEARCH AND SEIZURE**

In order to maintain order, safety, and security in the schools, school authorities are authorized to conduct reasonable 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 there 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 building principal or designated school authority may request the assistance of law enforcement officials to conduct inspections, breathalyzers, 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, cars (within 1000 ft of the school), parking lots, 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, the school's rules/policies, or the district's student rules/policies. The search will be conducted in a manner that is reasonably related to its objective of the search and not excessively intrusive in light of the student's age and sex, and the nature of the infraction.

#### ***Seizure of Property***

If a search produces evidence that the student has violated or is violating the law, the school's policies/rules or the district's policies/rules, evidence may be seized and impounded by school authorities, and disciplinary action may be taken. When appropriate, evidence may be transferred to law enforcement authorities. Parental contact prior to or after a search will be based on the urgency, intensity, and immediacy of the situation. A student's refusal to submit to a search would be deemed a violation of an administrative directive.

#### ***Notification Regarding Student Accounts or Profiles on Social Networking Websites***

State law requires the District to notify students and their parents/guardians that school officials may 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. This request may be made only if there is reasonable cause to believe that the student's account contains evidence that he or she violated a school disciplinary rule or Board policy.

### **SECURITY CAMERAS**

In order to assist the school's administration in maintaining a safe and secure environment, security cameras have been placed in various locations in and around the building. These cameras may be viewed only by school administration and law enforcement personnel if appropriate.

## **SEX EDUCATION INSTRUCTION**

Students will not be required to take or participate in any class or course in comprehensive sex education if his or her parent or guardian submits a written objection. The parent or guardian's decision will not be the reason for any student discipline, including suspension or expulsion. Nothing in this Section prohibits instruction in sanitation, hygiene or traditional courses in biology. Parents or guardians may examine the instructional materials to be used in any district sex education class or course.

## **SEXUAL HARASSMENT AND TEEN DATING VIOLENCE**

Sexual harassment of students is prohibited. A person engages in sexual harassment whenever he or she makes sexual advances, requests sexual favors, and/or engages in other verbal or physical conduct, including sexual violence, of a sexual or sex-based nature, imposed on the basis of sex, that: 1. Denies or limits the provision of educational aid, benefits, services, or treatment; or that makes such conduct a condition of a student's academic status; or 2. Has the purpose or effect of: a. Substantially interfering with a student's educational environment; b. Creating an intimidating, hostile, or offensive educational environment; c. Depriving a student of educational aid, benefits, services, or treatment; or d. Making submission to or rejection of such conduct the basis for academic decisions affecting a student. The terms intimidating, hostile, and offensive include conduct that has the effect of humiliation, embarrassment, or discomfort. Examples of sexual harassment include touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, and spreading rumors related to a person's alleged sexual activities. The term sexual violence includes a number of different acts. Examples of sexual violence include, but are not limited to, rape, sexual assault, sexual battery, sexual abuse, and sexual coercion.

**Teen Dating Violence Prohibited** Engaging in teen dating violence that takes place at school, on school property, at school sponsored activities, or in vehicles used for school-provided transportation is prohibited. For purposes of this policy, the term teen dating violence occurs whenever a student who is 13 to 19 years of age uses or threatens to use physical, mental, or emotional abuse to control an individual in the dating relationship; or uses or threatens to use sexual violence in the dating relationship.

**Making a Complaint;** Enforcement Students are encouraged to report claims or incidents of sexual harassment, teen dating violence or any other prohibited conduct to the nondiscrimination coordinator, building principal, assistant building principal, dean of students, or a complaint manager. A student may choose to report to a person of the student's same sex. Complaints will be kept confidential to the extent possible given the need to investigate. Students who make good faith complaints will not be disciplined. Nondiscrimination Coordinator: Beth Brockschmidt, Principal, 243-3383 or [bbrockschmidt@jsd117.org](mailto:bbrockschmidt@jsd117.org) OR school counselor.

Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to discipline.

## **SKYWARD/ PAC FAMILY ACCESS**

District 117 has implemented a web-based service that will allow Jacksonville Middle School parents and authorized family members to view attendance records, schedules, grades, assignments, progress reports, and basic health information with a simple "point and click."

This service is located on the Jacksonville School District 117 home page [[www.jsd117.org](http://www.jsd117.org)]. On the home page parents will find a link for PAC Family Access. Each family has been assigned a unique user name and password. This will allow families to view information about their student(s) enrolled in District 117. There are also email links that allow communication directly with staff members. Families should contact the Jacksonville Middle School records secretary if they are experiencing difficulty with this service.

## **STUDENT BEHAVIOR**

**Copies of all School District policies on student behavior are available online through the School District's website or in the school office. Prohibited Student Conduct;** Students may be disciplined for gross disobedience or misconduct, including but not limited to the following:

1. Using, possessing, distributing, purchasing, selling or offering for sale tobacco or nicotine materials, including electronic cigarettes or e-cigarettes.
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, selling or offering for sale:
  - a. Any illegal drug, controlled substance, or cannabis (including marijuana, medical cannabis and hashish).
  - b. Any anabolic steroid unless it is being administered in accordance with a physician's or licensed practitioner's prescription.
  - c. Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician's or licensed practitioner's prescription.
  - d. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician's or licensed practitioner's instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited.
  - e. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.
  - f. "Look-alike" or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a student believes to be, or represents to be, an illegal drug, controlled substance, or other substance that is prohibited by this policy; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug, controlled substance or other substance that is prohibited by this policy.

- g. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.
- h. Any substance inhaled, injected, smoked, consumed or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in a tablet or powdered form.

Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they have the prohibited substance, as applicable, in their possession.

4. Using, possessing, controlling or transferring a “weapon” or violating the procedures listed below under the Weapons Prohibition section of this handbook procedure.
5. Using or possessing an electronic paging device.
6. Using a cellular telephone, smartphone, video recording device, personal digital assistant (PDA), or similar 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 and 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 telephone, commonly known as “sexting.” Unless otherwise banned under this policy or by the building principal, all cellular phones, smartphones and other electronic devices must be kept powered-off and out-of-sight during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student’s individualized education program (IEP); (c) it is used during the student’s lunch period; or (d) it is needed in an emergency that threatens the safety of students, staff, or other individuals.
7. Using or possessing a laser pointer unless under a staff member’s direct supervision and in the context of instruction.
8. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a staff member’s request to stop, present school identification or submit to a search.
9. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, altering report cards and wrongfully obtaining test copies or scores.
10. Engaging in bullying, hazing or any kind of aggressive behavior that does physical or psychological harm to a staff person or another student or encouraging other students to engage in such behavior. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network or other comparable conduct.
11. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning) and sexual assault.
12. Engaging in teen dating violence.
13. Causing or attempting to cause damage to, stealing, or attempting to steal, school property or another person’s personal property.
14. Entering school property or a school facility without proper authorization.
15. In the absence of a reasonable belief that an emergency exists, calling emergency responders (calling 9-1-1); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus or at any school activity.
16. Being absent without a recognized excuse.
17. Being involved with any public school fraternity, sorority, or secret society.
18. Being involved in a gang or engaging in gang-like activities, including displaying gang symbols or paraphernalia.
19. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism and hazing.
20. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.
21. Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school.
22. Operating an unarmed aircraft system (AUS) or drone for any purpose on school grounds or at any school event unless granted permission by the building principal.

For purposes of these rules, the term “possession” includes having control, custody, or care, currently or in the past, of an object or substance, including situations in which the item is: (a) on the student’s person; (b) contained in another item belonging to, or under the control of, the student, such as in the student’s clothing, backpack, or automobile; (c) in a school’s student locker, desk, or other school property; (d) at any location on school property or at a school-sponsored event; or (e) in the case of drugs and alcohol, substances ingested by the person.

Efforts, including the use of positive interventions and supports shall be made to deter students, while at school or a school-related event, from engaging in aggressive behavior that may reasonably produce physical or psychological harm to someone else.

No disciplinary action shall be taken against any student that is based totally or in part on the refusal of the student's parent/guardian to administer or consent to the administration of psychotropic or psychostimulant medication to the student.

### **When and Where Conduct Rules Apply**

The grounds for disciplinary action also apply whenever the student's conduct is reasonably related to school or school activities, including but not limited to:

1. On, or within sight of, school grounds before, during, or after school hours or at any time;
2. Off school grounds at a school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school;
3. Traveling to or from school or a school activity, function, or event; or
4. Anywhere, if the conduct interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

### **Disciplinary Measures**

School officials shall limit the number and duration of expulsions and out-of-school suspensions to the greatest extent practicable, and, where practicable and reasonable, shall consider forms of non-exclusionary discipline before using out-of-school suspensions or expulsions. School personnel shall not advise or encourage students to drop out of school voluntarily due to behavioral or academic difficulties. Potential disciplinary measures include, without limitation, any of the following measures:

1. Notifying parents/guardians.
2. Disciplinary conference.
3. Withholding of privileges.
4. Temporary removal from the classroom.
5. Return of property or restitution for lost, stolen or damaged property.
6. In-school suspension.
7. After-school study or Saturday study provided the student's parent/guardian has been notified. (If transportation arrangements cannot be made in advance, an alternative disciplinary measure will be assigned to the student.)
8. Community service.
9. Seizure of contraband; confiscation and temporary retention of the personal property that was used to violate school rules.
10. Suspension of bus riding privileges.
11. Suspension from school and all school activities for up to 10 days. A suspended student is prohibited from being on school grounds.
12. Expulsion from school and all school activities for a definite time period not to exceed 2 calendar years. An expelled student is prohibited from being on school grounds.
13. Transfer to an alternative program if the student is expelled or otherwise qualifies for transfer under State law.
14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, such as, illegal drugs (controlled substances), "look-alikes," alcohol or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies.

The above list of disciplinary measures is a range of options that will not always be applicable in every case. In some circumstances, it may not be possible to avoid suspending or expelling a student because behavioral interventions, other than a suspension or expulsion, will not be appropriate and available, and the only reasonable and practical way to resolve the threat and/or address the disruption is a suspension or expulsion.

### **Corporal Punishment**

Corporal punishment is illegal and will not be used. Corporal punishment is defined as slapping, paddling, or prolonged maintenance of students in physically painful positions, or intentional infliction of bodily harm. Corporal punishment does not include reasonable force as needed to maintain safety for students, staff, or other persons, or for the purpose of self-defense or defense of property.

### **Weapons Prohibition**

A student who is determined to have brought one of the following objects to school, any school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school shall be expelled for a period of not less than one year but not more than 2 calendar years:

(1) A firearm, meaning any gun, rifle, shotgun, weapon as defined by Section 921 of Title 18 of the United States Code, firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act, or firearm as defined in Section 24-1 of the Criminal Code of 1961. The expulsion period may be modified by the superintendent, and the superintendent's determination may be modified by the board on a case-by-case basis.

(2) A knife, brass knuckles or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm, including "look-alikes" of any firearm as defined above.

The expulsion requirement may be modified by the superintendent, and the superintendent's determination may be modified by the board on a case-by-case basis.

### **Gang & Gang Activity Prohibited**

"Gang" is defined as any group, club or organization of two or more persons whose purposes include the commission of illegal acts. No student on or about school property or at any school activity or whenever the student's conduct is reasonably related to a school activity, shall: (1) wear, possess, use, distribute, display, or sell any clothing, jewelry, paraphernalia or other items which reasonably could be regarded as gang symbols; commit any act or omission, or use either verbal or non-verbal gestures, or handshakes showing membership or affiliation in a gang; or (2) use any speech or commit any act or omission in furtherance of the interest of any gang or gang activity, including, but not limited to, soliciting others for membership in any gangs; (3) request any person to pay protection or otherwise intimidate, harass or threaten any person; (4) commit any other illegal act or other violation of district policies, (5) or incite other students to act with physical violence upon any other person.

### **Re-Engagement of Returning Students**

The building principal or designee shall meet with a student returning to school from an out-of-school suspension, expulsion or alternative school setting. The goal of this meeting shall be to support the student's ability to be successful in school following a period of exclusion and shall include an opportunity for students who have been suspended to complete or make-up missed work for equivalent academic credit.

## **STUDENT PRIVACY PROTECTIONS**

### **Surveys by Third Parties**

Before a school official or staff member administers or distributes a survey or evaluation created by a third party to a student, the student's parent/guardian may inspect the survey or evaluation, upon their request and within a reasonable time of their request. This applies to every survey: (1) that is created by a person or entity other than a district official, staff member, or student, (2) regardless of whether the student answering the questions can be identified, and (3) regardless of the subject matter of the questions.

Parents who object to disclosure of information concerning their child to a third party may do so in writing to the building principal.

### **Surveys Requesting Personal Information**

School officials and staff members will not request, nor disclose, the identity of any student who completes any survey or evaluation (created by any person or entity, including the school or district) containing one or more of the following items:

1. Political affiliations or beliefs of the student or the student's parent/guardian.
2. Mental or psychological problems of the student or the student's family.
3. Sexual behaviors or attitudes.
4. Illegal, anti-social, self-incriminating, or demeaning behavior.
5. Critical appraisals of other individuals with whom students have close family relationships.
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers.
7. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian.
8. Income other than that required by law to determine program eligibility.

The student's parent/guardian may inspect the survey or evaluation upon, and refuse to allow their child to participate in the survey.

The school will not penalize any student whose parent/guardian exercised this option.

### **Instructional Material**

A student's parent/guardian may inspect, upon their request, any instructional material used as part of their child's educational curriculum within a reasonable time of their request.

## **STUDENT RECORDS**

A school student record is any writing or other recorded information concerning a student and by which a student may be identified individually that is maintained by a school or at its direction or by a school employee, regardless of how or where the information is stored, except for certain records kept in a staff member's sole possession; records maintained by law enforcement officers working in the school; video and other electronic recordings that are created in part for law enforcement, security, or safety reasons or purposes; and electronic recordings made on school buses.

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

### **1. The right to inspect and copy the student's education records within 15 school days of the day the District receives 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. A parent/guardian or student should submit to the building principal a written request that identifies the record(s) he or she wishes to inspect. The principal will make arrangements for access and notify the parent/guardian 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.

These rights are denied to any person against whom an order of protection has been entered concerning the student.

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

A parent/guardian or eligible student may ask the District to amend a record that is believed to be inaccurate, irrelevant, or improper. Requests should be sent to the building principal and should clearly identify the record the parent/guardian or eligible student wants changed and the specific reason a change is being sought.

If the District decides not to amend the record, the District will notify the parent/guardian 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 procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.

**3. The right to permit disclosure of personally identifiable information contained in the student's education records, except to the extent that the FERPA or Illinois School Student Records Act authorizes disclosure without consent.**

Disclosure without consent is permitted 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 any parent/guardian 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 these individuals, the parents/guardians or eligible student will receive prior written notice of the nature and substance of the information, and an opportunity to inspect, copy, and challenge such records.

Academic grades and references to expulsions or out-of-school suspensions cannot be challenged at the time a student's records are being 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/guardian 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.**

The permanent record is maintained for at least 60 years after the student transfers, graduates, or permanently withdraws. The temporary record is maintained for at least 5 years after the student transfers, graduates, or permanently withdraws. Temporary records that may be of assistance to a student with a disability who graduates or permanently withdraws, may, after 5 years, be transferred to the parent/guardian or to the student, if the student has succeeded to the rights of the parent/guardian. Student temporary records are reviewed every 4 years or upon a student's change in attendance centers, whichever occurs first.

**5. The right to prohibit the release of directory information.**

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

Name; address; gender; grade level; birthdate and place; grade level; parent/guardian names, addresses, electronic mail addresses and phone numbers; academic records, degrees and honors; major field of study; period of attendance in school.

*Any parent/guardian 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.*

**6. The right contained in this statement: No person may condition the granting or withholding of any right, privilege or benefits or 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 failures 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

**SUICIDE AND DEPRESSION AWARENESS AND PREVENTION**

Youth suicide impacts the safety of the school environment. It also affects the school community, diminishing the ability of surviving students to learn and the school's ability to educate. Suicide and depression awareness and prevention are important goals of the school district.

The school district maintains student and parent resources on suicide and depression awareness and prevention. Much of this information, including a copy of school district's policy, is posted on the school district website. Information can also be obtained from the school office.

**TALENTED AND GIFTED SERVICES**

Gifted students' needs in all K-12 classrooms will be met through differentiated instructional models (e.g. tiered instruction, compacting, learning centers, learning contracts, etc.). Additionally, a range of opportunities will be offered including flexible grouping within the classroom. Cluster grouping and re-grouping for instruction may be provided to address the variety of strengths and learning challenges that our students possess.

**TELEPHONE**

Students may use the school office phones as determined by school personnel. Parents should use the main school number, 243-3383, to leave messages for their student. Students need to make prior arrangements to be picked up by parents after school and extracurricular events. Students will need a note from the teacher to make a phone call regarding staying after school.

**TEXTBOOKS**

Basic texts are loaned to students for their use during the school year. Students may be assessed a fee for some workbooks and other supplies. Textbooks are to be kept clean and handled carefully. Please be sure your name is written on the book labels in case the books are misplaced. A fine will be assessed based on a set schedule for abuse, misuse, or loss of books. If a book is damaged or stolen, notify a teacher immediately.

## **TRUANCY**

Student attendance is critical to the learning process. Truancy is therefore a serious issue and will be dealt with in a serious manner by the school and district. Students who miss 5% or more of the prior 180 regular school days without valid cause (a recognized excuse) are considered chronic truants. Students who are chronic truants will be offered support services and resources aimed at correcting the truancy issue. If chronic truancy persists after support services and other resources are made available, the school and district will take further action, including: • Referral to the truancy officer • Reporting to officials under the Juvenile Court Act • Referral to the State's Attorney • Appropriate school discipline

If truancy continues after supportive services have been offered the school may request the resources of outside agencies such as juvenile officer of the local police department or the truant office of the appropriate Regional Office of Education. Parents will receive notice of truancy after 4, 7, and 9 days of unexcused absence. Upon the 6<sup>th</sup> unexcused absence or tardy, a truancy packet is completed and sent to the Truant Officer at the Regional Office of Education.

It is the policy of this District that no punitive action, including out-of-school suspensions, expulsions, or court action is taken against a student who is a chronic or habitual truant solely for such truancy unless available supportive services and school resources have been offered to the student and he/she has failed, within a reasonable time, to correct the behavior.

Parents who are negligent of their child's right to a free public education will be referred to the Truant Officer at the Regional Office of Education for possible prosecution by the Morgan County State's Attorney.

A parent or guardian who knowingly and willfully permits a child to be truant may be convicted of a Class C misdemeanor, which carries a maximum penalty of thirty days in jail and/or a fine of up to \$1500.00.

## **VIDEO & AUDIO MONITORING SYSTEMS**

A video and/or audio monitoring system may be in use on school busses and a video monitoring system may be in use in public areas of the school building. These systems have been put in place to protect students, staff, visitors and school property. If a discipline problem is captured on audiotape or videotape, these recordings may be used as the basis for imposing student discipline. If criminal actions are recorded, a copy of the tape may be provided to law enforcement personnel.

It is the practice of Jacksonville School District 117 to allow only school personnel overseeing the video monitoring system to view video/audio tapes. This practice is to secure the safety and privacy rights of all children.

## **VIOLENT OFFENDER AND SEX OFFENDER NOTIFICATION LAW**

### **Violent Offender Community Notification**

State law requires that all school districts provide parents/guardians with information about sex offenders and violent offenders against youth.

You may find the Illinois Sex Offender Registry on the Illinois State Police's website at: <http://www.isp.state.il.us/sor/>.

You may find the Illinois Statewide Child Murderer and Violent Offender Against Youth Registry on the Illinois State Police's website at: <http://www.isp.state.il.us/cmvo/>.

### **Sex Offender Notification Law**

State law prohibits a convicted child sex offender from being present on school property when children under the age of 18 are present, except for in the following circumstances as they relate to the individual's child(ren);

1. To attend a conference at the school with school personnel to discuss the progress of their child
2. To participate in a conference in which evaluation and placement decisions may be made with respect to their child's special education services
3. To attend conferences to discuss issues concerning their child, such as retention or promotion.

In all other cases, convicted child sex offenders are prohibited from being present on school property unless they obtain written permission from the superintendent or school board. Anytime that a convicted child sex offender is present on school property for any reason – including the three reasons above – he/she is responsible for notifying the principal's office upon arrival on school property and upon departure from school property. It is the responsibility of the convicted child sex offender to remain under the direct supervision of a school official at all times he/she is in the presence or vicinity of children. A violation of this law is a Class 4 felony.

## **VISITORS**

All visitors, including parents and siblings, are required to enter through the designated door of the building and proceed immediately to the main office. Visitors should identify themselves and inform office personnel of their reason for being at school.

Visitors must sign in, identifying their name, the date and time of arrival, and the classroom or location they are visiting. Approved visitors must take a tag identifying themselves as a guest and place the tag to their outer clothing in a clearly visible location. Visitors are required to proceed immediately to their location in a quiet manner. All visitors must return to the main office and sign out before leaving the school.

Visitors are expected to abide by all school rules during their time on school property. A visitor who fails to conduct himself or herself in a manner that is appropriate will be asked to leave and may be subject to criminal penalties for trespass and/or disruptive behavior.

## **WEB SITE**

Up to date school information and many helpful resources for parents and students may be found at the Jacksonville Middle School Web Site: [turner.jdsd117.org](http://turner.jdsd117.org). Several linked resources require a username and password:

**Career Cruising:** School username: Turner School password: JHS **World Book Encyclopedia On-line:** Log-in ID: jturner Password: jturner

**NovelList Plus:** User ID: jturner Password: jturner



# Crimson PRIDE Program

Productive, Respectful Individuals Dedicated to Education

<b>RED LEVEL</b>	<b>BLUE LEVEL</b>	<b>GREEN LEVEL</b>	<b>ORANGE LEVEL</b>
<p><b>Criteria</b></p> <ul style="list-style-type: none"> <li>1 or fewer tardies</li> <li>0 TMR's</li> <li>3 or fewer missing assignments</li> <li>0 major offenses</li> <li>0 suspensions</li> </ul>	<p><b>Criteria</b></p> <ul style="list-style-type: none"> <li>3 or fewer tardies</li> <li>1 or fewer TMR's</li> <li>6 or fewer missing assignments</li> <li>0 major offenses</li> <li>0 suspensions</li> </ul>	<p><b>Criteria</b></p> <ul style="list-style-type: none"> <li>5 or fewer tardies</li> <li>2 or fewer TMR's</li> <li>9 or fewer missing assignments</li> <li>1 or fewer major offenses</li> <li>0 suspensions</li> </ul>	<p><b>Criteria</b></p> <ul style="list-style-type: none"> <li>8 or fewer tardies</li> <li>3 or fewer TMR's</li> <li>12 or fewer missing assignments</li> <li>2 or fewer major offenses</li> <li>1 or fewer AEP / 0 OSS</li> </ul>

<b>Privileges</b>	<b>Privileges</b>	<b>Privileges</b>	<b>Privileges</b>
<ul style="list-style-type: none"> <li>Eligible to earn Titan Pride Tickets</li> <li>Cafeteria seating privileges</li> <li>Pass privileges</li> <li>Free admission to Turner sport events</li> <li>Early out (3 scheduled days)</li> <li>Monthly celebrations</li> <li>No tickets needed for celebrations</li> <li>All year red celebration</li> </ul>	<ul style="list-style-type: none"> <li>Eligible to earn Titan Pride Tickets</li> <li>Cafeteria seating privileges</li> <li>Pass privileges</li> <li>Extra-curricular privileges</li> <li>Early out (2 scheduled days)</li> <li>Monthly celebrations</li> </ul>	<ul style="list-style-type: none"> <li>Eligible to earn Titan Pride Tickets</li> <li>Cafeteria seating privileges</li> <li>Pass privileges</li> <li>Extra-curricular privileges</li> </ul>	<ul style="list-style-type: none"> <li>Eligible to earn Titan Pride Tickets</li> <li>Cafeteria seating privileges</li> <li>Pass privileges</li> </ul>

The Titan PRIDE team will review and may refine the Titan Pride rubric at the end of the first semester

<b>M1 Data Collection</b>	<b>T1 Data Collection</b>	<b>M2 Data Collection</b>	<b>T2 Data Collection</b>	<b>M3 Data Collection</b>	<b>T3 Data Collection</b>	<b>M4 Data Collection</b>	<b>T4 Data Collection</b>
8/16 through 9/15 New Levels Assigned September 19	9/18 through 10/20 New Levels Assigned October 24	10/23 through 11/17 New Levels Assigned November 21	11/20 through 12/21 New Levels Assigned January 5	1/3 through 2/2 New Levels Assigned February 6	2/5 through 3/9 New Levels Assigned March 13	3/12 through 4/20 New Levels Assigned April 24	4/23 through EOY New Levels Assigned TBD

Crimson PRIDE

*Productive Respectful Individuals Dedicated to Education*

	Hall	Restroom	Cafeteria	Classroom	Events/ Assemblies	Bus	Locker Room/ Gym	Media Center	School/ Community
<b>Be Respectful</b>	<ul style="list-style-type: none"> <li>-Make only positive comments to others</li> <li>-Talk quietly</li> </ul>	<ul style="list-style-type: none"> <li>-Make only positive comments to others</li> </ul>	<ul style="list-style-type: none"> <li>-Use peaceful and appropriate language at all times</li> <li>-Speak in a low volume</li> <li>-Speak to people at own table</li> <li>-Remain in line</li> </ul>	<ul style="list-style-type: none"> <li>-Be quiet while the teacher is talking</li> <li>-Listen to peers share their answers and opinions</li> <li>-Ask permission to use materials or for privileges</li> <li>-Ask questions/get help</li> <li>-Believe in yourself</li> </ul>	<ul style="list-style-type: none"> <li>-Show good sportsmanship</li> <li>-Support and respect the efforts of all participants</li> <li>-Listen to peers being recognized</li> <li>-Respect opponents and officials</li> <li>-After school, eat in designated areas</li> </ul>	<ul style="list-style-type: none"> <li>-Keep to your own space</li> <li>-Use appropriate language</li> </ul>	<ul style="list-style-type: none"> <li>-Keep to self</li> <li>-Use only your belongings</li> <li>-Keep negative comments to self</li> <li>-Respect personal space and individual differences</li> <li>-Demonstrate good sportsmanship</li> </ul>	<ul style="list-style-type: none"> <li>-Use quiet voices</li> <li>-Wait your turn</li> <li>-Respect others' space</li> </ul>	<ul style="list-style-type: none"> <li>-Use appropriate language</li> <li>-Speak in a low volume</li> <li>-Respect property</li> <li>-Convey a positive attitude &amp; be accepting of differences</li> <li>-Be polite</li> <li>-Use self-talk</li> <li>-Make choices best for YOU</li> </ul>
<b>Be Responsible</b>	<ul style="list-style-type: none"> <li>-Keep the hallway and stairs clean</li> <li>-Use time wisely</li> </ul>	<ul style="list-style-type: none"> <li>-Flush the toilet</li> <li>-Throw paper towels in the wastebasket</li> <li>-Turn the water off</li> <li>-Leave the restroom clean</li> </ul>	<ul style="list-style-type: none"> <li>-Clean up after yourself</li> <li>-Keep to yourself</li> <li>-Place trash in the trash can</li> <li>-Get everything the first time</li> <li>-Use time wisely</li> </ul>	<ul style="list-style-type: none"> <li>-Use materials appropriately</li> <li>-Have necessary materials for class</li> <li>-Make it to class on time</li> <li>-Use time wisely and hand homework in on time</li> <li>-Set goals &amp; reflect on success</li> <li>-Be honest/fair</li> </ul>	<ul style="list-style-type: none"> <li>-Clean up your area</li> <li>-Give 100% effort</li> <li>-Be prepared to be called</li> </ul>	<ul style="list-style-type: none"> <li>-Maintain condition of the bus</li> <li>-Be on time</li> </ul>	<ul style="list-style-type: none"> <li>-Open only your own locker</li> <li>-Place all items in locker</li> <li>-Practice good personal hygiene</li> </ul>	<ul style="list-style-type: none"> <li>-Have purpose/agenda ready</li> <li>-Be productive</li> <li>-Ask for help when needed</li> <li>-Return books on time</li> <li>-Return books in good condition</li> </ul>	<ul style="list-style-type: none"> <li>-Accept consequences for choices made</li> <li>-Follow school dress code</li> <li>-Clean up after yourself</li> <li>-Follow the law-think first</li> <li>-Support your school &amp; community</li> </ul>
<b>Be Safe</b>	<ul style="list-style-type: none"> <li>-Hands and feet to self</li> <li>-Keep moving</li> <li>-Walk on the right side</li> <li>-Touch each stair</li> </ul>	<ul style="list-style-type: none"> <li>-Keep hands and feet to yourself</li> <li>-Take care of your business in a timely fashion and return to class</li> <li>-Leave when finished</li> </ul>	<ul style="list-style-type: none"> <li>-Keep hands and feet to yourself</li> <li>-Touch only your own food</li> <li>-Use food appropriately</li> </ul>	<ul style="list-style-type: none"> <li>-Use materials appropriately</li> </ul>	<ul style="list-style-type: none"> <li>-Move during designated times</li> <li>-Be seated quickly</li> <li>-Use stairs on the bleachers</li> </ul>	<ul style="list-style-type: none"> <li>-Follow rules of the driver</li> <li>-Sit appropriately in your seat and remain seated</li> <li>-Move quickly to bus after school</li> </ul>	<ul style="list-style-type: none"> <li>-Dress quickly</li> <li>-Lock lockers</li> <li>-Use equipment properly</li> <li>-Gum and candy prohibited</li> </ul>	<ul style="list-style-type: none"> <li>-Keep hands, feet, and objects to yourself</li> <li>-Use paint sticks correctly</li> <li>-Push in chairs</li> </ul>	<ul style="list-style-type: none"> <li>-Allow personal space</li> <li>-Have school ID at all times</li> <li>-Resist risk-taking behaviors</li> </ul>

## **BELL SCHEDULES**

### ***REGULAR***

EB	7:11-8:05		
1 <sup>st</sup>	8:19-9:16		
2 <sup>nd</sup>	9:20-10:14		
3 <sup>rd</sup>	10:18-11:12		
4 <sup>th</sup>	Class	11:16 – 12:10	
	L/AD	11:16-11:46	11:49-12:14
	AD/L	11:16-11:41	11:44-12:14
L/WE/Ad	11:16-11:46	11:49-12:43	12:46-1:11
5 <sup>th</sup>	Class	12:17-1:11	
	L/AD	12:13-12:43	12:46-1:11
	AD/L	12:13-12:38	12:41-1:11
6 <sup>th</sup>	1:15-2:09		
7 <sup>th</sup>	2:13-3:07		

### ***HEAT/HOLIDAY***

EB	7:11-8:05		
1 <sup>st</sup>	8:19-9:07		
2 <sup>nd</sup>	9:10-9:57		
3 <sup>rd</sup>	10:00-10:47		
4 <sup>th</sup>	Class	10:50-11:37	
	L/AD	10:50-11:20	11:23-11:37
	AD/L	10:50-11:04	11:07-11:37
L/WE/Ad	10:50-11:20	11:23-12:10	12:13-12:27
5 <sup>th</sup>	Class	11:40-12:27	
	L/AD	11:40-12:10	12:13-12:27
	AD/L	11:40-11:54	11:57-12:27
6 <sup>th</sup>	12:30-1:17		
7 <sup>th</sup>	1:20-2:07		

### ***ASSEMBLY***

EB	7:11-8:05		
1 <sup>st</sup>	8:19-9:11		
2 <sup>nd</sup>	9:14-10:04		
3 <sup>rd</sup>	10:07-10:57		
4 <sup>th</sup>	Class	11:00-11:50	
	L/AD	11:00-11:30	11:33-11:50
	AD/L	11:00-11:17	11:20-11:50
L/WE/Ad	11:00-11:30	11:33-12:23	12:26-12:43
5 <sup>th</sup>	Class	11:53-12:43	
	L/AD	11:53-12:23	12:26-12:43
	AD/L	11:53-12:10	12:13-12:43
6 <sup>th</sup>	12:46-1:36		
7 <sup>th</sup>	1:39-2:29		

# A READING STRATEGY CHECKLIST

## Before Reading:

- I think about the cover, title, and what I know about the topic.
- I skim, looking at and thinking about illustrations, photos, graphs, and charts.
- I read the headings and captions.
- I read the back cover and/or print on the inside of the jacket.
- I ask questions.
- I make predictions.
- I read the questions before I read the selection.

## During Reading:

- I make mental pictures because I am more likely to remember details if I actively picture the text in my mind as I read.
- I identify confusing parts and reread them.
- I use pictures, graphs, and charts to understand confusing parts.
- I identify unfamiliar words and use context clues to figure out their meanings.
- I stop and retell to see what I remember. If necessary, I reread.
- I predict and adjust or confirm.
- I raise questions and read on to discover answers.
- I make connections from the text to my own life or to similar situations or experiences outside the text.
- I draw conclusions and make inferences about what I read.

## After Reading:

- I think about the characters, settings, events, or new information.
- I think about how this information impacts my life and the life around me.
- I think about whether I agree or disagree with what I read, or whether or not I liked or didn't like what I read.
- I discuss or talk about what I read with others.
- I write about what I read, including my reactions.
- I reread parts I enjoy.
- I skim to find details.
- I reread to find support for questions.

## 75 MOST COMMONLY MISSPELLED WORDS

accept	embarrass	principle	through
affect	environment	probably	throughout
a lot	except	quiet	to
already	experience	quite	too
all ready	February	realize	two
all right	government	reason	until
argument	guard	receive	usually
because	it's	remember	weather
beginning	its	restaurant	Wednesday
believe	knew	separate	whether
business	know	succeed	who's
calendar	loose	surprise	whose
character	lose	taken	woman
choose	maybe	their	your
chose	minute	themselves	you're
concentration	neighbor	there	
definitely	new	therefore	
doesn't	no	they're	
earrings	opinion	thorough	
effect	principal	threw	

## GRABBERS

Hook your reader! Get your reader's attention and entice him to read on.

<u>Hook</u>	<u>Example</u>
Question	What? You don't like crunchy caterpillars on your pizza? Once a caterpillar always a caterpillar? Hardly.
Idiom (figure of speech)	Now you're in a pickle. No food, no water, no shelter. What do you do?
Anecdote	I was living in Arkansas the first time I met prejudice face to face.
Definition	Metamorphosis means transformation. I found out this can apply to people as well as animals.
Setting	In a small school, tucked up in a hollow in Kentucky, students are discovering the power of excellence.
Quotation	"Give me liberty or give me death," declared Patrick Henry.
Pun: a play on words	Spider-silk crosshairs are spinning out of existence.
A riddle	What do you call an eight-legged weaver?
Alliterative phrase (and/ or rhyming)	Stepping and stomping. Whirling and swirling. Native Americans turn dancing into an art.
Words in capitals, bold or italics	STOP! <b>Look!</b> <i>Listen!</i> The safety patrol wants you.
Exclamation	Whew! And you thought the desert was hot!
Noises & Onomatopoeia	Slurp, slurp. Glug, glug. On a hot day the best thing to quench your thirst is a tasty fruit drink from Hollow Snack Bar.
Sentence Fragments	A rose in full bloom. Your favorite perfume. A steak cooking over charcoal. Our sense of smell tells us plenty.
Make a list	Balloons, presents, a birthday cake, lit candles...I remember my 10 <sup>th</sup> birthday party.
Hyperbole (Exaggeration)	I thought I'd lose my mind the day my wallet was stolen. There had to be a million people staring at me as I lay flat on my back in the middle of the ice rink.

## EFFECTIVE ENDINGS

End with your feelings: <ul style="list-style-type: none"><li>• At that moment, I knew I would always love Rome.</li><li>• Poodles and Collies are fine, but German Shepherds are my favorite!</li></ul>
Leave a reminder: <ul style="list-style-type: none"><li>• Remember, it is important for each person to take part in recycling.</li><li>• Be careful when studying spiders. Not all of them are friendly.</li></ul>
End with a question: <ul style="list-style-type: none"><li>• Wouldn't you like to have a spider for a friend?</li><li>• Native Americans understood the importance of caring for the earth. Do you?</li></ul>
Make a prediction: <ul style="list-style-type: none"><li>• After hearing the facts, surely you will want to start recycling today.</li><li>• The next time someone asks you why they can't fly like a bluebird, you will know the answer.</li></ul>
Return to the beginning: <ul style="list-style-type: none"><li>• Beginning: Owls are amazing creatures!</li><li>• Ending: Perhaps, now, you can clearly see that owls truly are amazing creatures.</li></ul>
End with a portion of another piece of literature: <ul style="list-style-type: none"><li>• Grandpa spoke wisely when he observed, "If a fellow didn't dream and have hope, life would sure be miserable."</li><li>• "In spite of everything," said Anne Frank, "I still believe that people are really good at heart."</li></ul>

Begin the last paragraph of persuasive writing with a strong lead in such as:

- Without a doubt...
  - After reviewing the evidence presented...
  - As one can see...
  - Who among us would/would not support...
- Finish by telling your readers what you want them to do!

## PASSIONATE WORDS

absolutely  
at no time  
at all times  
preposterous  
overwhelmingly  
irresponsible  
definitely  
totally  
under no circumstances

unmistakably  
without a doubt  
disgraceful  
vehemently  
impossible  
certainly  
evidently  
completely  
obviously

wholeheartedly  
always  
never or ever  
absurd  
clearly  
no matter  
strongly  
undoubtedly  
unquestionably

## PERSUASIVE WRITING CHECKLIST

### Focus

- ✓ I use my introduction to set the purpose of my composition.
- ✓ I clearly state my position on the topic.
- ✓ I stay on the issue throughout the composition.
- ✓ I write a closing that effectively summarizes my position.

### Support

- ✓ I use specific examples and details to explain each of the points that I use to explain my position.
- ✓ I balance my use of detail and description throughout my composition.
- ✓ I use the same *voice*\* throughout my composition.
- ✓ I use a variety of specific and descriptive words and phrases.
- ✓ I use words correctly and purposefully.

### Organization

- ✓ My composition is arranged logically and makes sense.
- ✓ I use paragraphing to help organize my points.
- ✓ I use transition words and phrases to connect my sentences and paragraphs so that my composition flows smoothly when I read it.
- ✓ My sentences begin in different ways.
- ✓ My sentences are different lengths to make my composition more interesting for the reader.
- ✓ I avoid using the same words over and over again.

### Conventions

- ✓ I use complete sentences.
- ✓ I spell familiar words correctly.
- ✓ I use capitalization and punctuation correctly.
- ✓ I make sure that the subject of my sentence agrees with the verb.
- ✓ I use the same verb tense throughout my composition.

**Voice** – The individuality of the writer coming through on the page. Voice gives writing a distinctiveness. The reader of the composition has the feeling that the writer is talking directly to him or her.

## NARRATIVE WRITING CHECKLIST

### Focus

- ✓ I use my introduction to set the purpose of my composition.
- ✓ I have an interesting start to my story that catches the reader's attention.
- ✓ My composition is about the subject or topic.
- ✓ I write a closing that effectively unifies my writing.

### Elaboration

- ✓ I use specific examples and details to describe the event or experience and my reactions and/or the reactions of others.
- ✓ I balance my use of description throughout my composition.
- ✓ I use the same *voice*\* throughout my composition.
- ✓ I use a variety of specific and descriptive words and phrases to make my composition more interesting for the reader.
- ✓ I use words correctly and purposefully.

### Organization

- ✓ My composition moves logically through time and has a beginning, a middle, and an ending.
- ✓ I use paragraphing to help organize my story.
- ✓ I use transition words and phrases to connect my sentences and paragraphs so that my composition flows smoothly when I read it.
- ✓ My sentences begin in different ways.
- ✓ My sentences are different lengths to make my composition more interesting.
- ✓ I avoid using the same words over and over again.

### Conventions

- ✓ I use complete sentences.
- ✓ I spell familiar words correctly.
- ✓ I use capitalization and punctuation correctly.
- ✓ I make sure that the subject of my sentence agrees with the verb.
- ✓ I use the same verb tense throughout my composition.

**Voice** – The individuality of the writer coming through on the page. Voice gives writing a distinctiveness. The reader of the composition has the feeling that the writer is talking directly to him or her.

### **NARRATIVE BEGINNINGS (AFTER THE GRABBER!)**

There I was...	Did I ever tell you about...
As I...	I have never felt so...
It was a...	If only I had known...
My heart was...	It all began...
I remember...	I was already...

### **NARRATIVE REFLECTIONS**

Looking back...	Now I know why I was...
As I think back to that day...	Now that I think about it...
I have learned...	I'll never be the same because...
I look forward to...	After this experience...
In the future, I...	If only I...
As I look back...	After all...
I now realize...	I'll always remember

### **BASIC SHORT NARRATIVE GUIDELINES**

- Keep to the story you are telling. Do not stray or go off on a tangent.
- Make sure the events in your story happen in chronological order. Do not skip around in your telling of the story or jump from one event to another or suddenly change scenes. Use strong transitions throughout.
- Use great vocabulary. You want to show that you have a good command of words that are above and beyond those the average student your age knows.
- Use dialogue or other creative writing strategies somewhere in your story.
- Use similes and strong verbs to enhance descriptions.
- Make sure you include enough detail to make your story interesting to the reader, keeping the reader hooked.
- Write with a clear point of view and let your voice come through!



# PERSUASIVE WRITING RUBRIC

	Focus	Support	Organization	Integration
6	<ul style="list-style-type: none"> <li>Effective opening (may or may not include specific preview) which displays some sophistication through the use of anecdotes, quotations, definitions, personal appeals or other effective strategies; may develop the Focus inductively</li> <li>Clearly maintains logic throughout</li> <li>Effective closing which unifies the writing</li> </ul>	<ul style="list-style-type: none"> <li>All major points developed by specific detail</li> <li>Most key points are developed evenly – to the same degree of specificity</li> <li>Extensive development of Support through multiple strategies (e.g., explanation, evidence, and example)</li> <li>Word choice enhances specificity</li> <li>Voice is appropriate to topic, purpose, and audience</li> </ul>	<ul style="list-style-type: none"> <li>Structure is clear and appropriate to purpose</li> <li>All points appropriately paragraphed by effective and varied transitions or other devices (e.g., transitions, parallel structure, pronouns, repetition, etc.)</li> <li>All points are logically presented and interrelated</li> <li>Varied sentence structure and word choice produce cohesion</li> </ul>	<ul style="list-style-type: none"> <li>Fully developed for grade level</li> <li>Clear and purposeful Focus; in-depth identified and developed coherently and cohesively throughout</li> </ul>
5	<ul style="list-style-type: none"> <li>Sets purpose through effective thematic introduction, a specific preview, or may attempt more sophisticated strategy;</li> <li>Clearly maintains logic throughout</li> <li>Effective closing - more than a simple restatement of the introduction</li> </ul>	<ul style="list-style-type: none"> <li>All major points are developed by specific detail; Support may not be even or balanced</li> <li>Some Support developed through multiple strategies (e.g., explanation, evidence, and example)</li> <li>Word choice enhances specificity</li> <li>Voice is appropriate to topic, purpose, and audience</li> </ul>	<ul style="list-style-type: none"> <li>Structure is clear and appropriate to purpose</li> <li>Most major points appropriately paragraphed</li> <li>Coherence and cohesion demonstrated by appropriate transitions or other devices (e.g., transitions, parallel structure, pronouns, repetition, etc.)</li> <li>Most points are logically presented and interrelated</li> <li>Some varied sentence structure and word choice produce cohesion</li> </ul>	<ul style="list-style-type: none"> <li>Developed for grade level</li> <li>All features are adequately developed but not equally well developed, throughout</li> </ul>
4	<ul style="list-style-type: none"> <li>Subject/position (or issue) is identified by a general opening or a specific preview (No 'launch')</li> <li>If previewed, composition develops only previewed points</li> <li>Maintains logic/position throughout</li> <li>Clear closing is evident (may be simple restatement of the introduction)</li> </ul>	<ul style="list-style-type: none"> <li>Most main points are developed by specific detail</li> <li>All key points supported but not necessarily evenly or in depth</li> <li>Word choice may enhance specificity</li> <li>Voice is present but not consistent</li> </ul>	<ul style="list-style-type: none"> <li>Structure is evident</li> <li>Most major points appropriately paragraphed</li> <li>Coherence (paragraph to paragraph) and cohesion (sentence to sentence) demonstrated with appropriate transitions or other devices</li> <li>May have minor digression</li> <li>Most points logically presented and organized</li> </ul>	<ul style="list-style-type: none"> <li>Bare-bones-developed composition for grade level</li> <li>Simple and clear, presents nothing more than the essentials</li> <li>Limited depth</li> </ul>
3	<ul style="list-style-type: none"> <li>Subject/position (or issue) identified by at least a brief, general opening statement or is established somewhere in the composition</li> <li>If previewed, composition develops more or fewer points than previewed (over-promise or over-deliver)</li> <li>Minor Focus drift or lapses in logic (not really separate ideas – repetitious)</li> <li>May lack closing</li> <li>Lacks sufficiency to demonstrate a developed Focus</li> </ul>	<ul style="list-style-type: none"> <li>Some major points are developed by specific detail (e.g., second-order ideas beyond major point); some Support may be general</li> <li>Some Support of key points – but may lack depth</li> <li>Lacks sufficiency to demonstrate developed Support</li> <li>Voice shifts or disappears</li> </ul>	<ul style="list-style-type: none"> <li>Structure is noticeable</li> <li>Some appropriate paragraphing</li> <li>May have a major digression</li> <li>May have inappropriate or intrusive transitions that disrupt the progression of ideas (e.g., "Firstly," "Secondly," "Lastly" used within paragraphs)</li> <li>Lacks sufficiency to demonstrate developed Organization</li> </ul>	<ul style="list-style-type: none"> <li>Partially developed</li> <li>Some (or one) of the feature(s) may not be sufficiently formed, but all are present</li> <li>Inference is usually required</li> </ul>

	Focus	Support	Organization	Integration
<b>2</b>	<ul style="list-style-type: none"> <li>Subject/position (or issue) may be vague or prompt-dependent; may launch with no unifying statement anywhere, or repeat prompt or a portion of it as the only focusing statement</li> <li>Unrelated or illogical ideas or major drift from Focus (composition consists mostly of repetitions and redundancies)</li> <li>Off-mode response that does NOT serve persuasive purpose</li> <li>Multiple subjects/positions without a unifying umbrella statement</li> <li>May be insufficient writing to determine that subject/issue can be sustained</li> </ul>	<ul style="list-style-type: none"> <li>Most Support is general or consists of repetition/redundancy</li> <li>Simple list that may have some extensions</li> <li>May be insufficient writing to determine that the Support can be maintained</li> <li>No evidence of suitable voice</li> </ul>	<ul style="list-style-type: none"> <li>Structure is attempted, but the reader must infer it</li> <li>Limited evidence of appropriate paragraphing</li> <li>Limited structure within paragraphs (e.g., little purposeful ordering of sentences)</li> <li>Lacks appropriate persuasive structure</li> <li>May have major lapses/digressions</li> <li>May be insufficient writing to determine that Organization can be sustained</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to address the assignment, but only rudiments of techniques for forming Focus, Support, and Organization can be detected</li> <li>Some confusion and/or disappointedness</li> <li>Lacks appropriate persuasive structure</li> <li>May be insufficient writing to determine that features can be maintained</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>Subject/position (or issue) unclear</li> <li>Insufficient writing to show that criteria are met</li> </ul>	<ul style="list-style-type: none"> <li>Support may lack clarity</li> <li>Insufficient writing to show that criteria are met</li> </ul>	<ul style="list-style-type: none"> <li>Little or no evidence of a plan</li> <li>Insufficient writing to show that criteria are met</li> </ul>	<ul style="list-style-type: none"> <li>Does not fulfill the assignment; barely deals with the topic; does not present most or all of the features</li> <li>Insufficient writing to show that criteria are met</li> </ul>

Conventions				
<b>3</b>	<ul style="list-style-type: none"> <li>Strong knowledge of conventions is demonstrated</li> <li>Standards of punctuation, capitalization, and spelling are consistently followed – may have minor lapses</li> <li>May have minor errors in usage and sentence formation</li> <li>A variety of sentence structures is evident</li> </ul>			
<b>2</b>	<ul style="list-style-type: none"> <li>Partial knowledge of conventions is evident</li> <li>Severity and density of errors constitute a noticeable pattern</li> <li>Little attempt at varying sentence structures</li> </ul>			
<b>1</b>	<ul style="list-style-type: none"> <li>Little or no discernible knowledge of conventions</li> <li>Severity and density of errors is such that meaning is impaired</li> <li>Sentence structure is simplistic or in error</li> </ul>			

# NARRATIVE WRITING RUBRIC

Focus	Support	Organization	Integration
<p>6</p> <ul style="list-style-type: none"> <li>• Subject and unifying event clear and maintained throughout with the event commented upon by the end of the composition</li> <li>• Clearly sets purpose of composition through successful introduction strategy</li> <li>• Reactions are effectively connected to unifying event</li> <li>• Effective closing which unifies the writing</li> </ul>	<ul style="list-style-type: none"> <li>• All major episodes are developed by specific detail</li> <li>• Episodes developed evenly (to the same degree of specificity as appropriate)</li> <li>• Considerable Elaboration through multiple strategies (e.g., points of view/perspective, others' reactions, dialogue, etc.)</li> <li>• Most episodes show significant depth of development</li> <li>• Word choice enhances specificity</li> <li>• Voice is appropriate for topic, purpose, and audience</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative structure is clear, effective, and appropriate – sequence of episodes is logically presented without gaps</li> <li>• Appropriate and purposeful paragraphing</li> <li>• Coherence and cohesion demonstrated by effective and varied devices (transitions, parallel structure, pronouns, etc.)</li> <li>• Paragraph development follows narrative sequence</li> <li>• All episodes and reactions logically presented and interrelated</li> <li>• Varied sentence structure and word choice produce cohesion</li> </ul>	<ul style="list-style-type: none"> <li>• Fully-developed composition for grade level</li> <li>• Clear and purposeful Focus; in-depth, balanced Elaboration; sequence of episodes is coherently and cohesively developed throughout the composition</li> </ul>
<p>5</p> <ul style="list-style-type: none"> <li>• Subject and unifying event clear and maintained throughout with the event commented upon by the end of the composition</li> <li>• Clearly sets purpose through effective opening or may attempt more sophisticated strategy (may not be completely successful)</li> <li>• Reactions are relevant to unifying event</li> <li>• Effective closing</li> </ul>	<ul style="list-style-type: none"> <li>• All major episodes developed by specific detail</li> <li>• Most Elaboration is even or balanced</li> <li>• Some Elaboration through multiple strategies (e.g., points of view/perspective, others' reactions, dialogue, etc.)</li> <li>• Word choice may enhance specificity</li> <li>• Voice is appropriate for topic, purpose, and audience</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative structure is clear and effective – sequence of episodes is logically presented through time without significant gaps</li> <li>• All paragraphs appropriate</li> <li>• Coherence and cohesion demonstrated by appropriate devices (transitions, parallel structure, pronouns, repetition, etc.)</li> <li>• Most episodes and reactions logically presented and interrelated</li> <li>• Some varied sentence structure and word choice produce cohesion</li> </ul>	<ul style="list-style-type: none"> <li>• Developed composition for grade level</li> <li>• All features not equally well-developed throughout the composition</li> <li>• Depth is evident</li> </ul>
<p>4</p> <ul style="list-style-type: none"> <li>• Subject and unifying event clear and maintained with event commented upon by the end of the composition</li> <li>• Sets purpose through effective opening</li> <li>• Reactions clearly present and appropriate</li> <li>• Has closing</li> </ul>	<ul style="list-style-type: none"> <li>• Many major episodes developed by specific detail, some Elaboration may be general</li> <li>• Elaboration may not be even or balanced</li> <li>• Some depth</li> <li>• Word choice may enhance specificity</li> <li>• Voice is present but inconsistent</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative structure is evident – sequence of episodes moves through time with a beginning, a middle, and an ending with few gaps</li> <li>• Most paragraphs appropriate</li> <li>• Coherence (paragraph to paragraph) and cohesion (sentence to sentence) demonstrated with appropriate devices</li> <li>• Coherence may depend on holistic structure (e.g., chronology)</li> <li>• May have minor digressions</li> <li>• Most episodes logically presented and organized</li> </ul>	<ul style="list-style-type: none"> <li>• Bare-bones-developed composition for grade level</li> <li>• Simple and clear, presenting nothing more than the essentials</li> <li>• Limited depth</li> </ul>
<p>3</p> <ul style="list-style-type: none"> <li>• Subject and event clear; may be prompt-dependent</li> <li>• Minor Focus drift or lapses in logic</li> <li>• Reactions are present</li> <li>• May lack closing</li> <li>• Lacks sufficiency to demonstrate developed Focus</li> </ul>	<ul style="list-style-type: none"> <li>• Some major episodes developed by specific detail; some Elaboration may be general or repetitive</li> <li>• May be list of specific episodes/reactions with some extensions</li> <li>• Limited depth</li> <li>• Voice shifts or disappears</li> <li>• Lacks sufficiency to demonstrate developed Elaboration</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative structure is evident – sequence of episodes moves through time with significant gaps</li> <li>• Some appropriate paragraphing</li> <li>• May have a major digression</li> <li>• May have intrusive or inappropriate transitional devices</li> <li>• Lacks sufficiency to demonstrate developed Organization</li> </ul>	<ul style="list-style-type: none"> <li>• Partially developed</li> <li>• Some (or one) of the feature(s) are not sufficiently formed, but all are present</li> <li>• Inference is usually required</li> </ul>

	Focus	Support	Organization	Integration
<b>2</b>	<ul style="list-style-type: none"> <li>Subject and/or event may be vague</li> <li>Unrelated or illogical ideas or major drift from Focus (composition consists mostly of repetitions/redundancies)</li> <li>Off-mode response (NOT narrative showing a sequence through time)</li> <li>Multiple events without an umbrella statement</li> <li>No reactions</li> <li>Insufficient writing to determine that Focus can be sustained</li> </ul>	<ul style="list-style-type: none"> <li>List of episodes and/or reactions which may have extensions</li> <li>Most Elaboration is general or consists of repetition/redundancy</li> <li>No evidence of suitable voice</li> <li>Insufficient writing to determine that the Elaboration can be maintained</li> </ul>	<ul style="list-style-type: none"> <li>Structure is noticeable, but the reader must infer it – sequence of episodes moves through time with either an expository preview developed by event/reaction, OR an event developed by reasons/examples</li> <li>Limited evidence of appropriate paragraphing</li> <li>May have major lapses/digressions</li> <li>Insufficient writing to determine that Organization can be sustained</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to address the assignment, but only rudiments of techniques for forming Focus, Elaboration, and Organization can be detected</li> <li>Some confusion and/or disjointedness</li> <li>Lacks narrative structure</li> <li>Insufficient writing to determine that the features can be maintained</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>Subject/event unclear</li> <li>Reactions absent</li> <li>Insufficient writing to show that criteria are met</li> </ul>	<ul style="list-style-type: none"> <li>May lack clarity</li> <li>Insufficient writing to show that criteria are met</li> </ul>	<ul style="list-style-type: none"> <li>Little or no evidence of structure</li> <li>Insufficient writing to show that criteria are met</li> </ul>	<ul style="list-style-type: none"> <li>Does not fulfill the assignment; barely deals with the topic; or does not present most or all of the features</li> <li>Insufficient writing to show that criteria are met</li> </ul>

<b>Conventions</b>	
<b>3</b>	<ul style="list-style-type: none"> <li>Strong knowledge of conventions is demonstrated</li> <li>Standards of punctuation, capitalization, and spelling are consistently followed – may have minor lapses</li> <li>May have minor errors in usage and sentence formation</li> <li>A variety of sentence structures is evident</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>Partial knowledge of conventions is evident</li> <li>Severity and density of errors constitute a noticeable pattern</li> <li>Little attempt at varying sentence structures</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>Little or no discernible knowledge of conventions</li> <li>Severity and density of errors is such that meaning is impaired</li> <li>Sentence structure is simplistic or in error</li> </ul>

## TRANSITIONS – SIGNAL WORDS

### Introducing opposite points of view

conversely	nevertheless	in spite of	just the same	otherwise
on the contrary	still	although you argue	although	
regardless	however	I question	despite	
though	yet	It may be that you	notwithstanding	
nonetheless	even though	in contrast	on the other hand	

### Moving to a conclusion (summary)

accordingly	to be sure	for that reason	undoubtedly	in simpler terms
as a result	unquestionably	hence	therefore	altogether
clearly	simply put	in other words	thus	in any case
in short	consequently	as I have noted	for these reasons	to put it differently
in any event	finally	without a doubt	obviously	

### Adding supporting opinions

finally	in general	last	besides	specifically
similarly	occasionally	equally important	next	
in the first place	furthermore	again	moreover	
especially	in addition	in particular	further	
frequently	also	likewise	usually	

### Adding several ideas

also	again	in like manner	moreover	equally important
besides	still	in the same way	next	along with
further	furthermore	likewise	similarly	
to begin with	in addition	in the first place	another	

### Conceding a point (concession)

admittedly	granted	to be sure	unquestionably
certainly	no doubt	naturally	I admit that
doubtless	of course	undoubtedly	it may appear that

### Adding an example or an illustration

as an illustration	namely	of course	specifically	actually
as a case in point	for example	such as	to illustrate	the following example
after all	for instance	thus	in other words	
even	in fact	certainly	in short	

### Introductory Phrases

In my opinion	I believe	From my point of view	I question whether	I maintain that
It is my belief	There is no doubt	It seems to me that	I (dis)agree with	

### Showing special relationships

above	in the middle	elsewhere	nearest	to the right
adjacent to	underneath	opposite	far	lowest
below	in front	there	farther on	outside
near	beyond	behind	here	throughout
nearby	closer to	next to	to the left	

### Signaling cause and effect

as	if...then	thus	give rise to	then
a result	caused by	so	owing to	brought about
consequently	this results in	due to	thanks to	made possible
for this purpose	was responsible for	for this reason	accordingly	as might be expected
hence	as a consequence	leads to	because	ultimately
since	therefore	in effect	to this end	so it follows that

### Qualifying a point

especially	apparently	occasionally	on a limited basis	evidently
frequently	of course	specifically	usually	undoubtedly
in general	in particular	certainly	in fact	in extreme cases

### Showing degree

mainly	most important	equally important
most significant	best	even a small _____

### Showing a contrast

conversely	otherwise	despite that	as opposed to	brought about
however	regardless	even so	accordingly	made possible
instead	so it follows that	even though	because	as might be expected
nevertheless	although	unlike	to this end	ultimately
on the other hand	at the same time	rather than	then	

### Making a comparison

again	even though	nevertheless	once more	whether or not
also	as compared to	in spite of	similarly	by comparison
compared to	primarily	equally	have in common	in addition
in like manner	in the same way	as	all are	
in a similar manner	likewise	than	the same as	
although	as well as	like	conversely	

### Indicating time (chronological order)

afterward	after	earlier	until now	when
eventually	before	immediately	next week	next
in that time	formerly	in the past	subsequently	previously
later	still	lately	thereafter	concurrently
after a bit	always	while	since	tomorrow
after a while	during	earlier	so far	now
as long as	meanwhile	by that time	then	afterwards
as soon as	presently	in the meantime	until	eventually
at last	shortly	simultaneously	yet	
at length	soon	at that time	finally	

### **Works Cited – or – Works Consulted**

Cite your sources using *MLA* format. Follow the examples below. Be sure to mimic proper punctuation. If some of the information can't be found, leave that blank.

#### **Books**

Last name of author, first. *Title*. City of publication: Publisher, copyright date. Medium of Publication.

Kurlansky, Mark. *Salt: A World History*. East Rutherford, NJ: Penguin USA, 2011. Print.

#### **Encyclopedia**

Last name of author, first. "Article title." *Title of encyclopedia*. Edition. Date published. Medium of Publication.

Roberts, Julie. "Sodium Chloride." *Columbia Encyclopedia*. 6<sup>th</sup> edition. 2011. Web.

#### **Internet Article**

Author(s). "Article Title." *Name of web site*. Date of posting/revision. Name of institution/organization affiliated with site. Medium of Publication. Date of access.

Felluga, Dino. *Undergraduate Guide to Literary Theory*. 17 Dec. 1999. Purdue University. Web. 15 Nov. 2000.

#### **Internet Site**

Author. "Page title." *Site title*. Date posted. Name of sponsor. Medium of Publication. Date found.

Letterman, Stan. "The Hot Button." *Roughcut*. 26 Oct. 2004. Turner Network Television. Web. 28 Nov. 2004.

*Purdue Online Writing Lab*. 2009. Purdue University. Web. 10 Feb. 2010.

#### **Interview, Letter or E-mail**

Last name of writer, first name. "Subject line." Type of message. Medium of Publication. Date addressed.

Roberts, Kim. "Latest book." E-mail to author. Web. 4 May 2004.

#### **Magazines**

Last name of author, first. "Article title." *Title of magazine*. Date: page numbers of article. Medium of Publication.

White, Susan. "The Salt Mine." *Geology Today* Sept/Oct 2009: 182-185. Print.

"The Salt Mine." *National Geographic* Nov. 2010: 161-167. Print.

#### **Newspapers**

Last name of author, first. "Article title." *Title of newspaper*. Date edition: section letter and page numbers of article. Medium of Publication.

Tanner, Nancy. "Salt Mine Museum Could Spark Tourist Trade." *Wichita Eagle* 8 May 2010 late ed.: A9. Print.

### Sample Works Cited or Works Consulted

- Felluga, Dino. *Undergraduate Guide to Literary Theory*. 17 Dec. 1999. Purdue University. Web. 15 Nov. 2000.
- Kurlansky, Mark. *Salt: A World History*. East Rutherford, NJ: Penguin USA, 2011. Print.
- Letterman, Stan. "The Hot Button." *Roughcut*. 26 Oct. 2004. Turner Network Television. Web. 28 Nov. 2004.
- Purdue Online Writing Lab*. 2009. Purdue University. Web. 10 Feb. 2010.
- Roberts, Julie. "Sodium Chloride." *Columbia Encyclopedia*. 6<sup>th</sup> edition. 2011. Web.
- Roberts, Kim. "Latest book." E-mail to author. Web. 4 May 2004.
- "The Salt Mine." *National Geographic* Nov. 2010: 161-167. Print.
- Tanner, Nancy. "Salt Mine Museum Could Spark Tourist Trade." *Wichita Eagle* 8 May 2010 late ed.: A9. Print.
- White, Susan. "The Salt Mine." *Geology Today* Sept/Oct 2009: 182-185. Print.

### Special Notes

- All entries are in alphabetical order according to the first word.
- If no author is listed, start the entry with the first available item. (See magazine example)
- If two authors share the same last name, order them by the first word that is different.
- All dates are listed as day month year (9 Aug 2001).

### CITING SOURCES IN YOUR REPORT

1. The most common type of citation lists the author's last name and the page number in parentheses.
  - He and his two brothers each led one of these regiments whenever his army went to war (Kelly 49).
2. If you have already named the author in your report, just include the page number in parentheses.
  - Author Joe Baker explains ... Sometimes she would attack and then retreat to lead the enemy into a trap (77).
3. Some sources do not list an author. In those cases, use the title and page number. (If the title is long, use only the first word. If more than one article title begins the same way use the first two words.)
  - The Rocky Mountains made it difficult for the people as they were exploring the Wild West ("History" 95).
4. Some sources (especially Internet sites) do not use page numbers. In those cases, list only the author.
  - In 1492, Christopher Columbus left port in search of undiscovered islands (Anderson).
5. If a source does not list the author or page number, use the title.
  - People remember him as the King of Pop ("Michael").
6. On-line help for citing sources: <https://owl.english.purdue.edu/owl/resource/747/01>

## READING RESPONSE READING RUBRIC

*Readers identify important information found explicitly and implicitly in the text. Readers use this information to interpret the text and/or make connections to other situations or contexts through analysis, evaluation, inference, or comparison/contrast.*

SCORE	CRITERIA
<b>4</b>	<ul style="list-style-type: none"> <li>✓ Reader demonstrates an accurate understanding of important information in the text by focusing on the key ideas presented explicitly and implicitly.</li> <li>✓ Reader uses information from the text to interpret significant concepts or make connections to other situations or contexts logically through analysis, evaluation, inference, or comparison/contrast.</li> <li>✓ Reader uses relevant and accurate references; most are specific and fully supported.</li> <li>✓ Reader integrates interpretation of the text with text-based support (balanced).</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>✓ Reader demonstrates an accurate understanding of information in the text by focusing on some key ideas presented explicitly and implicitly.</li> <li>✓ Reader uses information from the text to interpret significant concepts or make connections to other situations or contexts logically (with some gaps) through analysis, evaluation, inference, or comparison/contrast.</li> <li>✓ Reader uses relevant and accurate references; some are specific; some may be general and not fully supported.</li> <li>✓ Reader partially integrates interpretation of the text with text-based support.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>✓ Reader demonstrates an accurate but limited understanding of the text.</li> <li>✓ Reader uses information from the text to make simplistic interpretations or by making only limited connections to other situations or contexts.</li> <li>✓ Reader uses irrelevant or limited references.</li> <li>✓ Reader generalizes without illustrating key ideas; may have gaps.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>✓ Reader demonstrates little or no understanding of the text; may be too brief.</li> <li>✓ Reader makes little or no interpretation of the text.</li> <li>✓ Reader uses no references or the references are inaccurate.</li> <li>✓ Reader's response is insufficient to show that criteria are met.</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>✓ Reader's response is absent or does not address the task.</li> <li>✓ Reader's response is insufficient to show that criteria are met.</li> </ul>



## READING RESPONSE SCIENCE RUBRIC

**EXCEEDS**—must receive no more than one 3 and the rest 4's in the other areas of the rubric  
**MEETS**—may receive no more than one 2 and a combination of 3's and 4's in the other areas of the rubric  
**APPROACHES**—may receive no more than one 1 and a combination of 2's, 3's or 4's in the other areas of the rubric  
**BEGINS**—must receive at least a 1 in all areas of the rubric

SCORE	KNOWLEDGE (Knows and understands scientific terms, facts, concepts, principles, theories and methods)	STRATEGIC KNOWLEDGE (How to you plan?) APPLICATION (Applies scientific knowledge, skills and methods to manipulate, analyze, synthesize, create and evaluate)	COMMUNICATION (Communicates scientific knowledge and applications through writing, speech and visual displays)
<b>4</b>	✓ Descriptions of scientific terms, facts, concepts, principles, theories and methods are complete and correct.	✓ Applications are thorough, appropriate and accurate.	✓ Written, oral and/or visual communication is well-organized and effective.
<b>3</b>	✓ Descriptions of scientific terms, facts, concepts, principles, theories and methods are mostly complete and correct.	✓ Applications are mostly thorough, appropriate and accurate.	✓ Most of the written, oral and/or visual communication is well-organized and effective.
<b>2</b>	✓ Descriptions of scientific terms, facts, concepts, principles, theories and methods are somewhat complete and correct.	✓ Applications are somewhat thorough, appropriate and accurate.	✓ Some of the written, oral and/or visual communication is well-organized and effective.
<b>1</b>	✓ Descriptions of scientific terms, facts, concepts, principles, theories and methods are minimally complete and correct.	✓ Applications are minimally thorough, appropriate and accurate.	✓ Little of the written, oral and/or visual communication is well-organized and effective.
<b>0</b>	✓ All descriptions of scientific terms, facts, concepts, principles, theories and methods are missing and/or incorrect.	✓ All applications are missing and/or incorrect.	✓ All of the written, oral and/or visual communication is missing and/or lacks organization.

## READING RESPONSE MATH RUBRIC

<b>SCORE</b>	<b>MATHEMATICAL KNOWLEDGE</b> (Do you know it?)	<b>STRATEGIC KNOWLEDGE</b> (How to you plan?)	<b>EXPLANATION</b> (Can you explain it?)
<b>4</b>	<ul style="list-style-type: none"> <li>✓ I get the right answer, and I label it correctly</li> <li>✓ I use math terms correctly to show I understand how math works</li> <li>✓ I compute with no errors</li> </ul>	<ul style="list-style-type: none"> <li>✓ I find all the important parts of the problem, and I know how they go together</li> <li>✓ I show all the steps I use to solve the problem</li> <li>✓ I explain any work I do in my head or with a calculator</li> <li>✓ I completely show pictures, diagrams, models or computations if I use them in my plan</li> </ul>	<ul style="list-style-type: none"> <li>✓ I write what I did and why I did it</li> <li>✓ If I use a drawing, I can explain all of it in writing</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>✓ I use most math terms correctly</li> <li>✓ I make minor errors in computation</li> </ul>	<ul style="list-style-type: none"> <li>✓ I find most of the important parts of the problem</li> <li>✓ I show a reasonable plan and most of the steps I use to solve the problem</li> </ul>	<ul style="list-style-type: none"> <li>✓ I write mostly about what I did</li> <li>✓ I write little about why I did it</li> <li>✓ If I use a drawing, I can explain most of it in writing</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>✓ I know how to do parts of the problem, but I make major errors in computation and get a wrong answer</li> <li>✓ I give a wrong answer or only part of the answer</li> </ul>	<ul style="list-style-type: none"> <li>✓ I find some of the important parts of the problem</li> <li>✓ I show some of the steps, but my plan is not clear</li> </ul>	<ul style="list-style-type: none"> <li>✓ I write some about what I did or why I did it, but not both</li> <li>✓ If I use a drawing, I can explain some of it in writing</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>✓ I try to do the problem, but I don't understand it</li> </ul>	<ul style="list-style-type: none"> <li>✓ I find almost no important part of the problem</li> <li>✓ I show a plan that is not reasonable</li> <li>✓ I show almost none of the steps I use to solve the problem</li> <li>✓ I may include unnecessary information</li> </ul>	<ul style="list-style-type: none"> <li>✓ I write or draw something that doesn't go with my answer</li> <li>✓ I write an answer that is not clear</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>✓ I don't try to answer the problem</li> </ul>	<ul style="list-style-type: none"> <li>✓ I don't show a plan</li> </ul>	<ul style="list-style-type: none"> <li>✓ I don't explain anything in writing</li> </ul>

# MULTIPLICATION TABLE

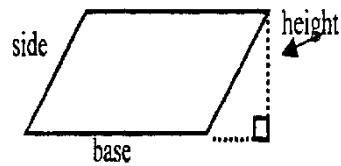
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2	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	32	34	36	38	40	42	44	46	48	50
3	3	6	9	12	15	18	21	24	27	30	33	36	39	42	45	48	51	54	57	60	63	66	69	72	75
4	4	8	12	16	20	24	28	32	36	40	44	48	52	56	60	64	68	72	76	80	84	88	92	96	100
5	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100	105	110	115	120	125
6	6	12	18	24	30	36	42	48	54	60	66	72	78	84	90	96	102	108	114	120	126	132	138	144	150
7	7	14	21	28	35	42	49	56	63	70	77	84	91	98	105	112	119	126	133	140	147	154	161	168	175
8	8	16	24	32	40	48	56	64	72	80	88	96	104	112	120	128	136	144	152	160	168	176	184	192	200
9	9	18	27	36	45	54	63	72	81	90	99	108	117	126	135	144	153	162	171	180	189	198	207	216	225
10	10	20	30	40	50	60	70	80	90	100	110	120	130	140	150	160	170	180	190	200	210	220	230	240	250
11	11	22	33	44	55	66	77	88	99	110	121	132	143	154	165	176	187	198	209	220	231	242	253	264	275
12	12	24	36	48	60	72	84	96	108	120	132	144	156	168	180	192	204	216	228	240	252	264	276	288	300
13	13	26	39	52	65	78	91	104	117	130	143	156	169	182	195	208	221	234	247	260	273	286	299	312	325
14	14	28	42	56	70	84	98	112	126	140	154	168	182	196	210	224	238	252	266	280	294	308	322	336	350
15	15	30	45	60	75	90	105	120	135	150	165	180	195	210	225	240	255	270	285	300	315	330	345	360	375
16	16	32	48	64	80	96	112	128	144	160	176	192	208	224	240	256	272	288	304	320	336	352	368	384	400
17	17	34	51	68	85	102	119	136	153	170	187	204	221	238	255	272	289	306	323	340	357	374	391	408	425
18	18	36	54	72	90	108	126	144	162	180	198	216	234	252	270	288	306	324	342	360	378	396	414	432	450
19	19	38	57	76	95	114	133	152	171	190	209	228	247	266	285	304	323	342	361	380	399	418	437	456	475
20	20	40	60	80	100	120	140	160	180	200	220	240	260	280	300	320	340	360	380	400	420	440	460	480	500
21	21	42	63	84	105	126	147	168	189	210	231	252	273	294	315	336	357	378	399	420	441	462	483	504	525
22	22	44	66	88	110	132	154	176	198	220	242	264	286	308	330	352	374	396	418	440	462	484	506	528	550
23	23	46	69	92	115	138	161	184	207	230	253	276	299	322	345	368	391	414	437	460	483	506	529	552	575
24	24	48	72	96	120	144	168	192	216	240	264	288	312	336	360	384	408	432	456	480	504	528	552	576	600
25	25	50	75	100	125	150	175	200	225	250	275	300	325	350	375	400	425	450	475	500	525	550	575	600	625

# Assessment Reference Sheet – Grade 7 & 8

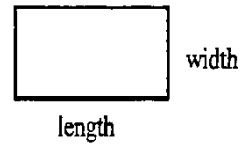
**Square**  $A = s^2$



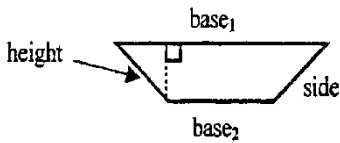
**Parallelogram**  $A = b h$



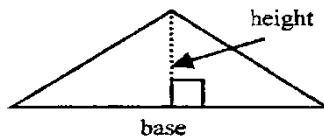
**Rectangle**  $A = l w$



**Trapezoid**  $A = \frac{b_1 + b_2}{2} \cdot h$



**Triangle**  $A = \frac{b h}{2}$



**PERIMETER** of a Polygon – distance around the entire polygon (add the length of all the sides).

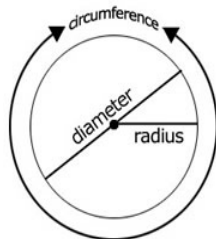
## CIRCLES

**AREA** =  $\pi r^2$



radius

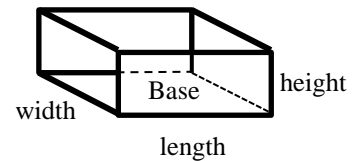
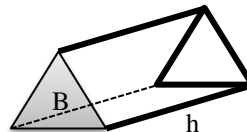
**C** =  $d \pi$  or **C** =  $2\pi r$



## **VOLUME – General Prisms**

**V** = **Bh**

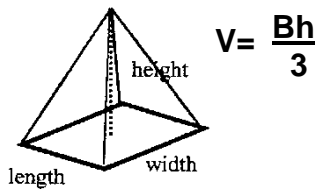
where **B** is the area of the base polygon



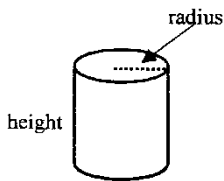
**Surface Area:** The area of all surfaces added together

# Assessment Reference Sheet – Grade 8

## Rectangular Pyramid

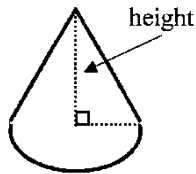


## Cylinder $V = \pi r^2 h$

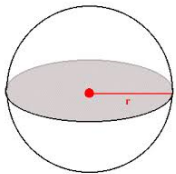


Unit Labels
Perimeter- units (u)
Area- square units (u <sup>2</sup> )
Volume- cubic units (u <sup>3</sup> )

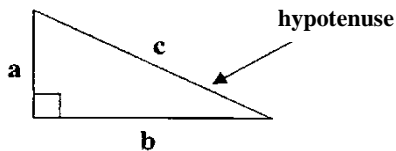
## Cone $V = \frac{\pi r^2 h}{3}$



## Sphere $V = \frac{4 \pi r^3}{3}$



## Pythagorean Theorem $a^2 + b^2 = c^2$

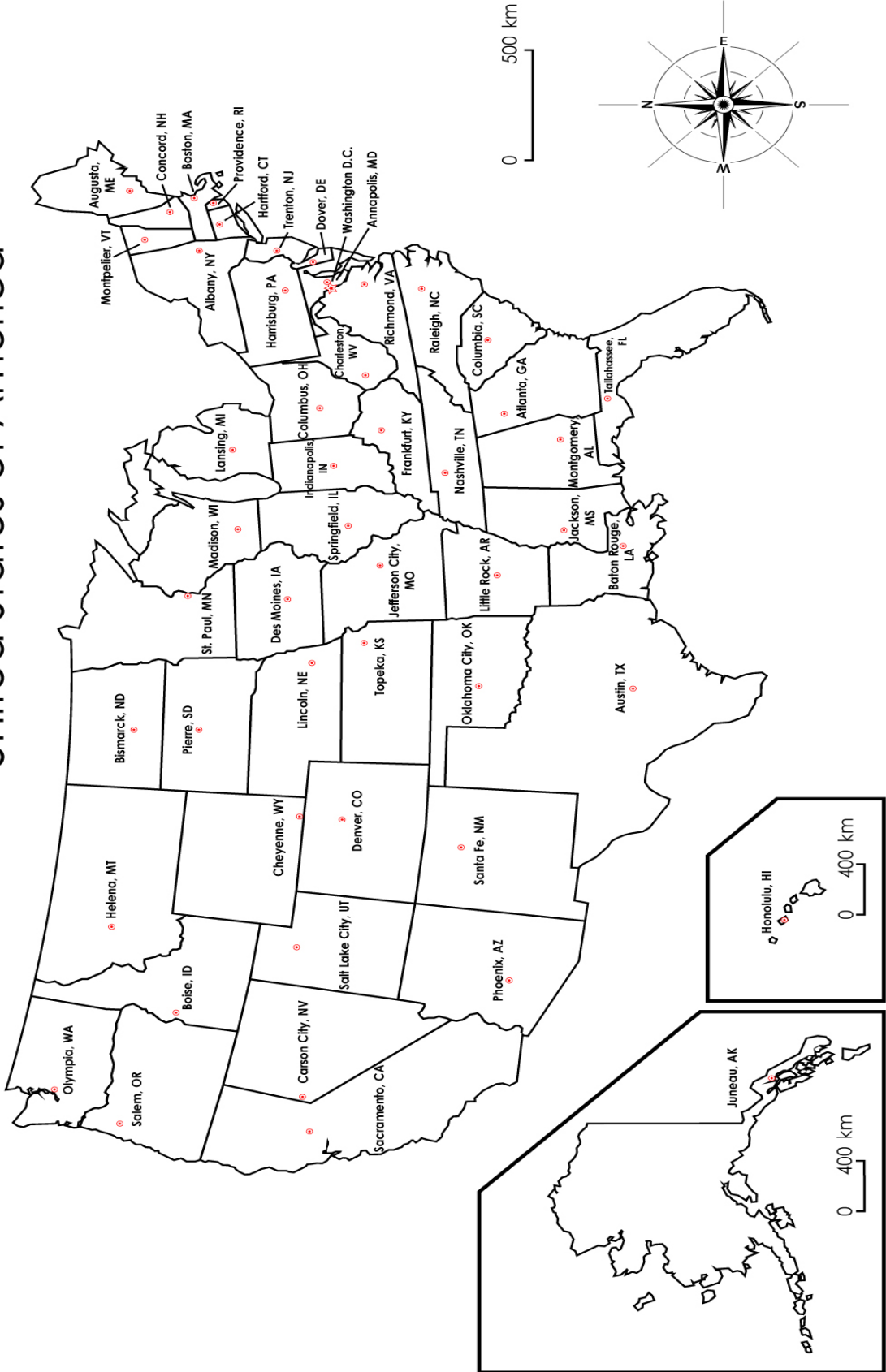


- 1 inch = 2.54 centimeters
- 1 meter = 39.37 inches
- 1 mile = 5,280 feet
- 1 mile = 1,760 yards
- 1 mile = 1.609 kilometers

- 1 kilometer = 0.62 mile
- 1 pound = 16 ounces
- 1 pound = 0.454 kilograms
- 1 kilogram = 2.2 pounds
- 1 ton = 2,000 pounds

- 1 cup = 8 fluid ounces
- 1 pint = 2 cups
- 1 quart = 2 pints
- 1 gallon = 4 quarts
- 1 gallon = 3.785 liters
- 1 liter = 0.264 gallons
- 1 liter = 1000 cubic centimeters

# United States of America



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MAP TESTING GOAL SHEET

GROWTH TARGET #
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**Reading**

Fall RIT: \_\_\_\_\_

Winter RIT: \_\_\_\_\_

Spring RIT: \_\_\_\_\_

Lexile: \_\_\_\_\_

Baseline: \_\_\_\_\_ (previous year's SPRING RIT Score)      Previous Year's Lexile Range \_\_\_\_\_

Previous Year																		
Fall 2017																		
Winter 2017																		
Spring 2018																		

MAP TESTING GOAL SHEET

GROWTH TARGET #
-----------------

**Math**

Fall RIT: \_\_\_\_\_

Winter RIT: \_\_\_\_\_

Spring RIT: \_\_\_\_\_

Baseline: \_\_\_\_\_ (previous year's SPRING RIT Score)

Previous Year																		
Fall 2017																		
Winter 2017																		
Spring 2018																		

