

Jacksonville Middle School



School Agenda
2020-2021

Regular Bell Schedule

EB 7:15-8:07
 1st 8:14-9:06
 2nd 9:10-10:02
 3rd 10:06-10:58
 4th/5th 11:02-1:20
 6th 1:24-2:16
 Adv. 2:20-2:55

A Lunch

Lunch 10:58-11:28
 4th 11:32-12:24
 5th 12:28-1:20

B Lunch

4th 11:02-11:54
 Lunch 11:54-12:24
 5th 12:28-1:20

C Lunch

4th 11:02-11:54
 5th 11:58-12:50
 Lunch 12:50-1:20

Early Dismissal (1 Hour Early)

EB 7:15-8:00
 1st 8:14-8:59
 2nd 9:03-9:48
 3rd 9:52-10:37
 4th/5th 10:41-12:45
 6th 12:49-1:34
 Adv. 1:38-1:55

A Lunch

Lunch 10:37-11:07
 4th 11:11-11:46
 5th 12:00-12:45

B Lunch

4th 10:41-11:26
 Lunch 11:26-11:56
 5th 12:00-12:45

C Lunch

4th 10:41-11:26
 5th 11:30-12:15
 Lunch 12:15-12:45

SIP Early Schedule

EB 7:15-7:53
 1st 8:14-8:52
 2nd 8:56-9:34
 3rd 9:38-10:16
 6th 10:20-10:58
 4th/5th 11:02-12:52
 Adv. No Advisory

A Lunch

Lunch 10:58-11:28
 4th 11:32-12:10
 5th 12:14-12:52

B Lunch

4th 11:02-11:40
 Lunch 11:40-12:10
 5th 12:14-12:52

C Lunch

4th 11:02-11:40
 5th 11:44-12:22
 Lunch 12:22-12:52

Emergency Day (2 Hour Late Start)

EB No Early Bird
 1st 10:14-10:51
 2nd 10:55-11:32
 4th/5th 11:36-1:24
 3rd 1:28-2:05
 6th 2:09-2:46
 Adv. 2:50-2:55

A Lunch

Lunch 11:32-12:02
 4th 12:06-12:43
 5th 12:47-1:24

B Lunch

4th 11:36-12:13
 Lunch 12:13-12:43
 5th 12:47-1:24

C Lunch

4th 11:36-12:13
 5th 12:17--12:54
 Lunch 12:54-1:24

2020-2021 Temporary Daily Schedule (CV19)

Doors Open- 7:55

1st Hour 8:15-9:04

2nd Hour 9:07-9:56

3rd Hour 9:59-10:48

4th Hour 10:51-11:40

5th Hour 11:43-12:32

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!

Jacksonville Middle School Staff

The faculty and staff 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 4:00 P.M. and the phone number is 243-3383. A staff directory with contact information can be found at jms.jsd117.org.

Handbook Acknowledgement

Parents and Students- Please make sure to read the enclosed handbook. Agreement of acknowledgement of all rules and expectations is part of the registration process that you must complete. It is the responsibility of the student and parent to follow all of the rules and expectations of the school and understand the consequences for failing to follow the requirements. 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.

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STUDENT SCHEDULE

QUARTER 1	Class	Teacher	Room
1 st Hour			
2 nd Hour			
3 rd Hour			
4 th Hour			
5 th Hour			
6 th Hour			
Adv/WIN time			

QUARTER 2	Class	Teacher	Room
1 st Hour			
2 nd Hour			
3 rd Hour			
4 th Hour			
5 th Hour			
6 th Hour			
Adv/WIN time			

QUARTER 3	Class	Teacher	Room
1st Hour			
2nd Hour			
3rd Hour			
4th Hour			
5th Hour			
6th Hour			
Adv/WIN time			

QUARTER 4	Class	Teacher	Room
1st Hour			
2nd Hour			
3rd Hour			
4th Hour			
5th Hour			
6th Hour			
Adv/WIN time			

STUDENT USERNAMES

Skyward: _____

Computer Login: _____

Schoology: _____

Locker Number/Combo: _____

Other: _____

Publishing Note: 1" x 2 5/8" for
Avery 48260 Label

Computer password # /Media Center Barcode

Leveling Dates

TERM	DATE	TERM	DATE
M1		M3	
T1		T3	
M2		M4	
T2		T4	

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.

AGENDA

This Agenda is a very important learning tool at JMS. 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 counselor or office. Replacement Agendas are available to purchase in the main office. While a majority of board policies are listed within the agenda, the full handbook is located on the JMS website: jms.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.

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 six (by September 1st) and seventeen years of age shall assure that the child attends school in the district in which he or she resides, during the entire time school is in session (unless the child has already graduated from high school). Illinois law also requires that whoever has custody or control of a child who is enrolled in the school, regardless of the child's age, shall assure that the child attends school 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 6th-12th 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 or event, death in the immediate family, family emergency, situations beyond the control of the student, circumstances that cause reasonable concern to the parent/guardian for the student's mental, emotional, or physical health or safety, attending a military honors funeral to sound TAPS, or other reason as approved by the building principal. Additionally, a student will be excused for up to 5 days in cases where the student's parent/guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings. The Board of Education, in its discretion, may excuse a student for additional days relative to such leave or deployment. A student and the student's parent/guardian are responsible for obtaining assignments from the student's teachers prior to any excused absences and for

ensuring that such assignments are completed by the student prior to his or her return to school. 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 Crimson 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.

AWARDS

Eighth grade students are eligible to earn the following awards at the end of the year. American Legion Award, Art Award, David Glover Award, Music Award, Spanish Award, Alexander Sweatman Student-Athlete Award, Physical Education Award, Language Arts Award, George Elliott Math Award, Illinois Council for Teachers of Mathematics, Social Studies Award, Don Kirchoffer Science Award. In addition, 8th graders who maintain straight A's for three academic years will be recognized at promotion.

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. Hoverboards are not allowed at school.

BREAKFAST AND LUNCH PROGRAMS

Breakfast is served every school day from 7:30 a.m. to 8:00a.m. 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. 2019-2020 Prices: Breakfast- \$1.50 Lunch- \$2.25

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 network, or other 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:** Mr. Gary Barlow, Principal: 243-3383 or gbarlow@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 a building administrator, and may result in school disciplinary action.

Students are expected to follow all school rules while on the bus. Students may be suspended from riding the school bus 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 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.

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:

Inform the school in a timely manner of any change which needs to be made to the Care Plan, any changes to their emergency contact numbers or numbers for health care providers on file with the school for their child, Sign the Care Plan, and 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

Students' electronic devices and accessories (cell phones, phone watches, headphones, earbuds, etc.) must be powered off and out of sight during the educational day. Wireless speakers are not allowed at school. If a student needs to use an electronic device, he or she may do so with the permission of a staff member and under the staff member's supervision. Students are not allowed to take pictures or video of anyone without explicit permission. This includes, but is not limited to recording fights, or making recordings that include others in the background without their permission. The school administration may allow the use of electronic devices prior to the educational day and during lunch time, in the cafeteria, provided these do not negatively impact the school culture or environment. **This privilege may be revoked at any time.** Violations of this policy will result in confiscation of the device and/or disciplinary consequences. Office and classroom phones are for school district business and emergencies only. Students may use the telephone on the counter in the Main Office, with permission from the secretary.

CELL PHONE VIOLATION POLICY

If students are caught with their cell phone or using phone watch when not permitted, the following protocol will be followed:

1st Offense- Confiscated for the remainder of the day.

2nd Offense- Confiscated for the remainder of the day and student will be given a lunch detention.

3rd Offense- Confiscated from the student. Parent/Guardian must come pick up the phone. Phone will NOT be released to the student or anyone not on the students contact list.

4th Offense- Confiscated from the student. Parent/Guardian and student must have an in-person conference with administration and then the parent/guardian will be given the phone to take home, the student will be given a lunch detention or further disciplinary action.

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 redirect 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 JMS. Access to the Internet should be made using the links provided through the JMS 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 acknowledged 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 Crimson PRIDE expectations of Be Responsible, Be Respectful and Be Safe throughout the school year. The Crimson 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.

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, District calendar each family receives at registration, and at 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. Recurring violations of the dress code may result in disciplinary action.

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.

Pants/shorts/skirts—Wear pants, shorts and skirts that extend beyond fingertips extended at the student's side and stay at the waist.

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, mesh, or ripped
- Tops that are too tight, too short, low cut, or expose back, chest, or shoulders

Pants/shorts/skirts

- Pajama pants or boxer shorts
- Tights, or see through leggings, unless worn under an appropriate length clothing article (beyond fingertips)
- Pants with holes or rips higher than fingertips extended at the student's side, or have excessive holes/rips
- Pants that fall below the waist or expose clothing worn under them. No sagging.

Shoes

- No flip flops, athletic slides, slippers, or shoes/sandals without a back

Accessories

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

Other

- 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 are to be kept in lockers during the school day
- No hoods are to be worn in the school building
- Food and drinks are to be consumed in the commons area only
- 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.

Students with disabilities who do not qualify for an individualized education program, as required by the federal Individuals with Disabilities Education Act and implementing provisions of this Illinois law, may qualify for services under Section 504 of the federal Rehabilitation Act of 1973 if the student (i) has a physical or mental impairment that substantially limits one or more

major life activities, (ii) has a record of a physical or mental impairment, or (iii) is regarded as having a physical or mental impairment. For further information contact the principal.

Related Services Log

For a child with an individualized education program (IEP), the school district must create related service logs that record the type of related services administered under the child's IEP and minutes of each type of related service that has been administered. The school will provide a child's parent/guardian a copy of the related service log at the annual review of the child's IEP and at any other time upon request.

ELIGIBILITY FOR EXTRACURRICULAR ACTIVITIES

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

JMS follows the guidelines for eligibility as defined by the Illinois Elementary School Association, which states that students who participate in extracurricular activities, other than regularly scheduled class, maintain passing grades in all classes. 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 J'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, band, orchestra, choir, etc. Students must attend school at least half the school day 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, WLDS 1180 AM, WEAJ 107.1, WJVO 105.5, Channel 20 News

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.

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 Gary Barlow 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.

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 Handbook 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.

FAMILY LIFE AND SEX EDUCATION CLASSES

State law requires that all sex education instruction must be developmentally and age appropriate, evidence-based, and medically accurate and complete. Courses that discuss sexual intercourse place substantial emphasis on both abstinence and contraception for the prevention of pregnancy and sexually transmitted diseases. Courses will emphasize that abstinence is a responsible and positive decision and the only 100% effective method in the prevention of pregnancy and sexually transmitted diseases, including HIV/AIDS. Family life courses are designed to promote a wholesome and comprehensive understanding of the emotional, psychological, physiological, hygienic and social responsibility aspects of family life, and for grades 6 through 12, the prevention of AIDS. A sample of the District's instructional materials and course outline for these classes or courses are available from the classroom teacher for your inspection. If you would like to examine instructional materials or request a class attendance waiver, please contact the main office.

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, Unusual 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.

Pursuant to the Hunger-Free Student's Bill of Rights Act, the school is required to provide a federally reimbursable meal or snack to a student who requests one, regardless of whether the student has the ability to pay for the meal or snack or owes money for earlier meals or snacks. Students may not be provided with an alternative meal or snack and the school is prohibited from publicly identifying or stigmatizing a student who cannot pay for or owes money for a meal or snack.

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 or at the Board office, located at 211 W. State St., 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, Mike Lonergan, VP, Teresa Wilson, Secretary, Steve Cantrell, Jan Ryan, Bob McBride, and Heather Leonard

The School Board hires the administrative staff to operate the school. A list of JMS administrative staff can be found at jms.jsd117.org

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. Proof of immunization against meningococcal disease is required for students in grades 6 and 12. A diabetes screening must be included as part of the health exam (though diabetes testing is not required). An age-appropriate developmental screening and an age-appropriate social and emotional screening are required parts of each health examination. All students entering kindergarten, second, sixth and ninth grades must present proof by May 15 of the current school year of having been examined by a licensed dentist within the last 18 months. Failure to present proof allows the school to hold the child's report card until the student presents: (1) proof of a completed dental examination, Or (2) that a dental examination will take place within 60 days after May 15. Failure to receive the physical examination and immunizations will cause your child to be withheld from school until the required forms are presented to the school.

Exemptions: A student will be exempted from the above requirements for: Medical grounds if the student's parent/guardian presents to the building principal a signed statement explaining the objection, Religious grounds if the student's parent/guardian presents to the building principal a completed Certificate of Religious Exemption, Health examination or immunization requirements on medical grounds if a physician provides written verification, Eye examination requirement if the student's parent/guardian shows an undue burden or lack of access to a physician licensed to practice medicine in all of its branches who provides eye examinations or a licensed optometrist; or Dental examination requirement if the student's parent/guardian shows an undue burden or a lack of access to a dentist.

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, physician assistant or licensed advanced practice registered nurse 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, physician assistant or licensed advanced practice registered nurse 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, physician assistant or licensed advanced practice registered nurse 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, physician assistant or licensed advanced practice registered nurse 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, Kelly Zoellner, 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 request to examine the instructional materials to be used in any district sex education class or course.

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, bags, 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. A \$5 fee will be assessed for a lock, and will be refunded at the end of the school year upon return of the lock.

LOITERING

Take care of school business and quickly move to where you belong. School ends at 2:55 p.m. 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 3:10 p.m.

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 and magazines 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.

Self-Administration of Medication

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. Students who are diabetic may also self-carry and self-administer diabetic testing supplies and insulin. Students who are diabetic must also have a Diabetes Care Plan on file with the school. Students with epilepsy may possess and self-administer supplies, equipment, and medication, if authorized by the student's seizure action plan, which must be on file with the school.

Administration of Medical Cannabis

In accordance with the Compassionate Use of Medical Cannabis Program, qualifying students are allowed to utilize medical cannabis infused products while at school and school events. Please contact the building principal for additional information. Discipline of a student for being administered a product by a designated caregiver pursuant to this procedure is prohibited. The District may not deny a student attendance at a school solely because he or she requires administration of the product during school hours.

Designated Caregiver Administration of Medical Cannabis

The Compassionate Use of Medical Cannabis Pilot Program Act allows a parent/guardian of a student who is a minor to register with the Ill. Dept. of Public Health (IDPH) as a designated caregiver to administer medical cannabis to their child. A designated caregiver may also be another individual other than the student's parent/guardian. Any designated caregiver must be at least 21 years old and is allowed to administer a medical cannabis infused product to a child who is a student on the premises of his or her school or on his or her school bus if:

1. Both the student and the designated caregiver possess valid registry identification cards issued by IDPH;
2. Copies of the registry identification cards are provided to the District; and
3. That student's parent/guardian completed, signed, and submitted a *School Medication Authorization Form – Medical Cannabis*,

Medical cannabis infused product (Product) includes oils, ointments, foods, and other products that contain usable cannabis but are not smoked or vaped. Smoking and/or vaping medical cannabis is prohibited.

After administering the product to the student, the designated caregiver shall immediately remove it from school premises or the school bus. The product may not be administered in a manner that, in the opinion of the District or school, would create a disruption to the educational environment or cause exposure of the product to other students. A school employee shall not be required to administer the product.

Personnel Authorized to Administer Medication

1. All student medication shall be left in the school office or with nurse unless otherwise authorized by the Principal. If there is no school nurse in the building, the medication shall be given to the person designed 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 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

NOTICE TO PARENTS ABOUT EDUCATIONAL TECHNOLOGY

School districts throughout the State of Illinois contract with different educational technology vendors for beneficial K-12 purposes such as providing personalized learning and innovative educational technologies, and increasing efficiency in school operations.

Under Illinois' Student Online Personal Protection Act, or SOPPA (105 ILCS 85/), educational technology vendors and other entities that operate Internet websites, online services, online applications, or mobile applications that are designed, marketed, and primarily used for K-12 school purposes are referred to in SOPPA as *operators*. SOPPA is intended to ensure that student data collected by operators is protected, and it requires those vendors, as well as school districts and the Ill. State Board of Education, to take a number of actions to protect online student data.

Depending upon the particular educational technology being used, our District may need to collect different types of student data, which is then shared with educational technology vendors through their online sites, services, and/or applications. Under SOPPA, educational technology vendors are prohibited from selling or renting a student's information or from engaging in targeted advertising using a student's information. Such vendors may only disclose student data for K-12 school purposes and other limited purposes permitted under the law.

In general terms, the types of student data that may be collected and shared include personally identifiable information (PII) about students or information that can be linked to PII about students, such as:

- Basic identifying information, including student or parent/guardian name and student or parent/guardian contact information, username/password, student ID number
- Demographic information
- Enrollment information
- Assessment data, grades, and transcripts
- Attendance and class schedule
- Academic/extracurricular activities
- Special indicators (e.g., disability information, English language learner, free/reduced meals or homeless/foster care status)

- Conduct/behavioral data
- Health information
- Food purchases
- Transportation information
- In-application performance data
- Student-generated work
- Online communications
- Application metadata and application use statistics
- Permanent and temporary school student record information

Operators may collect and use student data only for K-12 purposes, which are purposes that aid in the administration of school activities, such as:

- Instruction in the classroom or at home (including remote learning)
- Administrative activities
- Collaboration between students, school personnel, and/or parents/guardians
- Other activities that are for the use and benefit of the school district

PANDEMIC PREPAREDNESS; MANAGEMENT; AND RECOVERY

This handbook procedure is meant to apply generally to any pandemic or other health emergency and should be supplemented with other relevant and timely information.

A pandemic is a global outbreak of disease. Pandemics happen when a new virus emerges to infect individuals and, because there is little to no pre-existing immunity against the new virus, it spreads sustainably. Your child's school and district play an essential role, along with the local health department and emergency management agencies, in protecting the public's health and safety during a pandemic or other health emergency.

During a pandemic or other health emergency, you will be notified in a timely manner of all changes to the school environment and schedule that impact your child. Please be assured that even if school is not physically in session, it is the goal of the school and district to provide your child with the best educational opportunities possible.

Additionally, please note the following:

1. All decisions regarding changes to the school environment and schedule, including a possible interruption of in-person learning, will be made by the superintendent in consultation with and, if necessary, at the direction of the Governor, Illinois Department of Public Health, local health department, emergency management agencies, and/or Regional Office of Education.
2. Available learning opportunities may include remote and/or blended learning. Blended learning may require your child to attend school on a modified schedule.
3. Students will be expected to participate in blended and remote instruction as required by the school and district. Parents are responsible for assuring the participation of their child. Students who do not participate in blended or remote learning will be considered truant.
4. All school disciplinary rules remain in effect during the interruption of in-person learning. Students are subject to discipline for disrupting the remote learning environment to the same extent that discipline would be imposed for disruption of the traditional classroom.
5. Students and parents will be required to observe all public health and safety measures implemented by the school and district in conjunction with state and local requirements.
6. During a pandemic or other health emergency, the school and district will ensure that educational opportunities are available to all students.
7. School personnel will work closely with students with disabilities and other vulnerable student populations to minimize the impact of any educational disruption.
8. Students who have a compromised immune system, live with an individual with a compromised immune system, or have a medical condition that may impact their ability to attend school during a pandemic or other public health emergency should contact school officials.
9. During a pandemic or other health emergency, teachers and school staff will receive additional training on health and safety measures.
10. In accordance with school district or state mandates, the school may need to conduct a daily health assessment of your child. Parents and students will be notified of the exact assessment procedures if this becomes necessary.
11. Parents should not send their child to school if their child exhibits any symptoms consistent with the pandemic or other health emergency.
12. Please do not hesitate to contact school or district officials if you have any concerns regarding your child's education, health or safety.

PARKING

Those dropping off and picking up children should use the circle drive off of Lincoln Ave. starting at 7:30 in the morning.

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 (RtI)

RtI 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 RtI is to provide students with the help they need to be successful as early as possible in their school career.

How does RtI 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 SPRINT team, uses the insight and expertise of several different school staff members. SPRINT members contribute in different ways to the RtI process: offering suggestions, gathering data, and communicating with other staff and or parents. The SPRINT 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 RtI? 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 RtI 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.

Each student may expect:	Each student is responsible to:
<ul style="list-style-type: none">· A free and appropriate education.· Due process involving any disciplinary action.· A safe educational environment conducive to learning.· An environment of civility.	<ul style="list-style-type: none">· Learn and follow the rules and regulations established by the Board of Education and implemented by school personnel.· Respect the rights and individuality of others.· Refrain from taunting, bullying or harassing others.· Dress appropriately. (Appearance shall be safe, clean, and not disrupt the educational process.)· Come to school on time every day.· Go to all classes and do your best on all school assignments.· Refrain from behavior that disrupts the educational process.· Facilitate the communication and delivery of information between school and home.· Respect the authority of school personnel in maintaining discipline in school and at school-sponsored activities.· Respect and maintain school and private property in accordance with school rules.
Each parent/guardian may expect:	Each parent/guardian is responsible to:

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

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 to address an active shooter incident, 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 counselors can also help provide resources to outside agencies or officials. All students should feel free to arrange a conference with a school counselor. Students may get a pass from a teacher in order to see one of the counselors, or leave their name in the main office. 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 or Email

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, academic meetings, and behavioral meetings. 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.

Student Searches

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. School officials may require a student to cooperate in an investigation if there is specific information about activity on the student's account on social networking website that violates the school's disciplinary rules of school district policy. In the course of the investigation, the student may be required to share the content that is reported in order for the school to make a factual determination. School officials may not request or require a student or his or her parent/guardian to provide a password of other related account information to gain access to the student's account of profile on a social networking website.

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.

Questioning of Students Suspected of Committing Criminal Activity

Before a law enforcement officer, school resource officer, or other school security person detains and questions on school grounds a student under 18 years of age who is suspected of committing a criminal act, the building principal or designee will: (a) Notify or attempt to notify the student's parent/guardian and document the time and manner in writing; (b) Make reasonable efforts to ensure the student's parent/guardian is present during the questioning or, if they are not present, ensure that a school employee (including, but not limited to, a social worker, psychologist, nurse, counselor, or any other mental health professional) is present during the questioning; and (c) If practicable, make reasonable efforts to ensure that a law enforcement officer trained in promoting safe interactions and communications with youth is present during the questioning.

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.

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: Gary Barlow, Principal, 243-3383 or gbarlow@jsd117.org OR school counselor.

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

SKYWARD FAMILY ACCESS

District 117 has implemented a web-based service that will allow JMS 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]. On the home page parents will find a link for Skyward 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 JMS 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, e-cigarettes, juuls, vapes, vape pens, or vaping related products.
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 unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*).
 - b. Any anabolic steroid unless it is being administered in accordance with a physician 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 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 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 unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*.
 - 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, or 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. On the bus, or Bus stops
5. 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.
6. During periods of remote learning.

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 (Alternative Educational Placement)
7. After-school detention or Saturday detention 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 any school grounds or attending any district function.
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 any 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.

Isolated Time Out, Time Out and Physical Restraint

Isolated time out, time out, and physical restraint shall only be used if the student's behavior presents an imminent danger of serious physical harm to the student or others and other less restrictive and intrusive measures were tried and proven ineffective in stopping it. The school may not use isolated time out, time out, and physical restraint as discipline or punishment, convenience for staff, retaliation, a substitute for appropriate educational or behavioral support, a routine safety matter, or to prevent property damage in the absence of imminent danger of serious physical harm to the student or others.

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 PROTECTION

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.

Survey's Requesting Student 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 10 calendar 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.

TARDY POLICY

Students are allowed 5 tardies each leveling term (midterm/quarter) before disciplinary action will be taken. This could include; detentions, AEP, conference with parents, escort to class, pass restriction.

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 more than 1% but less than 5% of the prior 180 regular school days without valid cause (a recognized excuse) are considered truants. Students who miss 5% or more of the prior 180 regular school days without valid cause are chronic truants. Students who skip class may also be considered truant. 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, or Appropriate school discipline. Parents will receive notice of truancy after 4, 7, and 9 days of unexcused absence. A student who misses 15 consecutive days of school without valid cause and who cannot be located or, after exhausting all available support services, cannot be compelled to return to school is subject to expulsion from school.

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 is in violation of State law.

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 schools to notify parents/guardians that information about sex offenders and violent offenders against youth is available to the public on the Ill. Dept. of State Police (ISP) website. The ISP website contains the following: Illinois Sex Offender Registry, www.isp.state.il.us/sor/, Illinois Murderer and Violent Offender Against Youth Registry, www.isp.state.il.us/cmvo/ Frequently Asked Questions Concerning Sex Offenders, www.isp.state.il.us/sor/faq.cfm

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.

Any person wishing to confer with a staff member should contact the staff member to make an appointment. Conferences with teachers are held, to the extent possible, outside school hours or during the teacher's conference/preparation period.

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.

No person on school property or at a school event shall perform any of the following acts:

1. Strike, injure, threaten, harass, or intimidate a staff member, board member, sports official or coach, or any other

person.

2. Behave in an unsportsmanlike manner of use vulgar or obscene language.
3. Unless specifically permitted by State law, possess a weapon, and object that can reasonably be considered a weapon or looks like a weapon, or any dangerous device.
4. Damage or threaten to damage another's property.
5. Damage or deface school property.
6. Violate any Illinois law or municipal, local or county ordinance.
7. Smoke or otherwise use tobacco products.
8. Distribute, consume, use, possess, or be impaired by or under the influence of an alcoholic beverage, cannabis, other lawful product, or illegal drug.
9. Be present when the person's alcoholic beverage, cannabis, other lawful product, or illegal drug consumption is detectible, regardless of when and/or where the use occurred.
10. Use of possess medical cannabis, unless he or she has complied Illinois' Compassionate Use of Medical Cannabis Act and district policies.
11. Impede, delay, disrupt, or otherwise interfere with any school activity or function (including using cellular phones in a disruptive manner).
12. Enter upon any portion of school premises at any time for purposes other than those that are lawful and authorized by the board.
13. Operate a motor vehicle: (a) in a risky manner, (b) in excess of 20 miles per hour, or (c) in violation of an authorized district employee's directive.
14. Engage in any risky behavior, including roller-blading, roller-skating, or skateboarding.
15. Violate other district policies or regulations, or a directive from an authorized security officer or district employee.
16. Engage in any conduct that interferes with, disrupts, or adversely affects the district or school function.

WEBSITE

Up to date school information and many helpful resources for parents and students may be found at the JMS Website: jms.jsd117.org. or on Twitter @JMScrimsons Several linked resources require a username and password.

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

Grabbers

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

<u>Hook</u>	<u>Example</u>
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! Look! <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 th 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:

- At that moment, I knew I would always love Rome.
- Poodles and Collies are fine, but German Shepherds are my favorite!

Leave a reminder:

- Remember, it is important for each person to take part in recycling.
- Be careful when studying spiders. Not all of them are friendly.

End with a question:

- Wouldn't you like to have a spider for a friend?
- Native Americans understood the importance of caring for the earth. Do you?

Make a prediction:

- After hearing the facts, surely you will want to start recycling today.
- The next time someone asks you why they can't fly like a bluebird, you will know the answer.

Return to the beginning:

- Beginning: Owls are amazing creatures!
- Ending: Perhaps, now, you can clearly see that owls truly are amazing creatures.

End with a portion of another piece of literature:

- Grandpa spoke wisely when he observed, "If a fellow didn't dream and have hope, life would sure be miserable."
- "In spite of everything," said Anne Frank, "I still believe that people are really good at heart."

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"> 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 Clearly maintains logic throughout Effective closing which unifies the writing 	<ul style="list-style-type: none"> All major points developed by specific detail Most key points are developed evenly – to the same degree of specificity Extensive development of Support through multiple strategies (e.g., explanation, evidence, and example) Word choice enhances specificity Voice is appropriate to topic, purpose, and audience 	<ul style="list-style-type: none"> Structure is clear and appropriate to purpose All points appropriately paragraphed Coherence and cohesion demonstrated by effective and varied transitions or other devices (e.g., transitions, parallel structure, pronouns, repetition, etc.) All points are logically presented and interrelated Varied sentence structure and word choice produce cohesion 	<ul style="list-style-type: none"> Fully developed for grade level Clear and purposeful Focus; in-depth balanced Support; lines of reasoning identified and developed coherently and cohesively throughout
5	<ul style="list-style-type: none"> Sets purpose through effective thematic introduction, a specific preview, or may attempt more sophisticated strategy; could be developed inductively Clearly maintains logic throughout Effective closing - more than a simple restatement of the introduction 	<ul style="list-style-type: none"> All major points are developed by specific detail; Support may not be even or balanced Some Support developed through multiple strategies (e.g., explanation, evidence, and example) Word choice enhances specificity Voice is appropriate to topic, purpose, and audience 	<ul style="list-style-type: none"> Structure is clear and appropriate to purpose Most major points appropriately paragraphed Coherence and cohesion demonstrated by appropriate transitions or other devices (e.g., transitions, parallel structure, pronouns, repetition, etc.) Most points are logically presented and interrelated Some varied sentence structure and word choice produce cohesion 	<ul style="list-style-type: none"> Developed for grade level All features are adequately developed but not equally well developed, throughout
4	<ul style="list-style-type: none"> Subject/position (or issue) is identified by a general opening or a specific preview (No 'launch') If previewed, composition develops only previewed points Maintains logic/position throughout Clear closing is evident (may be simple restatement of the introduction) 	<ul style="list-style-type: none"> Most main points are developed by specific detail All key points supported but not necessarily evenly or in depth Word choice may enhance specificity Voice is present but not consistent 	<ul style="list-style-type: none"> Structure is evident Most major points appropriately paragraphed Coherence (paragraph to paragraph) and cohesion (sentence to sentence) demonstrated with appropriate transitions or other devices May have minor digression Most points logically presented and organized 	<ul style="list-style-type: none"> Bare-bones-developed composition for grade level Simple and clear, presents nothing more than the essentials Limited depth

3	<ul style="list-style-type: none"> Subject/position (or issue) identified by at least a brief, general opening statement or is established somewhere in the composition If previewed, composition develops more or fewer points than previewed (over-promise or over-deliver) Minor Focus drift or lapses in logic (not really separate ideas – repetitious) May lack closing Lacks sufficiency to demonstrate a developed Focus 	<ul style="list-style-type: none"> Some major points are developed by specific detail (e.g., second-order ideas beyond major point); some Support may be general Some Support of key points – but may lack depth Lacks sufficiency to demonstrate developed Support Voice shifts or disappears 	<ul style="list-style-type: none"> Structure is noticeable Some appropriate paragraphing May have a major digression May have inappropriate or intrusive transitions that disrupt the progression of ideas (e.g., “Firstly,” “Secondly,” “Lastly” used within paragraphs) Lacks sufficiency to demonstrate developed Organization 	<ul style="list-style-type: none"> Partially developed Some (or one) of the feature(s) may not be sufficiently formed, but all are present Inference is usually required
2	<ul style="list-style-type: none"> 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 Unrelated or illogical ideas or major drift from Focus (composition consists mostly of repetitions and redundancies) Off-mode response that does NOT serve persuasive purpose Multiple subjects/positions without a unifying umbrella statement May be insufficient writing to determine that subject/issue can be sustained 	<ul style="list-style-type: none"> Most Support is general or consists of repetition/redundancy Simple list that may have some extensions May be insufficient writing to determine that the Support can be maintained No evidence of suitable voice 	<ul style="list-style-type: none"> Structure is attempted, but the reader must infer it Limited evidence of appropriate paragraphing Limited structure within paragraphs (e.g., little purposeful ordering of sentences) Lacks appropriate persuasive structure May have major lapses/digressions May be insufficient writing to determine that Organization can be sustained 	<ul style="list-style-type: none"> Attempts to address the assignment, but only rudiments of techniques for forming Focus, Support, and Organization can be detected Some confusion and/or disjointedness Lacks appropriate persuasive structure May be insufficient writing to determine that features can be maintained
1	<ul style="list-style-type: none"> Subject/position (or issue) unclear Insufficient writing to show that criteria are met 	<ul style="list-style-type: none"> Support may lack clarity Insufficient writing to show that criteria are met 	<ul style="list-style-type: none"> Little or no evidence of a plan Insufficient writing to show that criteria are met 	<ul style="list-style-type: none"> Does not fulfill the assignment; barely deals with the topic; does not present most or all of the features Insufficient writing to show that criteria are met

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

Narrative Writing Rubric

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

3	<ul style="list-style-type: none"> • Subject and event clear; may be prompt-dependent • Minor Focus drift or lapses in logic • Reactions are present • May lack closing • Lacks sufficiency to demonstrate developed Focus 	<ul style="list-style-type: none"> • Some major episodes developed by specific detail; some Elaboration may be general or repetitive • May be list of specific episodes/reactions with some extensions • Limited depth • Voice shifts or disappears • Lacks sufficiency to demonstrate developed Elaboration 	<ul style="list-style-type: none"> • Narrative structure is evident – sequence of episodes moves through time with significant gaps • Some appropriate paragraphing • May have a major digression • May have intrusive or inappropriate transitional devices • Lacks sufficiency to demonstrate developed Organization 	<ul style="list-style-type: none"> • Partially developed • Some (or one) of the feature(s) are not sufficiently formed, but all are present • Inference is usually required
2	<ul style="list-style-type: none"> • Subject and/or event may be vague • Unrelated or illogical ideas or major drift from Focus (composition consists mostly of repetitions/redundancies) • Off-mode response (NOT narrative showing a sequence through time) • Multiple events without an umbrella statement • No reactions • Insufficient writing to determine that Focus can be sustained 	<ul style="list-style-type: none"> • List of episodes and/or reactions which may have extensions • Most Elaboration is general or consists of repetition/redundancy • No evidence of suitable voice • Insufficient writing to determine that the Elaboration can be maintained 	<ul style="list-style-type: none"> • 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 • Limited evidence of appropriate paragraphing • May have major lapses/digressions • Insufficient writing to determine that Organization can be sustained 	<ul style="list-style-type: none"> • Attempts to address the assignment, but only rudiments of techniques for forming Focus, Elaboration, and Organization can be detected • Some confusion and/or disjointedness • Lacks narrative structure • Insufficient writing to determine that the features can be maintained
1	<ul style="list-style-type: none"> • Subject/event unclear • Reactions absent • Insufficient writing to show that criteria are met 	<ul style="list-style-type: none"> • May lack clarity • Insufficient writing to show that criteria are met 	<ul style="list-style-type: none"> • Little or no evidence of structure • Insufficient writing to show that criteria are met 	<ul style="list-style-type: none"> • Does not fulfill the assignment; barely deals with the topic; or does not present most or all of the features • Insufficient writing to show that criteria are met

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

Transitions – Signal Words

Introducing opposite points of view

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

Moving to a conclusion (summary)

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

Adding supporting opinions

finally
similarly
in the first place
especially

frequently
in general
occasionally
furthermore
in addition
also
last
equally important
again
in particular
likewise
besides
next
moreover
further
usually
specifically

Adding several ideas

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

Conceding a point (concession)

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

Adding an example or an illustration

as an illustration
as a case in point

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

Introductory Phrases

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

Showing special relationships

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

Signaling cause and effect

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

Qualifying a point

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

Showing degree

mainly
most significant
most important

best
equally important
even a small _____

Showing a contrast

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

Making a comparison

again
also
compared to
in like manner
in a similar manner
although
even though
as compared to
primarily
in the same way
likewise
as well as
nevertheless
in spite of
equally
as
than
like
once more
similarly
have in common
all are
the same as
conversely

whether or not
by comparison
in addition

Indicating time (chronological order)

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

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*. 6th edition. 2011. Web.

Internet Article

Author(s). "Article Title." *Name of website*. 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 Email

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

Roberts, Kim. "Latest book." Email 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*. 6th edition. 2011. Web.

Roberts, Kim. "Latest book." Email 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, or comparison/contrast.

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

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 do 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)
4	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.
3	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.
2	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.
1	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.
0	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

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

X	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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2	0	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	0	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
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6	0	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	0	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	0	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	0	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	0	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	0	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	0	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	0	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	0	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	0	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	0	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	0	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	0	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	0	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	0	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	0	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	0	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	0	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	0	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	0	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

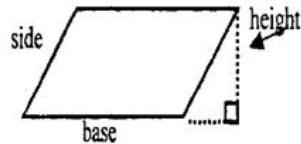
Math Assessment Reference Sheet

Square $A = s^2$



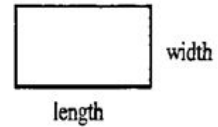
Parallelogram

$A = b h$

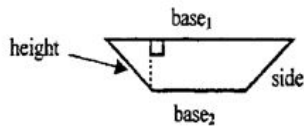


Rectangle

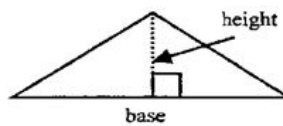
$A = l w$



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



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



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

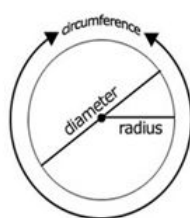
CIRCLES

AREA $= \pi r^2$

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



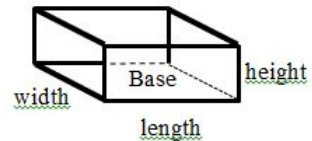
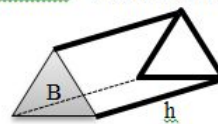
radius



VOLUME – General Prisms

$V = B h$

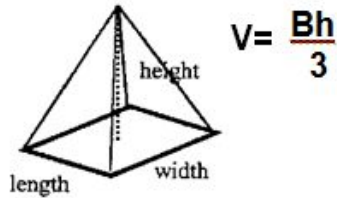
where **B** is the area of the base polygon



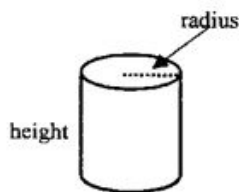
Surface Area: The area of all surfaces added together

Math Assessment Reference Sheet (cont.)

Rectangular Pyramid



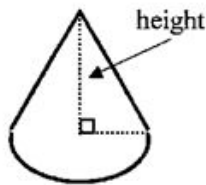
Cylinder $V = \pi r^2 h$



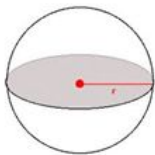
Unit Labels

Perimeter- units (u)
Area- square units (u^2)
Volume- cubic units (u^3)

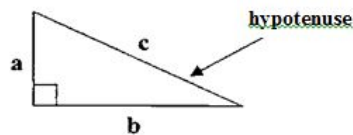
Cone $V = \frac{\pi r^2 h}{3}$



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

MAP Testing Goal Sheet

Reading

Fall RIT: _____

Winter RIT: _____

Spring RIT: _____

Lexile: _____

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

Previous Year																	
Fall																	
Winter																	
Spring																	

MAP Testing Goal Sheet

Math

Fall RIT: _____

Winter RIT: _____

Spring RIT: _____

Baseline: _____ (previous year's SPRING RIT Score)

Previous Year																	
Fall																	
Winter																	
Spring																	

***Students MUST have Hall Pass filled out and agenda with them anytime they are out of class!**

HALL PASS

NAME _____ GRADE____ QT____

[illegible][illegible]

Codes for Destination

CL=Classroom

N=Nurse

O=Office

C=Counselor

L=Locker

RR=Restroom

MC=Media Center

B=Book

P=Print

L=Links

AR=Accelerated Reader

R=Read

T=Type

W=Work at Table

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Crimson PRIDE

Productive Respectful Individuals Dedicated to Education

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

Crimson PRIDE Program

Productive, Respectful Individuals Dedicated to Education

Red Level	Blue Level	Green Level	Orange Level
Criteria	Criteria	Criteria	Criteria
<ul style="list-style-type: none"> • 1 or fewer tardies • 0 TMRs (teacher referral) • 3 or fewer missing assignments • 0 D or F • 0 Office Discipline Referrals (ODR) • 0 suspensions (AEP or OSS) 	<ul style="list-style-type: none"> • 2 or fewer tardies • 1 or fewer TMRs • 6 or fewer missing assignments • 0 D or F • 0 Office Discipline Referrals (ODR) • 0 suspensions (AEP or OSS) 	<ul style="list-style-type: none"> • 3 or fewer tardies • 2 or fewer TMRs • 9 or fewer missing assignments • 0 F • 1 or fewer ODRs • 0 suspensions (AEP or OSS) 	<ul style="list-style-type: none"> • 4 or fewer tardies • 3 or fewer TMRs • 12 or fewer missing assignments • 1 F • 2 or fewer ODRs • 1 or fewer AEP / 0 OSS
Privileges	Privileges	Privileges	Privileges
<ul style="list-style-type: none"> • Cafeteria seating privileges • Pass privileges • Free admission to JMS sport events • Periodic celebrations • No crimson cash needed for celebrations • All year red celebration 	<ul style="list-style-type: none"> • Cafeteria seating privileges • Pass privileges • Extra-curricular privileges • Periodic celebrations 	<ul style="list-style-type: none"> • Extra-curricular privileges • Pass privileges 	<ul style="list-style-type: none"> • Extra-curricular privileges • Pass privileges

*Any student on No Level for Grades ONLY will still have pass privileges.

*Students are allowed to try-out for extracurricular activities regardless of level.

*Leveling will be completed at the Midterm and end of every Quarter.