



Serena High School/ Serena Middle School 2023-2024

Property of: _____

Address: _____

Phone #: _____ Email: _____

In case of emergency, please notify:

Name: _____ Phone #: _____

The information in this book was the best available at press time. Watch for additional information and changes.



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CHAPTER 1: INTRODUCTORY INFORMATION AND GENERAL NOTES

GENERAL SCHOOL 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 (<http://www.unit2.net>) or at the Board office, located at: 2283 N 3812th Rd Serena, IL 60549

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

- Justin DeBolt, President
- Joseph Cantlin, Vice-President
- Susan McNelis, Secretary
- Dan McNally, Member
- LaDonna Gale, Member
- Neal Rosengren, Member
- Scott Govednik, Member

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

- Richard Faivre, CUSD 2 Superintendent
- Adam Kueltzo, Serena High School Principal
- Chris Bjork, Serena Middle School Principal
- Paul Taeuber, Serena High School/ Middle School Assistant Principal

School location and contact information is as follows:

- Serena Middle and High School: 2283 N 3812th Serena, IL 60549
High School (815) 496-2850 / Middle School (815) 496-9250

The following are the specific school start and end times:

School	Drop Off Start Time	Breakfast Start Time	School Start Time	School Dismissal Time	Early Dismissal Time 1
Serena	7:45 am	7:45 am	8:00 am	2:45 pm	1:00 pm
<p><i>* Students should not arrive prior to 7:45 am. There will be no supervision provided prior to that time.</i></p>					

The following are the specific school pickup and drop off locations for parents and buses:

School	Parent Pick Up/Drop Off Location	Bus Pick Up/Drop Off Location
Serena MS	South Main Entrance in front of the school by the Serena Middle School Sign	South Main Entrance in front of the school
Serena HS	North Main Entrance	South Main Entrance

DAILY CLASS TIME SCHEDULES
2023-2024
MAIN SCHEDULE HIGH SCHOOL

REGULAR SCHEDULE	
Period	Time
1	8:05-8:55
2	8:58-9:45
3	9:48-10:35
4	10:38-11:25
5	<i>F/So Lunch 11:28-11:58, Advisory 12:01-12:15</i>
	<i>J/Sr Advisory 11:28-11:42, Lunch 11:45-12:15</i>
6	12:18-1:05
7	1:08-1:55
8	1:58-2:45

1:00 DISMISSAL SCHEDULE	
All Fridays.	
Period	Time
1	8:05-8:41
2	8:44-9:18
3	9:21-9:55
4	9:58-10:32
5	10:35-11:09
6	11:12-11:46
7	11:49-12:23
8	12:26-1:00



MAIN SCHEDULE MIDDLE SCHOOL

REGULAR SCHEDULE (HOMEROOM 8:05-8:10)	
<i>Block</i>	<i>Time</i>
1	8:10-9:20
2	9:22-10:32
3	10:34-11:44
4	11:46-1:31
	5th/6th lunch 11:46-12:21
	7th/8th lunch 12:56-1:31
5	1:33-2:45

1:00 DISMISSAL SCHEDULE (HOMEROOM 8:05-8:10) All Fridays.	
<i>Block</i>	<i>Time</i>
1	8:10-9:00
2	9:02-9:52
3	9:54-10:44
4	10:46-12:11
	5th/6th lunch 10:46-11:20
	7th/8th lunch 11:35-12:11
5	12:13-1:00



SCHOOL OPERATIONS DURING A PANDEMIC OR OTHER HEALTH EMERGENCY

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.

Cross Reference:

PRESS 4:180, Pandemic Preparedness; Management; and Recovery

VISITORS

All visitors, including parents and siblings, are required to enter through the front 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 that 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 or use vulgar or obscene language.
3. Unless specifically permitted by State law, possess a weapon, any 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 detectable, regardless of when and/or where the use occurred.
10. Use or 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 a school function.

Cross Reference:

PRESS 8:30, *Visitors to and Conduct on School Property*

NON-DISCRIMINATION POLICY (TITLE IX)

It is the policy of the Board of Education, Community Unit School District No. 2 not to discriminate on the basis of sex in its educational programs, activities, or employment policies as required by Title IX of the 1972 education amendments. Inquiries regarding compliance with Title IX may be directed to any of the following administrators:

Megan Adams, Principal Harding Grade School 1643 N 40th Rd Earlville, Illinois 60518 Phone: 815-792-8216	Ann Hoffman, Principal Sheridan Grade School P.O. Box 328 Sheridan, Illinois 60551 Phone: 815-496-2002
Adam Kueltzo, Principal Serena High School P.O. Box 107 Serena, Illinois 60549 Phone: 815-496-2361	Chris Bjork, Principal Serena Middle School P.O. Box 107 Serena, Illinois 60549 Phone: 815-496-9250
Lacey Anderson Director of Student Services P.O. Box 107 Serena, Illinois 60549 Phone: 815-496-2361	Jennifer Hoppis, School Counselor Serena High School P.O. Box 107 Serena, Illinois 60549 Phone: 815-496-2361

Inquiries may also be made to Richard Faivre, Superintendent, (designated district Title IX Coordinator), P.O. Box 107, Serena, Illinois 60549, or to the Director of the Office of Civil Rights, Department of Health, Education and Welfare, Washington, D.C.

EQUAL OPPORTUNITY & 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, religion, physical or mental disability, status as homeless, immigration status, order of protection status, or actual or potential marital or parental status, including pregnancy.

No student shall, based on sex, sexual orientation, or gender identity 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 the building principal and/or district superintendent.

Cross-Reference:

PRESS 7:10, *Equal Educational Opportunities*

PRESS 2:260, *Uniform Grievance Procedure*

ANIMALS ON SCHOOL PROPERTY

In order to assure 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. The building principals in the case of an educational opportunity may temporarily waive this rule 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.

SCHOOL VOLUNTEERS

The school principal must approve all school volunteers prior to assisting at the school. 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.

Cross-Reference:

PRESS 6:250, *Community Resource Persons and Volunteers*

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 using the list in the school directory. The office is unable to release addresses and phone numbers of students who are not listed in the school directory.

TREATS & SNACKS

Due to health concerns and scheduling, treats and snacks for any occasion must be arranged in advance with the classroom teacher. It is encouraged that all treats and snacks be store bought and prepackaged in individual servings. Treats and snacks may not require refrigeration and must have a clearly printed list of ingredients on the packaging. We strongly encourage you to select a treat or snack with nutritional value.

BOOK BAGS/BACKPACKS & PURSES

Due to safety considerations of crowded classrooms, book bags, backpacks and purses will not be allowed in any classroom throughout the day. Purses and book bags may be used to carry books and personal belongings to and from school but must remain in the student's locker during the school day unless given permission from the Nurse or Administration.

EMERGENCY SCHOOL CLOSINGS

In cases of bad 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 by 6:30 a.m. If bad weather or other emergency occurs during the day, please listen to local media stations for possible early dismissal information.

Snow day and inclement weather day announcements will be made via the following:

- a) District All-Call System (Phone Calls and/or Text Messages and/or emails)
- b) Radio: AM 1430 or FM 107.1
- c) www.mywebtimes.com
- d) www.schoolsclosings.com
- e) www.unit2.net
- f) Any School Facebook and/or Twitter Pages (If Applicable)

For your child's safety, make certain your child knows ahead of time where to go in case of an early dismissal.

If we dismiss early for an emergency, all after-school functions are automatically cancelled.

Cross-Reference:

PRESS 4:170, *Safety*

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.

Cross-Reference:

PRESS 4:110, *Transportation*

ACCOMMODATING INDIVIDUALS WITH DISABILITIES

Individuals with disabilities will be provided an opportunity 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.

Cross Reference:

PRESS 8:70, *Accommodating Individuals with Disabilities*

STUDENTS WITH FOOD ALLERGIES

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.

Cross Reference:

PRESS 7:285, *Food Allergy Management Program*

CARE OF STUDENTS WITH DIABETES

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

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

For further information, please contact the building principal.

SUICIDE/DEPRESSION AWARENESS & PREVENTION

Youth suicide affects 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. For more information, please contact the school office.

Cross-Reference:

PRESS 7:290, *Suicide and Depression Awareness and Prevention*

SCHOOL INSURANCE

As Community Unit District No. 2 is an eligible member of the Workers' Compensation Self-Insurance Trust, school-time student accident coverage will be provided at no charge to all enrolled students. Optional 24-hour coverage and extended dental are available for a fee. *If a student is covered by a pre-existing policy, the policy offered through the Workmen's Self-Insurance Trust would act as the secondary policy. Claim forms are available in the school office and must be filed within 90 days of the injury. Additional copies of the coverage are available in the district office.*

PARENT ORGANIZATIONS AND BOOSTER CLUBS

Parent organizations and booster clubs are invaluable resources to the District's schools. While parent organizations and booster clubs have no administrative authority and cannot determine District policy, the School Board welcomes their suggestions and assistance.

Parent organizations and booster clubs may be recognized by the Board and permitted to use the District's name, a District school's name, or a District school's team name, or any logo attributable to the District provided they first receive the Superintendent or designee's express written consent. Consent to use one of the above-mentioned names or logos will generally be granted if the organization or club has by-laws containing the following:

1. The organization's or club's name and purpose, such as, to enhance students' educational experiences, to help meet educational needs of students, to provide extra athletic benefits to students, to assist specific sports teams or academic clubs through financial support, or to enrich extracurricular activities.
2. The rules and procedures under which it operates.
3. An agreement to adhere to all Board policies and administrative procedures.
4. A statement that membership is open and unrestricted, meaning that membership is open to all parents/guardians of students enrolled in the school, District staff, and community members.
5. A statement that the District is not, and will not be, responsible for the organization's or club's business or the conduct of its members, including on any organization or club websites or social media accounts.
6. An agreement to maintain and protect its own finances.
7. A recognition that money given to a school cannot be earmarked for any particular expense. Booster clubs may make recommendations, but cash or other valuable consideration must be given to the District to use at its discretion. The Board's legal obligation to comply with Title IX by providing equal athletic opportunity for members of both genders will supersede an organization or club's recommendation.

Permission to use one of the above-mentioned names or logos may be rescinded at any time and does not constitute permission to act as the District's representative. At no time does the District accept responsibility for the actions of any parent organization or booster club regardless of whether it was recognized and/or permitted to use any of the above-mentioned names or logos. The Superintendent shall designate an administrative staff member to serve as the recognized liaison to parent organizations or booster clubs. The liaison will serve as a resource person and provide information about school programs, resources, policies, problems, concerns, and emerging issues. Building staff will be encouraged to participate in the organizations.

Cross Reference:

PRESS 8:90, *Parent Organizations and Booster Clubs*



CHAPTER 2: ATTENDANCE, PROMOTION & GRADUATION

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 is enrolled in school in the district in which he or she resides (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.

For the purpose of marking the attendance of all students of the district, the following guidelines shall be used:

- a) Except for shortened school days, all students shall be required to be in attendance for at least five (5) clock hours to receive credit for a full day of attendance. On shortened school days, no more than one and one-half (1½) hours may be missed by a student for the student to receive credit for a full day of attendance.
- b) Except for shortened school days, all students shall be required to be in attendance for at least two and one-half (2½) hours to receive credit for one-half day of attendance. On shortened school days, no more than four (4) hours of school may be missed by a student for the student to receive credit for one-half (½) day of attendance.

Cross-reference:

PRESS 7:70, *Attendance and Truancy*

TARDINESS

It is vitally important that students report to school and classes in a timely manner. Any student who arrives after 8:20 a.m. for his/her first class is considered absent from that class. Any student who arrives between 8:05 a.m. and 8:20 a.m. is considered tardy. Tardiness, a form of absenteeism, is disruptive in that it distracts students and teachers alike. It should be noted that tardiness may lead to lower or failing grades due to the loss of classroom and instructional time. Tardies to school/class if accrued will be cumulative and upon the 5th tardy the student will receive a detention. Subsequent tardies will be given discipline that is progressive and determined by administration.

STUDENT ABSENCES

There are two types of absences: excused and unexcused. Excused absences include: illness (including up to 5 days per school year for mental or behavioral health of the student), 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, attend a civic event, or other reason as approved by the building principal. Students eligible to vote are also excused for up to two hours to vote in a primary, special, or general election.

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.

Family vacations will be excused (up to 5 total days) only if the student is not placed on the chronic truant status, the parent requests the vacation leave prior to the absence, and the student completes a pre-arranged vacation form available in the office. If any of these conditions are not met, the absences will be considered unexcused.

The school may require documentation explaining the reason for the student's absence.

In the event of any absence, the student's parent or guardian is required to call the school before 8:00 a.m. to explain the reason for the absence. If a call has not been made to the school by 9:00 a.m. on the day of a student's absence, a school official will call the home to inquire why the student is not at school. If the parent or guardian cannot be contacted, the student will be required to submit a signed note from the parent or guardian explaining the reason for the absence. Failure to do so shall result in an unexcused absence, which will lead to disciplinary action. Upon request of the parent or guardian, the reason for an absence will be kept confidential.

CHRONIC ABSENTEEISM

Students are considered to be "Chronically Absent" from school when they have missed 10% or more of the school year regardless of being an excused or unexcused absence. Students who are in attendance more are proven to do better academically. Check ins from school personnel will be made to parents regarding an accrual of absences and a process of incentives, contracts, parental meetings, and when necessary a referral to a truancy officer will be made to encourage regular attendance.

Cross-reference:

PRESS 7:70, *Attendance and Truancy*

RELEASE TIME FOR RELIGIOUS INSTRUCTION/OBSERVANCE

A student will be released from school, as an excused absence, to observe a religious holiday or for religious instruction. The student's parent/guardian must give written notice to the building principal at least 5 calendar days before the student's anticipated absence(s).

Students excused for religious reasons will be given an opportunity to make up any examination, study, or work requirement.

Cross Reference:

PRESS 7:80, *Release Time for Religious Instruction/Observation*

MAKE-UP WORK

If a student's absence is excused or if a student is suspended from school, he/she will be permitted to make up all missed work, including homework and tests, for equivalent academic credit. When students miss class they are to go to their teachers to determine the work to be made up. It is the student's responsibility to see teachers. The student should not wait for teachers to ask about make-up work. In lieu of a teacher's expressed policy, the policy for make-up work is as follows. Make-up work is to be completed within one school day for each day of excused absence. For example, a student with three consecutive days of excused absence is allowed up to three consecutive school days to hand in make-up work. Make-up work is to be completed as homework. Work for an unexcused absence cannot be made up.

Cross Reference:

PRESS 7:70, *Attendance and Truancy*

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 days without valid cause (a recognized excuse) are truant. Students who miss 5% or more of the prior 180 regular school days without a valid cause are considered chronic truants. Students who are chronic truants will be offered support services and resources aimed at correcting the truancy issue.

- a) Notice of Truancy will be mailed or personally delivered to home at 3, 5, 8, and 10 days of unexcused absences.

If chronic truancy persists after support services and other resources are made available, the school and district will take further action, including:

- a) Referral to the truancy officer
- b) Reporting to officials under the Juvenile Court Act
- c) Referral to the State's Attorney
- d) Appropriate school discipline

It is within the sole discretion of the high school administration to determine the legitimacy of a student's absence and to determine whether it is excused or unexcused. If a student is absent from school without valid cause, then such truancy will result in disciplinary action. This disciplinary action may include, but not limited to a written warning, meeting with their counselor or other support services, Saturday School, or ISS.

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 being dropped from school rosters.

A parent or guardian who knowingly and willfully permits a child to be truant is in violation of State law.

Cross-references:

PRESS 7:70, *Attendance and Truancy*

ENROLLMENT & WITHDRAWAL OF STUDENTS

The central office of the Superintendent conducts enrollment. If there is any question about which school a student should attend, information may be obtained from the principal's office in any of the district's schools. A student must live with his parents or legal guardian in the school's attendance area in order to attend school in Community Unit School District No. 2. Tuition students are permitted under very special circumstances but only after approval of the Superintendent of Schools.

If the student moves during the year, his parents should contact the school office as soon as it is known when the student will move. This procedure will help get the student's records to his/her new school much quicker.

SCHOOL TRANSFER

If a student transfers outside the school district, he/she may complete the remainder of the year in this district's school on a non-tuition basis provided that his parents shall be responsible for his/her transportation to and from school.

GRADING & PROMOTION

School report cards are issued to students on a quarterly basis. For questions regarding grades, please contact the classroom teacher.

SERENA COMMUNITY UNIT SCHOOL DISTRICT NO 2 GRADING SCALES

In high school, semester grades are determined on a cumulative scale where the entire semester will be counted for students' grades. In high school, the semester cumulative grade will be 85% of their semester grade, whereas the final exam will account for 15% of their semester grade.

MIDDLE SCHOOL CITIZENSHIP SCORES

5	Exceptionally, dependable, self-reliant, enthusiastic, respectful, and cooperative
4	Usually courteous, attentive and observant of rules and regulations
3	Cooperative, but requires teacher's extra supervision
2	Occasionally impolite, unreliable, stubborn or inattentive
1	Frequently idle, disrespectful, stubborn, inattentive, impolite or exhibits poor manners

TRADITIONAL GRADE SCALE (HIGH SCHOOL AND MIDDLE SCHOOL)

- A 100% - 90% Excellent
- B 89% - 80% Very Good
- C 79% - 70% Average
- D 69% - 60% Below Average
- F 59% - 0% Failing

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.

GRADUATION CEREMONY

The graduation ceremony is an extracurricular activity, not a right. Students may lose the opportunity to participate in the graduation as a consequence of violating rules of conduct.

Cross Reference:

PRESS 6:280, *Grading & Promotion*

REPORT CARDS & CONFERENCES

Report cards will be distributed to students at the end of each nine-week grading period and are visible online. A supplementary report is also mailed in the middle of each nine weeks if a student is doing below average work, failing work, or work that is considered below his/her potential. Additionally, scheduled parent-teacher conferences will be held in the Fall.

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. Homework is to be completed by the assigned due dates by each teacher. Penalties may be applied for late or missing work in accordance with the teacher's classroom policies. Students who are absent from school for a valid cause (an excused absence) may make up missed homework in a reasonable amount of time. Unexcused absence work cannot be made up.

EXEMPTION FROM PHYSICAL EDUCATION REQUIREMENT

In order to be excused from participation in physical education, a student must present an appropriate excuse from his or her parent/guardian or from a person licensed under the Medical Practice Act. The excuse may be based on medical or religious prohibitions. An excuse because of medical reasons must include a signed statement from a person licensed under the Medical Practice Act that corroborates the medical reason for the request. An excuse based on religious reasons must include a signed statement from a member of the clergy that corroborates the religious reason for the request.

Students with an Individualized Education Program may also be excused from physical education courses.

Special activities in physical education will be provided for a student whose physical or emotional condition, as determined by a person licensed under the Medical Practices Act, prevents his or her participation in the physical education course.

State law prohibits the School District from honoring parental excuses based upon a student's participation in athletic training, activities, or competitions conducted outside the auspices of the School District.

Students who have been excused from physical education shall return to the course as soon as practical. The following considerations will be used to determine when a student shall return to a physical education course:

- 1) The time of year when the student's participation ceases; and
- 2) The student's class schedule.
- 3) The student's future or planned additional participation in activities qualifying for substitutions for physical education.

Cross Reference:

PRESS 6:310, *Credit for Alternative Courses and Programs, and Course Substitutions*

PRESS 7:260, *Exemption from Physical Education*

HOME & HOSPITAL INSTRUCTION

Homebound instruction is designed to provide continuity of educational services for students whose medical needs, both physical and psychiatric, do not allow school attendance for a limited period of time. Homebound instruction may be used to supplement the classroom program for students with health impairments whose conditions may interfere with regular school attendance (e.g., students receiving dialysis or radiation/chemotherapy or students with other serious health conditions). Students must be enrolled in Serena CUSD2 in order to receive homebound instruction.

Homebound instruction is not intended to take the place of school services and therefore is temporary by design. While no maximum number of homebound days can be set due to many complex situations that arise for students, instruction should fully take place in the school setting if possible. The student's inability to attend school for medical reasons, both physical and/or psychiatric, must be certified by a licensed medical Physician, Advanced Practice Nurse, or Physician Assistant.

QUALIFICATIONS FOR HOMEBOUND INSTRUCTION

- In order to be eligible for home or hospital services provided by CUSD2, the student must be registered as a full-time student in the district.
- Parents should notify their child's school as soon as they know that their student will need either full-time or intermittent services.
- The district must have a current medical certification from a licensed Physician, Advanced Practice Nurse or Physician's Assistant that determines a student will, due to a medical condition, be out of school for a minimum of two consecutive weeks (10 school days) or on an ongoing intermittent basis.
- If the Physician, Advanced Practice Nurse, or Physician Assistant writes the initial homebound certification for more than 9 weeks, the district requires that the Physician, Advanced Practice Nurse, or Physician Assistant completes another medical certification at least one week prior to the end of the 9 weeks in order for tutoring to be continued.
- For a student with an IEP, when a Physician, Advanced Practice Nurse, or Physician Assistant's statement is received indicating the need for homebound tutoring, the Director of Student Services must consider if an IEP meeting needs to be convened.

TUTORING INFORMATION

- Students who are hospitalized or homebound on a full-time basis will generally receive five hours of instruction per week but can be altered based on needs. If returning to school on a part-time basis the instruction will be prorated based on administrative decision.
- Students receiving intermittent homebound services will generally receive one hour of instruction for each day the student is unable to attend school due to the condition for which they have been recommended for homebound services.
- Tutoring will take place at a public location but may take place at a student's home.
- Homebound tutoring sessions should be scheduled at a time mutually agreed upon by the tutor and student's parent or guardian. If the tutor and family are unable to mutually agree to a time, a range of times and days will be provided to the family.
- Tutoring times should be scheduled in advance during days when school would normally be in session.
- Tutoring sessions will be made up anytime the tutor needs to cancel.
- If the referral is made with less than two weeks of school left in the school year, there is no requirement to initiate home-hospital services
- For students who are pregnant, before the birth of the child, home instruction must be provided if a doctor's certificate states that the student is medically unable to attend regular classroom instruction. Additionally, for up to three months following the birth of a child or a miscarriage, the district is to ensure the provision of educational services to the mother; the doctor's statement must state the duration of the post-partum period required for these services which may be reduced or extended for up to 3 months by Physician, Advanced Practice Nurse, or Physician Assistant statement.

HOMEBOUND INSTRUCTION TIMELINE

Appropriate educational services from qualified staff will begin no later than five school days after receiving a written statement from a Physician, Advanced Practice Nurse, or Physician Assistant. Instructional or related services for a student receiving special education services will be determined by the students individualized education plan. Services will end upon any of the following scenarios: the expiration of the medical certificate (which must be renewed every 9 weeks or sooner if the physician indicates an earlier expiration date), when we receive a physician's statement that the student no longer requires it, the parent or student refuses services, or administrative decision.

Cross Reference:

PRESS 6:150, *Home and Hospital Instruction*

CHAPTER 3:

STUDENT FEES & MEAL COSTS

FINES, FEES, & CHARGES; WAIVER OF STUDENT FEES

All school fees (including breakfast/lunch accounts) can be paid in the school office (cash or check) and can also be paid online with a credit card through the Illinois E-Pay portal. A link to this portal can be found on the district website.

STUDENT FEES

• Daily Breakfast Price (5-12):	\$1.80
• Daily Lunch Price (5-8):	\$3.10
• Daily Lunch Price (9-12):	\$3.30
• Milk Price:	\$0.40
• Book Rental Fee (5-12):	\$45.00
• Technology Fee (5-12):	\$20.00
• Activity Fee (5-8):	\$10.00
• Activity Fee (9-12):	\$15.00
• Paperback Books:	Cost of Materials
• Art Projects:	Cost of Materials
• Library Book Late Fee:	\$0.10 per day
• Musical Instrument Rental (Owned by District):	\$25.00
• Athletic Participation Fee (5-8):	\$30.00
• IESA Sport Individual Entry Fee:	\$25.00
• Athletic Participation Fee (9-12):	\$40.00

*prices are subject to market change

The school establishes fees and charges to fund certain school activities. Students will not be denied the opportunity to participate in curricular and extracurricular programs of the school district 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. In addition, fee waivers do not apply to athletic/extracurricular fees, technology fees, or activity fees.

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 at least one of the following prerequisites is met:

- The student currently lives in a household that meets the same income guidelines, with the same limits based on household size, that are used for the federal free meals programs.
- The student's parent is a veteran or active-duty military personnel with income at or below 200% of the federal poverty line.
- The student is homeless, as defined by the Mc-Kinney-Vento Homeless Assistance Act.

The building principal will notify the parent/guardian promptly as to whether the fee waiver request has been granted or denied. Questions regarding the fee waiver application process should be addressed to the building principal.

Pursuant to the Hunger-Free Students' Bill of Rights Act, the school is required to provide a federally reimbursable meal or snack to student who request on, 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 the school is prohibited from publicly identifying or stigmatizing a student who cannot pay for owes money for a meal or snack.

Fines for loss or damage to school property are waived for students who meet certain eligibility guidelines.

Cross References:

PRESS 4:110, *Transportation*

PRESS 4:140, *Waiver of Student Fees*

PRESS 4:140-AP, *Fines, Fees, and Charges – Waiver of Student Fees*

PRESS 4:140-E1, *Application for Fee Waivers*

PRESS 4:140-E2, *Response to Application for Fee Waiver, Appeal, and Response to Appeal*

SCHOOL BREAKFAST & LUNCH PROGRAM

Breakfast and lunch are served every school day.

Please see the fee schedule for breakfast, lunch and milk prices.

Students must maintain a positive balance on their breakfast/lunch account in order to eat breakfast and/or lunch each day. If students do not have a positive balance on their account, they will be able to get lunch and/or breakfast one more additional time. Any meal thereafter, they will only be able to get a peanut butter sandwich, apple and milk until their breakfast/lunch account balance is above \$0.00. The school office will notify parents if their child's account balance is close to \$0.00 and/or below \$0.00.

Free or reduced price meals are available for qualifying students. For an application, contact the building principal.

Cross Reference:

PRESS 4:130, *Free and Reduced-Price Food Services*

FREE AND REDUCED-PRICE FOOD SERVICES ELIGIBILITY

When the parents/guardians of students who are unable to pay for their child(ren)'s meal services, meal charges will apply per a student's eligibility category and will be processed by the District accordingly.

Cross Reference:

PRESS 4:130, *Healthy Hunger-Free Kids Act of 2010 (P.L. 111-296)*

7 C.F.R. §245.5.

105 ILCS 123/, *Hunger-Free Students' Bill of Rights Act*

23 Ill. Admin. Code Part 305, School Food Service.

MEAL CHARGES FOR MEALS PROVIDED BY THE DISTRICT

The Building Principal and District staff will work jointly to prevent meal charges from accumulating. Every effort to collect all funds due to the District will be made on a regular basis and before the end of the school year. Contact your Building Principal or designee about whether your child(ren)'s charges may be carried over at the end of the school year, i.e., beyond June 30th.

Unpaid meal charges are considered delinquent debt when payment is overdue as defined by Board policy 4:45, Insufficient Fund Checks and Debt Recovery and the Hunger-Free Students' Bill of Rights Act (105ILCS 123/, added by P.A. 100-1092). The District will make reasonable efforts to collect charges classified as delinquent debt.

When a student's funds are low or there is a negative balance, reminders will be provided to the staff, students and their parent(s)/guardians(s) to attempt collection of the owed money when the amount owed is more than the amount of five lunches. If a parent/guardian regularly fails to provide money for the child(ren) that he/she is responsible for in the District and does not qualify for free meal benefits, the Building Principal or designee will direct the next course of action. Continual failure to provide meal money may require the District to notify the Ill. Dept. of Children and Family Services (DSFS) and/or take legal steps to recover the unpaid meal charges, up to and including seeking an offset under the State Comptroller Act, if applicable.

Cross Reference:

PRESS 4:130, *Healthy Hunger-Free Kids Act of 2010 (P.L. 111-296)*

7 C.F.R. §245.5.

105 ILCS 123/, *Hunger-Free Students' Bill of Rights Act*.

23 Ill. Admin. Code Part 305, School Food Service.

CHAPTER 4: TRANSPORTATION

BUS TRANSPORTATION

The district provides bus transportation to and from school for all students living 1.5 miles or more from the school. After students are registered at the beginning of the school year, parents will be contacted about their student/s specific pickup and drop off location. 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, the bus driver can handle bus discipline problems. In the case of a written disciplinary referral, student bus problems will be investigated and handled by building administrators.

Students are expected to follow all school rules while on the bus. Students may be suspended from riding the school bus for up to 10 consecutive school days for violating school rules or for engaging in other gross disobedience or misconduct. The school board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons. The district's regular suspension procedures shall be used to suspend a student's privilege to ride a school bus. Removal from the bus may be for, but not limited to:

- a) Violating any school rule or school district policy.
- b) Willful injury or threat of injury to a bus driver or to another rider.
- c) Willful and/or repeated defacement of the bus.
- d) Repeated use of profanity.
- e) Repeated willful disobedience of a directive from a bus driver or other supervisor.
- f) Such other behavior as the building principal deems to threaten the safe operation of the bus and/or its occupants.

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:

- a) 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.
- b) Arrive on time at the bus stop, and stay away from the street while waiting for the bus.
- c) 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.
- d) Take a seat right away and remain seated facing forward. Keep your hands, arms, and head inside the bus.
- e) Talk quietly on the bus. No shouting or creating loud noises that may distract the driver. Cell phones, and other electronic devices must be silenced on the bus unless a student uses headphones.
- f) 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.
- g) 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.
- h) Wait until the bus pulls to a complete stop before standing up. Use the handrail when exiting the bus.
- i) 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.

- j) 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.
- k) 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.

Cross References:

PRESS 4:110, *Transportation*

PRESS 7:220, *Bus Conduct*

PRESS 4:170-AP3, *School Bus Safety Rules*

MOTOR VEHICLE REGISTRATION/PARKING

Automobile and motorbike parking are a privilege. By purchasing a permit, students consent to the following parking regulations and to random drug testing in accordance with District Policy.

1. All student parking is limited to the parking lot in the North of the building. Students must park in their designated parking spot in the North lot (appropriately and between the lines) or be subject to suspension of privileges. Student parking is NOT allowed on side streets, handicapped parking, visitor parking, or faculty parking spaces.
2. All vehicles must be registered with the main office along with copies of the student's Drivers License and Car Insurance.
3. Parking Permits (hang tags) must be displayed and visible on the rear view mirror of the vehicle at all times. Permits are not transferable and attempt to do so will result in suspension or loss of privileges.
4. Students should exit their vehicle and immediately enter the school building.
5. Students are not allowed to go to their vehicle during the school day.
6. The school assumes no liability for vehicles on Serena CUSD Unit 2's parking lot. Please safeguard your vehicle by locking the doors and keeping valuables out of sight.
7. Vehicles on school grounds are subject to search, with or without cause, and the individual who parks on CUSD #2 property is responsible for the contents of the vehicle.
8. There should be no excessive noise or loitering occurring in the parking lot.
9. Students should maintain a safe driving environment, refraining from any reckless driving or speed over 10 m.p.h.
10. Students should never pass a stopped school bus as it is dangerous and also illegal.
11. Any vehicular changes should be reported to the office.
12. Any special parking requirements require notification to administration ahead of time.
13. Any violation of these regulations can result in suspension or revoking of parking privileges.
14. Any students driving to IVVC (Indian Valley Vocational Center) must have written permission. Along with parking pass from IVVC.
15. As this is a privilege, all Serena students who drive are subject to random drug testing in accordance with District Policy.
16. Students and/or Parents who refuse to sign this random drug testing agreement will not be allowed to purchase a parking permit or park on school grounds during school hours.
17. Students who have a positive drug test will have their parking privilege suspended for 30 days pending the outcome of a 2nd test. Parking will be restored upon the completion of a negative drug test at 30 days. Refusal of the 2nd drug test will result in suspension of parking privileges until they submit to a drug test and will not receive a refund. Students are required to sign up and participate in a drug and alcohol group.
18. Students who have a positive drug test for the 2nd time will have their parking privileges permanently revoked for the duration of their high school career and will not receive a refund.

Students may not drive to Indian Valley Vocational School (IVCC) without permission from the vocational school administration, the student's parent/guardian, and Serena High School administration. If a vehicle is driven, no one may ride with the driver unless the same parameters are followed for the rider. Students may be suspended from IVCC for unauthorized driving or riding to/ from IVCC.

CHAPTER 5: HEALTH & SAFETY

HEALTH SERVICE

The Illinois School Code requires all students entering the sixth and ninth grade or transferring from another school, irrespective of grade, to present proof of physical examination, current dental exam, and required immunizations. Information on required and recommended vaccines (including Influenza and Meningitis) is available at www.idph.gov. Failure to comply with the above physical and immunization requirements by October 15th of the current school year will result in the student's exclusion from school until the required health forms are presented to the school, subject to certain exceptions. Transfer students who are entering an Illinois school for first time are required to submit proof of a vision exam completed within the last year. A student will not be excluded from school due to his or her parent's failure to obtain a developmental screening or a social and emotional screening. Appointments should be made early in the summer so that needed health examinations and immunizations can be completed and the student will be free of appointments when classes begin. Forms should be mailed to the Nurse's office prior to registration or turned in at registration.

New students who register mid-term have 30 days following registration to comply with the health examination and immunization requirements as long an appointment card is presented to school. If a medical reason prevents a student from receiving a required immunization by the first day of student attendance, the student must present, by the first day of student attendance, an immunization schedule and a statement of the medical reasons causing the delay. The schedule and statement of medical reasons must be signed by an appropriate medical professional.

EXEMPTIONS

A student will be exempted from the above requirements for:

1. Medical grounds if the student's parent/guardian presents to the building principal a signed statement explaining the objection;
2. Religious grounds if the student's parent/guardian presents to the building principal a completed Certificate of Religious Exemption;
3. Health examination or immunization requirements on medical grounds if a physician provides written verification;
4. 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 its branches who provides eye examinations or a licensed optometrist; or
5. Dental exam requirement if dental exam waiver form is completed by parent/guardian.

If sudden illness or accident occurs during the school day, the student needs to report to the school nurse to obtain a P.E. excuse for that day.

Parents/guardians are responsible for administering medication to their children. Administering medication during school hours or during school-related activities is prohibited unless it is necessary for the critical health and well-being of the student. 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 by completing a "School Medical Authorization Form".

Parents/guardians may authorize their child to carry and self-administer only an asthma inhaler or emergency epinephrine according to Public Act 92-0402 and according to the district's procedures for students' self-administration of medication. Parent(s)/guardian(s) must give proper written consent to the administration of medication. To do so they must complete the Parents' Request for Medication Form.

All medication, including non-prescription drugs, given in school shall be prescribed by a licensed physician on an individual basis as determined by the child's health status. The student's physician will provide specific written directions regarding storage and administration of medication. All medication will be delivered to the school nurse by the parent or guardian in the original container. No school or district employee is allowed to 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 Authorization Form is submitted by the student's parent/guardian. No student is allowed to possess or consume any prescription or non-prescription medication on school grounds or at school-related functions other than as provided for in this procedure.

Cross Reference:

PRESS 7:100, *Health, Eye and, Dental Examinations; Immunizations; and Exclusion of Students*

EYE EXAMINATIONS/VISION SCREENING

Vision and hearing screening will be done, as mandated, for all special education students and students new to the district. Vision screening is not a substitute for a complete eye and vision evaluation by an eye doctor. Your child is not required to undergo this vision screening if an optometrist or ophthalmologist has completed and signed a report form indicating that an examination has been administered within the previous 12 months and that an evaluation is on file at the school. This notice is not a permission to test and is not required to be returned. Vision and hearing screening are not an option. If a vision or hearing examination report is not on file at the school for your child, your child in special education or new to the district will be screened.

All students entering Illinois school for the first time must present proof by October 15 of the current school year of an eye exam performed within one year. Failure to present proof by October 15, allows the school to hold the student's report card until the student presents: (1) proof of a completed eye examination, or (2) that an eye examination will take place within 60 days after October 15.

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, including asthma medication or epinephrine injectors, or medication required under a qualifying plan. 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 injector, asthma medication, and/or a medication required under a qualifying plan.

Medical and dental appointments should be limited to times when school is not in session. If it becomes necessary for a student to be absent for a medical or dental appointment, prearranged notice must be given to the school nurse by a parent. All students must present an appointment card or parent note indicating the day of the appointment, the time, and the name of the doctor. The parent must also call and leave a message at the school regarding the appointment. Students who drive themselves must have parent permission to do so. For students who need to be picked up for an appointment, the parent needs to come into the school and report to the office to meet their child. All students must check with the school nurse before leaving school. Students must present a note of verification of the appointment from their doctor with a release time to the Principal's office on returning to school. If the student does not come back to school the same day, he/she must present the physician verification note the following school day.

If students become ill or injured, they must report to the nurse's office. The proper procedure is to obtain permission from their teachers to avoid being counted absent. Students should schedule visits to the nurse's office during study periods except in case of sudden illness or injury. Students should not try to see the nurse during the passing period.

If it is necessary for a student to leave school because of an injury or sudden illness, the parents will be notified. The student will be given a pass to leave the building by the nurse. At no time should a student leave the school without permission from the nurse, principal or assistant principal. Please make sure contact phone numbers are up to date.

A student who is absent or whose physician anticipates his/her absence from school for an extended period of time, or has ongoing intermittent absences because of a medical condition, may be eligible for instruction in the student's home or hospital. A student who is unable to attend school because of pregnancy will be provided home instruction, correspondence courses, or other courses of instruction before the birth of the child when the student's physician indicates, in writing, that she is medically unable to attend regular classroom instruction as well as for up to 3 months after the child's birth or a miscarriage.

Cross-References:

PRESS 7:270, *Administering Medicines to Students*

PRESS 7:270-AP, *Dispensing Medication*

PRESS 7:270-E, *School Medication Authorization Form*

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.

GUIDELINES FOR THE ADMINISTRATION OF MEDICATION DURING SCHOOL HOURS

- A. It shall be our policy that administration of medication to students during regular school hours be discouraged, unless necessary, for the critical health and well-being of the student. Only these medications which are necessary to maintain the child in school will be given during school hours.
- B. Parent or guardian must give prior written consent for the administration of medication. They must fill out the Parents' Request for Medication Form. This form will be kept in the student's medical file.
- C. All medications, including non-prescription drugs, given in school shall be prescribed by a licensed physician on an individual basis as determined by the child's health status. The student's physician will provide specific written direction regarding storage and administration of medication. This will include name of student, name of medication, purpose of medication, route, dosage, and time interval in which the medication is to be taken. This also includes possible side effects of the medication.
- D. The request to give medication will be a limited duration, subject to renewal on an annual basis, beginning at the start of each school year.
- E. All medication will be delivered by the parent or guardian in the original container. This will include name of student, medication, route, dosage, and time interval in which the medication is to be taken.
- F. The medication will be kept in the Nurse's office in a locked cabinet. A daily record will be kept when actual administration is given to the student. The only exception to this is students who self-administer medication.
- G. Unused doses will be returned only to the parent or guardian unless verbal or written consent is obtained that directs medication to be returned to the student by the parent or guardian.
- H. Unused medication that is not picked up will be properly disposed of or destroyed. This will be witnessed by another school administrator.
- I. Student's will be allowed to self-administer medication with parent or guardian and school nurse approval. For example, inhalers for asthma and epi-pens for severe allergic reactions.
- J. Non-prescription medications such as Tylenol or cough drops for minor discomforts will not be provided by the school or by school personnel.



UNDESIGNATED MEDICATIONS

The school may maintain the following undesignated prescription medications for emergency use: (1) Asthma medication; (2) Epinephrine injectors; (3) Opioid antagonists; and (4) Glucagon. No one, including without limitation, parents/guardians of students, should rely on the school or district for the availability of undesignated medication. This procedure does not guarantee the availability of undesignated medications. Students and their parents/guardians should consult their own physician regarding these medication(s).

EMERGENCY AID TO STUDENTS

Nothing in this policy shall prohibit any school employee from providing emergency assistance to students, including administering medication.

GUIDANCE & COUNSELING

The school provides a guidance and counseling program for students. The school's counselors are available to those students who require additional assistance.

Cross-reference:

PRESS 6:270, *Guidance and Counseling Programs*

SAFETY DRILL PROCEDURES

Safety drills will occur at times established by the school board. Students are required to be silent and shall comply with the directives of school officials during emergency drills. There will be a minimum of three (3) evacuation drills, a minimum of one (1) severe weather (shelter-in-place) drill, a minimum of one (1) law enforcement drill, and a minimum of one (1) bus evacuation drill each school year. There may be other drills at the direction of the administration. The law enforcement lockdown drill will be announced in advance and a student's parent/guardian may elect to exclude their child from participating in this drill. All other drills will not be preceded by a warning to students.

Cross-References:

PRESS 4:170, *Safety*

PRESS 4:170-AP1, *Comprehensive Safety and Crisis Program*

COMMUNICABLE DISEASES

The school office must be notified of all communicable diseases. The Illinois Department of Public Health Communicable Diseases Guidebook sets forth the following guidelines:

Chicken Pox

Exclude from school – Yes

Duration – 5 days after the last pox appears or until all pox are scabbed over and dry.

Hepatitis/Impetigo/Meningitis/Scarlet Fever/Strep Infections and Measles

Exclude from school – Yes

Duration – Readmitted with doctor's permit.

Conjunctivitis (pink eye)

Exclude from school – Yes

Duration – Readmitted 24 hours after treatment has begun or note from the physician stating the child is not contagious.

Early Signs and Symptoms – pink/red eyes, white or yellowish discharge from the eye, eye pain, redness of the eyelid or skin surrounding the eye and/or crusted eyelids. If the student develops any of these symptoms, please contact the physician for child and follow his/her advice for treatment.

Rash

Exclude from school – Students with rashes of unknown origin must be seen by a physician. They are excluded until the rash is diagnosed and the physician writes a note stating the student is no longer contagious.

Ringworm

Exclude from school – If the affected area is able to be covered with a bandage and being treated with an anti-fungal cream, students are allowed to be in school.

HEAD LICE

The school will observe recommendations of the Illinois Department of Public Health regarding head lice.

- a) Parents are required to notify the school personnel if they suspect their child has head lice.
- b) Infested students will be sent home following notification of the parent or guardian.
- c) The school will provide written instructions to parent or guardian regarding appropriate treatment for the infestation.
- d) 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 office 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.
- e) If a student has siblings in Serena Community Unit School District 2, the office will do a courtesy check of that student for head lice. Every child, after having been determined to have head lice, must be cleared by the school office before being allowed back into the classroom.

Cross-References:

PRESS 7:250 AP1, *Measures to Control the Spread of Head Lice at School*

NURSE'S INFORMATION

Using the office as a nurse's office is only for students who are not feeling well. Students will be allowed a maximum of thirty minutes in the room. After that time, the student will either go back to class or a parent will be contacted to pick the student from school.

Phone calls home to report a student illness must be made through the Main Office. If a parent has been contacted by a student due to illness, the school office should be notified.

Students who provide the office appropriate medical documentation may be excused from physical education due to extenuating circumstances.

WHEN TO KEEP A CHILD HOME FROM SCHOOL

A parent/guardian is often faced with the decision of when to keep their son/daughter home because of illness. Below are the general guidelines for appropriate reasons for a student's absence:

1. Temperature over 100 degrees F within the last 24 hours
2. Vomiting/diarrhea within the last 24 hours
3. Severe headache, stomachache, earache, sore throat, chills
4. Excessive coughing
5. Rash of unknown origin

Children should remain at home until they have had no episodes of vomiting/diarrhea and have been fever free (without the use of fever reducing medication) for 24 hours.

Policies on when students can return to school may change during a Pandemic or other health event.



POST-CONCUSSION RETURN-TO-LEARN (RTL) AND RETURN-TO-PLAY (RTP) GUIDELINES

A student's best chance of full recovery from a concussion involves two critical components: cognitive and physical rest. Continued research has focused on the fact that cognitive rest is essential to the quick resolution of concussion symptom. Cognitive stimulation includes: driving, video games, computers, text messaging, cell phone use, loud and / or bright environments, television, reading and studying; these must be limited, and in most cases, completely avoided. Physical activity such as physical education, sports, activities, and strength or cardiovascular conditioning must be regulated or avoided while recovering from a concussion.

Points of Emphasis: It is important to note that the recovery from a concussion is a very individualized process. Caution must be taken not to compare students with concussions as they progress through the recovery process. The information below is provided to physicians, certified athletic trainers, teachers, parents and students as a guide to assist with concussion recovery.

- It is mandated by the State of Illinois Law (Public Act 99-0245) that a student who is experiencing concussion-like symptoms may not return to practice or compete again until the student has been examined by their physician or a certified athletic trainer working under the supervision of a physician.
- For the academic Return to Learn (RTL) protocol to be initiated, the student must be evaluated by a physician or an athletic trainer working under the supervision of a physician and documentation must be provided to the school. The documentation must include a prescribed stage per Serena CUSD 2 RTL and RTP (Return to Play) protocol.
- Concussed students **MUST** complete both the RTL and RTP protocols as set forth by Serena Community School District 2. **The RTL must be completed prior to initiating and progressing through RTP.**
- The Doctor or certified athletic trainer will determine the initial stage of the protocol and progression through the stages.
- The student will be granted adequate time to complete missed academic work based on the amount of time needed for complete recovery. In cooperation with guidance counselor and teachers, a plan will be created for possible modification and the gradual completion of missed tests, quizzes, and homework for all courses of student's schedule.
- The teacher has the option of assigning the student a grade of incomplete (I) for the quarter, final and/or semester grade.
- ***When the student is evaluated by a physician, it is suggested that this information is shared with the physician during the initial visit.***
- For the student athlete: the student will report to the athletic trainer and the school nurse daily to monitor symptoms. The athletic trainer may determine progression to the next stage within the RTL and RTP. This includes all student athletes, even if they are not in season.
- For the non-athlete student: the student will report only to the school nurse daily. The physician will determine the progression to the next stage within the concussion care protocol.
- If school nurse assessment supports consultation with physician or designee prior to re-evaluation date / doctor's appointment the school nurse will contact physician's office for recommendations if a signed release is provided by the parent.
- **All athletes must be approved in writing by a physician or athletic trainer working under a physician as well as the parent / guardian to return to athletic participation. (Parent's/ Guardian and student will complete IHSA / IESA form for RTP / RTL Post-concussion Consent Form when student reaches both stage 4, completing RTL, and stage 5, completing RTP.)**

CONCUSSION PROTOCOL

It is mandated by the State of Illinois law (PA 99-0245) that a student who is experiencing concussion-like symptoms may not return to practice or compete in a contest until the student has been examined by a physician or athletic trainer working under the supervision of a physician. Concussed students, both athletes and non-athletes must complete both the Return-To-Learn and Return-To-Play protocols as set forth by Serena Community School District 2.

CHAPTER 6: DISCIPLINE & CONDUCT

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

1. During any school-sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities.
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
4. Through the transmission of information from a computer that is accessed at a non-school-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by the school district or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school.

Bullying includes cyber-bullying 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:

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

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

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 building principal, nondiscrimination coordinator, district complaint manager or any staff member with whom the student is comfortable speaking. All school staff members are available for help with a bully or to make a report about bullying. 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 MANAGER

- Middle School-Chris Bjork 815-496-9250, cbjork@unit2.net
- High School-Adam Kueltzo 815-496-2361, akueltzo@unit2.net

A reprisal or retaliation against any person who reports an act of bullying is prohibited. A student's act of reprisal or retaliation will be treated as bullying for purposes of determining any consequences or other appropriate remedial actions.

A student will not be punished for reporting bullying or supplying information, even if the school's investigation concludes that no bullying occurred. However, knowingly making a false accusation or providing knowingly false information will be treated as bullying for purposes of determining any consequences or other appropriate remedial actions.

Students and parents/guardians are also encouraged to read the following school district policies: 7:20, *Harassment of Students Prohibited* and 7:180, *Prevention of and Response to Bullying, Intimidation and Harassment*.

Cross-references:

PRESS 7:20, Harassment of Students Prohibited

PRESS 7:180, Prevention of and Response to Bullying, Intimidation and Harassment

PRESS 7:190, Student Discipline

PRESS 2:260, Uniform Grievance Procedure

GENERAL BUILDING CONDUCT

The following rules shall apply, and failure to abide by the rules may result in discipline:

- Hats and bandanas shall not be worn in the building. Any hat brought to school shall be removed before entering.
- Students shall not run, talk loudly or yell in the hallways nor shall they push, shove or hit others.
- Students shall not write on walls, desks or deface or destroy school property.
- Skateboards are not permitted to be used in the school building.
- Water guns, play guns, and/or real guns are not permitted at school.
- No radios, tape players, CD players, mp3 players, or cameras are permitted without permission from the principal.

SCHOOL DRESS CODE & STUDENT APPEARANCE

DRESS CODE PHILOSOPHY

The Serena High School and Middle School student dress code supports equitable educational access and is written in a manner that does not reinforce stereotypes. To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently and in a manner that does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size.

DRESS CODE

Serena High School/Middle School expects that all students will dress in a way that is appropriate for the school day or for any school sponsored event. Student dress choices should respect the District's intent to sustain a community that is inclusive of a diverse range of identities. The primary responsibility for a student's attire resides with the student and their parent(s) or guardian(s). The school district is responsible for seeing that student attire does not interfere with the health or safety of any student, that student attire does not contribute to a hostile or intimidating atmosphere for any student, and that dress code enforcement does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size. Any restrictions to the way a student dresses must be necessary to support the overall educational goals of the school and must be explained within this dress code.

Students should be reminded that all school photos that are submitted to the yearbook must follow all the dress code rules. Serena students are expected to make a pleasant appearance. The following guidelines for appropriate dress are in effect. School attire will be neat, clean, opaque, and will cover the individual at least from shoulder through a 2-inch inseam on shorts. Shoes will be worn. Pants must fit properly at the waistline. Shirts or blouses may not expose cleavage. This includes low cut tops or shirts that reveal cleavage that is offensive to peers and/or staff. Bare midriffs, shorts under a 2-inch inseam, strapless tops, halter tops, racerbacks and other attire deemed inappropriate by administration, faculty, and staff are not permitted. All undergarments should be covered by an opaque material. Coats, sunglasses, gloves and head wear including but not limited to (hats, bandanas or hoods) will not be worn during the school day nor brought to class. Sweatshirts and T-shirts must be in good taste, be of a non-disruptive nature (including references to weapons, illegal substances, beer, or tobacco products), and not be offensive to sex, creed, or race. Wallet chains are not permitted at school. No student on or about school property or at any school activity shall dress or display any clothing, jewelry, emblem, badge, symbol, sign, including look-a-likes or other items that are evidence of membership or affiliation in any gang.

Students who ignore these guidelines will be sent to the Principal or designee. The student may be sent home from school to change clothes or be retained by the Principal or designee until the end of the school day.

*Any attire deemed inappropriate by administration will be prohibited. The building principal will make the final decision.

DRESS CODE ENFORCEMENT

To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently using the requirements below. School administration and staff shall not have discretion to vary the requirements in ways that lead to discriminatory enforcement.

- Students will only be removed from spaces, hallways, or classrooms as a result of a dress code violation. Students in violation will be provided two (2) options to be dressed more to code during the school day:
 - Students will be asked to put on their own alternative clothing, if already available at school, to be dressed more to code for the remainder of the day.
 - If necessary, students' parents may be called during the school day to bring alternative clothing for the student to wear for the remainder of the day.

If the student refuses to comply with the above provided solutions, disciplinary action may be taken.

- No student should be affected by dress code enforcement because of racial identity, sex assigned at birth, gender identity or expression, sexual orientation, ethnicity, cultural or religious identity, household income, body size/type, or body maturity.
- School staff shall not enforce the school's dress code more strictly against transgender and gender nonconforming students than other students.
- Students should not be shamed or required to display their body in front of others (students, parents, or staff) in school. "Shaming" includes, but is not limited to:
 - kneeling or bending over to check attire fit;
 - measuring straps or skirt length;
 - asking students to account for their attire in the classroom or in hallways in front of others;
 - calling out students in spaces, in hallways, or in classrooms about perceived dress code violations in front of others and,
 - accusing students of "distracting" other students with their clothing.

These dress code guidelines shall apply to regular school days and summer school days, as well as any school-related events and activities, such as graduation ceremonies, dances and prom. Student athletic apparel will be defined by safety and competitive performance standards.

STUDENT APPEARANCE

A student's appearance, including dress and hygiene, must not disrupt the educational process or compromise standards of health and safety. Serena High School/Middle School does not prohibit hairstyles historically associated with race, ethnicity, or hair texture, including, but not limited to, protective hairstyles such as braids, locks, and twists. Students who disrupt the educational process or compromise standards of health and safety must modify their appearance.

Cross Reference:

PRESS 7:160, *Student Appearance*

STUDENT BEHAVIOR

PBIS IMPLEMENTATION

Positive Behavioral Interventions and Supports (PBIS) is an approach to teaching and supporting positive behaviors and meeting the needs of ALL students. This school-wide approach to discipline focuses on building a safe and positive environment in which all students can learn.

The foundation of PBIS at Serena CUSD 2 is the three building-wide expectations:

- Be Responsible
- Be Respectful
- Be Safe

PBIS has four components: 1) a **behavior matrix** which explains the behavior expectations in each school setting; 2) **direct teaching** of the expectations; 3) **Be Bucks**; and 4) **office discipline referral forms** to record and address inappropriate behaviors.

BEHAVIOR MATRIX

The behavior matrix is a detailed description of expected behavior in each setting of the school. For example, in the dining hall it is respectful to say "please" and "thank you." It is responsible to clean your space. The matrix will be posted in classrooms, around school and sent home.

TEACHING EXPECTATIONS

Throughout the school year, students will be taught how to behave according to the four expectations. Teachers will help students learn what the expectations "look" and "sound" like in every setting during the school day. These lessons will be re-taught and reinforced throughout the school year, and become a regular part of our instructional program.

BE BUCKS

Acknowledging and reinforcing positive behavior is one of the best ways to change inappropriate behavior and encourage appropriate behavior. At our schools, each student will earn Be Bucks for meeting behavior expectations. Every week, students will have the opportunity to spend their Be Bucks on rewards. Students will also participate in class- and school-wide celebrations periodically.

BEHAVIOR COMMUNICATION FORM

Even with clear expectations and positive reinforcement, sometimes children will misbehave. To address inappropriate behavior, an Office Disciplinary Referral system has been implemented. Discipline issues are divided into major and minor infractions. A minor/major description chart is available.

- Major infractions are issues that result in office time. Parents/guardians will always be notified by an administrator or teacher about major infractions.
- Minor infractions are behaviors that are disruptive to the learning environment but are handled by the supervising staff member. An administrator may become involved if a child has multiple minor infractions for the same reason (i.e. tardiness or disruption). If this happens, parents/guardians will be notified.

When a child repeatedly receives minors or majors, parents/guardians, teachers, support staff, and an administrator will meet to build an effective behavior intervention plan for that child.

PARENTS/GUARDIANS AND PBIS

To be successful, our behavior program needs to be a partnership between home and school. Throughout the school year the PBIS team will send updates and information about PBIS. We invite your comments, concerns and ideas to make PBIS work at our school.

Please support PBIS at Serena by:

- Reviewing the school behavior matrix with your child
- Using the three expectations at home
- Providing positive reinforcement (rewarding good choices with compliments or quality time) at home
- Sharing comments with or asking questions of PBIS team members

A behavior expectation matrix will be distributed at the beginning of the year and can also be found on our school website .

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, vapes, vape pens or other 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:
 - Any illegal drug, controlled substance, or cannabis (including marijuana, hashish, and medical cannabis unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*).
 - Any anabolic steroid unless it is being administered in accordance with a physician or licensed practitioner's prescription.
 - 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.
 - 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*.
 - 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.
 - "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.
 - 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.
 - 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 (HS only); or (d) it is needed in an emergency that threatens the safety of students, staff, or other individuals..
7. Using or possessing a laser pointer unless under a staff member’s direct supervision and in the context of instruction.
8. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a staff member’s request to stop, present school identification or submit to a search.
9. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, altering report cards and wrongfully obtaining test copies or scores.
10. Engaging in bullying, hazing or any kind of aggressive behavior that does physical or psychological harm to a staff person or another student or encouraging other students to engage in such behavior. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network or other comparable conduct.
11. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning) and sexual assault.
12. Engaging in teen dating violence.
13. Causing or attempting to cause damage to, stealing, or attempting to steal, school property or another person’s personal property.
14. Entering school property or a school facility without proper authorization.
15. In the absence of a reasonable belief that an emergency exists, calling emergency responders (calling 9-1-1); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus or at any school activity.
16. Being absent without a recognized excuse.
17. Being involved with any public school fraternity, sorority, or secret society.
18. Being involved in a gang or engaging in gang-like activities, including displaying gang symbols or paraphernalia.
19. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism and hazing.
20. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

21. Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school.
22. Operating an unarmed aircraft system (AUS) or drone for any purpose on school grounds or at any school event unless granted permission by the building principal.

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

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

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

GENERAL EXPECTATIONS OF CLASSROOM BEHAVIOR

1. All students will be seated when the bell rings.
2. All students will remain seated at the end of the hour until dismissed by the teacher.
3. Students will follow all school rules as per the Parent/Student Handbook.
4. Students will come prepared with appropriate materials.
5. Students will respect all classmates; no put downs will be tolerated.
6. Students will follow all additional classroom rules set by the instructor.
7. Students will always carry planners.
8. Students will respect school property.

WHEN AND WHERE CONDUCT RULES APPLY

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

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

GUIDELINES FOR INTERVENTIONS FOR MINOR CLASSROOM BEHAVIOR

The following steps are to be taken with students who chose not to abide by the expectations listed above. This does not necessarily apply to more severe misbehaviors which are specifically addressed in the Parent/Student Handbook but should apply to general misbehaviors and class disruptions. Teachers and/or Administration may use restorative justice practices as an alternative or in conjunction with traditional consequences when deemed appropriate.

1. Teacher warning
2. Teacher warning
3. Teacher keeps student after class to briefly address the behavior.
4. Detention, which may be a school detention, or a detention served with the teacher.
5. 2 – Hour Saturday School, or 3-periods of ISS.
6. 3 – Hour Saturday School, or 5-periods of ISS
7. 4 – Hour Saturday School, or 1-day of ISS.
8. 1 – Day ISS, the student will be responsible for all make-up work in all classes.
9. 2 – Day ISS, the student will be responsible for all make-up work in all classes.

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, including restorative practices, 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. Detention- Detention is assigned by the individual teacher or through the office for minor discipline offenses and is served in the ISS room. The length of a detention is one hour, and the student has options regarding when to serve the detention, as long as the detention hour is completed by the end of the week noted on the detention form given to the student. Detentions may be served Monday thru Friday mornings from 7:15 to 7:40 A.M. (each morning session counts for one-half detention) or Tuesday and Thursday afternoon from 2:45 to 3:45 P.M. (students may serve 2:45 – 3:15 or 2:45 – 3:45). Failure to serve a detention within the week it is assigned will result in the student being assigned to Saturday School or ISS. Students must report to detention on time, bring work and not disturb others; failure to comply will result in a Saturday School being assigned. Students who are absent during the entire assigned week of detention must report the following week; re-assignment is automatic; students will not be contacted for re-scheduling. Because students have seven opportunities spread over five days to serve their detention, no excuses will be accepted for missing a detention. Students should be sure to "sign-in" at detention to earn credit for the time served. Electronic devices should not be seen or heard during a detention. If it goes off during the detention the supervisor will have the student turn off the device and put it away. If an electronic device is seen or used during a detention the student will be removed from the detention and will receive no credit for time, he/she has served.
3. Disciplinary conference.
4. Withholding of privileges.
5. Temporary removal from the classroom.
6. Return of property or restitution for lost, stolen or damaged property.
7. In-school suspension- ISS is an extension of the regular program of classes and not a suspension. Students assigned to ISS will spend designated periods or the entire school day in the room including lunch. Assignments to ISS are not absences. School work done in ISS will be accepted for credit. If students are absent from school on the day they are assigned ISS, the ISS will be served immediately upon the student's return to school. When students are assigned to ISS, they will receive a list of instructions. Failure to follow these instructions may cause additional discipline. Students assigned to ISS are expected to arrive on time and be in their assigned seats when the bell rings. Tardiness to ISS can result in additional days in ISS.

8. Saturday School 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.) To avoid days of ISS, students may be assigned to Saturday School, which will be held on Saturday mornings from 8:00 a.m. to 12:00 p.m. Students will not be allowed to go to their lockers, so they must bring schoolwork to do. If a student is late, comes unprepared or disrupts, he/she will be sent home by the adult monitors. Students scheduled for Saturday School the day of a school sponsored dance must serve that Saturday School in order to attend the dance that evening. Being removed from Saturday School will be classified as a cut Saturday School along with a referral for the behavior. Cutting the second Saturday School will result in being assigned a ISS and social probation (NO school activities) for a period determined by the administration. Electronic devices should not be seen or heard during a Saturday School. If it goes off during the Saturday School the supervisor will have the student turn the device off and put it away. If an electronic device is seen or used during a Saturday School the student will be removed from the Saturday School and will receive no credit for the time, he/she has served.
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. Students who are suspended from school may not come to school, be on or around school property at any time, or attend school-sanctioned activities, on or off campus, unless they have received permission from the Associate Principal or Principal. Also included are IVVC classes. Violation of suspension regulations will cause another suspension. If trespassing on school property has occurred, legal action may be taken. If a snow day/emergency day occurs on a date an OSS is scheduled, the OSS day is automatically rescheduled for the next day of student attendance. Parents of a student may request homework for a suspended student by contacting the Main Office. Students have the responsibility to make up schoolwork missed due to an out-of-school suspension. All make-up assignments will be given a grade of "F" until the student completes the appropriate work. When make-up work is required because of suspensions, the student must make arrangements to get his or her assignments. The student must also meet with his or her teacher to make arrangements to submit make-up work. Each teacher will determine the amount of time to be allowed for completion of make-up work. Make-up work that is completed within this time frame will be given full credit. Suspended students may also receive social probation for a period of time determined by the administration. If a student is on social probation, he or she must leave the school building by 3:00 p.m. and will not be allowed to attend or participate in any extra-curricular events/functions.
12. Expulsion from school and all school activities for a definite time period not to exceed 2 calendar years. An expelled student is prohibited from being on school grounds.
13. Transfer to an alternative program if the student is expelled or otherwise qualifies for transfer under State law.
14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, such as, illegal drugs (controlled substances), "look-alikes," alcohol or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies.

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

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. The use of prone restraint is prohibited.

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:

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 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.

Cross-references:

PRESS 7:190, *Student Discipline*

PRESS 7:190-AP2, *Gang Activity Prohibited*

SEXUAL HARASSMENT & TEEN DATING VIOLENCE PROHIBITED

HARASSMENT PROHIBITED

No person, including a school or school district employee or agent, or student, shall harass, intimidate, or bully a student on the basis of actual or perceived: race; color; national origin; military status; unfavorable discharge status from military service; sex; sexual orientation; gender identity; gender-related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; actual or potential marital or parental status, including pregnancy; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. 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.

SEXUAL HARASSMENT PROHIBITED

The school and district shall provide an educational environment free of verbal, physical, or other conduct or communications constituting harassment on the basis of sex as defined and otherwise prohibited by State and federal law.

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 REPORT OR COMPLAINT

Students are encouraged to promptly report claims or incidences of bullying, intimidation, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any employee with whom the student is comfortable speaking. A student may choose to report to an employee of the student's same gender.

COMPLAINT MANAGER

- Middle School-Chris Bjork, 815-496-9250, cbjork@unit2.net
- High School-Adam Kueltzo, 815-496-2361, akueltzo@unit2.net

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

Cross-references:

PRESS 7:20, Harassment of Students Prohibited

PRESS 7:185, Teen Dating Violence Prohibited



CAFETERIA RULES

1. Students shall walk to lunch and shall be orderly and quiet during lunch.
2. Trays shall be stacked neatly after placing silverware in its proper container.
3. No food shall leave the cafeteria.
4. Loud talking, yelling, screaming, and other disruptions are prohibited.
5. Students shall not throw food, milk cartons or other items.
6. Students shall not trade food.
7. Students shall follow the instructions of the lunchroom aides and show proper respect toward all cafeteria personnel.
8. Students shall remain seated while in the cafeteria except to return to the lunch line or return trays.
9. Students shall immediately become silent when staff or presenters make announcements in the cafeteria.
10. Students shall report spills and broken containers to cafeteria staff immediately.
11. Students shall be dismissed from the cafeteria by the lunchroom supervisor.

Misbehavior will result in disciplinary action in accordance with the school's disciplinary procedures.

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 (yearly at registration). Students may be prohibited from attending field trips for any of the following reasons:

- a) Failure to receive appropriate permission from parent/guardian or teacher;
- b) Failure to complete appropriate coursework;
- c) Behavioral or safety concerns;
- d) Denial of permission from administration;
- e) Low attendance rate
- f) Other reasons as determined by the school.

Cross-references:

PRESS 6:240, *Field Trips*

PRESS 6:240-AP, *Field Trip Guidelines*

ACCESS TO STUDENT SOCIAL NETWORKING PASSWORDS & WEBSITES

School officials may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates a school disciplinary rule or policy. In the course of an investigation, the student may be required to share the content that is reported in order to allow school officials to make a factual determination.

Cross-references:

PRESS 7:140, *Search and Seizure*

PRESS 7:190-AP7,E1 *Letter to Parents/Guardians Regarding the Right to Privacy in the School Setting*

STUDENT USE OF ELECTRONIC DEVICES

The use of electronic devices and other technology at school is a privilege, not a right. An electronic device includes, but is not limited to, the following: cell phone, smartphone, audio or video recording device, laptop computer, tablet computer or other similar electronic device. Pocket pagers and other paging devices are not allowed on school property at any time, except with the express permission of the building principal.

The school and school district are not responsible for the loss, theft or damage to any electronic device brought to school.

1. No student shall use or possess any pocket pagers, similar electronic paging devices, or laser lights, while in any school building or on school property, during regular school hours or at any other time.
2. All electronic devices should be turned off and put away before entering the first class of the day. The last warning bell for the start of school is the signal to turn off electronic devices and put them away. Bringing cell phones, smartphones, cameras, iPods, video recording devices, CD players, personal digital assistant (PDA), or similar electronic devices to school is considered a privilege and as such the privilege may be revoked. Electronic devices must be turned off, must not be seen, and must not be heard during class time unless: (a) the supervising teacher grants permission for educational purposes; or (b) use of the device is provided in a student's individualized education program (IEP) and/or a 504 plan. Anyone engaging in any activity that constitutes an inappropriate behavior/use, interference with the educational process or an educational function will be requested to turn off their electronic device and will be subject to discipline. Videotaping or taking pictures without the consent of those being videotaped or photographed is considered a violation. High School students may use their phones during lunch only. Earbuds are acceptable for high school students during lunch however students' ears need to be visible and not covered by headphones or any other similar type of device. Earbuds may not be worn in the hallways. Middle school students' electronic devices must not be seen and put away for the entire school day. Students in violation of the electronic device policy are subject to discipline and/or removal of privilege. Sending, receiving, or possessing sexually explicit or otherwise inappropriate pictures or images, commonly known as "sexting" may result in loss of electronic device privileges, possible suspension and/or expulsion and referral to law enforcement officials. Prohibited conduct includes, without limitation, creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person using a computer, electronic communication device, or cellular phone.

School officials may not request or require a student or his parent(s)/guardian(s) to provide a password or other related account information to gain access to the student's account or profile on a social networking website. Examples of social networking website include but not limited to Facebook, Instagram, Twitter, etc.

School officials may investigate or require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates a school disciplinary rule or policy. In the course of an investigation, the student may be required to share the content that is reported in order to allow school officials to make a factual determination.

Failure to comply would result in insubordination and assume the student is guilty in the behavior and subject to discipline as well as possible police involvement based on circumstances.

3. During extra-curricular events, after school events, and school sponsored activities (dances, plays, fieldtrips, concerts); students are expected to exercise due care and common courtesy when using cell phones.
4. Violation of the Electronic Device Policy will result in disciplinary action ranging from a warning to possible recommendation for an expulsion hearing, including loss of their electronic device privileges.

Cross-references:

PRESS 7:190-AP5, *Student Handbook, Electronic Devices*

CHAPTER 7: INTERNET, TECHNOLOGY & PUBLICATIONS

ACCEPTABLE USE OF THE DISTRICT'S ELECTRONIC NETWORKS

All use of the District's electronic networks shall be consistent with the District's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. These procedures do not attempt to state all required or prohibited behavior by users. However, some specific examples are provided. The failure of any user to follow these procedures will result in the loss of privileges, disciplinary action, and/or legal action.

TERMS AND CONDITIONS

The term electronic networks includes all of the District's technology resources, including, but not limited to:

1. The District's local-area and wide-area networks, including wireless networks (Wi-Fi), District-provided Wi-Fi hotspots, and any District servers or other networking infrastructure;
2. Access to the Internet or other online resources via the District's networking infrastructure or to any District-issued online account from any computer or device, regardless of location;
3. District-owned and District-issued computers, laptops, tablets, phones, or similar devices.

Acceptable Use – Access to the District's electronic networks must be: (a) for the purpose of education or research, and be consistent with the District's educational objectives, or (b) for legitimate business use.

Privileges – Use of the District's electronic networks is a privilege, not a right, and inappropriate use may result in a cancellation of those privileges, disciplinary action, and/or appropriate legal action. The system administrator or Building Principal will make all decisions regarding whether or not a user has violated these procedures and may deny, revoke, or suspend access at any time. His or her decision is final.

Unacceptable Use – The user is responsible for his or her actions and activities involving the electronic networks. Some examples of unacceptable uses are:

1. Using the electronic networks for any illegal activity, including violation of copyright or other intellectual property rights or contracts, or transmitting any material in violation of any State or federal law;
2. Using the electronic networks to engage in conduct prohibited by board policy;
3. Unauthorized downloading of software or other files, regardless of whether it is copyrighted or scanned for malware;
4. Unauthorized use of personal removable media devices (such as flash or thumb drives);
5. Downloading of copyrighted material for other than personal use;
6. Using the electronic networks for private financial or commercial gain;
7. Wastefully using resources, such as file space;
8. Hacking or attempting to hack or gain unauthorized access to files, accounts, resources, or entities by any means;
9. Invading the privacy of individuals, including the unauthorized disclosure, dissemination, and use of information about anyone that is of a personal nature, such as a photograph or video;
10. Using another user's account or password;
11. Disclosing any network or account password (including your own) to any other person, unless requested by the system administrator;
12. Posting or sending material authored or created by another without his/her consent;
13. Posting or sending anonymous messages;
14. Creating or forwarding chain letters, spam, or other unsolicited messages;
15. Using the electronic networks for commercial or private advertising;
16. Accessing, sending, posting, publishing, or displaying any abusive, obscene, profane, sexual, threatening, harassing, illegal, or knowingly false material;
17. Misrepresenting the user's identity or the identity of others; and
18. Using the electronic networks while access privileges are suspended or revoked.

Network Etiquette – The user is expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

1. Be polite. Do not become abusive in messages to others.
2. Use appropriate language. Do not swear, or use vulgarities or any other inappropriate language.
3. Do not reveal personal information, including the addresses or telephone numbers, of students or colleagues.
4. Recognize that the District's electronic networks are not private. People who operate District technology have access to all email and other data. Messages or other evidence relating to or in support of illegal activities may be reported to the authorities.
5. Do not use the networks in any way that would disrupt its use by other users.
6. Consider all communications and information accessible via the electronic networks to be private property.

No Warranties – The District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages the user suffers. This includes loss of data resulting from delays, non-deliveries, missed-deliveries, or service interruptions caused by its negligence or the user's errors or omissions. Use of any information obtained via the Internet is at the user's own risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services.

Indemnification – By using the District's electronic networks, the user agrees to indemnify the District for any losses, costs, or damages, including reasonable attorney fees, incurred by the District relating to, or arising out of, any violation of these procedures.

Security – Network security is a high priority. If the user can identify or suspects a security problem on the network, the user must promptly notify the system administrator or Building Principal. Do not demonstrate the problem to other users. Keep user account(s) and password(s) confidential. Do not use another individual's account without written permission from that individual. Attempts to log-on to the network as a system administrator will result in cancellation of user privileges. Any user identified as a security risk may be denied access to the networks.

Vandalism – Vandalism will result in cancellation of privileges and other disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any other network. This includes, but is not limited to, the uploading or creation of malware, such as viruses and spyware.

Telephone Charges – The District assumes no responsibility for any unauthorized charges or fees, including telephone charges, texting or data use charges, long-distance charges, per-minute surcharges, and/or equipment or line costs.

Copyright Web Publishing Rules – Copyright law and District policy prohibit the re-publishing of text or graphics found on the Internet or on District websites or file servers/cloud storage without explicit written permission.

1. For each re-publication (on a website or file server) of a graphic or a text file that was produced externally, there must be a notice at the bottom of the page crediting the original producer and noting how and when permission was granted. If possible, the notice should also include the web address of the original source.
2. Students engaged in producing web pages must provide library media specialists with email or hard copy permissions before the web pages are published. Printed evidence of the status of public domain documents must be provided.
3. The absence of a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide the permission. The manager of the website displaying the material may not be considered a source of permission.
4. The fair use rules governing student reports in classrooms are less stringent and permit limited use of graphics and text.
5. Student work may only be published if there is written permission from both the parent/guardian and student.

Use of Email – The District's email system, and its constituent software, hardware, and data files, are owned and controlled by the District. The District provides email to aid students in fulfilling their duties and responsibilities, and as an education tool.

1. The District reserves the right to access and disclose the contents of any account on its system, without prior notice or permission from the account's user. Unauthorized access by any student to an email account is strictly prohibited.
2. Each person should use the same degree of care in drafting an email message as would be put into a written memorandum or document. Nothing should be transmitted in an email message that would be inappropriate in a letter or memorandum.
3. Electronic messages transmitted via the District's Internet gateway carry with them an identification of the user's Internet domain. This domain is a registered name and identifies the author as being with the District. Great care should be taken, therefore, in the composition of such messages and how such messages might reflect on the name and reputation of the District. Users will be held personally responsible for the content of any and all email messages transmitted to external recipients.
4. Any message received from an unknown sender via the Internet, such as spam or potential phishing emails, should either be immediately deleted or forwarded to the system administrator. Downloading any file attached to any Internet-based message is prohibited unless the user is certain of that message's authenticity and the nature of the file so transmitted.
5. Use of the District's email system constitutes consent to these regulations.

Internet Safety–Internet access is limited to only those acceptable uses as detailed in these procedures. Internet safety is supported if users will not engage in unacceptable uses, as detailed in these procedures, and otherwise follow these procedures.

Staff members will supervise students while students are using District Internet access to ensure that the students abide by the Terms and Conditions for Internet access contained in these procedures.

Each District computer with Internet access has a filtering device that blocks entry to visual depictions that are: (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by the Children's Internet Protection Act and as determined by the Superintendent or designee.

The system administrator and Building Principals shall monitor student Internet access.

Cross Reference:

PRESS 6:235, *Access to Electronic Networks*

STUDENT AUTHORIZATION FOR ACCESS TO THE DISTRICT'S ELECTRONIC NETWORKS

Dear Parents/Guardians:

Our School District has the ability to enhance your child's education through the use of electronic networks, including the Internet. Our goal in providing this service is to promote educational excellence by facilitating resource sharing, innovation, and communication. Students and their parents/guardians need only sign this *Authorization for Access to the District's Electronic Networks* once while the student is enrolled in the School District.

The District *filters* access to materials that may be defamatory, inaccurate, offensive, or otherwise inappropriate in the school setting. If a filter has been disabled or malfunctions it is impossible to control all material and a user may discover inappropriate material. Ultimately, parents/guardians are responsible for setting and conveying the standards that their child should follow, and the School District respects each family's right to decide whether or not to authorize Internet access.

With this educational opportunity also comes responsibility. The use of inappropriate material or language, or violation of copyright laws, may result in the loss of the privilege to use this resource. Remember that you are legally responsible for your child's actions. If you agree to allow your child to have a network account, sign the *Authorization* form below and return it to your school.

AUTHORIZATION FOR ACCESS TO THE DISTRICT'S ELECTRONIC NETWORKS FORM

STUDENTS MUST HAVE A PARENT/GUARDIAN READ AND AGREE TO THE FOLLOWING BEFORE BEING GRANTED UNSUPERVISED ACCESS:

All use of the electronic networks shall be consistent with the District's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. **The failure of any user to follow the terms of the *Acceptable Use of the District's Electronic Networks* will result in the loss of privileges, disciplinary action, and/or appropriate legal action.** The signatures at the end of this document are legally binding and indicate the parties who signed have read the terms and conditions carefully and understand their significance.

I have read this *Authorization* form. I understand that access is designed for educational purposes and that the District has taken precautions to eliminate controversial material. However, I also recognize it is impossible for the District to restrict access to all controversial and inappropriate materials. I will hold harmless the District, its employees, agents, or Board members, for any harm caused by materials or software obtained via the network. I accept full responsibility for supervision if and when my child's use is not in a school setting. I have discussed the *Acceptable Use of the District's Electronic Networks* with my child. I hereby request that my child be allowed access to the District's electronic networks, including the Internet.

Parent/Guardian Name (please print): _____

Parent/Guardian Signature: _____ Date: _____

STUDENTS MUST ALSO READ AND AGREE TO THE FOLLOWING BEFORE BEING GRANTED UNSUPERVISED ACCESS:

I understand and will abide by the above *Acceptable Use of the District's Electronic Networks*. I understand that the District and/or its agents may access and monitor my use of the District's electronic networks, including the Internet, my email and downloaded material, without prior notice to me. I further understand that should I commit any violation, my access privileges may be revoked, and school disciplinary action and/or legal action may be taken. In consideration for using the District's electronic network connection and having access to public networks, I hereby release the School District and its Board members, employees, and agents from any claims and damages arising from my use of, or inability to use the District's electronic networks, including the Internet.

Student Name (please print): _____

Student Signature: _____ Date: _____

Cross-References:

PRESS 6:235, *Access to Electronic Networks*

PRESS 6:235-AP1,E-1 *Student Authorization for Access to the District's Electronic Networks*

GUIDELINES FOR STUDENT DISTRIBUTION OF NON-SCHOOL-SPONSORED PUBLICATIONS

A student or group of students seeking to distribute more than 10 copies of the same material on one or more days to students must comply with the following guidelines:

1. The student(s) must notify the building principal of the intent to distribute, in writing, at least 24 hours before distributing the material. No prior approval of the material is required.
2. The material may be distributed at times and locations selected by the building principal, such as, before the beginning or ending of classes at a central location inside the building.
3. The building principal may impose additional requirements whenever necessary to prevent disruption, congestion, or the perception that the material is school-endorsed.
4. Distribution must be done in an orderly and peaceful manner, and may not be coercive.
5. The distribution must be conducted in a manner that does not cause additional work for school personnel. Students who distribute material are responsible for cleaning up any materials left on school grounds.
6. Students must not distribute material that:
 - a. Will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities;
 - b. Violates the rights of others, including but not limited to, material that is libelous, invades the privacy of others, or infringes on a copyright;
 - c. Is socially inappropriate or inappropriate due to the students' maturity level, including but not limited to, material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or sexting as defined by School Board policy and Student Handbook;
 - d. Is reasonably viewed as promoting illegal drug use; or
 - e. Is primarily prepared by non-students and distributed in elementary and/or middle schools.
 - f. A student may use the School District's Uniform Grievance Procedure to resolve a complaint.
 - g. Whenever these guidelines require written notification, the appropriate administrator may assist the student in preparing such notification.

Cross Reference:

PRESS 7:310-AP, *Guidelines for Student Distribution of Non-School Sponsored Publications*



ANNUAL 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

Cross Reference:

PRESS 7:345-AP, E2, Student Data Privacy; Notice to Parents About Educational Technology Vendors

CHAPTER 8: SEARCH & SEIZURE

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 may request the assistance of law enforcement officials to conduct inspections and searches of lockers, desks, parking lots, and other school property and equipment for illegal drugs, weapons, or other illegal or dangerous substances or materials, including searches conducted through the use of specially trained dogs.

STUDENTS 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, etc.) when there is a reasonable ground for suspecting that the search will produce evidence the particular student has violated or is violating either the law or the school or district's student rules and 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 a social networking website that violates the school's disciplinary rules or 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 or other related account information to gain access to the student's account or profile on a social networking website.

SEIZURE OF PROPERTY

If a search produces evidence that the student has violated or is violating either the law or the school or district's policies or 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.

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 questioning or, if they are not present, ensure that a school employee (including, but not limited to, a social worker, psychologist, nurse, guidance 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.

Cross-reference:

PRESS 7:140, *Search and Seizure*

CHAPTER 9: ATHLETICS & EXTRACURRICULAR ACTIVITIES

Extracurricular activities are a privilege and not a right. Students do not have a constitutional or statutory right to participate in extracurricular activities; therefore, students are not entitled to due process before suspension or removal from participation.

The board of education recognizes extra-curricular activities and athletics are a part of the total program of the school district. These programs are completely voluntary, but they do require extra effort and extra time. Those participating do represent the school and district. Therefore, the standards must be kept high. These standards include academic requirements, school citizenship, and sportsmanship.

Selection of participants may be necessary. This selection is to be based not only upon athletic performance, but also upon attitude, conduct, cooperation, and an earnest and sincere desire to represent the student body in a manner, which complements the student body and the community.

HIGH SCHOOL EXTRACURRICULAR ACTIVITIES

Extracurricular activities are a privilege and not a right. Students who participate in all extracurricular activities are bound by the Serena High School Athletic Code of Conduct and must sign the code in order to participate. Students do not have a constitutional or statutory right to participate in extracurricular activities; therefore, students are not entitled to due process before suspension or removal from participation. The required fee is \$40 per school year to participate in any athletic sport.

There are various extracurricular organizations at Serena High School. The following is a general description of each organization:

ACADEMIC BOWL

The members of this team are students interested in competing in academic bowl contests, which are patterned after the "college bowl." In these contests questions are asked and teams compete against each other to see who can answer the question first. Questions come from a variety of fields such as literature, history, science, math, music, religion, and current events.

Practices are held after school, and students are expected to do outside studying to increase their knowledge in the different fields.

Five members and an alternate are usually selected from the group to represent the team at specific competitions.

ART CLUB

Art club is for any student interested in art or any student who would like to learn more about it. Club members meet at least once a month after school to plan or work on an art project selected by the club. Members are also involved with the sets for all school plays and plan extra activities for the club throughout the year. Art club is open to all students, whether or not they have had art classes

GAY STRAIGHT ALLIANCE

The Gay Straight Alliance (GSA) is an organization that was created for the LGBTQ+ community, and their allies, to unite in a safe space. The club stands for the safety, unity, equality, and respect of all students, not only LGBTQ+ students. GSA meets at least once a month, after school. Each semester, the club plans and participates in one philanthropic event involving both the school and local community.

DRAMA CLUB

Drama Club is sponsored by local businesses and members in our community. It is a great way to meet and interact with classmates. We hold one play each year in the spring. All students are eligible to audition for the school play.

FFA- NATIONAL FFA ORGANIZATION

The National FFA Organization is an organization of, by, and for students studying vocational agriculture. It is for students who plan to work in agri-business or return to the farm for employment upon completion of high school, junior college or a four-year program.

The FFA is an intra-curricular activity, having its origin in a definite part of the school curriculum - vocational agriculture. Among other things, members learn, through active participation, how to conduct and take part in a public meeting; to speak in public; to buy and sell cooperatively; to solve their own problems; to finance themselves; and to assume civic responsibility. The foundation upon which the Future Farmers of America organization is built includes leadership and character development, sportsmanship, co-operation, service, thrift scholarship, improved agriculture, organized recreation, citizenship, and patriotism. The FFA Motto is "Learning to Do, Doing to Learn, Earning to Live, and Living to Serve".

The four degrees of active membership in FFA are Greenhand, Chapter Farmer, State Farmer, and the American Farmer. In order to earn the last two degrees a student must carry a B average, have a sound supervised program, and be active in the FFA organization.

Future Farmers of America is an organization of, by, and for students studying vocational agriculture. It is for students who plan to work in agri-business or return to the farm for employment upon completion of high school, junior college or a four-year program.

The FFA is an intra-curricular activity, having its origin in a definite part of the school curriculum - vocational agriculture. Among other things, members learn, through active participation, how to conduct and take part in a public meeting; to speak in public; to buy and sell cooperatively; to solve their own problems; to finance themselves; and to assume civic responsibility. The foundation upon which the Future Farmers of America organization is built includes leadership and character development, sportsmanship, co-operation, service, thrift scholarship, improved agriculture, organized recreation, citizenship, and patriotism. The FFA Motto is "Learning to Do, Doing to Learn, Earning to Live, and Living to Serve".

The four degrees of active membership in FFA are Greenhand, Chapter Farmer, State Farmer, and the American Farmer. In order to earn the last two degrees a student must carry a B average, have a sound supervised program, and be active in the FFA organization.

NATIONAL HONOR SOCIETY

National Honor Society members are expected to be of high character, possess leadership qualities, maintain a high scholastic average, and contribute to the functioning of their school and community.

Selection Procedure:

1. Any junior or senior who has been in the school the equivalent of one semester may be considered for membership
2. Students' academic records are reviewed to determine scholastic eligibility. A student must maintain a GPA of 3.5 to qualify.
3. Students who are eligible scholastically are notified and told that for further consideration for selection the NHS Chapter they must complete the Student Activity Information Form.
4. Candidates are then evaluated based on service, leadership, and character by the faculty. The faculty council considers the evaluations, and members are accepted by a majority vote of the faculty council.

New members are inducted in the fall at a ceremony held at the school. The public is invited, and refreshments are served. First-year members are required to complete 8 volunteer hours in the school or community. Second-year members are required to complete 12 volunteer hours in the school or community. A total of 20 cumulative community service hours.

PEP BAND

The pep band performs at preselected basketball games. It is made up of students not out for varsity cheerleading or varsity basketball. The band members play music that is appropriate for an athletic event, such as the school song and The Star-Spangled Banner.

SADD (STUDENTS AGAINST DESTRUCTIVE DECISIONS)

SADD has become a peer leadership organization dedicated to preventing destructive decisions, particularly underage drinking, other drug use, impaired driving, teen violence and teen depression and suicide.

SADD's mission simply stated is to provide students with the best prevention and intervention tools possible to deal with the issues of underage drinking, other drug use, impaired driving and other destructive decisions.

STUDENT COUNCIL

The Student Council serves as the representative voice of the student body. Its goals are to promote cooperation among the students, faculty, and administration; to promote high standards of conduct in citizenship and leadership; and to promote training and experience in democratic citizenship.

Up to ten percent of each class is elected to serve on the student council. The presidents of each class also serve. Meetings are to be held twice each month during activity periods and may be held four times each month if needed. Special night meetings are held when needed.

The student council is involved in a variety of school and community service projects. All-school assemblies, spirit week, and dances are usual activities. In addition, student council members have the opportunity to participate in various workshops and conventions in order to increase leadership skills and abilities.

HIGH SCHOOL ATHLETIC AWARDS

BASEBALL AWARDS

Most Valuable Player - Vote by team and coach as to who was the player most valuable to the team's success.

Captain - Honorary award voted upon by the team. This would be a person who was a leader of the team by actions and/or words.

Batting Average - Sponsored by the American Legion. The regular player who had the highest batting average during the season.

Most Improved Player - Coach's choice of the player who improved the most as a baseball player from last season to this or from the start of the present season. The coach will use offensive and defensive statistics, as well as other performance indicators. (Judgment of coach)

Golden Glove - (Defensive Award) Regular player who led the team in defense based on fielding average and other performance indicators. (Judgment of coach)

Cy Young Award - Regular player who led the team in pitching based upon statistics and other performance indicators. (Judgment of Coach)

Desire & Dedication - Player who has played hard every day, helps the team by his actions and attitude, takes interest in the team over himself. (Judgment of coach)

VARSITY BASKETBALL AWARDS - BOYS AND GIRLS

Most Valuable Player - Voted on by team

Captain - Voted on by team

Free throw - Highest free throw % (American Legion) Have to shoot minimum of 1 per game average (22 games = at least 22 free throws must be shot)

Rebound Award - Highest number of rebounds in a season (per game average) based on statistics

Assists - Highest number of assists in a season (per game average) based on statistics

Defensive Award - Player showing great defensive play throughout the season, consider steals and defensive rebounds, men having to guard, overall "get after it" type of play. (Judgment of coach)

Desire & Dedication - Player who has played hard every day, helps the team by his actions and attitude, takes interest in the team over himself. (Judgment of coach)

SOCCER AWARDS

Most Valuable Player - Vote by team and coach as to who was the most valuable player.

Captain - This would be a player voted upon by the team who was a leader by action and/or words.

Most Improved Player - Coach's choice of the player who improved the most as a soccer player from last season to the present or from the start to the end of the present season. (Judgment of coach)

Defensive Player - Regular player who had the most impact in preventing goals. The coach will use statistics, his judgment, and the judgment of others.

Sportsmanship - Coach's choice of the player (regular or not) who exemplifies the ideals of athletic competition. (Judgment of coach)

Desire & Dedication - Player who has played hard every day, helps the team by his actions and attitude, takes interest in the team over himself. (Judgment of coach)

SOFTBALL AWARDS

Most Valuable Player - Voted on by team.

Captain - Voted on by team.

Batting Average - Sponsored by the American Legion. The regular player who had the highest batting average during the season.

Golden Glove - Best at fielding, throwing, and executing defensive strategies; few errors. Played in over 50% of games. (Judgment of coach)

Cy Young Award - Regular player who led the team in pitching based upon statistics and other performance indicators. (Judgment of Coach)

Most Improved Player - Athlete whose skills and team play have improved the most from previous seasons or during the course of the season. (Judgment of coach)

Desire & Dedication - Player who has played every day, helps the team by his actions and attitude, takes interest in the team over himself. (Judgment of coach)

SPIRIT SQUAD

Captain - Voted on by squad.

Desire and Dedication - Participant who has attended every practice and game, helps squad members by her actions and attitude, takes interest in the team over herself. (Judgment of the Coach)

A fourth year Spirit Squad participant, having met all the requirements, receives an inscribed twelve-inch gold trophy and certificate.

VOLLEYBALL AWARDS

Most Valuable Player - Voted on by team

Captain - Voted on by team

Best Serve Percentage - Must be better than 90% and has served in over 50% of the matches.

Outstanding Defensive Player - Best at any combination of serve reception, digging and blocking skills and has played in over 50% of the matches. (Judgment of coach)

Most Improved Player - Athlete whose skills and team play have improved the most from previous seasons or during the course of the season. (Judgment of coach)

Desire & Dedication - Player who has played hard every day, helps the team by his actions and attitude, takes interest in the team over himself. (Judgment of coach)

Senior Plaque - Boys and Girls

A senior plaque is awarded to a senior who earns a minimum of two varsity awards during his/her high school career, at least one of which must be earned during his/her senior year.

ATHLETIC LETTERS

A student can earn a chenille varsity and/or junior varsity letter for each sport in which he/she participates. A certificate award is given, however, each time an individual earns an award.

The coaches and the athletic director reserve the right to present awards not listed here, depending on circumstances that change from year to year.

MIDDLE SCHOOL EXTRACURRICULAR ACTIVITIES

MISSION STATEMENT

It is our philosophy here at Serena Middle School that all students are encouraged to participate in extracurricular activities including athletic and academic endeavors. These activities promote the development of skills, knowledge and attitudes that will enrich personal growth of our students.

PHILOSOPHY

The purpose of this handbook is to serve as a guideline to better understand the relevant administrative practice within the realm of athletic activities. The emphasis given to athletics should never be permitted to negatively affect the total educational program. The major focus of all activities will be to develop skills and emphasize the proper ideals of sportsmanship, fair play and ethical conduct.

Serena Middle School has made a commitment to allow every student an opportunity to participate in some type of athletics. For the 5th and 6th grade levels, an effort will be made to provide a reasonable amount of playing time for all athletes during regular season games or matches. This policy does not apply to tournament play where a greater emphasis will be placed on competitiveness. In the 7th and 8th grade levels, more emphasis will be placed on creating a competitive team. Therefore, playing time is not guaranteed in every game or match for every player. However, efforts will be made to provide limited playing time for all athletes.

*Due to the high numbers of students participating, supervision concerns and to accommodate limitations set forth by the IESA, cuts may be necessary. As a result, a limit of 15 athletes may be placed on certain sports. Tryouts will be held before the first practice of these sports seasons.

ACTIVITIES

Baseball (7th & 8th grade) – one team

Softball (7th & 8th grade) – one team

*Soccer (7th and 8th)-one team

Girls' Basketball (5th – 8th grade) – 4 teams

Boys' Basketball (5th -8th grade) – 4 teams

Volleyball (5th – 8th grade) – 4 teams

Cheerleading (5th – 8th) – 2 teams

Track and Field (6th – 8th) – boys and girls teams

Scholastic Team (7th & 8th) - co-ed teams

REQUIREMENTS FOR PARTICIPATION

The following items must be turned in to the office or coach before the student will be allowed to participate in any extra-curricular activity:

1. A current certificate of physical fitness issued by a licensed physician, an advanced practice nurse or physician assistant. The preferred certificate of physical fitness is the Illinois High School Association's "Pre-Participation Physical Examination Form."
2. Athletic fees paid to the office
3. Signed handbook compliance form

GENERAL GUIDELINES FOR PARTICIPANTS

1. **Handbook compliance:** Athletes must comply with all Serena Middle School Student Handbook rules, coaches' expectations and rules set forth by the Junior Ten Conference and/or IESA.
2. **Accidents/Injuries:** If an accident occurs at a practice or game that is serious in nature, the head coach will contact the athlete's parents or guardians immediately. Any athlete with a head injury must immediately be removed from play and are subject to the "return to play" concussion protocol. They must be cleared by a medical professional before they are eligible to return to play.
3. **Athletes:** Our student athletes are representatives of Serena Middle School and are expected to conduct themselves in a manner that reflects positively on our school and themselves. Administrators reserve the right to discipline or exclude students for any on or off campus behavior that negatively impacts or disrupts the athletic program, coaches or other student athletes.

4. **Attendance:** Student athletes must be in attendance all day to be eligible to participate in any contest. *Students will be considered excused for attending a funeral service, medical appointments or other events deemed appropriate by the building principal.*
5. **Cell Phones:** Student athletes will be permitted to use cell phones in an appropriate and responsible manner on bus trips to and from a contest.
6. **Dress:** Student athletes will present a neat and clean appearance on game days. Athletes will wear dress clothes or matching team gear (as determined by the coach) for all home and away games. Uniforms are not to be worn to school.
7. **Equipment:** Student athletes may not remove equipment from storage unless directed to do so by the coach. All equipment will be used in a manner that is safe for themselves, teammates and facilities.
8. **Multi-Sport/Activity Participation:** If a conflict arises for students who participate in other curricular (i.e. band or chorus), or extracurricular activities (i.e. scholastic bowl or drama) the coaches and sponsors involved will discuss the situation and make the final determination regarding which activity the student will attend.
9. **Physical Education:** Student Athletes not participating in Physical Education for medical reasons (injury or illness) will not be allowed to participate in athletic contests or practices on the same day.
10. **Husker Pride:** 7th and 8th grade teams will generally play on the same night, as will 5th and 6th grade. Athletes are expected to be present to support the grade level that is playing for the complete contest for home games and a minimum of half the game/match for away games. **EXAMPLE:** 8th grade players will sit together and support the 7th grade during their game. 7th grade players are expected to sit together and support 8th grade for the entire duration of all home games and until halftime (basketball) for away games.
11. **Sportsmanship:** Student athletes will demonstrate good sportsmanship by following directions, attending all practices and games as scheduled and showing respect for coaches, officials and the opposing team. Inappropriate behavior, language or gestures will not be tolerated and may result in loss of playing time and possible removal from the team.

SPECTATOR CODE OF CONDUCT

Serena Middle School encourages all spectators at school functions to support the efforts of student athletes. Your attendance at these activities sends a strong message that you recognize the importance of the activity and the effort and dedication of each student. We ask that spectators be a positive role model by demonstrating proper sportsmanship, whatever the situation. Please remember that the game is a privilege for everyone. It is not appropriate for anyone associated with middle school sports to use profanity or any inappropriate language. Everyone attending has the responsibility to demonstrate good behavior.

In accordance with HB445, alcoholic beverages are not allowed on public school property. Any person who has alcohol in their possession on public school property is guilty of a class A misdemeanor, or a petty offense if the school is in session or students are present at a school sponsored event. Anyone deemed to be under the influence will not be allowed entry.

SPECTATORS SHOULD....

1. **Be supportive of the coaches:** In front of players and others, be supportive of the coach's decisions. Please do not confront a coach before or after a game if you have a problem. Arrangements should be made to speak with the coach privately at a different time.
2. **Teach respect for authority:** Demonstrate good sportsmanship by being positive. There will be times when you disagree with a coach or official, but remember that these individuals are trying their best and are trying to be fair.
3. **Remember you are a role model:** Be aware of your own actions in the athletic area. Using profanity or derogatory comments does not reflect well on yourself or set a good example for our students.

CHAIN OF COMMAND

All concerns, questions or communications should first be directed to the head coach. If satisfaction is not received, the established chain of command should be followed. Anyone skipping a step in the chain will be referred back to the appropriate level.

- Team Head Coach
- SMS Athletic Director: Chris Bjork, PO Box 107, Serena IL 60549, 815-496-9250, cbjork@unit2.net
- SHS Athletic Director: Dean DeRango, PO Box 107, Serena IL 60549, 815-496-2361, dderango@unit2.net
- HS Principal: Adam Kueltzo, PO Box 107, Serena IL 60549, 815-496-2361, akueltzo@unit2.net
- MS Principal: Chris Bjork, PO Box 107, Serena IL 60549, 815-496-9250, cbjork@unit2.net
- Superintendent: Richard Faivre, PO Box 107, Serena IL 60549, 815-496-2850, rfaivre@unit2.net

MIDDLE SCHOOL RECOGNITIONS AND AWARDS

Each participant who completes a season on any athletic team is invited to attend a recognition night at the end of the season. Each coach or sponsor will present the following team awards.

- **School Letter (S):** awarded for the first sport or activity only
- **Activity Specific Pin:** awarded each year of participation in a sport or activity

ATTENDANCE AT SCHOOL DANCES

Attendance at school-sponsored dances is a privilege.

Only students who attend the school may attend school-sponsored dances, unless the principal or designee approves a student's guest in advance of the event.

All school rules, including the school's discipline code and dress code are in effect during school-sponsored dances.

Students who violate the school's discipline code will be required to leave the dance immediately and the student's parent/guardian will be contacted. The school may also impose other discipline as outlined in the school's discipline code.

The following **Dance Guidelines** must be signed before attendance at school dances:

1. Dances are a wonderful part of High School culture and memories. To ensure a healthy, safe, and enjoyable evening for all students the following guidelines, procedures and rules will be in place for all dances.
2. All School Rules Apply and failure to adhere to these rules can result in disciplinary action.
3. Pre-Dance
 - a. Students are allowed 1 guest that must be pre-approved by school administration. Guest Forms can be picked up at the main office. Guests are asked to bring a form of identification for entry.
 - b. Students not in the assigned grade level or adults who are 21+ are not permitted.
 - c. All Tickets (if given) must be purchased prior to the dance and only students who have bought a ticket will be admitted.
 - d. *Students who are not in attendance the day of or day prior to a dance, if on a Saturday, will not be permitted entry. Additionally, any student on Social Probation or Suspension may not attend. Any exceptions must be approved by school administration.
4. During the Dance
 - a. Attendance
 - i. Entry to dance will be allowed up to one hour after the start of the dance.
 - ii. All students and guests may be checked for illegal or controlled substances prior to entry. No beverages of any kind are permitted. Any students suspected of being under the influence of drugs and/or alcohol after entering will be subject to evaluation.
 - iii. Any students who leave the dance will not be allowed to be readmitted.
 - iv. Students are not allowed to loiter in the parking lot before, during, or after the dance.
 - v. Arrangements for travel to and from the dance should be made with a parent/guardian.

5. General Rules

- a. Students are expected to behave in a manner appropriate to school. Any behavior deemed inappropriate by school administration will lead to dismissal from school dance and possible disciplinary action.
- b. All students and guests are expected to dress in a manner that follows the school dress code.
- c. Bags and Large purses are not permitted at school dances (clutch purses are allowed).
- d. Overly sexual or provocative dancing (ex. grinding) or displays of affection (ex. making out), per the discretion of school administration, is prohibited.

Cross-references:

PRESS 6:190, *Extracurricular and Co-Curricular Activities*

PRESS 7:240-AP1, *Code of Conduct for Extracurricular Activities*

SERENA HIGH SCHOOL/MIDDLE SCHOOL ATHLETIC CODE

All parents and athletes are required to attend a mandatory meeting. Code of Ethics and other items will be covered at this meeting. Time and location will be determined by the Athletic Director and head coach.

Student/athletes and parents are required to attend a mandatory meeting explaining the districts Athletic Code of Conduct. There will be three (3) meetings held, one at the beginning of each sports season. A student/athlete cannot participate in an interscholastic activity until the meeting requirement has been completed. If the student/athlete and/or parent/guardian cannot attend the meeting they must review the presentation that will be put online.

The Serena High School/Middle School **Athletic Code of Ethics and Behavior** is reviewed and published annually. A copy of the Athletic Code may be requested by contacting the athletic office.

CODE OF ETHICS

"Participation in extracurricular activities is a privilege, not a right." Serena is very proud of the students who represent the school via participation in athletics and clubs including sportsmanship, good decision-making, and citizenship. However, this privilege requires **responsibility and discipline**. The **Code of Ethics** applies **365 days/year, 24 hours a day**, as long as students are recognized as Serena student-athletes and/or club members. ***For any school handbook infractions, disciplinary measures from an administrator and/or dean will prioritize the Code of Ethics.**

Code of Ethics EXPECTATIONS include, but are not limited to:

1. Students are expected to not drink or possess intoxicating beverages.
2. Students are expected to not be involved with harassment, bullying (cyber-bullying), fighting, or hazing.
3. Students are expected to not smoke, chew tobacco, use illegal unauthorized drugs/medication, or any masking agent, or possess either, including e-cigarettes or vapes.
4. Students are expected not to steal or take possessions that are not their personal belongings
5. Students are expected to not commit any criminal offense.
6. Students are expected to not attend a function or be in a vehicle where illegal drinking or drug use occurs.
7. Students are expected to not commit any gross unsportsmanlike conduct (e.g. ejection) while a participant or spectator.
8. Students are expected to not violate any of the team's philosophy and expectations. Coaches and Administration have discretion as to what discipline is appropriate – team discipline or code of ethics discipline.

IHSA/ISSA PERFORMANCE –ENHANCING SUBSTANCE TESTING POLICY

Students consent to random drug testing in accordance to the IHSA/ISSA, IESA and District Policy. Any student that fails a drug testing or refuses to consent to the testing will follow the discipline listed accordingly. Refusal to consent to the testing shall be considered a failure and violation of the Athletic Code of Conduct and will result in the appropriate discipline based upon the Athletic Code of Conduct.

DISCIPLINE

In the event that administration is able to officially confirm that a student has been charged with or arrested for a felony, and the administration becomes aware of any evidence in support of such charges or arrest, that student will be immediately suspended from all practices, games, meetings, or any team activity. If the student is convicted of a felony they will be no longer allowed to participate in any extracurricular activity for the remainder of their high school career at Serena High School/Middle School. If the student is found to be innocent or charges are dropped the student will be reinstated to the team immediately.

First Discipline:

- **DISCIPLINE:**

1. **Indefinite suspension** from team including all practices/meetings, games/competitions, until student and parent/guardian speak with head coach/sponsor and Director of Athletics to discuss expectations, discipline, and next steps.
2. **Suspension of 30% of games/competitions, including IHSA/IESA series.** If less than 30% of the events remain in that sport, the remainder shall be carried forward and either served during the season of the same sport during the following academic year, or during the season of a different sport, whichever comes first. Students must attend practices during their suspension. Students must also attend games but cannot be in uniform. Any unexcused absence from practices or games will result in normal team discipline rules that each coach has implemented.

- **INTERVENTION:**

A student may reduce the suspension of games to 15% if the following requirements are met:

1. If offense is drugs, alcohol, or vaping-related, then student may enroll in an intervention program approved by Serena administration and support professionals. Length of intervention will be determined by support professionals.
2. Apply for reinstatement.

Second Discipline:

- **DISCIPLINE:**

1. **Indefinite suspension** from team including all practices/meetings, games/competitions, until student and parent/guardian meet with head coach/sponsor and Direct of Athletics to discuss expectations, discipline, and next steps.
2. **Suspended for 60% of scheduled games/competitions including IHSA/IESA state series** for that sport. If less than 60% of the events remain in that activity, the remaining suspension shall carry over to the next extracurricular activity of participation or during the following year, whichever comes first.

- **INTERVENTION:**

1. If offense is drugs, alcohol, or vaping-related, then student may enroll in an intervention program approved by Serena administration and support professionals. Length of intervention will be determined by support professionals.
2. Apply for reinstatement.

Third Discipline:

- **DISCIPLINE:** Suspended from all extracurricular activities for remainder of their high school/middle school career.
- **INTERVENTION:** Continue to support student as they transition for life after high school.

Disciplinary/Suspension Example Chart

Sport	Contest	30% (Rounded)	15% (Rounded)
Basketball (B & G)	31	8	4
Baseball	35	11	5
Softball	35	11	5
Track and Field (G & B)	18	5	3
Soccer (B & G)	25	8	4
Volleyball	32	10	5

****The number of contests suspended shall be the number actually contested. Postponements, cancellations, JV contest, scrimmages, B games, and summer contests DO NOT count toward suspension. When a violation occurs by a student participating in an individual IHSA/IESA sport in which Serena does not field a team, consequences will be determined on an individual basis.**

DISCIPLINARY PROCEDURES

Participation in extracurricular activities is a privilege, not a right. In most instances, the District will follow the procedures outlined below to determine whether a student may participate. However, students may be denied participation regardless of whether or not these procedures have been followed.

- In the event information is given through anonymous sources, the administration will involve the Superintendent. The identity of the source shall be investigated, and the credibility of the source and the credibility of the information provided by the source shall be evaluated prior to any action being taken.
- The student and his or her parent/guardian will be provided the opportunity to appeal the disciplinary action to the Principal. The appeal must be submitted in writing to the Principal within two school days after meeting with the Director of Athletics. The written appeal must include: ~Student name~Head Coach/Sponsor ~Present date ~Details of the issue being appealed ~Name of extracurricular activity ~Rationale for reconsideration of the issue ~Date of occurrence (The Principal will respond within two school days after the receipt of the written appeal request. The discipline will be in effect during the appeals process. The decision of the Principal is final).
- This Principal may terminate this process if there is a time delay or violation of the process by the parent/guardian. If the Principal stops the process, the discipline specified pursuant to Subsection D shall remain in effect. The Principal has the right to make exceptions to the time frame for responses but only in rare cases where extenuating circumstances are evident.

REINSTATEMENT

Students will be reinstated upon the completion of the following criteria:

- Letter from the student requesting reinstatement.
- Letter from parent (s)/guardian (s) supporting reinstatement.
- A possible meeting with the Director of Athletics and other appropriate personnel, to review the student's records of academic and behavioral performance during the suspension period.

ATHLETIC ELIGIBILITY

SEMESTER

Serena High School/Middle School Criteria

In order to participate in extracurricular activities, students must receive a passing grade in ALL subjects. Academic eligibility will be checked weekly. Students should have an opportunity to bring their grade up each week and may not be declared ineligible if insufficient assignments have been given (such as the beginning of a new quarter).

WEEKLY

- Serena High School/Middle School
- Eligibility is checked Thursdays on a weekly basis.
- Students must be passing all classes per week. If this requirement has not been met, students are ineligible to participate in games/competition one week (Monday-Sunday).

P.P.O. = Practice Player Only A student who DOES NOT MEET eligibility can still participate in sports but as a **practice-player-only**. Student(s) ineligible to participate in any games/competitions – may travel with team, but cannot dress in uniform (consider team manager, video operator, stats keeper, etc.).

STUDENT AGREEMENT TO PARTICIPATE

A student may not participate in an interscholastic or intramural athletic activity for the current school year until the student and the student's parent/guardian have signed a form for that school year acknowledging receiving and reading written information that explains concussion prevention, symptoms, treatment, and oversight that includes guidelines for safely resuming participation in an athletic activity following a concussion according to the Youth Sports Concussion Safety Act.

STUDENT ATHLETE CONCUSSIONS AND HEAD INJURIES

Student athletes must comply with Illinois' Youth Sports Concussion Safety Act and all protocols, policies and bylaws of the Illinois Elementary School Association before being allowed to participate in any athletic activity, including practice or competition.

A student who was removed from practice or competition because of a suspected concussion shall be allowed to return only after all statutory prerequisites are completed, including without limitation, the School District's return-to-play and return-to-learn protocols.

Cross Reference:

PRESS 7:305, *Student Athlete Concussions and Head Injuries*

PREVENTION/SIGNS/SYMPTOMS/TREATMENT OF CONCUSSIONS

- **Concussion:** A concussion is a brain injury. A concussion occurs from force(s) applied directly or indirectly to the skull that results in the rapid acceleration and deceleration of the brain. All concussions are serious.
- **Prevention:** Concussions can be prevented with proper technique, proper equipment, proper coordination with sport specific movements including but not limited to neck and core strength.
- **Symptoms:** In some instances, signs and symptoms of a concussion may not become apparent until several hours or even days after injury. Therefore, the student needs to be monitored closely over time and checked for any signs and symptoms such as: headache, nausea, dizziness, balance problems, difficulty concentrating, cannot recall events prior to injury, cannot recall events after injury, feeling slowed down, feeling in a fog, difficulty remembering, blurred or double vision, sensitivity to light or noise, fatigue, answers questions slowly, confused, and/or more emotional. If student experiences severe symptoms such as carbohydrates, drink fluids to stay hydrated, after 24 hours use Acetaminophen (Tylenol) for headaches.

TREATMENT:

- **Be evaluated:** Student should be evaluated by a licensed healthcare professional (LHCP) as soon as possible.
- **It's ok to:** go to sleep, rest, periodic naps when tired/fatigued, use ice pack on head and/or neck for discomfort, eat light diet, lift weights, do not perform strenuous activity including PE, sports, video gaming, texting, do not drive vehicle while having symptoms, do not drink alcohol. There is NO need to: check eyes with flashlight, wake up every hour unless directed by a Physician, test reflexes, stay in bed.
- **DO NOT:** DO NOT take ibuprofen, Advil, aspirin, naproxen, or other non-steroidal anti-inflammatory medication, do not exercise or as: headache that increases in intensity, vomiting, slurred speech, seizure activity, changes in level of consciousness, inability to recognize people or places they need to be taken to the nearest Emergency Room or EMS activated by calling 911.

SERENA CONCUSSION POLICY

According to the Youth Sports Concussion Safety Act:

- Any student suspected of suffering a concussion **MUST BE** removed from the game, practice, or activity immediately. No student may return to activity that day after an apparent head injury or concussion regardless of how mild it seems or how quickly symptoms clear. Close observation of the student should continue for several hours.
- Students must provide the school with written clearance from a licensed healthcare professional prior to returning to play or practice following a concussion or after being removed from an interscholastic contest due to a possible head injury or concussion and not cleared to return to that same contest.

RETURN-TO-LEARN PROTOCOL:

In order for return-to-learn protocol to begin, documentation must be provided to the school from a Licensed Healthcare Professional treating the student and at what stage to begin.

Stage 1: No school attendance, emphasize cognitive and physical rest

Stage 2: Limited School Attendance (half days/part-time) with Accommodations

Stage 3: Full Day School Attendance with Accommodations

Stage 4: Full Day School Attendance WITHOUT accommodations

RETURN-TO-PLAY PROTOCOL:

In order to "Return to Play" following a concussion the following must be completed:

- Have written clearance from a licensed healthcare professional along with having completed RTP concussion protocol which includes graded exercises without return of symptoms.
- Parent/guardian and student must sign Post-concussion Consent Form (RTP/RTL).



CHAPTER 10 ACADEMICS

HIGH SCHOOL ACADEMICS

Each year countless inquiries come to the administration of the school from colleges, universities, government, business, and industry regarding the records of former students. The requests concern the following information:

1. Grades in all subjects.
2. Scholastic rank in class.
3. The courses taken in high school.
4. Any honors received.
5. The attendance record (the number of days absent and the number of times tardy.)
6. Extracurricular activities in which students are engaged, such as music.
7. Health records.
8. Personality rating, which includes ability to get along with others, seriousness of purpose, industry, leadership, initiative, concern for others, sense of responsibility, co-operation.

Note to students: during your high school years, you have a chance to develop, to improve your relationship with others, and to build for your future. Always do your best.

ACADEMIC LETTER AWARD

In an attempt to increase emphasis on academic performance and recognize those students who obtain a high grade point average, an academic letter award has been created. The letter will be presented to deserving high school students.

The first year a student earns the award, a letter will be given with a pin certifying the year earned. For each additional year the honor is achieved, a pin with the year earned will be presented which can be added to the letter.

The letter award and subsequent pins may be earned by a student who has achieved a combined average of 89 (B) or better for all subjects carried during the year. Only semester grades are used. The method used to determine the grade average is identical to the method used for faculty honors.

ARTICULATION CREDIT

Waubensee Community College awards college credit when learning experiences at the high school level duplicate those at the college level. Articulated credit enables students to receive advanced course level placement, to save time and money, and to avoid duplication of curriculum already learned while in high school. Students who take one or two years of course work at Indian Valley Vocational Center (IVVC) may qualify to earn articulated credit through Waubensee Community College. Students who attend IVVC and are interested in learning more about how to apply for articulated credit (if applicable) should contact the program director at IVVC or their IVVC instructor.

CEREMONIES

The student has the right to choose whether to participate in school-related ceremonies. If the student chooses to participate, he/she is required to abide by the rules and guidelines as established by school officials. The graduation ceremony is an extracurricular activity and not a right. Students may lose the opportunity to participate in this ceremony by violating rules of conduct.

FACULTY HONORS

At the end of each year, the faculty will compute a student's average for each subject. If the GPA is 3.75 or better, the student will be awarded faculty honors. The first year this award is presented it will be in the form of a bronze medallion. The second year the medallion will be bronze art, the third will be silver, and the fourth will be gold. It is an award worth working for and those who achieve the honors are deserving of them.

It should be pointed out that sometimes there are only a few hundredths of a point separating a student from these honors. It is important, therefore, that the student does the best that he/she can. It hurts sometimes to "almost make it."

SUPERINTENDENT HONORS

At the end of each year, the faculty will compute a student's average for each subject. If the GPA is 4.0 or better, the student will be awarded superintendent honors. The first year this award is presented it will be in the form of a bronze medallion. The second year the medallion will be bronze art, the third will be silver, and the fourth will be gold. It is an award worth working for and those who achieve the honors are deserving of them.

It should be pointed out that sometimes there are only a few hundredths of a point separating a student from these honors. It is important, therefore, that the student does the best that he/she can. It hurts sometimes to "almost make it."

INDIAN VALLEY VOCATIONAL CENTER (IVVC)

Attendance at Indian Valley Vocational Center is a privilege, not a right.

To be eligible to attend IVVC, students must be a Junior or Senior on track to graduate with a minimum GPA of 2.5, an attendance rate of 95% or above (3 tardies to school will count as 1 absence) and have no major disciplinary infractions. Students who wish to apply to attend an Indian Valley Vocational Center program are required to submit a registration form (online) and obtain a parent/guardian signature. Once approved, program drops are not permitted (Program changes are permitted if approved by the director of IVVC.) Students are expected to stay enrolled at IVVC for the duration of the school year. Students are expected to attend IVVC any day IVVC meets, even if Serena is not in attendance. Transportation will be available to and from IVVC from Serena on days both schools are in session. Driving permits will be reviewed by administration. If a driving permit is granted, students must obtain an IVVC parking pass. Once enrolled in an IVVC program, students must maintain a passing grade, must not miss more than 10 IVVC attendance days per semester, and must follow all handbook rules and guidelines regarding behavior and parking while at the IVVC campus. Not adhering to these expectations will result in review and possible removal from the program.

Behavior on the bus to and from IVVC and while at IVVC must be beyond reproach. Students will follow school and handbook rules and/or procedures. Serena High School and IVVC reserve the right to remove a student from IVVC if behavior, performance, and/or attendance become issues.

ILLINOIS VALLEY COMMUNITY COLLEGE FAST START AND DUAL CREDIT PROGRAMS

FAST START

The *Serena High School Fast Start Program* is a partnership between Serena High School and Illinois Valley Community College that provides an opportunity for academically qualified juniors and/or seniors to enroll in college classes **full-time** through IVCC as part of their high school coursework. This partnership between Serena and IVCC allows high school students to attend college classes while earning both high school and college credits.

Any student enrolled in grade 11 or 12 at Serena High School who is under the age of 21 as of September 1st of the school year in which the college course is taken and who fulfills and complies with college and high school requirements including the following:

- Students who have demonstrated strong academic ability based on performance by obtaining a grade point average of 3.8 or above.
- Students who meet or exceed requirements on state mandated assessments.
- Students who will be 16 by the end of the course. (Students under 16 by the start date of the course need to complete a waiver form and apply with the dean at IVCC).
- Students who have an exemplary disciplinary record during the semester prior to application with no major infractions within two school years.
- Students who can achieve appropriate IVCC placement criteria using placement testing and/or SAT scores.
- Students who maintain a 3.0 GPA at both Serena and IVCC for the duration of course enrollment periods.

Detailed information about the Fast Start program and Fast Start application procedures can be found in the Fast Start application package that is made available to students each spring.

DUAL CREDIT

Like the Fast Start program, *Serena High School Dual Credit Program* is a partnership between Serena High School and Illinois Valley Community College that provides an opportunity for academically qualified juniors and/or seniors. The Dual Credit program allows students to enroll in **part-time** college courses (one per semester, including summer) for dual credit through IVCC as part of their high school coursework. This partnership between Serena and IVCC allows high school students to attend college classes while earning both high school and college credits.

Any student enrolled in grade 11 or 12 (or the summer prior to grade 11 or 12) at Serena High School who is under the age of 21 as of September 1st of the school year in which the college course is taken and who fulfills and complies with college and high school requirements including the following:

- Students who have demonstrated strong academic ability based on performance by obtaining a grade point average of 3.8 or above.
- Students who meet or exceed requirements on state mandated assessments.
- Students who will be 16 by the end of the course. (Students under 16 by the start date of the course need to complete a waiver form and apply with the dean at IVCC).
- Students who have an exemplary disciplinary record during the semester prior to application with no major infractions within two school years.
- Students who can achieve appropriate IVCC placement criteria using placement testing and/or SAT scores.
- Students who maintain a 3.0 GPA at both Serena and IVCC for the duration of course enrollment periods.

Detailed information about the Dual Credit program and Dual Credit application procedures can be found in the Fast Start application package that is made available to students each spring.

LEAVING EARLY (HS)

Seniors are not permitted to leave prior to the end of the school day.

FIGURING OF AVERAGES FOR CLASS RANK, FACULTY HONORS, NATIONAL HONOR SOCIETY

In figuring any of these averages, only semester grades are used; the final grade is not used for any average. Using this method seems to be the fairest as it is the most mathematically accurate. For example: A student earns the following grades for the first semester: 90, 90, 90, 90, 90. For the second semester the same student in the same classes earns 89, 89, 89, 89, 89. The yearly grade in each class would have to be either an 89 or a 90 while the actual average is 89½.

Another advantage of using semester grades is that class rank is updated at the end of the first semester.

GRADING SCALE

A - 90 to 100

B - 80 to 89

C - 70 to 79

D - 60 to 69

F - 59 to 0

I - Incomplete

FINAL EXAMS

Final exams are mandatory for all classes. Final exams will be administered at the end of each semester. Specific dates and times will be established for the administration of final exams. The intent of this final exam policy is to a) add credibility to the end of each semester, b) prepare students for SAT and final exams in college, c) require students to work on study skills for test preparation and strategies for test taking such as time management, d) emphasize retention of information, organization, note taking, and keeping track of semester assignments to use in studying, e) prepare students for a career requiring a basic skills test, and f) increase accountability for learning and teaching.

FINAL EXAM EXEMPTIONS

- Seniors may earn exemptions for only the second semester (spring) exams.
- Exemptions are earned per class and may only be used for that specific class.
- Students must meet the following criteria.
 - 90% overall class grade one week before the first day of final exams. The second semester overall grade is based on the average of the third nine-week grade and the current 4th nine-week grade. TeacherEase is currently configured to determine this grade.
 - No more than 3 unexcused absences (3 tardies to school equal 1 unexcused absence)

*Parent permission is required for absences due to exemptions. Please read below for guidelines on arriving late.

FINAL EXAM GRADING

The exams are to be given according to the final exam schedule. Special Education courses are to conduct final exams to meet the needs and accommodations of individual special education students.

Final Exams shall constitute 15% of the course grade.

Calculating final grades (based on final exams counting for 15% of the student's grade).

*Final Grade= (Semester) (.85) + (Final Exam Grade as a %) (.15)

Example:

Student semester is an 86.4% (.864)

Student final exam grade is a 60% (.60)

Use the formula above (*) to calculate the final grade

Final Grade= (86.4) (.85) + (60) (.15)

Final Grade=73.44 + 9.0

Final Grade=82.44

This particular student would have a C (82.4) for a final grade.

FINAL EXAM GENERAL GUIDELINES/PROCEDURES

Students who fail to take final exams without a reasonable excuse that is accepted by the administration will be given a failing grade for that examination. Students that cause a disruption or discipline problem during a final exam will be given a failing grade for that examination and possible disciplinary action.

ARRIVING LATE/LEAVING EARLY

Students will be allowed to arrive late/leave early only if they have a signed permission slip to do so. An example would be if a student has a study hall during the first or last final exam of the day. Information and permission slips are given to students as finals draw near.

FINAL EXAM TESTING DATES

Testing will occur the last week of the semester.

Seniors will take second semester final exams the last week of attendance for seniors. Graduation practice is usually held on the Friday morning before graduation.

GRADUATION REQUIREMENTS

Students must earn the credits listed below in order to meet graduation requirements.

All students shall be required to pass the following specific courses as a condition for graduation:

Physical Education.....	3½ credits
English	4 credits
Mathematics.....	3 credits
Biology	1 credit
Chemistry.....	1 credit
World History, U.S. History, Civics, plus one additional semester	3 credits
Drivers Education.....	½ credit
Consumer Education	½ credit
Health & Safety Education	½ credit
Electives (2½ credits must come from foreign language, art, music, voc. Ed)	9 credits
Total Credits Required	26 credits

High School Band will meet every day.

Driver's Education students will be scheduled out of class for driving time. The time spent out of class to drive will be treated the same as students missing class for a field trip.

A grade of 60 or above shall constitute successful course completion. One-half credit will be given for courses which meet daily for one semester. The above does not preclude the possibility that courses may be designed with more or less credit given and for longer or shorter periods of time upon the recommendation of the administration and the approval of the school board.

Courses must be completed before any credit will be allowed toward graduation. This may be waived by the administration in exceptional cases such as transfer students.

All students must carry a minimum program of six credits plus physical education. As a result of a meeting of a multi-disciplinary staff team, students on an individualized education plan may be waived from all or a portion of physical education per semester if deemed necessary. During a student's initial enrollment in the health and safety education course, physical education will not be required. However, a student may take physical education as an elective course.

Waiver of a specific requirement may be authorized by the board of education on an individual case basis upon the recommendation of administration. An example would be for students who attend IVVC or IVCC. Physical education credit may be waived in accordance with board policy. These waivers shall not decrease the minimum number of total credits required for graduation.

The Illinois and United States Constitution examinations must be completed with a grade of 60 or above as a condition for graduation. Students must also take the SAT exam in order to graduate.

Free Application for Federal Student Aid (FAFSA) Graduation Requirement

As a prerequisite to receiving a high school diploma, the parent or guardian of each student or, if a student is at least 18 years of age or legally emancipated, the student must comply with either of the following:

1. File a FAFSA with the United States Department of Education or, if applicable, an application for State financial aid.
2. File a waiver indicating that the parent or guardian or, if applicable, the student understands what the FAFSA and application for State financial aid are and has chosen not to file an application.

Upon request, the school will provide a student and his or her parent or guardian any support or assistance necessary to comply with this requirement

A school district may award a high school diploma to a student who is unable to meet this requirement due to extenuating circumstances, as determined by the school district, if (i) the student has met all other graduation requirements, and (ii) the principal attests that the school district has made a good faith effort to assist the student or, if applicable, his or her parent or guardian in filing an application or a waiver.

Cross Reference:

PRESS 6:300, Graduation Requirements

CLASS RANK

All students must attain the minimum number of credits listed below to progress to the next class. The following obligations and privileges that go with class status apply may include but are not limited to; prom, parking privileges, locker assignments, running for class office, state mandated testing. A student may attain class status when they attain the necessary number of credits. This may be at a semester (when credit is awarded) or when a board-approved program of study is successfully completed. This has to be verified by school officials.

Below 7 credits	Freshman status
8-14 credits	Sophomore status
15-20 credits	Junior status
21-26 credits	Senior status

HONOR ROLL

Full time students enrolled in the regular school program earning a GPA of 3.0 or above in all of their scheduled classes will be eligible to be named to the school's honor roll. The honor roll is announced at the end of each grading period and for each semester.

TRANSFER STUDENTS

During the course of any given school year a number of students transfer into Serena High School. Some of these come from schools in which letter grades are used. The table below shows how these letter grades are converted to the SHS numerical system.

A+ = 99	B+ = 89	C+ = 79	D+ = 69	F = 59
A = 95	B = 85	C = 75	D = 65	
A- = 90	B- = 80	C- = 70	D- = 60	

VALEDICTORIAN AND SALUTATORIAN

The valedictorian is the graduating senior who has the highest grade average for eight semesters work and salutatorian is the graduating senior who has the second-highest grade average for eight semesters work. In figuring this average only semester grades are used.



CHAPTER 11: SPECIAL EDUCATION

EDUCATION OF CHILDREN 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 whom 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.

A copy of the publication "Explanation of Procedural Safeguards Available to Parents of Students with Disabilities" may be obtained from the student services office.

Cross Reference:

PRESS 6:120, *Education of Children with Disabilities*

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.

Cross Reference:

PRESS 7:230, *Misconduct by Students with Disabilities*

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.

For further information, please contact the school principal.

Cross Reference:

PRESS 6:120, *Education of Children with Disabilities*

PRESS 6:120-AP2,E1 – *Exhibit – Request to Access Classroom(s) or Personnel for Special Education Evaluation/Observation Purposes*

RELATED SERVICE LOGS

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 the 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.

Cross Reference:

PRESS 7:340-AP1, *School Student Records*

For questions pertaining to Special Education or any Student Services matters please contact

Dr. Lacey Anderson

Director of Student Services

815-792-5102

CHAPTER 12:

STUDENT RECORDS & PRIVACY

STUDENT PRIVACY PROTECTIONS

SURVEYS BY THIRD PARTIES

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

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

SURVEYS REQUESTING PERSONAL INFORMATION

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

- a) Political affiliations or beliefs of the student or the student's parent/guardian.
- b) Mental or psychological problems of the student or the student's family.
- c) Sexual behaviors or attitudes.
- d) Illegal, anti-social, self-incriminating, or demeaning behavior.
- e) Critical appraisals of other individuals with whom students have close family relationships.
- f) Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers.
- g) Religious practices, affiliations, or beliefs of the student or the student's parent/guardian.
- h) 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.

Cross-References:

PRESS 7:15, *Student and Family Privacy Rights*

PRESS 7:15-E, *Notification to Parents of Family Privacy Rights*

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 (including electronic recordings made on school busses) that are created in part for law enforcement, security, or safety reasons or purposes, though such electronic recordings may become a student record if the content is used for disciplinary or special education purposes regarding a particular student.

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 business 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. Within 10 business days, the building principal will make arrangements for access and notify the parent/guardian or student of the time and place where the records may be inspected. In certain circumstances, the District may request an additional 5 business days in which to grant access. 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 have one or more scores received on college entrance examinations included on the student's academic transcript.

Parents/guardians or eligible students may have one or more scores on college entrance examinations included on the student's academic transcript. The District will include scores on college entrance examinations upon the written request of the parent/guardian or eligible student stating the name of each college entrance examination that is the subject of the request and the dates of the scores that are to be included.

3. 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.

4. 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 school official may also include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records (such as an attorney, auditor, medical consultant, therapist, or educational technology vendor); 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 or contractual obligation with the district. 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.

5. **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.

6. **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
- Grade level
- Birth date and place
- Parent/guardian names, addresses, electronic mail addresses, and telephone numbers
- Photographs, videos, or digital images used for informational or news-related purposes (whether by a media outlet or by the school) of a student participating in school or school-sponsored activities, organizations, and athletics that have appeared in school publications, such as yearbooks, newspapers, or sporting or fine arts programs
- Academic awards, degrees, and honors
- Information in relation to school-sponsored activities, organizations, and athletics
- Major field of study
- Period of attendance in school.

Any parent/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.

7. **The right to request that military recruiters or institutions of higher learning not be granted access to your student's information without your prior written consent.**

Federal law requires a secondary school to grant military recruiters and institutions of higher learning, upon their request, access to secondary school students' names, addresses, and telephone numbers, unless the student's parent/guardian, or student who is 18 years of age or older, submits a written request that the information not be released without the prior written consent of the parent/guardian or eligible student. If you wish to exercise this option, notify the building principal.

8. **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.**

9. **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: U.S. Department of Education

Student Privacy Policy Office
400 Maryland Avenue, SW
Washington DC 20202-8520

Cross-References:

PRESS 7:340, *Student Records*

STUDENT BIOMETRIC INFORMATION

Before collecting biometric information from students, the school must seek the permission of the student's parent/guardian or the student, if over the age of 18. Biometric information means information that is collected from students based on their unique characters, such as a fingerprint, voice recognition or retinal scan.

Cross-reference:

PRESS 7:340, *Student Records*

CHAPTER 13: PARENT RIGHTS NOTIFICATIONS

TEACHER QUALIFICATIONS

Parents/guardians may request information about the qualifications of their child's teachers and paraprofessionals, including:

- Whether the teacher has met State certification requirements;
- Whether the teacher is teaching under an emergency permit or other provisional status by which State licensing criteria have been waived;
- The teacher's college major;
- Whether the teacher has any advanced degrees and, if so, the subject of the degrees; and
- Whether any instructional aides or paraprofessionals provide services to your child and, if so, their qualifications.

Cross-References:

PRESS 5:190, *Teacher Qualifications*

PRESS 5:190-E1, *Notice to Parents of Their Right to Request Their Child's Classroom Teachers' Qualifications*

STANDARDIZED TESTING

Students and parents/guardians should be aware that students in grades 3rd through 8th will take standardized tests (IAR). Parents are encouraged to cooperate in preparing students for the standardized testing, because the quality of the education the school can provide is partially dependent upon the school's ability to continue to prove its success in the state's standardized tests.

In addition, standardized assessments (Aims Web, MAP, etc...) will be used as a universal screener for all students in Kindergarten through 8th grade. These assessment results will be utilized through the Response through Intervention (RTI) process.

Parents can assist their students achieve their best performance by doing the following:

- Encourage students to work hard and study throughout the year;
- Ensure students get a good night's sleep the night before exams;
- Ensure students eat well the morning of the exam, particularly ensuring they eat sufficient protein;
- Remind and emphasize for students the importance of good performance on standardized testing;
- Ensure students are on time and prepared for tests, with appropriate materials;
- Teach students the importance of honesty and ethics during the performance of these and other tests;
- Encourage students to relax on testing day.

Cross-Reference:

PRESS 6:340, *Student Testing and Assessment Programs*

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:

- 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
- Enrolling the child in any school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

For more information regarding assistance and support, please contact the district homeless liaison

Cross-References:

PRESS 6:140, *Education of Homeless Children*

PRESS 6:140-AP, *Education of Homeless Children*

SEX EDUCATION INSTRUCTION

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

Parents or guardians may examine the instructional materials to be used in any district sex education class or course.

Cross-References:

PRESS 6:60-AP, *Comprehensive Health Education Program*

PRESS 6:60-E, *Notice to Parents/Guardians of Students Enrolled in Family Life and Sex Education Classes*

ENGLISH LEARNERS

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

Parents/Guardians of English Learners will be informed how they can: (1) be involved in the education of their children; (2) be active participants in assisting their children to attain English proficiency, achieve at high levels within a well-rounded education, and meet the challenging State academic standards expected of all students.

For questions related to this program or to express input in the school's English Learners program, contact the Director of Student Services.

Cross Reference:

6:160, *English Learners*

PARENTAL INVOLVEMENT - TITLE 1

The school annually has a meeting for all Parents/Guardians. At the meeting, the school will discuss parental involvement, and opportunities for Parents/Guardians to get involved in the education of their children. Parents/Guardians are encouraged to attend the meeting and participate in the discussions that occur. Parents/Guardians should use the meeting as an opportunity to ask questions, make suggestions, and learn about all of the opportunities and programming available for Parents/Guardians to be fully involved in the educational process.

The school and its teachers provide meetings, including parent/teacher conferences, at flexible times to accommodate a variety of parent schedules. Parents/Guardians will be given notice of meeting availability at least two weeks before conferences or other regularly scheduled meetings, to provide sufficient opportunity to schedule and attend meetings with teachers. Additionally, teachers are available regularly to meet with parents/guardians to discuss the success of their child. Parents/Guardians are encouraged to inquire about available meeting times, and to work with teachers. Parents/Guardians will be involved in an organized and timely way when any programs are created, considered, or altered, and will be continually involved in the ongoing development of programming, curriculum, and policy.

The school provides Parents/Guardians with access to:

- a) school performance profiles required by Federal law and their child's individual student assessment results, including an interpretation of such results;
- b) a description and explanation of the curriculum in use at the school, the forms of assessment used to measure student progress, and the proficiency levels students are expected to meet;
- c) opportunities for regular meetings to formulate suggestions, share experiences with other Parents/Guardians, and participate as appropriate in decisions relating to the education of their children if such Parents/Guardians so desire; and
- d) timely responses to suggestions.

Everyone is responsible for the success of the students of the school. While the school provides the best education we can, it is critical to the success of students that parents assist us in meeting the goals of education set forth by the state, the federal government and ourselves.

In order to better assist in educating the students, we need the help of all parents and guardians. We ask that you help us educate children by monitoring attendance, homework completion, and television watching; by volunteering in your child's classroom; and participating, as appropriate, in decisions relating to the education of children and positive use of extracurricular time.

The school endeavors to do its best to provide all information in the language best understood by parents and guardians. Questions about language alternatives should be directed to the building principal.

Parents/Guardians of participating children have a right to appeal the contents of this policy. The district will submit any parent comments when this plan is submitted to the State. Any questions or concerns should be directed to the building principal.

The state's resources on parental involvement can be located at <http://illinoisparents.org/>. The state's website on parental involvement provides information, training, and support for parents and schools on various websites which may be useful or interesting to parents and students, and provides advice and information about how to get involved and participate in the educational process. Resources are provided by search, by county, and by categorical query.

Cross-reference:

PRESS 6:170, *Title I Programs*

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.

Cross-Reference:

PRESS 8:95-E1, *Letter Notifying Parents/Guardians of School Visitation Rights*

PRESS 8:95-E2, *Verification of School Visitation*

MANDATED REPORTERS

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.

Cross Reference:

PRESS 5:90, *Abused and Neglected Child Reporting*

TRANSFER TO ANOTHER SCHOOL

If a student is a victim of a violent crime that occurred on school grounds during regular school hours or during a school-sponsored event, the parent/guardian may request a transfer to another public school within the district.

Cross-References:

PRESS 4:170, *Safety*

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):

- a) To attend a conference at the school with school personnel to discuss the progress of their child.
- b) To participate in a conference in which evaluation and placement decisions may be made with respect to their child's special education services.
- c) 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 – 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.

Cross-References:

PRESS 4:170-AP2, *Criminal Offender Notification Laws*

SEX OFFENDER & VIOLENT OFFENDER COMMUNITY NOTIFICATION LAWS

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

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

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

Cross Reference:

PRESS 4:170-E6, *Informing Parents About Offender Community Notification Laws*

FAITH'S LAW NOTIFICATIONS

School districts are required to include in their student handbook the District's Employee Code of Professional Conduct. These standards, in part, define appropriate conduct between school employees and students. A copy of these standards can be found on the District's website or requested from the Superintendent's office.

Cross Reference:

PRESS 5:120, Employee Ethics: Code of Professional Conduct: and Conflict of Interest

PRESS 5Z:120-AP2, Employee Conduct Standards

PESTICIDE APPLICATION NOTICE

The district maintains a registry of parents/guardians of students who have registered to receive written or telephone notification prior to the application of pesticides to school grounds. To be added to the list, please contact the district superintendent.

Notification will be given before application of the pesticide. Prior notice is not required if there is no imminent threat to health or property.

Cross-Reference:

PRESS 4:160-AP, *Environmental Quality of Buildings and Grounds*

PARENT NOTICES REQUIRED

ASBESTOS MANAGEMENT PLAN NOTICE

This serves to inform you of the status of Community Unit School District No.2 Asbestos Inspection Management Plan. It has been determined by the Illinois Department of Public Health and the Federal Environmental Protection Agency that asbestos is a potential hazard and precautions should be taken to avoid disturbing any asbestos-containing materials. As required, our buildings were initially inspected for asbestos. Our inspections were conducted in September of 1988. The AHERA law requires that visual surveillance of asbestos containing areas must be completed every six months, and a re-inspection conducted every three years. Any evidence of disturbance or change in condition will be documented in the Management Plan as required. The Asbestos Inspection Management Plan is available for public review in the District Office. Should you wish to review these plans, please call to make an appointment between 8:00 a.m. and 4:00 p.m. Any concerns relative to asbestos-containing materials should be directed to Mike McCoy, Maintenance Director, at 815-496-2850.

PEST MANAGEMENT PLAN NOTICE

CUSD2 Integrated Pest Management Plan Notice Community Unit School District No.2 utilizes a Pest Management Plan (IPMP) for schools that meet all guidelines outlined in Public Act 91-525. The district contracts with a professional pest control service that assists the district in maintaining a safe and pest-free environment. Applications are made throughout the year and are completed when students are not in session. Emergency applications are made when situations warrant, but only after proper notification. A copy of the complete CUSD2 Integrated Pest management Plan can be found on the district website or may be viewed in the District Office. Any concerns relative to integrated pest management should be directed to one of the following: IPMP Coordinator – Maintenance Director: Mike McCoy

	MONDAY	14	TUESDAY	15	WEDNESDAY	16
1ST PERIOD						
2ND PERIOD						
3RD PERIOD						
4TH PERIOD						
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6TH PERIOD						
7TH PERIOD						
8TH PERIOD						
DAILY EVENTS						

culmination n. – end or final result. His inauguration as president marked the culmination of his campaign days.

"There is no shortage of good days. It is good lives that are hard to come by." – Annie Dillard

19

20

[illegible]

dorm- (sleep) – dormitory, dormant, dormer, dormancy

	MONDAY 21	TUESDAY 22	WEDNESDAY 23
1ST PERIOD			
2ND PERIOD			
3RD PERIOD			
4TH PERIOD			
5TH PERIOD			
6TH PERIOD			
7TH PERIOD			
8TH PERIOD			
DAILY EVENTS			

hedonism n. – belief that pleasure is the sole aim in life. Hedonism and asceticism are opposite philosophies of human behavior.

AUGUST							2023
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SEPTEMBER							2023
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WEEKLY QUOTE:
 "Nothing is so embarrassing as watching someone do something that you said couldn't be done." – Sam Ewing

26

27

[illegible]

Datebookstore.com

	MONDAY 28	TUESDAY 29	WEDNESDAY 30
1ST PERIOD			
2ND PERIOD			
3RD PERIOD			
4TH PERIOD			
5TH PERIOD			
6TH PERIOD			
7TH PERIOD			
8TH PERIOD			
DAILY EVENTS			

opulence n. – wealth. Visitors from other countries are often amazed at the opulence in this country.

AUGUST

AUGUST						2023	
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SEPTEMBER							2023
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WEEKLY QUOTE:

WEEKLY QUOTE:
"I like pressure. If I am not on the edge of failure, I'm not being sufficiently challenged." — Jewel

SATURDAY

SUNDAY

HALL PASS

[illegible]

-nov- (*new*) – novel, nova, novice, novitiate, Nova Scotia, innovation, renovate

	MONDAY	TUESDAY	WEDNESDAY
1ST PERIOD			
2ND PERIOD			
3RD PERIOD			
4TH PERIOD			
5TH PERIOD			
6TH PERIOD			
7TH PERIOD			
8TH PERIOD			
DAILY EVENTS	Labor Day		

traverse v. – go through or across. When you traverse this field, be careful not to step on the wildflowers.

[illegible]

2023

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2023

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WEEKLY QUOTE:
"I can accept failure. Everyone fails at something. But I can't accept not trying." – Michael Jordan

9

SUNDAY **10**

10

[illegible]

	MONDAY 11	TUESDAY 12	WEDNESDAY 13
1ST PERIOD			
2ND PERIOD			
3RD PERIOD			
4TH PERIOD			
5TH PERIOD			
6TH PERIOD			
7TH PERIOD			
8TH PERIOD			
DAILY EVENTS	Patriot Day		

betroth v. – become engaged to marry. The announcement that they were betrothed surprised everyone.

SEPTEMBER

SEPTEMBER							2023
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OCTOBER							2023
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15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
29	30	31					

WEEKLY QUOTE:

WEEKLY QUOTE:
 "It's lack of faith that makes people afraid of meeting challenges, and I believe in myself." – Muhammad Ali

SATURDAY

SUNDAY

HALL PASS

[illegible]

Rosh Hashanah begins at sundown

	MONDAY 18	TUESDAY 19	WEDNESDAY 20
1ST PERIOD			
2ND PERIOD			
3RD PERIOD			
4TH PERIOD			
5TH PERIOD			
6TH PERIOD			
7TH PERIOD			
8TH PERIOD			
DAILY EVENTS			

evasive *adj.* – not frank; not direct. Her evasive answers convinced the judge she was withholding important information.

[illegible]

SEPTEMBER

SEPTEMBER							2023	
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OCTOBER							2023	
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29	30	31						

"Challenges make you discover things about yourself that you never really knew. They're what make the instrument stretch – what make you go beyond the norm." – Cicely Tyson

SATURDAY 23

First day of autumn

SUNDAY 24

Yom Kippur begins at sundown

HALL PASS

[illegible]

-tion (act or state) – completion, reaction, devastation, production, creation, transition

	MONDAY 25	TUESDAY 26	WEDNESDAY 27
1ST PERIOD			
2ND PERIOD			
3RD PERIOD			
4TH PERIOD			
5TH PERIOD			
6TH PERIOD			
7TH PERIOD			
8TH PERIOD			
DAILY EVENTS		Mawlid al-Nabi begins at sundown	

denouement n. – outcome; final development in a play. The denouement was obvious as early as the middle of the first act.

[illegible]

SEPTEMBER							2023
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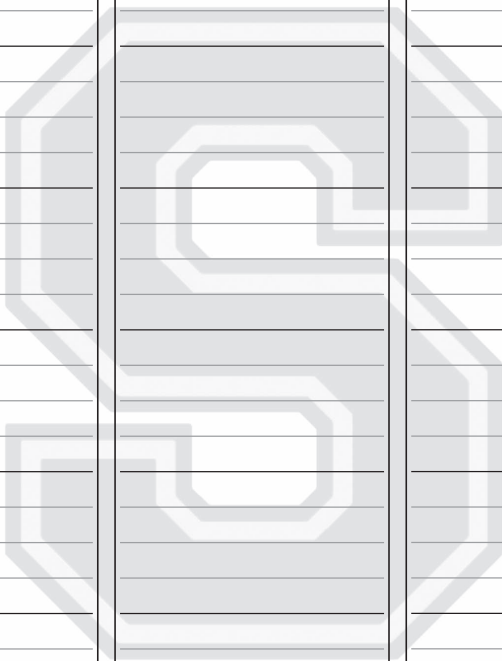
OCTOBER							2023
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29	30	31					

WEEKLY QUOTE:
 "If you want to make peace with your enemy, you have to work with your enemy. Then he becomes your partner." — Nelson Mandela

SUNDAY **1**

[illegible]

	MONDAY	2	TUESDAY	3	WEDNESDAY	4
1ST PERIOD						
2ND PERIOD						
3RD PERIOD						
4TH PERIOD						
5TH PERIOD						
6TH PERIOD						
7TH PERIOD						
8TH PERIOD						
DAILY EVENTS						



impale v. – pierce. *He was impaled by the spear his enemy hurled.*

OCTOBER

OCTOBER							2023
S	M	T	W	T	F	S	
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	26	27	28	
29	30	31					

NOVEMBER						2023
S	M	T	W	T	F	S
			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
26	27	28	29	30		

WEEKLY QUOTE:

WEEKLY QUOTE:
 "Courage is the ladder on which all the other virtues mount." – Clare Boothe Luce

SATURDAY

SUNDAY

HALL PASS

[illegible]

-dox- (opinion) – orthodox, heterodox, doxology, indoctrinate, paradox

	MONDAY 9	TUESDAY 10	WEDNESDAY 11
1ST PERIOD			
2ND PERIOD			
3RD PERIOD			
4TH PERIOD			
5TH PERIOD			
6TH PERIOD			
7TH PERIOD			
8TH PERIOD			
DAILY EVENTS	Columbus Day		

penchant n. – strong inclination; liking. She had a penchant for fine jewelry.

12

FRIDAY

13

OCTOBER

OCTOBER							2023
S	M	T	W	T	F	S	
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	26	27	28	
29	30	31					

NOVEMBER						2023
S	M	T	W	T	F	S
			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
26	27	28	29	30		

WEEKLY QUOTE:

WEEKLY QUOTE:
 "Some of the world's greatest feats were accomplished by people not smart enough to know they were impossible." – Doug Larson

SATURDAY

14

SUNDAY

15

HALL PASS

[illegible]

amphi- (*both*) – *amphibious, amphitheater, amphibian, amphibole*

	MONDAY	16	TUESDAY	17	WEDNESDAY	18
1ST PERIOD						
2ND PERIOD						
3RD PERIOD						
4TH PERIOD						
5TH PERIOD						
6TH PERIOD						
7TH PERIOD						
8TH PERIOD						
DAILY EVENTS						

trilogy n. – group of three works. We read the first book of the Star Wars trilogy.

OCTOBER

OCTOBER							2023
S	M	T	W	T	F	S	
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	26	27	28	
29	30	31					

NOVEMBER						2023
S	M	T	W	T	F	S
			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
26	27	28	29	30		

WEEKLY QUOTE:

WEEKLY QUOTE:
 "Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has." – Margaret Mead

SATURDAY

SUNDAY

HALL PASS

[illegible]

magn- (great) – *Magna Carta, magnanimous, magnate, magnificent, magnum opus*

	MONDAY 23	TUESDAY 24	WEDNESDAY 25
1ST PERIOD			
2ND PERIOD			
3RD PERIOD			
4TH PERIOD			
5TH PERIOD			
6TH PERIOD			
7TH PERIOD			
8TH PERIOD			
DAILY EVENTS			

restitution n. – payment for damage or loss. He offered to make restitution for the window he broke.

WEEKLY QUOTE:
 "You can always wish for what you don't have, but always respect what you do have." – Suzanne Vermilyea

28

29

[illegible]

WEEKLY QUOTE:
 "If there is to be any peace it will come through being, not having." – Henry Miller

4

5

Standard time begins

[illegible]

endo- (within) – *endoplasm, endocrine, endogamous, endoskeleton, endothermic*

	MONDAY	TUESDAY	WEDNESDAY
	6	7	8
1ST PERIOD			
2ND PERIOD			
3RD PERIOD			
4TH PERIOD			
5TH PERIOD			
6TH PERIOD			
7TH PERIOD			
8TH PERIOD			
DAILY EVENTS		Election Day	

	MONDAY	13	TUESDAY	14	WEDNESDAY	15
1ST PERIOD						
2ND PERIOD						
3RD PERIOD						
4TH PERIOD						
5TH PERIOD						
6TH PERIOD						
7TH PERIOD						
8TH PERIOD						
DAILY EVENTS						

deviate v. – turn away from; sidestep. Don't deviate from the truth.

	MONDAY 20	TUESDAY 21	WEDNESDAY 22
1ST PERIOD			
2ND PERIOD			
3RD PERIOD			
4TH PERIOD			
5TH PERIOD			
6TH PERIOD			
7TH PERIOD			
8TH PERIOD			
DAILY EVENTS			

bogus adj. – counterfeit; not authentic. *The police quickly found who was producing the bogus money.*

NOVEMBER

NOVEMBER							2023
S	M	T	W	T	F	S	
			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	
26	27	28	29	30			

DECEMBER							2023	
S	M	T	W	T	F	S		
					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	26	27	28	29	30		
31								

WEEKLY QUOTE:

WEEKLY QUOTE:
 "You really can change the world if you care enough." – Marian Wright Edelman

SATURDAY

25

SUNDAY

26

HALL PASS

[illegible]

Thanksgiving

-put- (think) – reputation, putative, impute, dispute, computer, disreputable

	MONDAY 27	TUESDAY 28	WEDNESDAY 29
1ST PERIOD			
2ND PERIOD			
3RD PERIOD			
4TH PERIOD			
5TH PERIOD			
6TH PERIOD			
7TH PERIOD			
8TH PERIOD			
DAILY EVENTS			

glut n. – overstock; fill to excess. The glut of athletic shoes gives buyers lots of choices.

NOVEMBER							2023
S	M	T	W	T	F	S	
			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	
26	27	28	29	30			

DECEMBER							2023	
S	M	T	W	T	F	S		
					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	26	27	28	29	30		
31								

WEEKLY QUOTE:
"Action is the antidote to despair." – Joan Baez

HALL PASS

[illegible]

	MONDAY	TUESDAY	WEDNESDAY
1ST PERIOD			
2ND PERIOD			
3RD PERIOD			
4TH PERIOD			
5TH PERIOD			
6TH PERIOD			
7TH PERIOD			
8TH PERIOD			
DAILY EVENTS			

desecrate v. – violate the sanctity of. The robbers desecrated the temple.

WEEKLY QUOTE:
"The time is always right to do what is right." — Martin Luther King Jr.

9

10

[illegible]

matri- (*mother*) – *matricide, matron, matriarch, matrimony, matrilineal*

	MONDAY 11	TUESDAY 12	WEDNESDAY 13
1ST PERIOD			
2ND PERIOD			
3RD PERIOD			
4TH PERIOD			
5TH PERIOD			
6TH PERIOD			
7TH PERIOD			
8TH PERIOD			
DAILY EVENTS			

goad v. – urge on. *The boy was goaded by his friends until he gave in to their wishes.*

14

FRIDAY

15

DECEMBER

DECEMBER							2023
S	M	T	W	T	F	S	
					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	26	27	28	29	30	
31							

JANUARY 2024						
S	M	T	W	T	F	S
	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	26	27
28	29	30	31			

WEEKLY QUOTE:

WEEKLY QUOTE:
 "Where there is great love there are
 always miracles." – Willa Cather

SATURDAY

16

SUNDAY

17

HALL PASS

[illegible]

	MONDAY 18	TUESDAY 19	WEDNESDAY 20
1ST PERIOD			
2ND PERIOD			
3RD PERIOD			
4TH PERIOD			
5TH PERIOD			
6TH PERIOD			
7TH PERIOD			
8TH PERIOD			
DAILY EVENTS			

tureen n. – deep table dish for holding soup. Her great grandmother served soup in the tureen she received as a wedding gift.

DECEMBER							2023
S	M	T	W	T	F	S	
					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	26	27	28	29	30	
31							

JANUARY 2024						
S	M	T	W	T	F	S
	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	26	27
28	29	30	31			

WEEKLY QUOTE:
"It's kind of fun to do the impossible." – Walt Disney

HALL PASS

[illegible]

First day of winter

	MONDAY 25	TUESDAY 26	WEDNESDAY 27
1ST PERIOD			
2ND PERIOD			
3RD PERIOD			
4TH PERIOD			
5TH PERIOD			
6TH PERIOD			
7TH PERIOD			
8TH PERIOD			
DAILY EVENTS	Christmas	Kwanzaa begins	

ornithology n. – study of birds. John James Audubon was a famous scholar of ornithology.

DECEMBER

DECEMBER							2023
S	M	T	W	T	F	S	
					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	26	27	28	29	30	
31							

JANUARY 2024						
S	M	T	W	T	F	S
	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	26	27
28	29	30	31			

WEEKLY QUOTE:

WEEKLY QUOTE:
 "Truth is the only safe ground to stand upon." – Elizabeth Cady Stanton

SATURDAY

SUNDAY

HALL PASS

[illegible]

-sangui- (*blood*) – *sanguinary, sanguine, consanguinity, sangria*

	MONDAY1	TUESDAY2	WEDNESDAY3
1ST PERIOD			
2ND PERIOD			
3RD PERIOD			
4TH PERIOD			
5TH PERIOD			
6TH PERIOD			
7TH PERIOD			
8TH PERIOD			
DAILY EVENTS	New Year's Day		

supple adj. – flexible; pliant. The fisherman found a supple tree limb to use as a fishing rod.

S	M	T	W	T	F	S
	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	26	27
28	29	30	31			

S	M	T	W	T	F	S
				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	26	27	28	29		

WEEKLY QUOTE:
"No man fails if he does his best." – Orison Swett Marden

[illegible]

Datebookstore.com

	MONDAY	8	TUESDAY	9	WEDNESDAY	10
1ST PERIOD						
2ND PERIOD						
3RD PERIOD						
4TH PERIOD						
5TH PERIOD						
6TH PERIOD						
7TH PERIOD						
8TH PERIOD						
DAILY EVENTS						

itinerary n. – plan of a trip. She left her itinerary with us in case we need to contact her.

JANUARY

JANUARY							2024
S	M	T	W	T	F	S	
	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	26	27	
28	29	30	31				

FEBRUARY 2024						
S	M	T	W	T	F	S
				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	26	27	28	29		

WEEKLY QUOTE:

“The formula for success is simple: practice and concentration then more practice and more concentration.”
– Babe Didrikson Zaharias

SATURDAY

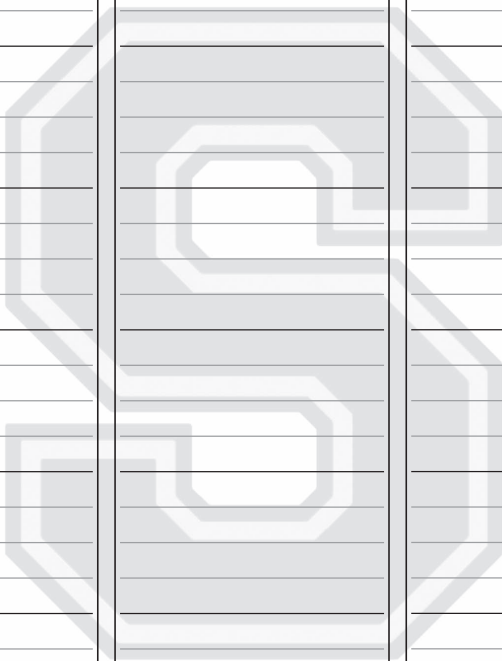
SUNDAY

HALL PASS

[illegible]

demo- (people) – democracy, demography, undemocratic, democratize

	MONDAY 15	TUESDAY 16	WEDNESDAY 17
1ST PERIOD			
2ND PERIOD			
3RD PERIOD			
4TH PERIOD			
5TH PERIOD			
6TH PERIOD			
7TH PERIOD			
8TH PERIOD			
DAILY EVENTS	Martin Luther King Jr. Day		



coerce v. – force. *Don't try to coerce me into doing this.*

JANUARY 2024						
S	M	T	W	T	F	S
	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	26	27
28	29	30	31			

FEBRUARY 2024						
S	M	T	W	T	F	S
				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	26	27	28	29		

WEEKLY QUOTE:
 "For how can 'the consent of the governed' be given, if the right to vote be denied?" – Susan B. Anthony

[illegible]

Datebookstore.com

	MONDAY 22	TUESDAY 23	WEDNESDAY 24
1ST PERIOD			
2ND PERIOD			
3RD PERIOD			
4TH PERIOD			
5TH PERIOD			
6TH PERIOD			
7TH PERIOD			
8TH PERIOD			
DAILY EVENTS			

dissertation n. – formal essay. For her degree, she wrote a dissertation on learning disabilities.

WEEKLY QUOTE:
 "You cannot achieve a new goal by applying the same level of thinking that got you where you are today." – Albert Einstein

[illegible]

404231_5192

	MONDAY 29	TUESDAY 30	WEDNESDAY 31
1ST PERIOD			
2ND PERIOD			
3RD PERIOD			
4TH PERIOD			
5TH PERIOD			
6TH PERIOD			
7TH PERIOD			
8TH PERIOD			
DAILY EVENTS			

amble v. – move at an easy pace. *He ambled around the town.*

S	M	T	W	T	F	S
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	26	27
28	29	30	31			

S	M	T	W	T	F	S
				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	26	27	28	29		

WEEKLY QUOTE:
 "Laziness may appear attractive, but work gives satisfaction." – Anne Frank

[illegible]

Groundhog Day

	MONDAY	5	TUESDAY	6	WEDNESDAY	7
1ST PERIOD						
2ND PERIOD						
3RD PERIOD						
4TH PERIOD						
5TH PERIOD						
6TH PERIOD						
7TH PERIOD						
8TH PERIOD						
DAILY EVENTS						

epitome *n.* – a representative or example of a type. He is the epitome of a male chauvinist.

WEEKLY QUOTE:
"The world is round, and the place which
may seem like the end may also be only
the beginning." – Ivy Baker Priest

10

Lunar New Year

11

[illegible]

	MONDAY 12	TUESDAY 13	WEDNESDAY 14
1ST PERIOD			
2ND PERIOD			
3RD PERIOD			
4TH PERIOD			
5TH PERIOD			
6TH PERIOD			
7TH PERIOD			
8TH PERIOD			
DAILY EVENTS	Lincoln's Birthday		Ash Wednesday Valentine's Day

adhere v. – stick fast. *I will adhere to my opinion until I'm proven wrong.*

FEBRUARY

FEBRUARY 2024							MARCH 2024						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2						1	2
4	5	6	7	8	9	10	3	4	5	6	7	8	9
11	12	13	14	15	16	17	10	11	12	13	14	15	16
18	19	20	21	22	23	24	17	18	19	20	21	22	23
25	26	27	28	29			24	25	26	27	28	29	30
							31						

WEEKLY QUOTE:

WEEKLY QUOTE:
 "Without discipline, there is no life at all." – Katharine Hepburn

SATURDAY

SUNDAY

HALL PASS

[illegible]

-ile (*pertaining to, capable of*) – civil, ductile, puerile

	MONDAY 19	TUESDAY 20	WEDNESDAY 21
1ST PERIOD			
2ND PERIOD			
3RD PERIOD			
4TH PERIOD			
5TH PERIOD			
6TH PERIOD			
7TH PERIOD			
8TH PERIOD			
DAILY EVENTS	Presidents' Day		

ogle v. – look at with strong interest; stare. It is impolite to ogle at people walking by.

S	M	T	W	T	F	S
				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	26	27	28	29		

MARCH							2024	
S	M	T	W	T	F	S		
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3	4	5	6	7	8	9		
10	11	12	13	14	15	16		
17	18	19	20	21	22	23		
24	25	26	27	28	29	30		

WEEKLY QUOTE:
 "Attempt the impossible in order to improve your work." – Bette Davis

[illegible]

-dict- (to say) – *abdicate, diction, verdict*

	MONDAY	26	TUESDAY	27	WEDNESDAY	28
1ST PERIOD						
2ND PERIOD						
3RD PERIOD						
4TH PERIOD						
5TH PERIOD						
6TH PERIOD						
7TH PERIOD						
8TH PERIOD						
DAILY EVENTS						

infamous adj. – notoriously bad. *Jesse James was an infamous outlaw.*

	MONDAY 4	TUESDAY 5	WEDNESDAY 6
1ST PERIOD			
2ND PERIOD			
3RD PERIOD			
4TH PERIOD			
5TH PERIOD			
6TH PERIOD			
7TH PERIOD			
8TH PERIOD			
DAILY EVENTS			

verdigris n. – a green coating on copper due to weathering. The statue became coated with verdigris.

WEEKLY QUOTE:
 "Once you realize how good you really are, you never settle for playing less than your best." – Reggie Jackson

9

10

Daylight saving time begins
Ramadan begins at sundown

[illegible]

	MONDAY 11	TUESDAY 12	WEDNESDAY 13
1ST PERIOD			
2ND PERIOD			
3RD PERIOD			
4TH PERIOD			
5TH PERIOD			
6TH PERIOD			
7TH PERIOD			
8TH PERIOD			
DAILY EVENTS			

soporific adj. – sleep-producing. Thanksgiving dinner had a soporific effect on all our guests.

14

FRIDAY

15

MARCH

MARCH							2024	
S	M	T	W	T	F	S		
					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	26	27	28	29	30		
31								

APRIL							2024	
S	M	T	W	T	F	S		
	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	26	27		
28	29	30						

WEEKLY QUOTE:

WEEKLY QUOTE:
 "This is the team. We're trying to go to the moon. If you can't put someone up, please don't put them down." – NASA motto

SATURDAY

16

SUNDAY

17

St. Patrick's Day

HALL PASS

[illegible]

-solv-, -solut- (to loosen, explain) – absolve, dissolute, absolute

	MONDAY	18	TUESDAY	19	WEDNESDAY	20
1ST PERIOD						
2ND PERIOD						
3RD PERIOD						
4TH PERIOD						
5TH PERIOD						
6TH PERIOD						
7TH PERIOD						
8TH PERIOD						
DAILY EVENTS						

First day of spring

antipathy n. – aversion. The author had a fundamental antipathy to reading on a tablet computer.

MARCH

MARCH							2024	
S	M	T	W	T	F	S		
					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	26	27	28	29	30		
31								

APRIL							2024
S	M	T	W	T	F	S	
	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	26	27	
28	29	30					

WEEKLY QUOTE:

"If it had not been for the wind in my face, I wouldn't be able to fly at all." – Arthur Ashe

SATURDAY

SUNDAY

Palm Sunday

HALL PASS

[illegible]

-cord- (*heart*) – *accord, cordial, discord*

	MONDAY 25	TUESDAY 26	WEDNESDAY 27
1ST PERIOD			
2ND PERIOD			
3RD PERIOD			
4TH PERIOD			
5TH PERIOD			
6TH PERIOD			
7TH PERIOD			
8TH PERIOD			
DAILY EVENTS			

ruddy adj. – having a healthy red color. The baby's ruddy skin was a sign of good health.

MARCH

MARCH							2024	
S	M	T	W	T	F	S		
					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	26	27	28	29	30		
31								

APRIL							2024						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
	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	26	27							
28	29	30											

WEEKLY QUOTE:

WEEKLY QUOTE:
 "I have found that among its other benefits, giving liberates the soul of the giver." – Maya Angelou

SATURDAY

SUNDAY

Easter

HALL PASS

[illegible]

Good Friday

acr- (*sharp*) – *acrimonious, acerbity, acidulate*

	MONDAY 1	TUESDAY 2	WEDNESDAY 3
1ST PERIOD			
2ND PERIOD			
3RD PERIOD			
4TH PERIOD			
5TH PERIOD			
6TH PERIOD			
7TH PERIOD			
8TH PERIOD			
DAILY EVENTS	April Fools' Day		

maudlin adj. – tearfully sentimental. I am annoyed when a movie turns needlessly maudlin.

WEEKLY QUOTE:
"The harder you work, the harder it is to surrender." – Vince Lombardi

6

7

[illegible]

Laylat al-Qadr begins at sundown

	MONDAY	8	TUESDAY	9	WEDNESDAY	10
1ST PERIOD						
2ND PERIOD						
3RD PERIOD						
4TH PERIOD						
5TH PERIOD						
6TH PERIOD						
7TH PERIOD						
8TH PERIOD						
DAILY EVENTS						

Eid al-Fitr begins at sundown

vilify v. – make abusive and slanderous statements toward someone. The Nazi propaganda vilified the Jews.

APRIL

APRIL 2024							MAY 2024						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5	6			1	2	3	4	
7	8	9	10	11	12	13	5	6	7	8	9	10	11
14	15	16	17	18	19	20	12	13	14	15	16	17	18
21	22	23	24	25	26	27	19	20	21	22	23	24	25
28	29	30					26	27	28	29	30	31	

WEEKLY QUOTE:

WEEKLY QUOTE:
 "The quality of an individual is reflected in the standards they set for themselves." – Ray Kroc

SATURDAY

SUNDAY

HALL PASS

[illegible]

ad- (to, forward) – admit, adhere, advance

	MONDAY 15	TUESDAY 16	WEDNESDAY 17
1ST PERIOD			
2ND PERIOD			
3RD PERIOD			
4TH PERIOD			
5TH PERIOD			
6TH PERIOD			
7TH PERIOD			
8TH PERIOD			
DAILY EVENTS			

inter v. – bury. The cemetery's sexton would inter the casket after the family left.

18

FRIDAY

19

APRIL

APRIL 2024							MAY 2024						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5	6			1	2	3	4	
7	8	9	10	11	12	13	5	6	7	8	9	10	11
14	15	16	17	18	19	20	12	13	14	15	16	17	18
21	22	23	24	25	26	27	19	20	21	22	23	24	25
28	29	30					26	27	28	29	30	31	

WEEKLY QUOTE:

WEEKLY QUOTE:
 "Nothing in life is to be feared. It is only
 to be understood." – Marie Curie

SATURDAY

20

SUNDAY

21

HALL PASS

[illegible]

-mon-, -monit- (to warn) – admonish, premonition, monitor

	MONDAY 22	TUESDAY 23	WEDNESDAY 24
1ST PERIOD			
2ND PERIOD			
3RD PERIOD			
4TH PERIOD			
5TH PERIOD			
6TH PERIOD			
7TH PERIOD			
8TH PERIOD			
DAILY EVENTS	Earth Day Passover begins at sundown		

tractable *adj.* – manageable. His new computer made complex graphic design more tractable, so he got more done.

APRIL

APRIL 2024							MAY 2024						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5	6			1	2	3	4	
7	8	9	10	11	12	13	5	6	7	8	9	10	11
14	15	16	17	18	19	20	12	13	14	15	16	17	18
21	22	23	24	25	26	27	19	20	21	22	23	24	25
28	29	30					26	27	28	29	30	31	

WEEKLY QUOTE:

WEEKLY QUOTE:
 "Common sense is seeing things as they are and doing things as they ought to be." – Harriet Beecher Stowe

SATURDAY

SUNDAY

HALL PASS

[illegible]

	MONDAY	29	TUESDAY	30	WEDNESDAY	1
1ST PERIOD						
2ND PERIOD						
3RD PERIOD						
4TH PERIOD						
5TH PERIOD						
6TH PERIOD						
7TH PERIOD						
8TH PERIOD						
DAILY EVENTS						

steadfast adj. – firm; unwavering. *The president spoke with steadfast resolve.*

WEEKLY QUOTE:
 "No one can make you feel inferior without your consent." – Eleanor Roosevelt

4

5

Cinco de Mayo

[illegible]

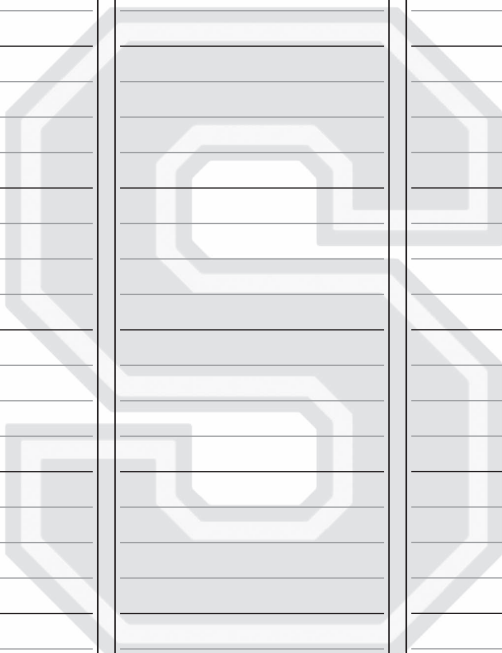
WEEKLY QUOTE:
"There are no gains without pains." – Benjamin Franklin

Mother's Day

[illegible]

alter- (other) – alternator, alteration, alter ego, alternative, altruism, altercation

	MONDAY 13	TUESDAY 14	WEDNESDAY 15
1ST PERIOD			
2ND PERIOD			
3RD PERIOD			
4TH PERIOD			
5TH PERIOD			
6TH PERIOD			
7TH PERIOD			
8TH PERIOD			
DAILY EVENTS			



awry adj., adv. – crooked; amiss; wrong. *The surprise party went awry when he learned of their plans.*

MAY 2024							JUNE 2024						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4							1
5	6	7	8	9	10	11	2	3	4	5	6	7	8
12	13	14	15	16	17	18	9	10	11	12	13	14	15
19	20	21	22	23	24	25	16	17	18	19	20	21	22
26	27	28	29	30	31		23	24	25	26	27	28	29
							30						

WEEKLY QUOTE:

WEEKLY QUOTE:
 "Do the best you can in every task, no matter how unimportant it may seem at the time. No one learns more about a problem than the person at the bottom." — Sandra Day O'Connor

HALL PASS

[illegible]

amat- (love) – *amatory, amateur, amorous, amiable, amigo, amour*

	MONDAY 20	TUESDAY 21	WEDNESDAY 22
1ST PERIOD			
2ND PERIOD			
3RD PERIOD			
4TH PERIOD			
5TH PERIOD			
6TH PERIOD			
7TH PERIOD			
8TH PERIOD			
DAILY EVENTS			

taciturn *adj.* – quiet; not speaking much. Because of his taciturn demeanor, it was easy for Harry to be a mime.

23

FRIDAY

24

MAY

MAY 2024							JUNE 2024						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4							1
5	6	7	8	9	10	11	2	3	4	5	6	7	8
12	13	14	15	16	17	18	9	10	11	12	13	14	15
19	20	21	22	23	24	25	16	17	18	19	20	21	22
26	27	28	29	30	31		23	24	25	26	27	28	29
							30						

WEEKLY QUOTE:

WEEKLY QUOTE:
 "Make the most of yourself, for that is all there is of you." – Ralph Waldo Emerson

SATURDAY

25

SUNDAY

26

HALL PASS

[illegible]

	MONDAY 27	TUESDAY 28	WEDNESDAY 29
1ST PERIOD			
2ND PERIOD			
3RD PERIOD			
4TH PERIOD			
5TH PERIOD			
6TH PERIOD			
7TH PERIOD			
8TH PERIOD			
DAILY EVENTS	Memorial Day		

fortitude n. – courage. It took a lot of fortitude to confess to cheating on the exam.

MAY						2024
S	M	T	W	T	F	S
			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
26	27	28	29	30	31	

JUNE						2024
S	M	T	W	T	F	S
						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	26	27	28	29

WEEKLY QUOTE:

WEEKLY QUOTE:
 "If you really want something, you can figure out how to make it happen." — Cher

SATURDAY

1

SUNDAY

2

HALL PASS

[illegible]

	MONDAY	TUESDAY	WEDNESDAY
1ST PERIOD			
2ND PERIOD			
3RD PERIOD			
4TH PERIOD			
5TH PERIOD			
6TH PERIOD			
7TH PERIOD			
8TH PERIOD			
DAILY EVENTS			

extraneous adj. – not essential. Putting in hardwood flooring was an extraneous expense.

JUNE

JUNE							JULY						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1		1	2	3	4	5	6
2	3	4	5	6	7	8	7	8	9	10	11	12	13
9	10	11	12	13	14	15	14	15	16	17	18	19	20
16	17	18	19	20	21	22	21	22	23	24	25	26	27
23	24	25	26	27	28	29	28	29	30	31			
30													

WEEKLY QUOTE:

"The price of greatness is responsibility." – Winston Churchill

SATURDAY

SUNDAY

HALL PASS

[illegible]

	MONDAY	10	TUESDAY	11	WEDNESDAY	12
1ST PERIOD						
2ND PERIOD						
3RD PERIOD						
4TH PERIOD						
5TH PERIOD						
6TH PERIOD						
7TH PERIOD						
8TH PERIOD						
DAILY EVENTS						

defunct adj. – no longer in existence. *The Whig Party is now defunct in the United States.*

WEEKLY QUOTE:
"We can learn even from
our enemies." – Ovid

*Eid al-Adha begins at sundown
Father's Day*

HALL PASS

[illegible]

Flag Day

-anim- (*mind, soul*) – *animadvert, unanimous, magnanimity*

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
27	28	29	30
3	4	5	6
10	11	12	13
17	18	19	20
24	25	26	27

Juneteenth

First day of summer

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
1	2	3	4 <i>Independence Day</i>
8	9	10	11
15	16	17	18
22	23	24	25
29	30	31	1

FRIDAY	SATURDAY	SUNDAY	NOTES
5	6	7 <i>Muharram begins at sundown</i>	
12	13	14	
19	20	21	
26	27	28	
2	3	4	

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
29	30	31	1
5	6	7	8
12	13	14	15
19	20	21	22
26	27	28	29

LANGUAGE ARTS *parts of speech*

NOUN	A WORD THAT NAMES A PERSON, PLACE, THING, QUALITY, ACT, OR FEELING.
-------------	---

Common nouns are general and do not refer to a specific person, location, or object.

→ *Examples:* man, city, tonight, honesty, happiness

Proper nouns are capitalized and refer to a particular person, place, or thing.

→ *Examples:* Reggie, Market Square Arena, Saturday

PRONOUN	A WORD THAT TAKES THE PLACE OF A NOUN.
----------------	--

Nominative Case Pronouns replace the subject of a sentence or clause.

→ *Examples:* She took the bus to visit Aunt Jane. We are looking forward to visiting Oregon.

Objective Case Pronouns receive a verb's action or follow a preposition.

→ *Examples:* Please give *me* the papers. Timothy's outstanding service earned *him* the award.

Possessive Case Pronouns show ownership or possession.

→ *Examples:* The cougar escaped from *its* cage. Their car slid off the icy road.

VERB	A WORD THAT EXPRESSES ACTION OR A STATE OF BEING. IT ALSO INDICATES THE TIME OF ACTION OR STATE OF BEING. A VERB HAS DIFFERENT FORMS DEPENDING ON ITS NUMBER, PERSON, VOICE, TENSE, AND MOOD.
-------------	---

Number indicates whether a verb is singular or plural. The verb and its subject must agree in number.

→ *Examples:* One dog barks. Two dogs bark.

Person indicates whether the subject of the verb is 1st, 2nd, or 3rd person and whether the subject is singular or plural. Verbs usually have a different form only in *third person singular of the present tense*.

→ *Examples:* Singular Plural

1st Person: I stop. We stop.

2nd Person: You stop. You stop.

3rd Person: He/She/It stops. They stop.

Voice indicates whether the subject is the doer or the receiver of the action verb.

→ *Examples:* Cathy wrote the letter. (active voice)
The letter was written by Cathy. (passive voice)

Tense indicates when the action or state of being is taking place.

→ *Examples:* We *need* the information now. (present)
Reggie *shot* the ball. (past)

You *will enjoy* the school play. (future)

ADVERB	A WORD THAT DESCRIBES OR MODIFIES A VERB, AN ADJECTIVE, OR ANOTHER ADVERB. AN ADVERB TELLS HOW, WHEN, WHERE, WHY, HOW OFTEN, AND HOW MUCH.
---------------	--

→ *Examples:* The ball rolled *slowly* around the rim. Soccer scores are reported *daily* in the newspaper.

ADJECTIVE	A WORD THAT DESCRIBES OR MODIFIES NOUNS AND PRONOUNS. ADJECTIVES SPECIFY COLOR, SIZE, NUMBER, AND THE LIKE.
------------------	---

→ *Examples:* red, large, three, gigantic, miniature
Adjectives have three forms: **positive**, **comparative**, and **superlative**.

The **positive** form describes a noun or pronoun without comparing it to anything else.

→ *Example:* My apple pie is *good*.

The **comparative** form compares two things.

→ *Example:* Aunt Betty's apple pie is *better* than mine.

The **superlative** form compares three or more things.

→ *Example:* Mom's apple pie is the *best* of all!

PREPOSITION	A WORD (OR GROUP OF WORDS) THAT SHOWS HOW A NOUN OR PRONOUN RELATES TO ANOTHER WORD IN A SENTENCE.
--------------------	--

→ *Examples:* The man walked *into* the gym.

The horse leaped *over* the fence.

Their team won the meet *in spite of* several players being injured.

CONJUNCTION	A WORD THAT CONNECTS INDIVIDUAL WORDS OR GROUPS OF WORDS.
--------------------	---

Coordinating conjunctions connect a word to a word, a clause to a clause, or a phrase to a phrase.

The sentence elements joined by a coordinating conjunction must be equal. Common coordinating conjunctions are: *and, but, or, nor, for, yet, so*.

Coordinating conjunctions used in pairs are called **correlative conjunctions**. Common correlative conjunctions are: *either, or; neither, nor; not only, but also; both, and; whether, or*.

→ *Examples:* Both raccoons and squirrels frequently invade our bird feeders.

Neither Mary Ann nor Julie will be able to go with you.

Subordinating conjunctions connect and show the relationship between two clauses that are not equally important. Common subordinate conjunctions are: *until, unless, since, where, before, as, if, when, although, after, because, while, as long as, as if, though, whereas*.

→ *Examples:* Until you decide to study, your grades won't improve.

If I hadn't already made plans, I would have enjoyed going to the mall with you.

INTERJECTION	A WORD THAT IS USED IN A SENTENCE TO COMMUNICATE STRONG EMOTION OR SURPRISE. PUNCTUATION IS USED TO SEPARATE AN INTERJECTION FROM THE REST OF THE SENTENCE.
---------------------	---

→ *Examples:* Hooray! We finally scored a touchdown.

Oh, no! I forgot the picnic basket.

Yes! Her gymnastic routine was perfect.

Ah, we finally get to stop and rest.

LANGUAGE ARTS *MLA style of documentation*

YOUR WORKS-CITED LIST

Your works-cited list should appear at the end of your essay. It provides the information necessary for a reader to locate and retrieve any source you cite in the essay. Each source you cite in the essay must appear in your works-cited list; likewise, each entry in the works-cited list must be cited in the text.

According to the *Modern Language Association Handbook for Writers of Research Papers, 8th edition*:

- {1} Double-space all entries.
- {2} Begin the first line of an entry flush with the left margin, and indent lines that follow by one-half inch.
- {3} List entries in alphabetical order by the author's last name. If you are listing more than one work by the same author, alphabetize the works according to title. Instead of repeating the author's name, type three hyphens followed by a period, and then give the title.
- {4} Italicize the titles of works published independently. Books, plays, long poems, pamphlets, periodicals, and films are all published independently.
- {5} If the title of a book you are citing includes the title of another book, italicize the main title but not the other title.
- {6} Use quotation marks to indicate titles of short works included in larger works, song titles, and titles of unpublished works.
- {7} Separate the author, title, and publication information with a period followed by one space.
- {8} Use lowercase abbreviations to identify parts of a work (for example, vol. for volume), a named translator (trans.), and a named editor (ed.). However, when these designations follow a period, the first letter should be capitalized.
- {9} Use the shortened forms for the publisher's name. When the publisher's name includes the name of a person, cite the last name alone. When the publisher's name includes the name of more than one person, cite only the first of these names.
- {10} Use the phrase, "Accessed 5 Jan. 2019" instead of listing the date or the abbreviation, "n.d."

ANY CITATION (GENERAL GUIDELINES)	Author. Title. Title of container (self contained if book), Other contributors (translators or editors), Version (edition), Number (vol. and/or no.), Publisher, Publication Date, Location (pages, paragraphs, URL, or DOI). 2nd container's title, Other contributors, Version, Number, Publisher, Publication date, Date of Access (if applicable).
PAGE ON A WEBSITE	"How to Change Your Car's Oil." <i>eHow</i> , 25 Sept. 2018, www.ehow.com/how_2018_how-oil.html. Accessed 5 Jan. 2019.
ARTICLE IN A JOURNAL FROM A WEBSITE (ALSO IN PRINT)	Doe, Jim. "Laws of the Open Sea." <i>Maritime Law</i> , vol. 3, no. 6, 2018, pp. 595-600, www.maritimelaw.org/article. Accessed 8 Feb. 2017.
ARTICLE IN A PERIODICAL (GENERAL GUIDELINES)	Author's last name, first name. "Article title." <i>Periodical title</i> , Day Month Year, pages.
BYLINED ARTICLE FROM A DAILY NEWSPAPER	Barringer, Felicity. "Where Many Elderly Live, Signs of the Future." <i>New York Times</i> , 7 Mar. 2018, p. A12.
UNBYLINED ARTICLE FROM A DAILY NEWSPAPER	"Infant Mortality Down; Race Disparity Widens." <i>Washington Post</i> , 12 Mar. 2018, p. A12.
ARTICLE FROM A MONTHLY OR BIMONTHLY MAGAZINE	Willis, Garry. "The Words that Remade America: Lincoln at Gettysburg." <i>Atlantic</i> , June 2019, pp. 57-79.
ARTICLE FROM A WEEKLY OR BIWEEKLY MAGAZINE	Hughes, Robert. "Futurism's Farthest Frontier." <i>Time</i> , 9 July 2019, pp. 58-59.
EDITORIAL	"A Question of Medical Sight." Editorial. <i>Plain Dealer</i> , 11 Mar. 2019, p. 6B.

LANGUAGE ARTS *MLA style of documentation*

BOOK (GENERAL GUIDELINES)	Author's last name, first name. <i>Book title</i> . Publisher, publication date.
BOOK BY ONE AUTHOR	Wheelen, Richard. <i>Sherman's March</i> . Crowell, 1978.
TWO OR MORE BOOKS BY THE SAME AUTHOR	Garreau, Joel. <i>Edge City: Life on the New Frontier</i> . Doubleday, 1991. ---. <i>The Nine Nations of North America</i> . Houghton, 1981.
BOOK BY TWO OR THREE AUTHORS	Purves, Alan C., and Victoria Rippere. <i>Elements of Writing About a Literary Work</i> . NCTE, 1968.
BOOK BY FOUR OR MORE AUTHORS	Pratt, Robert A., et al. <i>Masters of British Literature</i> . Houghton, 1956.
BOOK BY A CORPORATE AUTHOR	The Rockefeller Panel Reports. <i>Prospect for America</i> . Doubleday, 1961.
BOOK BY AN ANONYMOUS AUTHOR	<i>Literary Market Place: The Directory of the Book Publishing Industry</i> . 2003 ed., Bowker, 2002.
BOOK WITH AN AUTHOR AND AN EDITOR	Toomer, Jean. <i>Cane</i> . Edited by Darwin T. Turner, Norton, 1988.
A WORK IN AN ANTHOLOGY	Morris, William. "The Haystack in the Floods." <i>Nineteenth Century British Minor Poets</i> , edited by Richard Wilbur and W. H. Auden, Dell, Laurel Edition, 1965, pp. 35-52.
AN EDITION OTHER THAN THE FIRST	Chaucer, Geoffrey. <i>The Riverside Chaucer</i> . Edited by Larry D. Benson. 3rd ed., Houghton, 1987.
SIGNED ARTICLE IN A REFERENCE BOOK	Wallace, Wilson D. "Superstition." <i>World Book Encyclopedia</i> . 1970 ed., vol. 2, Macmillan, 2019.



LANGUAGE ARTS *APA style of documentation*

YOUR REFERENCE LIST

YOUR REFERENCE LIST SHOULD APPEAR AT THE END OF YOUR ESSAY. IT PROVIDES THE INFORMATION NECESSARY FOR A READER TO LOCATE AND RETRIEVE ANY SOURCE YOU CITE IN THE ESSAY. EACH SOURCE YOU CITE IN THE ESSAY MUST APPEAR IN YOUR REFERENCE LIST. LIKEWISE, EACH ENTRY IN THE REFERENCE LIST MUST BE CITED IN THE TEXT.

BASIC RULES

According to the seventh edition of the *Publication Manual of the American Psychological Association*:

- Indent your reference list one-half inch from the left margin, excluding the first line of each reference, which should remain flush left. This is called a hanging indent.
- Double-space all references.
- Capitalize only the first word of a title or subtitle of a work. Capitalize all major words in journal titles. Italicize titles of books and journals. Note that the italicizing in these entries includes commas and periods.
- Invert authors' names (last name first); give last name and initials for all authors of a particular work, unless the work has more than six authors (in this case, list the first six authors and then use et al. after the sixth author's name to indicate the rest of the authors). Alphabetize by authors' last names letter by letter. If you have more than one work by a particular author, order them by publication date, oldest to newest (thus a 2014 article would appear before a 2015 article). When an author appears as a sole author and again as the first author of a group, list the one-author entries first. If no author is given for a particular source, alphabetize by the title of the piece in the reference list. Use a shortened version of the title for parenthetical citations within the text.
- Use "&" instead of "and" before the last author's name when listing multiple authors of a single work.

BASIC FORMS FOR SOURCES IN PRINT

An article in a periodical (such as a journal, newspaper, or magazine)

- Author, A. A., Author, B. B., & Author, C. C. (publication year, month day). Title of article.

Title of Periodical, volume number (issue number), pages.

You need to list only the volume number if the periodical uses continuous pagination throughout a particular volume. If each issue begins with page 1, then you should list the issue number as well → *Title of Periodical, volume number* (issue number), pages.

A nonperiodical (such as a book, report, brochure or audiovisual media)

- Author, A. A. (Year of publication). *Title of work: Capital letter also for subtitle* (Edition). Publisher.

Do not include the location of the publisher in the citation

Part of a nonperiodical (such as a book chapter or an article in a collection)

- Author, A. A., & Author, B. B. (Year of publication). Title of chapter. In A. Editor & B. Editor (Eds.), *Title of book* (pages of chapter). Publisher.

When you list the pages of the chapter or essay in parentheses after the book title, use "pp." before the numbers: (pp. 1-21). This abbreviation, however, does not appear before the page numbers in periodical references, except for newspapers.

BASIC FORMS FOR ELECTRONIC SOURCES

A web page

- Author, A. A. (Date of publication or revision). *Title of page*. Site name. URL

An online journal or magazine

- Author, A. A., & Author, B. B. (Date of publication). Title of article. *Title of Journal, volume number* (issue number), page range. doi:00000000/000000000000

Since online materials can potentially change URLs, APA recommends providing a Digital Object Identifier (DOI), when it is available, as opposed to the URL. DOIs are unique to their documents and consist of a long alphanumeric code.

An online journal or magazine (with DOI assigned)

- Author, A. A., & Author, B. B. (Date of publication). Title of article. *Title of Journal, volume number* (issue number), page range. URL

Email

Because email is a personal communication, not easily retrieved by the general public, no entry should appear in your reference list. Instead, parenthetically cite in text the communicator's name, the fact that it was personal communication, and the date of the communication: The novelist has repeated this idea recently (S. Rushdie, personal communication, May 1, 2015).

LANGUAGE ARTS *APA style of documentation*



EXAMPLES

Journal article, one author

- Harlow, H. F. (1983). Fundamentals for preparing psychology journal articles.

Journal of Comparative and Physiological Psychology, 55, 893-896.

Journal article, more than one author

- Kernis, M. H., Cornell, D. P., Sun, C. R., Berry, A., & Harlow, T. (1993). There's more to self-esteem than whether it is high or low: The importance of stability of self-esteem. *Journal of Personality and Social Psychology*, 65, 1190-1204.

Work discussed in a secondary source

- Coltheart, M., Curtis, B., Atkins, P., & Haller, M. (1993). Models of reading aloud: Dual-route and parallel-distributed-processing approaches. *Psychological Review*, 100, 589-608.

Give the secondary source in the references list; in the text, name the original work, and give a citation for the secondary source. For example, if Seidenberg and McClelland's work is cited in Coltheart et al. and you did not read the original work, list the Coltheart et al. reference in your reference list. In the text, use the following citation:

- In Seidenberg and McClelland's study (as cited in Coltheart, Curtis, Atkins, & Haller, 1993), ...

Magazine article, one author

- Henry, W. A., III. (1990, April 9). Making the grade in today's schools. *Time*, 135, 28-31.

Book

- Calfee, R. C., & Valencia, R. R. (1991). *APA guide to preparing manuscripts for journal publication*. American Psychological Association.

An article or chapter of a book

- O'Neil, J. M., & Egan, J. (1992). Men's and women's gender role journeys: Metaphor for healing, transition, and transformation. In B. R. Wainrib (Ed.), *Gender issues across the life cycle* (pp. 107-123). Springer.

A government publication

- National Institute of Mental Health. (1990). *Clinical training in serious mental illness* (DHHS Publication No. ADM 90-1679). U.S. Government Printing Office.

A book or article with no author or editor named

- *Merriam-Webster's collegiate dictionary* (11th ed.). (2005). Merriam-Webster.
 - New drug appears to cut risk of death from heart failure. (1993, July 15). *The Washington Post*, p. A12.
- For parenthetical citations of sources in text with no author named, use a shortened version of the title instead of an author's name. Use quotation marks and italics, as appropriate. For example, parenthetical citations of the two sources above would appear as follows: (Merriam-Webster's, 2005) and ("New Drug," 1993).*

A translated work and/or a republished work

- Laplace, P. S. (1951). *A philosophical essay on probabilities* (F. W. Truscott & F. L. Emory, Trans.). Dover. (Original work published 1814).

A review of a book, film, television program, etc.

- Baumeister, R. F. (1993). Exposing the self-knowledge myth [Review of the book *The self-knower: A hero under control*]. *Contemporary Psychology*, 38, 466-467.

An entry in an encyclopedia

- Bergmann, P. G. (1993). Relativity. In *The new encyclopaedia britannica* (Vol. 26, pp. 501-508). Encyclopaedia Britannica.

An online journal article (no DOI assigned)

- Kenneth, I. A. (2000). A Buddhist response to the nature of human rights. *Journal of Buddhist Ethics*, 8. <http://www.buddhistethics.org/2/inada1>

A web page

- Daly, B. (1997). *Writing argumentative essays*. <http://www.ltn.lv/~markir/essaywriting/frntpage.htm>

LANGUAGE ARTS *exploring Spanish*

GREETINGS

Hello | Hola
Good morning | Buenos días
Good afternoon/evening | Buenas tardes
Good night | Buenas noches
Goodbye | Adiós/Chao
See you later | Hasta luego/Nos vemos
How are you? | ¿Cómo estás?
I'm... | Estoy...
 (very) well | (muy) bien
 (very) bad | (muy) mal
How's it going? | ¿Cómo vas?/¿Qué tal?
It's okay | Está bien
Not bad | No está mal
And you? | ¿Y usted/tú?

INTRODUCTIONS

What's your name? | ¿Cómo se llama usted?
My name is... | Me llamo...
Pleased to meet you | Encantado(a)
Likewise | Igualmente
I'd like you to meet... | Me gustaría que conozcas a...
This is... | Este(a) es...

PLEASANTRIES

Please | Por favor
Thank you | Gracias
You're welcome | De nada
No problem | No hay problema
Excuse me! | ¡Discúlpeme!
Sorry | Perdón

RESPONSES

Yes | Sí
No | No
I don't know | No sé
I don't remember | No me acuerdo
Of course | Por supuesto
OK | Bueno
Maybe | Quizás/De pronto
Absolutely | Claro

TITLES

Miss/Ms. | Señorita (Srta.)
Mrs./Ma'am | Señora (Sra.)
Mr./Sir | Señor (Sr.)

BASICS

Who | ¿Quién?
Where | ¿Dónde?
When | ¿Cuándo?
Why | ¿Por qué?
What | ¿Qué?
How | ¿Cómo?
Which | ¿Cuál?
And | Y
Also | También
A lot | Mucho
The | El, La, Los, Las

PHRASES

Do you speak English? | ¿Habla Inglés?
How do you say...? | ¿Cómo se dice...?
I need help | Necesito ayuda
I am lost | Estoy perdido(a)

NUMBERS

1	uno	6	seis
2	dos	7	siete
3	tres	8	ocho
4	cuatro	9	nueve
5	cinco	10	diez

DAYS OF THE WEEK

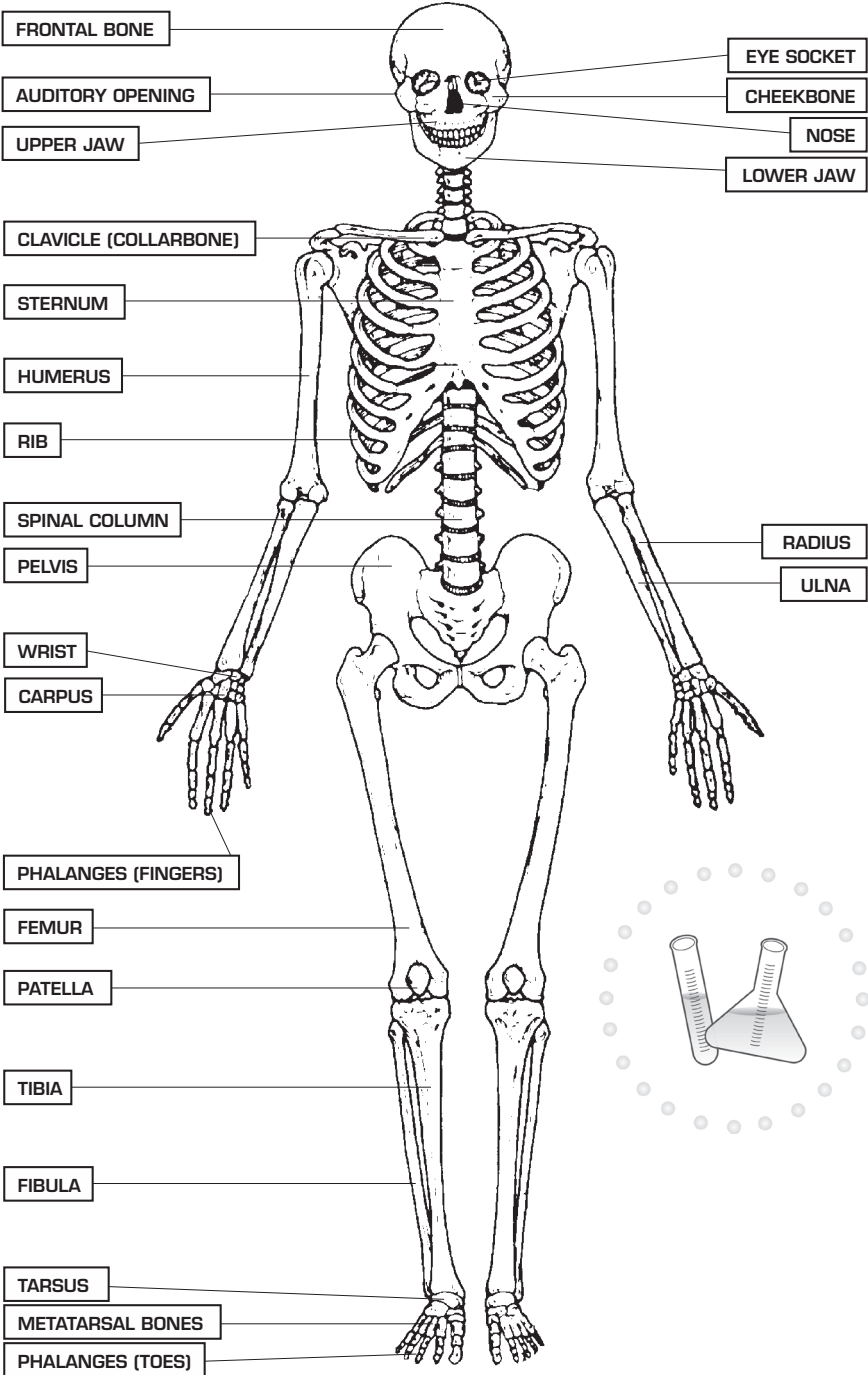
Monday | lunes
Tuesday | martes
Wednesday | miércoles
Thursday | jueves
Friday | viernes
Saturday | sábado
Sunday | domingo

MONTHS

January | enero
February | febrero
March | marzo
April | abril
May | mayo
June | junio
July | julio
August | agosto
September | septiembre
October | octubre
November | noviembre
December | diciembre



SCIENCE *the human skeleton*



SCIENCE *Periodic table of the elements*

GROUP

1**
IA***

1

H

hydrogen

1.008

2

Li

lithium

6.941(2)

3

Na

sodium

22.99

4

K

potassium

39.10

5

Rb

rubidium

85.47

6

Cs

caesium

132.9

7

Fr

francium

(223)

18

He

helium

4.003

2

Be

beryllium

9.012

12

Mg

magnesium

24.31

20

Ca

calcium

40.08

38

Sr

strontium

87.62

56

Ba

barium

137.3

88

Ra

radium

(226)

11

Al

aluminium

26.98

13

B

boron

10.81

14

C

carbon

12.01

15

N

nitrogen

14.01

16

O

oxygen

16.00

17

F

fluorine

18.998

18

Ne

neon

20.18

19

Na

sodium

22.99

21

Sc

scandium

44.96

23

V

vanadium

50.94

25

Mn

manganese

54.94

26

Fe

iron

55.85

27

Co

cobalt

58.93

28

Ni

nickel

58.69

29

Cu

copper

63.55

30

Zn

zinc

65.38(2)

31

Ga

gallium

69.72

32

Ge

germanium

72.63

33

As

arsenic

74.92

34

Se

selenium

78.97

35

Br

bromine

79.90

36

Kr

krypton

83.80

37

Sr

strontium

87.62

39

Y

yttrium

88.91

40

Zr

zirconium

91.22

41

Nb

niobium

92.91

42

Mo

molybdenum

95.95

43

Tc

technetium

(97)

44

Ru

ruthenium

101.07

45

Rh

rhodium

106.4

46

Pd

palladium

106.4

47

Ag

silver

107.9

48

Cd

cadmium

112.4

49

In

indium

114.8

50

Sn

tin

118.7

51

Sb

antimony

121.8

52

Te

tellurium

127.6

53

I

iodine

126.9

54

Xe

xenon

131.3

55

Cs

caesium

132.9

57

La

lanthanum

138.90547

58

Ce

cerium

140.116

59

Pr

praseodymium

140.907

60

Nd

neodymium

144.242

61

Pm

promethium

(145)

62

Sm

samarium

150.36

63

Eu

euporium

151.964

64

Gd

gadolinium

157.25

65

Tb

terbium

158.92535

66

Dy

dysprosium

162.50

67

Ho

holmium

164.93033

68

Er

erbium

167.259

69

Tm

thulium

168.93422

70

Yb

ytterbium

173.054

71

Lu

lutetium

175.068

72

Hf

hafnium

178.49

73

Ta

tantalum

180.94788

74

W

wolframium

183.84

75

Re

rhodium

186.207

76

Os

osmium

190.2

77

Ir

iridium

192.22

78

Pt

platinum

195.084

79

Au

gold

196.96657

80

Hg

mercury

200.59

81

Tl

thallium

204.38

82

Pb

lead

207.2

83

Bi

bismuth

208.9804

84

Po

polonium

(209)

85

At

astatine

(210)

86

Rn

radon

(222)

87

Ra

radium

(226)

89

Ac

actinium

(227)

90

Th

thorium

232.0377

91

Pa

protactinium

231.03688

92

U

uranium

238.02891

93

Np

neptunium

(237)

94

Pu

plutonium

(244)

95

Am

americium

(243)

96

Cm

curium

(247)

97

Bk

berkelium

(247)

98

Cf

californium

(251)

99

Es

einsteinium

(252)

100

Fm

fermium

(257)

101

Md

meitnerium

(288)

102

No

nobelium

(289)

103

Lr

lawrencium

(262)

104

Rg

roentgenium

(268)

105

Uut

ununtrium

(271)

106

Uuq

ununquadium

(274)

107

Uub

ununbium

(278)

108

Uuh

ununhexium

(285)

109

Uus

ununseptium

(289)

110

Uuo

ununoctium

(294)

111

Uut

ununtrium

(295)

112

Uub

ununbium

(294)

113

Nh

nihonium

(286)

114

Fl

flerovium

(289)

115

Mc

moscovium

(288)

116

Lv

livermorium

(293)

117

Ts

tennessine

(294)

118

Og

ognesson

(294)

119

Uue

ununennium

(315)

120

Uub

ununbium

(316)

121

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262

Uut

ununtrium

(600)

263

Uuq

ununquadium

(602)

264

Uub

ununbium

(604)

265

Uut

ununtrium

(606)

266

Uuq

ununquadium

(608)

26

Group IA (excluding Hydrogen) comprises the alkali metals.
Group IIA comprises the alkaline-earth metals.
Group VIIA comprises the noble gases.

* IUPAC conventional atomic weights; standard atomic weights for these elements are expressed in intervals; see [iupac.org](http://www.iupac.org) for an explanation and values. ** Numbering system widely used from the mid-20th century.
() indicates the mass number of the longest-lived isotope.

Source: The International Union of Pure and Applied Chemistry (IUPAC), Encyclopaedia Britannica, and others.

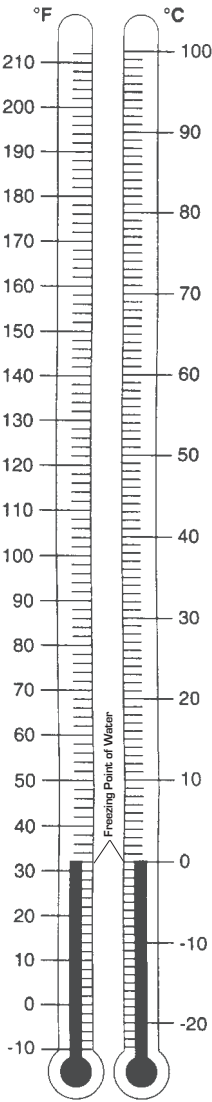
SCIENCE *unit conversions*

ENGLISH TO METRIC CONVERSIONS

<i>To Convert→</i>	<i>Multiply By→</i>	<i>To Find→</i>
AREA		
square inches	6.45	square centimeters
square feet	0.09	square meters
square miles	2.59	square kilometers
acres	0.40	hectares
LENGTH		
inches	2.54	centimeters
feet	0.30	meters
yards	0.91	meters
miles	1.61	kilometers
MASS AND WEIGHT		
ounces	28.35	grams
pounds	0.45	kilograms
pounds-force	4.45	newtons
short tons	0.91	metric tons
VOLUME		
cubic inches	16.39	cubic centimeters
cubic feet	0.03	cubic meters
quarts	0.95	liters
gallons	3.79	liters

METRIC TO ENGLISH CONVERSIONS

<i>To Convert→</i>	<i>Multiply By→</i>	<i>To Find→</i>
AREA		
square centimeters	0.16	square inches
square meters	10.76	square feet
square kilometers	0.39	square miles
hectares	2.47	acres
LENGTH		
centimeters	0.39	inches
meters	3.28	feet
meters	1.09	yards
kilometers	0.62	miles
MASS AND WEIGHT		
grams	0.04	ounces
kilograms	2.20	pounds
metric tons	1.10	short tons
newtons	0.23	pound-force
VOLUME		
cubic centimeters	0.06	cubic inches
cubic meters	35.31	cubic feet
liters	1.06	quarts
liters	0.26	gallons

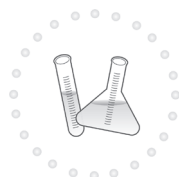


TEMPERATURE

Fahrenheit to Celsius:
subtract 32,
then multiply by 5
and divide by 9.

Celsius to Fahrenheit:
multiply by 9,
divide by 5,
then add 32.

SCIENCE *weights & measures & formulas*



WEIGHTS AND MEASURES

ENGLISH

Area

1 square foot (ft ²)	-----	144 square inches (in ²)
1 square yard (yd ²)	-----	9 square feet
1 acre	-----	43,560 square feet
1 square mile (mi ²)	-----	640 acres

Capacity

1 cup (c)	-----	8 fluid ounces (fl oz)
1 pint (pt)	-----	2 cups
1 quart (qt)	-----	2 pints
1 quart	-----	4 cups
1 gallon (gal)	-----	4 quarts

Length

1 foot (ft)	-----	12 inches (in)
1 yard (yd)	-----	36 inches
1 yard	-----	3 feet
1 mile (mi)	-----	5,280 feet
1 mile	-----	1,760 yards

Time

1 minute (min)	-----	60 seconds (s)
1 hour (h)	-----	60 minutes
1 day (d)	-----	24 hours
1 week (wk)	-----	7 days
1 year (yr)	-----	12 months (mo)
1 year	-----	52 weeks
1 year	-----	365 days
1 century (c)	-----	100 years

Weight

1 pound (lb)	-----	16 ounces (oz)
1 short ton (T)	-----	2,000 pounds

FORMULAS

Perimeter of a rectangle	-----	$P = 2(l + w)$
Perimeter of a square	-----	$P = 4s$
Perimeter of a regular polygon	-----	$P = ns$ (n = number of sides)
Area of a rectangle	-----	$A = lw$
Area of a square	-----	$A = s^2$
Area of a parallelogram	-----	$A = bh$
Area of a triangle	-----	$A = \frac{1}{2}bh$
Area of a trapezoid	-----	$A = \frac{1}{2}h(b_1 + b_2)$
Area of a circle	-----	$A = \pi r^2$
Circumference of a circle	-----	$C = \pi d$, or $2\pi r$
Volume of a rectangular prism	-----	$V = lwh$
Volume of any prism	-----	$V = Bh$
Volume of a cylinder	-----	$V = \pi r^2 h$
Volume of a pyramid	-----	$V = \frac{1}{3}Bh$
Volume of a cone	-----	$V = \frac{1}{3}\pi r^2 h$
Surface area of a cylinder	-----	$SA = 2\pi r^2 + 2\pi rh$
Pythagorean Theorem	-----	$a^2 + b^2 = c^2$ (sides of a right triangle)

Simple interest----- $I = prt$

Distance----- $d = rt$

METRIC

Area

1 sq centimeter (cm ²)	-----	100 sq millimeters (mm ²)
1 sq meter (m ²)	-----	10,000 sq centimeters
1 hectare (ha)	-----	10,000 square meters
1 sq kilometer (km ²)	-----	1,000,000 sq meters

Capacity

1 milliliter (ml)	-----	.001 liter (L)
1 centiliter (cl)	-----	.01 liter
1 deciliter (dl)	-----	.1 liter
1 dekaliter (dal)	-----	10 liters
1 hectoliter (hl)	-----	100 liters
1 kiloliter (kl)	-----	1,000 liters

Length

1 millimeter (mm)	-----	.001 meter (m)
1 centimeter (cm)	-----	.01 meter
1 decimeter (dm)	-----	.1 meter
1 dekameter (dam)	-----	10 meters
1 hectometer (hm)	-----	100 meters
1 kilometer (km)	-----	1,000 meters

Mass/Weight

1 milligram (mg)	-----	.001 gram (g)
1 centigram (cg)	-----	.01 gram
1 decigram (dg)	-----	.1 gram
1 dekagram (dag)	-----	10 grams
1 hectogram (hg)	-----	100 grams
1 kilogram (kg)	-----	1,000 grams
1 metric ton (t)	-----	1,000 kilograms

FORMULA KEY

A	=	area
b	=	base, length of any side of a plane figure
B	=	area of base
d	=	diameter
h	=	height, perpendicular distance from the furthest point of the figure to the extended base
l	=	length
P	=	perimeter
r	=	radius
s	=	side
sa	=	surface area
V	=	volume
w	=	width

I = interest, p = principal, r = rate, t = time

d = distance, r = rate, t = time

MATHEMATICS *algebra & mathematical symbols*

ALGEBRA

Expanding

- {1} $a(b+c) = ab+ac$
- {2} $(a+b)^2 = a^2+2ab+b^2$
- {3} $(a-b)^2 = a^2-2ab+b^2$
- {4} $(a+b)(a+c) = a^2+ac+ab+bc$
- {5} $(a+b)(c+d)=ac+ad+bc+bd$
- {6} $(a+b)^3 = a^3+3a^2b+3ab^2+b^3$
- {7} $(a-b)^3 = a^3-3a^2b+3ab^2-b^3$
- {8} $a^2-b^2 = (a+b)(a-b)$
- {9} $a^3+b^3 = (a+b)(a^2-ab+b^2)$
- {10} $a^3b-ab = ab(a+1)(a-1)$
- {11} $a^2-2ab+b^2=(a-b)^2$
- {12} $a^3-b^3=(a-b)(a^2+ab+b^2)$

Laws of Exponents

- {1} $a^r a^s = a^{r+s}$
- {2} $a^r/a^s = a^{r-s}$
- {3} $a^r a^s/a^p = a^{r+s-p}$
- {4} $(a^r)^s = a^{rs}$
- {5} $(ab)^r = a^r b^r$
- {6} $(a/b)^r = a^r/b^r (b \neq 0)$
- {7} $a^0 = 1 (a \neq 0)$
- {8} $a^{-r} = 1/a^r (a \neq 0)$

if r and s are positive integers

Logarithms

- {1} $\text{Log}(xy) = \text{Log } x + \text{Log } y$
 - {2} $\text{Log } x^r = r \text{Log } x$
 - {3} $\text{Log } x = n \iff x = 10^n$ (Common log)
 - {4} $\text{Log}_a x = n \iff x = a^n$ (Log to the base a)
 - {5} $\text{Ln } x = n \iff x = e^n$ (Natural log)
 - {6} $\text{Log}(x/y) = \text{Log } x - \text{Log } y$
- $e = 2.71828183$

Quadratic Formula

When given a formula in the form of a quadratic equation→

$$ax^2+bx+c=0$$

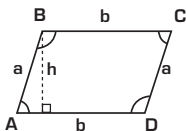
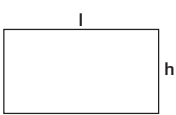
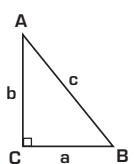
The solution can be derived using the quadratic formula→

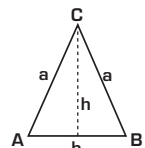
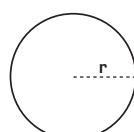
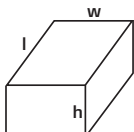
$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

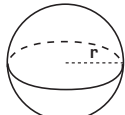
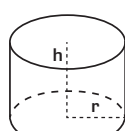
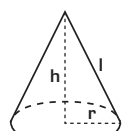

MATHEMATICAL SYMBOLS

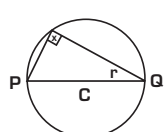
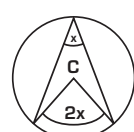
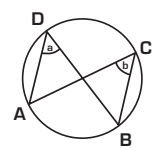
+	plus	>	greater than	○	circle
−	minus	<	less than	⌢	arc of circle
±	plus or minus	≥	greater than or equal to	□	square
×	multiplied by	≤	less than or equal to	▭	rectangle
÷	divided by	∞	infinity	▭	parallelogram
=	equal to	:	is to (ratio)	△	triangle
≠	not equal to	::	as (proportion)	∠	angle
≈	nearly equal to	π	pi (−3.14159)	⊥	right angle
√x	square root of x	∴	therefore	⊥	perpendicular
∛x	--- root of x	∵	because		parallel
%	percentage	x	absolute value of x	°	degrees
Σ	sum of	...	and so on	'	minutes

MATHEMATICS *area & volume*

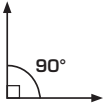
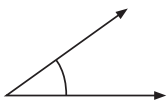


<p>PARALLELOGRAM</p>  <p>Area of ABCD = bh</p>	<p>RECTANGLE</p>  <p>Perimeter = $2(l + h)$ Area = $l \times h$</p>	<p>RIGHT TRIANGLE</p>  <p>Area = $ab/2$ $c^2 = a^2 + b^2$ (Pythagorean Theorem)</p>
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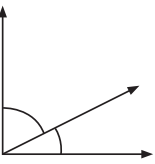
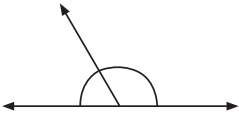
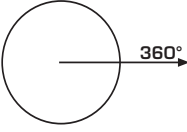
<p>ISOSCELES TRIANGLE</p>  <p>Area = $bh/2$</p>	<p>CIRCLE</p>  <p>Circumference of a circle = $2\pi r$ Area of a circle = πr^2</p>	<p>RECTANGULAR PRISM</p>  <p>Surface area of a prism = $2(wl + lh + wh)$ Volume of a prism = $l \times w \times h$</p>
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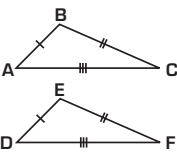
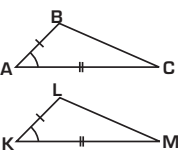
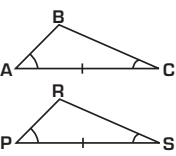
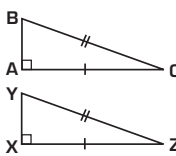
<p>SPHERE</p>  <p>Surface area of a sphere = $4\pi r^2$ Volume of a sphere = $\frac{4}{3}\pi r^3$</p>	<p>CYLINDER</p>  <p>Surface area of a cylinder = $2\pi rh + 2\pi r^2$ Volume of a cylinder = $\pi r^2 h$</p>	<p>CONE</p>  <p>Surface area of a cone = $\pi rl + \pi r^2$ (l = slant height) Volume of a cone = $\frac{1}{3}\pi r^2 h$</p>	<p>PYRAMID</p>  <p>Surface area of a pyramid = $B + \text{Lateral Area}$ (Lateral area = sum of triangular faces) Volume of a pyramid = $\frac{1}{3}Bh$ (B = area of base)</p>
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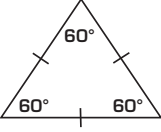
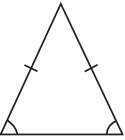
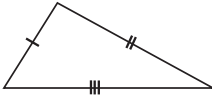
<p>CIRCLE THEOREMS</p>  <p>$\angle x = 90^\circ$ (PQ is the diameter)</p>	 <p>C is the center of the circle</p>	 <p>$\angle a = \angle b$ (Both angles intercept arc AB)</p>
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MATHEMATICS *geometric angles & congruence cases*

GEOMETRIC ANGLES			
			
A right angle is exactly 90°	An acute angle is less than 90°	An obtuse angle is greater than 90°	A straight angle is exactly 180°

		
Complementary angles add up to 90°	Supplementary angles add up to 180°	One complete angle of rotation = 360°

GEOMETRIC CONGRUENCE CASES			
S.S.S. POSTULATE	S.A.S. POSTULATE	A.S.A. POSTULATE	H.S. POSTULATE (RIGHT Δ 'S ONLY)
			
Side-Side-Side $\Delta ABC \cong \Delta DEF$	Side-Angle-Side $\Delta ABC = \Delta KLM$	Angle-Side-Angle $\Delta ABC = \Delta PRS$	Hypotenuse-side $\Delta ABC = \Delta XYZ$

EQUILATERAL TRIANGLE	ISOSCELES TRIANGLE	SCALENE TRIANGLE
		
3 Sides of Equal Length 3 Angles of 60° Each	2 Sides of Equal Length 2 Base Angles are Equal	3 Unequal Sides 3 Unequal Angles

CIVICS *Bill of Rights*

AMENDMENT

I

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.

AMENDMENT

II

A well regulated militia, being necessary to the security of a free state, the right of the people to keep and bear arms, shall not be infringed.

AMENDMENT

III

No soldier shall, in time of peace be quartered in any house, without the consent of the owner, nor in time of war, but in a manner to be prescribed by law.

AMENDMENT

IV

The right of the people to be secure in their persons, houses, papers and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

AMENDMENT

V

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

AMENDMENT

VI

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the state and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.

AMENDMENT

VII

In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise re-examined in any court of the United States, than according to the rules of the common law.

AMENDMENT

VIII

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

AMENDMENT

IX

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

AMENDMENT

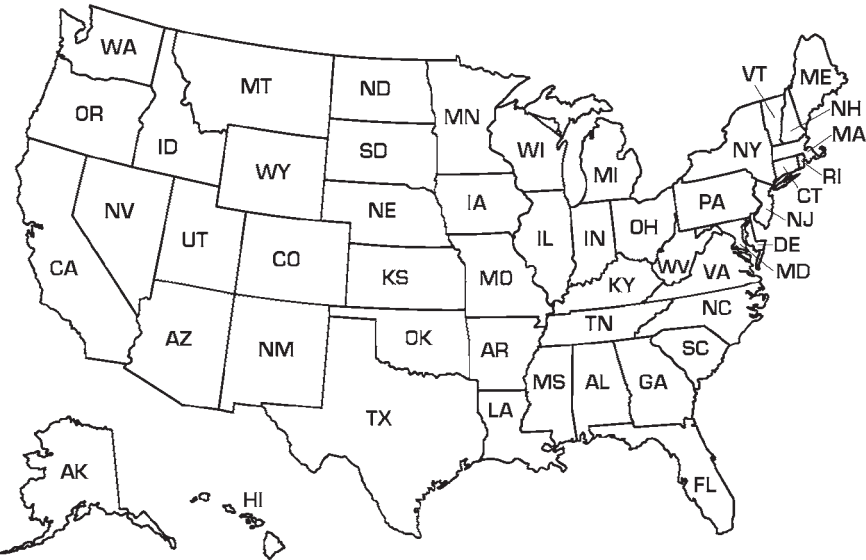
X

The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people.

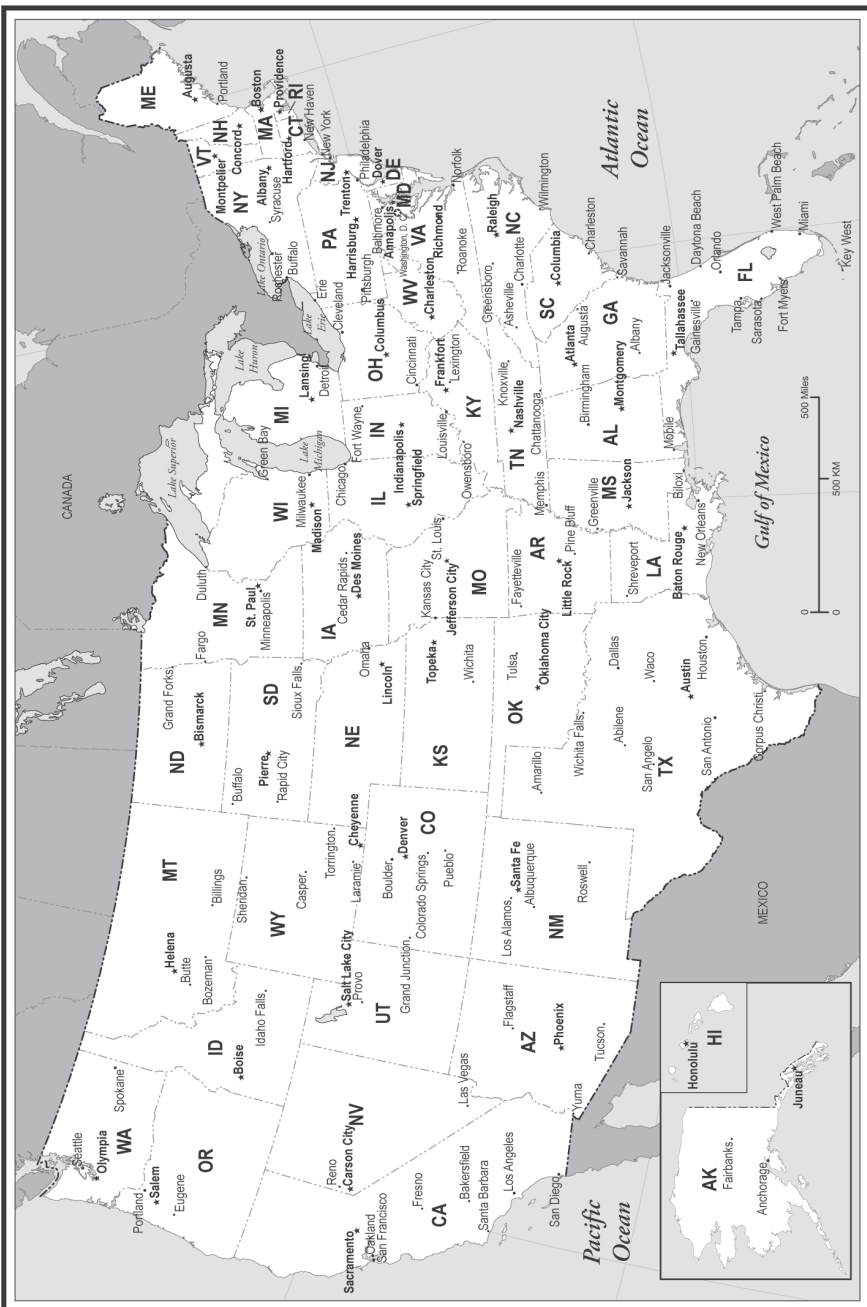


GEOGRAPHY *states & state capitals*

{AL}	Alabama-----	Montgomery	{MT}	Montana-----	Helena
{AK}	Alaska-----	Juneau	{NE}	Nebraska-----	Lincoln
{AZ}	Arizona-----	Phoenix	{NV}	Nevada-----	Carson City
{AR}	Arkansas-----	Little Rock	{NH}	New Hampshire-----	Concord
{CA}	California-----	Sacramento	{NJ}	New Jersey-----	Trenton
{CO}	Colorado-----	Denver	{NM}	New Mexico-----	Santa Fe
{CT}	Connecticut-----	Hartford	{NY}	New York-----	Albany
{DE}	Delaware-----	Dover	{NC}	North Carolina-----	Raleigh
{FL}	Florida-----	Tallahassee	{ND}	North Dakota-----	Bismarck
{GA}	Georgia-----	Atlanta	{OH}	Ohio-----	Columbus
{HI}	Hawaii-----	Honolulu	{OK}	Oklahoma-----	Oklahoma City
{ID}	Idaho-----	Boise	{OR}	Oregon-----	Salem
{IL}	Illinois-----	Springfield	{PA}	Pennsylvania-----	Harrisburg
{IN}	Indiana-----	Indianapolis	{RI}	Rhode Island-----	Providence
{IA}	Iowa-----	Des Moines	{SC}	South Carolina-----	Columbia
{KS}	Kansas-----	Topeka	{SD}	South Dakota-----	Pierre
{KY}	Kentucky-----	Frankfort	{TN}	Tennessee-----	Nashville
{LA}	Louisiana-----	Baton Rouge	{TX}	Texas-----	Austin
{ME}	Maine-----	Augusta	{UT}	Utah-----	Salt Lake City
{MD}	Maryland-----	Annapolis	{VT}	Vermont-----	Montpelier
{MA}	Massachusetts-----	Boston	{VA}	Virginia-----	Richmond
{MI}	Michigan-----	Lansing	{WA}	Washington-----	Olympia
{MN}	Minnesota-----	St. Paul	{WV}	West Virginia-----	Charleston
{MS}	Mississippi-----	Jackson	{WI}	Wisconsin-----	Madison
{MO}	Missouri-----	Jefferson City	{WY}	Wyoming-----	Cheyenne



GEOGRAPHY *United States map*



SUCCESS SKILLS *listening & homework skills*

LISTENING SKILLS

Listening (unlike hearing, which is a physical process that does not require thinking) gives meaning to the sounds you hear. It helps you understand. Listening is an active process that requires concentration and practice. In learning, the teacher's responsibility is to present information; the student's responsibility is to be "available" for learning. Not listening means you will be unable to learn the material.

To help develop listening skills:

- *Approach the classroom ready to learn;* leave personal problems outside the classroom. Try to avoid distractions.
- *Even if you do not sit close to the teacher,* focus your attention directly on them.
- *Pay attention to the teacher's style* and how the lecture is organized.
- *Participate;* ask for clarification when you do not understand.
- *Take notes.*
- *Listen* for key words, names, events, and dates.
- *Don't make hasty judgments;* separate fact from opinion.
- *Connect what you hear* with what you already know.

HOMEWORK SKILLS

- *Keep track of your daily assignments* in this datebook so you will always know what you have to do.
- *Homework is an essential part of learning.* Even though you may not have written work to do, you can always review or reread assignments. The more you review information, the easier it is to remember and the longer you are able to retain it. Not doing your homework because you do not believe in homework is self-defeating behavior.
- *It is your responsibility to find out what you have missed when you are absent.* Take the initiative to ask a classmate or teacher what you need to make up. You need to also know when it needs to be turned in. If you are absent for several days, make arrangements to receive assignments while you are out.
- *Have a place to study that works for you* – one that is free from distractions. Be honest with yourself about using the TV or listening to music during study time. Make sure you have everything you need before you begin to work.
- *Develop a schedule that you can follow.* Be rested when you study. It is okay to study in short blocks of time. Marathon study sessions may be self-defeating.
- *Prioritize your homework* so that you begin with the most important assignment first: study for a test, then do the daily assignment, etc.
- *Study for 30-40 minutes at a time,* then take a 5-10 minute break. Estimate the amount of time it will take to do an assignment and plan your break time accordingly.



SUCCESS SKILLS *basic résumé writing*

BASIC RÉSUMÉ WRITING

The Functional Résumé Format

The functional format is useful for graduating high school or college students who do not have extensive job experience. This type of résumé emphasizes skills and accomplishments achieved in school, activities, internships, and in life.

These are the 5 basic parts



- {1} **Header:** your name, address, phone number, email address.
- {2} **Job objective:** a short statement describing how you can be of help to the employer and what you intend to do (e.g., sell, design, operate, manage).
- {3} **Qualifications:** a brief list or statement highlighting your background, your strengths and what you want your employer to know about you. This can be optional.
- {4} **Skills/Achievements:** a description of your abilities, accomplishments, and areas of competence. These can also be grouped under headings, such as *Office Skills*, *Technical Experience*, or *Planning/Organization*.
- {5} **Education:** a list of all formal education, workshops, seminars, internships, school-related activities, and on-the-job training (if any). The most recent should come first.

Remember:

- Use only one or two typefaces in the design of your résumé.
- Use short phrases instead of long sentences and paragraphs.
- Line up all headings to keep your résumé looking clean and professional.
- Use good quality paper; A neutral color, such as white or ivory, is recommended.
- Do not include salary requirements.
- Do not include personal information such as date of birth, height, weight, marital status, health, religion, or hobbies.
- Do not use the word *résumé* at the top of the page.
- Keep your résumé to one page.
- Have a list of references (names, company names, phone numbers) ready to give if requested.

Use Action Words to Describe Skills

accomplished	charted	evaluated	issued
activated	classified	executed	launched
administered	coordinated	formulated	lectured
advanced	communicated	gathered	managed
advised	completed	generated	organized
analyzed	computed	guided	outlined
applied	critiqued	implemented	refined
arranged	delegated	improved	reorganized
assembled	designed	initiated	streamlined
attained	determined	instituted	trained
automated	developed	instructed	updated
budgeted	devised	introduced	utilized
calculated	established	invented	wrote

SAMPLE RÉSUMÉ

Joe Anybody

1234 Oak Street
Anytown, IN 49503
555-555-1212
j.anybody@e-mail.com

OBJECTIVE A position using my computer graphic and illustration skills to design websites.

QUALIFICATIONS -Very strong interest in web design and computers
-Well-organized and very reliable
-Natural creative abilities
-Self-starter

TECHNICAL SKILLS -Self-taught in computer graphics and illustration programs
-Illustrated school newspaper with my own clip art
-Assisted in design of school website for 1.5 years
-Experience with Microsoft Office
-Knowledgeable in both Windows and Mac computer systems

EDUCATION -West Central High School
(Graduating in May 2019)

MEMBERSHIPS -Computer Club
-Students Against Destructive Decisions (SADD)
-Honor Roll

REFERENCES -Available upon request

TIME-BLOCK SCHEDULE *first & second semester*

FIRST SEMESTER

_____ DAYS

Period	Subject	Teacher	Room

_____ DAYS

Period	Subject	Teacher	Room

SECOND SEMESTER

_____ DAYS

Period	Subject	Teacher	Room

_____ DAYS

Period	Subject	Teacher	Room

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HALL PASS

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Destination Codes: R=Restroom L=Locker G=Guidance M=Media Center O=Office U=Unexcused E=Excused

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HALL PASS

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