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I. WELCOME, VISION, AND MISSION STATEMENT

Dear Students:

The staff, faculty, and administration of Mattoon Middle School welcome you to the 2018-2019 school year! We believe that your experience at MMS will provide a solid foundation for your continued growth and success. We encourage you to use this handbook as a guide toward achieving that goal.

This handbook is provided for you and your family in order to acquaint everyone with the rules, regulations, procedures, and other relevant information necessary for the orderly functioning of the school. It has been structured to help promote student progress as well as in the interest of modeling appropriate school governance. In addition, this handbook provides for the psychological and physical safety of all students through appropriate rules and regulations.

MMS incorporates the middle school concepts of flexible scheduling, team teaching and learning, and cross-curricular instruction. The faculty and administration believe that this approach will help you learn and grow to your fullest potential.

You and your parents are encouraged to read and study this handbook. Your advisory teacher will expect you to bring it to class the first two weeks of school, and other teachers may expect you to use it for recording assignments. Write your name on the front cover for safekeeping. Periodically, you may need to refer to the handbook to answer questions. If clarification is needed or other questions arise, please contact any teacher, counselor, or administrator. We are eager to help you.

Mattoon Middle School is your school. Therefore, it is in your best interest to take pride in your school and show respect for fellow students, staff, teachers, administrators, and most of all, yourself. MMS is a place where you will find people from different socioeconomic, racial, ethnic, and religious backgrounds. It is important to gain an understanding and appreciation of these differences.

Your three-year career here will be what you decide to make of it. The opportunity is available for all to have an exciting, positive, and rewarding experience. Let us all direct our energy toward seizing that opportunity!

Educationally yours,

Mr. Nathan Pugh
Building Principal

SCHOOL SPIRIT

Motto: “Helping kids learn and grow”
Colors: Blue and Gold
Mascot: Wildcat
MATTOON MIDDLE SCHOOL MISSION STATEMENT

The members of the Mattoon Middle School learning community are committed to achieving our highest level of success. In our safe and supportive climate we strive to meet each student’s academic, physical, emotional, and social needs. Measurement of learning is based upon each student’s ability to demonstrate understanding and application of concepts and skills through a variety of instructional and assessment methods. To assure success we identify, address, and reduce barriers to learning and use a variety of teaching strategies to engage students in their own learning.

MATTOON MIDDLE SCHOOL VISION STATEMENT

Mattoon Middle School takes pride in our successes. Students and all personnel are highly committed to maintaining the highest standards of expectations academically and personally. Groups within our school community including students, parents, personnel, as well as state, national, and community organizations work together for the benefit of the students’ successes.

In our safe and supportive environment, students’ needs are met in a variety of ways. Students and staff are encouraged to maintain physically active and healthy lifestyles. Every student has someone in the building to whom he or she feels a connection or feels comfortable discussing various issues and concerns. Many groups are available to support students’ exploration in their interests. These opportunities and connections give students a sense of belonging, and therefore cultivate a feeling of ownership in their school.

Students demonstrate academic progress with the help of our continuum of services offered. Instruction and assessments are used to meet the diverse learning styles and monitor growth of the student population. Working side by side with MMS staff, students are provided the tools needed to take responsibility for their own learning.

Recognizing that educational, emotional, physical, and social challenges exist both inside and outside the walls of Mattoon Middle School, we strive for each child to reach his or her full potential. Our focus is to bridge the transition between the elementary and high school settings. In order to do this, we enhance student strengths, while working together to overcome their individual barriers.

MATTOON MIDDLE SCHOOL 7 Habits (Franklin Covey)

- We will be **PROACTIVE** – we are in charge!
- We will **BEGIN WITH THE END IN MIND** – we have a plan!
- We will **PUT FIRST THINGS FIRST** – we work first, then play!
- We will **THINK WIN-WIN** – we believe everyone can win!
- We will **SEEK FIRST TO UNDERSTAND THEN TO BE UNDERSTOOD** – we listen before we talk.
- We will **SYNERGIZE** – We believe together is better.
MATTISON MIDDLE SCHOOL GOALS STATEMENTS

The Staff of Mattoon Middle School will develop and implement an advisory program that:

- creates opportunities for students to foster a relationship with at least one adult;
- addresses students’ social and emotional needs according to the Illinois Social Emotional Learning Standards;
- creates opportunities for students to foster community involvement and leadership opportunities;
- assists students in identifying at least one area of interest for extra-curricular participation; and
- facilitates goal setting and progress monitoring processes.

The staff of Mattoon Middle School will develop a community communication & relationship program that:

- incorporates community-based programs into various curricular opportunities (e.g.; Junior Achievement);
- facilitates the forming of students’ clubs sponsored by community volunteers;
- maintains a calendar that reflects school and community events;
- creates opportunities for student leaders to report to the community; and
- creates invitations for community members to MMS events.

The staff of Mattoon Middle School will create an educational system which maintains meaningful student learning, assessment, and instruction by:

- administering learning style inventories for every Mattoon Middle School student;
- developing team and subject area SMART Goals based on deficit areas;
- regularly monitoring progress and reporting achievement of SMART Goals;
- exploring the spectrum of assessment possibilities and offering assessments that reflect students’ strengths in learning style;
- separating and communicating the role and definition of grades (content vs. character); and
- creating a School Improvement Plan that reflects vertical and horizontal growth, annually examines curricula, and describes the route for change and growth the building will follow.
II. HISTORICAL PERSPECTIVE

Mattoon Middle School was originally built in 1958 and was known as Jefferson Junior High School. The building housed half of Mattoon’s 7th, 8th, and 9th grade students. In 1978, Jefferson combined with Central Junior High School to form Mattoon Junior High School, consisting of grades 7 and 8, with the 9th grade students moving to Mattoon High School.

Beginning with the 1998-99 school year, we adopted the middle school philosophy of organizing the students and staff into teams. Accordingly, Mattoon Junior High became known as Mattoon Middle School. In 1999-2000, Mattoon Middle School was renovated, including a new classroom wing, along with a new gymnasium and remodeled office complex. The 2000-2001 school year opened with the addition of the 6th grade students and the implementation of many middle school practices, including teaming, advisory, and exploratory courses.

Since its designation as a middle school, MMS has continued to explore and apply best practices in middle level education. In 2007, Mattoon Middle School was recognized as an Illinois Horizon Schools: School to Watch. This designation, awarded by the Association of Illinois Middle Schools in association with the National Forum, identifies our school as an exceptional middle school exemplifying academic excellence, social equity, developmental responsiveness, and organizational structures and procedures.

In 2010, Mattoon Middle School was re-designated with this prestigious honor. Because we are a place where students continually learn, grow, and are supported to be the best they can be, this award is reflective of our continual improvement and dedication to student success. The Illinois Horizon School team commended our efforts, and MMS was again named a School to Watch, one of only fifteen middle schools in the state, and nationally recognized for its commitment to best practices and continued growth.

In 2012 and 2015, Mattoon Middle School was again re-designated as an Illinois Horizon Schools: School to Watch for demonstrating academic excellence, developmental responsiveness, social equity, and organizational structures and processes designed to support a trajectory toward excellence.

Our history of success has paved a pathway for continued growth that can occur only with you, our students, as part of our team. So welcome to Mattoon Middle School - the place where you can become your best!
III. GENERAL INFORMATION

MATTOON MIDDLE SCHOOL
1200 South 9th Street
Mattoon, IL 61938
Phone: (217) 238-5800 Fax: (217) 238-5805
Hotline: (217) 238-5810

BOARD OF EDUCATION
Mr. Gary Kepley  Mrs. Ashli Overton
Mrs. Michelle Skinlo  Ms. Erika Weaver
Mr. Bill Standerfer  Mrs. Colleen Garner
Mrs. Susan Braun

COMMUNITY UNIT #2 ADMINISTRATION
Superintendent  Mr. Larry Lilly
Assistant Superintendent  Dr. David Skocy
Assistant Superintendent  Mr. Tim Condron
Student Services Coordinator  Mrs. Christy Hild

MMS ADMINISTRATIVE STAFF
Principal  Mr. Nathan Pugh
Assistant Principal  Mrs. Kristin Kleiss
Dean of Students  Mr. Jacob Fryman

MEDICAL STAFF
District Nurses  Mrs. Vicky Wright
                Mrs. Marletta Bolin
                Mrs. Jan Stallons

COUNSELING DEPARTMENT
6th Grade  Ms. Erica Levin
7th and 8th Grade  Mrs. Jana Roberts

School Resource Officer  Officer Shane West

EDUCATIONAL OFFICE PERSONNEL
Administrative Secretary  Ms. Sherri Ayers
Student Serv./Records/Registrar  Mrs. Lori Fellers
Attendance/Reception  Mrs. Jimmie Nichols
Athletic Secretary  Mrs. Jennifer Ferrar

BUILDING SERVICE EMPLOYEES
Head Custodian  Mr. Duane Bushue
Custodian  Mr. Aaron Wells
Custodian  Mrs. Mary Martin
Custodian  Mr. AJ Nichols
IV. DAILY TIME SCHEDULE AND SCHOOL DAY PROCEDURES

A. DAILY TIME SCHEDULE:

| STUDENT SCHOOL DAY: | 8:32 am to 3:30 pm |
| TEACHER SCHOOL DAY: | 7:50 am to 3:50 pm |
| ADMINISTRATOR OFFICE HOURS: | 7:30 am to 4:30 pm |
| SCHOOL DOORS OPEN: | 7:30 am |
| STUDENTS DISMISSED: | 3:30 pm |
| SCHOOL BUILDING CLOSES: | 4:30 pm |

**MMS REGULAR DAY SCHEDULE:**

**Core Classes will begin at 8:32, with Advisory and Enrichment time moved to period 9.**

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<tr>
<th>PERIOD:</th>
<th>TIME:</th>
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<tbody>
<tr>
<td>Period 1</td>
<td>8:32 to 9:15 am</td>
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<tr>
<td>Period 2</td>
<td>9:18 to 10:00 am</td>
</tr>
<tr>
<td>Period 3</td>
<td>10:03 to 10:45 am</td>
</tr>
<tr>
<td>Period 4</td>
<td>10:48 to 11:30 am</td>
</tr>
<tr>
<td>Period 5</td>
<td>11:33 to 12:15 pm</td>
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<tr>
<td>Period 6</td>
<td>12:18 to 1:00 pm</td>
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<tr>
<td>Period 7</td>
<td>1:03 to 1:45 pm</td>
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<tr>
<td>Period 8</td>
<td>1:48 to 2:30 pm</td>
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<tr>
<td>Period 9</td>
<td>2:33 to 3:30 pm</td>
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B. EARLY DISMISSAL SCHEDULE:

Periods 5, 6, and 7 are 40 minutes in length to accommodate lunch hours.

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<tr>
<th>PERIOD:</th>
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<tbody>
<tr>
<td>Period 1</td>
<td>8:32 to 8:52 am</td>
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<tr>
<td>Period 2</td>
<td>8:55 to 9:15 am</td>
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<tr>
<td>Period 3</td>
<td>9:18 to 9:38 am</td>
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<tr>
<td>Period 4</td>
<td>9:41 to 10:01 am</td>
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<tr>
<td>Period 5</td>
<td>10:04 to 10:24 am</td>
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<tr>
<td>Period 6</td>
<td>10:27 to 11:07 am</td>
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<tr>
<td>Period 7</td>
<td>11:10 to 11:50 am</td>
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<tr>
<td>Period 8</td>
<td>11:53 to 12:33 pm</td>
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<tr>
<td>Period 9</td>
<td>12:36 to 12:54 pm</td>
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C. BEFORE SCHOOL: The front doors will be open for students to enter at 7:30 a.m. All students will report to the Fred Hash gym until 7:50 am. At 7:50 am, Sixth and 7 BLUE grade students will remain in the Fred Hash gym and sit on the bleachers. 7 BLUE students shall sit on the east bleachers, and sixth grade students shall sit on the west bleachers. At 7:50 am, 7 GOLD and 8th grade students will report to the Wildcat Gymnasium and sit where directed. Students are expected to travel with a pass or staff member to areas of the building other than the gymnasiums or cafeteria.

D. PASSING TIMES AND HALL PASSES:

Three minutes are allowed between class periods for the purpose of changing classes. During class time, students are not permitted in the halls without a pass. Teachers can issue passes if they believe there is a legitimate reason to do so. Students should not go to the guidance office, front office, or student services office between periods and ask for a pass to go elsewhere.

E. AFTER SCHOOL:

Following the 3:30 p.m. dismissal, students are to leave school promptly. Bus students are to go directly to the Practice Gym and await instructions from after school supervisors. Students who stay for an after-school activity are to go immediately to the appropriate area and remain in the assigned area until being dismissed. Middle school students are not to be on any elementary school grounds or in any elementary building prior to 4:00 p.m. Social events, such as dances, are for MMS students only. Conversely, MMS students are prohibited from attendance at MHS dances.

V. ATTENDANCE

A. COMPULSORY SCHOOL ATTENDANCE:

Whoever has custody or control of a child between the ages of 7 and 17 years of age (unless the child has graduated from high school) must cause the child to attend the District school wherein the child is assigned, except as provided herein or by State law. Subject to specific requirements in State law, the following children are not required to attend public school: (1) any child attending a private school (including a home school) or parochial school, (2) any child who is physically or mentally unable to attend school (including a pregnant student suffering medical complications as certified by her physician), (3) any child lawfully and necessarily employed, (4) any child over 12 and under 14 years of age while in confirmation classes, (5) any child absent because his or her religion forbids secular activity on a particular day, and (6) any child 16 years of age or older who is employed and is enrolled in a graduation incentives program.
The parent/guardian of a student who is enrolled must authorize all absences from school and notify the school in advance or at the time of the student’s absence. A valid cause for absence includes illness, observance of a religious holiday, death in the immediate family, family emergency, other situations beyond the control of the student, other circumstances that cause reasonable concern to the parent/guardian for the student’s safety or health, or other reason as approved by the Superintendent or designee.

B. PHILOSOPHY:
The following policy is based on the beliefs that student school attendance and participation and interaction in classroom activities are fundamentally important and integral to scholastic achievement and advancement in life and that school attendance and academic performance are closely related. When students are absent from the classroom learning process, their academic achievement suffers. Truancy and excessive absenteeism reflect a student’s actual lack of effort for academic and scholastic achievement. It is the responsibility of parents to assure that their children regularly attend school and to notify promptly the administration when a student will be absent from class and the reason for the absence. Teachers are required to report a student’s tardiness or absence from class to the administration. The administration is required to record such tardiness or absence and may report students who are truant or chronically truant to the Regional Office of Education or the juvenile authorities, which could result in legal action being taken to help solve the attendance problem.

C. PROCEDURE FOR ABSENCE:
1. If a student is going to be absent from school, a parent or guardian must call 238-5800 or 238-5810 before 8:35 a.m. on the day of the absence. If the student, parent, or guardian has no phone, he/she must have someone else bring a written note from the student’s parent or guardian to the office informing school officials of the absence. The school is required by law to call each absent child daily to find out why the student is absent prior to the end of the school day. If necessary to confirm the absence, the office will call the student’s parent or guardian at work.
2. If absences occur and no communication exists between parents and the school, a student must bring a written note from a parent or guardian to the office to indicate the dates the student was absent and the reason for the absence. The student must bring this note to the office between 8:00 and 8:35 a.m. and secure an admission slip. This slip should then be given to teachers so that they can excuse the absence and award full make-up privileges to the student.

D. LEAVING CAMPUS DURING THE

SCHOOL DAY:
1. Mattoon Middle School operates under a closed-campus philosophy. Students may not at any time leave campus unless accompanied by their parent or guardian.
2. Parents must notify the school in advance if a student is to leave school before the regular dismissal time. If for any reason it is necessary for a student to leave during the regular school day, a parent or guardian must check the student out by reporting to the office to identify the student, state the purpose for the absence, sign his/her name, and report the time the student left the school. Upon returning to school, the student must report to the office to secure an admission slip before returning to class.
3. RELEASE DURING SCHOOL HOURS AS PER BOARD POLICY 7.90
   For safety and security reasons, a prior written or oral consent of a student’s custodial parent/guardian is required before a student is released during school hours: (1) at any time before the regular dismissal time or at any time before school is otherwise officially closed, and/or (2) to any person other than a custodial parent/guardian.
4. If the person checking out the student is not known or recognized, school officials will seek proper identification. If a student becomes ill during the school day, he or she must obtain approval to leave campus from the office and follow the procedures for checking out of school.
5. Any student leaving the building at any time must sign out through the office.
6. In cases where parents are separated or divorced, the school will not take sides in family disputes over custody. The child will be released to either parent, unless a copy of a court order prohibiting such a release has been filed with the principal.
7. If a student needs to be sent home due to illness they will be required to see the nurse for the absence to be excused. Students who are feeling ill while at school should ask for permission to see the nurse before contacting parents without permission to be picked up.

E. ABSENCE POLICY:
1. GENERAL PROVISIONS
   It is within the sole discretion of the administration to determine the legitimacy of a student’s absence and to determine whether it is excused or unexcused. According to Article 26-2A of the Illinois School Code regarding compulsory attendance, the principal or other designees of the principal are the only persons who have the authority to excuse absences. Parents and guardians must provide reasons for
absences to school officials, but parents or guardians do not excuse. If a student is absent from school without valid cause, then such truancy will result in disciplinary action. Students who are truant should expect to make up the portion of the school day missed in the Alternative Education Room. Repeated truancies will result in other interventions. If a student is chronically truant, i.e., a student who is absent from attendance without valid cause 10% or more of the last 180 school days, such student will be offered supportive services, including preventative, diagnostic, intervention, and remedial services, before punitive action, including suspension, expulsion, or court action is taken.

2. TRUANCY INTERVENTION AND PREVENTION SERVICES

The Attendance Improvement Matters (A.I.M.) program serves Mattoon Middle School. The program serves 47 school districts, 169 school buildings, and 11 counties. The program is designed to help the student, parent/guardian, and schools solve attendance problems. Attendance at school is paramount if a student is to be successful academically. The A.I.M. program addresses the specific needs of each student. For more information about the A.I.M. program, contact the A.I.M. office at (217) 348-0151.

F. ATTENDANCE AND TRUANCY AS PER BOARD POLICY 7.70:

1. DEFINITIONS

Truant: A "truant" is a child subject to compulsory school attendance and who is absent without valid cause from such attendance for a school day or portion thereof.

Valid cause for absence: A child may be absent from school because of illness, observance of a religious holiday, death in the immediate family, family emergency, situations beyond the student's control as determined by the Board of Education, or such other circumstances which cause reasonable concern to the parent for the safety or health of the student.

Chronic or habitual truant: A "chronic or habitual truant" is a child who is subject to compulsory school attendance and who is absent without valid cause from such attendance for 10 percent or more of the previous 180 regular attendance days.

Truant minor: A child to whom supportive services, including prevention, diagnostic, intervention and remedial services, alternative programs, and other school and community resources have been provided and have failed to result in the cessation of chronic truancy or have been offered and refused.

2. TRUANCY

The School District will determine if the student is a truant, chronic or habitual truant, or a truant minor. The Superintendent shall direct the appropriate School District staff to develop diagnostic procedures to be used for identifying the cause(s) of unexcused student absenteeism. The diagnostic procedures shall include, but not be limited to, interviews with the student, his or her parent(s)/guardian(s), and any school official(s) or other people who may have information.

The following supportive services may be offered to truant or chronically truant students:
- Parent-Teacher Conferences
- Student and/or family counseling
- Information about community service agencies

If truancy continues after supportive services have been offered, the Building Principal shall refer the matter to the Superintendent. The Superintendent may call upon the resources of outside agencies such as the juvenile officer of the local police department or the truant office of the Regional Office of Education of Coles County. The Board of Education, Superintendent, School District administrators, and teachers shall assist and furnish such information to truant officers. No punitive action, including out-of-school suspensions, expulsions, or court action, shall be taken against a chronic truant for his or her truancy unless available supportive services and other school resources have been provided to the student.

3. ABSENCE NOTIFICATION

A student's parent(s)/guardian(s) must: (1) upon their child's enrollment, provide telephone numbers to the Building Principal and update them as necessary, and (2) authorize all absences and notify the school in advance or at the time of the child's absence. If a student is absent without prior authorization by the parent(s)/guardian(s), the Building Principal or a designee shall make a reasonable effort to notify the parent(s)/guardian(s) of their child's absence within 2 hours after the first class by telephoning the numbers given.

G. EXCUSED ABSENCES:

After returning to school, students will be allowed to make up work assignments or tests that were missed due to an excused absence within a reasonable period of time which shall be at least the number of days missed, as determined by the teacher of each particular class involved. An excused absence is an absence from class for a legitimate purpose including:

1. Personal illnesses requiring an excuse from a doctor when necessary;
2. Medical and dental appointments that cannot be arranged outside of school hours;
3. Serious illness of a family member which requires the presence of the student;
4. Death of a relative;
H. UNEXCUSED ABSENCES:
An unexcused absence is an absence from class, which, in the discretion of the principal, assistant principal, or designee, is not for a legitimate purpose. Students receiving unexcused absences will be required to make up missed work. Examples of Unexcused Absences include:
1. Truant;
2. Suspended (OSS);
3. Oversleeping;
4. Shopping Trip;
5. Grooming Appointment;
6. Leaving the school building without permission;
7. Missing the bus; and/or
8. Any other reason so determined by school officials or designee as not being greater than the educational process at school.
NOTE: A student who has an unexcused absence may not attend a school activity on that day. If the absence is on the day prior to a weekend, the student may not attend any school activities on the weekend.

I. APPEAL OF DECISIONS REGARDING ABSENCES:
Should a student, parent, or guardian be unsatisfied with a decision regarding a student’s absences, he/she may make an appeal to the principal who will review each request on an individual basis. A student, parent, or guardian may appeal the principal’s decision to Dr. David Skocy, the Assistant Superintendent, 238-8850, who will make a review of the situation; his decision shall be final.

J. LETTERS REGARDING ABSENTEEISM:
When a student reaches 10 or more absences, the parent or guardian may receive a letter communicating the school’s awareness of the student’s absences. This letter is designed to be a communication tool between the school and the home. In some cases, the school may request that some form of documentation be provided when the student returns to school, which can verify or excuse the absence.

VI. STUDENT CONDUCT

A. BEHAVIORAL PHILOSOPHY:
Mattoon schools teach students to discipline themselves. As a result of this belief, children often are involved in the development of classroom expectations and are allowed to experience the natural or logical consequences of their misbehavior. Encouragement and counseling plan an important role in teaching children to discipline themselves.

Students are expected to comply with all school and classroom expectations. Expectations are posted in each classroom and location of the building as well as taught to students. When a student misbehaves, the student will be dealt with firmly, timely, and consistently through cooperative efforts of the student, parent, teachers and the administrative team.

When determining the response for a specific breach of behavioral expectations, school personnel will consider the nature of the act, the student’s previous school history, his or her age and maturation, any mitigating circumstances, and the effect of his or her actions on the welfare of the school community.

B. STUDENT DISCIPLINE AS PER SCHOOL BOARD POLICY 7.190:

I. STUDENT BEHAVIOR
The goals and objectives of this policy are to provide effective discipline practices that: (1) ensure the safety and dignity of students and staff; (2) maintain a positive, weapons-free, and drug-free learning environment; (3) keep school property and the property of others secure; (4) address the causes of a student’s misbehavior and provide opportunities for all individuals involved in an incident to participate in its resolution; and (5) teach students positive behavioral skills to become independent, self-disciplined citizens in the school community and society.

When and Where Conduct Rules Apply
A student is subject to disciplinary action for engaging in prohibited student conduct, as described in the section with that name below, 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,
a. Prohibited Student Conduct

Disciplinary action may be taken against any student guilty of gross disobedience or misconduct, including, but not limited to, the following:

1. Using, possessing, distributing, purchasing, or selling tobacco materials.
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence 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, or selling:
   a. Any illegal drug, controlled substance, or cannabis (including marijuana and hashish).
   b. Any anabolic steroid not administered under a physician’s care and supervision.
   c. Any performance-enhancing substance on the Illinois Elementary School Association’s most current banned substance list unless administered in accordance with a physician’s or licensed practitioner’s prescription.
   d. Any prescription drug when not prescribed for the student by a licensed physician or when used in a manner inconsistent with the prescription or prescribing physician’s instructions.
   e. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student’s use of asthma or other legally prescribed inhalant medications.
   f. 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 tablet or powdered form.
   g. “Look-alike” or counterfeit drugs, including a substance not containing an illegal drug or controlled substance, but one (a) that a student believes to be, or represents to be, an illegal drug or controlled substance; 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 or controlled substance.

4. Using, possessing, controlling, or transferring a weapon in violation of the “weapons” section of this policy.
5. Using or possessing an electronic paging device. Using a cellular telephone, video recording device, personal digital assistant (PDA), or other 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. Unless otherwise banned under this policy or by the Building Principal, all 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 IEP; or (c) it is needed in an emergency that threatens the safety of students, staff, or other individuals.
6. Using or possessing a laser pointer unless under a staff member’s supervision and in the context of instruction.
7. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobedient staff directives include refusing a district staff member’s request to stop, present school identification, or submit to a search.
8. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, and wrongfully obtaining test copies or scores.
9. Engaging in hazing or any kind of bullying or aggressive behavior that does physical or psychological harm to another or any urging...
of other students to engage in such conduct. Prohibited conduct includes 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 network, or other comparable conduct.

10. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning), and sexual assault. This does not include the non-disruptive: (a) expression of gender or sexual orientation or preference, or (b) display of affection during non-instructional time.

11. Teen dating violence, as described in Board policy 7:185, 'Teen Dating Violence Prohibited.'

12. Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person’s property.

13. Entering school property or a school facility without proper authorization.

14. In the absence of a reasonable belief that an emergency exists, calling emergency responders (such as calling 911); 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.

15. Being absent without a recognized excuse; State law and School Board policy regarding truancy control will be used with chronic and habitual truants.

16. Being involved with any public school fraternity, sorority, or secret society, by:
   - Being a member;
   - Promising to join;
   - Pledging to become a member; and/or
   - Soliciting any other person to join, promise to join, or to pledge to become a member.

17. Being involved in gangs or gang-related activities, including displaying gang symbols or paraphernalia.

18. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism, and hazing.

19. 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.

20. Operating an unmanned aircraft system (UAS) or drone for any purpose on school grounds or at any school event unless granted permission by the Superintendent or designee.

21. 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. For purposes of this policy, the term “possession” includes having control, custody, or care, currently or in the past, of an object or substance, regardless of whether or not the item is (a) on the student’s person, or (b) contained in another item belonging to, or under the control of, the student, such as in the student’s clothing, backpack, automobile, or (c) in a school’s student locker, desk, or other school property, or (d) any other location on school property or at a school-sponsored event.

For purposes of this policy, 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; or (d) at any location on school property or at a school-sponsored event.

Efforts, including the use of positive interventions and supports, shall be made to deter student’s while at school or a school-related event, from engaging in aggressive behavior that may reasonably produce physical or psychological harm to someone else. The Superintendent or designee shall ensure that the parent/guardian of a student who engages in aggressive behavior is notified of the incident. The failure to provide such notification does not limit the Board’s authority to impose discipline, including
suspension or expulsion, for such behavior.

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.

The grounds for disciplinary action, including those that are more thoroughly explained in Board Policy, apply whenever the student’s conduct is reasonably related to school or school activities, including, but not limited to:

1. On school grounds before, during, or after school hours or at any other time when the school is being used by a group;
2. Off school grounds at a school-sponsored activity or event or any activity or event which bears a reasonable relationship to school;
3. Traveling to or from school or a school activity, function, or event;
4. Anywhere, if: (a) the conduct may reasonably be considered to be a threat or an attempted intimidation of a staff member; (b) the conduct may reasonably be considered to be an interference with school purposes or an educational function; or (c) the student’s presence at school may reasonably be considered to create an interference with school purpose or an educational function.

NOTE: Remarks that threaten the well being of the school, whether made seriously or in jest, will result in disciplinary action. State law requires a school district to notify the parent or guardian of a child who uses aggressive behavior, including bullying, at school. (105 ILCS 5/10-20.14)

2. PREVENTING BULLYING, INTIMIDATION, AND HARASSMENT
Bullying, intimidation, and harassment diminish a student’s ability to learn and a school’s ability to educate. Preventing students from engaging in these disruptive behaviors is an important District goal. The Superintendent or designee shall develop and maintain a program that:

- Fully implements and enforces each of the following Board policies:
  a. 7:190 Student Discipline
  b. 7:310 Restrictions on Publications and Written or Electronic Material
  c. 7:20 Harassment of Students Prohibited

Full implementation of the above policies includes: (a) conducting a prompt and thorough investigation of alleged incidents of bullying, intimidation, or harassing behavior, (b) providing each student who violates one or more of these policies with appropriate consequences and remedial action, and (c) protecting students against retaliation for reporting such events.

- Examines the appropriate steps to understand and rectify conditions that foster bullying, intimidation, and harassment; this contemplates taking action to eliminate or prevent these disruptive behaviors beyond traditional punitive disciplinary actions.
- Encourages all members of the school community, including students, parents, volunteers, and visitors, to report alleged acts.
- Actively involves parents/guardians in the remediation of the behavior of concern.

3. RESTRICTIONS ON PUBLICATIONS AND WRITTEN OR ELECTRONIC MATERIAL (7.310)

a. School—Sponsored Publications, Productions, and Web Sites
School-sponsored publications, productions, and websites are part of the curriculum and are not a public forum for general student use. School authorities may edit or delete material that is inconsistent with the District’s educational mission. All school-sponsored communications shall comply with the ethics and rules of responsible journalism. Text that is libelous, obscene, vulgar, lewd, invades the privacy of others will not be tolerated. The authors name will accompany personal opinions and editorial statements. An opportunity for the expression of differing opinions from those published will be provided within the same media.

b. Non-School Sponsored Publications and Web Sites Accessed or Distributed At School
Students are prohibited from accessing and/or distributing at school any written or electronic material, including material from the Internet that:

- Will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities
- Violates the rights of others, including but not limited to material that is libelous, invades the privacy of others, or infringes on a copyright.
- Is socially inappropriate or inappropriate due to maturity level of the students, including but not limited to material that is obscene, pornographic, or pervasively lewd and vulgar, or contains indecent and vulgar language.
- Is primarily intended for the immediate solicitation of funds; or
- Is distributed in K-8 grades and is primarily prepared by non-students, unless it is being used for school purposes. Nothing herein shall be interpreted to prevent the inclusion of material from outside sources or the citation to such sources as long as the material to be distributed or accessed is primarily prepared by students.
The distribution of non-school-sponsored written material shall occur at a time and place and in a manner that will not cause disruption, be coercive, or result in the perception that the distribution or the material is endorsed by the School District. Accessing or distributing “at school” includes accessing or distributing on school property or at school-related activities. A student engages in gross disobedience and misconduct and may be disciplined for: (1) accessing or distributing forbidden material, or (2) for writing, creating, or publishing such material intending for it to be accessed or distributed at school.

c. Student-Created or Distributed Written or Electronic Material Including Blogs
A student who engages in gross disobedience and misconduct may be disciplined for creating and/or distributing written or electronic material, including Internet material and blogs, that causes substantial disruption to school operations or interferes with the rights of other students or staff members.

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

Disciplinary measures include:
- Notifying parent(s)/guardian(s).
- Disciplinary conference.
- Withholding of privileges.
- Temporary removal from the classroom.
- Return of property or restitution for lost, stolen, or damaged property.
- In-school suspension. The Building Principal or designee shall ensure that the student is properly supervised.
- After-school study, provided the student’s parent/guardian has been notified. If transportation arrangements cannot be agreed upon, an alternative disciplinary measure must be used. The student must be supervised by the detaining teacher or the Building Principal or designee.
- Community service with local public and nonprofit agencies that enhances community efforts to meet human, educational, environmental, or public safety needs. The District will not provide transportation. School administration shall use this option only as an alternative to another disciplinary measure, giving the student and/or parent/guardian the choice.
- Seizure of contraband; confiscation and temporary retention of personal property that was used to violate this policy or school disciplinary rules.
- Suspension of bus riding privileges in accordance with Board policy 7:220, Bus Conduct.
- Out-Of-school suspension from school and all school activities in accordance with Board policy 7:200, Suspension Procedures. A student who has been suspended may also be restricted from being on school grounds and at school activities.
- Expulsion from school and all school activities for a definite time period not to exceed 2 calendar years in accordance with Board policy 7:210, Expulsion Procedures. A student who has been expelled may also be restricted from being on school grounds and at school activities.
- Transfer to an alternative program if the student is expelled or otherwise qualifies for the transfer under State law. The transfer shall be in the manner provided in Article 13A or 13B of the School Code.
- Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, including but not limited to, 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 and expulsion, will not be appropriate and available and the only reasonable and practical way to resolve the threat and/or address the disruption is a suspension or expulsion.

Corporal punishment is prohibited. Corporal punishment is defined as slapping, padding, 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.

5. WEAPONS
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 at least one calendar year but not more than 2 calendar years:
1. A firearm, meaning any gun, rifle, shotgun, or weapon as defined by Section 921 of Title 18 of the United States Code (18 U.S.C. 921), firearm as defined in Section 1.1. of the Firearm Owners
that is appropriate and in accordance with the policies and rules on student discipline. Teachers, other certificated [licensed] educational employees, and other persons providing a related service for or with respect to a student, may use reasonable force as needed to maintain safety for other students, school personnel, or other persons, or for the purpose of self-defense or defense of property. Teachers may temporarily remove students from a classroom for disruptive behavior.

The Superintendent, Building Principal, Assistant Building Principal or Dean of Students is authorized to impose the same disciplinary measures as teachers and may suspend students guilty of gross disobedience or misconduct from school (including all school functions), and from riding the school bus up to 10 consecutive school days, provided the appropriate procedures are followed. The School Board may suspend a student from riding the bus in excess of 10 days for safety reasons.

C. BUILDING PROCEDURES:
When breaches of school disciplinary rules and regulations occur, it is the responsibility of involved teachers and administrators to work with the student, his or her parents and other support personnel to help the student correct his or her behavior. All disciplinary actions shall be directed toward protecting the welfare of the school community as well as helping the student develop self-discipline. When determining the response for a specific breach of discipline, school personnel will consider the nature of the act, the student's previous school history, his or her age and maturation, any mitigating circumstances, and the effect of his or her actions on the welfare of the school community. Disciplinary responses will be developed under the premise that the administration of discipline should be progressive in nature. Positive Behavioral Interventions and Supports (PBIS) is the focus of the MMS discipline philosophy. According to the website (www.pbis.org),

“The goals of school-wide systems are to define, teach, and support appropriate behaviors in a way that establishes a culture of competence within schools. When a competent culture is established, the students are more likely to support appropriate behavior and discourage inappropriate behavior by their peers. In competent cultures the teachers find themselves working with the majority of the students rather than continually trying to control the entire student body.”

Mattoon Middle School will implement four goals for the student population. The expectations for this school year will be:

- BE RESPONSIBLE!
- BE RESPECTFUL!
- BE SAFE!
- BE SUCCESSFUL!
D. PROACTIVE APPROACH TO SCHOOL-WIDE DISCIPLINE:

According to the website www.pbis.org, the following student expectations and behaviors will be monitored and evaluated. Schools that implement school-wide systems of positive behavior support focus on taking a team-based system approach and teaching appropriate behavior to all students in the school. Schools that have been successful in building school-wide systems develop procedures to accomplish the following:

1. BEHAVIORAL EXPECTATIONS ARE DEFINED
   A small number of clearly defined behavioral expectations are defined in a positive, simple manner.

2. BEHAVIORAL EXPECTATIONS ARE TAUGHT
   The behavioral expectations are taught to all students in the building and are taught in real contexts. The goals of the teaching are to take broad expectations (Be Respectful) and provide specific behavioral examples (In class being respectful means raising your hand when you want to speak or get help. Or During lunch or in the hall being respectful means using a person's name when you talk to him or her). Teaching appropriate behavior involves much more than simply telling students what behaviors they should avoid. Behavioral expectations are taught using the same teaching formats applied to other curricula. The general rule is presented, the rationale for the rule is discussed, positive examples ("right way") are described and rehearsed, and negative examples ("wrong way") are described and modeled. Students are given an opportunity to practice the "right way" until they demonstrate fluent performance.

3. APPROPRIATE BEHAVIORS ARE DEFINED
   Once appropriate behaviors have been defined and taught, they need to be acknowledged on a regular basis. Some schools do this through formal systems (tickets, rewards); others do it through social events. Schools that are successful in creating a competent culture typically establish a pattern in which adult interactions with students are “positive” four times as often as they are “negative”. To achieve this standard, some strategy is needed to build and maintain positive adult initiations to students (both in class and outside of class).

4. BEHAVIORAL ERRORS ARE CORRECTED PROACTIVELY
   When students violate behavioral expectations, clear procedures are needed for providing information to them that their behavior was unacceptable and preventing that unacceptable behavior from resulting in inadvertent rewards.

   Students, teachers, and administrators all should be able to predict what will occur when behavioral errors are identified. When discipline errors are identified, the following responses and interventions may include, but are not limited to, the following:
   - Student conference with teacher
   - Student conference with the teacher, team, and administrator
   - Withholding privileges
   - Detention (morning, noon, and after school)
   - Restitution
   - School service
   - Parental contact
   - Temporary removal from class
   - Behavior contract
   - Referral to Secondary Support Team (SST)
   - Alternative Program (tutoring, small group instruction)
   - Referral to Administration
   - Alternative Education Room
   - Out-of-School Suspension and/or Expulsion

5. MMS BEHAVIOR CARD
   Students will have a “behavior card” in their planner for minor violations and consequences.

E. BEHAVIOR CELEBRATIONS:
   This incentive program is based on positive student behavior at MMS and is only offered to MMS students. Students meeting behavioral expectations will be eligible to attend an activity as a reward for the promotion of positive behavior.

F. SCHOOL-WIDE EXPECTATIONS MATRIX:
   The matrix outlines the desired behavioral expectations of student conduct in designated areas of the building. The matrix can be found on pages 37 & 38.

G. ALTERNATIVE EDUCATION ROOM:
   The Alternative Education Room (AER) is offered to students and their parents as an alternative to out-of-school suspension (OSS), as well as an alternative to the regular education environment. AER will rarely, if ever, be offered as an alternative to OSS for acts of excessive violence, drug/alcohol incidents, other criminal behaviors, or other incidents of gross misconduct and/or disobedience as defined by this handbook. AER is designed to keep students in their instructional setting as opposed to OSS and yet impose a negative consequence to violators of school policy. Alternative AER assignments may include a one-hour late stay, two-hour late stay, loss of privileges, restriction from lunchtime, or before school time. The following guidelines will be
observed:

1. Upon receiving an AER assignment, the student will report to the AER with all books, pens/pencils, and paper when he/she arrives at school. Teachers will send assignments to be completed to AER.
2. The student will remain busy at all times, even after all homework is completed. If the student has nothing to do, the AER supervisor will assign additional work.
3. All work will be returned to the AER teacher mailbox as it is completed. All assigned work must be fully completed and handed in by the end of the day. The student should print the teacher’s name, team and student name at the top of each page.
4. Students are to be quiet at all times and remain seated in their desks. Students should raise their hands if they need help with homework or wish to use the restroom.
5. Students are allowed one drink of water and restroom break in the morning and one in the afternoon.
6. All students in the AER will go to the cafeteria at the same time for lunch. Trays will be taken back after all students are finished eating. AER expectations apply in the hallways and cafeteria.
7. Students will respect all other individuals in the AER by following rules and demonstrating appropriate behavior.
8. A student who is tardy, disruptive, unprepared, or fails to make satisfactory progress toward completion of assignments may be assigned another day in the AER. Should such behavior be repeated, it will be considered an act of gross misconduct and disobedience and the student may be suspended from school for up to ten (10) days per occurrence.
9. Cell phones and other electronic devices are prohibited in AER, and will be turned into the tray. If found with a cell phone or electronic device, it will result in a major office discipline referral.

H. STUDENT DRESS:
Mattoon School Board policy states “students’ dress and grooming must not disrupt the educational process, interfere with the maintenance of a positive teaching/learning climate, or compromise reasonable standards of health, safety, and decency.”

The following procedures are designed to assist parents and students in purchasing clothes and making appropriate decisions regarding clothing worn to school. Parents can best help their son or daughter make good decisions by observing the following guidelines with respect to dress and grooming:

- Clothing should not be suggestive, revealing, offensive, or otherwise disruptive to the educational process. Shirts should cover the torso, including the shoulders and midriff. Undergarments should not be revealed or exposed at any time.
- Clothing that displays inappropriate words, pictures or symbols or promotes alcohol, tobacco, or illicit drugs are prohibited.
- Clothing should not be dangerous or pose a safety hazard.
- Writing on body parts or clothes is prohibited.
- Shoes must be worn at all times and be free of cleats.
- Hats and other headgear, including scarves, bandanas, and sunglasses, must not be worn in the building, except when required for vocational classes.
- Hoods on jackets and shirts should be removed from being up while in the building.
- Clothing, including physical education uniforms, should be clean.
- Since it is impossible to list all infractions of this policy, the administration is responsible to determine the appropriateness of dress and grooming. Breaches of this policy will be handled according to disciplinary interventions and measures defined in the handbook.

I. SUSPENSION AND EXPULSION AS PER BOARD POLICIES 7.200 & 7.210:

1. SUSPENSION PROCEDURES

In-School Suspension
The Superintendent or designee is authorized to maintain an in-school suspension program. The program shall include, at a minimum, each of the following:

1. Before assigning a student to in-school suspension, the charges will be explained and the student will be given an opportunity to respond to the charges.
2. Students are supervised by licensed school personnel.
3. Students are given the opportunity to complete classroom work during the in-school suspension for equivalent academic credit.

Out-Of-School Suspension
The Superintendent or designee shall implement suspension procedures that provide, at a minimum, for each of the following:

1. A conference during which the charges will be explained and the student will be given an opportunity to respond to the charges before he or she may be suspended.
2. A pre-suspension conference is not required, and the student can be
immediately suspended when the student’s presence poses a continuing danger to persons or property or an ongoing threat of disruption to the educational process. In such cases, the notice and conference shall follow as soon as practicable.

3. An attempted phone call to the student’s parent(s)/guardian(s).

4. A written notice of the suspension to the parent(s)/guardian(s) and the student, which shall:
   a. Provide notice to the parent(s) guardian(s) of their child’s right to a review of the suspension;
   b. Include information about an opportunity to make up work missed during the suspension for equivalent academic credit;
   c. Detail the specific act of gross disobedience or misconduct resulting in the decision to suspend;
   d. Provide rationale or an explanation of how the chosen number of suspension days will address the threat or disruption posed by the student or his or her act of gross disobedience or misconduct; and
   e. Depending upon the length of the out-of-school suspension, include the following applicable information:
      i. For a suspension of 3 school days or less, an explanation that the student’s continuing presence in school would either pose:
         1. A threat to school safety, or
         2. A disruption to other students’ learning opportunities.
      ii. For a suspension of 4 or more school days, an explanation:
         • That other appropriate and available behavioral and disciplinary interventions have been exhausted
         • As to whether school officials attempted other interventions or determined that no other interventions were available for the student, and
         • That the student’s continuing presence in school would either:
            • Pose a threat to the safety of other students, staff, or members of the school community, or
            • Substantially disrupt, impede, or interfere with the operation of the school.
      iii. For a suspension of 5 or more school days, the information listed in section 4.e.ii., above, along with documentation by the Superintendent or designee determining what, if any, appropriate and available support services will be provided to the student during the length of his or her suspension.
         • A summary of the notice, including the reason for the suspension and the suspension length, must be given to the Board by the Superintendent or designee.
         • Upon request of the parent(s)/guardian(s), a review of the suspension shall be conducted by the Board or a hearing officer appointed by the Board. At the review, the student’s parent(s)/guardian(s) may appear and discuss the suspension with the Board or its hearing officer and may be represented by counsel. Whenever there is evidence that mental illness may be the cause for the suspension, the Superintendent or designee shall invite a representative from the Department of Human Services to consult with the Board. After presentation for the evidence or receipt of the hearing officer’s report, the Board shall take such action as it finds appropriate. If the suspension is upheld, the Board’s written suspension decision shall specifically detail items (a) and (e) in number 4 above.

2. EXPULSION PROCEDURES
The Superintendent or designee shall implement expulsion procedures that provide, at a minimum, for the following:

1. Before a student may be expelled, the student and his or her parent(s)/guardian(s) shall be provided a written request to appear at a hearing to determine whether the student should be expelled. The request shall be sent by registered or certified mail, return receipt requested. The request shall:
   a. Include the time, date and place for the hearing.
   b. Briefly describe what will happen during the hearing.
   c. Detail the specific act of gross disobedience or misconduct resulting in the decision to recommend expulsion.
   d. List the student’s prior suspension(s).
   e. State that the School Code allows the School Board to expel a student for a definite period of time not to exceed 2 calendar years, as determined on a case-by-case basis.
   f. Ask that the student or parent(s)/guardian(s) or attorney inform the student will be represented by an Attorney and, if so, the attorney’s name and contact information.

2. Unless the student and parent(s)/guardian(s) indicate that they do not want a hearing or fail to appear at the designated time and place, the hearing will proceed. It shall be conducted by the Board or a hearing officer appointed by it. If a hearing officer is appointed, he or she shall report to the Board the evidence presented at the hearing and the Board shall take such final action as it finds appropriate. Whenever there is evidence that mental illness may be the cause for
the recommended expulsion, the Superintendent or designee shall invite a representative from the Dept. of Human Services to consult with the Board.

3. During the expulsion hearing, the Board or hearing officer shall hear evidence concerning whether the student is guilty of the gross disobedience or misconduct as charged. School officials must provide: (1) testimony of any other interventions attempted and exhausted or of their determination that no other appropriate and available interventions were available for the student, and (2) evidence of the threat or disruption posed by the student. The student and his or her parent(s)/guardian(s) may be represented by counsel, offer evidence, present witnesses, cross-examine witnesses who testified, and otherwise present reasons why the student should not be expelled. After presentation of the evidence or receipt of the hearing officer’s report, the Board shall decide the issue of guilt and take such action as it finds appropriate.

4. If the Board acts to expel the student, its written expulsion decision shall:
   a. Detail the specific reason why removing the student from his or her learning environment is in the best interest of the school.
   b. Provide a rationale for the specific duration of the recommended expulsion.
   c. Document how school officials determined that all behavioral and disciplinary interventions have been exhausted by specifying which interventions were attempted or whether school officials determined that no other appropriate and available interventions existed for the student.
   d. Document how the student’s continuing presence in school would (1) pose a threat to the safety of other students, staff, or members of the school community, or (2) substantially disrupt, impede, or interfere with the operation of the school.

5. Upon expulsion, the District may refer the student to appropriate and available support services.

School Bus Suspensions (Mattoon Community Unit School District #2 Board of Education Policy 7.220)

The Superintendent, or any designee as permitted in the School Code, is authorized to suspend a student from riding the school bus for up to 10 consecutive school days for engaging in gross disobedience or misconduct, including but not limited to, the following:

1. Prohibited student conduct as defined in School Board policy, 7:190, Student Behavior.
2. Willful injury or threat of injury to a bus driver or to another rider.
3. Willful and/or repeated defacement of the bus.
4. Repeated use of profanity.
5. Repeated willful disobedience of a directive from a bus driver or other supervisor.
6. Such other behavior as the Superintendent or designee deems to threaten the safe operation of the bus and/or its occupants.

If a student is suspended from riding the bus for gross disobedience or misconduct on a bus, 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.

Academic Credit for Missed Classes During School Bus Suspension

A student suspended from riding the bus who does not have alternate transportation to school shall have the opportunity to complete or make up work for equivalent academic credit. It shall be the responsibility of the student’s parent or guardian to notify the school that the student does not have alternate transportation.

Electronic Recordings on School Buses

Electronic visual and audio recordings may be used on school buses to monitor conduct and to promote and maintain a safe environment for students and employees when transportation is provided for any school related activity. Notice of electronic recordings shall be displayed on the exterior of the vehicle’s entrance door and front interior bulkhead in compliance with State law and the rules of the Illinois Department of Transportation, Division of Traffic Safety.

Students are prohibited from tampering with electronic recording devices. Students who violate this policy shall be disciplined in accordance with the Board’s discipline policy and shall reimburse the School District for any necessary repairs or replacement.

J. SEARCH AND SEIZURE AS PER SCHOOL BOARD POLICY 7.140:

1. SEARCH AND SEIZURE PROCEDURES

For the safety and supervision of students in the absence of parent(s)/guardian(s), to maintain discipline and order in schools, and to provide for
the health, safety, and welfare of students and staff, school authorities are authorized to conduct searches of students and their personal effects, as well as District property.

With the approval of the Board of Education, the Superintendent may request the assistance of law enforcement officials for conducting reasonable searches of students and school property for controlled substances/illegal drugs, including searches utilizing trained dogs. Searches conducted by authorized school personnel in conjunction with or at the behest of the law enforcement agencies shall be conducted in accordance with the standards applicable to such law enforcement agencies.

2. STUDENTS AND THEIR PERSONAL EFFECTS:
   - Certificated employees and school administrators may search a student and/or the student’s personal effects (e.g., purses, wallets, knapsacks, book bags, notebooks, lunch boxes, etc.) when there are reasonable grounds for suspecting that the search will produce evidence that particular student has violated or is violating either the law or the District's student conduct rules. The search itself must be conducted in a manner which is reasonably related to its objectives and not excessively intrusive in light of the age and sex of the student and the nature of the infraction. When feasible, the search should be conducted as follows:
     - Outside the view of others, including students
     - In the presence of a school administrator or adult witness
     - By a certificated employee or administrator of the same sex as the student
     - Immediately following a search, a written or verbal report made to the Building Principal by the school authority who conducted the search
     - The Principal forwards a written report to the Superintendent if he or she deems the search to be of the magnitude which warrants the notification
     - The parent(s)/guardian(s) of the student notified of the search as soon as possible
   a. School Property
      School property, including but not limited to, desks and lockers, is owned and controlled by the District and may be searched by school authorities at any time. School authorities are authorized to conduct area-wide, general administrative inspections of school property (e.g., searches of all student lockers) without notice to or consent of the student and without a search warrant.
   b. Seizure of Property
      If a search produces evidence that the student has violated or is violating the law or the District's policies or rules, such evidence may be seized and impounded by school authorities, and disciplinary action may be taken. When appropriate, such evidence may be transferred to law enforcement authorities.

K. POLICY PROHIBITING SECRET SOCIETIES AND GANG ACTIVITIES:
Public school fraternities, sororities, secret societies, and gangs are prohibited. For purposes of this policy, a public school fraternity, sorority, secret society, or gang means any organization composed wholly or in part of public school pupils which seeks to perpetuate itself. Enrollment is made on the basis of the decision of its membership.

Any public school fraternity, sorority, secret society, or gang opposed to the best interests of Mattoon Community Unit School District.

It shall be deemed an act of gross disobedience or misconduct for any student to become pledged to join or to solicit any student to join, promise to join, or become a member of a public school fraternity, sorority, secret society, or gang.

Gross disobedience or misconduct shall include wearing or displaying at school, or any school-related activity, clothing, badges, adornment, or other insignia intended to display membership or solicitation of membership in any public school fraternity, sorority, secret society, or gang.

L. PROHIBITION AGAINST SEXUAL HARASSMENT:
Students who engage in sexual harassment on school premises or off school premises at a school-sponsored activity will be subject to appropriate discipline, including suspension or expulsion. Sexual harassment is any activity of a sexual nature that is unwanted or unwelcome, including but not limited to, touching, pinching, patting, verbal comments of a sexual nature, sexual name-calling, pressure to engage in sexual activity, repeated propositions, and unwanted body contact. The school's normal disciplinary procedures will be followed in determining the appropriate consequence for the sexual harassment. In the event that the administration recommends suspension or expulsion as a result of the conduct, due process will be afforded to the student in accordance with the district's suspension/expulsion procedures.

M. INTERVIEW OR ARREST OF PUPILS BY LAW ENFORCEMENT OFFICIALS:
Police officers or agency personnel, such as employees of the Department of Children and Family Services, enter school buildings from time to time to fulfill their duties. If law enforcement or agency personnel request to interview students, such interviews may be allowed by the building principal or other administrators without parental or guardian notification if:
   - There is risk to property or to the health or safety
of the student or other person;

- There is need for information in case of emergency, or when police have been summoned by school employees to help maintain order, security or safety; or
- Any other time school administrators believe it is in the best interest of the school or a student that parents or guardians not be notified in advance of an interview.

Whenever possible, a school administrator or teacher will remain present during interviews of students by policy or agency officials. School employees do not have legal authority to interfere with police officers making arrests. Except in extraordinary circumstances where the principal or other administrator deems it prudent in order to protect health or safety, the principal shall notify the parent or guardian if a student is arrested at school or a school sponsored activity.

N. **CONDUCT AT SPORTING EVENTS:**

- Students should not leave the building unless they are going home.
- Students will be required to leave the school property if they leave the building.
- Students should remain seated during the game except at half time and between games. Students should not leave early in the half.
- Students should remain quiet while the opposing team is shooting free throws.
- Horseplay in the bleachers is prohibited. Students may be asked to leave for repeated offenses.
- Whistling, booing, or name-calling directed toward players or a spectator is prohibited.
- Students, guests, and others are strongly discouraged from repeated use of the restrooms during the time the event is being played.

Students attending night activities should not plan on waiting until the activity is over to use the phone. The office phones are not available. Students will be told in advance what time the activity will end so as to make arrangements for a ride home.

O. **PROCEDURES FOR THE CAFETERIA:**

The cafeteria serves during three lunch periods. Period 5 is 11:33 – 12:15; period 6 is 12:18 – 1:00; and period 7 is 1:03-1:45. We encourage all students to eat and remain at school during the lunch period. Students may eat a hot lunch or bring a sack lunch from home. All students eligible for free and reduced lunch must have the required form on file in the office.

- At lunch dismissal, students must go directly to their lockers to deposit books and then leave the locker area immediately without loitering in the hallways.
- Students are encouraged to have their student identification. Failure to provide an ID could result in a student being asked to go to the end of the lunch line.
- Students are expected to deposit their lunch money in the main office. Note that this deposit does not guarantee money will be reflected in that day’s account status.
- Students who leave with a parent or go home should exit the building by the front entrance. Students may not leave for lunch with someone other than a parent or guardian unless parent makes prior arrangements with administration.
- Students leaving the building shall sign out in the office and sign in upon return.
- Students will be instructed as to where to sit while waiting to go through the lunch line.
- Students with sack lunches do not have to wait in line and may be seated by normal seating expectations of lunch supervisors.

1. While waiting in the lunch line, students should be aware of the following expectations:

- Students leaving the line without the supervisor's permission will be required to go to the end of the line.
- There will be no cutting in the lunch line.
- No loud talking or inappropriate behavior will occur in line.
- Students should keep a single line along the wall leading to the cafeteria entrance.
- Students may not purchase food for other students.

2. While eating in the cafeteria, students should be aware of the following expectations:

- Students will eat quickly and quietly.
- No food or drink items are to be thrown.
- Students will leave the tables clean when finished.
- Trays are to be taken to the dishwashing area located in the center of the cafeteria. Deposit paper and cartons in the trash.
- Food or drink may not be taken from the cafeteria.

3. Supervisors will dismiss students from the gym/cafeteria

4. Lunch supervisors are on duty to assist students in need of help and to enforce school rules. Students are expected to exhibit good citizenship, abide by school rules, and follow directions of the supervisors. Supervisors will notify the administration of inappropriate student behavior at lunch.

5. Students unable to participate in P.E. due to medical reasons should not engage in physical activity during lunch.

P. **FREE AND REDUCED LUNCH:**
Free/Reduced Lunch application forms with a letter of explanation are given out at registration at the beginning of each school year. To apply for free/reduced price meals, the parent in each household must fill out the application and return it to the school office. Applications may be submitted at any time during the year. To discourage the possibility of misrepresentation, school official may certify that the information furnished in the application is correct.

If a family member becomes unemployed or if family size changes, the parent should contact the school to file a new application. If a child is approved for meal benefits, the school must be notified when household income increases by more than $50 per month ($600 per year) or when the size of household decreases. The information provided by the household is confidential and will be used only for purposes of determining eligibility and verifying data.

VII. ACADEMIC POLICIES

A. SCHEDULE CHANGES POLICY:
1. Once a student’s schedule has been printed, all schedule changes must be approved by guidance and the administration. Schedule changes will be permitted only under the following conditions:
   - An error has been made.
   - There are exceptional cases, which include physical or mental health of students, or hardship cases.
2. Once a student has enrolled in school and is following his/her schedule, the general policy shall be that no schedule is to be changed, no courses dropped, and no courses added.
3. No changes will be made during the first week of school. Changes may be made during the second and third weeks. All requests for schedule changes, which qualify under #1 above, shall be made in writing by the student and/or parents, signed by parents, and submitted in person to the guidance office. Guidance shall act on all of these individually and shall make the recommendations (in writing) to the administration. If the administration’s consideration is necessary, a conference shall be held with the student, the counselor, parent, guardian, or any combination of these to establish a plan that will best meet the needs of the student.

B. GRADING, RETENTION, AND PROMOTION:
The school district has established a system of evaluation and grading to determine the requirements for promotion. The decision to promote a student to the next grade level is based on one or more of the following:
1. Successful completion of the curriculum
2. Performance on state-mandated tests
3. Performance on other tests

C. REPORT CARDS:
Report cards can be picked up at MMS by parents at student led conferences during the first quarter and are then sent home with students and accessible via Skyward at the end of each nine-week period thereafter. Parents and students are encouraged to review carefully the information on the report card. In addition to grades, attendance is also recorded on report cards. Should a grade be missing from a report card, the student should immediately notify the office. In the event a grade of Incomplete or I is given, the student has two weeks to complete any necessary work. After two weeks if no work has been completed the grades for that missing will result in an F and the grade will be figured accordingly.

D. MID-QUARTER PROGRESS REPORTS:
Midway through each quarter, five-week progress reports will be made available to all parents via Skyward. If problems exist, parents and students should consult with the teacher concerning strategies to improve.

E. HONOR and HIGH HONOR ROLL:
The honor and high honor roll will be published at the end of each nine-week grading period. In order to be eligible for the honor roll, a student must earn a grade point average of 3.2 – 3.79 with no grade below “C” and no incomplete grades. Students eligible for high honor roll will earn a grade point average of 3.80 or higher. All course grades will all count in honor roll computation.

F. INDIVIDUAL AND GROUP HONORS:
Honors and awards in scholarship, citizenship, dramatics, music, athletics, and sportsmanship are presented to students during the year. There will also be an Honors Recognition near the end of the school year.

G. NATIONAL JUNIOR HONOR SOCIETY:
Students are eligible for NJHS in the third quarter of the 7th grade and the first quarter of the 8th grade if they have an accumulated grade point average of 3.80 or above. Eligible students are required to complete an information packet and ask teachers to complete evaluation forms. After all materials have been submitted by the established timelines, selection by a faculty committee is based upon national and local guidelines.

Students who question their non-selection do not have a legal right to a hearing according to national guidelines. However, they and their parents will be given an opportunity to present their comments to the principal and chapter advisor.
H. **CHEATING AND PLAGIARISM:**

All work submitted for credit in any class at MMS is expected to be the original work of the student submitting it. If said work is not the original effort of the student, that student may be judged guilty of cheating and/or plagiarism. Cheating occurs, for example, when a student copies homework or answers from another's paper. It also occurs when a student allows his/her paper to be copied by another. Plagiarism also occurs when a student borrows or restates another's words or ideas and claims them as her/his own. Cheating and plagiarism constitute deliberate acts of deception. A student judged guilty of cheating and/or plagiarism could receive a reduced grade for the assignment/exercise. Make-up privileges may be denied, or disciplinary action may occur.

I. **STUDENT ASSESSMENT AND TESTING:**

Mattoon Middle School students will be expected to complete a variety of assessments. Students will complete MAP (Measures of Academic Progress) three times per year and the State IAR (Illinois Assessment of Readiness) test in subject areas relevant to their respective grade level as well as building and district level assessments in a variety of curricular areas. Such assessments are designed to monitor individual and building achievement and growth.

J. **ELIGIBILITY:**

Mattoon Middle School operates under a school wide eligibility philosophy. Every Friday (or the last school day of the week when school is not in session on Friday) at noon, grades are examined for all students. Any student earning an “F” in any class is deemed ineligible and may not be a participant at any athletic event beyond the school day. A student’s eligibility status remains in place until the following Friday (or the last school day of the week), when grades are reexamined.

VIII. **STUDENT AND SCHOOL RECORDS**

The purpose of the Student Records Act is to establish a degree of privacy and confidentiality with regard to student records. It gives parents and students limited access to student records, the right to inspect and copy the contents of the records, and the right to challenge material contained in them. The Act restricts who may have access to student records and what may be disclosed from them.

A. **STUDENT RECORDS:**

1. **MAINTENANCE OF STUDENT RECORDS**

The District will maintain two sets of student records.

A permanent record which will include:

- academic transcripts
- attendance record
- accident/health report
- information pertaining to release of this record

Additionally, the permanent record may include:

- honors/awards
- activities/athletics

No other information shall be placed in the permanent record. The permanent record shall be maintained for at least 60 years after the student has graduated, withdrawn, or transferred from the District.

A temporary record may include:

- family background
- intelligence/aptitude scores
- achievement test results
- psychological reports
- honors/awards
- athletics/activities
- disciplinary information
- teacher anecdotal records
- special education files
- information pertaining to release of this record
- other relevant information not required to be in the permanent record

Information in the temporary record will indicate authorship and date. Temporary records shall be reviewed at least every 4 years or upon a student's change in attendance centers, whichever occurs first, to verify entries and correct inaccurate information.

All maintained information concerning a student receiving special education services should be directly related to the provision of services to that child.

The District will maintain the student's temporary record no longer than 5 years after the student has transferred, graduated, or permanently withdrawn from the District. The Building Principal shall be responsible for the maintenance, retention, or destruction of a student's permanent or temporary records in accordance with the District's procedure established by the Superintendent.

When students with disabilities graduate or permanently withdraw from the District, their temporary records may, after 5 years, be transferred to the parent(s)/guardian(s) or to the student, if the student has succeeded to the rights of the parent(s)/guardian(s). The content of the transferred records may relate to the diagnosis and remediation of the student's disability condition.

An explanation of the usefulness of the records may be given to the parent(s)/guardian(s) or student by the District's appropriate student personnel services worker.
The Superintendent shall be responsible for designating a records custodian who shall maintain student permanent records. The Superintendent or a designee shall be responsible for informing staff members of this policy and for informing students and their parent(s)/guardian(s) of their rights in the Parent-Student Handbook.

Mattoon Community Unit No. 2 protects the privacy of individual students by strictly limiting disclosure of information. Notwithstanding, in the absence of a written notice from a parent or student denying the release of confidential information, directory information shall be disclosed to juvenile authorities prior to adjudication of the student. Directory information includes the name and address of the student, the name and address of the parent or legal guardian, and the location of pertinent records.

2. STUDENT RECORD CHALLENGES
The parent(s)/guardian(s) may challenge the accuracy, relevancy, or propriety of the records, except grades, references to expulsions, or out-of-school suspensions, if the challenge is made when the student’s school records are being forwarded to another school. They have the right to request a hearing and to insert a written statement of reasonable length describing their position on disputed information. The school will include a copy of the statement in any release of the information in dispute. The Superintendent shall be responsible for establishing appropriate procedures.

3. INFORMATION PROVIDED TO DIVORCED PARENTS
In the absence of a court order to the contrary, a non-custodial parent may have access to their child’s educational records and receive all the information the school district normally provides the custodial parent. Requests for such information must be in writing and must include a mailing address and telephone number. A non-custodial parent may also meet with his/her child’s teacher, visit his/her classroom, and be involved in his/her child’s education. In the absence of a divorce decree or other court order that defines the role and authority of a non-custodial parent to make educational decisions that affect his or her child, the district will defer to the authority of the custodial parents when both parents cannot reach an agreement as to what is best educationally for their child.

4. PARENTS’ RIGHT TO KNOW
The parent(s)/guardian(s) of enrolled Mattoon Middle School students have the right to review the following information, provided on the School Report Card, or by making a request for the information from the school office:
   a. Teacher Qualifications and Experience;
   b. Teacher Highly Qualified Status;
   c. Notice of Student Achievement as measured by Adequately Yearly Progress (AYP); and/or
   d. Instructional Materials for review purposes.

IX. PHYSICAL EDUCATION AND VOCATIONAL EDUCATION

A. PHYSICAL EDUCATION:
1. All students taking physical education are required to abide by the following rules:
   a. All students will dress and participate daily in physical education unless excused temporarily by the P.E. instructor, nurse, or the administration.
   b. A request to be excused due to illness or exceptional circumstances should be in writing and signed by the parent(s)/guardian(s).
   c. Students will be excused when so directed by the family physician.
   d. Except in the cases of extended exclusion from physical education class due to medical reasons, students will report to class and some activity suitable to the individual will be provided.
   e. The health portion of the program will be required by all even though the student may be excused from physical activity. Parents are hereby notified of the right of refusal for their student to participate in sex education instruction as part of the health curriculum.
   f. If a student cannot participate in the activity an alternative may be provided to assess participation.
   g. A uniform is required for participation in physical education.

2. All students must wear uniforms during P.E.
   a. Uniforms may be purchased from the distributor of your choice. All classes will wear blue shorts and grey shirts, which must be clean and in good repair at all times.
   b. Shorts may not:
      - be below the knee
      - be unhemmed
      - contain snaps or zippers or other dangerous item
   c. Shirts must be:
      - short sleeved
      - crew neck
      - plain (no preprinted words or design)
   d. Other uniform specifics:
      - Sweats are optional and may be worn with the teacher’s permission or a doctor’s note.
      - A student may wear only his/her uniform - not a friend’s uniform.
      - Torn or ripped uniforms must be replaced or repaired.
Any student with a verified financial need will be provided a uniform upon request.

In the event of a lost or stolen uniform, the student will still be required to dress in a suitable uniform.

While in AER during P.E., the student will work on assignments that are related to physical education or health.

B. VOCATIONAL EDUCATION:
The Carl D. Perkins Vocational Education Act provides financial assistance to the State of Illinois for vocational education programs. The Perkins Act mandates that every student and his/her parent(s)/guardian(s) be informed of the vocational education courses that will be available before registering for the ninth grade. A complete listing of courses is available in the guidance offices of the middle school and the high school.

X. HEALTH SERVICES

A. HEALTH AND WELFARE:
School personnel are concerned for the health, safety, and welfare of all students and employees. The District Nurse’s office is located at the High School. There are also two assistant district nurses who are shared between the other buildings. A nurse is available for emergencies. If one is not in the building when needed, the principal or school secretary will contact the nurse for assistance.

Students who become ill or injured should report to the office or send someone to notify office personnel or the nurse as soon as possible. If a student is ill in a restroom, another student should be asked to get the nurse or an administrator to assist. If the ill student stays in the restroom for one period or more or leaves school grounds, it will be considered truancy.

The Health Insurance Portability and Accountability Act (HIPAA) went into effect April 14, 2003. The purpose of this law is to create uniform national standards for the protection of an individual’s medical records and health information. The school nurse needs information regarding student immunization and health conditions from doctors’ offices and Public Health. With the implementation of HIPAA, providers are not able to release this information without a signed consent of the patient or the patient’s parent/guardian in the case of a minor.

At registration parents/guardians will be asked to sign consent to release medical information to the school nurse to facilitate exchange of immunization and health information with providers. This will assist the school nurse in providing quality care to the child and prevent unnecessary exclusion from school for lack of immunization history.

For further information on HIPAA, contact with the school nurse or visit the US Department of Health and Human Services Web site at www.hhs.gov.

B. ADMINISTRATION OF EMERGENCY CARE:
The school district health office will provide medical assistance to a student in an emergency situation. Medical assistance will include first aid and, if necessary, referral for immediate medical care at a hospital, clinic, or physician’s office. School personnel will make every effort to contact the parent(s)/guardian(s) or designated emergency contact person in the event of a serious accident. If it is the opinion of school personnel that the student’s condition is life threatening or requires immediate emergency care, approved first aid procedures will be done and the student will be escorted by an administrator and/or transported by ambulance for further medical care. The school district does not assume responsibility for medical bills incurred as a result of the administration of emergency care.

The success of these procedures depends upon accurate information regarding student’s medical history, their current physician, and how to contact parent/guardian at home and work. Parents are asked to fill out an emergency information card during registration and to notify the school regarding any change in emergency information during the school year. If your child has a chronic illness or disease such as asthma, diabetes, seizures, or severe allergies, please contact the nurse to complete an emergency action plan to assist school personnel in caring for your child in the event of an emergency situation at school.

C. INFECTIOUS ILLNESS/COMMUNICABLE AND CHRONIC INFECTIOUS DISEASES:
A student with or carrying a communicable and/or chronic infectious disease has all rights, privileges, and services provided by law and the district’s policies.

Children will be excluded from school for communicable diseases as recommended by the Illinois Department of Public Health in the current publication of the Communicable Disease Guide.

When children come to school sick, they are not able to participate in the learning process and they expose others to their illnesses. The following guidelines are suggested to keep the schools a healthy safe environment:

- No child should be sent to school with a fever over 100 degrees. If the child has been ill, he/she should not return to school until he/she has been free of fever for 24 hours.
- A child with diarrhea should be kept home.
If vomiting occurs, keep at home until he/she can eat and keep food down.
If the child has strep throat, pink eye, or impetigo, the child needs to be on the medication prescribed by your physician for 24 hours before returning to school.
When a child has chicken pox, he/she may return after all the pox are dry and crusted over, usually not sooner than 6 days after it begins.
If a child complains of a sore throat and has no other symptoms, he/she may be well enough to go to school. If white spots are seen in the back of the throat or if fever is present, keep the child home and call the doctor.

D. VISION AND HEARING:
Vision and hearing tests are administered each year according to Illinois State Public Health mandates. The mandate requires hearing screenings for all students in preschool, kindergarten, 1st grade, 2nd grade, 3rd grade, and all students in special education classes. Vision screenings are required for all preschool, kindergarten, 2nd grade, 8th grade, and all students in special education classes. In addition to these students, any student entering the Mattoon School District who has not previously been tested and any student referred for a special education case study will be tested for both vision and hearing. Any student suspected by a parent or a teacher of having a vision or hearing problem may also be referred for testing. In accordance with Public Act 093-0504, parents/guardians will be given written notification, before the screening is conducted, that states: 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. A parent or guardian may exempt a child from the mandatory testing by providing a written request to the Health Office prior to the testing date. Notice of testing dates will be available from the Health Office and will be posted in individual school newsletters. The district nurse’s office is located at the High School, 2521 Walnut Avenue.

E. MEDICATION:
It is not usually necessary for a child to take medication during the school day. However, there may be times when some students require medication in order to remain at school. The district will limit the medication it will dispense to that where failure to take prescribed medication could jeopardize the student’s health and/or education. It is the sole responsibility of the parent to give medications whenever possible on a schedule of before and after school hours. Most medications that are to be taken 3 times per day do not need to be given at school. Please talk to your physician about scheduling medication to avoid school hours whenever possible. Parent help and communication is essential for the safety of children who must receive medication while at school. All medications given at school, including over the counter medications, must be prescribed by a physician. A School Medication Authorization Form must be completed each school year for each medication at school. These forms are available from the school nurse and most area physicians have been supplied with copies. The doctor and a parent or legal guardian must sign the form.

- Prescription medications must be brought to school in a container appropriately labeled by the physician or pharmacy showing the student’s name, name of medication, dosage and schedule of administration, date, and the prescriber’s name.
- Over the counter medications must be in original containers.
- Students are not allowed to carry any medication on their person except for asthma inhalers or epinephrine auto-injector (epi-pen), which should be doctor approved and have an accompanying note turned into the office. All other medications will be stored in the office in a locked cabinet. Exceptions will be allowed only with the approval of the principal and the school nurse.
- The school nurse or other designated school personnel shall administer all medications in the office where an administrative log will be kept.
- Any change in medication dosage or administration shall have written authorization from the prescribing physician.
- No medications will be given at school that the child has not already received at home or under the supervision of the physician.
- All medication is to be given to the school office by a parent at the beginning of the school day where it will be locked in the cabinet.
- No medication will be given at school if the above guidelines are not met. In addition, the school may deny the request according to, but not limited to, the following criteria: student’s age, maturity level (both educationally and emotionally), type of medication, and its side effects.
- All medications must be picked up by a parent on the last full day of school. Students may pick up their inhalers and take them home on the last day of school.

F. HEAD LICE:
Procedures for students who have head lice are as follows:
1. Parents will be called and informed their child has live head lice by the Nurse. The child may be sent
home early for treatment. Once the child is treated, he/she may return to school.
2. The parent will accompany their child back to school to the nurse’s office for the recheck. The student will be readmitted to school after treatment and examination by the School Nurse.
3. If upon examination the School Nurse finds no live lice on the child, the child may stay at school.
4. Any student with nits (farther than ¼ inch from scalp) should be allowed to stay in school and ride the bus home.
5. Parents should remove nits daily and provide treatment if live lice are observed.
6. The student will be re-checked in the nurse office weekly for 3 weeks for live lice.

G. **HEALTH EXAMINATIONS, IMMUNIZATIONS AND EXCLUSION OF STUDENTS:**

Parent(s)/guardian(s) of students shall present proof of a health examination by a licensed physician and of having received the immunizations against and screenings for preventable communicable diseases as required by the Illinois Department of Public Health. The examination shall be conducted:
- Within one year prior to the date a student first enrolls in an Illinois school regardless of the student’s grade. This includes students transferring from another state or country into Illinois.
- Within one year prior to the date of entering kindergarten, fifth, and ninth grade. For students attending school programs where grade levels are not assigned, (special education or alternative schools) examinations shall be completed prior to the date of entering and within one year prior to the school year in which the child reaches the ages of 5, 10, and 15.
- Athletes are required to have a physical annually as described in IHSA/IESA rules.

Effective July 1, 2005, all students in grades kindergarten, second grade and **sixth grade**, shall present proof of having been examined by a licensed dentist prior to May 15th of the school year and will submit Proof of School Dental Examination to the school nurse. Failure to present proof, the school may withhold the child’s report card until:
- Child presents proof of dental exam form
- Child presents dental exam waiver
- Child is enrolled in FRL program and is not covered by private or public dental insurance
- Child is in FRL program and is ineligible for public insurance
- Child is enrolled in Medicaid/All Kids but cannot find a clinic in the community to accept Medicaid/All Kids
- Child does not have any type of dental insurance and there exist no low cost dental clinics in the community
- Child presents exemption based on religious grounds
- Child presents proof that the exam will occur within 60 days of May 15th.

Per Board of Education Policy 7.100, parents/guardians have until October 15th to present a physical and immunization records to the school. Students should not be excluded from schools for not presenting a physical and immunization record until October 15th has passed. Parent(s)/guardian(s) of children between the ages of 6 months and 6 years should provide a statement from a physician that their child was screened for lead poisoning before the child will be admitted into any District-operated kindergarten or child care program.

A student may be exempt from this policy’s requirements on religious grounds if the student’s parent(s)/guardian(s) present to the Superintendent a signed statement explaining the objection. A student may be exempt from the health examination or immunizations on medical grounds if a physician provides appropriate written verification of a medical contraindication.

Note: Students entering 6th grade students will be required to have a physical performed by a physician before registering for school.

H. **STUDENT ACCIDENT INSURANCE:**

The Board of Education has authorized student accident insurance to be paid for by the student. Student accident insurance is entirely optional. Parents have three choices available: a “school-time plan”, a “24-hour plan”, and a “24-hour dental plan” from which to select. Parents may select the plan best suited for the family needs. All students wishing to participate on athletic teams must either provide proof of insurance or purchase one of the district plans.

The school assumes no responsibility for any accident or for the filing of claims. Claims must be filed immediately after an accident by the insured, with the signature of the staff member in charge. This claim shall be filed in the school office. All medical bills will be charged to the parents. If parents do not purchase a plan, they must sign a waiver stating that their family policy is adequate and that they do not wish the insurance.
All students must have the insurance or the waiver. If the proper information is not filed, the student will be unable to practice, play in games, or hold team membership.

I. **STUDENT ATHLETE CONCUSSIONS and HEAD INJURIES 7.305**

The Superintendent or designee shall develop and implement a program to manage concussions and head injuries suffered by students. The program shall:

1. Prepare for the full implementation of the Youth Sports Concussion Safety Act, that provides, without limitation, each of the following:
   
   A. The Board must appoint or approve members of a Concussion Oversight Team for the District.
   
   B. The Concussion Oversight Team shall establish each of the following based on peer-reviewed scientific evidence consistent with guidelines from the Centers for Disease Control and Prevention:
      
      i. A return-to-play protocol governing a student’s return to interscholastic athletics practice or competition following a force of impact believed to have caused a concussion. The Superintendent or designee shall supervise an athletic trainer or other person responsible for compliance with the return-to-play protocol.
      
      ii. A return-to-learn protocol governing a student’s return to the classroom following a force of impact believed to have caused a concussion. The Superintendent or designee shall supervise the person responsible for compliance with the return-to-learn protocol.
   
   C. Each student and the student’s parent/guardian shall be required to sign a concussion information receipt form before participating in an interscholastic athletic activity.
   
   D. A student shall be removed from an interscholastic athletic practice or competition immediately if any of the following individuals believes that the student sustained a concussion during the practice and/or competition: a coach, a physician, a game official, an athletic trainer, the student’s parent/guardian, the student, or any other person deemed appropriate under the return-to-play protocol.
   
   E. A student who was removed from interscholastic athletic practice or competition shall be allowed to return only after all statutory prerequisites are completed, including without limitation, the return-to-play and return-to-learn protocols developed by the Concussion Oversight Team. An athletic team coach or assistant coach may not authorize a student’s return-to-play or return-to-learn.
   
   F. The following individuals must complete concussion training as specified in the Youth Sports Concussion Safety Act: all coaches or assistant coaches (whether volunteer or a district employee) of interscholastic athletic activities; nurses who serve on the Concussion Oversight Team; athletic trainers; game officials of interscholastic athletic activities; and physicians who serve on the Concussion Oversight Team.
   
   G. The Board shall approve school-specific emergency action plans for interscholastic athletic activities to address the serious injuries and acute medical conditions in which a student’s condition may deteriorate rapidly.

2. Comply with the concussion protocols, policies, and by-laws of the Illinois High School Association, including its Protocol for NFHS Concussion Playing Rules and its Return to Play Policy. These specifically require that:
   
   A. A student athlete who exhibits signs, symptoms, or behaviors consistent with a concussion in a practice or game shall be removed from participation or competition at that time.
   
   B. A student athlete who has been removed from an interscholastic contest for a possible concussion or head injury may not return to that contest unless cleared to do so by a physician licensed to practice medicine in all its branches in Illinois or a certified athletic trainer.
   
   C. If not cleared to return to that contest, a student athlete may not return to play or practice until the student athlete has provided his or her school with written clearance from a physician licensed to practice medicine in all its branches in Illinois or a certified athletic trainer working in conjunction with a physician.
J. NOTICE OF ARTICLE 5/27 –13.2 of ILLINOIS SCHOOL CODE:
In compliance with Article 5/27-13.2 of the Illinois School Code, students at Mattoon Middle School are provided instruction, study, and discussion of effective methods by which pupils may avoid abduction and sexual abuse. No pupil is required to take or participate in any class providing instruction in recognizing and avoiding sexual abuse. In such cases, the student’s parent or guardian must submit a written objection to the school administration.

XI. SAFETY

A. FIRE AND TORNADO DRILLS:
In compliance with the State Guidelines for disaster preparation, there is a minimum of three fire drills and one severe weather drill held each year during the appropriate season. The following rules apply during these drills:
- The teacher will provide students with instructions for exiting the building in case of fire or disaster and safety precautions in case of other emergencies.
- Students are to walk/move quickly and quietly to designated area, without talking.

B. VIOLENCE PREVENTION AND SAFETY RESPONSE PLAN:
The Mattoon Middle School community expects that an optimal learning environment will be provided for all students. All possible efforts will be enacted to assure that this goal is accomplished. If at any time a crisis results from violent acts, bomb threats, fire, or the aftermath of a tornado, all staff will respond in a manner so that damage, injury, and liability risks are diminished.

If building evacuation is necessary, Mattoon Middle School students will evacuate to points that include Broadway Christian Church and Franklin School. A comprehensive disaster plan is available in the school office for public viewing. Some highlights of the plan include:

C. PESTICIDE APPLICATION:
From time to time pesticides are used on school property to control undesirable insects such as cockroaches, spiders, termites, bees, and mosquitoes. Parents who want to be notified about pesticides and their scheduled application should contact their school principal. Before any pesticide is used on school property, the district will make every effort to provide at least 2 days notice to all parents.

XII. STUDENT SERVICES AND GUIDANCE

A. SPECIAL PROGRAMS AND SERVICES:
Mattoon Community Unit #2 provides special programs and services to meet the special educational needs of students residing within the district. Programs and services offered through the district curriculum and via the Eastern Area Special Education Joint Agreement provide for students with identified special educational needs. For further information, contact the Building Principal.

B. MANDATED REPORTING:
In accordance with state law (Public Act 84-1079), teachers are required to report suspected cases of child abuse or neglect directly to the Department of Children and Family Services (DCFS). Reports can be made by calling 1-800-25-ABUSE. After a report has been made to DCFS, teachers are directed by local board policy to notify the school social worker, principal, or superintendent of schools that such a report was made. (Board Policy #4.290). Any employee who willfully fails to report suspected child abuse or neglect may be found guilty of a Class A misdemeanor, may have his/her license suspended or revoked, and may be subject to employee discipline and possible dismissal.

C. GUIDANCE:
The guidance counselors are here to assist in educational
planning, pre-career exploration, test interpretation, and personal and crisis intervention. The guidance counselors are available to help all middle school students.

In order to see a guidance counselor during class time, it will be necessary for the student to obtain permission from the classroom teacher. The teacher will provide a pass for the student to go to the guidance area. Students may also stop by the counselor's office in between classes to schedule a conference time. Parents are encouraged to make these middle school years successful by keeping in close contact with the school. After parents have discussed their child's progress with his/her teachers, the guidance counselor can assist parents in developing a plan of action to best help their child's educational career.

D. **LOST AND FOUND:**

Students should make every effort to look out for their belongings. Students should write their names plainly on gym clothes, socks, lunch ticket, textbooks, notebooks, and other personal belongings. Students are asked not to bring large sums of money to school. Students are also asked to use good judgment when bringing items of importance, whether monetary or sentimental, to school.

E. **VOICEMAIL HOTLINE:**

Mattoon Middle School is excited about the communication tool available for students and parents. It is a means of enhancing the flow of communication between the school and community. Parents and students are encouraged to call in order to receive information regarding homework assignments, school closings, and other school activities. Parents may leave messages for teachers and administrators.

When a student is absent from school for any reason, the parent is to call the Hotline. Simply follow the instructions and leave a recorded message. This method is to be used instead of calling the school office to report an absence. To activate the hotline, simply use a touch-tone phone and call **238-5810**. The caller will be prompted to press a three-digit class number or a single digit information number.

**XIII. TEXTBOOKS AND CONSUMABLE INSTRUCTIONAL MATERIALS, LOCKERS AND COMPUTER LAB USAGE**

A. **TEXTBOOKS:**

Textbooks are furnished to students without charge. However, workbooks, supplies, items used in classes, and laboratory materials are paid for by the students. Students are expected to return them in satisfactory condition. A replacement charge will be made for lost books or excessively damaged books. The school assumes no responsibility for lost or stolen books.

B. **CONSUMABLE INSTRUCTIONAL MATERIALS:**

Students of Mattoon Community Unit #2 are charged for only the materials that they use or consume such as magazines, vocational supplies, art supplies, workbooks, etc. CIM (Consumable Instructional Materials) fees are established each year by the Board of Education. Payment of CIM fees is due in full at registration. If a student’s family is unable to pay these fees, the parent or guardian should contact the office about a fee waiver.

C. **LOCKERS:**

School lockers are the property of the school. The administration has access to lockers at any time.

1. There is to be no sharing of lockers other than assigned; locker sharing may result in disciplinary action.
2. Lockers are provided free of charge; therefore, they are the property of the school.
3. Locker checks are made from time to time; consequently, lockers should be kept clean.
4. Lockers should be locked at all times.
5. Locker combinations are not to be shared with anyone.
6. Students should report any locker problems to the office or custodian.

D. **COMPUTER LAB USAGE:**

**ADMINISTRATIVE PROCEDURES**

**Acceptable Use of the Internet as per Board Policy 6.235-R**

All use of the Internet 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 prescribed 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 appropriate legal action.

**Terms and Conditions**

1. **Acceptable Use** - Access to the District’s Internet must be for the purpose of education or research and be consistent with the educational objectives of the District.
2. **Privileges** - The use of the District’s Internet is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The 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.
3. **Unacceptable Use** - The user is responsible for
his or her actions and activities involving the network. Some examples of unacceptable uses are:

a. Using the network for any illegal activity, including violation of copyright or other contracts or transmitting any material in violation of any U.S. or State regulation
b. Unauthorized downloading of software, regardless of whether it is copyrighted or devirused
c. Downloading copyrighted material for other than personal use
d. Using the network for private financial or commercial gain
e. Wastefully using resources such as file space
f. Gaining unauthorized access to resources or entities
g. Invading the privacy of individuals
h. Using another user’s account or password
i. Posting material authorized or created by another without his/her consent
j. Posting anonymous messages
k. Using the network for commercial or private advertising
l. Accessing, submitting, posting, publishing, or displaying any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, harassing, or illegal material
m. Using the network while access privileges are suspended or revoked

4. 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:

a. Be polite. Do not become abusive in messages to others.
b. Use appropriate language. Do not swear, or use vulgarities or any other inappropriate language.
c. Do not reveal the personal addresses or telephone numbers of students or colleagues.
d. Recognize that electronic mail (E-mail) is not private. People who operate the system have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.
e. Do not use the network in any way that would disrupt its use by other users.
f. Consider all communications and information accessible via the network to be private property.
g. CDs or flash drives may be used at school but should be scanned prior to being used. Students may see any staff member to have such items scanned.

h. All media entering MMS should be free of applications and programs that contain executable capabilities.
i. Any information brought to Mattoon Middle School must adhere to School Code.

5. 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 users’ 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.

6. Indemnification - The user agrees to indemnify the School 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.

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

8. 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 computer viruses.

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

XIV. BUS TRANSPORTATION AND REGULATIONS

A. TRANSPORTATION:
Bus service is provided for all students who live more than one and a half miles from their school. Bus service is not provided for students who live within the mile and a half limit. All inquiries should be made to the Transportation Department at 217-238-3270.
Bus students are not permitted to leave school during the day unless the principal grants permission. If a student misses the bus in the morning, the parents are responsible for bringing the student to school. If a student misses the bus in the afternoon, the parents are responsible for coming to get the student. Bus Safety Education, including evacuation drills, is provided annually for all students in the district.

After school, bus students are to report to the Practice Gymnasium to wait for their buses. Supervisors will be assigned to this area to assist with any problems.

B. **REGULATIONS:**

1. All students riding to and from MMS are expected to follow safe bus-riding rules, respect the bus driver and fellow classmates, and always be on time at the bus stop.

2. Discipline will be issued to students who are in violation of the bus-riding rules. The discipline could include verbal warnings, assigned seating, being placed in a seat belt or other restraint, and a written Bus Misconduct Behavior Report. The bus driver will not deny bus-riding privileges. This determination may be made by the district administration.

3. Students should not ask the driver to stop at places other than the regular stop. The driver is not permitted to do this except by proper authorization from a School Official.

4. Drivers are not permitted to allow friends or unauthorized students to ride the bus to or from school. In order for a student to ride a bus to which he/she has not been assigned, the parent must first call the Transportation Department (238-3270) to inquire as to the availability of seating. If seating is available, the student who wishes to ride the bus should present a signed parent permission note to the administration for approval. The administration will in turn provide the student with a Bus Pass. Only one student per day per bus student may ride the bus because of seating availability.

5. As per Board Policy 7.220, all students must follow the District’s School Bus Safety Guidelines. Gross disobedience or misconduct providing grounds for suspension from riding the school bus include:
   - **Prohibited student conduct as defined in the Student Discipline policy**
   - **Willful injury or threat of injury to a bus driver or to another rider**
   - **Willful and/or repeated defacement of the bus**
   - **Repeated use of profanity**
   - **Repeated willful disobedience of the bus drivers’ or other supervisors’ directives**
   - **Such other behavior as the administration determines to threaten the safe operation of the bus and/or its occupants**

6. If a written Bus Misconduct Report is completed, it is sent to the building administration. The report will be discussed with the student. The following is a schedule that could be used when multiple Bus Misconduct Reports are written. However, it is always at the discretion of the MMS building administration and/or transportation director what disciplinary action will be taken. Disciplinary responses and interventions may include, but are not limited to, the following:
   - Reprimands
   - Withholding privileges
   - Detention (morning, noon, and after school not to exceed 40 minutes per session.)
   - Restitution
   - School service
   - Parental contact
   - Behavior contract
   - Alternative Program (tutoring, small group instruction)
   - Alternative Education Room
   - Bus Suspension
   - Out-of-School Suspension
   - Expulsion

If a student has been removed from the bus for disciplinary reasons, parents are required to bring the child to and from school for the time period that bus-riding privileges have been denied. Failure to attend school during this time because of the loss of bus-riding privileges is considered an unexcused absence. Unexcused absences can be reported to the Truancy Intervention Program for further disciplinary action.

**XV. SCHOOL PROCEDURES**

A. **TELEPHONE CALLS AND MESSAGES:**
To avoid interruptions to the instructional program, no student may be called from the classroom to answer a telephone call. The only exception to this is serious illness or an emergency. Calls should be limited to two minutes in length. Only calls of an emergency nature will be permitted. Students must be granted permission from office personnel to use the phone.

B. **DELIVERIES:**
Mattoon Middle School does not accept deliveries for students during the school day which includes flowers and balloons.

C. **VISITORS:**
Students may not bring visitors to school. Parents or guardians, however, are encouraged to accompany their
students to school. All visitors shall report to the office of the principal (Article 21-5 of the Illinois School Code). In order that they are able to attend conferences, school programs, and athletic events, Mattoon Middle School provides accommodations for parents and guardians with disabilities. As a courtesy to the teacher, an appointment should be made for each visitation and/or conference. All visitors are asked to report to the front office to sign in and receive a visitor’s pass.

D. SCHOOL CLOSING: On occasions when school must be closed as a result of weather conditions or other emergencies, announcements will be made on the district webpage (www.mattoon.k12.il.us) and the district Facebook page as early as it is known. Whenever there is doubt as to whether school will be in session, please visit the webpage, Facebook page, or call the Hotline at 238-5810. Please help avoid congestion of vital telephone lines during the crucial early hours. NOTE: Only the Superintendent of Schools may close district schools; that decision does not rest at the building level.

E. POSTING OF ANNOUNCEMENTS: Posters or announcement flyers must be approved by the administration prior to being displayed.

F. ELECTRONIC EQUIPMENT: Students are encouraged not to bring Apple Watches, recording devices, personal gaming systems, cellular phones, external speakers, cameras, or any other electronic device to school. If students select to bring these items to school the device(s) may be required to remain in their locker. Misuse of electronic equipment may result in student and/or parent pick-up after school, loss of privileges, or disciplinary action. Students bring these materials at their own risk and will hold the sole responsibility for items that are lost or stolen.

G. CELL PHONES: Building-wide Expectations:
   1. Keep your cell phone off and out of sight during class time and passing periods unless the teacher grants you permission AND it must be for an educational activity.
   2. You are permitted to use your cell phones before and after school in the gyms and at lunch.
   3. When a student is using their cell phone at non-designated times or without permission, teachers will use the MMS discipline card to document this and consequences.
   4. No student may use a cell phone or other device to violate any Student Code of Conduct, including computer use policies and bullying policies.
   5. No student may use a cell phone or other device to record any other person or staff member without specific permission.

**Mattoon Middle School assumes no responsibility for theft, loss, or damage of a cell phone or other device brought to school. Students bring these devices at their own risk.

Our goal is to create a safe environment, conducive to learning, and free of all distractions that hinder the learning process. Your support helps us provide a positive learning environment for your child and the other students in the building. In case of an emergency, each teacher has a phone in their room or students can use the main office phones to call out.

H. BICYCLES, SKATEBOARDS, ROLLERBLADES, WHEELED SHOES, ETC: All student bicycles and skateboards are to be placed in the racks located near the parking lot. The school assumes no responsibility for bicycles and skateboards. It is STRONGLY urged that bicycle and skateboard owners use a LOCK. Riders are to observe all traffic rules. Loitering near the bicycle racks is prohibited. Bicycles and Skateboards, roller blades, and wheeled shoes are not to be ridden during the school day.

I. SOLICITATION: Students are not allowed to sell candy or any merchandise within the building unless approved by the administration.

J. TRAFFIC: The drive in front of the building is not to be used to drop off or pick up students immediately before or after school. Parents may use the drive for the above purpose between 9:00 a.m. and 3:00 p.m. The MMS administration asks for cooperation to reduce the traffic hazard and to allow for bus traffic. In the interest of safety, parking is not allowed in the circle drive at any time during evening athletic events or other school activities.

K. VIDEOTAPE SURVEILLANCE POLICY: The Mattoon School Board and its schools strive to maintain safe and secure learning environments for students, staff, and community members involved in school programs. As deemed necessary by the superintendent and in keeping with the District’s policy governing Safe Schools, it is the Board’s policy to employ security surveillance systems at those schools, facilities, and busses, owned or leased by the Board. School officials are authorized to operate these systems. Video cameras are positioned on school busses as a means to foster safety, good order, and discipline. Videotapes are maintained in the Transportation Office for a few weeks.
and then recycled. Videotapes are considered confidential and are not available for viewing by the general public.

XVI. EDUCATIONAL OPPORTUNITIES

A. EQUAL EDUCATIONAL OPPORTUNITIES AS PER BOARD POLICY 7.10:
Equal educational opportunities shall be available for all students without regard to race, color, national origin, ancestry, sex, ethnicity, language barrier, religious beliefs, physical and mental handicap or disability, economic and social conditions, or actual or potential marital or parental status. Any student may file a discrimination grievance by using the Uniform Grievance Procedure.

Sex Equity
No student shall, on the basis of sex, be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied access to educational and extracurricular programs and activities. Any student may file a sex equity complaint by using the Uniform Grievance Procedure. A student may appeal the Board of Education’s resolution of the complaint to the Regional Superintendent of Schools (pursuant to 105 ILCS 5/3-10 of The School Code) and, thereafter, to the State Superintendent of Education (pursuant to 105 ILCS 5/2-3.8 of The School Code).

Homeless Children
Any homeless child shall be immediately admitted, even if the child or the child’s parent/guardian is unable to produce records normally required for enrollment. Inquiries regarding homeless children should be made to the Assistant Superintendent for Human Resources, Dr. David Skocy, at 238-8882; 1701 Charleston Avenue, Mattoon, Illinois, 61938.

Administrative Implementation
The Superintendent shall appoint a Nondiscrimination Coordinator. The Superintendent and Building Principal shall use reasonable measures to inform staff members and students of this policy and grievance procedure.

B. EDUCATIONAL PROGRAMS:
The practice of scheduling separate instructional programs for boys and girls has been eliminated. Class enrollments in subject areas are to be achieved through coeducational scheduling and staffing patterns.

1. Students in physical education classes and activities may be grouped by ability as assessed by objective standards of individual performance developed and applied without regard to sex.
2. Students may be separated by sex within physical education classes or activities during participation in wrestling, boxing, rugby, ice hockey, football, basketball, and other sports, the major activity of which involves bodily contact.
3. Where use of a single standard measuring skill or progress in physical education class has an adverse effect on members of one sex, appropriate standards that do not have such effect shall be used.
4. Portions of classes that deal exclusively with human sexuality may be conducted in separate sessions for boys and girls.
5. Schools may establish requirements based on vocal range or quality, which may result in a chorus or choruses of one, or predominantly one, sex.
6. Except as indicated in these regulations, all extracurricular activities, including intramurals, interscholastic clubs, and any other before or after school activities, shall be available to all regardless of sex.
7. No student shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be treated differently in any interscholastic club or extracurricular activity. No school shall provide any such athletics separately on such basis.

However:
- In contact sports, separate teams for each sex may be operated.
- Equal athletic opportunity shall be provided members of both sexes.
- Selection of sports and levels of competition shall effectively accommodate the interests and abilities of members of both sexes.

C. SPECIAL PROGRAMS FOR STUDENTS WITH DISABILITIES:
The education of children with disabilities is an integral part of the total school program, and Mattoon Middle School is handicapped accessible. Mattoon School District offers the following special education programs and services to exceptional children:
- Psychological services
- Social work services
- Speech-language therapy
- Learning disability
- Educable mentally impaired
- Training mentally impaired
- Behavior/emotional

Because of the uniqueness of children’s needs, it is sometimes necessary for the Mattoon School District to have help from outside the district. This help is available through the Eastern Illinois Area of Special Education (EIASE). Therefore, some of the students attend special education classes in the district, and others attend classes at EIASE programs some of which are located in neighboring communities. As a member of EIASE, additional services are available to Mattoon students.
These are audiological services, physical therapy, occupational therapy; teachers for the visually impaired (including braille teachers), hard of hearing, and vocational education; early childhood programs; programs for the severely/multiple disabled and the behaviorally/emotionally disordered; and program administration. A few children with disabilities require placement in special residential schools operated by private facilities. The district arranges these placements in conjunction with special education specialists and parents/guardians and pays tuition prescribed by the state. The district also provides an intensive screening program in the spring for all children ages 3 to 5 years as a method of identifying children who may have difficulty in school. The district tests for possible hearing, vision, speech, motor, and learning problems. This is an excellent program and parents are encouraged to take advantage of it. Before a child can become eligible for a special education program, a case study evaluation must be completed. Parents, teachers, administrators, persons having primary care and custody of the child, the Illinois State Board of Education, and community service agencies may refer any child for such an evaluation. Prior to the case study evaluation, except for home/hospital instruction, the parent or guardian must be notified in writing of the procedures that will be conducted and that they will be asked for their written consent to begin the evaluation. Referrals may be made through the office of the principal. For more information about the case study evaluation process, contact the administration at MMS. All information obtained for a case study evaluation is confidential. The district has a policy that describes the method for obtaining student information, the confidential nature of the information, the use of the information, how the information is recorded and maintained, and to whom it is made available. This policy may be read in the office of the superintendent, and it is also published each year in the Journal Gazette Newspaper. Parents or guardians of a child with disabilities, who disagree with the school, regarding the child’s special education program, lack of a program, his or her individualized education plan, possible suspension from school, dismissal from a program, or even the recommendation of graduation from a program should contact the school principal or district superintendent to express their concerns and try to work out a solution. However, if these concerns cannot be resolved in this manner, a parent or guardian may seek relief by requesting an impartial due process hearing or special mediation. The Illinois State Board of Education will schedule an impartial due process hearing and appoint an impartial hearing officer to hear both sides of the dispute and render a recommendation to the local school district. Requests for due process hearings should be made in writing to the district superintendent. Upon such a request, parents or guardians will be informed about due process procedures and their rights to representation. For additional information regarding rights of children with disabilities may be found in A Parent’s Guide: The Educational Rights of Students with Disabilities and in Rules and Regulations to Govern the Administration and Operation of Special Education (21 Illinois Administrative Code 226—Special Education.) These documents are available through the district superintendent, the regional office of education, and the director of Pupil Personnel Services. For additional information, contact the administration at MMS.

D. HOMEBOUND/HOSPITAL INSTRUCTION:
Homebound or in-hospital instruction is available for children who, because of illness or disability, will be absent from school for more than two consecutive weeks. Parents should contact the administration as soon as the doctor anticipates a two-week or more absence for the child. A medical certificate and homebound form signed by the child’s doctor is required to verify the need for instruction. The instruction will begin upon receipt of verified eligibility. An adult must be present when instruction takes place.

E. CORE CURRICULAR PROGRAMS:
MMS provides a comprehensive educational program accredited by the North Central Association and Illinois State Board of Education for its students. The core subject areas include English language arts, mathematics, social science, and science.

F. ESSENTIAL PROGRAMS:

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F. ADVISORY:
An advisory program is an arrangement whereby one adult and a small group of students have an opportunity to interact on a scheduled basis to provide:
- Goal-setting and growth mindset development
- Positive thoughts, emotions, and decision making skills
- Conflict resolution
- Adult/Child relationships
- Each student with an adult advocate
- Activities to promote citizenship
- Academic and guidance support
- A positive peer group
- Activities to help all students be successful and
MMS will be using the Social Emotional Learning curriculum *Second Step* as a guide during advisory.

G. **RESPONSE TO INTERVENTION (RTI):**
All students at MMS have an opportunity to build upon their Reading, Math, Social/Emotional, and/or Behavioral skills through Enrichment classes, Social Academic Instructional Groups (SAIG), and Check-in/Check-out (ROAR). Students not meeting or exceeding goals in Reading and/or Math on benchmarks, PARCC, disciplinary/attendance data or classroom assessment are provided with a variety of activities that are designed to promote growth in the areas of need. They receive extra instruction in smaller group settings during the Enrichment classes or check in with staff periodically for feedback throughout the day.

H. **INTRAMURALS:**
Students are exposed to many athletic activities in physical education classes. Beyond these activities intramural opportunities will be provided.

I. **ASSEMBLY PROGRAMS:**
Advisory teachers will assign their students to an area of the gymnasium in which to sit during assemblies. Whatever the program, the audience has a part in making it a success. Courteous attention is absolutely necessary. The proper way to show appreciation is by clapping. Throughout the school year, various organizations sponsor and present assembly programs in the gymnasium. Objectives for school assemblies include:
1. Build school spirit
2. Help students develop poise and stage presence
3. Furnish opportunities for developing leadership
4. Provide inspirational experiences for students
5. Serve as a forum for educational information
6. Furnish purposeful and tasteful information
7. Help improve the cultural experiences of students
8. Develop listening skills
9. Serve as an extension of the curriculum
10. Promote better school and public relations

*At the close of the assembly, students are to remain seated until dismissed.*

K. **EXTENDED EDUCATIONAL ACTIVITIES:**
Many extended educational activities will be offered by MMS. Extended educational activity participation is encouraged for all students. It is possible that additional activities may be added depending upon the interest of students and availability of staff and finances.

L. **BAND/CHORAL SECTIONALS:**

It is the expectation that any student having Band or Choral sectionals report to their regular class for attendance, inform the teacher that they have a scheduled sectional, turn in any assignment due for that period, wait for special instructions from the teacher before reporting with a pass to sectionals. Testing takes precedence over sectionals. Students should report to sectionals once testing is complete if time permits.

**XVII. DISCLAIMER**

The right for school districts to adopt and enforce all necessary rules for the management and government of schools is granted by the Illinois Compiled Statutes (105 ILCS 5/10-20.5). This handbook, however, is not intended to create a contractual relationship with the student; rather, it is intended to describe the school, its current practices, procedures, rules, and regulations. This handbook cannot be, nor even presumes to be, all-inclusive. Therefore, during the course of the school year, the building administration may establish written rules and regulations that are not included herein and that are not inconsistent with those established by the Board of Education and the Superintendent of Schools.
<table>
<thead>
<tr>
<th>Classroom</th>
<th>Hallways and Lockers</th>
<th>Cafeteria</th>
<th>Lunch Playground</th>
<th>Lunch Gymnasium</th>
<th>Restroom</th>
<th>Media Center</th>
</tr>
</thead>
</table>
| **Be Responsible** | - Have appropriate supplies on hand  
- Have all assignments completed on time  
- Be in seat sitting quietly with materials ready at beginning of each class  
- Observe time limits (3 min.)  
- Move towards destination—don’t linger  
- Get all necessary materials  
- Have a pass during class time  
- Use locker at designated times | - Arrive with lunch, money, ID, and/or pass when the period begins  
- Go to designated area and wait to be dismissed to line  
- Pay all charges the following day  
- One trip through the line | - Line up quietly  
- Dress for the weather  
- Listen for directions | - Listen for directions  
- Sit or go to an appropriate area  
- Arrive with only appropriate items | - Observe time limits  
- Use passing periods between class when possible  
- Have a restroom pass during class time  
- Use designated restrooms | - Return materials on time/pay fines in a timely manner  
- Know why you came  
- Ask for help when you need it |
| **Be Respectful** | - Follow directions and classroom rules  
- Listen attentively  
- Let others do their best  
- Use appropriate and peaceful language  
- Wait your turn  
- Respect the right of others to their own opinion  
- Be polite and courteous  
- Respect school property  
- Respect others and their possessions | - Respect others’ space  
- Use appropriate tone and voice level  
- Use appropriate and peaceful language  
- Close lockers quietly  
- Hold doors for others  
- Follow directions and school rules | - Follow directions from all staff members  
- Be polite and courteous  
- Respect others and their possessions  
- Patently wait your turn in line  
- Use peaceful and appropriate language  
- Ask permission to leave the designated area  
- Listen attentively | - Use equipment properly  
- Return equipment to proper place when finished  
- Share equipment and space  
- Use appropriate and peaceful language  
- Demonstrate good sportsmanship  
- Follow directions of supervisors  
- Ask permission to leave the designated area | - Use equipment properly  
- Return equipment to proper place when finished  
- Share equipment and space  
- Use appropriate and peaceful language  
- Demonstrate good sportsmanship  
- Follow directions of supervisors  
- Ask permission to leave the designated area | - Respect the privacy of all  
- Pick up after yourself  
- Wash hands  
- Keep a clean restroom  
- Respect school property | - Use peaceful and appropriate language  
- Wait your turn  
- Be polite and courteous  
- Respect others’ space  
- Respect materials loaned to you  
- Listen and follow directions |
| **Be Safe** | - Keep hands, feet, and objects to yourself  
- Keep belongings under desk and work area neat  
- Use equipment and materials in a safe manner | - Stay to the right  
- Keep all hands, feet, and objects to yourself  
- Be aware of others’ space  
- Walk steadily and safely at all times  
- Leave spray bottles or perfumes at home  
- Use only your assigned locker  
- Keep lockers and hallways clean | - Keep hands, feet, and objects to yourself  
- Clean up eating area before leaving cafeteria  
- Report accidents immediately to supervisors  
- Wait your turn  
- Dress for the weather  
- Walk to and from the playground  
- Stay within the boundaries  
- Inform supervisors of any problems  
- Keep hands, feet, and objects to yourself  
- Food, drinks, candy, or gum are prohibited | - Keep hands, feet, and objects to yourself  
- Walk instead of run, using steps in bleachers  
- Sit correctly in the bleachers  
- Keep aisles clear  
- Follow rules of activities  
- Food, drinks, candy, or gum are prohibited | - Participate in horseplay or misuse of the restroom is prohibited  
- Report damaged property or accidents to a supervisor  
- Refrain from loitering | - Keep hands, feet, and objects to yourself |
<table>
<thead>
<tr>
<th><strong>Office Areas</strong></th>
<th><strong>Before School</strong></th>
<th><strong>After School</strong></th>
<th><strong>Transportation and Field Trips</strong></th>
<th><strong>Assemblies</strong></th>
<th><strong>After School Events</strong></th>
<th><strong>Technology</strong></th>
</tr>
</thead>
</table>
| **Be Responsible** | - Bring hall pass  
  - Go directly to the office when permitted  
  - Preferred times to visit office area (if applicable) are before/after school or during lunch | - Be on time  
  - Have materials  
  - Early morning before school-go to cafeteria  
  - Have ID for breakfast or library  
  - Have a pass to move from designated area | - Be ready to listen and participate  
  - Have all necessary materials  
  - Have permission slips signed and turned in prior to trip | - Sit in the area that you are instructed to and quietly await the beginning of the assembly | - Arrive to the activity at the designated time  
  - Use appropriate entrance into the building  
  - Bring money or other needed items to gain admittance  
  - Go directly to the appropriate area in the building for each activity | - Listen and follow directions  
  - Bring all necessary supplies |
| **Be Respectful** | - Enter offices upon invitation  
  - Return directly to class with hall pass  
  - Use peaceful and appropriate language | - Listen to supervisors  
  - Keep area clean  
  - Patiently wait  
  - Use peaceful and appropriate language | - Respect and follow regular classroom and bus rules  
  - Follow directions  
  - Use peaceful and appropriate language | - Face the activity  
  - Be silent when the speaker addresses the audience  
  - Applaud the activity upon completion or during positive recognition  
  - Encourage appropriate participation | - Arrive dressed appropriately for the activity  
  - Assist guests  
  - Leave and return to activity during breaks or with permission  
  - Participate in a positive manner  
  - Let others do their best | - Follow acceptable use policy found in the student handbook  
  - Print only necessary items |
| **Be Safe** | - Keep hands, feet, and objects to yourself  
  - Sit in assigned seats/area  
  - Clean up eating area | - Keep hands, feet, and objects to yourself  
  - Take all safety precautions leaving the building and traveling home | - Keep hands, feet, and objects to yourself  
  - Stay seated at all times unless directed differently  
  - Keep aisles clear  
  - Enter and exit in an orderly fashion  
  - Be responsible  
  - Use appropriate tone and voice level | - Keep hands, feet, and objects to yourself  
  - Use the steps when exiting the bleachers  
  - Remain in designated areas for the activity | - Keep hands, feet, and objects to yourself  
  - Use steps when entering or exiting the bleachers  
  - Remain in designated area | - Respect others’ space  
  - Ask for adult help when you need it  
  - Report all technical difficulties to the teacher  
  - Log-off when finished |
# Quarter 1: Be Proactive!

Student Name___________________Advisory Teacher____________

## Minor Violation(s)

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*Students who lose their card will immediately begin the referral process for all infractions.*

*Students may purchase a new planner for $5 if lost.*

*Tardy to school will be documented on skyward.*
Q1: BEGIN with the END in MIND!

S.M.A.R.T. Goal Setting:
S - Specific (what, why, and how are you going to achieve)
M - Measurable (tangible evidence)
A - Achievable (think about past behaviors, but still challenge yourself a bit)
R - Results Focused (outcomes not activities)
T - Time Bound (linked to a time frame not too far off)

1st Quarter Behavior Goal:

1st Quarter Academic Goal:

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Quarter 2: Be Proactive!

Student Name ___________________ Advisory Teacher ___________________

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Codes:
H- Horseplay
I- Inappropriate Language
O- Other

Students who lose their card will immediately begin the referral process for all infractions.
Students may purchase a new planner for $5 if lost.
Tardy to school will be documented on skyward.
Q2: BEGIN with the END in MIND!

MAP Goals:
Fall score ________ (Math)  Goal Score for Winter ________ (Math)
Fall score ________ (ELA)  Goal Score for Winter ________ (ELA)

2nd Quarter Behavior Goal:
________________________________________

2nd Quarter Academic Goal:
________________________________________

Progress Check

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Quarter 3: Be Proactive!

Student Name ___________________ Advisory Teacher ____________

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#### Codes:
- H - Horseplay
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### Disrespect

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*Students who lose their card will immediately begin the referral process for all infractions.*

*Students may purchase a new planner for $5 if lost.*

*Tardy to school will be documented on skyward.*

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Q3: BEGIN with the END in MIND!

IAR Goals:
- Last year score (Math) vs. Goal Score for 2019 (Math)
- Last year level (Math) vs. Goal Level for 2019 (Math)
- Last year score (ELA) vs. Goal Score for 2019 (ELA)
- Last year level (ELA) vs. Goal Level for 2019 (ELA)

3rd Quarter Behavior Goal:

3rd Quarter Academic Goal:

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<tr>
<th>Week</th>
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Quarter 4: Be Proactive!

Student Name __________________ Advisory Teacher________________

### Minor Violation(s)

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### Codes:
- H - Horseplay
- I - Inappropriate Language
- O - Other

### Defiance

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Q4: BEGIN with the END in MIND!

**MAP Goals:**
- Winter score __________ (Math)  Goal Score for Spring __________ (Math)
- Winter score __________ (ELA)  Goal Score for Spring __________ (ELA)

**4th Quarter Behavior Goal:**

____________________________

**4th Quarter Academic Goal:**

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