CLAY

ACADEMY

Molding the Future

2024-2025 School Year
School and Student Handbook
Visit Clay Academy Online @ ca.woodstockschools.org

SCAN ME

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Clay Academy
112 Grove Street
Woodstock, IL 60098-3324

Main Office Information

Hours	7:30 AM – 3:30 PM
Phone	(815) 337-2529
Attendance Line	(815) 337-8610
Fax	(815) 337-2140

Main Office Staff

Principal	Dr. Dan Palombit
Principal's Secretary	Mrs. Lauren Kerns
School Nurse	Mrs. Janna Sankey, RN

Clay Academy's Mission

To provide a learning environment which fosters individual growth, lifelong learning, and social accountability to meet future responsibilities and challenges of adulthood.

Clay Academy's Core Foundations

- Character building
- Social skills development
- Living skills development
- Relationship building

- Coping skills development
- Academic and vocational training
- Recreational and activity skill development

Clay Academy Daily Bell Schedule

Regular School Day Hours: 8:00 AM – 2:15 PM

Elementary School Period & Time	Middle School Period & Time	High School Period & Time
Arrival = 8:00 AM – 8:30 AM	**Arrival** = 8:00 AM – 8:30 AM	**Arrival** = 8:00 AM – 8:30 AM
Per 1 = 8:30 AM – 9:15 AM	**Per 1** = 8:30 AM – 9:15 AM	**Per 1** = 8:30 AM – 9:15 AM
Per 2 = 9:15 AM – 10:00 AM	**Per 2** = 9:15 AM – 10:00 AM	**Per 2** = 9:15 AM – 10:00 AM
Per 3 = 10:00 AM – 10:45 AM	**Per 3** = 10:00 AM – 10:45 AM	**Per 3** = 10:00 AM – 10:45 AM
Per 4a = 10:45 AM – 11:15 AM	**Per 4** = 10:45 AM – 11:30 AM	**Per 4** = 10:45 AM – 11:15 AM
Per 5/Lunch = 11:15 AM – 11:45 AM	**Per 5a** = 11:30 AM – 11:45 PM	**Per 5** = 11:30 AM – 12:15 PM
Per 4b = 11:45 AM – 12:00 PM	**Per 6/Lunch** = 11:45 AM – 12:15 PM	**Per 6/Lunch** = 12:15 PM – 12:45 PM
Per 6 = 12:00 PM – 12:45 PM	**Per 5b** = 12:15 PM – 12:45 PM	**Per 7** = 12:45 PM – 1:30 PM
Per 7 = 12:45 PM – 1:30 PM	**Per 7** = 12:45 PM – 1:30 PM	**Per 8** = 1:30 PM – 2:15PM
Per 8 = 1:30 PM – 2:15PM	**Per 8** = 1:30 PM – 2:15PM	

Clay Academy Noon Dismissal Dates and Schedules

Noon Dismissal School Day Hours: 8:00 AM – 12:00 PM

Elementary School Period	Middle School Period	High School Period	Time
Arrival	Arrival	Arrival	8:00 AM – 8:30 AM
1	1	1	8:30 AM – 9:00 AM
2	2	2	9:00 AM – 9:30 AM
3	3	3	9:30 AM – 10:00 AM
4	4	4	10:00 AM – 10:30 AM
6	5	5	10:30 AM – 11:00 AM
7	7	7	11:00 AM – 11:30 AM
8	8	8	11:30 AM – 12:00 PM
Dismissal	Dismissal	Dismissal	12:00 PM

Noon Dismissal Dates

Semester 1	Semester 2
September 19, 2024	January 30, 2025
October 9, 2024	February 13, 2025
October 24, 2024	March 6, 2025
	May 23, 2025*

Tentative last day of school

Woodstock School District Calendar

(Please visit https://www.woodstockschools.org/calendar12 to access calendars)

2024-2025 Woodstock District 200 School Calendar

Dates in red are NON-ATTENDANCE days for students (No School)

Dates in purple are HALF-DAY ATTENDANCE days for students (No School in Afternoon)

January
- 1-3 NO SCHOOL - Winter Break
- 6 NO SCHOOL - School Improvement Day (Mtgs for teachers; No school for students)
- 7 School Resumes - Begin 2nd Semester
- 20 NO SCHOOL - Martin Luther King, Jr. Day
- 30 HALF DAY - NO SCHOOL in Afternoon

February
- 13 HALF DAY - NO SCHOOL in Afternoon
- 13 Parent-Teacher Conferences 2-9PM
- 14 NO SCHOOL - Conferences 8AM-12:30PM
- 17 NO SCHOOL - Presidents Day
- 20 End of 2nd Trimester

March
- 6 HALF DAY - NO SCHOOL in Afternoon
- 12 End of 3rd Quarter
- 24-28 NO SCHOOL - Spring Break

April
- 18 NO SCHOOL

May
- 23 HALF DAY - NO SCHOOL in Afternoon
- Tentative last day of school
- Tentative end of 3rd Trimester
- Tentative end of 4th Quarter
- 26 Memorial Day
- 27-2 May 27, 28, 29, 30 & June 2 are reserved as Emergency Days IF NEEDED

August
- 8-9 New Staff Orientation
- 12-13 Teacher Institute Days
- 14 First Day of School

September
- 2 NO SCHOOL - Labor Day
- 19 HALF DAY - NO SCHOOL in Afternoon

October
- 9 HALF DAY - NO SCHOOL in Afternoon
- 9 Parent-Teacher Conferences 4-9PM
- 10 NO SCHOOL - Conferences 9AM-9PM
- 11 NO SCHOOL
- 14 NO SCHOOL - Columbus Day Holiday
- 15 End of 1st Quarter
- 24 HALF DAY - NO SCHOOL in Afternoon

November
- 5 NO SCHOOL - Election Day
- 7 End of 1st Trimester
- 11 NO SCHOOL - Veterans Day
- 27-29 NO SCHOOL - Thanksgiving Break

December
- 20 End of 2nd Quarter
- 23-3 NO SCHOOL
- Winter Break - Dec. 23 - Jan. 3

Grading Periods 6-12
1st Quarter	Aug. 14 - Oct. 15
2nd Quarter	Oct.16 - Dec. 20
3rd Quarter	Jan. 7 - March 12
4th Quarter	March 13 - May 23

Grading Periods K-5
1st Trimester	Aug. 14 - Nov. 7
2nd Trimester	Nov. 8 - Feb. 20
3rd Trimester	Feb. 21 - May 23

January 2025
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2025
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March 2025
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2025
Su	M	Tu	W	Th	F	Sa
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2025
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
1	2	3	4	5	6	7

August 2024
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2024
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2024
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2024
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2024
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Clay Academy Logistical Information

School Calendar

Clay Academy follows the Woodstock School District 200 school year calendar. Please refer to the calendar for all non-student attendance days. If necessary, the school year may be extended by the number of days the school district closed due to inclement weather.

Attendance

Regular attendance at school is crucial for every student's success. Students are expected to attend school daily as noted on the school calendar. Student absences must be reported the morning of the absence by the student's parent/guardian. **All absences should be reported to the attendance line at (815) 337-8610**. Absences will be recorded as unexcused if there is no call to the office or justifiable follow-up. Absences are excused for the following reasons:

- Illness of student
- Observance of a religious holiday
- Death in the immediate family
- Family emergency
- Student mental health day
- Prearranged absences may be necessary. Such arrangements can be made in advance by calling the school's main office.

If a student needs to be picked up by another, non-routine person or needs to be picked up rather than riding the bus, the parent/guardian must call the main office to inform of the request.

Student Drop Off and/or Pick Up

Students being dropped off or picked up from school need to do so at Door 3. Due to security, parents/guardians will drop students at Door 3 with a Clay Academy staff member. Parents/guardians will not be permitted inside unless arrangements are made.

Truancy [105 ILCS 5/26-2a]

A **truant** is defined as a child who is subject to compulsory school attendance and who is absent without valid cause from such attendance for more than 1% but less than 5% of the past 180 school days. A **chronic or habitual truant** is defined as a child who is subject to compulsory school attendance and who is absent without valid cause from such attendance for 5% or more of the previous 180 regular attendance days. **When a student leaves the building without authorization, whether on or off campus, the police will be notified. Unauthorized exit is considered truancy and the student may be issued a truancy citation/ticket by the Woodstock Police Department. Parents/guardians will be notified of all unauthorized exits.**

Extended School Year [ESY]

ESY will be offered for all students attending Clay Academy's therapeutic component. ESY will be discussed at each student's IEP meeting and with each student's team.

Clay Academy Logistical Information

Visitors

All visitors to Clay Academy must report directly to the main office, present appropriate government-issued identification, and sign in upon initial entry to the building or school grounds. Visitors must comply with the check in and identification process or visitors may be considered trespassers. All visitors to Clay Academy should enter through Door 3 (rear of building, adjacent to parking lot).

Clay Academy Student Health Information

HEALTH OFFICE

Medication Policy

All students receiving medication at school, including over the counter medications, must follow the procedures listed below:

1. The nurse must have a mediation authorization sheet signed by the student's doctor for all medication brought to school. A new form must be completed at the beginning of each school year. The authorization form is required for all over the counter medication including acetaminophen and ibuprofen.
2. All medications must be brought to school by the student's parent/guardian. The medication must be in the prescription bottle with appropriate label. Parents/guardians must also pick up medication at the end of the school year.
3. A student's mouth will be inspected after taking medication to be certain the mediation was ingested.

Physicals and Immunizations

State law requires all students entering Pre-kindergarten, Kindergarten, Sixth Grade, and Ninth Grade have a new physical and provide said physical to the school. Certain immunizations are required upon entrance to these grades. All students entering grades 6 – 12 must have proof of having the Tdap vaccination. All students in grades K – 12 must have proof of having two (2) doses of the MMR vaccination. Students entering K, 6th, and 9th grades must have proof of having two (2) doses of the Varicella vaccination. Students entering Pre-kindergarten between the ages of 24 – 59 months old must show proof of having one (1) dose of the Pneumococcal vaccination. Students entering 6th grade must have proof of having one (1) dose of the Meningococcal vaccination and those entering 12th grade must have proof of having two (2) doses of the Meningococcal vaccination. Students entering Kindergarten must have proof of having an eye exam completed by an eye doctor. Students entering Kindergarten, 2nd, and 6th grades must have proof of a dental exam.

Sick Students – When Should Students Stay Home?

A common problem confronting parents/guardians occurs when their child complains of not feeling well on a school day and a decision must be made whether or not to send the child to school. While parents/guardians do not want to keep a child at home that is really not sick, they should also not send a sick child to school. If a child is experiencing any of the following symptoms, the student should be kept home:

- Fever of 100.4 degrees of greater
- Vomiting
- Diarrhea
- Skin rash
- Severe congestion
- Red and watery eyes with crusting/drainage

Parents/guardians are asked to notify the school of each symptom the student is experiencing so the school can adequately monitor illness trends in the schools. Students must be fever-free for 24-hours before they return to school.

Head Lice

Head lice (pediculosis) are found worldwide. Although it is not a serious medical condition, it can cause an interruption in students' education. Control of head lice requires a cooperative effort between home and school. The presence of head lice does not indicate lack of hygiene or cleanliness. Lice are small, grayish-black insects which lay eggs (nits) on the hair, especially at the nape of the neck and in the area behind the ears. Nits (eggs) are tiny yellowish-white oval flecks attached to the hair with waterproof, cement-like glue. Unlike dandruff, nits cannot be removed unless pulled from the entire length of the hair strand. Symptoms are itching and irritation of the scalp. To prevent the spread of head lice to other children, District 200 has established the following policy.

1. A student's parents or guardians will be contacted by the school if the child is suspected of having a lice infestation.
2. Any child who is found to have live adult lice and/or nits on the hair shaft that are ¼ inch or less from the scalp will be sent home for same day treatment.
3. Parents and guardians are strongly urged to notify their child's close contacts regarding the possibility of head lice transmission.
4. The school nurse will provide parents and guardians with evidence-based guidelines and information pertaining to the elimination of head lice.
5. Following treatment, the student should be brought back to school by the parent or guardian and taken to the school nurse who will inspect the child's head for lice to determine if additional measures are needed.

How to Check for Head Lice
Under a good light, separate all of the hair especially behind the ears and at the nape of the neck using wooden sticks such as toothpicks. If dandruff is found, it will loosen easily when rubbed rigorously with the stick. If nits or lice are found, please inform the school of your child's condition and follow the directions above.

For more information about the diagnosis, prevention and treatment of head lice, visit the D200 website at https://www.woodstockschools.org/departments/health-services and select the resource tab.

Clay Academy Student Operational Information

Phone Calls and Student Phones/Devices

Phone calls will be made by staff to keep you informed of significant daily events concerning your child. Clay Academy believes regular communication with home is important to student success. Families are encouraged to call school staff with information of significant events at home which might affect your student's behavior and performance at school.

Phone calls to students however, are not allowed during school hours unless it is an emergency. School staff will take a message and relay the message to the student through their classroom teacher. **STUDENTS WILL NOT BE ALLOWED TO CARRY CELL PHONES, WATCHES WITH TEXTING AND/OR CALLING CAPABILITIES, OR ANY OTHER NON-D200 ISSUED DEVICE WITH THEM DURING THE DAY.** If students bring a cell phone to school, it will be kept in a secured cabinet until the end of the school day. Students are responsible for collecting phones before going home. If a student has brought a phone in without staff approval, it will be confiscated. The phone will be returned the following day or a parent/guardian may pick it up after school. Students may not use the phone during the day to make arrangements for other friends to pick them up after school.

D200 Networks/Internet

The goal of using the internet is to promote education by facilitating resource sharing, innovation, and communication. The use of the internet at Clay Academy is a privilege. Inappropriate use will result in revocation of this privilege. Staff will make all decisions regarding whether or not a user has violated this authorization and may deny, revoke, or suspend access at any time; the decision will be final.

Technology Usage

Clay Academy has Chromebooks and programs available to students. Students will primarily be using technology for academic purposes and, on occasion, for recreation. Levels in the point system apply. How, when, and for how long will be determined by staff on an individual basis. **Tampering with and/or inappropriate use of technology is a serious offense and will be addressed accordingly.**

Clay Academy Student Expectations, Behavior Management, and Disciplinary Consequences

Time Out and Isolated Time Out
At times, a student may be asked to take a time out due to the student's behavior. A time out is when a student is asked to remove themselves from the area into a staff-designated, supervised area until ready to rejoin the program. The length of the time out will be at the discretion of the staff member and is based on the individual student's tolerance.

An isolated time out shall only be used as a means of maintaining safety and order within the school (maintaining a safe and orderly educational environment) and only to the extent that is necessary to preserve the safety of students and others.
Three isolated time out events = Staffing!

Physical Restraints
Pursuant to Section 10-20.33 of the Illinois School Code and as outlined in D200 Board of Education Policy, physical restraint may only be employed when:
- The student poses a physical risk to himself, herself, or others.
- There is no medical contradiction to its use, and;
- The staff applying the restraint have been trained in its safe application as specified in subsection (h)(2) of the Illinois Administrative Code.
- Physical restraints are used only when a student is endangering themselves or others.
- All Clay Academy staff are trained in Nonviolent Crisis Intervention via Crisis Prevention Institute [CPI].
- All parents/guardians will be notified by phone call and shall receive a written report of the incident.

Physical Escort
A physical escort is considered a momentary period of physical direction by direct person-to-person contact. There is limited engagement involved and it is designed to prevent a student from completing an act that would result in potential physical harm to themselves or others or damage to property. This intervention is also used to remove a disruptive student who is unwilling to voluntarily leave an area. A physical escort is <u>not</u> considered a physical restraint.

Smoking
Students are not permitted to possess cigarettes, lighters, e-cigarettes, vapes, matches, or any other smoking and/or tobacco paraphernalia in school, on school grounds/property (including vehicles parked on school property or adjacent to), or at a school-sponsored off-property event. Items will be confiscated and appropriate disciplinary action(s) shall apply.

Personal Items

Item(s) in a student's possession shall not be used to provoke others, cause harm, distract others, or distract themselves. If Clay Academy staff feel an item is being used in one or more of the aforementioned ways, the item(s) may be confiscated. Confiscated items may be returned to the student or parent/guardian, depending on the circumstance. If it has been discovered a student smuggled an item in to Clay Academy, it will be confiscated and may be returned if a parent/guardian makes arrangements to pick up the item.

Weapons, Alcohol, and Drugs

If a student is in possession of a weapon or uses an instrument or item as a weapon, the student is placing themselves and others in immediate danger. Likewise, if a student is in possession of alcohol or drugs or is under the influence of alcohol and/or drugs, that situation is considered unsafe and potentially dangerous. Any personal possession or implement carried on a person having no useful or meaningful function in a school setting (including outdoor school property and school transportation) and may be used to threaten or harm another will be considered a weapon. In addition, any classroom item or other object used to threaten or harm others will be considered a weapon. Refer to D200 policies and procedures regarding student possession of weapons, alcohol, and/or drugs.

Suspicion of Ingestion/Consumption of Alcohol or Drugs

Any professional staff person, teacher's associate, or therapist who suspects, through observation, a student may be under the influence of alcohol or drugs, the following may occur:
- Immediate notification to Principal or Principal designee.
- School nurse notified and student's vitals will be taken. Principal, school nurse, interventionist, will discuss the situation and determine if suspicion is warranted.
- Student's parent/guardian will be notified and asked to come to Clay Academy.
- D200 behavioral disciplinary policies and procedures will be followed.

If a student is suspected of possessing or having ingested/consumed alcohol and/or drugs, the student will be searched in accordance with D200 policies and procedures. Parents/guardians will be notified if a student search is conducted.

Student Searches and Use of Detectors

The purpose of a student search is to determine if a student is in possession of and/or confiscating illegal drugs, alcohol, lethal weapons, fire-setting paraphernalia, or any item/substance which staff deem unacceptable and feel the student's possession of said item/substance on school grounds could have harmful consequences or would be detrimental to the therapeutic treatment and educational environment of any Clay Academy students or staff. Upon entering Clay Academy, staff will utilize a metal detecting wand with students as a proactive means to ensure safety. During this time, students are asked to empty their pockets, remove their shoes, and open their backpack/purse for a safety search. Based on teacher or staff discretion, students may be asked to submit to a search (empty pockets, remove shoes, open backpack, etc) before leaving school for the day. If a student is found to be in possession of any of the aforementioned items, parents/guardians will be asked to attend a meeting with appropriate Clay Academy staff. Random searches may be conducted. Students and parents/guardians are expected to understand, comply, and support this policy and Clay Academy's desire to maintain a safe school environment.

AWOL Guidelines

All students are expected to remain in their program areas with appropriate supervisory staff. Problems and concerns should be addressed through therapeutic means (ex: talking) rather than leaving or avoiding a situation. If students are in need of time to themselves, staff members will make arrangements with individual students. Failure to follow the expectations will result in the following actions, interventions, and consequences:

- Drop to level Red
- Day of ALE
- Other disciplinary consequences as deemed appropriate by staff

In the interest of safety, if at any time a student attempts to leave the building, said student may be physically escorted from leaving the building. If a student leaves the building, the student's parent/guardian will be notified immediately and a call to the Woodstock Police Department will be made reporting an unescorted minor is outside of the building. If a student is 18 years old or older and leaves the building on their own, the student's parent/guardian will be notified unless otherwise instructed by parent/guardian and said student.

Age of Majority and Unauthorized Exits From School

Students who are 18 years old or older and are requesting to leave the building without justifiable reason, will be allowed to do so with point deductions. Parents/guardians will be notified if a student leaves the building.

Student Parking

Students may drive to Clay Academy on the following conditions and after approval from the Principal:

- Must provide copy of driver's license and proof of insurance to main office
- Must provide vehicle's make, model, year, and license plate to main office
- Student must be on _**Level Blue**_ and maintain the level
- Students may **not** drive any other student(s) to school

Field Trips

There may be opportunities for field trips during the school year. It is the desire of Clay Academy's staff that all students be able to participate in field trip activities. To participate, students must meet these requirements:

- Elementary school students must be on _**Level Yellow**_
- Middle and High school students must be on _**Level Green**_

The school's team will review all eligible students and determine a student's participation eligibility. If there are safety and/or security concerns, a student may not be able to participate. In this case, the student's parent/guardian will be notified.

DRESS EXPECTATIONS

Students' dress and grooming must not disrupt the educational environment/process, interfere with the maintenance of a positive teaching/learning climate, or compromise reasonable standards of health, safety, and decency. Items of clothing which could be construed as promoting illegal or obscene acts including, but not limited to, those depicting or referring to sex, drugs, tobacco products, alcohol, gangs, vulgar inferences, or obscenities will not be allowed. The school reserves the right to require students to change their clothing before attending class if they do not meet the above stated standard of dress. This may mean a phone call home to have appropriate clothing brought to school. The building principal (and appropriate designee) is the final authority for judging the appropriateness of a student's appearance. The following guidelines are in effect for Clay Academy.

- Headbands, sweatbands, bandanna, or other head coverage not appropriate to the situation or prevailing weather are not allowed. Hats may not be worn indoors and will be stored in the student's locker.
- Laced shoes must have laces in both shoes.
- Gloves may not be worn indoors.
- Sunglasses may not be worn indoors.
- Outside jackets and coats cannot be worn in the building unless approved by school staff. **NO HOODED SWEATSHIRTS** are to be worn in the building; they will be stored in the student's locker.
- Clothing or jewelry, which displays profanity, sexually suggestive messages, obscenity, and slanderous or violent messages, may not be worn.
- Clothing cannot display or depict items, which a student cannot legally purchase on school property (drugs, alcohol, and tobacco).
- Clothing or style of wear interpreted as gang-related which includes the hiking of pant legs or use of rubber bands is prohibited. Staff will determine appropriateness of clothing.
- Tank tops, halter-tops, spaghetti straps or transparent clothing are not allowed. Midriff shall be covered at all times.
- Altered or unusually cut clothing with holes may be worn at staff discretion. Shirts must be worn during all times and in all settings.
- Pants must be worn at a natural waist level. Skin or underwear may not be exposed.
- Chains, wallet chains, and heavy key chains (other than appropriate jewelry) are not allowed. If worn to school, they will be stored in the student's locker.
- Shoes must be worn in all program areas unless staff has determined safety concerns or inappropriateness. **NO STEEL-TOED BOOTS ALLOWED.**

FOOD

To protect students with allergies, any food brought to school should only be consumed by the student who brought it.

If a student arrives at school after 8:30 AM, the student will be provided with a peanut butter and jelly lunch option. Clay Academy must provide lunch orders to Food Service staff each day by 8:30 AM.

STUDENT DISCIPLINE AND BEHAVIORAL CONSEQUENCES

Alternative Learning Environment [ALE]
ALE is the temporary removal of a student from their regular classroom, lunch area, and/or other regular school day activities. Students will be assigned to a designated place in the school for one or more school periods in a school day or school days. An appeal of an ALE assignment may be taken to Clay Academy's Principal whose decision shall be final. ALE assignment progression may be:
- First occurrence = One class period
- Second occurrence = Two class periods
- Third occurrence = Three class periods (Clay Academy strives to not exceed three class periods per day)

Out of School Suspension [OSS]
OSS is the temporary exclusion of students from school grounds and all school activities for a period of one (1) to ten (10) school days. Should a student exceed 10 OSS days, a manifestation determination meeting must occur and will be arranged by the case manager or Principal.

Transportation and School Bus Referrals
All students must ride their assigned transportation routed to and from school unless alternative drop off or pick up arrangements have been communicated with the main office. If a student is to be transported by someone other than a parent/guardian, the student's parent/guardian must communicate that information to the main office. Only students on **_Leadership_** level may stay in Woodstock for recreational, after school activities on a regular basis with Principal and student's parent/guardian approval. Students with a driver's license must be on **_Level Blue_** to park in Clay Academy's parking lot with Principal's permission. Bus referrals may result in the following disciplinary consequences:

- Lunch detention

- ALE (one, two, or three periods)

- Transportation/bus suspension (transportation becomes student's responsibility)

STUDENT DAILY BEHAVIOR MANAGEMENT

Corrective Action Component of Point/Level System
There are three different levels of behavior intensity that are within the system. Level 1 is for minor infractions that constitute the loss of points. Level 2 is for repeated minor violations or major violations where the consequences go beyond a point loss. Level 3 is for critical violations where the consequences could be out of school suspensions and/or police interventions.

Level 1
Minor violations are any behaviors which exceed the normal behavior for which class points are deducted. Depending on the severity of violation and repeated offenses, staff discretion will be used in applying the appropriate point loss for the violation. The resolution of Level 1 behaviors is primarily the responsibility of teachers, support personnel, and parents/guardians. Administrative and parental assistance can be initiated without engaging the formal referral process. Level 1 behavior includes, but is not limited to, the following:

Inappropriate language	Insubordination
Arguing	Off limits
Not following directions	Minor destruction of property
Off Task behavior	Interfering
Disrupting class	Manipulating
Disrespectful talk	Head down

Corrective Actions
Process with staff member, apology, parent conference, revised behavior plan if behaviors are persistent, alternative learning environment, and behavior reflection assignment.

Violations will receive a 5-point loss per violation and possible corrective action.

Level 2
Major violations are any behavior which exceeds the normal behaviors for which a major is given (either in terms of duration, severity, documented individual programs or specific rules). These interventions are the responsibility of school-based administration and student interventionists, with assistance from teachers, support staff, and parents.

Repeated minor offenses	Inappropriate to staff
Aggression	Lying
Clothing Violation	Threats/intimidation/bullying to staff or students
Inappropriate conduct	Name calling
Leaving the classroom without permission	Inappropriate physical boundaries
Provoking/Instigating	Point sheet violation
Throwing objects	Writing/painting on property
Sleeping in class	Inappropriate Drill behavior

Corrective Actions

Process with staff member, apology, parent conference, revised behavior plan if behaviors are persistent, alternative learning environment, and behavior reflection assignment.

Violations will receive a 10-point loss per violation plus possible detention, ALE or OSS.

*The Alternative Learning Environment (ALE) is a replacement for in-school suspension. During this time, a student will process with the behavior interventionist on the cause/effect of the violation. The amount of time will be based on subsequent occurrences.

Level 3
Critical violations are for any behavior that causes students or staff to be unsafe. Behaviors of this type will result in possible police involvement, and/or OSS.

Physical aggression	Racial comments
Bullying	Stealing
Inappropriate code yellow conduct	Staff call – student removed from class
Cheating	Possession/Contraband
Major destruction of property	Talk of: sex, alcohol, drugs
Gang (talk, signs, colors)	Threatening of staff or students
Sexual harassment	Persistent Level 2 behaviors

Corrective Actions
Process with staff member, apology, parent conference, revised behavior plan if behaviors are persistent, and alternative learning environment.

Violations will receive a 30-point loss per violation, plus possible ALE, OSS and the potential of police involvement.

Any physical escort or restraint will receive a 50-point loss and automatic drop to Level Red with possible police intervention.

SAMPLE MIDDLE AND HIGH SCHOOL POINT SHEET (FRONT SIDE)

Middle School Daily Point Sheet

Name: _____ Date: _____

Level: _____ Day: _____ Total Points: _____ Total %: _____

Be Academically Responsible

Periods	1	2	3	4	5	7	8
Academically prepared Books,pencils at table upon entering							
Complete expected assigned work							
Actively participate for duration of class							
Turn work in to appropriate place, clean up area							
Totals:						/of 56 points	

Be Respectful

Periods	1	2	3	4	5	7	8
Use appropriate tone of voice							
Good Citizenship/Will respond positively to teacher directive							
School appropriate conversations							
Ignore negative behaviors (MYOB)							
Totals:						/of 56 points	

Be Safe

Periods	1	2	3	4	5	7	8
Follow teacher direction							
Maintain personal space/ environment							
Appropriate use of classroom materials							
Remain in designated area unless you've asked permission							
Totals:						/of 56 points	

Individual Goals

Periods	1	2	3	4	5	7	8
#1							
#2							
#3							
#4							
Totals:						/of 56 points	

CLAY ACADEMY

	Check-In	Breakfast	Lunch
Remained in designated area			
Used appropriate language /volume			
Showed respect to			
Cleaned up	X		

Total: /22

Behavior Criteria:
0= Does not meet Criteria
1= Minimally meets Criteria
2= Meets Criteria

	1	2	3	4	5	7	8
Related Service							
Bathroom							
Water							
Nurse							
Social Worker							

Above and Beyond!	Points
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____

SAMPLE MIDDLE AND HIGH SCHOOL POINT SHEET (BACK SIDE)

1. _____ Teacher: _____ Description: _____
2. _____ Teacher: _____ Description: _____
3. _____ Teacher: _____ Description: _____
4. _____ Teacher: _____ Description: _____
5. _____ Teacher: _____ Description: _____
6. _____ Teacher: _____ Description: _____
7. _____ Teacher: _____ Description: _____
8. _____ Teacher: _____ Description: _____

Minor "At risk" Behaviors (5 pts.)		Daily Total
ARG	argue	
DIS	disrupt	
DST	disrespectful talk	
DPMI	destruction of property (min)	
INSB	insubordination	
INF	interfere	
MAN	manipulate	
NFD	not follow directions	
OFT	off task	
OL	off limits	
HD	head down	
SWR	swear	
COM	Complaining	

Major "At risk" Behaviors (10 pts.)		Daily Total
AGV	aggression (verbal)	
CV	clothing violation	
IDB	inapp. drill behavior	
INS	inappropriate to staff	
INC	inappropriate conduct	
LC	leaving class w/o permission	
LY	lying	
NC	name call	
PB	physical boundaries	
PRV	provoke/ instigate	
SIC	sleeping in class	
THR	throwing objects	
TDY	Tardy (Time Arrived:)	

Critical "At risk" Behaviors (30 pts.)		Daily Total
AGP	aggression (physical)	
BLY	bullying	
CDE	inapp. code yellow conduct	
CHE	cheating	
CON	contraband	
DPMA	destruction of property (maj)	
GS	gang (talk, signs, colors)	
SHAR	sexual harassment	
RC/D	racial comment/derogatory	
ST	stealing	
TDAS	talk of drugs/ alcohol/ sex	
TRE	threatening	
SC1	staff call— MAJOR (30 pts)	
SC2	staff call— CRITICAL (50 pts)	

LEVEL SYSTEM MIDDLE AND HIGH SCHOOL

Four areas to earn daily points

- Be academically responsible
- Re respectful and safe
- Work toward personal growth
- Be safe

System
- Individual goals
- Students will receive a point sheet each day.
- Students are responsible for always carrying their point sheet and handing it in at the end of the day.
- It is the student's responsibility to hand his/her point sheet to his/her teacher at the end of the day. If staff does not receive the point sheet at the end of the day, the student will receive a zero (0) for the day. This may jeopardize the student's level.
- On Thursdays, points are totaled and will determine whether a student participates in Fun Friday.

Summary of Each Level

LEVEL RED
Students must maintain 75% of the daily points and must maintain for 5 days to move to LEVEL YELLOW. If students do not meet 75% daily percentage for three days in a row, they will drop to LEVEL RED, DAY 1.

The lowest level is red. Students will earn red level by achieving less than 75% of their points within 10 days, accrue 5 or more detentions, receive an OSS, or by staff discretion due to continued insubordination or defiance of school rules.

PRIVILEGES
- Students may participate in fundraising activities
- Students can earn extra points on their point sheets daily
- Students may earn free time activities

LEVEL YELLOW
Students must maintain 80% of the daily points and must maintain for 15 days to move to LEVEL GREEN. If students do not meet 80% daily percentage for three days in a row, they will drop a level.

PRIVILEGES
- Students may participate in fundraising activities
- Students can earn extra points on their point sheets daily
- Student may have computer time at staff discretion
- Student may participate in free time activities

LEVEL GREEN

Students must maintain 85% of the daily points and must maintain for 20 days to move to LEVEL BLUE. If students do not meet 85% daily percentage for three days in a row, they will drop a level.

PRIVILEGES
- Students may participate in fundraising activities
- Students can earn extra points on their point sheets daily
- Student may have computer time at staff discretion
- Student may participate in free time activities
- Student may participate in field trips
- Student may leave the building with supervised staff

LEVEL BLUE
Students must maintain 90% of the daily points and must maintain for 25 days to move to LEADERSHIP LEVEL. If students do not meet 90% daily percentage for two days in a row, they will drop a level.

PRIVILEGES
- Students may participate in fundraising activities
- Students can earn extra points on their point sheets daily
- Student may have computer time at staff discretion
- Student may participate in free time activities
- Student may listen to music at staff discretion
- Student may participate in field trips
- Student may leave the building with supervised staff
- Student may mentor younger students in building

LEADERSHIP LEVEL
Students must maintain a 90% average of daily points and will continue to accumulate days on LEADERSHIP LEVEL.

PRIVILEGES
- Level Blue privileges apply
- Students may bring money and staff will go into the community to local restaurants and purchase healthy lunch with student money, on Fridays only at staff discretion.

Examples of a level drop
- If a student is on Level Green, Day 5 and they have not maintained 85% of their points for three days in a row, they will drop a level. They will then be on Level Yellow, Day 5.
- If a student is on Level Blue, Day 2 and has demonstrated critical behavior, they will drop to Level Red.

SAMPLE ELEMENTARY SCHOOL POINT SHEET (ELECTRONIC)

SAMPLE ELEMTARY SCHOOL POINT SHEET (ELECTRONIC)

Name		Total Points out of 100		Total Percentage			Check-In 8:00-8:30	Check-out 2:15-2:30	CLAY
Date			0		0.00%				
Level									ACADEMY

Expectations	8:30-9:15	9:15-10:00	10:00-10:45	10:45-11:15	11:15-12:00	12:00-12:45	12:45-1:30	1:30-2:15	Total	Documentation of Behavior
Positive Adult Relations									0	
Positive Peer Relations									0	
Follow Directions									0	
Stay On Task									0	
Complete all Assignments									0	
Utilize Coping Skills									0	
Above and Beyond Points									0	

Critical Behaviors (-30)	8:30-9:15	9:15-10:00	10:00-10:45	10:45-11:15	11:15-12:00	12:00-12:45	12:45-1:30	1:30-2:15
Staff Call								
Physical Aggression (to cause harm to self or others)								
Elopement								
Threat								
Intimidation								
Harassment								
Destruction of Property								
Stealing								
School Refusal								
Negative Bus Behavior								
Quiet Room								
Isolated Time Out								
Restraint								

SAMPLE ELEMENTARY SCHOOL POINT SHEET (ELECTRONIC)

Major Behaviors (-10)	8:30-9:15	9:15-10:00	10:00-10:45	10:45-11:15	11:15-12:00	12:00-12:45	12:45-1:30	1:30-2:15
Physical Aggression (towards objects)								
Physical Aggression (towards people)								
Elopement								
Threat								
Verbal Aggression								
Name Calling								
Inappropriate to Staff								
Inappropriate Tech Usage								
Inappropriate Drill Behavior								
Manipulation								
Destruction of Work								
Destruction of Property								
Bullying								
Provoking								
Lying								
Defiance								
Negative Bus Behavior								

Minor Behaviors (-5)	8:30-9:15	9:15-10:00	10:00-10:45	10:45-11:15	11:15-12:00	12:00-12:45	12:45-1:30	1:30-2:15
Inappropriate School Conversations								
Inappropriate Play								
Inappropriate Tech Usage								
Inappropriate to Staff								
Inappropriate to Peer								
Not Following Directions								
Mind Your Own Business								
Physical Boundaries								
Arguing								
Disruptive								
Whining								
Lying								
Swearing								

LEVEL SYSTEM ELEMENTARY

Areas to earn daily points
- Positive Adult Relations
- Positive Peer Relations
- Follow Directions
- Stay on Task
- Complete All Assignments
- Utilize Coping Skills
- Personal Physical Boundaries

System
- Students will receive a point sheet each day which is shared electronically with the family.
- All therapy sessions and field trips are included in the point collection.
- Students must earn their individual goals based on levels to earn "Fun Friday"
- On Thursdays, points are averaged from the week and will determine whether a student participates on Fun Friday.
- Team may determine whether students have earned the privilege of attending field trips and other activities regardless of points/level if there is a safety issue.

Summary of Each Level

LEVEL RED
On Level Red, the students must maintain 80% of their points to move up for one consecutive week.

LEVEL YELLOW
On Level Yellow, the students must maintain 85% of their points to move up for 4 consecutive weeks.

LEVEL GREEN
On Level Green, the students must maintain 90% of their points.

After a student has maintained Green Level for 18 weeks, the team will get together and discuss during Debriefing student's personal goals and possible mainstreaming options.

Examples of a Level Drop
- If a student is on Level Green, Day 5 and they have not maintained 90% of their points for 5 days, they will drop to Level Green, Day 1.
- If a student is on Level Green, Day 1 and they have not maintained 90% of their points for 5 days, they will drop to Level Yellow, Day 1.
- If a student is on Level Yellow, Day 3 and they have not maintained 85% of their points for 5 days, they will drop to Level Yellow, Day 1.
- Restraint is an automatic drop to Level Red.

All daily school expectations students earn points for are based on the social emotional state standards and are addressing specific behavior/emotional difficulties individual students are working on.

Clay Academy Academic and Therapeutic Curriculum and Programs

THERAPY CURRICULUM

Everyday Speech – Social Emotional Learning
Each grade has five units directly aligned with the CASEL competencies. Each unit has eight lessons for a complete 40-week curriculum which is implemented in a whole class, universal setting. Classroom teachers, social workers, school counselors, and all other school staff are trained and capable of implementing a common, universal behavioral expectation and language.

Mindfulness
Mindfulness is a technique/tool to decrease anxiety and promote happiness. Students are taught a different topic each month and then modeled during class every day. It is a form of meditation, but the topic is taught as a mantra. For example, the topic of empathy is discussed and examples are given and students are asked to think of examples from their own perspectives. When issues arise, the adult brings empathy into the discussion during processing for the students to further understand its true meaning, developing a student's habit of being mindful of others.

Restorative Practices
All humans are hardwired to connect. Just as we need food, shelter and clothing, human beings need strong and meaningful relationships. Restorative practices is a field within the social sciences exploring how to strengthen relationships between individuals and social connections within communities. Restorative practices focus on building and maintaining community within schools to prevent conflict, and on reacting to misconduct by encouraging students to accept responsibility and rebuild relationships.

Second Step – Elementary and Middle School
Second Step is violence prevention curriculum as well as a universal prevention program that proactively teaches critical social and emotional skills to all children. Second Step's goals are focused on reducing aggressive and disruptive behavior while promoting social-emotional competence. Foundations for healthy social-emotional learning include trust, respect, personal responsibility, a sense of belonging, acceptance and caring commitment.

Social Thinking
Social thinking helps individuals become aware of the social context and implicit social expectations all people hold for others with whom they are interacting or sharing space. Students learn to understand how an individual's regulated and unregulated behavior impacts the thoughts and feelings of others around them. Many times Zones of Regulation and Social Thinking are combined during therapy sessions.

Zones of Regulation
Zones of Regulation is a cognitive behavioral approach to teach self-regulation with sensory regulation, executive functioning and social cognition in students. The goal is to help students move toward independent regulation. There are four concrete zones and are designated by colors: red, yellow, green and blue. Feelings and states determine a person's zone. The framework focuses on teaching students recognition and management of their zone based on the environment and its demands and the people around them.

ACADEMIC PROGRAM

Primary/Elementary Programming

Primary PreK-2
The focus in the classroom is for students to begin to understand personal boundaries and interactions along with impulse control. Students also learn different coping skills to be successful in school and at home. All students are provided sensory breaks and social stories.

Elementary 3-4
Students will begin learning social skills, communication skills, and working together as a team and with other individual students. Students begin to learn and understand boundaries and socially appropriate verbal and behavioral skills. Sensory breaks and strategies are provided on an individual basis.

Middle and High School Programming

Middle School 5-8
Students begin planning and implementing community involvement and their own impact on society. They learn to express themselves appropriately through group and art therapy. Through group therapy, students learn how to think about their decisions and actions before acting on them. Vocational expectations are introduced and researched.

High School 9-12
The primary focus is developing strategies to overcome anxieties and appropriate communication skills to express themselves and their feelings. Students practice leadership and caretaking roles. Students gain confidence and learn to take positive risks through group and individual therapy. Vocational courses and opportunities are provided as well as job training expectations.

Grading Policy and Practices for Middle and High School

Academic grades earned will not reflect pure academic ability. Academic grades given will comprise student participation, work completion, and progress towards IEP academic goals, essentially reflecting the whole child approach.

Gradebook Scales

		A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
Common Grading Scale	%	93.4-100	89.5-93.3	86.6-89.4	83.4-86.5	79.5-83.3	76.6-79.4	73.4-76.5	69.5-73.3	66.6-69.4	63.4-66.5	59.5-63.3	0-59.49

The above scale is used at both high schools in Woodstock District 200

Scale Name	Description	Long Description	Mark	Min%

FAIL	Fail	This scale will ignore the student's average and indicate that the student will receive a "Failing" grade for the class.	F	0
INC	Incomplete		I	0
MD	Medical	This scale will ignore the student's average and indicate that the student will receive a "Medical Excuse" grade for the class.	M	0
NG	No Grade	This scale will ignore the student's average and indicate that the student will receive a "No Grade" grade for the class.	N	0
PASS	Pass	This scale will ignore the student's average and indicate that the student will receive a "Passing" grade for the class.	P	0

Credit Recovery Option

If a student is showing consistent behaviors such as attending school each day, getting passing grades of a C or higher, the student may entertain a conversation with the principal in regard to enrolling in a credit recovery course online. A team decision will be made whether the student may take the online course or not. Should the student be enrolled and not maintain daily attendance and passing grades, the student may be unenrolled from the online course(s).

Mainstreaming Procedures

When Clay Academy looks at a student for possible mainstreaming back to their home school, steps need to be taken in order for this to be successful.

Student's Responsibility
- Must be able to maintain at Leadership for no less than six weeks for middle/high school students
- Must be able to complete homework at a 90% level.
- School attendance at 95%.
- When transition has begun, the same expectations are in place.

Take into consideration a student's possible court involvement and outside influences.

Parent/Family Responsibility
- Monitor homework completion at home.
- Make sure the student attends school on a regular basis.
- Once transition has begun, communicate with both schools if difficulties occur at home with homework.
- Once transition has begun, it is the parent's responsibility to call transportation if their student is sick and communicate to both schools of absence.

School's Responsibility
- Communicate with parents and home school for possible mainstreaming and classes. Discussion with students about classes of interest.
- Set staffing six weeks to one month in advance to discuss mainstreaming.
- Have information on success of homework completion, attendance and behaviors for staffing.
- Monitor progress at home school once mainstreamed.

- Student must maintain on Leadership during the mainstreaming process. If they cannot maintain, Clay Academy does reserve the right to revoke mainstreaming privileges.
- Each students' process for mainstreaming may look different at staff discretion.

Illinois Social Emotional Learning Standards

Goal 1: Develop self-awareness and self-management skills to achieve school and life success.

Why this goal is important: Several key sets of skills and attitudes provide a strong foundation for achieving school and life success. One involves knowing your emotions, how to manage them, and ways to express them constructively. This enables one to handle stress, control impulses, and motivate oneself to persevere in overcoming obstacles to goal achievement. A related set of skills involves accurately assessing your abilities and interests, building strengths, and making effective use of family, school, and community resources. Finally, it is critical for students to be able to establish and monitor their progress toward achieving academic and personal goals.

Learning Standard	Early Elementary	Late Elementary	Middle/Jr High	Early H. S.	Late H.S
A. Identify and manage one's emotions and behavior.	1A.1a. Recognize and accurately label emotions and how they are linked to behavior.	1A.2a. Describe a range of emotions and the situations that cause them.	1A.3a. Analyze factors that create stress or motivate successful performance.	1A.4a. Analyze how thoughts and emotions affect decision making and responsible behavior.	1A.5a. Evaluate how expressing one's emotions in different situations affects others.
	1A.1b. Demonstrate control of impulsive behavior.	1A.2b. Describe and demonstrate ways to express emotions in a socially acceptable manner.	1A.3b. Apply strategies to manage stress and to motivate successful performance.	1A.4b. Generate ways to develop more positive attitudes.	1A.5b. Evaluate how expressing more positive attitudes influences others.

Learning Standard	Early Elementary	Late Elementary	Middle/Jr High	Early H.S.	Late H.S
B. Recognize personal qualities and external supports.	1B.1a. Identify one's likes and dislikes, needs and wants, strengths and challenges.	1B.2a. Describe personal skills and interests that one wants to develop.	1B.3a. Analyze how personal qualities influence choices and successes.	1B.4a. Set priorities in building on strengths and identifying areas for improvement.	1B.5a. Implement a plan to build on a strength, meet a need, or address a challenge.
	1B.1b. Identify family, peer, school, and community strengths.	1B.2b. Explain how family members, peers, school personnel, and community members can support school success and responsible behavior.	1B.3b. Analyze how making use of school and community supports and opportunities can contribute to school and life success.	1B.4b. Analyze how positive adult role models and support systems contribute to school and life success.	1B.5b. Evaluate how developing interests and filling useful roles support school and life success.

Learning Standard	Early Elementary	Late Elementary	Middle/Jr High	Early H. S.	Late H.S
C. Demonstrate skills related to achieving personal and academic goals.	1C.1a. Describe why school is important in helping students achieve personal goals.	1C.2a. Describe the steps in setting and working toward goal achievement.	1C.3a. Set a short-term goal and make a plan for achieving it.	1C.4a. Identify strategies to make use of resources and overcome obstacles to achieve goals.	1C.5a. Set a post-secondary goal with action steps, timeframes, and criteria for evaluating achievement.
	1C.1b. Identify goals for academic success and classroom behavior.	1C.2b. Monitor progress on achieving a short-term personal goal.	1C.3b. Analyze why one achieved or did not achieve a goal.	1C.4b. Apply strategies to overcome obstacles to goal achievement.	1C.5b. Monitor progress toward achieving a goal, and evaluate one's performance against criteria.

Illinois Social Emotional Learning Standards

Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.

Why this goal is important: Building and maintaining positive relationships with others are central to success in school and life and require the ability to recognize the thoughts, feelings, and perspectives of others, including those different from one's own. In addition, establishing positive peer, family, and work relationships requires skills in cooperating, communicating respectfully, and constructively resolving conflicts with others.

Learning Standard	Early Elementary	Late Elementary	Middle/Jr High	Early H. S.	Late H.S
A: Recognize the feelings and perspectives of others.	2A.1a. Recognize that others may experience situations differently from oneself.	2A.2a. Identify verbal, physical, and situational cues that indicate how others may feel.	2A.3a. Predict others' feelings and perspectives in a variety of situations.	2A.4a. Analyze similarities and differences between one's own and others' perspectives.	2A.5a. Demonstrate how to express understanding of those who hold different opinions.
	2A.1b. Use listening skills to identify the feelings and perspectives of others.	2A.2b. Describe the expressed feelings and perspectives of others.	2A.3b. Analyze how one's behavior may affect others.	2A.4b. Use conversation skills to understand others' feelings and perspectives.	2A.5b. Demonstrate ways to express empathy for others.

Learning Standard	Early Elementary	Late Elementary	Middle/Jr High	Early H. S.	Late H.S
B: Recognize individual and group similarities and differences.	2B.1a. Describe the ways that people are similar and different.	2B.2a. Identify differences among and contributions of various social and cultural groups.	2B.3a. Explain how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it.	2B.4a. Analyze the origins and negative effects of stereotyping and prejudice.	2B.5a. Evaluate strategies for being respectful of others and opposing stereotyping and prejudice.
	2B.1b. Describe positive qualities in others.	2B.2b. Demonstrate how to work effectively with those who are different from oneself.	2B.3b. Analyze the effects of taking action to oppose bullying based on individual and group differences.	2B.4b. Demonstrate respect for individuals from different social and cultural groups.	2B.5b. Evaluate how advocacy for the rights of others contributes to the common good.

Learning Standard	Early Elementary	Late Elementary	Middle/Jr High	Early H. S.	Late H.S
C: Use communication and social skills to interact effectively with others.	2C.1a. Identify ways to work and play well with others.	2C.2a. Describe approaches for making and keeping friends.	2C.3a. Analyze ways to establish positive relationships with others.	2C.4a. Evaluate the effects of requesting support from and providing support to others.	2C.5a. Evaluate the application of communication and social skills in daily interactions with peers, teachers, and families.
	2C.1b. Demonstrate appropriate social and classroom behavior.	2C.2b. Analyze ways to work effectively in groups.	2C.3b. Demonstrate cooperation and teamwork to promote group effectiveness.	2C.4b. Evaluate one's contribution in groups as a member and leader.	2C.5b. Plan, implement, and evaluate participation in a group project.

Illinois Social Emotional Learning Standards

Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.
Why this goal is important: Building and maintaining positive relationships with others are central to success in school and life and require the ability to recognize the thoughts, feelings, and perspectives of others, including those different from one's own. In addition, establishing positive peer, family, and work relationships requires skills in cooperating, communicating respectfully, and constructively resolving conflicts with others.

Learning Standard	Early Elementary	Late Elementary	Middle/Jr High	Early H. S.	Late H.S
D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	2D.1a. Identify problems and conflicts commonly experienced by peers.	2D.2a. Describe causes and consequences of conflicts.	2D.3a. Evaluate strategies for preventing and resolving interpersonal problems.	2D.4a. Analyze how listening and talking accurately help in resolving conflicts.	2D.5a. Evaluate the effects of using negotiation skills to reach win-win solutions.
	2D.1b. Identify approaches to resolving conflicts constructively.	2D.2b. Apply constructive approaches in resolving conflicts.	2D.3b. Define unhealthy peer pressure and evaluate strategies for resisting it.	2D.4b. Analyze how conflict-resolution skills contribute to work within a group.	2D.5b. Evaluate current conflict-resolution skills and plan how to improve them.

Illinois Social Emotional Learning Standards

	Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

Why this goal is important: Promoting one's own health, avoiding risky behaviors, dealing honestly and fairly with others, and contributing to the good of one's classroom, school, family, community, and environment are essential to citizenship in a democratic society. Achieving these outcomes requires an ability to make decisions and solve problems on the basis of accurately defining decisions to be made, generating alternative solutions, anticipating the consequences of each, and evaluating and learning from one's decision making.

Learning Standard	Early Elementary	Late Elementary	Middle/Jr High	Early H. S.	Late H.S
A: Consider ethical, safety, and societal factors in making decisions.	3A.1a. Explain why unprovoked acts that hurt others are wrong.	3A.2a. Demonstrate the ability to respect the rights of self and others.	3A.3a. Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions.	3A.4a. Demonstrate personal responsibility in making ethical decisions.	3A.5a. Apply ethical reasoning to evaluate societal practices.
	3A.1b. Identify social norms and safety considerations that guide behavior.	3A.2b. Demonstrate knowledge of how social norms affect decision making and behavior.	3A.3b. Analyze the reasons for school and societal rules.	3A.4b. Evaluate how social norms and the expectations of authority influence personal decisions and actions.	3A.5b. Examine how the norms of different societies and cultures influence their members' decisions and behaviors.

Learning Standard	Early Elementary	Late Elementary	Middle/Jr High	Early H. S.	Late H.S
B: Apply decision-making skills to deal responsibly with daily academic and social situations.	3B.1a. Identify a range of decisions that students make at school.	3B.2a. Identify and apply the steps of systematic decision making.	3B.3a. Analyze how decision-making skills improve study habits and academic performance.	3B.4a. Evaluate personal abilities to gather information, generate alternatives, and anticipate the consequences of decisions.	3B.5a. Analyze how present decision making affects college and career choices.
	3B.1b. Make positive choices when interacting with classmates.	3B.2b. Generate alternative solutions and evaluate their consequences for a range of academic and social situations.	3B.3b. Evaluate strategies for resisting pressures to engage in unsafe or unethical activities.	3B.4b. Apply decision-making skills to establish responsible social and work relationships.	3B.5b. Evaluate how responsible decision making affects interpersonal and group relationships.

Illinois Social Emotional Learning Standards

Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

Why this goal is important: Promoting one's own health, avoiding risky behaviors, dealing honestly and fairly with others, and contributing to the good of one's classroom, school, family, community, and environment are essential to citizenship in a democratic society. Achieving these outcomes requires an ability to make decisions and solve problems on the basis of accurately defining decisions to be made, generating alternative solutions, anticipating the consequences of each, and evaluating and learning from one's decision making.

Learning Standard	Early Elementary	Late Elementary	Middle/Jr High	Early H. S.	Late H.S
C. Contribute to the well-being of one's school and community.	3C.1a. Identify and perform roles that contribute to one's classroom.	3C.2a. Identify and perform roles that contribute to the school community.	3C.3a. Evaluate one's participation in efforts to address an identified school need.	3C.4a. Plan, implement, and evaluate one's participation in activities and organizations that improve school climate.	3C.5a. Work cooperatively with others to plan, implement, and evaluate a project to meet an identified school need.
	3C.1b. Identify and perform roles that contribute to one's family.	3C.2b.Identify and perform roles that contribute to one's local community.	3C.3b. Evaluate one's participation in efforts to address an identified need in one's local community.	3C.4b. Plan, implement, and evaluate one's participation in a group effort to contribute to one's local community.	3C.5b. Work cooperatively with others to plan, implement, and evaluate a project that addresses an identified need in the broader community.