

BE RESPECTFUL – BE RESPONSIBLE– BE SAFE

26 – 27



STUDENT HANDBOOK

STRATFORD MIDDLE SCHOOL

Name _____

Grade/Team: _____

Locker Number: _____

A LETTER FROM THE ADMINISTRATION

Dear Students and Parents,

Stratford Middle School welcomes you to the 2026-2027 school year! We are looking forward to working with you and your family throughout your middle school experience. At Stratford, we pride ourselves on being a community of learners. We have high academic and behavioral expectations for all of our students. Stratford students are encouraged to take advantage of the many activities and opportunities offered at school. Whether it is the musical, athletics, band, orchestra, choir, or our other clubs and student organizations, we highly encourage getting involved in a variety of ways as we believe that middle school is a time for exploration and opportunity.

The PBIS (Positive Behavior Interventions and Supports) Program continues to be a focus for Stratford Middle School. Together, parents, students and staff must teach, enforce, advocate and model the PBIS core expectations: Respect, Responsibility, and Safety. In addition, students will be receiving our Social Emotional Learning (SEL) curriculum called Second Step in their Advisory class. Those skills along with our Work Habits and academic standards will be assessed in all classes.

This student handbook is intended to provide you with information to help you and your family understand procedures and policies at Stratford Middle School. Additionally, this handbook is being reviewed with students during the first week of school.

If you ever have a question concerning your child's progress at Stratford Middle School, the first contact should be with the appropriate staff member or teacher. If you still need assistance, please feel free to contact administration. Together we can work to create a successful learning experience for your child!

We thank you in advance for your support, involvement, development, and education of all of the Stratford students.

Looking forward to a great year!

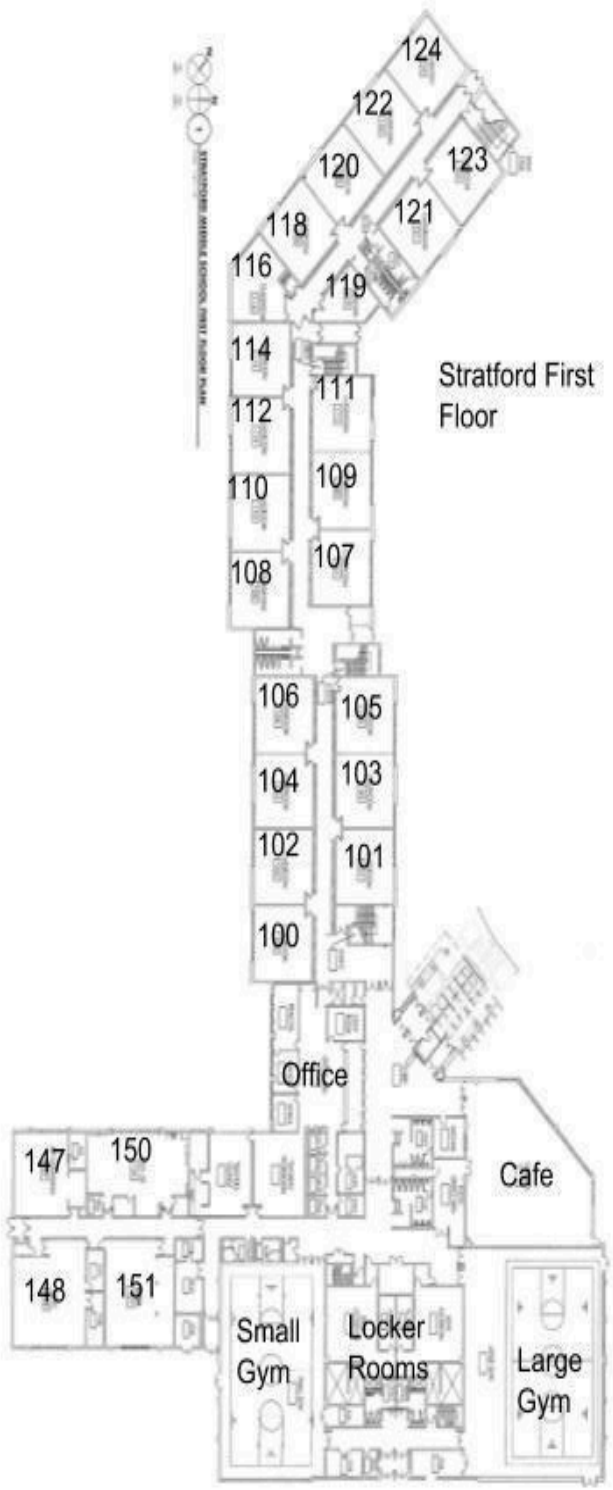
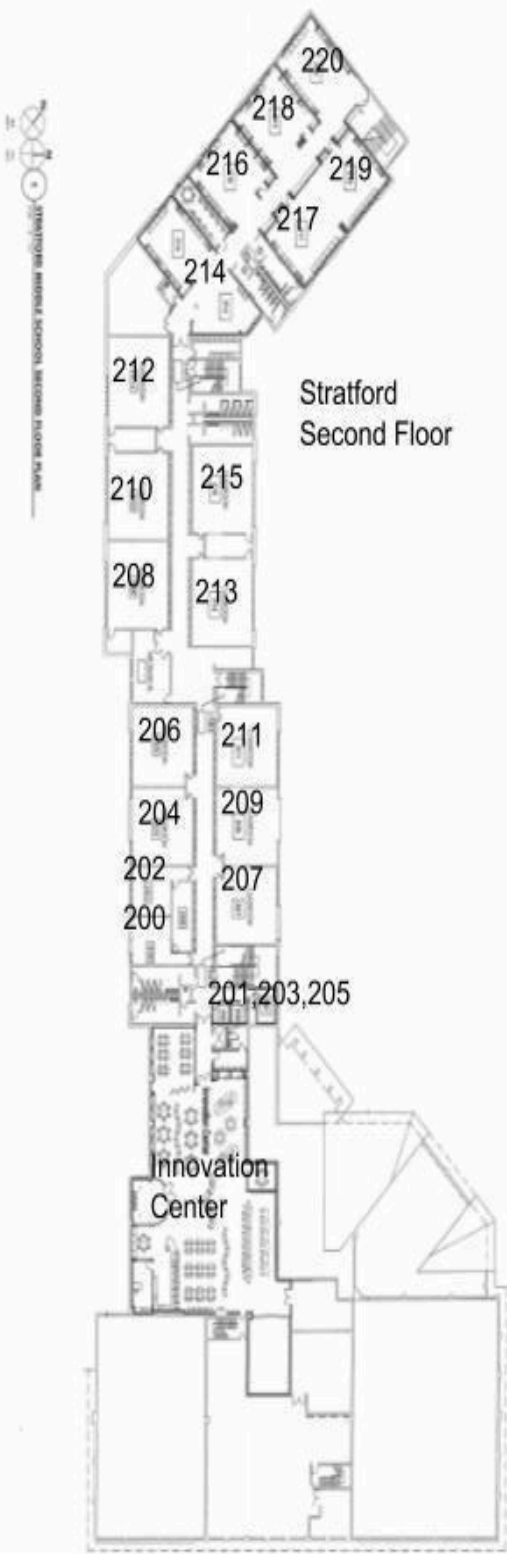
Phyllis Taborn
Principal

Stacie Klein
Assistant Principal

Michael Riggio
Assistant Principal

Period	Class / Teacher	Room #	Monday & Friday	Tuesday - Thursday
Advisory			8:00 - 8:33	8:00 - 8:05
WINN			----- -	8:08 - 8:33
Period 3			8:36 - 9:16	8:36 - 9:16
Period 4			9:19 - 9:59	9:19 - 9:59
Period 5			10:02 - 10:42	10:02 - 10:42
Period 6a/6b			10:45 - 11:05 / 11:05 - 11:25 (6th Grade Lunch)	10:45 - 11:05 / 11:05 - 11:25 (6th Grade Lunch)
Period 7a/7b			11:28 - 11:48 / 11:48 - 12:08 (7th Grade Lunch)	11:28 - 11:48 / 11:48 - 12:08 (7th Grade Lunch)
Period 8a/8b			12:11 - 12:31 / 12:31 - 12:51 (8th Grade Lunch)	12:11 - 12:31 / 12:31 - 12:51 (8th Grade Lunch)
Period 9			12:54 - 1:34	12:54 - 1:34
Period 10			1:37 - 2:17	1:37 - 2:17
Period 11			2:20 - 3:00	2:20 - 3:00

Stratford Middle School Map





CCSD93 2026 - 2027 CALENDAR

AUGUST 2026					(9)
M	T	W	TH	F	
3	4	5	6	7	
10	11	12	13	14	8/17 & 8/18 - Institute Days
17	18	19	20	21	8/19 - 1st Day of School (K-8)
24	25	26	27	28	8/24 - 1st Day of School (ECC)
31					

SEPTEMBER 2026					(21)
M	T	W	TH	F	
	1	2	3	4	9/7 - Labor Day Holiday
7	8	9	10	11	9/23 - In-Service Day
14	15	16	17	18	
21	22	23	24	25	
28	29	30			

OCTOBER 2026					(19)
M	T	W	TH	F	
			1	2	10/7 - 10/8 - Parent Conferences
5	6	7	8	9	10/9 - Non-Attendance Day
12	13	14	15	16	10/12 - Columbus Day Holiday
19	20	21	22	23	10/13 - Institute Day
26	27	28	29	30	

NOVEMBER 2026					(17)
M	T	W	TH	F	
2	3	4	5	6	11/3 - Non-Attendance Day
9	10	11	12	13	11/18 - In-Service Day
16	17	18	19	20	11/13 - Last Day of 1st Trimester
23	24	25	26	27	11/25 - 11/27 - Thanksgiving Holiday
30					

DECEMBER 2026					(14)
M	T	W	TH	F	
	1	2	3	4	
7	8	9	10	11	12/21 - 12/31 - Winter Break
14	15	16	17	18	
21	22	23	24	25	
28	29	30	31		

JANUARY 2027					(19)
M	T	W	TH	F	
				1	1/1 - Winter Break (continued)
4	5	6	7	8	1/4 - School Resumes
11	12	13	14	15	1/13 - In-Service Day
18	19	20	21	22	1/18 - MLK Holiday
25	26	27	28	29	

FEBRUARY 2027					(18)
M	T	W	TH	F	
1	2	3	4	5	2/15 - Presidents Day Holiday
8	9	10	11	12	2/25 - Last Day of 2nd Trimester
15	16	17	18	19	2/26 - Institute Day (Countywide)
22	23	24	25	26	

MARCH 2027					(19)
M	T	W	TH	F	
1	2	3	4	5	
8	9	10	11	12	3/3 - In-Service Day
15	16	17	18	19	3/26 - Non-Attendance Day
22	23	24	25	26	3/29 - 3/31 - Spring Break
29	30	31			

APRIL 2027					(19)
M	T	W	TH	F	
			1	2	4/1 & 4/2 - Spring Break (continued)
5	6	7	8	9	4/5 - School Resumes
12	13	14	15	16	4/21 - In-Service Day
19	20	21	22	23	4/23 - Flex Day*
26	27	28	29	30	

MAY 2027					(19)
M	T	W	TH	F	
3	4	5	6	7	
10	11	12	13	14	5/14 - Flex Day*
17	18	19	20	21	5/19 - In-Service Day
24	25	26	27	28	5/31 - Memorial Day Holiday
31					

JUNE 2027					(2)
M	T	W	TH	F	
	1	2	3	4	
7	8	9	10	11	6/9 - Last Day of School (Pre-K - 7th) (includes 5 emergency days)

Summary: Student Attendance Days (176*); Institute Days (4); Emergency Days (5); Total 2026-2027 Calendar Days (185)

- 1st Day of School
- Last Day of School
- Parent/Teacher Conferences (Student Led)
- End of Trimester

- Holiday: No School for Students
- Non-Attendance Day for Students: No School
- Institute Day - Student Non-Attendance Days: No School
- In-Service Day (Early Release Day for Students)
- Flex Day (No School Unless Needed)

Approved by the Board of Education on: 1-29-26

**Flex Days not included in Student Attendance Days*

"PHILOSOPHY"

The Middle School years are an exciting time and Stratford seeks to assist our students as they change and develop mentally, physically, and emotionally.

We strive to uphold the following characteristics:

- Our school environment is welcoming, inclusive and affirming to all.
- Every student's academic and individual development is supported by adult advocates.
- All students feel safe at school and ensure every student has the right to learn.
- Families are valued partners.
- Students are respected and valued as young adults.
- We seek to provide all students with the skills to be active learners, creators of knowledge, and successful members at all levels of society.
- Curriculum is challenging, exploratory, relevant, and diverse. Health, wellness, and social-emotional development is supported.

Key Components of the Stratford Schedule

ADVISORY

Each student begins their school day in Advisory. Students will be working through our Wayfinder program that addresses social-emotional skills to assist them in developing strong relationships with their peers and Advisory teachers. Students will participate in weekly community circles and team building activities to promote empathy and commonalities between one another. Advisory teachers are the main contact and advocate for students. Any general questions or concerns should be addressed with Advisory teachers.

WINN (WHAT I NEED NOW)

Each student has a WINN period built into their schedule. Students will then rotate WINN classes throughout the school year depending on what the student needs at that particular time. WINN sessions might include math and reading intervention or enrichment activities based on ELA, writing, math, STEM, leadership, communications, or physical fitness. Students will be assigned their WINN courses based on their needs and interests. WINN classes will be made up of students from 6th, 7th, and 8th grade.

COOL (CHOICES OF OPTIONS AT LUNCH)

Each grade level lunch is split into two sections. Students will eat lunch during one section of their grade level lunch period. Students will join a COOL offering during the other half. Depending on the day of the week, students may spend their COOL time studying or completing activities with their peers.

Period 6a/6b	10:45 - 11:05 / 11:05 - 11:25 (6th Grade Lunch)	10:45 - 11:05 / 11:05 - 11:25 (6th Grade Lunch)
Period 7a/7b	11:28 - 11:48 / 11:48 - 12:08 (7th Grade Lunch)	11:28 - 11:48 / 11:48 - 12:08 (7th Grade Lunch)
Period 8a/8b	12:11 - 12:31 / 12:31 - 12:51 (8th Grade Lunch)	12:11 - 12:31 / 12:31 - 12:51 (8th Grade Lunch)

STUDENT ELECTIVES

Students will have the opportunity to take a wide range of elective courses during their time at Stratford Middle School. Courses are focused on expanding student interests and opportunities, including in the fine arts, foreign languages, and band or orchestra.

GRADING SCALE

CCSD93 schools utilize a standards-based reporting system to measure student progress towards grade level standards. Standards are statements about learning expectations for students, and standards-based feedback communicates a clear message about what students know, what they are able to do, and what they need to learn in relation to the Illinois Learning Standards and Common Core State Standards.

A standards-based report card is uploaded at the end of each trimester. The report card places an emphasis on growth, understanding, and mastery of skills over time. Students are evaluated on standards listed in each content area, and progress is reported in relation to expected levels of performance at that point in time. Additionally, students are evaluated on their Work Habits for each class.



Report Card / Gradebook Code	Grading Scale
E	Exceeding Standards
M	Meeting Standards
P	Progressing Toward Standard
LP	Limited Progress Towards Standard

CORE CURRICULUM

Each student at Stratford Middle School will take Math, Social Studies, Science, English/Language Arts, and Physical Education/Health for the duration of the school year.

At Stratford Middle School, the core curriculum is designed to promote rigorous academic expectations while actively engaging students in meaningful learning experiences. Instruction emphasizes critical thinking, problem-solving, and real-world application of skills across all subject areas. Teachers intentionally incorporate strategies that foster student voice, collaboration, and inquiry, ensuring that learners remain actively involved in their education. In addition, a strong focus on language development is embedded throughout the curriculum, supporting students in building academic vocabulary, strengthening communication skills, and accessing complex content with confidence.

REPORT CARDS

Report Cards are issued each trimester digitally through our school's student information system, TeacherEase.

The staff is committed to providing timely feedback regarding your child's progress. Each team will provide updates through a monthly team newsletter. Parents are encouraged to contact teachers directly with any questions or concerns.

HOW TO ACHIEVE ACADEMIC EXCELLENCE



HOMEWORK

It is important for students to complete the work assigned to them by their teachers. Students are provided an assignment notebook to record assignments and upcoming assessments. Parents are encouraged to check the assignment notebook and Google Classroom frequently as well as TeacherEase, our platform for communicating progress towards standards. Students with missing assignments and/or students who wish to complete make ups may get extra help after school by attending Homework Club. Homework Club is offered Tuesday through Thursday.

RE-ASSESSMENT POLICY

Students who demonstrate Limited Progress or Progressing on a classroom assessment may have the opportunity to retake it at the teacher's discretion. To be eligible, students must connect with their classroom teacher promptly after their assessment results are shared. Students will work with their teacher to create a plan that includes additional learning activities to practice skills related to missed standards.

ACADEMIC DISHONESTY

Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, altering report cards, and wrongfully obtaining test copies or scores. Board Policy 7:190.

For example:

- Copying from a peer
- Using AI as your own work
- Telling a peer the answers to classwork and/or homework

HOMEWORK CLUB

Homework club is an opportunity for students to complete work in a quiet setting after school and students are supervised by a teacher. Students should come prepared with assignments to complete during this time and can ask for assistance if needed. A teacher may also recommend a student stay for homework club in order to finish an assignment. Students who stay for homework club will take the late bus home from school or can be picked up.

PROMOTION AND GRADUATION

A student's achievement of the standards for the grade to which he/she is assigned and his/her readiness for work at the next grade level is assessed and evaluated before he/she is promoted. Frequent communication will be sent to families who are not meeting graduation expectations. Students who do not meet the academic and/or behavior expectations may be excluded from the end of the trimester and/or year activities in order to make up missing work and improve standard grades.

WORK HABITS

STANDARD	LP (Limited Progress) <i>Emerging, brief, few, limited</i> <i>Student is in the process of acquiring and developing the basic knowledge and skills toward the standard</i>	P (Progressing) <i>Basic, partial, appropriate</i> <i>Student demonstrates basic knowledge and skills according to the standard</i>	M (Meets) <i>Considerable, substantial, consistent</i> <i>Student demonstrates understanding of concepts, knowledge, and skills according to the standard</i>	E (Exceeds) <i>In-depth, extensive, comprehensive, insightful</i> <i>Student demonstrates transferable understanding of concepts, knowledge, and skills according to the standard</i>
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1	Demonstrates appropriate use of technology and resources	Student demonstrates limited understanding of appropriate use of technology and resources. Student rarely uses technology and materials as intended. Student rarely follows Acceptable Use Policy (Proper Handling/Care of Device, Approved Sites, Charged)	Student demonstrates basic understanding of appropriate use of technology and resources. Student inconsistently uses technology and materials as intended. Student inconsistently follows Acceptable Use Policy (Proper Handling/Care of Device, Approved Sites, Charged)	Student consistently uses technology and materials as intended. Student consistently follows Acceptable Use Policy (Proper Handling/Care of Device, Approved Sites, Charged)	Student extends their own learning while consistently using technology and materials as intended. Some examples may include the following: - Student takes ownership and initiates deeper learning - Student demonstrates new learning and supports others - Student viewed as role model

2	Submits completed assignments* on time with attention to required expectations <i>*Assignments can include classwork and homework</i>	Student rarely completes assignments or completed assignments show limited attention to required expectations (i.e. following directions).	Student inconsistently completes assignments. - on time with prompting and/or support - with basic attention to required expectations (i.e. following directions)	Student regularly completes assignments. - on time - with attention to required expectations (i.e. following directions)	At this time, EXCEEDS, is excluded from this standard.

3	Demonstrates accountability for learning through active participation	Student demonstrates limited understanding of accountability for learning: - Provides limited respectful contributions and responses during class discussions (whole group and small group) - Limited participation even with prompting and/or support in learning activities (whole group, small group, and independently)	Student inconsistently demonstrates accountability for learning: - Respectfully contributes and responds during class discussions with prompting and/or support (whole group and small group) - Participates with prompting and/or support in learning activities (whole group, small group, and independently)	Student regularly demonstrates accountability for learning: - Respectfully contributes and responds during class discussions (whole group and small group) - Actively participates in learning activities (whole group, small group, and independently)	Student consistently demonstrates accountability for learning: - Respectfully contributes and responds during class discussions (whole group and small group) - Collaboratively participates in learning activities (whole group, small group, and independently) - Builds on and extends discussions based on the contributions of others

WORK HABITS 4 - 5

STANDARD	LP (Limited Progress) <i>Emerging, brief, few, limited</i> <i>Student is in the process of acquiring and developing the basic knowledge and skills toward the standard</i>	P (Progressing) <i>Basic, partial, appropriate</i> <i>Student demonstrates basic knowledge and skills according to the standard</i>	M (Meets) <i>Considerable, substantial, consistent</i> <i>Student demonstrates understanding of concepts, knowledge, and skills according to the standard</i>	E (Exceeds) <i>In-depth, extensive, comprehensive, insightful</i> <i>Student demonstrates transferable understanding of concepts, knowledge, and skills according to the standard</i>
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4	Demonstrates accountability for learning through goal setting and solving academic problems appropriately	Student demonstrates limited understanding of goal setting.	With support, student inconsistently plans for short and long term goals and objectives.	With limited support, student regularly plans for short and long term goals and objectives.	Student independently plans for short and long term goals and objectives.
		Student rarely reflects on feedback to make progress toward goals.	Student inconsistently reflects on feedback in order to make progress toward goals.	Student regularly reflects on feedback in order to make progress toward goals.	Student independently identifies academic problems or strengths, and advocates for their learning.
		Student rarely makes revisions in order to meet standards.	Student inconsistently utilizes resources appropriately to solve academic problems.	Student regularly utilizes resources appropriately to solve academic problems.	
		Student uses few resources to appropriately solve academic problems.			

5	Respects learning environment, rules and directions across settings	Student demonstrates limited understanding of the 3 "Be's" of the PBIS matrix.	Student inconsistently follows the 3 "Be's" of the PBIS matrix. OR With support, student is able to consistently follow the 3 "Be's" of the PBIS matrix (i.e., Tier 2 supports).	Student regularly follows the 3 "Be's" of the PBIS matrix with minimal support (i.e., occasional reteaching).	Student independently models and supports others in following the 3 "Be's" of the PBIS matrix.
		Student rarely follows the 3 "Be's" of the PBIS matrix.			

SOCIAL EMOTIONAL LEARNING STANDARDS

Students will receive updates on their Social Emotional Learning progress via the report card. Grade Level teachers will assess on the SEL standards and report a descriptor for each of the following standards:

1. Communicates own needs, concerns, and feelings appropriately
2. Manages and takes responsibility for own actions
3. Respects needs, concerns, and feelings of others
4. Uses logical steps to solve social problems

Grade	Descriptor
IN	Assists others and takes initiative with this standard
C	Consistently meets this standard
S	Sometimes able to meet this standard; progressing toward standard
NS	Needs support in this standard

Standard	NS	S	C	IN
Communicates own needs, concerns, feelings appropriately	With assistance, constructively disagrees with peers, approaches teacher with questions or concerns with respect, and manages anger and frustration appropriately	Sometimes can disagree with peers constructively, approach teachers with questions or concerns respectfully, and manage anger and frustration appropriately	Consistently able to disagree with peers constructively, respectfully approach teachers with questions or concerns, and manage anger and frustration appropriately	Helps others communicate feelings in a respectful tone to others and offers possible solutions Advocates for help for others
Manages and takes responsibility for own actions	Needs support to independently resolve conflicts or seek appropriate help	Sometimes able to independently resolve conflicts (i.e., apologizes, accepts consequences for actions, admits wrongdoing without argument) and/or seeks appropriate help when needed	Consistently able to independently assist others in resolving conflicts or seek appropriate help as needed	Takes initiative to resolve conflict or seek help as needed
Respects needs, concerns, feelings of others	Needs support to be considerate of others feelings, property and differences	Sometimes monitors verbal and non-verbal expressions, tone and comments, is considerate of others' feelings, and is able to adapt own behaviors to a given setting and audience	Consistently monitors verbal and non-verbal expressions, tone and comments, is considerate of others' feelings, and is able to adapt own behaviors to a given setting and audience	Assumes a leadership role in assisting peers to follow the meets skills set; shows empathy toward others
Uses logical steps to solve social problems	Needs support to attempt to solve social dilemmas Needs support to assist in solving social problems	Sometimes attempts to solve social dilemmas independently or seeks appropriate counsel	Consistently recognizes social dilemmas, seeks and implements appropriate assistance, can successfully solve problems	Assists peers in recognizing social dilemmas and assists them in problem solving.

STUDENT EXPECTATIONS

COOL TOOLS

Stratford Middle School is a PBIS school and we expect students to follow our PBIS Expectations of being **RESPECTFUL, RESPONSIBLE, and SAFE**. Below you will find our building expectations on how to be a Stallion!

Respect

Location	Expectations
Hallways	Keep hallways clean and use appropriate language
Cafeteria	Speak politely to staff and peers, wait your turn, and use table manners
Bus	Obey the driver
Locker Room	Give privacy and personal space to others
Washroom	Give privacy to others
Assembly	Stay seated, allow presenter/performers to be heard, and use applause
Arrival/Dismissal	Keep words to others kind and polite and follow adult directions
Innovation Center	Return items to proper location and treat property with care
Classroom	Treat others the way you would like to be treated

Responsible

Location	Expectations
Hallways	Keep locker organized, use assigned locker, and arrive to class on time
Cafeteria	Throw garbage away/recycle appropriately and follow all directions
Bus	Be on time and take your belongings/trash with you when you leave
Locker Room	Listen and follow adult directions, get dressed quickly, and keep area clean
Washroom	Be quick, quiet and clean
Assembly	Focus on presentation, wait patiently, and keep hands and feet to yourself
Arrival/Dismissal	Move quickly, efficiently, and stay with boundaries
Innovation Center	Return items by due date and clean up your area
Classroom	Arrive to class on time, bring appropriate items (pen/pencil, charged device, charger, assignment notebook, other specified items) and follow directions

Safe

Location	Expectations
Hallways	Walk on the right side, have a pass, follow directions, and maintain personal
Cafeteria	Keep area clean, stay in your designated seat, and walk in the cafeteria
Bus	Stay seated while the bus is moving, maintain personal space, and keep hand feet out of the aisles
Locker Room	Maintain sanitary habits, report unsafe situations, and keep hands and feet to
Washroom	Have a pass and inform adults of any concerns
Assembly	Sit in your designated area, follow adult directions, and use walkways when entering and exiting
Arrival/Dismissal	Be mindful of personal space and walk when exiting or entering building
Innovation Center	Use materials as they were intended
Classroom	Keep hands and feet to self, keep area clean

SCHOOL POLICIES

WALKING TO SCHOOL

- We provide a crossing guard to help students safely cross the street in the immediate vicinity of the school. Students should cross at these intersections in the designated crosswalk. All students should obey the crossing guard. Students should be very cautious of traffic and never cross while walking between buses or cars.
- Students who walk to school should obey all civil laws and regulations regarding pedestrian traffic. We ask that walkers and bike riders do not arrive at school before 7:40 AM. Students who live in an area designated as a walk zone are not allowed to ride a bus to any other student's home without parent permission & a buss pass issued from the office.
- School rules apply at the bus stops, on the bus, and on the routes walkers take to travel to and from school.

BIKE RIDING

Students may ride their bikes to school. If a student's bike riding creates a safety or discipline problem, the school may revoke this privilege. We don't allow electric bikes or scooters.

Bicycles must be walked while on school grounds and while crossing intersections. Bike riders are expected to obey all civil rules and regulations. Students should wear helmets, while riding their bikes. Bicycles must be locked in the bike rack.

LOCKERS, LOCKS, AND BACKPACKS

All students will be issued a hall and gym locker. Through the registration process, students will purchase a lock for their hallway (black) and gym lockers (blue). If a lock is lost, students must purchase a new lock from the school office for \$7.00. Locks not issued by the school may not be used on any locker and will be removed. The school is not responsible if a "non approved" lock is damaged or broken upon removal.

Students are expected to use their locker to store their backpack, coat, lunch, and any other personal belongings that are not needed for the classroom. Students may visit their hall locker before school, before lunch, after lunch, and at dismissal. Students are not permitted to carry their backpack, small purses, or fanny packs from class to class. However, a small pencil case is permitted.

LUNCH

Students may purchase a school lunch through the Organic Life program. Parents may load money on the students' accounts in order to purchase lunches. Parents may drop off a lunch to their student, however the school does not accept items from any food delivery system like DoorDash or Uber Eats. All food and drink must be consumed in the cafeteria. Students are permitted to carry a water bottle throughout the day, but it must contain water only.

SCHOOL PROCEDURES

ATTENDANCE POLICY

Parents are asked to contact the school if their child will be absent.

You should call 630-671-4300 any time, twenty-four hours a day, to report an absence. Please refer to the CCSD93

Parent Handbook at www.ccsd93.com/handbook

for more information regarding the attendance policy.

TARDIES TO CLASS

Students have three minutes to transition from class to class each passing period. It is the expectation that students arrive to each class on time, before the bell rings, and are ready to learn. Three tardies to class in the same trimester will result in a staff managed referral and communication home to families. If the tardy issue continues, the teacher and/or administrator will work with the student and parents to create a success plan.

STUDENTS LEAVING SCHOOL

All students will be dismissed from school at 3:00pm Monday through Friday. There are six early release days throughout the school year when students will be dismissed at 11:15am. Students who ride the bus to and from school should board the correct bus at the end of the day. Students are not permitted to ride on any bus other than their designated bus. If a child is being picked up at school before the end of the day for reasons of illness, doctor's appointment, or personal business, he/she must be signed out of the office by his/her guardian.

We only release students to their parents or a person on the student's emergency contact list from TeacherEase. This measure is taken to ensure your child's safety. Your cooperation and understanding are appreciated.

MAKE-UP WORK

Students who are absent due to illness or medical appointments will be provided with make-up work upon return to school. A parent must request homework for after school pick up when calling in the absence. Make-up work should be requested prior to 9:00 a.m. Make up work must be completed and turned in within a time frame equal to the length of absence.

VACATION AND MAKEUP WORK

We strongly discourage parents or guardians from taking vacations during periods when school is in session. Such vacations may disrupt the continuity of a student's learning and create academic concerns. The State of Illinois considers students out of school for vacation as unexcused absences and they will be marked accordingly in our system. Schoolwork, which is missed due to a family vacation, is not technically homework; it is class work that would be done with teacher supervision and class participation. A teacher can plan in advance, but cannot guarantee exactly where class will be at any given time. When possible, teachers may provide some activities for students to complete during their absences. It is recommended that students stay up-to-date by reviewing their individual Google Classroom sites.

SCHOOL TECH POLICIES

CELL PHONE & SMARTWATCH POLICY

If brought to school, cell phones must remain turned off and put away between the hours of 7:50 a.m.–3:00 p.m. on Monday–Friday. Students must keep cell phones in lockers, not in pants or hoodie pockets. Teachers and administration will collect and store cell phones in the office for students who violate this policy. Students may retrieve collected cell phones from the office at the end of the school day.

If a student wears a smartwatch to school, it must remain in airplane mode or be turned off during school hours. During this time, students may not use the smartwatch for communications of any kind.

Parents who need to speak with their student should contact the main office. The office will gladly relay any message to your student. Any student who needs to contact their parent or guardian may do so using the school phone in the office.

TOOLS FOR LEARNING

We recognize some students may benefit from the use of a fidget during school. A fidget should be used as a tool for learning in the classroom and not as a toy.

- Fidgets needs to be under the table/desk and out of sight
- The class should not be able to hear the fidget/can't make noise
- Fidget cannot distract student or others
- Fidgets should be small, discreet and for individual student use / cannot be shared
- The student is expected to complete work while the fidget is in use

HEADPHONES / EARBUDS

Students are not to wear headphones or earbuds while traveling in the hallways or in class, unless directed by the teacher. Students are required to bring a pair of wired headphones to school each day to use for educational purposes. Wireless earbuds/headphones will not be permitted.

USE OF SCHOOL PHONE

Students are not to use the office telephones without permission. Normally, all non-school activities must be planned before the school day begins. However, students may call home using a school phone with school staff permission to inform parents that they are staying after school for a teacher-planned activity. Students will not be interrupted during class time with messages or phone calls unless it is an emergency.

TEXTBOOKS AND IPADS

All basic textbooks/iPads are loaned to students for their use during the school year. Textbooks/iPads are to be kept clean and handled carefully. Please be sure your name, grade and school are marked on the item in case they are misplaced. Students must pay for lost or damaged books/iPads.

Student devices should be charged at home every night to 100% in order to be prepared for school. A charged ipad, assignment notebook, and writing utensil should be brought to class daily.

SCHOOL TECH USAGE

School Property, Technology, and Internet Use

The school building, equipment, and property cost the taxpayers money to construct and maintain; therefore, students will be responsible for any damage done to furniture, computers, technology, books, and other property owned by District 93.

CCSD93 Internet Usage

Student use of the Internet is a valuable educational tool when used to support the curriculum. The School Board's goal is to use the resources of the Internet in the district's instructional program, as appropriate, to increase learning and improve instruction. Students may access live Internet connections for instructional purposes. This is an educational opportunity that requires individual responsibility. In addition, parents must initial the Student/Parent Agreement and Permission for Internet Access when completing online registration before students may access the Internet. This permission remains in effect until it is revoked by the parents in writing or the district, the student leaves District 93, or the policy is revised.

Parents receive a copy of the complete "Acceptable Use of the Internet" policy when they enroll their child. Failure to follow these rules may result in the loss of Internet privileges and/or disciplinary measures. The district and school codes of conduct apply to all actions taken on the Internet. Parents are legally responsible for their child's actions.

The district takes available precautions to eliminate controversial material. However, the district cannot guarantee that "filtering" software will be totally effective or that a student will not have access that may be defamatory, inaccurate, offensive, or otherwise inappropriate in the school setting. For more information, see CCSD93 Board Policy 7:235 - Access to Electronic Networks at www.ccsd93.com/board.

CCSD93 Technology Use Community Consolidated School District 93 provides students with access to technology resources such as the Internet, network, CCSD93 Intranet, and laptop computers, as a means to promote achievement and provide diverse opportunities during the educational experience. All use of those resources must be consistent with the District's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. This Agreement and Permission does not attempt to state all required or proscribed behavior by users. However, some specific examples are provided. **Students will be subject to loss of privileges, disciplinary action, and/or appropriate legal action for any violation of this Agreement and Permission or Board Policy 7:345, or for any inappropriate use of District-owned technology (including the Internet, network, CCSD93 Intranet, and laptop computers).** In addition, in using these resources, students must comply with the School District's Technology Use Guidelines set forth in the Student Code of Conduct.



SCHOOL DRESS CODE

1. CCSD93 expects that all students will dress in a way that is appropriate for the school day or for any school sponsored event. Student dress choices should respect the District's intent to sustain a community that is inclusive of a diverse range of identities. The primary responsibility for a student's attire resides with the student and their parent(s) or guardian(s). The school district is responsible for seeing that student attire does not interfere with the health or safety of any student, that student attire does not contribute to a hostile or intimidating atmosphere for any student, and that Dress Code enforcement does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size. Any restrictions to the way a student dresses must be necessary to support the overall educational goals of the school and must be explained within this Dress Code.

- Accessories that could be considered dangerous or could be used as a weapon.
- Any item that obscures the face or ears (except as a religious observance or face mask).
- **Basic Principle: Certain body parts must be covered for all students at all times.**

Clothes must be worn in a way such that genitals, buttocks, breasts, nipples, and midriff (including belly buttons) are fully covered with opaque fabric. All items listed in the "must wear" and "may wear" categories below must meet this basic principle.

2. Students Must Wear* , while following the basic principle of Section 1 above:

- A Shirt (with fabric in the front, back, and on the sides under the arms), AND
- Pants/jeans or the equivalent (for example, a skirt, sweatpants, leggings, a dress or shorts), AND
- Shoes - Athletic shoes must be worn for PE .
**Field trips and other special school events may include specific dress expectations, but should not focus on covering bodies in a particular way or promoting culturally-specific attire. Activity-specific shoe requirements are permitted (for example, athletic shoes for PE).*

3. Students may wear , as long as these items do not violate Section 1 above:

- Hats - Hats must allow the face to be visible to staff, and not interfere with the line of sight of any student or staff.
- Religious headwear.
- Fitted pants, including opaque leggings, yoga pants and "skinny jeans".
- Ripped jeans, as long as underwear and buttocks are not exposed.
- Tank tops, including spaghetti straps; halter tops.
- Athletic attire.

4. Students Cannot Wear:

- Sunglasses while inside the building.
- Violent language or images.
- Slippers.
- Hoods overhead in the school building.
- Images or language depicting drugs or alcohol (or any illegal item or activity).
- Hate speech, profanity, pornography.
- Images or language that creates a hostile or intimidating environment based on any protected class or consistently marginalized groups.
- Any clothing that reveals visible undergarments.
- Swimsuits.

ATHLETICS AND CLUBS

Students must have an up-to-date physical and complete the parent commitment form that is located on the sports & clubs website in order to try-out or be eligible for Stratford Athletics.

Team	Months	Grade Level
Cross Country	August – October	6 th – 8 th Grades
Girls Volleyball	August – October	7 th – 8 th Grades
Boys Soccer	August – October	6 th – 8 th Grades
Boys Basketball	October – December	7 th – 8 th Grades
Cheerleading	October – December	7 th – 8 th Grades
Wrestling	October – December	6 th – 8 th Grades
Girls Basketball	January – March	7 th – 8 th Grades
Boys Volleyball	January – March	7 th – 8 th Grades
Track	March – May	6 th – 8 th Grades
Girls Soccer	March - May	6 th – 8 th Grades

ATHLETIC ELIGIBILITY

Stratford Middle School student-athletes represent the school and should always conduct themselves in a manner that is respectful of teachers, other adults, fellow and rival students, rules, sportsmanship, and themselves. Student athletes will be expected to stay in good academic standing at all times. Eligibility will be monitored by teacher teams and the administration on a weekly basis. Students who are not maintaining adequate progress in one or more of their classes are in danger of no longer participating in their chosen sport. The ineligibility process is as follows:

ATHLETIC WATCH

A student is placed on Academic Watch when his/her teacher reports that he/she is not currently meeting eligibility requirements. A student may continue to attend practices and may participate in any meetings, games, or competitions while on Academic Watch. A student on Academic Watch has one week to meet the eligibility requirements or he/she will be placed on Academic Probation.

ATHLETIC PROBATION

A student is placed on Academic Probation at any time during the athletic season when he/she does not meet the eligibility criteria for a second week during the season (either in the class he/she was originally on Academic Watch or if a student is not meeting the eligibility criteria for a different class during weekly eligibility checks). A student may not participate in meets, games, or competitions during this probationary period.

ATHLETICS AND CLUBS

CLUBS

Clubs In addition to the interscholastic sports offered at Stratford Middle School, the staff sponsors many before/after school club activities. We encourage students to become active in some of these school activities. Involvement in either clubs or sports often help students become more “well rounded” individuals. Any student who participates in a club must complete the club fee through Revtrak.

TIME OF ATHLETIC EVENTS

Stratford Middle School belongs to the Illinois Prairie Athletic Conference (IPAC). All athletic events within the conference begin at 4:00 p.m. unless otherwise noted. Students attending home events must wait at school in the cafeteria or designated area from 3:00 p.m. until the start of the event. If students leave the building they may not ride the activity bus home or return to the building unless they are accompanied by an adult 18 yrs or older.

BEFORE/AFTER SCHOOL ACTIVITIES

All after school or evening activities will be canceled if school is canceled. Students must be in attendance for at least half of the school day in order to participate in after school events. Any absence must be an approved excused absence such as a medical situation or family emergency.



CONDUCT AT ATHLETIC EVENTS AND ASSEMBLIES

All students attending athletic events will be expected to display good sportsmanlike conduct towards staff, fans and players from other schools, as well as game officials. Poor behavior and sportsmanship may cause those students to lose the right to attend future athletic events or other extra curricular activities.

ACTIVITY BUS

Activity buses will be available to transport students home from after school activities and to school for before school activities. These buses are only to be used by students who have bus service and attend before or after school-sponsored activities. The after school activity bus runs Monday – Friday.

Keep in mind that these bus routes are often longer routes. The typical route or stops will be altered for after school activity routes. Students should check in the office for an activity bus route sheet for before/after school activity buses.

There is no food allowed on the school bus at any time.

RESTORATIVE PRACTICES

Restorative Practices are philosophies and approaches to discipline, which CCSD93 uses in conjunction with logical consequences, that move away from punishment toward restoring a sense of harmony and well-being for all those affected by a hurtful act. They provide families, schools, and communities a way to ensure accountability and focuses on reconnecting severed relationships and re-empowering individuals by holding them responsible.

When using restorative measures, an attempt is made to repair the harm caused by one person to another and to the community so that everyone is moved toward healing. Restorative Practices are gaining local, statewide, and national momentum in criminal justice, K-12 school and community settings.

At CCSD93 schools, this means a focus on strengthening our classroom and school community at a grassroots level. Students and staff share a common language for talking about everyday conflicts that arise in a school setting and learn ways to address these issues as a team.

We encourage the use of these restorative questions at home, as well. Restorative Questions for those who have been harmed:

- What did you think and feel when you realized what had happened?
- How did this impact you and others?
- What has been the hardest thing for you?
- What needs to happen to make things right?

Questions to help Take Responsibility and Repair Harm for those who have harmed others:

- What happened?
- What were you thinking and feeling at the time?
- Who has been affected by what you have done? How?
- What can you do to try to make things right?

Restorative Practices represent a philosophy and a process that acknowledges that when a person does harm, it affects the persons they hurt, the community and themselves. When using restorative measures, an attempt is made to repair the harm caused by one person to another and to the community so that order is restored for everyone. By applying restorative measures in schools, school personnel have another tool to use with children and youth to repair harm and teach problem solving skills.

Restorative Practices guide teachers to teach children self-control through an understanding of personal needs, the use of problem solving skills and an expectation that children and adults can make amends – restitution – for the harm that they cause. An offending student is given the opportunity to participate in a restorative process as a means of making things right for victims and the school community. Restorative approaches may be used either in place of traditional discipline (detention, suspension, expulsion...) or as a re entry tool upon re entry from traditional discipline practices.

Students and families will be asked to participate in a restorative discipline conference to work together on a restorative disciplinary plan. This plan will be developed with the student, family and school personnel with a focus on restoration to self and family, those harmed, and the school community. When students are unwilling to participate in the Restorative Practices process, potential disciplinary measures described in the previous section may be used.

Expectations noted below extend across all settings. This includes within the classroom, hallways, throughout the school, extra-curricular events, on the bus, and within the Jay Stream community.

SCHOOL COMMUNITY

INNOVATION CENTER

The school Innovation Center is open from 8:00 a.m. – 3:00 p.m. Monday–Friday. Students are permitted to check out two books at a time. All items can be checked out for a two-week time period.

Overdue notices are distributed by English Language Arts teachers on a weekly basis. Students are also verbally reminded by the IC staff during book check-out. After a book is three-weeks overdue, it is considered a lost book. Written notices are sent home for lost material at least once a month. All books must be paid for by the students whether it was lost, damaged or stolen. Students with an overdue or lost book will not be allowed to check out additional material until their account has been settled.

The Innovation Center also checks out literature books for English Language Arts classes. Literature books are not counted as an item checked out. Students are responsible for returning the copy number that was checked out to them. We recommend that students write down their copy number and periodically check to make sure that they still have the correct copy.

Students should observe the following expectations when in the Innovation Center:

- Food and drink is not allowed in the Innovation Center
- Students must have a pass when visiting independently and check in with an Innovation Center staff member



SUBSTITUTE TEACHERS

Our school is fortunate in having capable people to help us whenever our regular teachers are ill or are attending training. A substitute teacher is an important visitor whose impressions of our school will be carried into the community. Students are expected to be polite, helpful, and considerate, as they would be to their regular teacher.

PTA - PARENT TEACHER ORGANIZATION

The PTA fosters a close relationship between home and school. Parents are encouraged to participate and bring their interests and abilities to give us a better and more interesting organization. PTA works hard to support school activities. Meetings may occur via Google Meets or in person at Stratford.

LOST AND FOUND

We have a lost and found area located in the main office. Students who find lost articles are asked to take them to the office. If items are left in the Lost and Found for an extended period of time, they will be donated to a charitable organization. It is the responsibility of the student to check the lost and found.

EMERGENCY PLANS

Emergency Plans All District 93 schools have emergency action plans. These plans may be activated for a variety of reasons. All students are trained in the plans, and drills occur at unscheduled times during the school year. Parents visiting the school during emergency drills are asked to follow the direction of school personnel.

Crisis Management Schedules

Hold in Place and Teach (Yellow) •Lock classroom door •Continue teaching •Stay in classroom	Secure the Building and Teach (White) •Lock classroom door •Continue teaching •Can move within the building	Run-Hide-Fight (Intruder) (Red) •Escape possible? •Lock classroom door •Barricade •Move out of view of hallway •Turn off lights	Evacuation (Green) •Exit building using routes designated for fire drill •Be sure to take the crisis bag with you
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Extreme Weather (Tornado) Drills

All this information should be posted on the wall in your room/location.


CCSD93

BULLYING

Bullying in any form will not be tolerated at Stratford Middle School. Bullying is defined as any type of harassment, teasing, taunting, intimidation, and/or verbal “put-downs”. When a teacher or staff member observes a student engaged in bully-like behavior, parents will be notified by a written referral and/or telephone call. For more information, see CCSD93 Board Policy 7:180 - Prevention of and Response to Bullying, Intimidation and Harassment at www.ccsd93.com/board.

Stratford uses a Safe School Helpline, a service that provides anonymous tip reporting of unsafe, threatening or bullying behaviors in our school. Please be sure to include specific information such as: the people involved, the reason for your concern, a timeline of events, etc.

Help Keep Our Schools Safe!



800-4-1-VOICE, ext. 359
800-418-6423, ext. 359

TEXT: 66746, TIPS

www.safeschoolhelpline.com