

OUR VISION:

SUCCESS FOR ALL

OUR MISSION:

TO ENSURE QUALITY LEARNING
TODAY FOR TOMORROW

OUR BELIEFS:

All students can and want to learn.

Student learning must be driven by outcomes of significance and be assessed in authentic ways.

Learning must be purposeful, challenging, stimulating, and rewarding for both students and staff.

OUR DISTRICT'S PRIORITIES

Our performance-based learning system, data collection, and reporting processes will:

Increase student academic achievement and improve student performance on district's outcomes of significance.

Increase student understanding of careers and lifelong learning opportunities.

Increase parent and public involvement in student learning.

Increase student and staff use of integrated technologies as productive learning tools.

PHILOSOPHY OF PRAIRIE POINT MIDDLE SCHOOL

The staff at Prairie Point Middle School believes that middle school students are unique and, further, is committed to the development of a learning environment which encourages students to develop to their full potential and become productive citizens in our democratic society.

In accordance with this belief, the staff of Prairie Point Middle School believes that the middle school education program must be based upon the unique and diverse physical, intellectual, social, and emotional characteristics and needs of students in the transescent years.

To meet students' needs, a controlled, yet flexible, school organizational pattern must be provided. Basic skills introduced in elementary grades must be reinforced and firmly established in the middle school years. Classes in reading, mathematics, language arts, social studies, science, and exploratory subjects continue to form the foundation of academic studies. The differing stages of growth development among students, however, require opportunities for a broad range of academic, exploratory, and physical activities. Within the academic program there should be a gradual transition from the self-contained classroom of the elementary school to the more departmentalized, individual schedule concept of the high school. We believe that exposure to a wide variety of experiences and activities is essential to the growth and development of preadolescent middle school students.

Middle school students require frequent and continuing interaction with adults for guidance and assistance. Appropriate social interactions, another important aspect, need to be provided through a variety of school functions and activities. Psychomotor skills for preadolescent middle school students can and should be addressed through these activities, both in large groups and on an individual basis. Affective education should center on the self-concept of all students in all areas of development with emphasis on achieving success through learning to think, making good decisions, and developing a set of appropriate values with which to become productive citizens.

Prairie Point Middle School is committed to making the transition from preadolescence to adolescence as smooth as possible for the students and parents of College Community Schools. We believe that working together, we can assist middle school students to develop good self-concepts, maintain steady academic process, and prepare them physically, psychologically, and socially to adapt to the changes that they are encountering.

PRAIRIE POINT MIDDLE SCHOOL

OUR PURPOSE:

TO PROVIDE A LEARNING ENVIRONMENT WHICH FOCUSES UPON MEETING THE NEEDS OF EVERY LEARNER:

- **Where students, parents, and staff develop positive relationships working as partners**
- **Where all curriculum, instruction, and assessments are based on standards**
- **Where everything we do is designed to EQUIP students for the future, provide students**

Opportunities to EXPLORE and EMPOWER students to make informed choices

EQUIP

Work Habit Rubric
Basic Academic Skills Certificate
- Reading
- Language Usage
- Mathematics
Social Studies Proficiency
Science Proficiency
PE/Health Wellness
Standards of Citizenship
Special Education
Learning Resource Center
Classroom Guidance

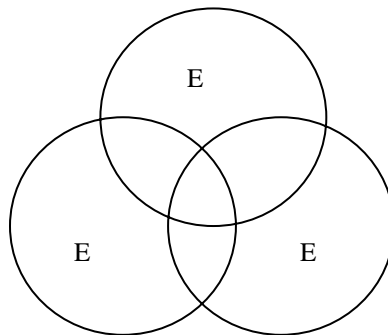
EXPLORE

Required:
Art
Computer Instruction
Family and Consumer Science
Industrial Technology
Applied Technology
Exploratory Spanish
Core Program

Optional:
Bands
Choirs
Drama
Athletics
Student Council
Clubs
Memory Book
Community Service

EMPOWER

Accelerated Programs
Classes for Graduation Credit
Student Led Conferences
Portfolio
Advisor/Advisee
Learning Resource Center
Extended Day
Classroom Guidance
Extended Learning Program
Environmental Education
Core Program



Prairie Point Middle School Curriculum

	<u>7th Grade</u>	<u>8th Grade</u>
Core Courses:	Language Arts Mathematics Science Geography Reading	Language Arts Mathematics Science American History Reading
Exploratories:	Art Exploratory Spanish Career Technology 7	Applied Technology Art Gateway to Technology 8 Family and Consumer Science
Wellness:	Health/ Physical Education	Health/ Physical Education
Electives:	Band Choir	Band Choir
Enrichment Programs:	Advisor/Advisee Extended Learning Program Learning Strategies Classroom Guidance	Advisor/Advisee Extended Learning Program Learning Strategies Classroom Guidance

- Each core course meets daily for the entire year.
- Art 7 meets daily for 12 weeks.
- Career Technology 7 meets daily for 24 weeks.
- Exploratory Spanish 7 meets on alternating days with PE for one semester.
- Health 7 meets on alternating days with PE for the opposite semester.
- Applied Technology, Gateway to Technology 8, and Family and Consumer Science each meet daily for 12 weeks.
- Art 8 meets on alternating days with PE for one semester.
- Health 8 meets on alternating days with PE for the semester.
- Students may elect to include Band and/or Choir in their schedules. Each meets daily for the school year. If students elect both Band and Choir, the teachers of each coordinate their class schedules.
- Advisor/Advisee meets every day for the entire year.
- Learning Strategies classes provide extended opportunities for skill development in Language Arts, Reading, and Math.

7TH GRADE COURSE DESCRIPTION

CORE COURSES

Art 7:

Art at the seventh grade level provides opportunities to refine and master problem-solving skills while growing in visual awareness, creativity, and skills related to producing artwork. Art 7 is a twelve-week course designed to offer experiences in multiple mediums of art and expose students to the visual arts and communications pathway. The curriculum for seventh grade art is based on giving students a knowledge rich art experience while building skills for future art classes.

Career Technology 7:

Career Technology 7 is a lab of twenty-six modules, each exploring a career field. Two students work together on an individual module. Each module is equipped with a computer, self-directed manuals, videos, textbooks, and materials to complete a hands-on experience. The modules give students an opportunity to explore careers in Industrial Technology, Family and Consumer Science, Business, and Information Technology.

Exploratory Spanish 7:

The World Language Department provides seventh grade students with one semester of Spanish. This class meets every other day opposite PE. Students will continue to develop the vocabulary and other skills learned in elementary Spanish. There will also be a focus on developing the basics of language such as the alphabet, numbers, days of the week, months, seasons, telling time, weather expressions, and much more. Students are expected to understand spoken vocabulary and engage in basic conversations. Culture, past and present, will be introduced by way of readings and video.

Geography 7:

Seventh grade Geography is a standards-based course that focuses upon the Western Hemisphere. Units of study include: United States, Canada, Central America/Caribbean Islands, South America and Europe. Students explore and learn about each unit through the course standards of Tools of Geography, People and Their Environment, People and Their History, and People and Their Economy. Students are asked to explain what a place is like and why people live the way they do based on land features, climate, resources, historical background, and other cultural traits. Skill work as well as reading and writing strategies are integrated into the curriculum.

Language Arts 7:

The seventh grade Language Arts program focuses on written language and literature. The goals are to help students improve critical reading and thinking skills, constructively respond to literature, continue to increase vocabulary, and improve spelling and grammar skills through reading, writing, and speaking activities. A variety of tools will be used to instruct students, including the textbook, Timeless Voices, Timeless Themes, classroom novels, and short stories.

Mathematics 7:

The Connected Mathematics curriculum is organized around appealing, engaging, and hands-on problems. It helps students develop mathematical knowledge, understanding, and skills as well as showing the connection between mathematical strands and other disciplines. The goal is for all students to reason and communicate proficiently in mathematics. Areas covered in seventh Connected Mathematics are:

- Using variables and finding relationships in tables, graphs, words, and symbols.
- Scale factors in similar figures.
- Proportional reasoning, making comparisons, using rates, ratios, and percents.
- Positive and negative integers, operations, order of operations.
- Linear relationships, solving linear equations, slope.
- Characteristics, properties, surface area, and volume of three-dimensional figures.
- Probabilities, sample spaces, expected value.
- Measure of central tendency, analyze data.

Students demonstrating a high degree of math ability and achievement may be invited to take either Math 7+ or Algebra I.

Math 7+:

Math 7+ combines portions of the seventh grade and eighth grade math curricula. It is organized around engaging problem-based tasks, giving students the opportunity to grow in the depth of their mathematical understanding. Math 7+ will progress at a quicker pace to additionally challenge the learners.

Algebra I:

This course is designed to provide an early introduction to basic equation-solving techniques and help students progress from the concrete to the abstract. Examples and practice are rooted in real-world applications that anchor the student in a familiar experience. Algebraic concepts include: linear functions, inequalities, equations, exponents, polynomials, quadratic functions, patterns, and operations.

Reading 7:

Seventh grade Reading is designed to improve vocabulary and comprehension skills for all seventh grade students. Students will read multiple genres for pleasure, everyday living, and academic success. Text selection and activities will be differentiated according to student readiness.

Science 7:

Seventh grade Science piques students' curiosity and reminds them to question the natural and physical world. It helps them become responsible learners, capable of using their abilities to create and answer their own questions. Science 7 teaches critical thinking skills so that good judgements can be made. Areas covered include: physical science, earth science, and life science.

WELLNESS

Health 7:

Seventh grade Health focuses on caring for one's body and the role of health professionals in the community. Human growth and development unit will also be covered.

Physical Education 7:

All students at Prairie Point Middle School are enrolled in Physical Education. Students are expected to change into physical education clothes for participation unless they have a written note from the doctor to be excused from class. Grades are based primarily on active engagement in fitness activities, participation in daily activities, and sportsmanship shown during class.

ELECTIVES

BAND 7:

Seventh grade Band is an intermediate level course for those students who began in sixth grade band. Those students wishing to join in the seventh grade are welcome to do so, but should start as lesson-only students, working their way into the large group. Each student will receive a pull-out lesson. **Band is a performance class. All band students are required to participate in all concerts and performances outside school hours as part of their band grade.** Seventh grade band members have the opportunity to be selected for 2-3 honor bands and to participate in Solo and Ensemble Festival. Additionally, there is an opportunity to perform in the Prairie Point Middle School Jazz Band. This group rehearses outside of the school day and performs at various concerts and functions throughout the school year.

Choir 7:

The seventh grade Choir continues a strong choral tradition that is designed to provide students with the skills necessary to continue in music successfully in eighth grade as well as throughout their lives. Students who participate in seventh grade choir may audition for show choir, honor choir, and the musical. **Choir is a performance class. All choir students are required to participate in all concerts and performances outside school hours as part of the choir grade.**

Learning Strategies 7:

Learning Strategies provides supplemental instruction in the areas of reading, written language, and/or math. Student participation in Learning Strategies is based on standardized testing and teacher input.

8TH GRADE COURSE DESCRIPTIONS

CORE COURSES

Applied Technology 8:

In Applied Technology, students enhance their technology skills and understanding as they learn to use various presentation and multimedia software programs (Powerpoint, Alice, I-movies, etc.). Project content is tied to the core courses with emphasis on web research, reference skills, and ethical considerations. The course addresses the technology skills necessary to meet the state-required Technology Proficiency Certificate that is to be completed by the end of the eighth grade.

Art 8:

Art at the eighth grade level provides students with one semester of Art that meets every other day opposite PE. Experiences in ceramics, digital design, drawing, and painting will be explored. Art 8 has a skill based curriculum that will establish a good foundation for future art experiences at the ninth grade level.

American History 8:

The eighth grade American History program is the study of the development of the United States as a strong and free nation. The unique contribution of the men and women who built its heritage is stressed. The curriculum begins with the period of exploration and continues to the Gilded Age.

Family & Consumer Science (FACS) 8:

All eighth grade students participate in Family and Consumer Science curriculum for 12 weeks. During that time, students will have the opportunity to explore many facets of FACS including hands-on projects, decision making, communication techniques, banking basics, and infant care using the Baby Think It Over experience. Students practice lifetime basic skills and explore careers in the food service/hospitality, design, human services, and education pathways. Major assignments and projects include a pillow project, quilt making for donation, personal journals/reflections, cooking labs, and a take home laundry project.

Gateway to Technology 8:

Gateway to Technology is a hands-on pre-engineering-focused course that consists of five units designed to challenge and engage the exploratory minds of middle school students. The five units are Design and Modeling, The Magic of Electrons, The Science of Technology, Automation and Robotics, and Flight and Space. Each unit utilizes project-based or problem-based approaches in which students are dynamically engaged. The Gateway program is intended to introduce students to the ninth grade Project Lead the Way course, Introduction to Engineering Design.

Language Arts 8:

Eighth grade Language Arts seeks to teach writing through a variety of exercises from creative to technical writing while reinforcing the use of proper grammar and spelling in those tasks. Students will maintain language arts portfolios to document what they accomplish in the areas of reading, writing, speaking, and listening. These portfolios will provide evidence that students are making progress towards both district writing standards and National Standards of English and Literacy. Every effort is made to use interdisciplinary teaming to ensure writing across the content areas.

Mathematics 8:

Mathematics 8 is organized around appealing, engaging, and hands-on problems. It is rich in connections of the core ideas of mathematics, between math and other subjects, and of math and its application outside the classroom. In working through a variety of books, students observe and generalize patterns. This is vital to acquiring a solid understanding of mathematical ideas. The curriculum is organized around mathematical “big ideas”, related mathematical concepts, processes, ways of thinking, skills, and problem solving strategies.

Students demonstrating a high degree of math ability and achievement may be invited to take either Algebra I or Geometry.

Algebra I:

This course is designed to provide an early introduction to basic equation-solving techniques and help students progress from the concrete to the abstract. Examples and practice are rooted in real-world applications that anchor the student in a familiar experience. Algebraic concepts include: linear functions, inequalities, equations, exponents, polynomials, quadratic functions, patterns, and operations.

Geometry:

In this course, students will:

- Formulate their own definitions and discover generalizations through investigations.
- Follow and construct logical arguments.
- Understand connections between mathematical topics.
- Understand connections between mathematics and other disciplines.
- Express mathematical ideas orally and in writing.

Reading 8:

Eighth grade Reading is designed to improve vocabulary and comprehension skills for all eighth grade students. Students read both fiction and nonfiction while reading for pleasure, everyday living, and academic success. A strong emphasis is placed on meeting Iowa Core Curriculum requirements, increasing vocabulary, and the application of basic reading strategies that can generalize across the eighth grade curriculum.

Science 8:

In eighth grade Science students continue to learn and use the inquiry skills that were stressed in seventh grade. The course is activity-based and information is taught through discrepant events, projects, and labs. Science 8 content includes: Inquiry, Life Processes, Particles and Matter, Oceans and Climates, and Continuity of Life.

WELLNESS

Health 8:

Eighth grade Health focuses on career choices for high school and college. Students set goals and prioritize daily and monthly decisions. Students will continue their health education by connecting healthy nutrition and lifelong wellness activities. A human growth and development unit is included with concentration on abstinence and STD's.

Physical Education 8:

All students at Prairie Point Middle School are enrolled in Physical Education. Students are expected to change into physical education clothes for participation unless they have a written note from the doctor be excused from class. Grades are based primarily on active engagement in fitness activities, participation in daily activities, and sportsmanship shown during class.

ELECTIVES

Band 8:

Eighth grade Band is an advanced level course for those students who completed seventh grade band. Those students wishing to join band in the eighth grade are welcome to do so, starting as a lesson-only student, working their way into the large group. Each student will receive a pull-out lesson. **Band is a performance class. All band students are required to participate in all concerts and performances outside school hours as part of their band grade.** The eighth grade band participates in the Adventureland Festival of Bands. Eighth grade band members have the opportunity to be selected for 3 honor bands and participate in Solo and Ensemble Festival. Additionally, there is an opportunity to perform in the Prairie Point Middle School Jazz Band. This group rehearses outside of the school day and performs at various concerts and functions throughout the school year.

Choir 8:

The eighth grade Choir continues a strong choral tradition that is designed to provide students with the skills necessary to continue in music successfully in 9th grade as well as throughout their lives. Students who participate in eighth grade choir may audition for show choir, honor choir, and the musical. **Choir is a performance class. All choir students are required to participate in all concerts and performances outside school hours as part of the choir grade.**

Learning Strategies 8:

Learning Strategies provides supplemental instruction in the areas of reading, written language, and/or math. Student participation in Learning Strategies is based on standardized testing and teacher input.

ENRICHMENT PROGRAMS

Advisor/Advisee:

The Advisor/Advisee class meets for the last 20 minutes of the day in all grades. Each group consists of a certified staff member and approximately 15 students. The purpose of the class is to provide an experience of closeness and belonging, with advisors working actively to get to know the students on a personal basis. Each grade has a separate curriculum, but each includes help with organizational skills, preparation for student-led-conferences, time for discussing academics, Guided Practice, independent reading, math skills practice, and a time for getting to know oneself and others through character education and social activities.

ELP:

The Extended Learning Program is designed, as per the National Standards for Gifted Education, to serve the affective (personal) and academic needs of students identified as gifted. The state of Iowa affords school districts decision-making power in terms of how students are identified as “gifted”. College Community School District identifies students as **gifted** who fall into a superior cognitive range, regardless of whether or not performance (achievement) matches potential (ability).

Our primary indicator for placement is the Cognitive Abilities Test, though many components enter into the eligibility formula. Multiple observational data or anecdotal information may be used in lieu of cognitive scores. Achievement data, such as the Iowa Tests of Basic Skills and the Measure of Academic Progress Tests are also considered.

ELP placement decisions are made by a committee composed of the building principal, associate principal, guidance counselors, and ELP teacher. Parents whose children were not invited to participate in ELP may request reconsideration.

Guidance Curriculum:

Several times during the year, counselors spend time in classrooms, discussing issues that are or will be of concern to most students. Different topics are presented at each grade level to provide students with some exposure to, and training in, life skills they will need as they mature. Harassment issues and career development are presented at all grades.

Learning Resource Center:

The Learning Resource Center is a service provided at Prairie Point to assist students who are having difficulties within the school setting. Students may receive assistance in improving 1) study and organizational skills, 2) the ability to set and achieve goals, and 3) interpersonal and social skills. Students in the Learning Resource Center are referred to the program by parents, counselors, and/or teachers. The goal of the Learning Resource Center is to help students have a positive and productive learning experience at Prairie Point.

Media Center:

The mission at Prairie Point Media Center is to support the classroom curriculum and to ensure that all students become information literate. Information literacy, the ability to find and use information, is the key to successful life-long learning. Our goals are to provide material to meet the needs of all our students, to encourage competence in information problem-solving, and to encourage reading for pleasure.

The information literacy curriculum, when incorporated into the classroom experience, provides students with the skills they need in order to be effective, life-long users of information. This step-by-step approach to research helps students become more effective in situations in which they need to access and use information.

Special Education:

Students who are in need of additional academic assistance may qualify for special education programming. Eligibility for services is determined through extensive evaluation. Special education services are delivered at one of these levels:

Level I

A level of service that provides specially designed instruction for a limited portion or part of the educational program. A majority of the general education program is appropriate. This level of service includes modifications and adaptations to the general education program.

Level II

A level of service that provides specially designed instruction for a majority of the educational program. This level of service includes substantial modifications, adaptations, and special education accommodations to the general education program.

Level III

A level of service that provides a specially designed instruction for most or all of the educational program. This level of service requires extensive redesign of curriculum and substantial modification of instructional techniques, strategies, and materials.

ASSESSMENT / GRADING ISSUES

Homework Policy:

- Homework is defined as any work assigned or expected to be done outside of class time.
- Homework should be an extension/reinforcement of class work and should be necessary, useful, and relevant.
- Homework may be individualized to accommodate those students with special interests or needs.
- Major projects will be identified as far in advance as possible in order to assist students in planning their individual study time.
- Typical homework assignments for all classes together should average about one hour per evening. The number of nights per week range between two and four depending on grade level and whether or not the student has a scheduled study time. Band practicing at home would add about thirty minutes an evening to this total.
- Homework expectations include that homework reflect quality, be turned in on time, and receive constructive teacher feedback.

Grading Policy for Grades 7-8:

Prairie Point Middle School is designed to provide a flexible and exploratory program that will meet the current and future needs of our students. We recognize that our students are experiencing a period of great change and hope the structure of our curriculum helps to make their transition from elementary to high school easier.

The ultimate goal of our education program is to increase the knowledge, skills, and desirable attitudes essential to the development of productive citizens. The educational process is a cooperative effort of the educational staff, parents, and students. This implies that it is imperative for the school to report to parents on the progress of the students.

The report card is an attempt by the teacher to tell parents how their son or daughter is progressing in a particular subject. In arriving at a final grade for a marking period, the teacher may take into consideration daily assignments, class participation, special projects, and test results.

The following grading system is used:

A	90-100%	Outstanding level of achievement
B	80- 89%	High level of achievement
C	70- 79%	Satisfactory level of achievement
D	60- 69%	Minimal level of achievement
F	59- 0%	Unacceptable level of achievement, failure
Inc.	Incomplete	An incomplete is given only in those cases where illness, emergency, or, by pre-arrangement, the student has not been able to complete assignments.

An incomplete on the report card becomes an "F" two weeks from the date it was issued unless satisfactory work is completed. No incompletes will be given at the end of the third trimester. Make-up work is the responsibility of the student.

A plus (+) or a minus (-) may be given by individual teachers to indicate student achievement, but does not change the value of the letter grade in the GPA.

Report cards will be provided to all parents of students at Prairie Point Middle School at the end of each trimester (12 weeks). Midterms will be mailed home at mid-trimester (6 weeks). Trimester 1 and Trimester 2 report cards will be distributed at Student Led Conferences. The final report of the school year will be mailed.

Work Habit Grades:

In addition to the regular course grade, a work habit grade will be given. The factors considered in determining the work habit grade are: on time assignments, use of time, listening, working with others, work preparation, and classroom contributions.

Work habit grades are listed below:

- O Outstanding: Assignments completed on time. Listens well to instructions. Has necessary materials for learning. Contributes positively to class. Displays an interest in the class. Well organized, independent worker.

- S Satisfactory: Attempts all assignments. Needs some teacher encouragement and assistance to participate in class actively. Listens, but needs an occasional reminder to stay on task. Has necessary materials most of the time.

- NI Needs Improvement: Apathetic about assignments. Often refuses to participate positively in class activities. Often does not listen to or follow directions. Often does not bring materials for learning. Needs supervision to remain on task.

High School Credit Courses:

The following policy will be in effect for middle school students who take high school courses as part of an accelerated program.

- Each student will receive appropriate high school credit for passing the course. A grade of “D” or better will be considered passing. If a student chooses to retake a course, credit shall be awarded only one time for that particular course.
- A traditional letter grade will appear on the student’s middle school report card to reflect his/her work in that course for each trimester. This grade will be included in the calculation of the middle school GPA.
- The high school GPA will not begin until a student enters the high school as a 9th grade student.

Student Led Conferences:

Parents are encouraged to contact the school concerning the progress of their child at any time. At the end of the first and second trimesters, Student Led Conferences are scheduled and involve the student, his/her parents, and the student’s advisor. At each conference, the student discusses his/her academic learning and activities, shares several pieces of work, reviews current grades (report card), and sets goals for the next trimester. Students, parents, teachers, counselors, or administrators may request additional conferences at any time during the year.

PRAIRIE POINT Middle School

A Rubric For Work Habit Standards

ELEMENT	OUTSTANDING	SATISFACTORY	Needs Improvement
On Time Assignments	<ul style="list-style-type: none"> • Always gives a good effort to have work done on assigned due date 	<ul style="list-style-type: none"> • Is responsible and gives a good effort to have work done on assigned or agreed upon due date 	<ul style="list-style-type: none"> • Disregards deadlines • Frequent late work • Makes little effort to work with teacher to adjust due dates
Use of Time	<ul style="list-style-type: none"> • Takes advantage of extensions and enrichments related to course standards ▪ Always on task and working hard 	<ul style="list-style-type: none"> ▪ Actively engaged in appropriate tasks with few or no reminders from teacher 	<ul style="list-style-type: none"> ▪ Frequently 'off task' ▪ Needs frequent reminders from teacher to stay on task
Listening	<ul style="list-style-type: none"> ▪ Follows directions immediately ▪ Summarizes and/or paraphrases presented material 	<ul style="list-style-type: none"> ▪ Focuses on speaker ▪ Summarizes orally presented material. ▪ Follows directions with few or no reminders. 	<ul style="list-style-type: none"> ▪ Has difficulty focusing on speaker ▪ Cannot summarize what was presented ▪ Does not follow directions and/or needs several reminders
Working With Others	<ul style="list-style-type: none"> ▪ Can lead or follow as needed ▪ Helps others without being asked ▪ Respects others' right to learn ▪ Works hard 	<ul style="list-style-type: none"> ▪ Demonstrates the ability to work with peers in an appropriate manner ▪ Does not interfere with others' right to learn 	<ul style="list-style-type: none"> ▪ Does not work well with others ▪ Makes it difficult for others to get work done
Work Preparation	<ul style="list-style-type: none"> ▪ Always properly prepared and ready to learn ▪ Gives good effort 	<ul style="list-style-type: none"> ▪ Prepared for class ▪ Ready to learn 	<ul style="list-style-type: none"> ▪ Seldom prepared
Classroom Contributions	<ul style="list-style-type: none"> ▪ Seeks additional sources of relevant information to share 	<ul style="list-style-type: none"> ▪ Shares relevant information in an appropriate manner 	<ul style="list-style-type: none"> ▪ Does not contribute unless required ▪ Makes 'off handed' remarks that detract from discussions

Retention Policy:

Any student who has received three or more F's, at least two of which come from core courses, will be reviewed for possible required summer school attendance, retention, or other interventions.

Student Activities and Athletics

Student Activities:

Prairie offers a wide variety of activities to all sixth, seventh and eighth grade students. Many different clubs are available to meet each student's individual needs and unique interests.

Art Club

Band:

- Jazz Band

Chess Club

Choir:

- Show Choir

Drama/Musical

Math Counts

Memory Book

Student Council

Student Athletics:

Interscholastic athletics are available to all students in grades 7 and 8. Effort is made to avoid season overlap in order to provide each student the opportunity to try a variety of sports.

Season #1:

Girls Volleyball 7	Football 7
Girls Volleyball 8	Football 8
Girls Soccer 7 & 8	Tennis 7 & 8
Girls Cross Country 7 & 8	Boys Cross Country 7 & 8

Season #2:

Boys Basketball 7
Boys Basketball 8

Season #3:

Girls Basketball 7	Wrestling 7
Girls Basketball 8	Wrestling 8

Season #4:

Girls Track 7 & 8	Boys Track 7 & 8
Girls Tennis 7 & 8	Boys Soccer 7 & 8

Requirements for Athletic Participation:

- Physical exam dated and signed by physician and parent/guardian (good for one year).
- Students must have an insurance waiver.
- Student attendance at school is mandatory on the day of the events. Students who do not attend school will not be allowed to participate in extracurricular activities. Exceptions to this rule must be previously approved through the Prairie Point administration.