

Skokie School District 68 Parent Handbook

2019-2020

School District 68 Educational Service Center



Early Childhood Center



Old Orchard Junior High



Devonshire Elementary School



Jane Stenson Elementary



Highland Elementary School

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SKOKIE SCHOOL DISTRICT 68 FAMILY HANDBOOK 2019-2020

PREFACE

The information in this handbook will acquaint you with District 68 and answer some of the questions you may have. This handbook is a summary of the rules, regulations, procedures, and other relevant information necessary for the orderly functioning of the District. The District is governed by Board of Education Policies which are available to the public at the District administrative offices or online at www.skokie6.org. The provisions of the Handbook and the Board Policies may be changed during the year without prior notice.

State and federal laws require school districts to notify parents and students about certain rights, responsibilities, and procedures. You will find that information throughout this handbook. This handbook may be amended during the year without notice to parents.

This handbook is not meant to take the place of personal communication between the home and the school. Please feel free to call your child's school if you have any questions on programs or procedures.

Members of the Board of Education are:

Una McGeough, President
Joe Ruffner, Vice-President
Katrina Bell-Jordan, Ph.D., Secretary
Frank Alkyer
Meghan Espinoza
Jeff Sterbenc
Jinu Joseph

Administrative Staff

James Garwood, Ed.D., Superintendent of Schools
Christie Samojedney, Ed.D., Asst. Supt. for Curriculum/Instruction
Ryan Berry, Asst. Supt./Chief School Business Official
Crissy Mombela, Director of Student Services
Barbara Marler, Ed.D., Director of EL Services
Brian Ritz, Coord. of Curriculum/School Improvement
Ernie Nelson, Director of Operations

BUILDING LOCATIONS:

Devonshire School

9040 Kostner Ave.
Skokie, IL 60076
Phone: 847-676-9280
Fax: 847-676-4031
Absence Phone: 847-676-9283
Principal: Dan Schuth, Ed.D.

Highland School

9700 Crawford Ave.
Skokie, IL 60076
Phone: 847-676-9380
Fax: 847-676-4048
Absence Phone: 847-967-5087
Principal: Karen Bradley, Ed.D.

Jane Stenson School

9201 Lockwood Ave.
Skokie, IL 60077
Phone: 847-676-9480
Fax: 847-967-9386
Absence Phone: 847-967-9483
Principal: Robyn Huemmer, Ed.D.

Early Childhood Center

9300 Kenton Ave.
Skokie, IL 60076
Phone: 847-677-4560
Fax: 847-677-5124
Absence Phone: 847-677-4560
Director: Crissy Mombela

Old Orchard Junior High

9310 Kenton Ave.
Skokie, IL 60076
Phone: 847-676-9010
Fax: 847-676-3827
Absence Phone: 847-676-9129
Principal: Greg Hanson

Educational Service Center

9440 Kenton Ave.
Skokie, IL 60076
Phone: 847-568-7619
Fax: 847-677-9232
Superintendent: James Garwood, Ed.D.

CHAPTER 1 WELCOME TO DISTRICT 68

Skokie School District 68 is a district with almost 1800 students in three K-5 schools, one 6-8 school, and an early childhood program. This outstanding school district is located approximately five miles north of Chicago within the suburban north shore area. The school district enjoys rich diversity, high achieving students, outstanding professional staff, supportive and involved parents, and community at large. All district facilities have been recently updated and include state-of-the-art technology in order to support and enhance teaching and learning.

District 68 is committed to providing educational opportunities that will prepare children for the challenges of a rapidly changing world—a solid foundation in the basics and the development of independent learners and problem-solvers. The District also recognizes the essential role technology plays in helping children reach their potential and giving them the necessary tools to be successful.

The Vision, Mission, and Key Priorities of the District are established by the Board of Education to provide a framework for providing the children of our community with the highest possible quality of education.

MISSION

District 68 strives to be a learning community that inspires our students to reach their fullest academic and human potential, encourages continuous improvement, and contributes positively to our diverse, multicultural society.

VISION

Our mission is to develop children who are confident and creative learners. We provide a rigorous curriculum and a supportive school environment that promotes high achievement, encourages personal growth, and meets the unique needs of each child.

Parents are encouraged to become active and involved by visiting our schools, talking with administrators and teachers, volunteering in the schools, and attending Board of Education meetings. Informed parents play an important role in ensuring a sound educational program for their children. Your involvement is essential to realizing our vision and in achieving our mission.

2019-2020 SCHOOL CALENDAR

| | |
|---|--|
| Thursday, August 22 | Teacher Institute Day (No students) |
| Friday, August 23 | Teacher Plan Day (No students) |
| Monday, August 26 | Teacher Institute Day (No students) |
| Tuesday, August 27 | First day of school for K-8 |
| Wednesday, August 28 | First Day of School for Early Childhood |
| Monday, September 2 | Labor Day – No School |
| Monday, September 30 | Rosh Hashana – No School |
| Wednesday, October 9 | Yom Kippur – No School |
| Monday, October 14 | Columbus Day – No School |
| Friday, October 18 | Parent Teacher Conference Day – No School |
| Tuesday, November 5 | Teacher Institute Day (No students) |
| Wednesday, November 27 | No School |
| Thursday - Friday, November 28-29 | Thanksgiving Recess – No School |
| Monday, December 23 - Friday, January 3 | Winter Recess – No School |
| Monday, January 20 | Martin Luther King Day – No School |
| Friday, January 31 | Parent Teacher Conference Day – No School |
| Monday, February 17 | Presidents' Day – No School |
| Friday, March 20 | No School |
| Monday, March 23-Friday March 27 | Spring Break – No School |
| Friday, April 10 | Good Friday – No School |
| Friday, April 24 | Teacher Institute Day (No students) |
| Monday, May 25 | Memorial Day – No School |
| Friday, June 5 | Last day of school for Early Childhood (if no emergency days used) |
| Monday, June 8 | Last day of school for K-8 (if no emergency days used) |

THE BOARD OF EDUCATION

The Board of Education of Skokie School District 68 supports and welcomes input from the community as we all work together to provide the best possible education for the children of the District. If you wish to express your opinion or bring any information to the Board as a whole or to any individual Board Member, please do any of the following:

Email the Board of Education at boardmembers@skokie68.org or individually at their District email addresses as listed on our website: www.skokie68.org

Call the Board President and leave a message on her individual voicemail box at 847-568-7614.

2019-2020 BOARD OF EDUCATION MEETING SCHEDULE

All meetings begin at 7:00 p.m. and are held at:

Educational Service Center
9440 Kenton Avenue
Skokie, IL 60076

2019-2020 School Year

- August 15, 2019
- September 19, 2019
- October 17, 2019
- November 21, 2019
- December 19, 2019
- January 23, 2020
- February 20, 2020
- March 19, 2020
- April 16, 2020
- May 21, 2020
- June 18, 2020

Board Meetings are held in public. See the District website under Board of Education for agendas, minutes, Board Briefs, and other information.

ADDRESSING THE BOARD

The District 68 School Board is invested in serving its community and welcomes public input at the designated time during board meetings. It is important, however, to remember that school board meetings are meetings of the Board held in public. They are not back-and-forth dialogues with board members during the meeting, nor are they public hearings unless specifically designated as such. If a member of the public raises an issue or a concern that requires follow-up, the Board President or Superintendent will do so in a timely manner. The Board shall not permit personal attacks against any district employee. Members of the audience are requested to be respectful of individuals expressing their views to the Board and to be respectful of the Board during its deliberations. We thank you for your input and cooperation.

FOIA (FREEDOM OF INFORMATION ACT)

The fundamental right guaranteed by the Act is the right of inspection. While you may obtain copies of records requests, you are not required to purchase copies of records in order to gain access to them.

In compliance with State Law (5 ILCS 140/4), each school district is required to post specific information regarding the school district as part of FOIA (Freedom of Information Act) requirements on its website. If the information you are seeking is not found on the District website (www.skokie68.org), you may request copies of existing documents using the Request for Examination and/or Copies of Public Records Pursuant to the Freedom of Information Act form. This form is provided for your convenience to help expedite the search process-its use is not required, however, all requests should be made in writing. The form is available at the School District 68 Educational Service Center, 9440 N. Kenton Ave, Skokie, IL 60076, or it can be downloaded from the website: www.skokie68.org.

When a written request for information is received, the District must comply within five working days. Under certain circumstances, the response time may be extended for up to five additional working days. If this happens, you will be notified at the end of the first five days specifying the reason for the delay.

When copies are requested, a public body may charge fees reasonably calculated to reimburse it for the actual cost of reproducing and certifying public records.

FOIA requests can be sent to: FOIA@skokie68.org. Questions concerning requests may be directed to that same email address. Additional information about Freedom of Information Act Requests can be found on the District's website: <http://www.skokie68.org/foia.html>

Effective January 1, 2010, the district will provide the first 50 pages of black and white, letter- or legal-sized copies at no charge. Additional copies will be provided for a fee of 15 cents per page. For color copies or copies on paper sizes other than letter or legal size, the district will charge a fee to cover the actual cost for reproducing the records. For copies in electronic format, the actual cost for purchasing the recording medium will be charged. Fee will not include the cost of any search for and review of records or personnel costs associated with finding or reproducing records. Documents shall be furnished without charge or at a reduced charge where the district determines that waiver or reduction is in the public interest.

As required by the Illinois Freedom of Information Act, below is a list of the types and categories of records maintained by Skokie School District 68.

Board of Education/Superintendent's Office

- Administrative Handbooks
- Board of Education Meeting Agendas and Minutes
- Board of Education Meeting Dates
- Board of Education Policies
- District Organizational Chart
- District and School Report Cards
- Parent-Student Handbook

Instructional Services

- Curriculum Guides
- Special Educational Procedure Guidelines

Business Services Office

- Administrator Salaries
- Agreement between Education Association (EA) and BOE
- Agreement between Classified Organization for Employees and BOE
- Audits
- Bidding Specifications
- Budgets
- Contracts
- Financial Statements
- Grants
- Insurance
- Job Descriptions
- Salary Schedules
- Staff Rosters

CHAPTER 2 – DAY-TO DAY INFORMATION

ENROLLMENT PROCEDURES

Parents new to the community may call the Educational Service Center at 847-676-9000 for information about where their child will attend school. Kindergarten pupils must be five years old on or before September 1 of each school year.

Walk-in registration will be held throughout the school year at the District Office. It is recommended that parents call ahead to make an appointment with the District Registrar At 847-568-7635. The following information is required to enroll your child in District 68:

1. An official birth certificate or other document verifying the date of birth
2. Two proofs of residency (copies of driver's license, lease, or utility bills)
3. A transfer slip from the previous school attended (if applicable)
4. Physician's telephone number and address, if known
5. The name(s) and phone number(s) of a reliable local person(s) to call if you are unavailable in an emergency
6. Any pertinent health information including health, dental, and eye examinations at required intervals

CHANGE OF ADDRESS, PHONE NUMBER, EMAIL, OR NAME

Any change in home address, home or work telephone number, or emergency information must be reported to the School Office immediately in order to maintain accurate school records and facilitate communication with parents.

NOTE: Parents reporting address changes will also be asked to provide two forms of identification that show both the parent/guardian name and the new address.

PARENTS ABSENT FROM HOME

If parents are planning to be away for an extended time while the student remains in school, the office staff and teachers should be advised in writing. The name and telephone number of the adult who is in charge of the student during parental absence should be provided.

STUDENT RECORDS - CUSTODY

In order to ensure the safety of students, it is important that the school have up-to-date written legal documentation regarding custody and visitation rights. Without written legal documentation, it will be assumed that both parents have custodial rights. Non-custodial parents may provide contact information to receive copies of school mailings and student reports unless restricted by court order.

TRANSFERS

Parents are asked to call the school office at least one week in advance of a move outside the school's attendance area. This will allow the school and parents adequate time to complete the necessary forms to ensure a timely transfer of school records.

The following information will be requested from you before you move:

- Date of move
- New address
- New school child will attend (if known)

ELEMENTARY ARRIVAL PROCEDURES

Supervision begins at 8:15 a.m. In order to provide a safe environment, students may not arrive on the school grounds before supervision begins. The school playground, fields, and courts are not open to play during arrival times.

All exterior doors except the main entrance of the building will be locked at all times. Late arrivals must use the front entrance in order to maintain building security.

School Hours

Pre-School

Morning Class 9:00 a.m. to 11:30 a.m.

Afternoon Class 12:15 p.m. to 2:45 p.m.

Grades K-5

8:40 a.m. to 2:30 p.m. M*

8:40 a.m. to 3:00 p.m. T-F

JUNIOR HIGH ARRIVAL PROCEDURES

Students who arrive before 8:23 a.m. will wait in their homeroom hallway until the 8:23 a.m. bell rings to go to their lockers. Students who arrive early to participate in a before school activity, to meet with a teacher, or to eat breakfast will be admitted between 7:45 a.m. and 8:10 a.m. Once students have arrived at school, they may not leave school grounds unless accompanied by a parent/legal guardian.

School Hours

Grades 6-8

8:30 a.m. to 2:54 p.m. M*

8:30 a.m. to 3:25 p.m. T-F

** All schools close one-half an hour early on Mondays to provide additional time for staff to engage for professional development*

JUNIOR HIGH SAFETY PROCEDURES FOR STUDENT DROP-OFF AND PICK-UP

To ensure the safety of students getting on and/or off the buses, cars are prohibited from entering the south bus driveway. Parents should enter the North Parent Driveway through the North Parking Lot and pull as far forward as possible. Please follow the designated route so that we can get as many cars safely off the street as possible. It is important that students not be dropped off or picked up in the North Parking Lot, instead parents should wait until they have reached the North Parent Driveway sidewalk before releasing passengers. Students should exit on the passenger side of the vehicle. Vehicles must be attended to at all times. Please do not arrange to drop-off or pick-up your child on the east side of Kenton Avenue, as it requires them to navigate through traffic while crossing the street. Please do not arrange to drop-off or pick-up your child in the Early Childhood Center parking lot. There is limited space in that lot and it is reserved for Early Childhood parents and children. During our afternoon dismissal, a Skokie police officer will be on duty for traffic enforcement. Please be sure to obey all traffic laws and the officer's specific directions. Violators will be ticketed.

BICYCLES, SKATEBOARDS, SKATES, SCOOTERS

For safety reasons, only fourth grade and older students are allowed to ride bicycles to or from school. Students who ride their bikes to school must walk their bike to the bike rack on school grounds. Bicycles are to be parked and locked in the school bike racks. The school is unable to assume any responsibility for loss or damage to bikes brought to school. Students must follow all bicycle rules of the road when going to and from school. Skokie ordinance requires that students wear helmets.

Riding skateboards, scooters, roller skates, Heely's (shoes with wheels in them), and in-line skates is prohibited on school property during school hours.

SCHOOL SUPPLY LIST

The school supply lists for our schools are posted on the District 68 website at <http://www.skokie68.org>. Please visit your child's school page where you will find supply lists as an option in the parent drop-down menu.

BRINGING ITEMS TO SCHOOL

Children should never bring valuable or prized possessions to school. This includes toys and all electronic devices, as well as prized possessions such as jewelry, souvenirs, collections, and large sums of money. Additionally, students should not buy, sell, or trade any items at school or on the bus.

The school is unable to secure children's personal possessions and cannot be responsible for lost or damaged personal property. Similarly, the school is not liable for accidental damage that may occur to personal items it may be necessary for children to bring to school (eye glasses, hearing aids, dental apparatuses, etc.). Parents are urged to label clothing, lunch boxes, boots, coats, backpacks, and other items with name tags or a permanent marker.

ARTICLES NOT PERMITTED IN SCHOOL

Articles that interfere in any way with school procedures, disrupt the educational process, or are hazards to the safety of others are not allowed at school. Such items include, but are not limited to:

- Cigarettes and other tobacco products, including without limitation, electronic cigarettes.
- Drugs, including over-the-counter drugs and look-alike drugs (see section on Medication Policy)
- Alcohol
- Weapons or look-alike items (firearms, knives, etc.)
- Lighters or matches
- Laser pointers
- Aerosol cans

Possession of these items is prohibited at school and may result in detention, suspension, or expulsion. Students who use, possess, distribute, purchase, or sell an explosive, firearm, or any other object that can reasonably be considered a weapon can be expelled in accordance with Board of Education policy. If a student brings a firearm or weapon to school, the criminal justice or juvenile delinquency system will be notified.

CELL PHONES, IPODS, E-READERS, AND/OR OTHER ELECTRONIC DEVICES

Use of a cell phone or electronic device to chat, cheat, signal others, or otherwise violate student conduct rules is prohibited. Students are not permitted to use their cell phone or electronic device to photograph or record audio/video without specific permission from an adult. Under no circumstances are cell phones or electronic devices permitted to be used in the bathrooms or locker rooms. The school assumes no responsibility for the security of these items.

Elementary Cell Phone and Electronics Policy

Cell phones and other personal electronic devices may not be used in elementary schools. Upon arrival at school, they must be turned off and placed in the student's hallway locker and remain there throughout the school day and during after-school activities. Items used during the school day without staff permission may be confiscated and held until a parent/guardian can pick them up.

Junior High Cell Phone and Electronics Policy

Our school is a place of learning, and we want to minimize distractions in the building. In addition, we want to promote a safe environment where the privacy of all persons is respected. Therefore, students are not allowed to carry their cell phones with them during the school day. Cell phones should be turned off and locked in students' lockers before the school day begins at 8:30 a.m. through the end of the school day (Mondays 2:54 p.m. and Tuesdays-Fridays 3:25 p.m.). Students may use their cell phones between 3:25 p.m. and 3:30 p.m. Cell phones may not be used at after school activities and clubs from 3:30 p.m.-4:20 p.m. Cell phones may be used at athletic events. Please note that a smartwatch may not be used for communicating with others during the school day. The school assumes no responsibility for the security of these items. If students and parents need to communicate during the school day, they should do so through the Main Office. The number is (847) 676-9010.

Consequences for Violating the Cell Phone Policy

Offenses of cell policy violation add up throughout the school year. Consequences are given based on offenses throughout all classrooms, not given in one specific classroom.

- 1st Offense: The teacher will confiscate the phone and give it back at the end of class. The student will be directed to put the phone in their locker. If the phone is confiscated outside of the classroom the teacher will bring the phone to the Front Office to be picked up at the end of the period.
- 2nd Offense: The teacher will confiscate the phone and bring it down to the Front Office. The student will get their phone back from the Front Office at the end of the school day.
- 3rd Offense and further: The phone will be turned in to the main office and the main office will set up a phone call or meeting with the student's parents. The student's phone will be released according to the plan set up between one of the school administrators and the student's parents. The student may be required to check their phone in with the receptionist for a predetermined amount of time.

LOST AND FOUND

Parents are urged to mark all personal belongings with their child's name in permanent marker or with a name tag. Each school maintains a lost and found area where children or parents may claim lost articles such as clothing or school materials. The box is emptied periodically and unclaimed items are donated to charity. Check with the Main Office for valuable items.

STUDENT ATTENDANCE

Regular attendance is essential to school success. Children who are absent unnecessarily miss vital classroom instruction time. Repeated absences may have a negative effect on a student's progress, work habits, and attitude. Therefore, parents are urged to schedule vacations, appointments, and other avoidable causes of school absence on non-school days. Non-medical extended absences of more than ten (10) consecutive days will necessitate the child's transfer out of the school district.

State law requires that all student absences be verified. Parents are required to call the school when a student will be absent. All schools have voice mail with an absence voice mailbox for parents to report absences. When a child is absent and the parent(s) have not called to report the absence, the school will attempt to verify the child's safety by contacting parents using the contact numbers parents have provided to the school. Please be sure that your child's school has all current phone numbers on record. If your child is absent, and you do not call, and you cannot be reached, your child will be marked truant.

Absence Procedure/Truancy

Parents are expected to call the absence line voice mail to report their student's absence or late arrival.

At the elementary level, parents must include the student's name, grade, teacher, date of absence, and reason for the absence in the message.

At the junior high level, parents must include the student's name, team, grade, date of absence, and reason for the absence in the message.

Absence Lines

Devonshire School - 847-676-9283

Highland School—847-676-5087

Jane Stenson School - 847-676-9483

Old Orchard Jr. High School - 847-676-9129

Early Childhood Center - 847-677-4560

A student absent from class or school without valid cause (illness, death of a family member, religious observance) will be considered truant, which may result in disciplinary consequences and/or truancy proceedings. Failure to call the absence line will result in the absence being recorded as a truancy. A pattern of truancy will result in an investigation.

Cases of excessive absenteeism and cases of suspected truancy will be acted upon by school officials in accordance with *The School Code of Illinois* and local Village ordinances. The building administration will monitor absences. Excessive absences or tardiness may be referred to the Cook County Truancy Officer and/or the Skokie Police Department. Students must be in attendance on a regular school day in order to participate in school related activities. A student must be in attendance on the regular school day preceding a school event which occurs on a day of non-attendance.

The Illinois State Board of Education (ISBE) dictates what constitutes a full day of school versus a half day of school, as well as tardies and truancies. According to ISBE:

- Any student who is late for school 30 minutes or less will be marked tardy unless the school bus is late in arriving. (We understand that school buses sometimes run late due to unforeseeable circumstances, and in these instances students will not be marked tardy.)
- Any student who leaves 30 minutes or less before the end of the school day will be marked with an early pick-up.
- Any student who is in attendance for more than 150 class-time minutes (the lunch/recess hour does not count) but less than 300 class-time minutes will be marked absent for a half day.
- Any student who is in attendance for fewer than 150-class-time minutes (excluding the lunch/recess hour) will be marked absent for the full day.

In the event of a persistent student attendance problem, District staff shall assess reasons for the absences and develop appropriate diagnostic procedures. These procedures may include, but are not limited to, counseling for the student and the student's parent/guardian, health evaluations by the school nurse, and clinical evaluations by local and/or state agencies.

Support services that may be offered to a student with an attendance problem include: parent-teacher conferences, counseling, case study evaluations, alternative educational programs, alternative school placements, and community agencies.

Tardies

Students are expected to arrive on time for school because late arrivals cause unnecessary disruption in the classroom and result in lost instruction time. Late arrivals must get a pass from the school office to ensure that the student is not marked absent for the day. We closely monitor students who are frequently absent or tardy. If truancy or tardiness becomes a problem, parents will be contacted to resolve the issue and/or disciplinary actions will take place.

Parents must write a note, call, or stop in the school office to explain their student's tardiness in order for the tardy to be excused. Students may only be excused for the following reasons: illness, early morning doctor/dentist appointments, religious observances, or specified emergencies. Frequent, unexcused tardiness may be cause for additional disciplinary consequences and possible truancy proceedings.

Appointments during the School Day

Parents are asked to make every effort to schedule appointments outside of the school day to minimize disruptions to the educational process. If it is necessary for students to leave school during the day, they will need to bring a written note to the Main Office at the beginning of the day. Students will not be released unless signed out and accompanied by a parent/guardian. Students must sign in at the Main Office upon return.

Vacations

Vacations taken during the school year are often detrimental to the student's progress in school. Parents who find that they must take their student from school should notify the Main Office and the student's teachers in advance. The student is responsible for making up all missed work upon return. Students absent for more than ten (10) school days will be transferred out of District 68. Upon return, parents must register the student again at the district office.

MISSED WORK

It is the student's responsibility to make up any missed work. Teachers will work with the student to provide sufficient time to complete assignments. When a student is ill at home for three (3) or more days, the parent may contact the school and homework assignments will be provided within 24 hours. Junior high students who are absent from school for fewer than three (3) days should check their teacher's Canvas page. Not all learning opportunities can be recreated outside of the classroom. Please communicate all extended absences with your child's teacher and school health clerk.

CLOSED CAMPUS

Students may not leave school grounds unless they have been signed out at the Main Office and are accompanied by a parent or guardian. Once students arrive at school in the morning, they may not leave school grounds at any time. At the end of the school day, once students have left the building/campus, they will not be readmitted, except in an emergency.

HOME/SCHOOL COMMUNICATION

Ongoing parent/teacher communication is important for each child's educational success. Parents who have questions or concerns are encouraged to contact teachers, the school office, or school administrators. All teachers have phones equipped with voice mail in their classrooms, so parents can leave messages. The best time to call is before or after school. Calls made to teachers during instruction time will go directly to voice mail. Parents may also e-mail teachers using the teacher's first initial and last name followed by @skokie68.org.

GRADES 6 – 8 PARENT PORTAL - CANVAS LEARNING MANAGEMENT SYSTEM

Canvas is a learning management system that provides students with opportunities to discuss curricular topics with their classmates and teacher, submit assignments, and can be used as their assignment notebook. Parents will have their own login to be able to view curricular topics and assignments in their child's classes.

JUNIOR HIGH PARENT PORTAL – POWER SCHOOL

Power School is where teachers record student performance levels for academics and learner qualities for junior high students. Attendance is also recorded in Power School. Parents will have their own login to be able to view performance levels and attendance. Parents can set automatic updates to be emailed on a regular basis.

OPEN HOUSE

Early in the school year, a parent orientation is scheduled to give parents an opportunity to meet their child's teacher and learn about subject matter to be covered in the school year.

CONFERENCES

Elementary parent/teacher conferences are scheduled for the fall and winter.

It is best to come with an open mind and specific questions, and to be willing to share information about the student's study habits at home, responsibilities, special interests, and physical condition. The teacher provides information about the student's progress in the classroom, work habits at school, relationships with other children and adults, special abilities, and health problems. It is important to follow-through with your child on suggestions and goals that are discussed at the conference.

THE ILLINOIS DEPARTMENT OF LABOR SCHOOL VISITATION RIGHTS ACT

The School Code of Illinois provides that employers must grant parents/guardians leave of up to eight hours during any school year to attend school conferences or classroom activities related to the employee's child if the conference or classroom activities cannot be scheduled during non-work hours. Such leave is only available if the employee has exhausted all accrued vacation leave, personal leave, or compensatory leave, and employers are not required to pay for such leave. If necessary, parents/guardians may obtain Visitation Forms from the principal to document for their employer their attendance at school conferences/activities.

ACADEMIC REQUIREMENTS

Students are expected to demonstrate consistent effort and achievement in each of their classes. Each student's educational program, including instructional methods and levels, is determined according to his/her readiness and ability to progress through the various curricula. Assessment of individual progress is based upon each child's developmental and ability levels.

It is the clear intention of the District that retention should be the exception rather than the rule and that every effort should be made to make retention unnecessary. However, there should be early identification of those students who are academically at-risk of not meeting standards and may ultimately be considered for retention. It is

understood that the following are intended as guidelines; and that, since each case must be considered individually, variations from these procedures are likely. Promotion to the next grade level will be determined by the administration. In accordance with District procedure, consideration will be given to: chronological age; past academic achievement; mental capacity; social adjustment; social history; emotional stability; physical development; work habits; requirements of the next grade; and special education involvement.

JUNIOR HIGH GRADE EXPECTATIONS

Standards-Based Grading (SBG) is a set of teaching and reporting practices that communicate how a student is performing against a predetermined set of standards. SBG also separates out learner qualities; communicates respectfully, follows expectations in the classroom, participates in learning, quality of work, and preparation for class to give the most accurate picture of student learning.

We Believe

- All students can learn at a high level and it is our responsibility to utilize best practices to that end
- The primary purpose of assessment and evaluation is to improve student learning
- The most accurate reporting systems are those that separate academic achievement from behavior reporting
- Students deserve multiple opportunities to demonstrate what they know and can do after learning
- Learning is a process and where you finish is more important than where you start or how long it takes you to get there

Why We Grade

- To provide constructive and timely feedback for students
- To identify the academic strengths and needs of each student to support student –learning
- To promote student self-reflection and engagement in the learning process.
- To strengthen communication between home and school with a focus on student learning
- To communicate the student’s progress towards the achievement of the Illinois Learning Standards

Key Grading Practices

In an SBG system students do not receive percentages of credit or letter grades as feedback on their tests or assignments. Instead, students receive specific feedback on their level of performance towards showing proficiency in a standard. Accordingly, students will not receive zeros (F grade) nor will they receive one-hundreds (A+ grade) or any number or letter grade. Rather, students will receive a performance level of “not meeting”, “approaching”, or “meeting” for standards that are assessed.

Our students often work in groups on classroom assignments and projects. In an SBG system students will receive an individual grade based on their own learning when they participate in group work.

In an SBG system extra credit points are not given to students. The goal of SBG is to provide an accurate picture of student learning aligned to the standards. The attainment of a high level of points is not a goal that applies to student learning. Extra effort is captured within the learner qualities.

Providing students with opportunities to retake assessments and redo activities is sound educational practice that is in the best interest of our students. We recognize that all students learn at different rates and should be granted opportunities to correct mistakes. Each teacher will clearly communicate to students and parents their retake procedures.

In an SBG environment homework is practice aimed at increasing the student’s capacity to meet a standard of learning. Homework is used to practice a skill, to prepare students for upcoming learning, and to reinforce and extend learning. Homework also offers teachers crucial information they can use to understand where students are currently at in their learning and what level of support or challenge each student may need to reach their fullest potential.

Performance Levels

| Not Meeting | Approaching | Meeting |
|--|---|---|
| Student demonstrates significant gaps in understanding the standard and needs support from teachers to progress. | Student demonstrates some gaps in understanding the standard. | Student is able to demonstrate understanding and/or application of the skills and concepts of the standard. |

Learner Qualities

| Learner Qualities | Does Not Meet Expectations | Approaching Expectations | Meets Expectations |
|---|---|--|---|
| Follows expectations in the classroom <ul style="list-style-type: none"> Follows routines and instructions Uses class time effectively Uses class time for class assignments | I am not yet able to follow classroom expectations with or without teacher support. | I am able to follow classroom expectations with teacher support. | I am able to follow classroom expectations usually without teacher support. |
| Communicates respectfully <ul style="list-style-type: none"> Shows respect for self Shows respect for others Participates respectfully (voice level, appropriate language, tone, body language) | I am not yet able to communicate respectfully with or without teacher support. | I am able to communicate respectfully with teacher support. | I am able to communicate respectfully usually without teacher support. |
| Quality of work <ul style="list-style-type: none"> Puts forth effort/evidence of thinking in work that is completed (quality) Directions are followed completely | I am not yet able to turn in quality work with or without teacher support. | I turn in quality work with teacher support. | I turn in quality work usually without teacher support. |
| Preparation for class | I am not yet able to come prepared for | I come prepared for class with teacher | I come prepared for class usually without |

| | | | |
|--|---|--|---|
| <ul style="list-style-type: none"> • Completes tasks and assignments on time • Consistently completes independent practice/homework to improve understanding in order to be prepared for class • Consistently brings required supplies to class | class with or without teacher support. | support. | teacher support. |
| <p>Participates in learning</p> <ul style="list-style-type: none"> • Engages effectively in collaborative activities • Actively listens • Independently works without supervision • Seeks help when needed | I am not yet able to participate in learning with or without teacher support. | I am able to participate in learning with teacher support. | I am able to participate in learning usually without teacher support. |

JUNIOR HIGH MANDATORY AFTER-SCHOOL PROGRAM

Students who are at risk academically each grading period will be eligible for an after school class. Students who are not meeting standards and/or not meeting in the learner qualities may be required to attend the After-School Program. Eligibility is reviewed several times throughout each grading period.

Reporting

The purpose of the report card is to communicate with parents and students about the achievement of specific academic goals and learner qualities. It identifies students’ levels of progress, areas of strength, and areas where additional time and effort are needed.

Report Card

The report card is provided 3 times a year at the end of each trimester. Students will receive a performance level for each strand in each class. Students will receive a grade for each learner quality in each class. Teacher comments will be provided for each class as well.

Midterm

The midterm report is provided 3 times a year at the midterm of each trimester. Students will receive a grade for each learner quality in each class. Teacher comments will be provided for each class as well.

Field Trips

Field trips are a part of a child’s curricular experience. Parents are notified by the teacher sponsor of all field trip information including location, time, methods of transportation, and other trip details. A universal field trip permission form is completed at the time of on-line student registration. The administration may place a restriction upon a student's participation in a field trip when staff establish a trend of behavior suggesting the student’s participation would significantly compromise the learning experience and/or safety of others. In such cases, a student who is not allowed to participate will be provided with learning materials that align with the essential learning objective of the field trip.

USE OF STUDENT INFORMATION AND PICTURES IN THE MEDIA

Information about individual children, including photographs and work, may be used for publications on the District's website or District Social Media sites, provided that the information in no way reflects adversely upon a child or reveals information privileged in school records. Parents may restrict the use of the names and photographs of their children in school-published publicity by opting out on the online registration portal.

EARLY CHILDHOOD PROGRAM

District 68 operates a tuition-based early childhood program for three- and four-year-old children that are in-district residents. Morning and afternoon sessions are available. A sliding scale is offered on tuition as needed. The program is located at the Early Childhood Center (south end of the Old Orchard Junior High School building) and parents must provide transportation to-and-from school. For additional information please contact the Early Childhood Center at 847-677-4560.

CHILD CARE PROGRAM

The Skokie Park District provides extended child care for before and/or after school options through the S.P.A.C.E. program in each District 68 elementary school for children in grades K-5. Preschool students participating in the after school S.P.A.C.E. program will be transported by bus, with a bus aide, to their neighborhood elementary school at 2:45 p.m.

DOGS ON SCHOOL PROPERTY

Skokie School District 68 strictly adheres to the following Village of Skokie Code of Ordinance below:

Sec. 18-37. (c) - Animals in public areas.

Schools and parks. It shall be unlawful to permit any dog, even though on a leash, to go or be upon any school premises, public playground, public swimming pool or public park within the Village or upon a path or sidewalk extending through or within any school premises, public playground, or public park within the Village unless otherwise permitted by the governmental authority owning or controlling the property.

CHAPTER 3: STUDENT FEES AND SERVICES

BOOKS AND MATERIALS/TECHNOLOGY FEES

District 68 loans textbooks and other instructional materials to students. Students are expected to take care of these materials at all times. Books are returned to teachers at the end of the school year. If books are lost or damaged, a fine is assessed up to the cost of replacing the book. Student diplomas, certificates, and yearbooks are held until all obligations are paid.

Student Fees will be collected at the time of registration. We accept cash, check, MasterCard, Visa, and Discover. Fees can be made online at: [Student Fees](#)

Required Fees

Books and Materials Fee.....\$120

Technology Fee.....\$30

Optional Fees

Bus Fee*.....\$240

Parent/Teacher Associations Dues..\$10

*No bus fee is charged if the residence is more than 1.5 miles from school or if there is a designated hazardous crossing between the home and school. The distance is calculated using our bus routing software.

PAYMENT

Payment plans along with information and applications for need-based financial assistance for the material and bus fees are available at the Educational Service Center. Free and reduced-priced school meal program applications will be mailed home and made available online four weeks before the beginning of school.

Fees can be paid throughout the year on line at: [Student Fees](#)

BUS TRANSPORTATION

District 68 offers fee-based bus service. Parents may sign up for bus transportation by completing the applicable lines on the student fee bill. Students residing more than 1.5 miles from school are entitled to free bus transportation. Parents may pay the bus fee or apply for a fee waiver at the Educational Service Center (847-676-9000). Only students who have paid transportation fees, or have had their fees waived, will be allowed to ride the bus. Students must show their bus pass to the driver each time they ride the bus and may ride only their assigned bus. On a limited basis, with prior administrative approval, bus riders may ride a different bus. One-time requests must be made in writing to the school office by 9:00 a.m. of the date requested.

Bus privileges are dependent upon compliance with rules established for their safe operation. Any actions by bus riders that endanger the safety of students are reported to the school administration and parents. Bus privileges may be withdrawn for violation of the rules. In addition to bus consequences, students may be subject to regular school disciplinary action.

ACTIVITY BUS SERVICE

An after-school activity bus is available for those students participating in an after-school activity, free of charge. There is no after school activity bus service on Mondays. Please refer to the District 68 calendar for specific starting and ending dates of this service.

- The K-5 activity bus departs school at 3:50 p.m.
- The 6-8 activity bus departs at 4:25 p.m.

JUNIOR HIGH BEFORE-SCHOOL ACTIVITY BUS SERVICE

A before-school activity bus arrives at school at approximately 7:45 a.m. for those students who are participating in a before-school activity and/or meeting with a teacher. Bus service is available Monday-Friday and is available *only to paid bus riders*. Please refer to the District 68 calendar for specific starting and ending dates of this service.

BUS RULES AND SAFETY GUIDELINES

All students who ride buses must follow the District's School Bus Safety Guidelines:

- Students are to board and depart the bus at their assigned stop only.
- Students are not permitted to ride another student's bus.
- Student walkers may not ride the buses.
- Students should be at the bus stop 5 minutes before the scheduled arrival time of the bus.
- At the end of the school day, students are to go quickly to their bus' designated area and wait in an orderly fashion for the bus to arrive.
- While waiting for the bus, students are not to stand or play on the road or street. After exiting the bus, students who must cross the road must do so 10 feet in front of the bus and only when the stop arm is out and the flashers are operating, and must follow instructions from the bus driver.
- Students are to remain seated with seatbelts fastened throughout the entire bus ride.
- Windows are not to be lowered below the safety mark. Students' heads, hands, arms, and feet, and all objects must be kept inside the bus.
- Loud conversation, profane language, throwing objects, and discourteous actions toward the bus driver or other passengers will not be tolerated.
- Students are responsible for any damage to the bus.
- Glass containers, live animals, and large objects may not be carried on the bus.

Students who display inappropriate behavior may have their transportation privileges taken away. Gross disobedience or misconduct may result in suspension from bus-riding privileges. Examples of gross disobedience or misconduct include:

- Prohibited student conduct as defined in the Student Discipline Policy;
- Willful injury or threat of injury to a bus driver or to another rider;
- Willful damage and/or defacement of the bus;
- Repeated use of profanity;
- Repeated willful disobedience of the bus driver's directives; or
- Such other behavior as the administration deems to threaten the safe operation of the bus and/or its occupants.

VIDEO CAMERAS ON BUSES

To enhance bus safety, video cameras are installed on all District buses to assist the driver in monitoring student behavior. Students who display inappropriate behavior will be subject to consequences, which may include but are not limited to loss of bus riding privileges, detention, and/or suspension.

STUDENT BREAKFAST AND LUNCH PROGRAM

Breakfast

The daily cost of breakfast is \$1.50 per meal, including milk. Students who meet eligibility requirements for free lunch are also entitled to a free breakfast, and those on the reduced program may purchase breakfast at .30 cents.

Lunch

Lunches are available for purchase daily at a cost of \$3.00 per meal for all students. Reduced-price meals cost .40 cents. Students eligible for free meals are also entitled to a free lunch. All meals include low-fat white and non-fat flavored milks. All of our menus are planned using nutritional analysis software to ensure that we meet or exceed all federal program requirements.

Students who bring lunch from home may purchase milk for .65 cents.

JUNIOR HIGH BREAKFAST/LUNCH PROGRAM

Students are able to purchase breakfast and lunch everyday within the cafeteria. Breakfast is available from 7:45 a.m. to 8:15 a.m. Students are able to purchase meals by scanning their ID card at the register. Daily menus can be found on the school's website. Parents can manage their student's account online through Mealttime. Students can also add money to their account in the Main Office. Meals can be purchased with cash, but students must have their ID cards for all purchases.

PARENT PORTAL - MEALTIME

PushCoin is a friendly online tool for parents that allows them to view their students' meal purchase history and current balance. PushCoin also allows parents the opportunity to deposit money into their students' "wallet" in real time. Parent accounts can be created at www.pushcoin.com.

CHAPTER 4: CURRICULUM AND INSTRUCTION

CURRICULUM OVERVIEW

The District 68 curriculum is aligned with the Illinois Learning Standards and is guided by best-practice research. Each area of the curriculum is designed to be developmentally appropriate from kindergarten through eighth grade and to promote continuous progress toward high academic standards. The curriculum in School District 68 is continually evaluated by staff members to ensure maximum effectiveness. Parents have a right to review instructional materials used by their child(ren)'s classroom teachers.

Students in all grades receive instruction in the basics of language arts (which include reading, writing, foundational language skills, speaking and listening skills), math, science, and social studies. Students in kindergarten through fifth grade also receive instruction in physical education and health, art, music, and library. Sixth through eighth grade curriculum continues instruction from the elementary grades along with technology, art, drama, foreign language, family and consumer science, physical education, general music, and instrumental music (also offered to fourth and fifth graders). Parents may object to their child's participation in health classes on sex education and certain other topics by contacting the building principal in writing.

Development of students' critical thinking, problem-solving, social/emotional and technology skills is a high priority within our educational program. Instruction in these areas is accomplished using an integrated approach.

Please utilize the links below to see curriculum guides for each grade level:

[Kindergarten](#)

[1st Grade](#)

[2nd Grade](#)

[3rd Grade](#)

[4th Grade](#)

[5th Grade](#)

[6th Grade](#)

[7th Grade](#)

[8th Grade](#)

ASSESSMENT AND CONTINUOUS IMPROVEMENT

Skokie School District 68 utilized a variety of assessment tools to help teachers assess student progress. A careful analysis of data identifies where students can improve. Assessment of student learning is an integral part of the educational program. A variety of both formal and informal assessments are utilized to measure student progress against local, state, and national standards. Information from these assessments is used to guide instructional decision-making and evaluate our curriculum and instructional programs. Results from these standardized tests along with locally developed assessments are used to document student growth and analyze curricular strengths and weaknesses.

District 68 utilizes the following standardized assessments:

- FastBridge - administered to all students three times per year to measure key skills that underlie success in reading and mathematics.
- Measures of Academic Progress (MAP) - administered to students in grades 2–8 three times per year to measure academic achievement and growth in reading and math. MAP testing takes place during the fall, winter, and spring.
- Illinois Assessment of Readiness (IAR) - Illinois' state-wide assessment in English language arts and math. The IAR is computer-based and is administered to students in grades 3–8 once per year in the spring. Illinois Science Assessment (ISA) is administered to students in grades 5 and 8 once per year in the spring.

No single test can provide a complete picture of a child's achievement. Classroom performance, teacher observation, and other tests help provide additional information about your child. Questions about your child's test results should be directed to his/her teacher or the school principal.

EDUCATIONAL PROGRAMS

Advanced Learning Program (ALP)

District 68 believes academically gifted and talented children have unique characteristics and distinct learning needs. The *Advanced Learning Program* (ALP) is committed to providing students identified as academically gifted and talented with an appropriately challenging curriculum and instruction that meets their intellectual, social, and emotional needs.

Grades 3-5: This pull-out program provides additional challenges to identified students in grades 3 - 8. In addition to working with small groups of students, Advanced Learning teachers at each school also develop whole-class enrichment units with classroom teachers and design independent study projects for qualified students.

Grades 6-8: Students receive ALP instruction as a complete replacement in Social Studies. Social Studies class meets for 80 minutes every other day. ALP teachers push into Reading/Language Arts classes to provide rigorous and differentiated instruction.

Students are selected to be in the ALP program utilizing a screening process. This process looks at multiple measures including teacher behavioral characteristic checklists, achievement test scores from MAP, and ability test scores from CogAT.

Multi-Tier System of Supports (MTSS)

District 68 meets the academic and social emotional needs of all students using a Multi-Tier System of Supports framework, or MTSS. MTSS is a coherent continuum of evidence-based, system-wide practices to support a rapid response to academic and behavioral needs with frequent data-based monitoring for instructional decision-making to empower each student to achieve high standards.

District 68 provides a continuum of supports to meet the academic, social, and emotional needs of students. The level of support is matched to student need and can vary in intensity and frequency. All students have access to the core general education curriculum. The vast majority of students should be able to access and demonstrate proficiency with the core general education curriculum. Due to the individual differences in learners, differentiated instruction is a necessary component within the general education setting. Students who are not making adequate progress with the core curriculum and differentiation may need small group, supplementary support to address gaps in learning with additional instructional materials and approaches. Students who are not making adequate progress with supplemental support may need more intensive targeted instruction. This intensive support is provided daily in a small group to provide explicit instruction with multiple repetitions and increased opportunities for teacher feedback.

Assessment is a large component of MTSS and is the basis for all instructional decision-making with all students. All students are assessed multiple times per school year through benchmarking to ensure that they are progressing as expected and to identify students in need of additional support. Students who receive supplemental and intensive support are assessed on a frequent basis to monitor their progress and to make needed adjustments to their instruction.

All staff are responsible for all District 68 students and for their continual academic and social-emotional growth. District 68 recognizes the important role of parents in supporting their child's growth. District 68 staff will communicate regularly with parents and collaborate to advance their child's learning.

Special Education Services

Children with disabilities have the right to a free and appropriate education in the least restrictive setting. District 68 provides an extensive continuum of services for children with special needs in cooperation with the Niles Township District for Special Education #807. Children can be eligible for special education services beginning at age three. The district provides free developmental screenings for preschool-aged children in all developmental areas to include speech and language, learning, social interaction, motor skills, and vision and hearing acuity. Monthly screenings are available within Niles Township schools. If you have questions about developmental screenings or special education services, contact your building principal or Crissy Mombela, director of special services, at 847-677-4560 for information.

English Learners (EL) Service

District 68 is a *diverse* community that supports and educates students from over 60 language backgrounds. Over the past two years, a representative team examined our previous program model, reviewed the research, looked at our own internal data, and visited other programs serving English language (EL) learners. Our primary goals are to accelerate students' English language growth and to increase students' access to the core content subject areas of math, science, and social studies. Our new EL Program design increases the amount of comprehensible instruction English learners receive in all subject areas by making better use of our existing staff and their advanced coursework in ESL instruction.

Rationale

Researchers have found that English learners (ELs) who received focused second language instruction made more than five times the gains of ELs who did not. Instruction in English-as-a-Second-Language (ESL) and the content areas targeted to meet ELs' unique linguistic and cultural needs can be provided by teachers with the proper credentials. The new EL program design aligns with federal and state legal parameters, research findings, and district values. The new EL program design assists in advancing the goals of the district's strategic plan, equity initiative, and MTSS committee work.

Expected Outcomes

ELs will receive more daily ESL instruction, resulting in accelerated growth in English. ELs will receive more comprehensible instruction in all content areas, minimizing language barriers to the core curriculum and resulting in higher academic achievement. ELs will not miss essential instruction. The stigma of pullout instruction for a majority of ELs will be reduced. Teachers with state required credentials will provide appropriate instruction to ELs, leading to improved reclassification rates and sustained achievement after students exit EL Services.

K – 5 GRADE LEVEL PLACEMENT OPTIONS

- **ESL Section:** General education teachers with an ESL/bilingual endorsement teach ESL, content-based ESL, and sheltered grade level math, science, and social studies. Students are at the entering, beginning, and developing levels of English proficiency.
- **General Education Plus Section:** General education teachers with an ESL/bilingual endorsement, teach ESL and sheltered grade level math, science, and social studies. ELs at the expanding levels of English proficiency are combined with students who are not English learners.
- **General Education Section:** General education teachers without an ESL/bilingual endorsement teach English language arts and grade level math, science, and social studies.
- **Resource ESL:** General education teachers with an ESL/bilingual endorsement teach ESL, content-based ESL, and sheltered grade level math, science, and social studies across two grade levels. This placement will be used when numbers of ELs are very low or when there are insufficient numbers of general education teachers with an ESL/bilingual endorsement.

6 - 8 GRADE LEVEL PLACEMENT OPTIONS

- **ESL Instruction:** Old Orchard Junior High offers three courses to meet the needs of ELs at three different levels of English proficiency: ESL I, ESL II, and ESL III. ESL instruction is the equivalent of English language arts instruction
- **STEM Math, STEM Science, and Humanities:** Old Orchard Junior High provides content-based ESL

instruction to students at the entering and early beginning levels of English proficiency.

- **Sheltered Content Areas:** Old Orchard Junior High offers sheltered content area instruction in math, science, and social studies to ELs who are at the beginning, and developing levels of English proficiency.
- **General Education Content Areas:** ELs at an advanced- developing and expanding level of English proficiency receive content area instruction in general education classes with appropriate modification to meet their linguistic needs.

SUMMER SCHOOL

The District offers a three-week summer school program of literacy, math, science, and movement for students needing support in basic skills or EL instruction. In-district students will be recommended by their teacher for participation. Bus service is available to in-district students for free. Summer School information is mailed to parents in March.

LIBRARY MEDIA CENTER (LMC)

The LMC houses a wide variety of educational materials, including books and other media. The LMC teacher assists students and teachers in all areas of the curriculum. The LMC is open to all children in the school, as well as to entire classrooms, small groups, or individuals working on special projects.

Junior High Library Media Center (LMC) Hours

The LMC opens at 7:45 a.m. Monday through Friday and remains open until 4:20 p.m. on Tuesday through Friday. The LMC is not open after school on Mondays. Students who choose to use the LMC during the before-school hours must remain in the library until 8:23 a.m. Students must arrive at the LMC before 8:10 a.m. Students who choose to use the LMC during the after-school hours must arrive no later than 3:30 p.m. and are expected to remain in the library until 4:20 p.m. Students are required to bring all materials needed to the LMC before they enter. The starting dates of the early morning and after-school LMC hours will coincide with the start and end dates of the early and late bus. Students will be notified through the Daily bulletin on the Old Orchard Junior High website of these dates.

Junior High Use of LMC Materials

Students use their ID card to check out LMC materials. Lost or defaced cards must be replaced at a cost of \$5.00. All materials and books have a circulation period of 3 weeks, except reserve and overnight books, which are checked out at the end of the day and are due before school the following school day. Students are expected to present their Student ID card when requesting to check out materials. Students are held financially responsible for any materials checked out on their account and will be required to pay a replacement fee for any lost items.

K-5 RECESS

Children generally go outside for recess, so they should be appropriately dressed for active outdoor play. Staff members provide playground supervision at all times during recess. Students will be outdoors for daily recess except in inclement weather and/or if the wind chill falls below 15 degrees. A doctor's note must be provided to excuse a student from outdoor recess.

HOMEWORK

Homework is defined as academically related work assignments (including study and preparation) given to students by classroom teachers that will require time outside of the regular classroom to be completed. Homework is an important part of the instructional program. Properly planned and assigned, it enables the parent to see what the student is doing in school, gives teachers another perspective on the student's abilities, and facilitates communication between parent and child. Parental involvement in the student's school work also provides encouragement and positive reinforcement to the child.

It is our expectation that homework will be a priority in our students' educational program. It can reinforce learning, contribute to the student's success in school, and develop a better sense of responsibility, good study habits, and a desire for learning. It also can serve as a vital link between school and home. Homework may or may not be formally evaluated but will be used as part of on-going student assessment.

The following guidelines for suggested amounts of time to be spent on homework may be helpful:

| | |
|-------------------------|-------------------------|
| Grade 1 - 10-20 minutes | Grade 5 - 40-60 minutes |
| Grade 2 - 15-30 minutes | Grade 6 - 50-70 minutes |
| Grade 3 - 20-40 minutes | Grade 7 - 60-90 minutes |
| Grade 4 - 30-50 minutes | Grade 8 - 60-90 minutes |

In order to help students be successful with their homework, we encourage parents to:

- Provide a study area
- Set a regular study schedule
- Keep positive attitude towards homework
- Provide supervisory help so that child understands the assignment
- Keep in touch with the school if there are questions on homework
- Encourage child to work independently
- Encourage children to read in preparation for next day's classes

Reading for pleasure at home is important. Children should set aside daily time for recreational reading in addition to homework time. You may wish to establish a family reading time.

CHAPTER 5: JUNIOR HIGH INFORMATION

JUNIOR HIGH TEAM STRUCTURE AND STUDENT PLACEMENT

Core teachers at each grade level form instructional teams. Each grade level team is led by one of the team teachers who are designated as the Team Leader. All students are placed in either the Oracle or the Olympian Team and remain in that Team during their years at Old Orchard Junior High. Every effort is made to ensure a balanced team based on the level of academic, social, emotional, and physical growth of the student in relation to all children on the team, gender balance, and elementary school. The team subjects are: language arts (reading and writing), social studies, mathematics, and science.

JUNIOR HIGH ID CARDS

Students must have their ID cards at all times. We encourage students to keep their ID in their iPad case. Students will use their ID to purchase food and check out library books. Students may not deface their ID cards. If the ID card is lost or damaged a new one must be purchased for \$5.00.

DAILY BULLETIN

Announcements of interest and importance to students are published in the Daily Bulletin, which is posted on the school website. Student announcements may only be published with the written approval of a teacher sponsor and a building administrator.

LOCKERS

Lockers are furnished to students in order to provide safe and secure storage of outdoor clothing, lunches, school-related materials, and personal items which students are legally entitled to have in their possession. District 68 maintains ownership of the lockers. The school reserves the right to open lockers, backpacks, and purses (with or without the student's knowledge) for general inspection or when there is a reasonable concern that the student has an illegal or harmful substance or article.

At Old Orchard Junior High, combination locks for P.E. maybe purchased through the school or parents may purchase their own. However, for student safety, all combinations are stored in the P.E. offices, therefore students who purchase locks other than those available through the school must provide the number combination to their P.E. teacher. Key locks are not permitted. Lockers must always be locked. In order to protect materials stored inside them, lock combinations should be kept confidential and should not be pre-set or shared.

8TH GRADE GRADUATION

The eighth grade promotional exercises are provided by the school board and administration to recognize and celebrate the completion of the elementary school phase of the educational process. Participation in these exercises is considered a privilege earned through academic progress and appropriate behavior throughout the school year.

HONOR ROLL

The traditional concept of an Honor Roll does not match the intent of standards based grading. However, we will still acknowledge and celebrate students. It is important to understand that since learning the standards is an ongoing process throughout the year and students are encouraged to stretch themselves, fall down and get back up again, we will focus on recognizing achievement and advancement at the end of the school year.

In Trimester 3, students may earn the following awards:

- Academic Achievement Award (student meets in all strands)
- Academic Advancement Award (student demonstrates academic growth)

Every trimester, students may earn the following awards:

- "The Bulldog Way Award" (3's in Quality of Work, Prep for class, participates in learning)
- "The Bulldog Way Award" (3's in follows expectations, communicates respectfully)

- Top Dog Award (In individual classes teachers will recognize students for their achievements in both academics and learner qualities)
- Extra-Curricular Activity Participation

Presidential Award for Educational Excellence

If a student receives a score in the 85th percentile or above for 7 out of 9 MAP scores across 6th through 8th grade. For students that are not required to take the Winter MAP, they will need to score in the 85th percentile or above for 4 out of 6 MAP scores across 6th through 8th grade. Students must have all 3's for learner qualities for three trimesters of 8th grade. Students that transfer to OOJH will have their school records reviewed. If school records are not available, then their highest MAP score at OOJH will fill in for their missing MAP scores.

JUNIOR HIGH ENCORE CLASSES

In addition to the team academic classes, all students will have a daily physical and health education period and Encore classes. The Encore program provides students with the opportunity to explore the fine and applied arts. These offerings will rotate every grading period. As a part of the Encore rotation, students may choose to participate in a full year of band, strings, and/or choir which takes place during the school day. Additionally, during 7th grade, students may elect to take, a two-year foreign language course equivalent to the first year of a high school foreign language program. For 7th and 8th grade students, band, strings, and foreign language classes are full-year courses that students would take instead of a rotation of fine and applied arts classes.

The physical and health education program engages students in activities that stress wellness and personal fitness along with basic fundamentals and team work. Each year of physical and health education will include six weeks of health instruction with the health education teacher.

JUNIOR HIGH PHYSICAL EDUCATION CLOTHING

All students are required to wear uniforms for physical education class. These uniforms may be purchased from the P.E. teachers during the school year. Students are expected to launder their uniforms weekly. Students should have proper athletic shoes. During the fall and spring, outdoor physical activity is scheduled. Students should have sweat clothes for outdoor days. Generally, physical education classes will be held outside when the temperature, including allowances for the wind chill factor, is above 40 degrees. P.E. uniforms should be worn during P.E. classes only. P.E. uniforms are not permitted to be worn outside of the P.E. class period due to personal hygiene concerns.

INTERSCHOLASTIC SPORTS

Old Orchard Junior High School offers seventh and eighth grade interscholastic soccer, basketball, volleyball, cheerleading, and track teams. Information regarding tryouts will be distributed at school. It is an honor and a privilege to be a participant representing Old Orchard Junior High School, and this privilege comes with responsibilities. Student participants must realize the importance of academic excellence and maintain satisfactory grades. Student participants will be expected to conduct themselves appropriately at all times in school and at all school-sponsored activities.

Violations of academic and behavioral expectations may result in the revocation of extracurricular privileges, according to the athletic eligibility policy. On game day, students are expected to be in attendance at school in order to participate.

Sport Physical Exam Tryout Forms

All students will be required to have a physical form and signed concussion information form on file no later than the day before tryouts begin. If there is no physical form or concussion information form on file, the student will not be allowed to participate in tryouts. Students must sign-up to tryout at least five days prior to the first day of tryouts in winter or spring. In fall, the sign-up sheet will be posted on the first day of school, and sign-up for tryouts must be completed at least one-day before the first day of try-outs. Coaches will allow only students who have met the above criteria to try out for a sports team.

Junior High Athletic Eligibility Agreement

All players and their parents will sign an Eligibility Agreement outlining the participation requirements for students at Old Orchard Junior High School. Students on teams for each season will have this agreement explained to them by the Athletic Director at the beginning of each season. Students must return the signed agreement form before they are allowed to participate.

Eligibility for Extra-Curricular Activities with a Tryout or Audition

Tryouts/Auditions:

Students must earn an academic grade of Meeting, Approaching, or Not Meeting in order to be eligible to tryout for interscholastic athletics. Students may not have any Insufficient Evidence (IE) grades. Students must demonstrate a 2 or 3 in all learner qualities, in all classes to be eligible to try out for interscholastic athletics. If a student has an in school suspension or out of school suspension on the day of tryouts, that student may not participate in tryouts.

Game/Performance:

Once a student is on an interscholastic team, they must maintain an academic grade of Meeting, Approaching, or Not Meeting in all classes to play in games. Students may not have any Insufficient Evidence (IE) grades. The student must also maintain a 2 or 3 in all classes, in all learner qualities. The coach will check academic and learner quality status, in all classes, on a weekly basis to determine eligibility for game play. If a student has an in school suspension or out of school suspension on the day of a game, that student may not participate in the game.

Sportsmanship:

Student Athletes are expected to demonstrate positive sportsmanship by showing respect to all student-athletes, coaches, spectators, and officials. If a student demonstrates unsportsmanlike behavior they may be suspended from game play at the discretion of the coach and Dean of Students.

Students may apply to the Dean of Students for an athletic waiver for consideration of extenuating circumstances.

Automated External Defibrillator (AED)

The Superintendent or designee shall implement a written plan for responding to medical emergencies at the District's physical fitness facilities in accordance with the Fitness Facility Medical Emergency Preparedness Act. The plan shall provide for an automated external defibrillator (AED) to be available according to State law requirements. This policy does not create an obligation to use an AED nor is it intended to create any expectation that an AED will be present or a trained person will be present and/or able to use an AED. To view an instructional video on CPR and AED that it posted on the District's website, click on the following link: [CPR/Defibrillator Instructions](#).

CHAPTER 6: TECHNOLOGY

TECHNOLOGY RESOURCES

District 68 provides a 21st century learning environment with technology resources to enhance student learning. All classroom teachers use LCD projectors, document cameras, Smart boards, and laptop computers to access interactive instructional materials. Students have access to a computer lab, wireless laptop computers, and iPads. Students in grades 1-8 have 1:1 iPads.

INTERNET ACCESS

All District schools are connected to the Internet. Access to District 68's Internet must be for the purpose of education or research and must be consistent with the educational objectives of District 68. Internet use is a privilege, not a right. General rules for behavior and communications apply when using the Internet. District 68's *Computer Use and Network Access Agreement* details the appropriate use, ethics, and protocol for the Internet. Electronic communications may be monitored or read by school officials. Each student and his/her parent(s) or guardian(s) must sign the authorization form before student use is granted. The failure of any student to follow the terms of the *Computer Use and Network Access Agreement* will result in the loss of privileges, disciplinary action, and/or appropriate legal action.

USE OF TECHNOLOGY

Technology is integrated throughout the curricula. Student use of these resources is encouraged. Misuse of technology will not be tolerated. The following behaviors are strictly prohibited: tampering or destruction of computer system software and/or computer hardware, theft of computer programs, tampering, or destruction of files. Consequences may include, but are not limited to, loss of computer privileges, detention, and/or suspension. Students who damage technology devices will be held responsible for the cost of repairs and/or replacement.

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

Social networking website means an Internet-based service that allows students to: 1) construct a public or semi-public profile within a bounded system created by the service; 2) create a list of users with whom they share a connection within the system; and 3) view and navigate their list of connections and those made by others with in the system.

TLi68 - TRANSFORMING LEARNING THROUGH TECHNOLOGY

Transforming teaching and learning is the focus of TLi68, the 1:1 technology initiative at Skokie School District 68. Integrating technology into the learning experience by providing 1:1 devices will allow students and teachers the opportunity to teach and learn in ways that prepare students for a successful future as 21st century citizens. Increasing access to technology is essential for that future, and one of the learning tools of these 21st century students is the iPad. iPads are the instructional tool that has been chosen to provide teachers and students access to information, creativity, collaboration, and functionality both within and outside of the classroom.

To learn more information about this initiative and to make yourself familiar with how it affects you and your child, please review the iPad Handbook on the District website:

[Student/Parent iPad Handbook - Policies, Procedures, and Information](#)

CHAPTER 7: HEALTH SERVICES

HEALTH CLERK

Students learn best when they are healthy and ready for a full day's work. If a student becomes injured or ill during the course of the school day, the Health Clerk will provide care consistent with first aid. When students are ill and need to go home, the Health Clerk and/or an authorized staff member will contact the parent or guardian. The parent or guardian then must pick up the student and sign them out of school. Students will not be allowed to contact their parents to be picked up without permission from the Office. Students may not leave the building on their own.

MEDICATIONS ADMINISTERED AT SCHOOL

The Health Clerk will not dispense prescription medication or over-the-counter medication of any type without written instructions from both a physician and parents, which detail the name of the drug, dosage, and the time interval in which the medication is to be taken. All such physician orders must be renewed at the beginning of each school year. In addition, the parent or guardian must submit a written request to the school, which includes the above orders along with the telephone number of the physician. All medication (prescription and over-the-counter) shall be brought to school by a parent, and delivered to the health office in the original container labeled with the student's name, name of the drug, the dosage, and the time interval at which the medication is to be taken. School district policy does not allow the school to provide any medications for students.

The Health Clerk will store the medication in a safe and secure place and supervise the administration of all medication. The Health Clerk will keep a record of medication administered and parents will be notified by telephone if over-the-counter medicine has been administered. Students may not bring to school, store, carry, or consume any medication without the supervision of the Health Clerk. Students who use inhalers for asthma and EpiPens for severe allergic reactions must have an emergency health plan, created in consultation with their physician, on file in the health office.

ALLERGY AWARENESS

The increasing incidence of allergies and life-threatening reactions requires an increased awareness of students with allergies. Health Services staff maintains a list of students with allergies with the recommended actions for treatment of an allergic reaction. Health Services staff notifies school staff of students requiring epinephrine administration (EpiPen) for severe allergic reactions. (911 will be called following the use of epinephrine/EpiPen.) Allergy information is provided to staff on a need-to-know basis and for use in planning safe activities for students.

GUIDELINES FOR THE SELF-ADMINISTRATION OF ASTHMA MEDICATION AT SCHOOL

Students shall be allowed to self-administer asthma or use an epinephrine auto-injector (EpiPen) under the following conditions:

1. The medication has been prescribed by a physician, a physician's assistant, or advanced practice registered nurse possessing the proper authority to prescribe medication;
2. For an EpiPen, the parent provided written authorization or a written statement from the student's physician, physician assistant, or advanced practice registered nurse, which contains the following information:
 - a. the name and purpose of the EpiPen,
 - b. the prescribed dosage,
 - c. the time at which or circumstances under which the EpiPen is to be administered.
3. For asthma medication, the parent provided the prescription label, which contains the following information:
 - a. the name of the medication,
 - b. the prescribed dosage,
 - c. the time at which or circumstances under which the medication is to be administered.

4. The student's parent/guardian has signed the District's "Self-Administration of Asthma Medication or Use of Epinephrine Auto-Injector Authorization, Hold-Harmless and Indemnity." This agreement is available in the Principal's office.

A copy of this procedure shall be distributed to the parents/guardians of each student within 15 days after the beginning of each school year or within 15 days after starting classes for a student that transfers into the District.

PHYSICAL, EYE, AND DENTAL EXAMINATIONS AND IMMUNIZATIONS

Physical examinations and immunizations, as prescribed by the State Department of Public Health, are required of all students within one year prior to entrance into the pre-school program, kindergarten and upon entering 6th grade. The Certificate of Child Health Examination form is available at www.skokie68.org. Parents can get low-cost immunizations through the Skokie Health Department (847-933-8252). Students who have not met these requirements by October 15th are subject to exclusion from school. Transfer students must have a completed health and immunization form returned to the school's health office within 30 days after enrollment as a condition for continued attendance.

Health Exams

Health exams are required for students entering preschool, kindergarten, and sixth grade, and those new to the school. The Certificate of Child Health Examination form is available in the school office and at www.skokie68.org. The exam form, completed and signed by a licensed healthcare provider, must be dated within one year prior to the first day of school and must include diabetes screening and lead screening for children who are six years or younger. A tuberculosis (TB) skin test is recommended. The Health History section of the form must be completed and signed by the parent/guardian.

Required school immunizations are:

- Pneumococcal (PVC) (preschoolers only): children entering preschool shall show proof of having received vaccine, per schedule
- Diphtheria, tetanus, and pertussis (DPT): children entering preschool shall show proof of having received four (4) doses of vaccine; children entering Grades K-12 shall show proof of having received three (3) doses of vaccine
- Diphtheria, tetanus and pertussis booster adolescent (Tdap): children entering Grades 6-12 shall show proof of having received one (1) booster dose of vaccine
- Polio (IPV): children entering school at any grade level (pre-K-12) shall show proof of having received three (3) or more doses of vaccine
- Measles, mumps, and rubella (MMR): children entering school at any grade level (pre-K-12) shall show proof of having received two (2) doses of vaccine
- Haemophilus influenzae (Hib): children entering preschool shall show proof of having received vaccine, per schedule
- Chicken pox/Varicella (Varivax): children entering Grade K, 1, 6, 7, or 9 for the first time shall show proof of having received two (2) doses of vaccine
- Hepatitis (HBV): children entering preschool and children in Grades 6-12 shall show proof of having received three (3) doses of vaccine
- Meningococcal (MCV): children entering Grade 6 or Grade 12 for the first time shall show proof of having received one (1) dose of vaccine

Students who do not provide the required immunization and/or exam will be excluded from school according to District policy and Illinois School Code. On October 15, students who have not provided a health exam or required immunizations will be excluded from school. Students new to Illinois schools, who register midterm, have 30 days following registration to comply with the health requirements.

Eye Exams

A complete vision examination for students entering kindergarten and all students attending an Illinois school for the first time. A waiver form is available in the case of an undue burden or lack of access to an optometrist or to a physician who performs eye exams. The State of Illinois Eye Examination Report is available on the website at www.skokie68.org. The eye exam or waiver is due by October 15.

Dental Exams

Dental examinations are required for students in kindergarten, second and sixth grade. The dental exam must have taken place within 18 months prior to May 15 of the school year. A waiver form is available in the case of an undue burden or lack of access to a dentist. The IDPH Dental Examination is located on the website www.skokie68.org.

GUIDELINES APPLICABLE TO MEDICAL AND RELIGIOUS IMMUNIZATION EXEMPTIONS

Parents or legal guardians who object on religious grounds to immunizations and/or health, dental, or eye examinations, or any part thereof, are not required to submit their children to the examinations or immunizations to which they so object if they present to the appropriate local school authority a signed statement detailing the grounds for the objection. If the physical condition of the child is such that any one or more of the immunizing agents should not be administered, the examining physician, advanced-practice nurse, or physician assistant responsible for the performance of the health examination shall endorse that fact upon the health examination form. Exempting a child from health, dental, or eye examinations does not exempt the child from participation in the physical education program.

- **Medical Exemptions:** Medical exemption statements from physicians which indicate an immunization is medically contraindicated are acceptable and should be attached to the student's Certificate of Child Health Examination form. Other statements from physicians indicating a specific medical condition that predisposes a student to a potential health risk if vaccinated should be forwarded to the IDPH Immunization Program Representative for review. If the statement is not approved, a copy of the IDPH letter should be forwarded to the student's parent(s) informing them that the required immunization(s) must be given.
- **Religious Exemptions to Immunization and Examinations:** Use of the Certificate of Religious Exemption form is required for all students entering kindergarten, sixth, or ninth grades when the parent(s) or legal guardian(s) is (are) requesting a religious exemption from a vaccine requirement. The instructions for completing the Certificate of Religious Exemption form and the actual form are available at <http://www.isbe.net/research/pdfs/immun-exam-gdlns-religious-exempt.pdf>.

VISION AND HEARING SCREENINGS

Vision Screenings are done for students in grades K, 2, 8, students receiving special education services, transfer students, and when teachers or parents refer a student.

Hearing Screenings are done for students in grades K through 3, students receiving special education services, transfer students and when teachers or parents refer a student.

Screenings for vision and hearing deficits are provided in accordance with the Illinois Department of Public Health and District 68 guidelines. Students with suspected problems are referred for medical follow-up.

Parents/guardians and staff members who suspect a problem with a student's vision or hearing are encouraged to call the nurse and request a screening.

Parents or legal guardians who object on religious grounds to vision screenings for their child may contact the school nurse for additional information.

Note: Vision screening is not a substitute for a complete eye and vision evaluation by an eye doctor. Your child is not required to undergo this vision screening if an optometrist or ophthalmologist has completed and signed a report form indicating that an examination has been administered within the previous 12 months.

COMMUNICABLE DISEASE MANAGEMENT

Control of communicable diseases is managed within the District in accordance with the Illinois Department of Public Health mandates. Students who exhibit symptoms of communicable diseases are excluded from school until a physician indicates they can safely return. Health Services staff alert families of reported communicable diseases within the schools as recommended by the health department.

If a student is required to be in a non-school setting, an appropriate educational program shall be developed and provided.

Every effort will be made to maintain the confidentiality of any student with a chronic communicable disease. Only those individuals with a legal right to know will be informed of the student's identity. The District will not announce or confirm any case or cases of students infected with chronic communicable diseases. All school personnel will be trained annually in the use of universal precautions related to blood borne infections.

Details of the school district's policy and procedures for dealing with individuals with chronic communicable diseases, as well as the District's Exposure Control Plan, are available from your school office.

The following chart lists common illnesses, symptoms, and recommended time out of school

COMMUNICABLE DISEASES AND EXCLUSION PERIODS

| DISEASE | SYMPTOMS | INCUBATION PERIOD | PERIOD OF COMMUNICABILITY | CRITERIA FOR EXCLUSION |
|---|---|---|--|---|
| Conjunctivitis, bacterial or viral (pink eye) | Red eyes, usually with some discharge or crusting around eyes; may be itchy, sensitive to light; may affect one or both eyes | Bacterial: unknown Viral: varies with etiology | Bacterial: from onset of symptoms until start of antibiotics, or as long as there is discharge from the eye. Viral: variable, before symptoms appear and while symptoms are present | Exclude if purulent drainage until after 24 hours of treatment |
| Influenza | Sudden onset of fever, chills, headache, malaise, body aches and nonproductive cough | 1-4 days | Variable, from 24 hours before onset of symptoms, peaks during first 3 days of illness through 7 days | Exclude until fever-free for 24 hours. |
| Mumps | Fever with swelling and tenderness of one or both parotid glands located below and in front of the ears. | 12-25 days (usually 16-18 days) | Peak infectious time begins 1-2 days before swelling to 5 days after, but may range from 7 days before to 9 days after; communicable from 3 days before swelling until 5 days after | Exclude cases from school, childcare or workplace until 5 days after onset |
| Strep Throat/Scarlet Fever | Fever, sore throat with pus spots on tonsils, tender swollen glands. Scarlet fever has above symptoms plus a sandpaper-like rash. | 2-5 days | Highest during acute infection; no longer contagious within 24 hours after antibiotics | Exclude until after 24 hours of effective antimicrobial therapy and afebrile for 24 hours with the use of fever-reducing medication |
| Pertussis (whooping cough) | Initially, cold-like symptoms, later cough; may have inspiratory whoop, post-tussive vomiting | 5-21 days (usually 7-10 days) | Before cough onset (with onset of runny nose), continuing until child has been on antibiotics for 5 days. If untreated, infectious for 3 weeks after cough begins | Exclude from school until 5 days of appropriate antibiotic treatment or 21 days after cough onset if no treatment is received. |
| Hand, foot, and mouth disease | Rash in mouth, hands (palms and fingers) and feet (soles); fever; loss of appetite; may be asymptomatic | 3-5 days | Most commonly during the first week of illness. Can persist days to weeks after symptoms resolve | Exclude if fever present or if child cannot maintain hygiene or avoid contact with others |
| Head Lice | Itching and scratching of scalp; presence of live lice or pinpoint-sized white eggs (nits) that will not flick off the hair shaft | 7-10 days | While live lice are present | No exclusion necessary. Immediate treatment recommended |
| Chicken Pox | Fever and rash can appear first on head and then spread to body. | 10-21 days; commonly 14-17 days | Until lesions have crusted | Exclude until all lesions have crusted (and at least 5 days) |

General exclusion guidelines:

- fever: an oral temperature of 100.4°
- vomiting and diarrhea: active vomiting or diarrhea (more than 2 times in a 24-hour period)

WELLNESS POLICY

Severe food allergies and childhood overweight/obesity rates among children are on the rise, which is resulting in serious health complications for our students. The Child Nutrition and Women, Infants and Children (WIC) Reauthorization Act requires school districts to develop a local wellness policy. Part of that act also calls for the formation of a local wellness policy committee. The local wellness policy committee was made up of community members, parents, teachers, and administrators.

Goals for Nutrition Education

The goals for addressing nutrition education include the following:

- Schools will support and promote good nutrition for students.
- Schools will foster the positive relationship between good nutrition, physical activity, and the capacity of students to develop and learn.
- Nutrition education will be part of the District's comprehensive health education curriculum.

Goals for Physical Activity

The goals for addressing physical activity include the following:

- Schools will support and promote an active lifestyle for students.
- Physical education will be taught in all grades and shall include a developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle.
- The curriculum will be consistent with and incorporate relevant Illinois Learning Standards for Physical Development and Health as established by the Illinois State Board of Education.

Nutrition Guidelines for Foods Available in Schools During the School Day

Students will be offered and schools will promote nutritious food and beverage choices consistent with the current Dietary Guidelines for Americans and Food Guidance System published jointly by the U.S. Department of Health and Human Services and the Department of Agriculture. In addition, in order to promote student health and reduce childhood obesity, the Superintendent or designee shall establish such administrative procedures to control food sales that compete with the District's non-profit food service in compliance with the Child Nutrition Act. Food service rules shall restrict the sale of foods of minimal nutritional value as defined by the U.S. Department of Agriculture in the food service areas during the meal periods.

Guidelines for Reimbursable School Meals

Reimbursable school meals served shall meet, at a minimum, the nutrition requirements and regulations for the National School Lunch Program and/or School Breakfast Program.

CHAPTER 8: SAFETY

CODE OF CONDUCT: BE RESPONSIBLE - BE RESPECTFUL - BE READY

All students have the right to education, basic security, and due process. Any action that is disruptive to the educational process and/or threatens the safety and well-being of students, faculty or staff will not be tolerated. Consequences may include: removal from classroom, notification of parents, loss of privileges, detention, suspension, or expulsion. Parents should review the code of conduct with their child. Parents are notified of disciplinary actions and may appeal suspensions and expulsions to the Superintendent and finally to the Board of Education.

CHAMPS: A Proactive and Positive Approach to Classroom Management

Our District adopted CHAMPS to use as our positive approach to classroom management. Students are explicitly taught how to behave responsibly. Students are not only taught how to behave responsibly in the classroom but also in the common areas of the school building. Teachers clearly communicate their expectations on every classroom activity and transition. Expectations that are clarified are:

- **Conversation:** *Can students talk to each other during this activity?*
- **Help:** *How do students get the teacher's attention and their questions answered?*
- **Activity:** *What is the task/objective? What is the end product?*
- **Movement:** *Can students move about during this activity?*
- **Participation:** *How do students show they are fully participating? What does work behavior look/sound like?*
- **Success:** *When students meet CHAMPS expectations, they will be successful!*

DISCIPLINE

Discipline is used to discourage inappropriate student behavior through consequences that are implemented fairly and consistently. Consistent discipline helps educate children on appropriate behavior and teaches them to make better choices in the future. Students who fail to comply with school/District rules and guidelines will be referred to a building administrator. The administrator will determine consequences for the student's misbehavior and contact parents either by phone and/or referral form.

The development of student self-discipline is a goal of the schools. Self-discipline is regarded as a constructive form of discipline that contributes to individual growth. Staff members work with students to maintain good conduct at all times in the schools and at all school activities in such areas as the District's civic beliefs. These expectations include conduct during lunch hour, transportation to and from school, and educational trips.

District 68's disciplinary policies are based on The School Code of Illinois, which requires school districts to establish and maintain a parent/teacher advisory committee to develop and review District discipline policies. These policies must provide that a teacher may remove a student from the classroom for disruptive behavior and must afford due process for students. The policies also require that students be informed of the contents of the District's discipline policy and that parents or guardians be furnished a copy.

Teachers and other certified educational employees shall maintain discipline in the schools in the interest of the safety of students and the establishment of an environment conducive to learning. Acceptable discipline includes engagement of students in purposeful activities and in constructive use of time. Emphasis is to be placed on development of self-discipline according to the level of maturity of the child. Acceptable expectations should be clearly defined for the student.

Corrective disciplinary measures are to be positive in nature. Every effort is to be made to see that the child understands the reason for correction and the purpose of measures taken. If the measures taken do not result in correction of the situation, the teacher may remove the child from the classroom. However, this step should be

taken only after other efforts to handle the situation have not succeeded and the student has been advised that the behavior may result in removal from the classroom.

If it is necessary to remove the student, that student is to be advised that all students have a right to an environment conducive to learning and that the removed student's return to the classroom is conditional upon his/her cooperation in maintaining such an environment.

Discipline is a cooperative effort between parents and school staff. Parents are to be informed and involved in the correction procedures at the discretion of the principal. Discipline is also a crucial part of a student's learning environment. Cooperation among parents, students, and staff will lead to quality education for all students.

UNACCEPTABLE BEHAVIORS

The following list shows examples of some unacceptable student behaviors that may result in disciplinary action as determined by the building administrators:

- Any form of bullying/cyberbullying
- Cheating
- Cutting class
- Disrespect shown to any person in the building or on school grounds
- Disruptive behavior
- Dress code violations
- Excessive absence or tardiness
- Extortion
- False fire alarm or 911 calls
- Fighting
- Gambling (including sports pools)
- Gum chewing (not allowed in school)
- Harassment
- Insubordination
- Intimidation and verbal abuse
- Leaving school grounds without permission
- Plagiarism
- Possession of drugs and/or alcoholic beverages (including look-alikes)
- Possession of a weapon or a look-alike weapon
- Public displays of affection or any physical contact
- Safety infractions
- Smoking
- Theft
- Threatening comments
- Unauthorized cell phone use
- Use of profanity (written or spoken)
- Vandalism

SCHOOL THREATS TAKEN SERIOUSLY

If students write or talk about injuring or killing another student, staff member, or any other person, or about using weapons through any media, these statements will be taken as serious threats. All reports of such threats or statements will be fully investigated. If the information is substantiated, the student(s) involved will be disciplined as appropriate under District and/or building policies and local municipal ordinances. It is important for students to think about what they say, especially when angry or upset. Teachers, social workers, school psychologists, administrators, and services are available to assist students with behavioral or anger management issues.

SOCIAL NETWORKING AND PRIVACY

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

Social networking website means an Internet-based service that allows students to: 1) construct a public or semi-public profile within a bounded system created by the service; 2) create a list of users with whom they share a connection within the system; and 3) view and navigate their list of connections and those made by others within the system.

STUDENT APPEARANCE

Appropriate student dress helps the school maintain an atmosphere conducive to learning not only during school hours, but also at all school functions.

Students are expected to dress in a manner that upholds acceptable standards for cleanliness, modesty, and safety during the school day and at all school events. The following apparel guidelines must be observed:

- Students must be covered from shoulders to mid-thigh.
- No thin-strapped or spaghetti-strap tank tops. Bib overalls may only be worn with a T-shirt underneath.
- No bare midriffs, no crop tops, no halter-tops, no sheer materials, or exposed bra straps.
- No extremely short shorts or skirts.
- Clothing or accessories that display or refer to undesirable and/or unhealthy images (such as, but not limited to, alcohol, drugs, cigarettes, violence, or gang-related symbol vulgar actions or language) do not belong in a school setting.
- All pants, shorts, and skirts must be worn at the waist and waistbands should not be turned or rolled down. All pants should be worn properly and the legs of the pants should not be rolled up.
- No coats or outerwear may be worn in classes. Coats and backpacks must remain in lockers during the school day.
- Retractable roller-skate/shoes may not be ridden on school grounds.
- Hats and bandanas are not permitted.
- Students are not permitted to wear their PE uniforms during the school day due to hygiene concerns. If a student is inappropriately dressed, a parent will be called to bring appropriate clothing to school, or the student will be issued temporary clothing.

Any obvious combinations of current gang colors will not be allowed. These policies will be strongly enforced.

JUNIOR HIGH SCHOOL RESOURCE OFFICER

The Skokie Police Department has an intergovernmental agreement with the District to provide a part-time police liaison officer assigned to Old Orchard Junior High. The police resource officer's purpose at school is to assist school officials in maintaining a safe, orderly, and caring educational environment for all students. The resource officer provides a variety of services to students, parents, and staff, and serves as positive role models for all students. The resource officer meets with individual students, small groups of students, and entire classes to discuss various aspects of the law and procedures of the court system. The resource officer is available to discuss specific situations with parents and staff.

ERIN'S LAW

Public Act 096-1524, known as Erin's Law, amends the school code to address the prevention of child sexual abuse. In partnership with parents and families, the District is committed to raising awareness and providing resources to further community prevention efforts. Parents are encouraged to review the warning signs of possible child abuse as listed below:

- Unexplained injuries and changes in behavior
- Returning to earlier behavior (regressing to behaviors more appropriate for younger children)
- Fear of going to certain previously welcome locations (neighbors, relatives, friends, etc.)
- Changes in eating habits and/or sleeping patterns
- Changes in school performance and/or attendance
- Risk-taking behavior
- Inappropriate sexual behavior
- Mood swings
- Lack of personal care or hygiene

In addition to the schools, local and national resources committed to child safety, abuse prevention, and intervention include:

- Northwest CASA (Center Against Sexual Assault)-24-Hour Hotline 888-802-8890
- National Child Sexual Abuse Help Line-866-FOR-LIGHT (866-367-5444)
- www.preventchildabuse.org
- www.childluresprevention.com

SEX OFFENDER REGISTRATION ACT

Public Act 94-004 makes information about registered child sex offenders available to the public, including names, addresses, and offenses committed. This information can be viewed on the Illinois State Police website at www.isp.state.il.us/sor, or parents may obtain information from their local police department or sheriff's office.

EMERGENCY SCHOOL CLOSING

The District takes the responsibility of deciding whether to close schools seriously. Generally, schools will remain open except for extremely inclement weather. When severe weather conditions exist, parents must decide whether their children can get to school safely. Even when the District decides to keep schools open, parents should review their own situation to determine if they should send their children to school.

Snow, ice, and extremely cold temperatures may affect bus pick-up and drop-off times, sometimes causing buses to run late. If a snow day is called, that decision is made as early as possible and announcements via {see below} follow shortly.

If it is necessary to close schools, parents will be notified by our automated phone notification service and emails. In addition, information regarding school closings will be available on our web page at www.skokie68.org as well as through the following media sources:

- Radio*** {WGN-AM 720, WBBM-AM 780}
- TV*** {CBS-2, NBC-5, ABC-7, WGN-9, FOX-32, and CLTV News}

In some severe weather conditions, students will be retained at school and buses will be held until it is safe to depart. Non-bus riders may be held in school until conditions are deemed safe to walk home. In an emergency, please do not call the school; the lines are needed for staff and safety communications.

ACCIDENTS

Children should report all accidents occurring on school grounds or on the way to or from school to a teacher or to the school office. Minor accidents which occur during the school day are treated by the health clerks. If the injury appears serious, the health clerk will call a parent. If a parent cannot be reached, the school will call the emergency number provided on the enrollment form. If a parent or designated emergency contact is not available and the injury requires immediate aid, the child will be taken to the nearest hospital by paramedics. A school employee will accompany the child while school staff continues to try locating a parent. District 68's insurance does not cover student accidents. If a student has an accident at school, the parent/guardian must access their own medical insurance. However, in cooperation with District 68, an insurance company offers several different student accident plans at low cost. The decision to purchase one of these plans is at the parent/guardian's discretion. Information about the insurance plan is available online and notice of its availability is emailed at the beginning of the school year. Payment is made directly to the insurance company

CRISIS MANAGEMENT PLAN AND EMERGENCY DRILLS

It is extremely important that the school office have up-to-date home and work telephone numbers, addresses, and emergency contacts on file. Each school maintains an emergency card which lists people who may be contacted if parents cannot be reached in an emergency. Please inform the school office of any changes in contact names and telephone numbers which occur during the year, including your child's current physician. Parents will be contacted in the event a child becomes sick or is injured.

Children will be released only to their parents, legal guardians, or emergency contacts as approved by their parents on student registration forms during an emergency. (In extreme emergencies, verified phone authorization of an additional emergency contact may be acceptable at the principal's discretion.) All parents, legal guardians, or emergency contacts will be required to present proper identification before a student will be permitted to leave the building.

To ensure the safety of our students and staff, and per Illinois' School Safety Drill Act (Public Act 098-0048), District 68 schools perform various safety drills during the school year. Please discuss the seriousness of these drills with your child.

Fire Drill Procedures

During fire drills, each classroom has a prescribed fire emergency evacuation route and an alternate route for exiting the building. Children should follow directions, walk quickly to the assigned location, and wait quietly for further direction from teachers or administrators.

Soft Lockdown Procedures

A soft lockdown is primarily used in two different scenarios. The first is when conditions exist outside of the school building that could potentially present a threat to the safety of the students and staff. The second is a situation inside the building where the school or local emergency responders need to keep students and staff in their classrooms and away from an incident or activity. During soft lockdowns, students and staff can continue normal classroom activities, but they should not leave the classroom or offices until advised to do so. Additionally, no-one is allowed to enter or leave the building until the soft lockdown has ended.

Hard Lockdown Procedures

A hard lockdown is used when a serious/volatile situation exists that could jeopardize the physical safety of the students and staff. During a hard lockdown, staff members will ignore all bells and fire alarms unless they receive verbal instructions from local emergency responders or the conditions (fire, structural damage, etc.) warrant the evacuation of the area. Additionally, no-one will be allowed to enter or leave the building until the hard lockdown has ended.

Relocation Procedures

An evacuation may be necessary whenever it is determined that it is safer outside the building than inside the building. In situations where weather is inclement or students and staff will be required to evacuate for an extended period of time, an off-campus evacuation may be initiated rather than evacuating to the on-campus location. Conditions requiring an evacuation may include a fire, an explosion, a hazardous material release within the building, or some type of structural failure in the building.

Severe Weather Drills

Severe weather drills are conducted twice yearly. When a severe weather drill is sounded, students are to follow their teacher in a quiet and orderly manner to the designated safety area and sit on the floor facing an inside wall. Examples of conditions that require a severe weather procedure include severe thunderstorms and tornados.

Bus Evacuation Drills

Twice a year students participate in emergency bus evacuations drills.

PARENT/VISITOR PROCEDURES

Adult visitors are welcome. In the interest of security and to keep interruptions to a minimum, visitors are required to report to the main office when they arrive at school. Visitors must enter through the front main entrance. They must present a current Illinois driver's license or State ID for admittance. Office personnel shall retain possession of the Illinois driver's license or State ID until the visitor exits the building. After registration in the office, visitors are required to display a visitor's badge at all times. Student visitations from other schools are prohibited because of the disruptions that may occur.

Individuals talking on cell phones may be distracting to classrooms. This can also make it very difficult for office staff to help others, either on the phone or at the desk. We ask you to help us create an environment free of distractions and disruptions for our students and staff by turning off your cell phone while visiting the school.

Any individual entering District 68 property or attending District-sponsored activities including extracurricular activities, board meetings, or athletic events shall treat others with dignity and respect. This expectation is not intended to deprive any person of his/her right to freedom of expression, but rather to maintain to the extent possible a reasonable and safe, harassment-free educational atmosphere for the school community with minimal disruption. The District encourages positive communication and discourages volatile, hostile, or aggressive behaviors. The District expects public cooperation with this endeavor.

CARE OF SCHOOL PROPERTY

Damage to school property is a concern for all members of the community due to rising repair costs. Students and their families are responsible for the cost of repairs and/or replacement if a student damages school property. Police involvement may be required. Please review with your child the school's instructions on proper respect for school property and material.

INTEGRATED PEST MANAGEMENT POLICY

Structural and landscape pests can pose significant health hazards to people, property, and environment. District 68 incorporates Integrated Pest Management procedures for control of pests to ensure the health and safety of children, staff, and all others using district buildings and grounds. Integrated Pest Management is a method of pest management that addresses the prevention of pest problems through natural, nontoxic measures. These measures include improved sanitation, the addition of physical barriers, and the modification of habitats that attract or harbor pests. Integrated Pest Management relies primarily on nontoxic cultural and natural control agents in managing pests and only uses chemical pesticides when necessary. When it is determined that a pesticide must be used, the least hazardous material and method of application will be chosen. Parents who wish to be notified of the application of pesticides in the schools or on school grounds should register with the District Office at 9440 Kenton, Skokie 60076.

CHAPTER 9: BOARD OF EDUCATION POLICY

GIFTS TO STAFF MEMBERS

Students and their parents shall be discouraged from the routine presentation of gifts to District employees. Where a student feels a spontaneous desire to present a gift to a staff member, the gift shall not be elaborate or unduly expensive.

The Board shall consider as always welcome, and in most circumstances more appropriate, the writing of letters to staff members expressing gratitude or appreciation.

GUIDELINES FOR REPORTS FROM THE DISTRICT TO LOCAL LAW ENFORCEMENT

State law requires a reciprocal reporting system between the School District and local law enforcement agencies regarding criminal offenses committed by students (105 ILCS 5/10-20.14). The Juvenile Court Act of 1987 and the School Code set requirements for the management and sharing of law enforcement records and other information about students if they have contact with local law enforcement.

TITLE IX COMPLIANCE

School District 68 is in full compliance with regulations for implementing Title IX of the Education Amendments of 1972, which prohibit sex discrimination in federally assisted education programs. The school district complies fully with the nondiscriminatory provisions of federal and state law pertaining but not limited to students, parents, members of the community, employees, and applicants for employment.

PARENT RIGHTS

Parents have the right to request information regarding the professional qualifications of any teacher instructing their child(ren). Information that may be requested includes:

- Whether or not the teacher has met state certification requirements;
- Whether or not the teacher is teaching under emergency or provisional status;
- The bachelor's degree major of the teacher, any other certification or degrees held by the teacher and the subject areas of the certification or degrees; and
- Whether your child is provided services by teacher aides/paraprofessionals and, if so, their qualifications.

For more information, contact the District Office.

The following pages contain Board of Education policies that school districts are required to distribute to parents. For a full listing of Board of Education policies, please visit the District's website: [Board Policy Manual](#).

Operational Services

Free and Reduced-Price Food Services

Notice

The Superintendent shall be responsible for implementing the District's free and reduced-price food services policy and all applicable programs.

Eligibility Criteria and Selection of Children

A student's eligibility for free and reduced-price food services shall be determined by the income eligibility guidelines, family-size income standards, set annually by the U.S. Department of Agriculture and distributed by the Illinois State Board of Education.

Notification

At the beginning of each school year, by letter, the District shall notify students and their parents/guardians of: (1) eligibility requirements for free and reduced-price food service; (2) the application process; (3) the name and telephone number of a contact person for the program; and (4) other information required by federal law. The Superintendent shall provide the same information to: (1) informational media, the local unemployment office, and any major area employers contemplating layoffs; and (2) the District's website. Parents/guardians enrolling a child in the District for the first time, any time during the school year, shall receive the eligibility information.

Nondiscrimination Assurance

The District shall avoid publicly identifying students receiving free or reduced-price meals and shall use methods for collecting meal payments that prevent identification of children receiving assistance.

Appeal

A family may appeal the District's decision to deny an application for free and reduced-price food services or to terminate such services as outlined by the U.S. Department of Agriculture in 7 C.F.R. §245.7, Determining Eligibility for Free and Reduced-Price Meals and Free Milk in Schools. The Superintendent shall establish a hearing procedure for adverse eligibility decisions and provide by mail a copy of them to the family. The District may also use these procedures to challenge a child's continued eligibility for free or reduced-price meals or milk.

During an appeal, students previously receiving food service benefits shall not have their benefits terminated. Students who were denied benefits shall not receive benefits during the appeal.

The Superintendent shall keep on file for a period of 3 years a record of any appeals made and the hearing record. The District shall also maintain accurate and complete records showing the data and method used to determine the number of eligible students served free and reduced-price food services. These records shall be maintained for 3 years.

LEGAL REF.: U.S. Dept. of Agriculture, Food and Nutrition Service, National School Lunch Program, 7 C.F.R. Part 210.
U.S. Dept. of Agriculture, Food and Nutrition Service, Determining Eligibility for Free and Reduced-Price Meals and Free Milk in Schools, 7 C.F.R. Part 245.
105 ILCS 125/ and 126/.
23 Ill.Admin.Code §305.10 et seq.

ADOPTED: February 18, 2016

Operational Services

Waiver of Student Fees

The Superintendent will recommend to the School Board a schedule of fees, if any, to be charged students for the use of textbooks, consumable materials, extracurricular activities, and other school student fees. Students must also pay for the loss of or damage to school books or other school-owned materials.

Fees for textbooks, and other instructional materials are waived for students who meet the eligibility criteria for a fee waiver as described in this policy. In order that no student is denied educational services or academic credit due to the inability of parents/guardians to pay student fees, the Superintendent will recommend to the Board which additional fees, if any, the District will waive for students who meet the eligibility criteria for fee waiver. Students receiving a fee waiver are not exempt from charges for lost and damaged books, locks, materials, supplies, and equipment.

Notification

The Superintendent shall ensure that applications for fee waivers are widely available and distributed according to State law and ISBE rule and that provisions for assisting parents/guardians in completing the application are available.

Eligibility Criteria

A student shall be eligible for a fee waiver when the student currently lives in a household that meets the same income guidelines, with the same limits based on household size, that are used for the federal free meals program.

The Superintendent or designee will give additional consideration where one or more of the following factors are present:

- Illness in the family;
- Unusual expenses such as fire, flood, storm damage, etc.;
- Unemployment;
- Emergency situations;
- When one or more of the parents/guardians are involved in a work stoppage.

Verification

The Superintendent or designee shall establish a process for determining a student's eligibility for a waiver of fees in accordance with State law requirements. The Superintendent or designee may require family income verification at the time an individual applies for a fee waiver and anytime thereafter but not more often than once every 60 calendar days. The Superintendent or designee shall not use any information from this or any independent verification process to determine free or reduced-price meal eligibility.

If a student receiving a fee waiver is found to be no longer eligible during the school year, the Superintendent or designee shall notify the student's parent/guardian and charge the student a prorated amount based upon the number of school days remaining in the school year.

Determination and Appeal

Within 30 calendar days after the receipt of a waiver request, the Superintendent or designee shall mail a notice to the parent/guardian whenever a waiver request is denied. The denial notice shall include: (1) the reason for the denial, (2) the process and timelines for making an appeal, and (3) a statement that the parent/guardian may reapply for a waiver any time during the school year if

circumstances change. If the denial is appealed, the District shall follow the procedures for the resolution of appeals as provided in the Illinois State Board of Education rule on waiver of fees.

LEGAL REF.: 105 ILCS 5/10-20.13, 5/10-22.25, 5/27-24.2, and 5/28-19.2.
23 Ill.Admin.Code §1.245 [may contain unenforceable provisions].

CROSS REF.: 4:130 (Free and Reduced-Price Food Services), 6:220 (Bring Your Own Technology (BYOT) Program; Responsible Use and Conduct)

ADOPTED: February 18, 2016

Instruction

School Wellness

Student wellness, including good nutrition and physical activity, shall be promoted in the District's educational program, school activities, and meal programs. This policy shall be interpreted consistently with Section 204 of the Child Nutrition and WIC Reauthorization Act of 2004 and the Healthy Hunger-Free Kids Act of 2010 (HHFKA). The Assistant Superintendent for Business/Chief School Business Official will ensure:

- Each school building complies with this policy.
- The policy is available to the community on an annual basis through copies of or online access to the Board Policy Manual, and distributed to students and their parents/guardians through student handbooks; and
- The community is informed about the progress of this policy's implementation.

Goals for Nutrition Education and Nutrition Promotion

The goals for addressing nutrition education and nutrition promotion include the following:

- Schools will support and promote sound nutrition for students.
- Schools will foster the positive relationship between sound nutrition, physical activity, and the capacity of students to develop and learn.
- Nutrition education will be part of the District's comprehensive health education curriculum. See School Board policy 6:60, *Curriculum Content*.

Goals for Physical Activity

The goals for addressing physical activity include the following:

- Schools will support and promote an active lifestyle for students.
- Physical education will be taught in all grades and shall include a developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle. See Board policy 6:60, *Curriculum Content*, and Board policy 7:260, *Exemption from Physical Education*.
- During the school day, all students will be required to engage in a daily physical education course, unless otherwise exempted. See Board policy 6:60, *Curriculum Content*, and Board policy 7:260, *Exemption from Physical Education*. The curriculum will be consistent with and incorporate relevant Illinois Learning Standards for Physical Development and Health as established by the Illinois State Board of Education (ISBE).
- The curriculum will be consistent with and incorporate relevant *Illinois Learning Standards for Physical Development and Health* as established by the Illinois State Board of Education (ISBE).

Nutrition Guidelines for Foods Available During the School Day

Students will be offered and schools will promote nutritious food and beverage choices consistent with Board policy 4:120, *Food Services* (requiring compliance with the nutrition standards specified in the U.S. Dept. of Agriculture's (USDA) *Smart Snacks* rules).

In addition, in order to promote student health and reduce childhood obesity, the Superintendent or designee shall:

1. Restrict the sale of *competitive foods*, as defined by the USDA, in the food service areas during meal periods;
2. Comply with all ISBE rules; and

3. Prohibit marketing during the school day of foods and beverages that do not meet the standards listed in Board policy 4:120, Food Services, i.e., in-school marketing of food and beverage items must meet *competitive foods* standards.

Competitive foods are all food and beverages that are offered by any person, organization or entity for sale to students on the school campus during the school day that are not reimbursed under programs authorized by federal law.

Competitive foods standards do not apply to foods and beverages available, but not sold in school during the school day; e.g., brown bag lunches, foods for classroom parties, school celebrations, and reward incentives.

Exempted Fundraising Day (EFD) Requests

All food and beverages sold to students on the school campuses of participating schools during the school day must comply with the “general nutrition standards for competitive foods” specified in federal law.-

ISBE rules prohibit EFDs for grades 8 and below in participating schools.

Guidelines for Reimbursable School Meals

Reimbursable school meals served shall meet, at a minimum, the nutrition requirements and regulations for the National School Lunch Program and/or School Breakfast Program.

Monitoring

At least every three years, the Assistant Superintendent for Business/Chief School Business Official shall provide implementation data and/or reports to the Board concerning this policy’s implementation sufficient to allow the Board to monitor and adjust the policy (a triennial report). This triennial report must include without limitation each of the following:

- An assessment of the District’s implementation of the policy
- The extent to which schools in the District are in compliance with the policy
- The extent to which the policy compares to model local school wellness policies
- A description of the progress made in attaining the goals of the policy
- How the District will make the results of the assessment available to the public
- Where the District will retain records of the assessment

The Board will monitor and adjust the policy pursuant to policy 2:240, *Board Policy Development*.

Community Involvement

The Board and Superintendent will actively invite suggestions and comments concerning the development, implementation, periodic reviews, and updates of the school wellness policy from parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and community. Community involvement methods shall align their suggestions and comments to policy 2:140, *Communications To and From the Board*.

Recordkeeping

The Superintendent shall retain records to document compliance with this policy, the District’s records retention protocols, and the Local Records Act.

LEGAL REF.: Child Nutrition and WIC Reauthorization Act of 2004, PL 108-265, Sec. 204.
Child Nutrition Act of 1966, 42 U.S.C. §1771 et seq.
National School Lunch Act, 42 U.S.C. §1758.
Healthy, Hunger-Free Kids Act of 2010, 42 U.S.C. §1758b, PL 111-296.
42 U.S.C. §1779, as implemented by 7 C.F.R. §210.11 and 210.31.
Local Records Act, 50 ILCS 205/
105 ILCS 5/2-3.139.
23 Ill.Admin.Code Part 305, Food Program.
ISBE’s “School Wellness Policy” Goal, adopted Oct. 2007.

CROSS REF.: 2:140 (Communications To and From the Board), 2:150 (Committees), 2:240 (Board Policy Development), 4:120 (Food Services), 5:100 (Staff Development Program), 6:60 (Curriculum Content), 7:260 (Exemption from Physical Education), 8:10 (Connection with the Community)

ADOPTED: February 18, 2016

REVISED: January 24, 2019

Instruction

Education of Children with Disabilities

The School District shall provide a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the District, as required by the Individuals With Disabilities Education Act (IDEA) and implementing provisions of the School Code, Section 504 of the Rehabilitation Act of 1973, and the Americans With Disabilities Act. The term “children with disabilities,” as used in this policy, means children between ages 3 and 21 (inclusive) for whom it is determined, through definitions and procedures described in the Illinois State Board of Education’s *Special Education* rules, that special education services are needed.

It is the intent of the District to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with appropriate educational services. Students may be disabled within the meaning of Section 504 of the Rehabilitation Act even though they do not require services pursuant to the IDEA.

For students eligible for services under IDEA, the District shall follow procedures for identification, evaluation, placement, and delivery of services to children with disabilities provided in the Illinois State Board of Education’s *Special Education* rules. For those students who are not eligible for services under IDEA, but, because of disability as defined by Section 504 of the Rehabilitation Act of 1973, need or are believed to need special instruction or related services, the District shall establish and implement a system of procedural safeguards. The safeguards shall cover students’ identification, evaluation, and educational placement. This system shall include notice, an opportunity for the student’s parent(s)/guardian(s) to examine relevant records, an impartial hearing with opportunity for participation by the student’s parent(s)/guardian(s), representation by counsel, and a review procedure.

The District may maintain membership in one or more cooperative associations of school districts that shall assist the District in fulfilling its obligations to the District’s disabled students.

If necessary, students may also be placed in nonpublic special education programs or education facilities.

LEGAL REF.: Americans With Disabilities Act, 42 U.S.C. §12101 et seq.
 Individuals With Disabilities Education Improvement Act of 2004, 20 U.S.C. §1400 et seq.
 Rehabilitation Act of 1973, Section 504, 29 U.S.C. §794.
 105 ILCS 5/14-1.01 et seq., 5/14-7.02, and 5/14-7.02b.
 23 Ill.Admin.Code Part 226.
 34 C.F.R. §300.

CROSS REF.: 2:150 (Committees), 7:230 (Misconduct by Students with Disabilities)

ADOPTED: February 18, 2016

Students

Equal Educational Opportunities

Equal educational and extracurricular opportunities shall be available for all students without regard to color, race, nationality, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender identity, status of being homeless, immigration status, order of protection status, actual or potential marital or parental status, including pregnancy. Further, the District will not knowingly enter into agreements with any entity or any individual that discriminates against students on the basis of sex or any other protected status, except that the District remains viewpoint neutral when granting access to school facilities under School Board policy 8:20, *Community Use of School Facilities*. Any student may file a discrimination grievance by using Board policy 2:260, *Uniform Grievance Procedure*.

Sex Equity

No student shall, based on sex, sexual orientation, or gender identity be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities.

Any student may file a sex equity complaint by using Board policy 2:260, *Uniform Grievance Procedure*. A student may appeal the Board's resolution of the complaint to the Regional Superintendent (pursuant to 105 ILCS 5/3-10) and, thereafter, to the State Superintendent of Education (pursuant to 105 ILCS 5/2-3.8).

Administrative Implementation

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

LEGAL REF.: 42 U.S.C. §11431 *et seq.*, McKinney Homeless Assistance Act.
 20 U.S.C. §1681 *et seq.*, Title IX of the Education Amendments implemented by
 34 C.F.R. Part 106.
 29 U.S.C. §791 *et seq.*, Rehabilitation Act of 1973.
 775 ILCS 35/5, Religious Freedom Restoration Act.
Ill. Constitution, Art. I, §18.
Good News Club v. Milford Central School, 121 S.Ct. 2093 (2001).
 105 ILCS 5/3.25b, 3.25d(b), 10-20.12, 10-22.5, and 27-1.
 775 ILCS 5/1-101 *et seq.*, Illinois Human Rights Act.
 23 Ill.Admin.Code §1.240 and Part 200.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 7:20 (Harassment of Students Prohibited),
 7:50 (School Admissions and Student Transfers To and From Non-District
 Schools), 7:60 (Residence), 7:130 (Student Rights and Responsibilities), 7:180
 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:330
 (Student Use of Buildings - Equal Access), 8:20 (Community Use of School
 Facilities)

ADOPTED: February 18, 2016

Students

Student and Family Privacy Rights

Surveys

All surveys requesting information from students, as well as any other instrument used to collect personal information from students, must be for the purpose of monitoring the quality of the District's educational programs or assisting students' career choices.

Surveys Created by a Third Party

Before a school official or staff member administers or distributes a survey or evaluation created by a third party to a student, the student's parent(s)/guardian(s) may inspect the survey or evaluation, upon their request and within a reasonable time of their request.

This section applies to every survey: (1) that is created by a person or entity other than a District official, staff member, or student, (2) regardless of whether the student answering the questions can be identified, and (3) regardless of the subject matter of the questions.

Survey Requesting Personal Information

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

1. Political affiliations or beliefs of the student or the student's parent/guardian.
2. Mental or psychological problems of the student or the student's family.
3. Behavior or attitudes about sex.
4. Illegal, anti-social, self-incriminating, or demeaning behavior.
5. Critical appraisals of other individuals with whom students have close family relationships.
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers.
7. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian.
8. Income other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.

The student's parent(s)/guardian(s) may:

1. Inspect the survey or evaluation upon, and within a reasonable time of, their request, and/or
2. Refuse to allow their child or ward to participate in the activity described above. The school shall not penalize any student whose parent(s)/guardian(s) exercised this option.

Instructional Material

A student's parent(s)/guardian(s) may inspect, upon their request, any instructional material used as part of their child/ward's educational curriculum within a reasonable time of their request.

The term "instructional material" means instructional content that is provided to a student, regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

Physical Exams or Screenings

No school official or staff member shall subject a student to a non-emergency, invasive physical examination or screening as a condition of school attendance. The term *invasive physical examination* means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.

The above paragraph does not apply to any physical examination or screening that:

1. Is permitted or required by an applicable State law, including physical examinations or screenings that are permitted without parental notification.
2. Is administered to a student in accordance with the Individuals with Disabilities Education Act (20 U.S.C. §1400 et seq.).
3. Is otherwise authorized by Board policy.

Selling or Marketing Students' Personal Information Is Prohibited

No school official or staff member shall market or sell personal information concerning students (or otherwise provide that information to others for that purpose). The term *personal information* means individually identifiable information including: (1) a student or parent's first and last name, (2) a home or other physical address (including street name and the name of the city or town), (3) a telephone number, (4) a Social Security identification number or (5) driver's license number or State identification card.

The above paragraph does not apply: (1) if the student's parent(s)/guardian(s) have consented; or (2) to the collection, disclosure or, use of personal information collected from students for the exclusive purpose of developing, evaluating or providing educational products or services for, or to, students or educational institutions, such as the following:

1. College or other postsecondary education recruitment, or military recruitment.
2. Book clubs, magazines, and programs providing access to low-cost literary products.
3. Curriculum and instructional materials used by elementary schools and secondary schools.
4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments.
5. The sale by students of products or services to raise funds for school-related or education-related activities.
6. Student recognition programs.

Under no circumstances may a school official or staff member provide a student's *personal information* to a business organization or financial institution that issues credit or debit cards.

Notification of Rights and Procedures

The Superintendent or designee shall notify students' parents/guardians of:

1. This policy as well as its availability upon request from the general administration office.
2. How to opt their child or ward out of participation in activities as provided in this policy.
3. The approximate dates during the school year when a survey requesting personal information, as described above, is scheduled or expected to be scheduled.
4. How to request access to any survey or other material described in this policy.

This notification shall be given parents/guardians at least annually, at the beginning of the school year, and within a reasonable period after any substantive change in this policy.

The rights provided to parents/guardians in this policy transfer to the student when the student turns 18 years old, or is an emancipated minor.

LEGAL REF.: 20 U.S.C. §1232h, Protection of Pupil Rights.
325 ILCS 17/, Children’s Privacy Protection and Parental Empowerment Act.
105 ILCS 5/10-20.38.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 6:210 (Instructional Materials), 6:260
(Complaints About Curriculum, Instructional Materials, and Programs), 7:130
(Student Rights and Responsibilities), 7:240 (Conduct Code for Participants in
Extracurricular Activities), 7:300 (Extracurricular Athletics)

ADOPTED: February 18, 2016

REVISED: January 18, 2018

Students

Harassment of Students Prohibited

Bullying, Intimidation, and Harassment Prohibited

No person, including a District employee or agent, or student, shall harass, intimidate, or bully a student on the basis of actual or perceived: race; color; national origin; military status; unfavorable discharge status from military service; sex; sexual orientation; gender identity; gender-related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; actual or potential marital or parental status, including pregnancy; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

Sexual Harassment Prohibited

Sexual harassment of students is prohibited. Any person, including a district employee or agent, or student, engages in sexual harassment whenever he or she makes sexual advances, requests sexual favors, and/or engages in other verbal or physical conduct, including sexual violence, of a sexual or sex-based nature, imposed on the basis of sex, that:

1. Denies or limits the provision of educational aid, benefits, services, or treatment; or that makes such conduct a condition of a student's academic status; or
2. Has the purpose or effect of:
 - a. Substantially interfering with a student's educational environment;
 - b. Creating an intimidating, hostile, or offensive educational environment;
 - c. Depriving a student of educational aid, benefits, services, or treatment; or
 - d. Making submission to or rejection of such conduct the basis for academic decisions affecting a student.

The terms *intimidating*, *hostile*, and *offensive* include conduct that has the effect of humiliation, embarrassment, or discomfort. Examples of sexual harassment include touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, and spreading rumors related to a person's alleged sexual activities. The term *sexual violence* includes a number of different acts. Examples of sexual violence include, but are not limited to, rape, sexual assault, sexual battery, sexual abuse, and sexual coercion.

Making a Complaint; Enforcement

Students are encouraged to report claims or incidences of bullying, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager, or any staff member with whom the student is comfortable speaking. A student may choose to report to a person of the student's same sex. Complaints will be kept confidential to the extent possible given the need to investigate. Students who make good faith complaints will not be disciplined.

An allegation that a student was a victim of any prohibited conduct perpetrated by another student shall be referred to the Building Principal, Assistant Building Principal, or Dean of Students for appropriate action.

The Superintendent shall insert into this policy the names, addresses, and telephone numbers of the District's current Nondiscrimination Coordinator and Complaint Managers. At least one of these individuals will be female, and at least one will be male.

Nondiscrimination Coordinator:

James Garwood, Ed.D.
Name
9440 Kenton Avenue
Address
jgarwood@skokie68.org
Email
847-676-9000
Telephone

Complaint Managers:

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The Superintendent shall use reasonable measures to inform staff members and students of this policy, such as, by including it in the appropriate handbooks.

Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action up to and including discharge. Any District student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action, including but not limited to, suspension and expulsion consistent with the discipline policy. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to disciplinary action up to and including discharge, with regard to employees, or suspension and expulsion, with regard to students.

LEGAL REF.: 20 U.S.C. §1681 et seq., Title IX of the Educational Amendments.
34 C.F.R. Part 106.
105 ILCS 5/10-20.12, 10-22.5, 5/27-1, and 5/27-23.7.
775 ILCS 5/1-101 et seq., Illinois Human Rights Act.
23 Ill.Admin.Code §1.240 and Part 200.
Davis v. Monroe County Board of Education, 119 S.Ct. 1661 (1999).
Franklin v. Gwinnett Co. Public Schools, 112 S.Ct. 1028 (1992).
Gebser v. Lago Vista Independent School District, 118 S.Ct. 1989 (1998).
West v. Derby Unified School District No. 260, 206 F.3d 1358 (10th Cir., 2000).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 5:20 (Workplace Harassment Prohibited), 7:10 (Equal Educational Opportunities), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:240 (Conduct Code for Participants in Extracurricular Activities)

ADOPTED: February 18, 2016

REVISED: February 15, 2018

Students

Search and Seizure

In order to maintain order and security in the schools, school authorities are authorized to conduct reasonable searches of school property and equipment, as well as of students and their personal effects. "School authorities" includes school liaison police officers.

School Property and Equipment as well as Personal Effects Left There by Students

School authorities may inspect and search school property and equipment owned or controlled by the school (such as, lockers, desks, and parking lots), as well as personal effects left there by a student, without notice to or the consent of the student. Students have no reasonable expectation of privacy in these places or areas or in their personal effects left there.

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

Students

School authorities may search a student and/or the student's personal effects in the student's possession (such as, purses, wallets, knapsacks, book bags, lunch boxes, etc.) when there is a reasonable ground for suspecting that the search will produce evidence the particular student has violated or is violating either the law or the District's student conduct rules. The search itself must be conducted in a manner that is reasonably related to its objective and not excessively intrusive in light of the student's age and sex, and the nature of the infraction.

When feasible, the search should be conducted as follows:

1. Outside the view of others, including students,
2. In the presence of a school administrator or adult witness, and
3. By a certificated employee or liaison police officer of the same sex as the student.

Immediately following a search, a written report shall be made by the school authority who conducted the search, and given to the Superintendent.

Seizure of Property

If a search produces evidence that the student has violated or is violating either the law or the District's policies or rules, such evidence may be seized and impounded by school authorities, and disciplinary action may be taken. When appropriate, such evidence may be transferred to law enforcement authorities.

Notification Regarding Student Accounts or Profiles on Social Networking Websites

The Superintendent or designee shall notify students and their parents/guardians of each of the following in accordance with the Right to Privacy in the School Setting Act, 105 ILCS 75/:

1. School officials may not request or require a student or his or her parent/guardian to provide a password or other related account information to gain access to the student's account or profile on a social networking website.
2. School officials may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates a school disciplinary rule or policy. In the course of an investigation, the student may be required to share the content that is reported in order to allow school officials to make a factual determination.

LEGAL REF.: 105 ILCS 5/10-20.14, 5/10-22.6, and 5/10-22.10a.
Right to Privacy in the School Setting Act, 105 ILCS 75/
Cornfield v. Consolidated High School Dist. No. 230, 991 F.2d 1316 (7th Cir.,
1993).
People v. Dilworth, 661 N.E.2d 310 (Ill., 1996), *cert. denied*, 116 S.Ct. 1692
(1996).
People v. Pruitt, 662 N.E. 2d 540 (Ill.App.1, 1996), *app. denied*, 667 N.E. 2d 1061
(Ill.App.1, 1996).
T.L.O. v. New Jersey, 105 S.Ct. 733 (1985).
Vernonia School Dist. 47J v. Acton, 115 S.Ct. 2386 (1995).
Safford Unified School Dist. No. 1 v. Redding, 129 S. Ct. 2633 (2009).

CROSS REF.: 7:130 (Student Rights and Responsibilities), 7:150 (Agency and Police
Interviews), 7:190 (Student Behavior)

ADOPTED: February 18, 2016

Students

Prevention of and Response to Bullying, Intimidation, and Harassment

Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important District goals.

Bullying on the basis of actual or perceived race, color, national origin, military status, unfavorable discharge status from the military service, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, or actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic **is prohibited** in each of the following situations:

1. During any school-sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities.
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
4. Through the transmission of information from a computer that is accessed at a nonschool-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by the School District or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. This paragraph (item #4) applies only when a school administrator or teacher receives a report that bullying through this means has occurred; it does not require staff members to monitor any nonschool-related activity, function, or program.

Definitions from Section 27-23.7 of the School Code (105 ILCS 5/27-23.7)

Bullying includes *cyberbullying* and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

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

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

that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of *bullying*.

Restorative measures means a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that: (i) are adapted to the particular needs of the school and community, (ii) contribute to maintaining school safety, (iii) protect the integrity of a positive and productive learning climate, (iv) teach students the personal and interpersonal skills they will need to be successful in school and society, (v) serve to build and restore relationships among students, families, schools, and communities, and (vi) reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs in order to keep students in school.

School personnel means persons employed by, on contract with, or who volunteer in a school district, including without limitation school and school district administrators, teachers, school guidance counselors, school social workers, school counselors, school psychologists, school nurses, cafeteria workers, custodians, bus drivers, school resource officers, and security guards.

Bullying Prevention and Response Plan

The Superintendent or designee shall develop and maintain a bullying prevention and response plan that advances the District's goal of providing all students with a safe learning environment free of bullying and harassment. This plan must be consistent with the requirements listed below; each numbered requirement, 1-12, corresponds with the same number in the list of required policy components in 105 ILCS 5/27-23.7(b) 1-12.

1. The District uses the definition of *bullying* as provided in this policy.
2. Bullying is contrary to State law and the policy of this District. However, nothing in the District's bullying prevention and response plan is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment to the U.S. Constitution or under Section 3 of Article I of the Illinois Constitution.
3. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, District Complaint Manager or any staff member with whom the student is comfortable speaking. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the District named officials or any staff member. The District named officials and all staff members are available for help with a bully or to make a report about bullying. Anonymous reports are also accepted.

Nondiscrimination Coordinator:

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Complaint Manager(s):

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Christie Samojedny, Ed.D.

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Telephone

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4. Consistent with federal and State laws and rules governing student privacy rights, the Superintendent or designee shall promptly inform the parent(s)/guardian(s) of every student involved in an alleged incident of bullying and discuss, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures.
5. The Superintendent or designee shall promptly investigate and address reports of bullying, by, among other things:
 - a. Making all reasonable efforts to complete the investigation within 10 school days after the date the report of a bullying incident was received and taking into consideration additional relevant information received during the course of the investigation about the reported bullying incident.
 - b. Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.
 - c. Notifying the Building Principal or school administrator or designee of the reported incident of bullying as soon as possible after the report is received.
 - d. Consistent with federal and State laws and rules governing student privacy rights, providing parents/guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the Building Principal or school administrator or his or her designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.

The Superintendent or designee shall investigate whether a reported incident of bullying is within the permissible scope of the District's jurisdiction and shall require that the District provide the victim with information regarding services that are available within the District and community, such as counseling, support services, and other programs.

6. The Superintendent or designee shall use interventions to address bullying, that may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services.
7. A reprisal or retaliation against any person who reports an act of bullying is prohibited. A student's act of reprisal or retaliation will be treated as *bullying* for purposes of determining any consequences or other appropriate remedial actions.
8. A student will not be punished for reporting bullying or supplying information, even if the District's investigation concludes that no bullying occurred. However, knowingly making a false accusation or providing knowingly false information will be treated as *bullying* for purposes of determining any consequences or other appropriate remedial actions.
9. The District's bullying prevention and response plan must be based on the engagement of a range of school stakeholders, including students and parents/guardians.
10. The Superintendent or designee shall post this policy on the District's Internet website, if any, and include it in the student handbook, and, where applicable, post it where other policies, rules, and standards of conduct are currently posted. The policy must also be distributed annually to parents/guardians, students, and school personnel, (including new employees when hired), and must also be provided periodically throughout the school year to students and faculty.
11. The Superintendent or designee shall assist the Board with its evaluation and assessment of this policy's outcomes and effectiveness. This process shall include, without limitation:
 - a. The frequency of victimization;
 - b. Student, staff, and family observations of safety at a school;
 - c. Identification of areas of a school where bullying occurs;
 - d. The types of bullying utilized; and
 - e. Bystander intervention or participation.

The evaluation process may use relevant data and information that the District already collects for

other purposes. The Superintendent or designee must post the information developed as a result of the policy evaluation on the District's website, or if a website is not available, the information must be provided to school administrators, Board members, school personnel, parents/guardians, and students.

12. The Superintendent or designee shall fully implement the Board policies, including without limitation, the following:
- a. 2:260, *Uniform Grievance Procedure*. A student may use this policy to complain about bullying.
 - b. 6:60, *Curriculum Content*. Bullying prevention and character instruction is provided in all grades in accordance with State law.
 - c. 6:65, *Student Social and Emotional Development*. Student social and emotional development is incorporated into the District's educational program as required by State law.
 - d. 6:235, *Access to Electronic Networks*. This policy states that the use of the District's electronic networks is limited to: (1) support of education and/or research, or (2) a legitimate business use.
 - e. 7:20, *Harassment of Students Prohibited*. This policy prohibits *any* person from harassing, intimidating, or bullying a student based on an identified actual or perceived characteristic (the list of characteristics in 7:20 is the same as the list in this policy).
 - f. 7:185, *Teen Dating Violence Prohibited*. This policy prohibits teen dating violence on school property, at school sponsored activities, and in vehicles used for school-provided transportation.
 - g. 7:190, *Student Discipline*. This policy prohibits, and provides consequences for, hazing, bullying, or other aggressive behaviors, or urging other students to engage in such conduct.
 - h. 7:310, *Restrictions on Publications; Elementary Schools*. This policy prohibits students from and provides consequences for: (1) accessing and/or distributing at school any written, printed, or electronic material, including material from the Internet, that will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities, and (2) creating and/or distributing written, printed, or electronic material, including photographic material and blogs, that causes substantial disruption to school operations or interferes with the rights of other students or staff members.

LEGAL REF.: 405 ILCS 49/, Children's Mental Health Act.
105 ILCS 5/10-20.14, 5/24-24, and 5/27-23.7.
23 Ill.Admin.Code §1.240 and §1.280.

CROSS REF.: 2:240 (Board Policy Development), 2:260 (Uniform Grievance Procedure), 4:170 (Safety), 5:230 (Maintaining Student Discipline), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 6:235 (Access to Electronic Networks), 7:20 (Harassment of Students Prohibited), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:285 (Food Allergy Management Program), 7:310 (Restrictions on Publications, Elementary Schools)

ADOPTED: February 18, 2016

REVISED: February 15, 2018

Students

Teen Dating Violence Prohibited

Engaging in teen dating violence that takes place at school, on school property, at school-sponsored activities, or in vehicles used for school-provided transportation is prohibited. For purposes of this policy, the term *teen dating violence* occurs whenever a student who is 13 to 19 years of age uses or threatens to use physical, mental, or emotional abuse to control an individual in the dating relationship; or uses or threatens to use sexual violence in the dating relationship.

The Superintendent or designee shall develop and maintain a program to respond to incidents of teen dating violence that:

1. Fully implements and enforces each of the following Board policies:
 - a. 7:20, *Harassment of Students Prohibited*. This policy prohibits any person from harassing, intimidating, or bullying a student based on the student's actual or perceived characteristics of sex; sexual orientation; gender identity; and gender-related identity or expression (this policy includes more protected statuses).
 - b. 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*. This policy prohibits students from engaging in bullying, intimidation, and harassment at school, school-related events and electronically. Prohibited conduct includes threats, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying.
2. Encourages anyone with information about incidents of teen dating violence to report them to any of the following individuals:
 - a. Any school staff member. School staff shall respond to incidents of teen dating violence by following the District's established procedures for the prevention, identification, investigation, and response to bullying and school violence.
 - b. The Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager identified in policy 7:20, *Harassment of Students Prohibited*.
3. Incorporates age-appropriate instruction in grades 7 and 8, in accordance with the District's comprehensive health education program in Board policy 6:60, *Curriculum Content*. This includes incorporating student social and emotional development into the District's educational program as required by State law and in alignment with Board policy 6:65, *Student Social and Emotional Development*.
4. Incorporates education for school staff, as recommended by the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager.
5. Notifies students and parents/guardians of this policy.

Incorporated
by Reference: 7:180-AP1, (Prevention, Identification, Investigation, and Response to Bullying
and School Violence)

LEGAL REF.: 105 ILCS 110/3.10.

CROSS REF.: 2:240 (Board Policy Development), 5:100 (Staff Development), 5:230
(Maintaining Student Discipline), 6:60 (Curriculum Content), 6:65 (Student
Social and Emotional Development), 7:20 (Harassment of Students Prohibited),
7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment),
7:190 (Student Behavior), 7:220 (Bus Conduct), 7:230 (Misconduct by Students
with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular
Activities)

ADOPTED: February 18, 2016

Students

Student Behavior

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

When and Where Conduct Rules Apply

A student is subject to disciplinary action for engaging in prohibited student conduct, as described in the section with that name below, whenever the student's conduct is reasonably related to school or school activities, including, but not limited to:

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

Prohibited Student Conduct

The school administration is authorized to discipline students for gross disobedience or misconduct, including but not limited to:

1. Using, possessing, distributing, purchasing, or selling tobacco or nicotine materials, including without limitation, electronic cigarettes.
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, selling, or offering for sale:
 - a. Any illegal drug or controlled substance, or cannabis (including medical cannabis, marijuana, and hashish).
 - b. Any anabolic steroid unless it is being administered in accordance with a physician's or licensed practitioner's prescription.
 - c. Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician's or licensed practitioner's prescription.
 - d. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician's or licensed practitioner's instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited.
 - e. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication,

hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.

- f. Any substance inhaled, injected, smoked, consumed, or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in tablet or powdered form.
- g. "Look-alike" or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a student believes to be, or represents to be, an illegal drug, controlled substance, or other substance that is prohibited by this policy; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug, controlled substance, or other substance that is prohibited by this policy.
- h. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.

Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they had the prohibited substance, as applicable, in their possession.

- 4. Using, possessing, controlling, or transferring a "weapon" as that term is defined in the Weapons section of this policy, or violating the Weapons section of this policy.
- 5. Using or possessing an electronic paging device. Using a cellular telephone, video recording device, or other electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Prohibited conduct specifically includes, without limitation, creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device, or cellular phone. Unless otherwise banned under this policy or by the Building Principal, all electronic devices must be kept powered-off and out-of-sight during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student's individualized education program (IEP); or (d) it is needed in an emergency that threatens the safety of students, staff, or other individuals.
- 6. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.
- 7. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a District staff member's request to stop, present school identification, or submit to a search.
- 8. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, altering report cards, and wrongfully obtaining test copies or scores.
- 9. Engaging in hazing or any kind of bullying or aggressive behavior that does physical or psychological harm to a staff person or another student, or urging other students to engage in such conduct. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying,

bullying using a school computer or a school computer network, or other comparable conduct.

10. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning), and sexual assault. This does not include the non-disruptive: (a) expression of gender or sexual orientation or preference, or (b) display of affection during non-instructional time.
11. Teen dating violence, as described in Board policy 7:185, Teen Dating Violence Prohibited.
12. Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's personal property.
13. Entering school property or a school facility without proper authorization.
14. In the absence of a reasonable belief that an emergency exists, calling emergency responders (such as calling 911); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus, or at any school activity.
15. Being absent without a recognized excuse; State law and School Board policy regarding truancy control will be used with chronic and habitual truants.
16. Being involved with any public school fraternity, sorority, or secret society, by: (a) being a member; (b) promising to join; (c) pledging to become a member; or (d) soliciting any other person to join, promise to join, or be pledged to become a member.
17. Being involved in gangs or gang-related activities, including displaying gang symbols or paraphernalia.
18. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism, and hazing.
19. Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school.
20. Operating an unmanned aircraft system (UAS) or drone for any purpose on school grounds or at any school event unless granted permission by the Superintendent or designee.
21. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

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

Efforts, including the use of positive interventions and supports, shall be made to deter students, while at school or a school-related event, from engaging in aggressive behavior that may reasonably produce physical or psychological harm to someone else. The Superintendent or designee shall ensure that the parent/guardian of a student who engages in aggressive behavior is notified of the incident.

The failure to provide such notification does not limit the Board's authority to impose discipline, including suspension or expulsion, for such behavior.

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

Disciplinary Measures

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

1. Notifying parent(s)/guardian(s).
2. Disciplinary conference.
3. Withholding of privileges.
4. Temporary removal from the classroom.
5. Return of property or restitution for lost, stolen, or damaged property.
6. In-school suspension. The Building Principal or designee shall ensure that the student is properly supervised.
7. After-school study or Saturday study provided the student's parent/guardian has been notified. If transportation arrangements cannot be agreed upon, an alternative disciplinary measure must be used. The student must be supervised by the detaining teacher or the Building Principal or designee.
8. Seizure of contraband; confiscation and temporary retention of personal property that was used to violate this policy or school disciplinary rules.
9. Suspension of bus riding privileges in accordance with Board policy 7:220, Bus Conduct.
10. Out-of-school suspension from school and all school activities in accordance with Board policy 7:200, Suspension Procedures. A student who has been suspended may also be restricted from being on school grounds and at school activities.
11. Expulsion from school and all school activities for a definite time period not to exceed two (2) calendar years in accordance with Board policy 7:210, Expulsion Procedures. A student who has been expelled may also be restricted from being on school grounds and at school activities.
12. Transfer to an alternative program if the student is expelled or otherwise qualifies for the transfer under State law. The transfer shall be in the manner provided in Article 13A or 13B of the School Code.
13. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, including but not limited to, illegal drugs (controlled substances), "look-alikes," alcohol, or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies.

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

Corporal punishment is prohibited. Corporal punishment is defined as slapping, paddling, or prolonged maintenance of students in physically painful positions, or intentional infliction of bodily

harm. Corporal punishment does not include reasonable force as needed to maintain safety for students, staff, or other persons, or for the purpose of self-defense or defense of property.

Weapons

A student who is determined to have brought one of the following objects to school, any school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school shall be expelled for a period of at least one calendar year but not more than 2 calendar years:

1. A firearm, meaning any gun, rifle, shotgun, or weapon as defined by Section 921 of Title 18 of the United States Code (18 U.S.C. § 921), firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act (430 ILCS 65/), or firearm as defined in Section 24-1 of the Criminal Code of 1961 (720 ILCS 5/24-1).
2. A knife, brass knuckles, or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm, including “look alikes” of any firearm as defined above.

The expulsion requirement under either paragraph or above may be modified by the Superintendent, and the Superintendent’s determination may be modified by the Board on a case-by-case basis.

This policy’s prohibitions concerning weapons apply regardless of whether: (1) a student is licensed to carry a concealed firearm, or (2) the Board permits visitors, who are licensed to carry a concealed firearm, to store a firearm in a locked vehicle in a school parking area.

Re-Engagement of Returning Students

The Superintendent or designee shall maintain a process to facilitate the re-engagement of students who are returning from an out-of-school suspension, expulsion, or an alternative school setting. The goal of re-engagement shall be to support the student’s ability to be successful in school following a period of exclusionary discipline and shall include the opportunity for students who have been suspended to complete or make up work for equivalent academic credit.

Required Notices

A school staff member shall immediately notify the office of the Building Principal in the event that he or she: (1) observes any person in possession of a firearm on or around school grounds; however, such action may be delayed if immediate notice would endanger students under his or her supervision, (2) observes or has reason to suspect that any person on school grounds is or was involved in a drug-related incident, or (3) observes a battery committed against any staff member. Upon receiving such a report, the Building Principal or designee shall immediately notify the local law enforcement agency, State Police, and any involved student’s parent/guardian. “School grounds” includes modes of transportation to school activities and any public way within 1000 feet of the school, as well as school property itself.

Delegation of Authority

Each teacher, and any other school personnel when students are under his or her charge, is authorized to impose any disciplinary measure, other than suspension, expulsion, corporal punishment, or in-school suspension, that is appropriate and in accordance with the policies and rules on student discipline. Teachers, other certificated [licensed] educational employees, and other persons providing a related service for or with respect to a student, may use reasonable force as needed to maintain safety for other students, school personnel, or other persons, or for the purpose of self-defense or defense of property. Teachers may temporarily remove students from a classroom for disruptive behavior.

The Superintendent, Building Principal, Assistant Building Principal, or Dean of Students is authorized to impose the same disciplinary measures as teachers and may suspend students guilty of gross disobedience or misconduct from school (including all school functions) and from riding the

school bus, up to 10 consecutive school days, provided the appropriate procedures are followed. The Board may suspend a student from riding the bus in excess of 10 school days for safety reasons.

Student Handbook

The Superintendent, with input from the parent-teacher advisory committee, shall prepare disciplinary rules implementing the District's disciplinary policies. These disciplinary rules shall be presented annually to the Board for its review and approval.

A student handbook, including the District disciplinary policies and rules, shall be distributed to the students' parents/guardians within 15 days of the beginning of the school year or a student's enrollment.

LEGAL REF.: Gun-Free Schools Act, 20 U.S.C. §7151 et seq.
Pro-Children Act of 1994, 20 U.S.C. §6081.
410 ILCS 130/, Compassionate Use of Medical Cannabis Pilot Program.
410 ILCS 647/, Powdered Caffeine Control and Education Act.
430 ILCS 66/, Firearm Concealed Carry Act.
105 ILCS 5/10-20.5b, 5/10-20.14, 5/10-20.28, 5/10-20.36, 5/10-21.7, 5/10-21.10,
5/10-22.6, 5/10-27.1A, 5/10-27.1B, 5/24-24, 5/26-12, 5/27-23.7, 5/31-3, and
110/3.10.
23 Ill.Admin.Code §1.280.

CROSS REF.: 2:150 (Committees), 2:240 (Board Policy Development), 5:230 (Maintaining Student Discipline), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 7:70 (Attendance and Truancy), 7:130 (Student Rights and Responsibilities), 7:140 (Search and Seizure), 7:150 (Agency and Police Interviews), 7:160 (Student Appearance), 7:170 (Vandalism), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:200 (Suspension Procedures), 7:210 (Expulsion Procedures), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:270 (Administering Medicines to Students), 7:310 (Restrictions on Publications), 8:30 (Visitors to and Conduct on School Property)

ADOPTED.: February 18, 2016

REVISED: September 15, 2016

Students

Misconduct by Students with Disabilities

Behavioral Interventions

Behavioral interventions shall be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. The School Board will establish and maintain a committee to develop, implement, and monitor procedures on the use of behavioral interventions for children with disabilities.

Discipline of Special Education Students

The District shall comply with the Individuals With Disabilities Education Improvement Act of 2004 and the Illinois State Board of Education's *Special Education* rules when disciplining special education students. No special education student shall be expelled if the student's particular act of gross disobedience or misconduct is a manifestation of his or her disability.

LEGAL REF.: Individuals With Disabilities Education Improvement Act of 2004, 20 U.S.C. §§1412, 1413, and 1415.
Gun-Free Schools Act, 20 U.S.C. §7151 et seq.
34 C.F.R. §§300.101, 300.530 - 300.536.
105 ILCS 5/10-22.6 and 5/14-8.05.
23 Ill.Admin.Code §226.400.
Honig v. Doe, 108 S.Ct. 592 (1988).

CROSS REF.: 2:150 (Committees), 6:120 (Education of Children with Disabilities), 7:130 (Student Rights and Responsibilities), 7:190 (Student Behavior), 7:200 (Suspension Procedures), 7:210 (Expulsion Procedures), 7:220 (Bus Conduct)

ADOPTED: February 18, 2016

Students

Administering Medicines to Students

Students should not take medication during school hours or during school-related activities unless it is necessary for a student's health and well-being. When a student's licensed health care provider and parent/guardian believe that it is necessary for the student to take a medication during school hours or school-related activities, the parent/guardian must request that the school dispense the medication to the child and otherwise follow the District's procedures on dispensing medication.

No School District employee shall administer to any student, or supervise a student's self-administration of, any prescription or non-prescription medication until a completed and signed "School Medication Authorization Form" is submitted by the student's parent/guardian. No student shall possess or consume any prescription or non-prescription medication on school grounds or at a school-related function other than as provided for in this policy and its implementing procedures.

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

The Superintendent or designee shall include this policy in the Student Handbook and shall provide a copy to the parents/guardians of students.

Self-Administration of Medication

A student may possess an epinephrine auto-injector (EpiPen®) and/or asthma medication prescribed for use at the student's discretion, provided the student's parent/guardian has completed and signed a *School Medication Authorization Form*. The School District shall incur no liability, except for willful and wanton conduct, as a result of any injury arising from a student's self-administration of medication or epinephrine auto-injector or the storage of any medication by school personnel. A student's parent/guardian must indemnify and hold harmless the School District and its employees and agents, against any claims, except a claim based on willful and wanton conduct, arising out of a student's self-administration of an epinephrine auto-injector and/or medication, or the storage of any medication by school personnel.

LEGAL REF.: 105 ILCS 5/10-20.14b, 5/10-22.21b, and 5/22-30.

CROSS REF.: 7:285 (Food Allergy Management)

ADMIN. PROC.: 7:270-AP1 (Dispensing Medication), 7:270-AP2 (Checklist for District Supply of Undesignated Epinephrine Auto-Injectors), 7:270-E (School Medication Authorization Form)

ADOPTED: February 18, 2016

Students

Food Allergy Management Program

School attendance may increase a student's risk of exposure to allergens that could trigger a food-allergic reaction. A food allergy is an adverse reaction to a food protein mediated by the immune system which immediately reacts causing the release of histamine and other inflammatory chemicals and mediators. While it is not possible for the District to completely eliminate the risks of exposure to allergens when a student is at school, a Food Allergy Management Program using a cooperative effort among students' families, staff members, and students helps the District reduce these risks and provide accommodations and proper treatment for allergic reactions.

The Superintendent or designee shall develop and implement a Food Allergy Management Program that:

1. Fully implements the following goals established in The School Code: (a) identifying students with food allergies, (b) preventing exposure to known allergens, (c) responding to allergic reactions with prompt recognition of symptoms and treatment, and (d) educating and training all staff about management of students with food allergies, including administration of medication with an auto-injector, and providing an in-service training program for staff who work with students that is conducted by a person with expertise in anaphylactic reactions and management.
2. Follows and references the applicable best practices specific to the District's needs in the joint State Board of Education and Ill. Dept. of Public Health publication *Guidelines for Managing Life-Threatening Food Allergies in Schools*, available at: www.isbe.net/nutrition/pdf/food_allergy_guidelines.pdf.
3. Complies with State and federal law and is in alignment with Board policies.

LEGAL REF.: 105 ILCS 5/2-3.149 and 5/10-22.39.
Guidelines for Managing Life-Threatening Food Allergies in Schools (Guidelines), jointly published by the State Board of Education and Ill. Dept. of Public Health.

CROSS REF.: 4:110 (Transportation), 4:120 (Food Services), 4:170 (Safety), 5:100 (Staff Development Program), 6:120 (Education of Children with Disabilities), 6:240 (Field Trips), 7:250 (Student Support Services), 7:270 (Administering Medicines to Students), 8:100, (Relations with Other Organizations and Agencies)

ADOPTED: February 18, 2016

Students

Suicide and Depression Awareness and Prevention

Youth suicide impacts the safety of the school environment. It also affects the school community, diminishing the ability of surviving students to learn and the school's ability to educate. Suicide and depression awareness and prevention are important Board goals.

Suicide and Depression Awareness and Prevention Program

The Superintendent or designee shall develop, implement, and maintain a suicide and depression awareness and prevention program (Program) that advances the Board's goals of increasing awareness and prevention of depression and suicide. This program must be consistent with the requirements of Ann Marie's Law listed below; each listed requirement, 1-6, corresponds with the list of required policy components in the School Code Section 5/2-3.163(c)(2)-(7). The Program shall include:

1. Protocols for administering youth suicide awareness and prevention education to students and staff.
 - a. For students, implementation will incorporate Board policy 6:60, *Curriculum Content*, which implements 105 ILCS 5.2-3.139 and 105 ILCS 5/27-7 (requiring education for students to develop a sound mind and a healthy body).
 - b. For staff, implementation will incorporate Board policy 5:100, *Staff Development*, and teacher's institutes under 105 ILCS 5/3-14.8 (requiring coverage of the warning signs of suicidal behavior).
2. Procedures for methods of suicide prevention with the goal of early identification and referral of students possibly at risk of suicide.
 - a. For students in grades 7 and 8, implementation shall incorporate the training required by 105 ILCS 5/10-22.39 for school guidance counselors, teachers, school social workers, and other school personnel who work with students to identify the warning signs of suicidal behavior in adolescents and teens along with appropriate intervention and referral techniques, including methods of prevention, procedures for early identification, and referral of students at risk of suicide.
 - b. For all students, implementation shall incorporate Illinois State Board of Education (ISBE)-recommended guidelines and educational materials for staff training and professional development, along with ISBE-recommended resources for students containing age-appropriate educational materials on youth suicide and awareness, if available pursuant to Ann Marie's Law on ISBE's website.
3. Methods of intervention, including procedures that address an emotional or mental health safety plan for use during the school day and at school-sponsored events for a student identified as being at increased risk of suicide. Implementation will incorporate paragraph number 2, above, along with:
 - a. Board policy 6:65, *Student Social and Emotional Development*, implementing the goals and benchmarks of the Ill. Learning Standards and 405 ILCS 49/15(b) (requiring student social and emotional development in the District's educational program);
 - b. Board policy 6:270, *Guidance and Counseling Program*, implementing guidance and counseling program(s) for students, and 105 ILCS 5/10-22.24a and 22.24b, which allow a qualified guidance specialist or any licensed staff member to provide school counseling services.

- c. Board policy 7:250, *Student Support Services*, implementing the Children’s Mental Health Act of 2003, 405 ILCS 49/ (requiring protocols for responding to students with social, emotional, or mental health issues that impact learning ability); and
 - d. State and/or federal resources that address emotional or mental health safety plans for students who are possibly at an increased risk for suicide, if available on the ISBE’s website pursuant to Ann Marie’s Law.
4. Methods of responding to a student or staff suicide or suicide attempt. Implementation of this requirement shall incorporate building-level Student Support Committee(s) established through Board policy 7:250, *Student Support Services*.
 5. Reporting procedures. Implementation of this requirement shall incorporate Board policy 6:270, *Guidance and Counseling Program*, and Board policy 7:250, *Student Support Services*, in addition to other State and/or federal resources that address reporting procedures.
 6. A process to incorporate ISBE-recommended resources on youth suicide awareness and prevention programs, including current contact information for such programs in the District’s Suicide and Depression Awareness and Prevention Program.

Monitoring

The Board will review and update this policy pursuant to Ann Marie’s Law and Board policy 2:240, *Board Policy Development*.

Information to Staff, Parents/Guardians, and Students

The Superintendent shall inform each school district employee about this policy and ensure its posting on the District’s website. The Superintendent or designee shall provide a copy of this policy to the parent or legal guardian of each student enrolled in the District.

Implementation

This policy shall be implemented in a manner consistent with State and federal laws, including the Children’s Mental Health Act of 2003, 405 ILCS 49/, Mental Health and Developmental Disabilities Confidentiality Act, 740 ILCS 110/, and the Individuals with Disabilities Education Act, 42 U.S.C. §12101 *et seq.*

The District, Board, and its staff are protected from liability by the Local Governmental and Governmental Employees Tort Immunity Act. Services provided pursuant to this policy: (1) do not replace the care of a physician licensed to practice medicine in all of its branches or a licensed medical practitioner or professional trained in suicide prevention, assessments and counseling services, (2) are strictly limited to the available resources within the District, (3) do not extend beyond the school day and/or school-sponsored events, and (4) cannot guarantee or ensure the safety of a student or the student body.

LEGAL REF.: 105 ILCS 5/2-3.163, 5/14-1.01 et seq., 5/14-7.02, and 5/14-7.02b.
745 ILCS 10/.

CROSS REF.: 2:240 (Board Policy Development), 5:100 (Staff Development Program), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 6:120 (Education of Children with Disabilities), 6:270 (Guidance and Counseling Program), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:250 (Student Support Services)

ADOPTED: February 18, 2016

Students

Student Athlete Concussions and Head Injuries

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

1. Fully implement the Youth Sports Concussion Safety Act, that provides, without limitation, each of the following:
 - a. The Board must appoint or approve members of a Concussion Oversight Team for the District. The Team will be made up of the: Executive Director of Special Services, the District School Nurse, one Principal, one Physical Education Teacher, and a Physician to the extent possible.
 - b. The Concussion Oversight Team shall establish each of the following based on peer-reviewed scientific evidence consistent with guidelines from the Centers for Disease Control and Prevention:
 - i. A return-to-play protocol governing a student's return to interscholastic athletics practice or competition following a force of impact believed to have caused a concussion. The Superintendent or designee shall supervise an athletic trainer or other person responsible for compliance with the return-to-play protocol.
 - ii. A return-to-learn protocol governing a student's return to the classroom following a force of impact believed to have caused a concussion. The Superintendent or designee shall supervise the person responsible for compliance with the return-to-learn protocol.
 - c. Each student and the student's parent/guardian shall be required to sign a concussion information receipt form each school year before participating in an interscholastic athletic activity.
 - d. A student shall be removed from an interscholastic athletic practice or competition immediately if any of the following individuals believes that the student sustained a concussion during the practice and/or competition: a coach, a physician, a game official, an athletic trainer, the student's parent/guardian, the student, or any other person deemed appropriate under the return-to-play protocol.
 - e. A student who was removed from interscholastic athletic practice or competition shall be allowed to return only after all statutory prerequisites are completed, including without limitation, the return-to-play and return-to-learn protocols developed by the Concussion Oversight Team. An athletic team coach or assistant coach may not authorize a student's return-to-play or return-to-learn.
 - f. The following individuals must complete concussion training as specified in the Youth Sports Concussion Safety Act: all coaches or assistant coaches (whether volunteer or a district employee) of interscholastic athletic activities; nurses who serve on the Concussion Oversight Team; athletic trainers; game officials of interscholastic athletic activities; and physicians who serve on the Concussion Oversight Team.
 - g. The Board shall approve school-specific emergency action plans for interscholastic athletic activities to address the serious injuries and acute medical conditions in which a student's condition may deteriorate rapidly.
2. Comply with the concussion protocols, policies, and by-laws of the Illinois High School Association, including its *Protocol for Implementation of NFHS Sports Playing Rule for Concussion* which includes its *Return to Play (RTP) Policy*. These specifically require that:
 - a. A student athlete who exhibits signs, symptoms, or behaviors consistent with a concussion in a practice or game shall be removed from participation or competition at that time.

- b. A student athlete who has been removed from an interscholastic contest for a possible concussion or head injury may not return to that contest unless cleared to do so by a physician licensed to practice medicine in all its branches in Illinois or a certified athletic trainer.
 - c. If not cleared to return to that contest, a student athlete may not return to play or practice until the student athlete has provided his or her school with written clearance from a physician licensed to practice medicine in all its branches in Illinois or a certified athletic trainer working in conjunction with a physician licensed to practice medicine in all its branches in Illinois.
3. Require all student athletes to view the Illinois High School Association's video about concussions.
4. Inform student athletes and their parents/guardians about this policy in the *Agreement to Participate* or other written instrument that a student athlete and his or her parent/guardian must sign before the student is allowed to participate in a practice or interscholastic competition.
5. Provide coaches and student athletes and their parents/guardians with educational materials from the Illinois High School Association regarding the nature and risk of concussions and head injuries, including the risks inherent in continuing to play after a concussion or head injury.
6. Include a requirement for staff members to notify the parent/guardian of a student who exhibits symptoms consistent with that of a concussion.

LEGAL REF.: 105 ILCS 5/22-80
105 ILCS 25/1.15.

CROSS REF.: 4:170 (Safety), 7:300 (Extracurricular Athletics)

ADOPTED: February 18, 2016

REVISED: August 17, 2017

Students

Student Records

School student records are confidential. Information from them shall not be released other than as provided by law. A school student record is any writing or other recorded information concerning a student and by which a student may be identified individually that is maintained by a school or at its direction by a school employee, regardless of how or where the information is stored, except as provided in State or federal law as summarized below:

1. Records kept in a staff member's sole possession.
2. Records maintained by law enforcement officers working in the school.
3. Video and other electronic recordings (including without limitation, electronic recordings made on school buses) that are created in part for law enforcement, security, or safety reasons or purposes. The content of these recordings may become part of a school student record to the extent school officials create, use, and maintain this content, or it becomes available to them by law enforcement officials, for disciplinary or special education purposes regarding a particular student.
4. Any information, either written or oral, received from law enforcement officials concerning a student less than the age of 17 years who has been arrested or taken into custody.

State and federal law grants students and parents/guardians certain rights, including the right to inspect, copy, and challenge school student records. The information contained in school student records shall be kept current, accurate, clear, and relevant. All information maintained concerning a student receiving special education services shall be directly related to the provision of services to that child. The District may release directory information as permitted by law, but a parent/guardian shall have the right to object to the release of information regarding his or her child. However, the District will comply with an *ex parte* court order requiring it to permit the U.S. Attorney General or designee to have access to a student's school records without notice to, or the consent of, the student's parent/guardian. Upon request, the District discloses school student records without consent to officials of another school district in which a student has enrolled or intends to enroll, as well as to any person as specifically required by State or federal law.

The Superintendent shall fully implement this policy and designate an *official records custodian* for each school who shall maintain and protect the confidentiality of school student records, inform staff members of this policy, and inform students and their parents/guardians of their rights regarding school student records.

LEGAL REF.: 20 U.S.C. §1232g, Family Educational Rights and Privacy Act, implemented by 34 C.F.R. Part 99.
50 ILCS 205/7.
105 ILCS 5/10-20.21b, 20.37, 20.40, 5/14-1.01 et seq.
105 ILCS 10/, Ill. School Student Records Act.
325 ILCS 17/, Children’s Privacy Protection and Parental Empowerment Act.
750 ILCS 5/602.11. Marriage and Dissolution of Marriage Act.
23 Ill.Admin.Code Parts 226 and 375.
Chicago Tribune Co. v. Chicago Bd. of Ed., 773 N.E.2d 674 (Ill.App.1, 2002).
Owasso I.S.D. No. I-011 v. Falvo, 122 S.Ct. 934 (2002).

CROSS REF.: 5:100 (Staff Development Program), 5:130 (Responsibilities Concerning Internal Information), 7:15 (Student and Family Privacy Rights), 7:220 (Bus Conduct)

ADOPTED: February 18, 2016

REVISED: January 24, 2019

Community Relations

Accommodating Individuals with Disabilities

Individuals with disabilities shall be provided an opportunity to participate in all school-sponsored services, programs, or activities and will not be subject to illegal discrimination. When appropriate, the District may provide to persons with disabilities aids, benefits, or services that are separate or different from, but as effective as, those provided to others.

The District will provide auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity.

Each service, program, or activity operated in existing facilities shall be readily accessible to, and useable by, individuals with disabilities. New construction and alterations to facilities existing before January 26, 1992, will be accessible when viewed in their entirety.

The Superintendent or designee is designated the Title II Coordinator and shall:

1. Oversee the District's compliance efforts, recommend necessary modifications to the School Board, and maintain the District's final Title II self-evaluation document, update it to the extend necessary, and keep it available for public inspection for at least three years after its completion date.
2. Institute plans to make information regarding Title II's protection available to any interested party.

Individuals with disabilities should notify the Superintendent or Building Principal if they have a disability that will require special assistance or services and, if so, what services are required. This notification should occur as far in advance as possible of the school-sponsored function, program, or meeting.

Individuals with disabilities may allege a violation of this policy or federal law by reporting it to the Superintendent or designated Title II Coordinator, or by filing a grievance under the Uniform Grievance Procedure.

LEGAL REF.: Americans with Disabilities Act, 42 U.S.C. §§12101 et seq. and 12131 et seq.; 28 C.F.R. Part 35.
Rehabilitation Act of 1973 §104, 29 U.S.C. §794 (2006).
105 ILCS 5/10-20.51.
410 ILCS 25/, Environmental Barriers Act.
71 Ill.Admin.Code Part 400, Illinois Accessibility Code.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 4:150 (Facility Management and Expansion Programs)

ADOPTED: February 18, 2016

REVISED: August 17, 2017

Community Relations

Parental Involvement

In order to assure collaborative relationships between students' families and the District, and to enable parents/guardians to become active partners in their children's education, the Superintendent shall:

1. Keep parents/guardians thoroughly informed about their child's school and education.
2. Encourage parents/guardians to be involved in their child's school and education.
3. Establish effective two-way communication between parents/guardians and the District.
4. Seek input from parents/guardians on significant school-related issues.
5. Inform parents/guardians on how they can assist their children's learning.

The Superintendent shall periodically report to the School Board on the implementation of this policy.

CROSS REF.: 6:170 (Title I Programs), 6:250 (Community Resource Persons and Volunteers), 8:10 (Connection with the Community), 8:90 (Parent Organizations and Booster Clubs)

ADMIN. PROC.: 6:170-E1 (District Level Parental Involvement Compact in Title I Programs), 6:170-E2 (School Level Parental Involvement Compact in Title I Programs)

ADOPTED: February 18, 2016