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## **VISITOR CHECK-IN PROCEDURES**

All visitors must register in the main office and receive a visitor's badge from an office staff member before proceeding to any other area of the building or grounds. Please arrive several minutes early when coming to the school, as the office staff will need to "buzz in" all visitors.

Entrance to the school is limited to the front doors. In order to maintain this security, children and staff have been instructed not to open the exterior doors to adults. Staff members are encouraged to question anyone without a visitor's badge. These procedures are designed for the safety and well being of the children and staff. Security means safety, which brings peace of mind. Thank you for your cooperation.

In our effort to maintain a productive school atmosphere, we ask that cell phones be turned off or placed on vibrate prior to entering the building. Additionally, classroom visits must have prior approval from the teacher.

## **SECTION 3: BUS TRANSPORTATION**

### **Bus Service**

Families wishing to access the District's school bus service must sign up using the *School Bus Registration* form, which is mailed over the summer by the transportation company. Students will be provided with a bus pass, which should be carried at all times. Students who normally ride the bus may ride a different route provided there is room on that route and parent permission has been granted. New families to the District should contact the school secretary to inquire about bus transportation.

### **Bus Conduct (refer to Board Policy 7:220)**

Student safety is a primary concern of school staff. Safe travel to and from school and/or school sponsored events requires the cooperation of everyone on the bus. The bus driver is the authority on the school bus, and students should be respectful to the driver at all times. All students must follow the District's School Bus Safety Rules. The Superintendent, or any designee as permitted in the School Code, is authorized to suspend a student from riding the school bus for up to 10 consecutive school days for engaging in gross disobedience or misconduct, including, but not limited to the following:

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

The District's regular suspension procedures shall be used to suspend a student's privilege to ride a school bus.

### **Academic Credit for Missed Classes During School Bus Suspension**

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

Riding the school bus to and from school is a privilege that is provided by the school district. Student bus riders are expected to observe the following rules for their safety:

- Students must sit in their seats at all times.
- No skateboards are allowed on the bus at any time.
- Students must use their inside, quiet voices when on the bus.
- All food and drink items must remain closed in the student's school bag.
- Students' hands and feet are to remain inside the seat area, out of the aisle, and inside and away from the window area.
- Students must choose a seat when they get on the bus and stay in that seat during the ride.
- Students may only exit the bus at a different stop with a note from his/her parents to the bus driver.
- Students must listen to the bus driver at all times, and if the driver or other school personnel assigns seats, children must sit in the assigned seats.
- Report any unsafe behavior to the driver or supervisor.

Students are expected to exercise positive choices in all of their behaviors. Any misconduct regarding bus riding and safety and/or wait-time for bus pick up will be dealt with by the school administration. Parents will be notified and appropriate consequences will be

assigned according to the Northbrook District 28 Code of Conduct and Discipline. These consequences may include but are not limited to a student/parent conference, letter of apology to the driver, suspension of bus riding privileges, and/or assigned seating on the bus.

If a student is suspended from riding the bus for gross disobedience or misconduct on a bus, the Board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons. The District's regular suspension procedures shall be used to suspend a student's privilege to ride a school bus.

### **Electronic Recordings on School Buses**

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

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

## **SECTION 4: CODE of CONDUCT and STUDENT BEHAVIOR**

### **NORTHBROOK DISTRICT 28 CODE OF CONDUCT AND STUDENT BEHAVIOR**

Northbrook District 28 staff, parents, board members, and administrators have developed a district-wide discipline framework – The Northbrook District 28 Code of Conduct and Discipline. The administration works closely with staff to ensure that a safe and productive school atmosphere is maintained. School personnel are available to meet with parents and may initiate contact with parents when a child has serious or repeated difficulties following school expectations. Teachers and administrators will use the Northbrook District 28 Code of Conduct and Discipline when discipline issues arise.

## RIGHTS AND RESPONSIBILITIES

<b>Student Rights and Responsibilities</b>	
<b>I have the right to expect:</b>	<b>I have the responsibility to:</b>
<ul style="list-style-type: none"> <li>• An environment where I can learn.</li> </ul>	<ul style="list-style-type: none"> <li>• Come to school prepared and ready to learn.</li> <li>• Act in a way that allows others to learn.</li> </ul>
<ul style="list-style-type: none"> <li>• That I will be respected by others.</li> </ul>	<ul style="list-style-type: none"> <li>• Show respect for other people’s feelings in what I say, how I speak, and how I act.</li> </ul>
<ul style="list-style-type: none"> <li>• To be listened to and be heard.</li> </ul>	<ul style="list-style-type: none"> <li>• Be honest and speak with respectful words and tone.</li> </ul>
<ul style="list-style-type: none"> <li>• To be myself.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate others’ differences in culture, gender, race, religion, language, and age.</li> </ul>
<ul style="list-style-type: none"> <li>• To feel safe.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow school rules.</li> </ul>
<ul style="list-style-type: none"> <li>• To be safe.</li> </ul>	<ul style="list-style-type: none"> <li>• Act in a way that will not hurt other people on the inside or the outside.</li> </ul>
<ul style="list-style-type: none"> <li>• That my property is safe and that I will be allowed to use school property to help me learn.</li> </ul>	<ul style="list-style-type: none"> <li>• Respect and care for the property of others and the school.</li> </ul>
<ul style="list-style-type: none"> <li>• To learn.</li> </ul>	<ul style="list-style-type: none"> <li>• Do my own schoolwork, pay attention in class, work with peers, and ask for help when I don’t understand.</li> </ul>

<b>Staff Rights and Responsibilities</b>	
<b>I have the right to expect:</b>	<b>I have the responsibility to:</b>
<ul style="list-style-type: none"> <li>• Parental support in working toward the behavior expected of their children.</li> </ul>	<ul style="list-style-type: none"> <li>• Remember that children learn by the example I set.</li> </ul>
<ul style="list-style-type: none"> <li>• Cooperation from parents in developing a program designed in the best interest of the child.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a partnership for student success.</li> </ul>
<ul style="list-style-type: none"> <li>• An environment that is conducive to teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• Foster open, ongoing communication with parents throughout.</li> </ul>
<ul style="list-style-type: none"> <li>• That each child try to be a good listener.</li> </ul>	<ul style="list-style-type: none"> <li>• Be consistent and fair in dealing with children.</li> </ul>
<ul style="list-style-type: none"> <li>• That students arrive on time and follow the school calendar.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide an atmosphere conducive to learning.</li> </ul>
<ul style="list-style-type: none"> <li>• That the children will be responsible for daily assignments.</li> </ul>	<ul style="list-style-type: none"> <li>• Show respect for children’s feelings, recognizing their individuality, unique differences and needs.</li> </ul>
<ul style="list-style-type: none"> <li>• To be treated with respect by students &amp; parents.</li> </ul>	<ul style="list-style-type: none"> <li>• Promptly notify parents of issues and/or disciplinary actions which would extend the school day so that we can work together.</li> </ul>
<ul style="list-style-type: none"> <li>• That students will be prepared for class.</li> </ul>	<ul style="list-style-type: none"> <li>• Prevent discipline problems in or out of the classroom from interfering with the educational process.</li> </ul>
<ul style="list-style-type: none"> <li>• To be able to request support from colleagues and administrators to address disruptive behavior that interrupts the educational process</li> </ul>	<ul style="list-style-type: none"> <li>• Work with students on discipline problems from interfering with the educational process.</li> </ul>

<b>Parent Rights and Responsibilities</b>	
<b>I have the right to expect:</b>	<b>I have the responsibility to:</b>
<ul style="list-style-type: none"> <li>• That my child will be provided a safe learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Support expectations and school rules.</li> </ul>
<ul style="list-style-type: none"> <li>• Collaborative communication with teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Set good examples at home.</li> </ul>
<ul style="list-style-type: none"> <li>• All staff to treat my child with respect.</li> </ul>	<ul style="list-style-type: none"> <li>• Promote regular attendance and notify school when my child is sick.</li> </ul>
<ul style="list-style-type: none"> <li>• Discipline that is fair and consistent.</li> </ul>	<ul style="list-style-type: none"> <li>• Have my child arrive on time for school.</li> </ul>
<ul style="list-style-type: none"> <li>• That I will be notified of academic concerns.</li> </ul>	<ul style="list-style-type: none"> <li>• Teach my child the safest route to school.</li> </ul>
<ul style="list-style-type: none"> <li>• That I will be notified of behavior concerns.</li> </ul>	<ul style="list-style-type: none"> <li>• Teach my child to respect others, school rules, and property.</li> </ul>
<ul style="list-style-type: none"> <li>• That I will be listened to and be heard.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate my concerns to teachers/principal/staff.</li> </ul>
	<ul style="list-style-type: none"> <li>• Provide a supportive environment for homework and studying.</li> </ul>
	<ul style="list-style-type: none"> <li>• Keep my child healthy and prepared for school.</li> </ul>
	<ul style="list-style-type: none"> <li>• Assure that my child understands these rights and responsibilities.</li> </ul>

## STUDENT BEHAVIOR

A primary responsibility of Northbrook School District 28 is to provide a safe and cooperative learning environment for all children. It is important that all students of Northbrook School District 28 respect themselves, respect all others, and respect property. Students have the responsibility to know and adhere to the rules and regulations of the school.

Most behavior problems can be handled routinely through classroom and school programs. Student discipline is considered to be a learning experience. The focus is on helping the students to develop internal controls that allow them to make good choices in a variety of situations.

Efforts, including use of early intervention and progressive discipline, shall be made to deter students from engaging in inappropriate behaviors at school, at school-related events on or off site including but not limited to busses or field trips.

For those incidents where students do not respond appropriately, disciplinary actions must be taken to help correct unacceptable behavior patterns. **Minor infractions may be treated flexibly, depending on the circumstances, while nonnegotiable consequences are set for serious offenses. Administration will work with police and other legal authorities as necessary.**

In all levels, the selection of discipline and interventions will reflect the consideration of circumstances, and the following may be considered: the student's age; ability-functioning level; seriousness of offense; frequency of inappropriate behavior; circumstances and intent; potential effect of the misconduct on the school environment; and the relationship of the behavior to any disabling condition.

District 28 is committed to ensuring a safe and caring learning environment, which promotes personal growth and positive self-esteem for all.

Discipline of students under the Individuals with Disabilities Education Improvement Act (IDEIA) regulations involves a system of balances between the student's procedural safeguards and the school district's interest in maintaining efficient and safe educational programs and environments.

### **Student Discipline (refer to Board Policy 7:190)**

Gross disobedience or misconduct consists of any conduct, behavior or activity which causes, or may reasonably lead school authorities to forecast substantial injury or disruption or material interference with school activities or the rights of other students or school personnel, including without limitation, specific behaviors defined as gross disobedience or misconduct in the Student Handbook prepared by school personnel to implement this policy.

### **Prohibited Student Conduct**

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

Parent-Student Elementary Handbook 2018-19

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 drugs, controlled substances, or cannabis (including 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.
  - 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 responsible 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 limitations, pure caffeine in tablet or powdered form, unless administered in accordance with a physician's or licensed practitioner's prescription.
  - 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 or controlled substance, or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug, 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 or drug or in possession of any drug paraphernalia are not permitted to attend school or school functions and are treated as though they had drugs or paraphernalia, 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 device. Using a cellular phone, video recording device, personal digital assistant (PDA), or other electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. 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 (c) it is needed in an emergency that threatens the safety of students, staff, or other individuals.
6. Using or possessing a laser pointer unless under a staff member’s 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 without limitation 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 any urging of other students to engage in such conduct. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, intimidation, fear, 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 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 Board policy on truancy control will be used with chronic and habitual truants.



16. Being involved with any public school fraternity, sorority, or secret society, by
  - Being a member,
  - Promising to join,
  - Pledging to become a member, or
  - Soliciting any other person to join, promise to join, or be pledged to become a member.
17. Involvement in gangs or gang-related activities, including the display of 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, or (b) contained in another item belonging to, or under the control of, the student, such as in the student's clothing, backpack, automobile, or (c) in a school's student locker, desk, or other school property, or (d) at any other location on school property (including adjacent park district areas), 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 psycho-stimulant medication to the student.

The grounds for disciplinary action, including those described more thoroughly later in this policy, apply whenever the student's conduct is reasonably related to school or school activities, including, but not limited to:

1. On, or in sight of, school grounds before, during, or after school hours or at any other time;
2. Off school grounds at a school-sponsored activity, or event, or any activity or event which bears a reasonable relationship to school;
3. Traveling to or from school or a school activity, function or event; 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.

### **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 parents/guardians have 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. Community service with local public and nonprofit agencies that enhances community efforts to meet human, educational, environmental, or public safety needs. The District will not provide transportation. School administration shall use this option only as an alternative to another disciplinary measure giving the student and/or parent/guardian the choice.
9. Seizure of contraband; confiscation and temporary retention of personal property that was used to violate this policy or school disciplinary rules.
10. Suspension of bus riding privileges in accordance with Board policy 7:220, *Bus Conduct*
11. 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.
12. Expulsion from school and all school activities for a definite time period not to exceed two 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.

13. 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.
14. 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 of property.

Prior to removing any student from school or the school bus during the regular school day, the student shall be given the opportunity to deny or explain his or her misconduct to the classroom teacher and/or building administrator.

### **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 law or, firearm as defined by law. 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 weapon as defined above.

The expulsion requirement under either paragraph 1 or 2 above may be modified by the Superintendent, and the Superintendent’s determination may be modified by the Board on a case-by-case basis. The Superintendent or designee may grant an exception to this policy, upon the prior request of an adult supervisor, for students in theater, cooking, ROTC, martial arts, and similar programs, whether or not school-sponsored, provided the item is not equipped, nor intended, to do bodily harm.

### **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.

### **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, which is appropriate and in accordance with the policies and rules on student discipline. Teachers, other certificated 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.

### **Suspension Procedures**

#### **In-School Suspension**

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

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

#### **Out-of-School Suspension**

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

Prior to or during a pre-suspension conference, the authorized administrator shall ascertain whether the student is a special education student or may be eligible for special education services. If so, the authorized administrator shall also follow the procedures set forth in Board policy 7:230, *Misconduct by Students with Disabilities*.

The following are suspension procedures:

1. Before suspension, an authorized administrator shall confer with the student. A conference will be held during which the charges will be explained and the student will be given an opportunity to respond to before he or she may be suspended.
2. A pre-suspension conference is not required and the student can be immediately suspended when the student's presence poses a continuing danger to persons or

property or an ongoing threat of disruption to the educational process. In such cases, the notice and conference shall follow as soon as practicable.

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

mental illness may be the cause for the suspension, the Superintendent or designee shall invite a representative from the Department of Human Services to consult with the Board. After presentation of the evidence or receipt of the hearing officer's report, the Board shall take such action as it finds appropriate. If the suspension is upheld, the Board's written suspension decision shall specifically detail items(a) and (e) in number 4, above.

### **Expulsion Procedures**

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

1. Before a student may be expelled, the student and his or her parent(s)/guardian(s) shall be provided a written request to appear at a hearing to determine whether the student should be expelled. The request shall be sent by registered or certified mail, return receipt requested. The request shall:
  - a. Include the time, date, and place for the hearing.
  - b. Briefly describe-what will happen during the hearing.
  - c. Detail the specific act of gross disobedience or misconduct resulting in the decision to recommend expulsion. List the student's prior suspension(s).
  - d. State that the School Code allows the Board of Education to expel a student for a definite period of time not to exceed 2 calendar years, as determined on a case-by-case basis.
  - e. Ask that the student or parent(s)/guardian(s) or attorney inform the Superintendent or Board Attorney if the student will be represented by an attorney and, if so, the attorney's name and contact information.
2. Unless the student and parent(s)/guardian(s) indicate that they do not want a hearing or fail to appear at the designated time and place, the hearing will proceed. It shall be conducted by the Board of Education or a hearing officer appointed by it. If a hearing officer is appointed, he or she shall report to the Board the evidence presented at the hearing and the Board shall take such final action as it finds appropriate. Whenever there is evidence that mental illness may be the cause for the recommended expulsion, the Superintendent or designee shall invite a representative from the Dept. of Human Services to consult with the Board.
3. During the expulsion hearing, the Board or hearing officer shall hear evidence concerning whether the student is guilty of the gross disobedience or misconduct as charged. School officials must provide: (1) testimony of any other interventions attempted and exhausted or of their determination that no other appropriate and available interventions were available for the student, and (2) evidence of the threat or disruption posed by the student. The student and his or her parent(s)/guardian(s) may be represented by counsel, offer evidence, present witnesses, cross-examine witnesses who testified, and otherwise present reasons why the student should not be expelled. After presentation of the evidence or receipt of the hearing officer's report, the Board shall decide the issue of guilt and take such action as it finds appropriate.
4. If the Board acts to expel the student, its written expulsion decision shall:

- a. Detail the specific reason why removing the student from his or her learning environment is in the best interest of the school.
  - b. Provide a rationale for the specific duration of the recommended expulsion.
  - c. Document how school officials determined that all behavioral and disciplinary interventions have been exhausted by specifying which interventions were attempted, or whether school officials determined that no other appropriate and available interventions existed for the student.
  - d. Document how the student's continuing presence in school would (1) pose a threat to the safety of other students, staff, or members of the school community, or (2) substantially disrupt, impede, or interfere with the operation of the school.
5. Upon expulsion, the District may refer the student to appropriate and available support services.

## **Prevention of Bullying, Intimidation and Harassment (refer to Board Policy 7:180)**

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, 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 non-school-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 non-school-related activity, function, or program.

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

*Bullying* includes *cyber-bullying* 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 in reasonable fear of harm to the student's person or property.
2. Causing a substantially detrimental effect on the student's physical or mental health.
3. Substantially interfering with the student's academic performance.
4. Substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school. Bullying, intimidation, and /or harassment may take various forms, including without limitation: threats, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying.

*Cyber-bullying* 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. *Cyber-bullying* 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*. *Cyber-bullying* 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 program 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 and in accordance with State law:

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 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 Complaint Manager or any staff member. Anonymous reports are also accepted.

#### Nondiscrimination Coordinator and Complaint Managers:

Name: Scott Meek

Address: 1475 Maple Ave

Email: [smeek@northbrook28.net](mailto:smeek@northbrook28.net)

Phone: 847-498-7920

Name: Jessica Donato

Address: 1475 Maple Ave.

Email: [jdonato@northbrook28.net](mailto:jdonato@northbrook28.net)

Phone: 847-498-7900

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 in good faith, 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.
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*. 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.
13. The Superintendent or designee shall fully inform staff members of the District's goal to prevent students from engaging in bullying and the measures being used to accomplish it. This includes each of the following:
- a. Communicating the District's expectation and State law requirement that teachers and other certificated or licensed employees maintain discipline.
  - b. Establishing the expectation that staff members: (1) intervene immediately to stop a bullying incident that they witness or immediately contact building security and/or law enforcement if the incident involves a weapon or other illegal activity, (2) report bullying, whether they witness it or not, to an administrator, and (3) inform the administration of locations on school grounds where additional supervision or monitoring may be needed to prevent bullying.
  - c. Where appropriate in the staff development program, providing strategies to staff members to effectively prevent bullying and intervene when it occurs.

- d. Establishing a process for staff members to fulfill their obligation to report alleged acts of bullying.

This policy is not 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 or 4 of Article 1 of the Ill. Constitution.

## CONSEQUENCES FOR MISBEHAVIOR

**ALL CONSEQUENCES ARE DEFINED AS GUIDELINES ONLY. UNDER EACH CATEGORY, CONSEQUENCES MAY INCLUDE, BUT ARE NOT LIMITED TO THE FOLLOWING EXAMPLES.**

### **CATEGORY I**

**Category I** violations are generally handled by the classroom teacher. Each teacher has individual classroom, playground, cafeteria and hallway rules and consequences for violation of those rules.

Behaviors that are in violation of classroom rules, annoying, or minor disruptions to the classroom, bus, playground, cafeteria, hallways or school related activity on or off school site. (Examples, including but not limited to: tardiness, running in the hall, annoying others, disrupting class, offensive language, minor taking of belongings)

Behaviors that cause minor physical harm to another's body or property, emotional harm to another's self-worth, or social harm to another's group acceptance. (Examples: taunting, expressing physical superiority, making threatening gestures, defacing property, pushing/shoving, taking small items from others, insulting remarks, calling names, teasing about possessions, clothes, or cleanliness, giving dirty looks, insulting gestures, gossiping, starting/spreading rumors, purposefully excluding in group, playing mean tricks, etc.) **These behaviors, if exhibited over time, may be classified as bullying behavior.**

### **CATEGORY I CONSEQUENCES**

<b>First Incident</b>	A conference will be held between the student and the teacher to discuss the unacceptable behavior and to explain consequences for further misbehavior. This may include, but are not limited to: restitution, hassle log, apology note, make up missed time, loss of one recess, etc. Detention(s) may be assigned.
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<b>Multiple Incidents</b>	A conference will be held between the student and teacher to discuss the unacceptable behavior and to explain consequences for further misbehavior. The parent may be contacted and/or a parent conference may be held. Detention(s) may be assigned.
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- Repeated offenses of the same nature within a short period of time may result in an office referral. In the case of repeated violations, the teacher will call the parents. When student behavior persists or when the behavior is serious enough, the teacher may write an office referral. A parent conference may be held between the administrator and involved teachers. The administrator may meet with the team involved to plan the conference. Consequences may be assigned.

- One or more of the following may result: suspension from an individual class, in-school suspension, out-of-school suspension\*, referral to the instructional support team, or other disciplinary action. All student privileges may be suspended for a two-week period of time or until the student demonstrates a change in behavior. These privileges include hall passes, participation in school activities including dances, parties, clubs, sports, and assemblies. The teacher and the administrator will decide participation in field trips on an individual basis, with possible parent supervision required.

- Repeated trancies will result in referral to an appropriate agency. (Ref: Illinois School Code Article 5/26-1, 5/26-2, 5/26-2a) Additional consequences may be assigned.

\*A re-admittance conference will take place between the administration, parents and student upon the student's return from an out-of-school suspension.

**CATEGORY II**

Included in **Category II** are behaviors that impair the teacher’s ability to teach, the student’s ability to learn, or the daily functions of the school day. Behavior that is injurious or potentially injurious to one’s self or others. Behavior that is disrespectful to others. (Examples: serious classroom disruption, fighting, taunting, provoking, rude/discourteous behavior directed at a student or a staff member, negligent property damage, cheating, forgery, plagiarism).

Behavior that causes physical harm to another’s body or property, emotional harm to another’s self-worth, or social harm to another’s group acceptance. (Examples: threatening physical harm, blaming targeted student, damaging property, stealing, initiating fights, scratching, tripping or causing a fall, insulting family, harassing with phone calls, insulting intelligence, athletic ability, etc, defacing schoolwork, academic dishonesty, defacing personal property, clothing, etc, insulting race, gender, increasing gossip/rumors, undermining other relationships, making someone look foolish, excluding from the group.) **These behaviors, if exhibited over time, may be classified as bullying behavior.**

**CATEGORY II CONSEQUENCES**

**First Incident**

A parent conference may be held between the assistant principal, support staff, and involved teachers. An administrator may meet with the team involved to plan the conference. Consequences may be assigned.

**Multiple Incidents**

A parent conference may be held including the administrator, support staff, team and/or involved teacher(s) and/or a referral to the instructional support team. The student may be suspended from an individual class, assigned an in-school suspension, or an out-of-school suspension\*. All student privileges may be suspended for a two-week period of time or until the student demonstrates a change in behavior. The privileges include hall passes, participation in school activities including dances, parties, clubs, sports and assemblies. Participation in field trips will be decided on an individual basis by the teacher and administration, with possible parent supervision required.

Additional consequences may include, but are not limited to: restitution, after school time, loss of multiple recesses, tailor made reflection learning, conversation with adult; problem solving, planning, before/after school detention, missing social and/or sports events, student contracts, loss of computer time for a short time, required escort in building, morning check-in, end of day check-in, etc.)

Students who are truant will be expected to make up double the time missed either in a detention or will serve an in-school suspension. Repeated truanancies will result in referral to an appropriate agency. (Ref: Illinois School Code Article 5/26-1, 5/26-2, 5/26-2a) Additional consequences may be assigned.

\*A re-admittance conference will take place between the administration, parents and student upon the student’s return from an out-of-school suspension.

### CATEGORY III

**Category III** behaviors are those that:

- cause injury to the student himself or to others,
- seriously disrupt the classroom,
- seriously disrupt the school,
- any reasonable person would label as gross misconduct.

Examples: Verbal, physical, sexual and written harassment (teasing, coercive behavior and other offensive, bullying or mean spirited conduct) and all forms of racial, sexual, and religious harassment (inappropriate touching, sexual advances, graffiti, sexually explicit behaviors including but not limited to drawings, images, clothing, etc., inappropriate written and audio/video materials, negative physical contact, threatening or degrading language, jokes and gestures).

Substance use or abuse. Solicitation to procure, purchase, or sell illegal substances, fights causing serious injury, physical assault, possession/use of weapons or any item used in a threatening manner, fireworks, false fire alarms, or phone calls of a threatening nature, improper use of the internet and electronic devices.

Insubordination, defiance, gang related graffiti or activities, intentional property damage, stealing, verbal or written abuse including threats or threatening behavior directed toward students, faculty or the physical plant.

Physical harm to another's body or property, emotional harm to another's self-worth, or social harm to another's group acceptance. (Examples: making repeated and/or graphic threats, practicing extortion, making threats to secure silence: "If you tell, I will....", destroying property, setting fires, biting, physical cruelty, making repeated, violent, threatening gestures, assaulting with a weapon, frightening others through electronic means, publicly defying authority, ostracizing, destroying personal property or clothing, threatening total group exclusion, arranging public humiliation, total group rejection/ostracizing. **These behaviors, if exhibited over time, may be classified as bullying behavior.**

### CATEGORY III CONSEQUENCES

Major misconduct for Category III may result in In-School or Out-of-School Suspension for at least a minimum of one day and up to a maximum of ten days. Parents will be expected to arrange a conference with the school administrator upon the return of their son or daughter from a suspension. Loss of privileges for at least a two-week period following the suspension may also result from any suspension. Restitution may be recommended. Contraband will be seized. When necessary, referral to the instructional support team will result after a suspension. Police may be notified of some behaviors. In some cases, an expulsion hearing by the Board of Education will be held.

Repeated truancies will result in referral to an appropriate agency. (Ref: Illinois School Code Article 5/26-1, 5/26-2, 5/26-2a) Additional consequences may be assigned.

# **SECTION 5: HEALTH and SAFETY**

## **ASBESTOS MANAGEMENT PLAN**

Each school maintains an asbestos management plan describing asbestos-containing materials in the building. Parents may review the plans at the school sites or at the District Office.

## **BICYCLE SAFETY**

Bicycle riders are subject to Illinois traffic laws. It is strongly advised that every student register his/her bike with the Northbrook Police Department. Please remember:

- Be sure to wear proper safety gear, including a helmet.
- Have proper lights and reflectors in front and rear of bike.
- Be sure your bike is always in proper operating condition.
- Be sure to obey all traffic signals; keep to the right; exercise caution at all times.
- Walk your bicycle across intersections; stay on designated bike paths only.
- Yield to pedestrians; be alert when riding your bike.
- Bikes must be parked in the bike rack at school; do not ride around the parking lot.
- Be sure to have your own bike lock and use it at all times.
- Never lock your bike to someone else's bike.
- Respect others' property at all times.
- Do not "ride double."
- Exercise extreme caution in poor weather conditions.
- Ride single file when in a group.

### **Bicycles, Scooters and Roller Blades**

Bicycles must be locked in the bike racks. Skateboards and scooters must be kept in the location determined by the school. Roller blades must be kept in the student's locker. Walk your bicycle on school property; carry your skateboard or scooter on school property; and change roller blades to street shoes before arriving on school property.

## **CPR and AED VIDEO NOTIFICATION**

Illinois Public Act 098-0305 requires the Illinois High School Association to post a training video about hands-on Cardiopulmonary Resuscitation/Automated External Defibrillator use on its website. Local school districts are directed to provide the video link to staff and families. The link can be found on the District website ([www.northbrook28.net](http://www.northbrook28.net)) under Services>Health Services.



## EMERGENCY CONTACT INFORMATION

Any changes to emergency contact information should be reported to the school secretary as soon as possible.

## EMERGENCY SCHOOL CLOSING

There are several ways to find out if school is closed.

- Watch for an e-mail message. **Have you changed your e-mail address lately? Please call your school secretary to update your information.**
- Listen for a recorded "School Messenger" automated message from the District. Calls and text messages about severe weather closings will be sent to all parent/guardian home and cell phone numbers. **Have you changed your phone number recently? Please call your school secretary to update your information. For directions on how to opt-in for text messages, please visit the parent notification webpage on the district website under Services>Communications.**
- Visit your child's school website or the District 28 website, where the information will be posted on the front page.
- If you participate in Facebook, an update will be posted on the District's page.
- Tune in to local radio: WGN (720-AM), WBBM(780-AM) & The Zone (94.7-FM).
- Tune in to local television: CBS, NBC, ABC, WGN, FOX and CLTV.

### How do we make our decision?

We make the decision to open or close the schools in inclement weather based on a careful analysis of all relevant factors, such as:

- Information on road conditions from our transportation provider and from our buildings and grounds department: We must give careful consideration to the most dangerous roads in the District.
- Amount of snow and ice accumulation and whether it is continuing.
- Building conditions (such as whether we have electricity and heat).
- Parking lot conditions: Administrators talk to maintenance and custodial staff members who are responsible for clearing and treating school parking lots and sidewalks.
- Temperature and wind chill: some of our students walk to school and others must wait outside for the bus.
- Weather predictions: We prefer not making our decision based on weather predictions, which are not always accurate. However, sometimes this is unavoidable.
- What other school districts are doing: We make our decision in cooperation with other Northbrook area elementary districts and with Glenbrook North High School.

## HEALTH EXAMINATIONS AND IMMUNIZATIONS

The State of Illinois has several requirements for health examinations over the course of a child's school career as listed in the table below:

Grade of Child	Type of Examination Required	Due Date
Kindergarten, 2 <sup>nd</sup> and 6 <sup>th</sup> grades	*Dental Exam	May 15
Kindergarten and new students	**Vision Screening or Eye Exam by Optometrist or Ophthalmologist	October 15
Kindergarten, 6 <sup>th</sup> grade, and New Students	Health Exam	Within one year of the first day of school.

\*If you show an undue burden or lack of access to a dentist, a Department of Public Health waiver form is available from the school nurse.

\*\*Vision Screening is not a substitute for a complete eye and vision evaluation by an eye doctor. Your child is not required to undergo the school's 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.

### Religious Exemption Form

Public Act 99-024, effective Aug. 3, 2015,

Requires parents and legal guardians who object to vaccinating their students for religious reasons to submit a Certificate of Religious Exemption, signed by a health care provider. Previously, a parent could simply submit a statement of objection. The Certificate of Religious Exemption form is available at [www.isbe.net/research/pdfs/immun-exam-gdlns-religious-exempt.pdf](http://www.isbe.net/research/pdfs/immun-exam-gdlns-religious-exempt.pdf). The requirement for a Certificate of Religious Exemption will take effect Oct. 16. This date means any students who enroll after Oct. 15 or who have not yet provided proof of immunization must provide a Certificate of Religious Exemption. However, students who have already gone through the process would not be required to revisit a healthcare provider. Additional information and some best practices on immunizations are available on the agency website at [www.isbe.net/research/pdfs/immunization-guidance.pdf](http://www.isbe.net/research/pdfs/immunization-guidance.pdf).

### HOME and HOSPITAL INSTRUCTION (refer to Board Policy 6:150)

A student who is absent from school because of a medical condition may be eligible for instruction in the student's home or hospital. Eligibility shall be determined by State law and the Illinois State Board of Education rule governing the continuum of placement options for home/hospital services. Appropriate educational services from qualified staff shall begin as

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soon as eligibility is established. Instructional or related services for a student receiving special education services will be determined by the student's individualized education program.

## **FOOD ALLERGY MANAGEMENT PROGRAM**

**(refer to Board Policy 7:285)**

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.

If your child has a food allergy, contact the School Nurse and provide an "Allergy Emergency Care Plan" with parent and physician signature. All medical forms used in District 28 may be downloaded at [www.northbrook28.net](http://www.northbrook28.net) under "District Information," scroll down to "Health Office," and then to "Medical Forms."

## **INCLEMENT WEATHER**

Students arriving before school should enter the building through the front door if it is raining or if it is extremely cold. Supervisors will be waiting in the hallways at 8:10 a.m. Students will go outside for recess, weather permitting. Please make sure your child is dressed warmly in the winter with boots, snow pants, and gloves.

Office staff will check the local temperature online at [www.weather.com](http://www.weather.com). When the wind chill index is below ten degrees, students will remain indoors.

## **MEDICATION AT SCHOOL**

District 28 requires parent and physician written permission to administer medication at school. This includes over-the-counter medication such as acetaminophen, ibuprofen, eye drops, etc. Medication brought to school must be in an appropriately labeled container from the pharmacy. Medication permission is effective for the school year and permission must be renewed each subsequent school year.

### **For students needing inhalers:**

Students with asthma are permitted to carry and self-administer their inhalers as needed, if they have parent permission and a copy of the prescription label on the container (instead of a written note from the physician.) Parents choosing the option of having the student responsible for the inhaler should complete the "Parent/Student Agreement to Carry Inhaler." For students with moderate to severe asthma, an "Asthma Emergency Care Plan" should be completed by the physician.

**For students needing epinephrine auto-injectors:**

Students at risk of anaphylaxis are permitted to carry and self-administer their epinephrine auto-injectors. Parents choosing this option should complete the “Parent/Student Agreement to Carry Epinephrine Auto-Injector.” In addition, students with severe food allergies are required to provide an “Allergy Emergency Care Plan” with parent and physician signature.

All medical forms used in District 28 may be downloaded at [www.northbrook28.net](http://www.northbrook28.net) under “District Information,” scroll down to “Health Office,” and then to “Medical Forms.”

**ADMINISTERING MEDICINES TO STUDENTS**

**(refer to Board Policy 7:270)**

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 parents/guardians 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 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 parents/guardians. 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 Building Principal 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 medication prescribed for asthma for immediate use at the student’s discretion, provided the student’s parent/guardian has completed and signed a “School Medication Authorization Form.” The 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 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.

**School District Supply of Epinephrine Auto-Injectors**

The Superintendent or designee shall implement Section 22-30(f) of the School Code and maintain a supply of epinephrine auto-injectors in the name of the District and provide or

administer them as necessary according to State law. This section of the policy is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for school epinephrine auto-injectors and a standing protocol from a physician licensed to practice medicine in all its branches, or (2) fill the District's prescription for school epinephrine auto-injectors. Upon implementation of this subsection and Section 22-30(f) of the School Code, the protections from liability and hold harmless provisions as explained in Section 22-30© of the School Code apply. No one, including without limitation parents/guardians of student, should rely on the District for the availability of an epinephrine auto-injector. This policy does not guarantee the availability of an epinephrine auto-injector; students and their parents/guardians should consult their own physician regarding this medication.

## **WELLNESS (refer to Board Policy 6:50)**

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 federal and State law.

### **Goals for Nutrition Education and Nutrition Promotion**

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

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

### **Goals for Physical Activity**

The goals for addressing physical activity include the following:

1. Schools will support and promote an active lifestyle for students.
2. 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*.
3. During the school day all students will be required to engage in a daily physical education course unless otherwise exempted.
4. 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 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 and comply with all applicable rules of the Illinois State Board of Education.

#### **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.

## **SECTION 6: PARENTAL NOTIFICATIONS**

### **ACCOMMODATING INDIVIDUALS with DISABILITIES (refer to Board Policy 8:70)**

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

The District will provide auxiliary aids and services where 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 is designated the Americans With Disabilities Act, Title II Coordinator and, in that capacity, is directed to:

1. Oversee the District's compliance efforts, recommend necessary modifications to the Board, and maintain the District's final Title II self-evaluation document and keep it available for public inspection, for at least 3 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, which will require special assistance or services and, if so, what services are required. This notification should occur as far as possible before 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, as the Title II Coordinator, or by filing a grievance under the Uniform Grievance Procedure.

*Complaint Managers.*

Name	Jessica Donato		Scott Meek
Address	Northbrook School District 28		Northbrook School District 28
	1475 Maple Ave.		1475 Maple Ave.
	Northbrook, IL 60062		Northbrook, IL 60062
Telephone No.	847/498-7900		847/498-7900
Email	jdonato@northbrook28.net		smeek@nothbrook28.net

## Annual Report Card

Each year, the District is required to disseminate an annual report card that includes information on the District as a whole and each school served by the District, with aggregate and disaggregated information for each required subgroup of students including: student achievement on academic assessments (designated by category), graduation rates, district performance, teacher qualifications, and certain other information required by federal law. When available, this information will be placed on the District's website at [norrthbrook28.net/parents](http://norrthbrook28.net/parents).

## EDUCATION of CHILDREN with DISABILITIES (refer to Board Policy 6:120)

The 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 15 (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.

Questions regarding special education should be addressed to the following:

Grades pre-K – 5:

Dr. Jenna Duffy, Elementary Assistant Director of Student Services (847) 504-3848

Grades 6 – 8:

Heather Schultz, Jr. high Assistant Director of Student Services (847) 504-3403

## **ENGLISH LEARNERS (EL)**

The goal of District 28's EL Program is to enable children of other language backgrounds to speak, read, and write English so as to experience academic, social, and emotional success. The program includes the following objectives:

- Develop all four language skills - listening, speaking, reading, and writing - until mastery is achieved.
- Give support in content area classes.
- Learn about American culture, while respecting and preserving the home culture.
- Encourage participation in all school activities, such as athletics, music, clubs, and student government.
- Maintain the connection between home and school.
- Support parents' understanding and participation in school activities.
- Foster an understanding and appreciation of all cultures within the school.

### **Home Language Survey**

In accordance with the State law, the District shall administer a home language survey with respect to each student in preschool, kindergarten or any of grades 1 through 8 who is entering the District's schools or any of the District's preschool programs for the first time, for the purpose of identifying students who have a language background other than English. The survey will be administered as part of the enrollment process or, for preschool programs, by the first day the student commences participation in the program. The survey shall include at least the following questions, and the student shall be identified as having a language background other than English if the answer to either question is yes: 1) Is a language other than English spoken in the student's home and, if so, which language? and 2) Does the student speak a language other than English and, if so, which language?

## **EQUAL EDUCATIONAL OPPORTUNITIES (refer to Board Policy 7:10)**

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, 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 Board Policy 8:20, *Community Use of School Facilities*. Any student may file a discrimination grievance by using the 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 the Uniform Grievance Procedure. A student may appeal the Board's resolution of the complaint to the appropriate Intermediate Service Center (pursuant to 105 ILCS 5/3-10 of The School Code) and, thereafter, to the State Superintendent of Education (pursuant to 105 ILCS 5/2-3.8 of The School Code).

### **Free and Reduced-Price Food Services**

The District provides eligible students with free or reduced-priced lunches for families who qualify for the federal program. The application form can be found in the Forms section of this handbook. Questions can be directed to the District's Chief School Business Official Jessica Donato.

## **HARASSMENT: BULLYING, INTIMIDATION, and SEXUAL HARASSMENT (refer to Board Policy 7:20)**

### **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; nationality; 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, bullying, or intimidating conduct, whether verbal, physical, or visual, that affects 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, 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.

### **Harassment/Sexual Harassment Prohibited**

Sexual harassment of students is specifically prohibited by this policy. 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 engages in other verbal or physical conduct 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," "offensive," and "bullying" 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, inappropriate e-mails, and spreading rumors related to a person's alleged sexual activities.

**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, Complaint Manager, or other staff member. 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 person shall be referred to the Building Principal, or Assistant Building Principal, for appropriate action.

**Nondiscrimination Coordinator and Complaint Managers**

Name	Jessica Donato		Scott Meek
Address	Northbrook School District 28		Northbrook School District 28
	1475 Maple Ave.		1475 Maple Ave.
	Northbrook, IL 60062		Northbrook, IL 60062
Telephone No.	847/498-7900		847/498-7900
Email	<a href="mailto:jdonato@northbrook28.net">jdonato@northbrook28.net</a>		<a href="mailto:smeek@northbrook28.net">smeek@northbrook28.net</a>

Every employee has an obligation to address and/or report student harassment concerns. 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.

## **HOMELESS CHILD'S RIGHT to EDUCATION (refer to Board Policy 6:140)**

A homeless child may attend the District school that the child attended when permanently housed or in which the child was last enrolled. A homeless child living in any District school's attendance area may attend that school. Transportation shall be provided in accordance with State law. The Superintendent shall act as or appoint a Liaison for Homeless Children to coordinate this policy's implementation.

If a child is denied enrollment or transportation under this policy, the Liaison for Homeless Children shall immediately refer the child or his or her parent/guardian to the ombudsperson appointed by the appropriate Intermediate Service Center and provide the child or his or her parent/guardian with a written explanation for the denial. Whenever a child and his or her parent/guardian who initially share the housing of another person due to loss of housing, economic hardship, or a similar hardship continue to share the housing, the Liaison for Homeless Children may, after the passage of 18 months and annually thereafter, conduct a review as to whether such hardship continues to exist in accordance with State law. A "homeless child" is defined as provided in the McKinney Homeless Assistance Act.

## **MANDATED REPORTER**

All school personnel, including teachers and administrators, are required by law to immediately report all suspected cases of child abuse or neglect to the Illinois Department of Children and Family Services.

## **PARENT INVOLVEMENT COMPACT (Title I)**

A Title I program ensures that all children have a fair, equal, and significant opportunity to obtain a high quality education and reach, at minimum, proficiency on challenging State academic achievement standards and State academic assessments.

The Title I program is funded through a federal Title I grant. In order to achieve federal funding, a school must have a minimum 2% poverty level. Once a school receives funding, any child in the school who meets the Title I guidelines is eligible for academic assistance in reading and mathematics, regardless of his/her economic status. The District has developed Title I Policy 6:170 that can be reviewed upon request at the District Office (1475 Maple Avenue, Northbrook) or online at [www.northbrook28.net](http://www.northbrook28.net).

## **PESTICIDE APPLICATION**

In the Spring of 2000, the Illinois legislature passed SB0527 and SB0529, amendments to the Structural Pest Control Act and the Illinois Pesticide Act that affect how pests, mice, ants, etc., are controlled in schools.

The legislation affects the schools in two predominant ways. 1) All Illinois schools are required to adopt a pest control process called Integrated Pest Management or IPM and 2)

schools are required to notify staff, students and parents prior to certain types of pest control applications.

Integrated Pest Management emphasizes inspection and communication with the school administration. The focus of the program is to identify and eliminate conditions in the school, which could cause pests to be a problem. Applications of pest control materials are made only when necessary to eliminate a pest problem. **Regular spraying is not part of the program.**

If it becomes necessary to use any pest control products other than traps or baits, notice will be posted two business days prior to the application. The only exception to the two-day notice would be if there were immediate threats to health or property. Then notice will be posted as soon as practical. If you would like to receive written notification prior to the application of any pest control materials subject to the notification requirements, please complete the form located in the “Forms” section of this Handbook and return it to the District 28 Administration Office at

1475 Maple Ave. Northbrook, IL. 60062 attention: Bill Gilstead, **by October 1.**

If you have any questions or concerns about the products and procedures used in our schools, feel free to contact Bill Gilstead, Director of Custodial Operations at 847-498-7900.

## **RESPONSE to INTERVENTION (Rtl)**

### **What is Rtl?**

Response to Intervention (Rtl) is a multi-step framework for...

- identifying early, through targeted assessments, which children are in need of support and challenge to best meet their needs;
- establishing the type, timing, and intensity of interventions that will be put in place to help them succeed; and
- assessing the effectiveness of instruction and interventions.

### **Foundational Principles of Rtl**

There are several foundational principles of the District 28 Rtl framework:

1. The framework covers every aspect and area of a child’s school experience – from regular education to special education, from academics to behaviors, and everything in between.
2. All students can learn and make progress if given ongoing, high-quality educational experiences that are adapted to student needs.
3. The framework requires a collaborative effort among all staff members. Responsibility for student success is shared by general education and student services.
4. Each school must ensure that school-related factors exterior to the child (e.g. curriculum, instruction, school and classroom environment, etc.) have been examined prior to assuming that student factors (or disabilities) are responsible for student performance.

5. Early identification of potential problems for a child improves his/her chances of success because early interventions can then be provided.
6. Student performance data, periodically collected from multiple sources, guide our decisions. This will determine how we:
  - assess the impact of our instruction
  - identify interventions using various methods and materials
  - allocate resources
  - design our professional development
  - make decisions about eligibility for special programs.
7. The tiered instruction and assessment model, when implemented with fidelity and integrity, addresses the needs of the child and can contribute to the process for special education eligibility.
8. Parent/Guardian participation and involvement are fundamental to a child's success.
9. The framework uses a three-tiered model to differentiate learning experiences for students. Increasing levels of support are based on increasing levels of need. The goal is to provide necessary supports to enable student success in the core curriculum.

#### Tier 1

The District's core educational program is the basis for Tier 1 and includes differentiated instruction that occurs at the classroom level. Classroom teachers are the first line of early intervention. Instruction must be of the highest quality to ensure student growth. Students are universally screened, periodically, to establish an appropriate baseline and identify learners in need of additional levels of support.

#### Tier 2

If students do not make adequate progress in Tier 1, more intensive and targeted interventions are provided in addition to the instruction in the core curriculum. Progress is monitored more frequently.

#### Tier 3

At Tier 3, students are receiving more individualized intervention of greater intensity tied directly to their needs as determined by diagnostic assessment and response to interventions. A child in Tier 3 may or may not be formally identified for a District program such as special education or EXCEL. Progress continues to be frequently monitored.

10. As a general rule of thumb, the core curriculum and instructional methods found in Tier 1 should ensure at least 80% of the students' needs are being met, with all other students receiving additional support to meet their needs.

## **RtI Framework Success**

The framework's success is contingent upon...

1. a well-defined, strong core curriculum;
2. the implementation of routines and procedures that support the RtI Foundational Principles;
3. continually asking questions and actively seeking out new ideas and approaches to refine and improve the children's educational experiences;
4. the utilization of data-based decision making;
5. well-prepared staff members who continually learn, grow, and collaborate as professional educators.

## **SEARCH and SEIZURE (refer to Board Policy 7:140)**

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 objectives 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.

## **SEX EDUCATION INSTRUCTION**

The Illinois School Code requires school districts to provide instruction in family life and the prevention, transmission, and spread of AIDS in grades 6-12. Pursuant to Section 3 of the Comprehensive Health Education Act, "No pupil shall be required to take or participate in any class or course on instruction on both abstinence and contraception for the prevention of pregnancy and sexually transmitted diseases, including HIV/AIDS; family life instruction, , instruction on the prevention, transmission, and spread of AIDS; instruction on diseases; recognizing and avoiding sexual abuse; or instruction on donor programs for organ/tissue, blood donor, and transplantation, if the pupil's parent or guardian submits WRITTEN objection thereto."

As authorized by Article 27 – 13.2 of the Illinois School Code, the District will provide instruction during the course of the school year in recognizing and avoiding sexual abuse. Any parent or guardian wishing to exclude his/her child from such instruction must submit a written objection to the building principal.

## **SEX OFFENDER NOTIFICATION LAW**

Public Act 94-994 requires all public and private schools to notify parents that they may access information regarding registered sex offenders that is available to the public. The Illinois Sex Offender Registry is available on the Illinois State Police website: [www.isp.state.il.us/cmvo/](http://www.isp.state.il.us/cmvo/). Individuals may search by name, zip code, or county. Access is free.

## **STUDENT and FAMILY PRIVACY RIGHTS (refer to Board Policy 7:15)**

### **Surveys**

All surveys requesting personal information from students, as well as any other instrument used to collect personal information from students, must advance or relate to the District's educational objectives or assist students' career choices. This applies to all surveys, regardless of whether the student answering the questions can be identified and regardless of who created the survey. Administrative approval is required prior to disclosure or use of student personal information.

### **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 parents/guardians 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 parents/guardians 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 parents/guardians exercised this option.

### **Instructional Material**

A student's parents/guardians 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 parents/guardians 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. 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 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. Parents must contact the Principal to opt their child out of participation in activities or to request access to any survey or other material as provided in this policy.

## **STUDENT RECORDS (refer to Board Policy 7:340)**

School student records are confidential and information from them shall not be released other than as provided by law. The Principal is the school's official records custodian and the Assistant Superintendent is the District's official records custodian. 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 or 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;

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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 grant students and parent(s)/guardian(s) certain rights, including the right to inspect, copy, and challenge school 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 students' parent/guardian.

No person may condition the granting or withholding of any right, privilege or benefits or make as a condition of employment, credit or insurance the securing by any individual of any information from a student's temporary record. Parents shall have the right to copy any school student record or information proposed to be destroyed or deleted and the school's schedule for reviewing and destroying such information. Any complaint about school records should be made first to the Principal and then, if necessary, to the Assistant Superintendent.

## **STANDARDIZED TESTING**

The District is committed to providing challenging and enriching learning experiences for all students. Our goal is to help children recognize, develop, and use their talents and abilities. Classroom assessments are used to evaluate curriculum and instructional practices, and provide progress information to students, educators, and parents. The District participates in State-mandated testing prescribed by the Illinois State Board of Education. A parent/guardian may request, and the District will provide in a timely manner, information regarding student participation in any assessments mandated by law or District policy, which shall include information on any applicable right you may have to opt your student out of such assessment.

## **TEACHER QUALIFICATIONS**

Title I funding requires the District to notify parents that they may request the professional qualifications of the child's classroom teachers. As required by law, parents will be notified if their child has been taught for four or more consecutive weeks by a teacher who is not highly qualified.

## **UNSAFE SCHOOL TRANSFER**

The unsafe school choice option allows students to transfer to another District school or to a public charter school within the District. The unsafe school choice option is available to: (1) All students attending a persistently dangerous school, as defined by State law and identified by the Illinois State Board of Education; and (2) Any student who is a victim of a violent criminal offense that occurred on school grounds during regular school hours or during a school-sponsored event.

## **USE of FACILITIES (refer to Board Policy 8:20)**

Community organizations, upon approval of application, may use the school facilities during non-school hours subject to Board Policy. Student groups, school-related organizations, government agencies, and non-profit organizations (such as the Boy Scouts and Girl Scouts) are granted the use of facilities at no cost during regularly staffed hours.

## **VIOLENCE and DRUG PREVENTION EFFORTS**

Students will be taught, in an age-appropriate manner, violence prevention and conflict resolution, including: (a) causes of conflict, (b) consequences of violent behavior, (c) non-violent resolution, and (d) relationships between drugs, alcohol, and violence.

## **VIOLENT OFFENDER COMMUNITY NOTIFICATION**

State law requires that all school districts provide parents/guardians with information about violent offenders against youth. You may find the Illinois Statewide Child Murderer and Violent Offender Against Youth Registry on the Illinois State Police website: [www.isp.state.il.us/cmvo/](http://www.isp.state.il.us/cmvo/).