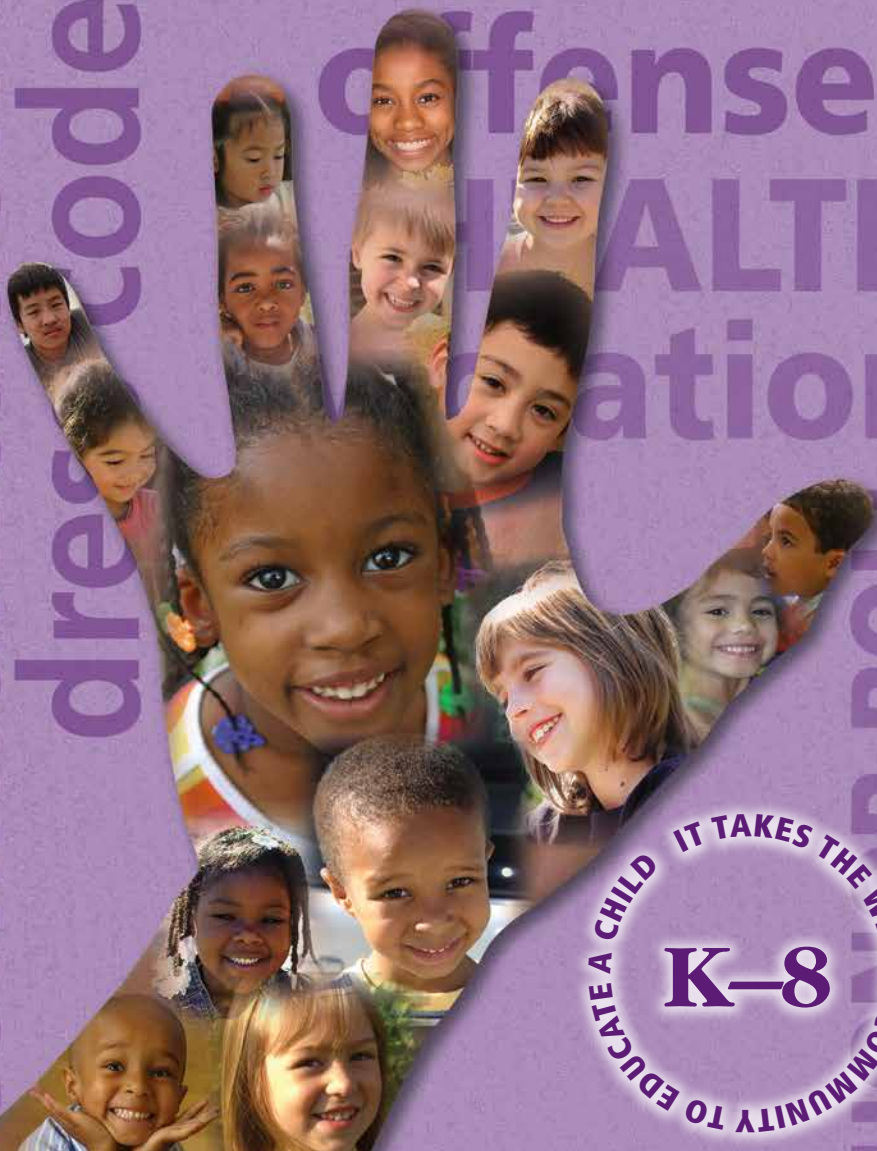


POLICY

COMMUNITY CONSOLIDATED SCHOOLS DISTRICT 168

2018–19 Student Handbook



IT TAKES THE WHOLE COMMUNITY TO EDUCATE A CHILD

K-8

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Note to Limited English Proficient Parents

If you have difficulty communicating in English or understanding the contents of this handbook, you may contact the School Principal regarding how you can obtain school-related information in your primary language.

Aviso para padres con conocimiento limitado de inglés

Si tiene dificultad comunicándose en inglés o entendiendo el contenido de este manual, puede comunicarse con el director de la escuela para averiguar como puede recibir información relacionada a la escuela en su idioma materno.



SUPERINTENDENT MESSAGE

Dear Parents/Guardians,

On behalf of the District 168 Sauk Village Board of Education, I would like to welcome you to the beginning of the new school year. As we start the year, I am requesting your support and involvement in creating the best possible learning atmosphere for our students. Educational research has shown that specific parent involvement activities are the most significant factors in helping a child to succeed in school. Please join with our teaching staff and administrators to ensure that students are encouraged at home and school to respect the value of education. Our school system has many goals but none is more important than providing a safe, orderly and respectful learning environment that contributes to student achievement.

The District handbook contains information on services, policies and procedures related to school operations. It also is intended as a quick reference and a proactive tool for parents to convey District expectations to students regarding acceptable and appropriate behavior while at school. Please take the time to read this District handbook and explain the contents to your children. By working together, our students will be able to learn and grow in a safe environment.

Sincerely,

Dr. Donna S. Leak
Superintendent of Schools

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Chapter 1: Introductory Information & General Notices

1.1 General District Information

Due to changing state mandates and/or board policies, information in this handbook may be changed without prior notice.

This handbook is a summary of the district’s rules and expectations, and is not a comprehensive statement of district procedures. The Board’s comprehensive policy manual is available for public inspection through the District 168 website (www.d168.org) or at the Administration Building located at 21899 S. Torrence Ave, Sauk Village, IL 60411.

Board of Education

- Mrs. Tammy JonesPresident
- Mr. Philip Bazile Vice President
- Mrs. Sene Garrett Secretary
- Mrs. Sharon Archie-Davenport Board Member
- Mr. Branard Barrett Board Member
- Ms. Marva Campbell-Pruitt Board Member
- Ms. Mary Howard Board Member

Administrative Staff

- Dr. Donna Leak Superintendent of Schools
- Mrs. Sharlyne P. Williams Chief School Business Official
- Ms. Myra Patterson Director of Instructional Services
- Mr. Jeremiah Johnson Director of Special Education
- Mr. Dave Rana Supervisor of Buildings and Grounds
- Ms. Monica Miller District Data Coordinator
- Mrs. Karen Rice-Harris Human Resources Coordinator

District 168 Schools

Blossoms Early Childhood Center

1831 E. 215th Place
Sauk Village, IL 60411
708-758-4762

- Mrs. Tricia Walton Director of Early Childhood
- Ms. Gina Misuinas Instructional Coach

Wagoner Elementary School

1831 E. 215th Place
Sauk Village, IL 60411
708-758-3322

- Dr. Sharon Paver-Nepote Principal
- Mrs. Monica Laux Assistant Principal

Strassburg Elementary School

2002 E. 223rd St.
Sauk Village, IL 60411
708-758-4754

- Dr. Jennifer Camilleri Principal
- Mr. Les Spires Assistant Principal

Rickover Jr. High School

22151 S. Torrence Ave.
Sauk Village, IL 60411
708-758-1900

- Mrs. Chantel Dailey-Bullock Principal
- Ms. Lisa Hopson Assistant Principal
- Mr. Charles Bintz MTSS Coordinator

It is important that you have access to pertinent information or know where to go to find answers to your questions. When you have questions, please consult the department indexes below to find what district entity or department may be able to answer your questions regarding specific district operations.

From time to time you may experience a specific problem that needs resolution. If this problem concerns any employee, it is recommended that you contact the employee and attempt to resolve the problem at the level where the problem originated. If the problem cannot be resolved at the point of origination, then you should contact the employee’s immediate supervisor.

Most information that a parent needs to know or any problem that needs to be solved, usually can be resolved at the school building level. We encourage you to contact your building principal regarding the following:

- Curricular Programs
- Student Assistance Programs
- Student Discipline Referrals
- School Events
- Extra Curricular Programs
- School Fees
- Transportation Problems
- School Lunch Program

- Student Attendance
- School Policy
- Family Access with Skyward
- Student Records
- School Health Questions
- District e-mail Account

Contact the Department of Special Education regarding:

- Child Find process for students aged 3-22
- Special education programs for students aged 3-22
- A student's IEP program or related services (i.e. Speech/Occupational/Physical Therapy)
- Inquiries about special services available to students attending private/parochial, or home schooling
- Information regarding intervention services and implications for special education eligibility
- Information concerning students accommodation plans/504 plans

1.2 Student/Parent Handbook Acknowledgement

I have reviewed the Student/Parent Handbook with my child in an effort to promote a better understanding of the Community Consolidated Schools District 168 rules and expectations. My signature below acknowledges receipt of this Student/Parent Handbook.

I have received a copy of the Student/Parent Handbook. I have read the handbook and understand all the rules and expectations. I agree to be responsible for following all of the rules and expectations of the school and understand the consequences for failing to follow the requirements.

I understand that this handbook may be amended during the year without notice. This handbook in the latest version is applicable to all students upon the implementation of any change. The administration will notify all parents and students in writing, where possible, of any changes to the handbook as soon as is practicable.

Signature of Parent/Guardian

Date

Signature of Student

Date

1.3 Core Values

WE VALUE:

1. Highly qualified staff that are ethical, well-prepared, and energetic
2. High expectations knowing that every child can succeed
3. A safe and secure school environment
4. A clearly defined curriculum with a rigorous learning process for every child
5. Parental and extended family involvement as it relates to the developmental process of every child
6. Honoring a sincere culture of respect for self and others
7. Our commitment to build and maintain an ongoing relationship with our community through transparency and openness
8. Diversity in our education culture
9. Fiscal responsibility by delivering services in a cost effective manner
10. The use of technology to promote and enrich the learning process

1.4 Mission Statement

The mission of Community Consolidated Schools District 168 is to excel by inspiring, challenging, and supporting every child every day to achieve their greatest academic, social and personal potential.

1.5 Vision Statement

The Vision of District 168 is that all students have skills, understandings and personal characteristics for learning, working and living fully, including:

- Valuing learning and understanding the learning process
- The ability to apply problem-solving strategies to a variety of decision-making situations
- Respect for self, others, and the environment
- Communication competency through verbal, non-verbal, and writing skills
- The ability to use technology for learning and living
- An understanding and appreciation of the arts as a means of expression and communication

1.6 District-wide Goals

OUR GOALS INCLUDE:

- Ensure academic growth and achievement and appropriate challenge for all students, to ensure all students achieve academic growth on a yearly basis
- Utilize the advancement of technology as a tool for learning and communication to support the educational goals of the District will

remain fiscally sound

- Promote a safe learning environment by focusing on nonviolence, mutual respect, and self-responsibility in our schools, homes, and community
- Ensure that schools and the District encourage parent and community involvement

1.7 Community Resources for Students, Parents, & Families

Ingalls Behavioral Health Services	800-543-6543
Services for addressing all adolescent and adult emotional issues; central intake counselors are available 24 hours a day	
Bloom Township	708-754-9400
Ask for youth services - serves children and adults individually, group, and family Fee: sliding scale to Bloom Township residents	
South Suburban Counseling	708-647-3375
Provides services to adolescents 12-18 years of age	
Governors State University	708-235-2113
Counseling services are individual therapy and couples therapy	
Counselling Professionals (Calumet City)	708-832-1002
Psychiatric and counseling services (accepts medical card)	
Sadie Waterford Manor Assessment & Therapy Center	708-339-0040
Counseling services	
Success Center (Calumet City)	708-474-7601
Bremen Youth Services	708-687-9200
Services (group, individual, and family counseling) for young people 7 years old through high school age	
Fee: sliding scale	
Psychological Fitness Center (Flossmoor)	708-754-8815
Domestic Violence Center	708-429-3978
So. Suburban Family Shelter	708-335-3028
IL Poison Control	800-222-1222
IL Department of Human Services	800-843-6154
Child Abuse Hotline	800-25ABUSE
Respond Now (food assistance)	708-755-4357

1.8 Visitors

Visitors are welcome in our buildings. If you wish to speak with your child’s teacher, we request that you make an appointment. You may call your child’s school office, or write a note directly to the teacher. For the safety of your children, all visitors must report to the office, sign in and display a

visitor’s pass. Visitors will be requested to provide a driver’s license or state identification to be scanned through our Raptorware electronic visitor check-in device.

1.9 Parent/Guardian Expectations

We believe that the most important influence in a student’s life is the adults he/she lives with. To ensure your student’s success as school, please:

- Model and expect that your student demonstrates the Six Pillars of CHARACTER COUNTS! which are trustworthiness, respect, responsibility, fairness, caring and citizenship.
- Provide the school with accurate, updated, current contact information.
- All visitors must enter through the main entrance, sign-in at the school office, and wear a visitor badge.
- Parents/Guardians should model courteous and respectful behavior while in the building.
- Encourage your student to come to school on time, prepared to learn, appropriately dressed, fed and with proper rest.
- Expect that your student will conduct herself/himself in a safe and orderly manner at all times.
- Support the fair and consistent enforcement of Community Consolidated Schools District 168 behavioral expectations.
- Monitor student learning by reviewing homework and reading with your student.
- Attend school conferences and respond to school correspondence in a timely manner.
- Drop off and pick up your student from school at the designated dismissal times.
- Respond to the school’s request to pick up your student due to illness.

1.10 Equal Opportunity & Sex Equity

In accordance with District 168’s Affirmative Action and Title IX Guidelines, District 168 does not discriminate in the operation of its educational programs and activities. There shall be no discrimination in regard to sex, race, color, national or ethnic origin, sexual orientation, gender identity, ancestry, religious beliefs, age, creed, physical or mental disability, status as homeless, or actual or potential marital or parental status, including pregnancy. Questions in reference to educational opportunities may be directed to Dr. Donna Leak, Superintendent, 21899 S. Torrence Ave., Sauk Village, IL 60411; (708) 758-1900. Complaints regarding alleged Civil

Rights discrimination should be brought to the attention of the building administrator, who in turn will initiate the district grievance procedure if necessary. The district Civil Rights grievance procedure is found on file at the building and district level.

1.11 Animals on School Property

In order to assure student health and safety, animals are not allowed on school property, except in the case of a service animal accompanying a student or other individual with a documented disability. This rule may be temporarily waived by the building principals in the case of an educational opportunity for students, provided that (a) the animal is appropriately housed, humanely cared for, and properly handled, and (b) students will not be exposed to a dangerous animal or an unhealthy environment.

1.12 School Volunteers

District 168's parent volunteer program offers the opportunity for parents to work within the school in a number of different ways. We match parent skills and interests with the needs of the school, and parents become a more integral part of the school community. NOTE: All volunteers will be required to have a criminal-history background-information check. All parents wishing to chaperone a field trip must also have a criminal-history background check.

1.13 Emergency School Closing

In the event that school is canceled for the day due to bad weather or natural disasters, news pertaining to school closure will be announced by the Superintendent or designee over the following stations: Listen to WCGO (1600 AM), WGN (720), WMAQ (670) WJOB (1230 AM), or watch Channel 5 for announcements that school will be closed in Community Consolidated Schools District 168. If no announcement is made, school will be in session. Please do not call the radio stations. Generally, school will be closed only after a severe snow or due to extremely icy, impassable roads.

1.14 Video & Audio Monitoring Systems

A video and/or audio monitoring system may be in use on school busses and a video monitoring system may be in use in public areas of the school building. These systems have been put in place to protect students, staff, visitors and school property. If a discipline problem is captured on audiotape or videotape, these recordings may be used as the basis for imposing student discipline. Due to student privacy/confidentiality, parents/guardians will not

be permitted to view these videos. If criminal actions are recorded, a copy of the tape may be provided to law enforcement personnel.

1.15 Messages

Messages to students will be handled by school personnel (Main Office) for **emergency situations only**. If it should become necessary for a parent to contact a student, a call should be made to the school's main office.

1.16 Telephone Calls

Students are permitted to use the office telephone only in case of emergency. As a community, we need to ensure our students are given opportunities to uphold the Pillar of Responsibility. In doing so, we ask that students come to school prepared with their homework, books, gym shoes, lunches, and other supplies.

1.17 Accommodating Individuals with Disabilities

Individuals with disabilities will be provided an opportunity to participate in all school-sponsored services, programs, or activities. Individuals with disabilities should notify the superintendent or building principal if they have a disability that will require special assistance or services and, if so, what services are required. This notification should occur as far in advance as possible of the school-sponsored function, program, or meeting.

1.18 Residency Requirements

PROCEDURES:

1. The Superintendent of Schools/designee will be notified of any discrepancy regarding residency.
2. The Superintendent/designee will review the discrepancy and determine its validity. *This review may include unannounced visits to the child's home by an investigator to verify if a discrepancy exists.*
3. The Superintendent/designee will notify the parents/guardians of the child(ren) in writing of the discrepancy in the documentation provided and the possibility that the child(ren) may be removed from District 168 schools unless residency can be verified. The Superintendent/designee will offer the parents/guardians an opportunity to provide a satisfactory explanation of the discrepancy within a reasonable time period.
4. If the parents/guardians do not offer a satisfactory explanation, the Superintendent/designee will assign the complaint to be investigated.
5. The Superintendent/designee will visit the home in question on three

- (3) occasions to verify residency. The designee will submit a report to the Superintendent listing occupants' name, address, number of school-age children in the home, and date and time of visit.
6. The Superintendent/designee will submit all investigative reports regarding residency to Superintendent, with a summary and recommendation regarding the facts uncovered.
 7. The Superintendent/designee will notify the Building Principal(s) of his/her decision based upon facts to retain or remove the child(ren) in question from District 168 schools. A letter will be sent to the parents/guardians of the child(ren) to notify them of any negative consequences.
 8. Any parent/guardian who disagrees with the Superintendent's/designee's decision can schedule a meeting with the Superintendent/designee to review and discuss the Superintendent/designee's findings.

1.19 Birth Certificate Requirements

Copies of Birth certificates of children born in the State of Illinois may be obtained from the Illinois Department of Public Health – Vital Records and in possibly less time from the county registrar where the children were born, within the following guidelines: Birth records are not public records and only the following are entitled to receive certified copies:

- The person named on the record if 18 years or older.
- The parent(s) shown on the record.
- A legal guardian or legal representative of the child. Written evidence of guardianship or legal representation is required.

1.20 Student Transfers

When transferring a child from any District 168 school, parent/guardians should come to the office as soon as they know they are going to move. The office must know the name of the new school, the school's address, the parents' new address and the exact date the child will be leaving.

A parent/guardian signature is required by law on a release for the student's records. Parents will receive a transfer card to be taken to the new school. The academic records are sent upon written request from the new school.

1.21 Disclaimer

This handbook is not intended to create a contractual relationship with the student; rather, it is intended to describe the school, its current practices,

procedures, rules, and regulations (or code of conduct). This student handbook is provided to students and their families to acquaint them with the rules, regulations, procedures and other relevant information necessary for the orderly functioning of the school. It has been structured to help promote student progress as well as an interest of modeling appropriate school government. In addition, this handbook provides for the psychological and physical safety of the students through appropriate rules and regulations. When breaches of school disciplinary rules and regulations occur, it is the responsibility of involved teachers and administrators to work with the student, his/her parents, and other support personnel to help the student correct his/her behavior. All disciplinary actions shall be directed toward protecting the welfare of the school community as well as helping the student develop self-discipline. When determining the response for a specific breach of discipline, school personnel will consider the nature of the act, the student's previous history, his/her age and maturation, and any mitigating circumstances, and the affect of his/her actions on the welfare of the school community. Disciplinary responses may include but are not limited to the actions described in this handbook.

Chapter 2: Attendance, Promotion & Retention

2.1 Attendance

Public Act 98 -544 (effective 7-1-14) lowers the compulsory attendance age for students from age seven (on or before September 1) to age 6 (on or before September 1). This handbook procedure is updated to comply with the new compulsory attendance law.

Illinois law requires that whoever has custody or control of any child between six and seventeen years of age (unless the child has already graduated from high school) shall assure that the child attends school in the district in which he or she resides, during the entire time school is in session. Illinois law also requires that whoever has custody or control of a child who is enrolled in the school, regardless of the child's age, shall assure that the child attends school during the entire time school is in session.

There are certain exceptions to the attendance requirement for children who: attend private school, are physically or mentally unable to attend school (including a pregnant student suffering medical complications as certified by her physician), are lawfully and necessarily employed, are between the ages of 12 and 14 while in confirmation classes, have a religious reason requiring absence, or are 16 or older and employed and enrolled in a graduation incentive program.

2.2 Student Absences

There are two types of absences: excused and unexcused. Excused absences include: illness, observance of a religious holiday, death in the immediate family, family emergency, situations beyond the control of the student, circumstances that cause reasonable concern to the parent/guardian for the student's safety or health, or other reason as approved by the principal. All other absences are considered unexcused.

Parents are expected to report a child's absence to the appropriate school office personnel.

- To report a **Wagoner** student absence, call the school office (708-758-3322) between 8:00 and 9:00A.M.
- To report a **Strassburg** student absence, call the school office (708-758-4754) between 7:30 and 9:00A.M.
- To report a **Rickover** student absence, call the school office (708-758-1900) between 8:00 and 9:00A.M.

If a call has not been made to the appropriate school by 9:00 A.M. on the day of a student's absence, a parent/guardian will be contacted to inquire why the student is not at school.

When a student returns to school after being absent, he/she must bring a note from home to present to all of his/her teachers in order to obtain missed work. Any student who has been under the care of a licensed physician must bring a note directly to the school office. The school office will excuse only the dates stated on the physician's excuse. Students are responsible to make up all work missed during an absence. Planned absences must be arranged with the appropriate school office in advance.

2.3 Release Time for Religious Instruction/Observance

A student will be released from school, as an excused absence, to observe a religious holiday or for religious instruction. The student's parent/guardian must give written notice to the building principal at least 5 calendar days before the student's anticipated absence(s). Students excused for religious reasons will be given an opportunity to make up any examination, study, or work requirement.

2.4 Truancy

Student attendance is critical to the learning process. Truancy is therefore a serious issue and will be dealt with in a serious manner by the school and district. The Superintendent or designee shall manage an absenteeism and truancy program in accordance with *The School Code* and Board policy. The program shall include but not be limited to:

1. A protocol for excusing a student from attendance who is necessarily and lawfully employed. The Superintendent or designee is authorized to determine when the student's absence is justified.
2. A process to telephone, within two hours after the first class, the parents/guardians of students in Grade 8 or below who are absent without prior parent/guardian notifications.
3. A process to identify and track students who are truants, chronic or habitual truants or truant minors as defined in *The School Code*, Section 26-2a.
4. Methods for identifying the cause(s) of a student's unexcused absenteeism, including interviews with the student, his/her parent(s)/guardian(s), and staff members or other people who may have information.
5. The identification of supportive services that may be offered to

truant or chronically truant students, including parent/teacher conferences, student and/or family counseling or information about community agency services. See Board policy 6:110, “Programs for Students at Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program.”

6. A process for a 17-year-old resident to participate in the District’s various programs and resources for truant students. The student must provide documentation of his/her dropout status for the previous six months. A request from an individual 19 years of age or older to re-enroll after having dropped out of school is handled according to provisions in 7:50, “Students School Admissions and Student Transfers to and from Non-District Schools.”
7. A process to request the assistance and resources of outside agencies, such as the juvenile officer of the local police department or the truant office of the appropriate Regional Office of Education, if truancy continues after supportive services have been offered.
8. A protocol for cooperating with non-District agencies, including County or Municipal authorities, the Regional Superintendent, truant officers, the Community Truancy Review Board and a comprehensive community-based youth service agency. Any disclosure of school student records must be consistent with Board policy 7:340, “Student Records,” as well as with state and federal law concerning school student records.
9. An acknowledgment that no punitive action - including Out-of-School Suspensions, expulsions or court action - shall be taken against a chronic truant for his/her truancy unless available supportive services and other school resources have been provided to the student.
10. A protocol for making the notifications required by *The School Code*, Section 26-3a, concerning students who were removed from the regular attendance roll, exclusive of transferees, because they were expelled, had withdrawn, left school, withdrew due to extraordinary circumstances, have re-enrolled in school since their names were removed from the attendance rolls, were certified to be chronic or habitual truants who have resumed regular school attendance. The status of a driver’s license or instructional permit will be jeopardized for a student who is the subject of this notification because of non-attendance unless the non-attendance is due to extraordinary circumstances as determined by the criteria established below.

11. The criteria to determine whether a student’s non-attendance is due to extraordinary circumstances shall include economic or medical necessity or family hardship and such other criteria that the Superintendent believes qualifies.
12. A process for the temporary exclusion of a student 17 years of age or older for failing to meet minimum academic or attendance standards, according to provisions in *The School Code*, Section 26(c). A parent/guardian has the right to appeal a decision to exclude a student; the Illinois State Board of Education’s rule will control the appeal process - 23 Ill.Admin.Code 1.242.

Legal Ref.: 105ILCS 5/26-1 Through 16
705 ILCS 405/3-33.5

23 Ill.Admin.Code 1.242 and 1.290

Cross Ref.: 6:110 (Programs for Students at Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 6:150 (Home and Hospital Instruction), 7:10 (Equal Educational Opportunities), 7:50 (School Admissions and Student Transfers to and from Non-District Schools), 7:60 (Residence), 7:80 (Release Time for Religious Instruction/Observance), 7:190 (Student Discipline), 7:340 (Student Records)

Adopted: November 21, 2007

2.5 Dropping or Transferring from School

When transferring a child from any District 168 school, parents/guardians should come to the office as soon as they know they’re going to move. The office must know the name of the new school, the school’s address, the parents’ new address and the exact date the child will be leaving.

A parent/guardian signature is required by law on a release for the student’s records. Parents will receive a transfer card to be taken to the new school. The academic records are sent upon written request from the new school.

2.6 Promotion & Retention

The purpose of retention is to offer children a renewed opportunity for success and achievement commensurate with their educational potential. A child will be placed each year at the grade level that is most appropriate to the level of his/her academic skill.

Chapter 3: Curriculum

3.1 Grades - Report Cards, Parent/Teacher Conferences & Grading Scale

Reports cards are issued four times a year, at the close of each nine-week grading period. Academic Progress Reports are issued and sent home around the fourth week of each grading period. After the first and second quarter of the school year, parents and/or guardians have the opportunity and are encouraged to meet with a student's teacher(s) to discuss academic growth.

The district grading scale, used in all three schools, is as follows:

A.....	Excellent	90-100%
B.....	Above Average.....	80-89%
C.....	Average	70-79%
D.....	Below Average.....	65-69%
F.....	Failure	64-0%

3.2 Honor Roll

Wagoner

Following each report card, one or more students from each classroom are recognized for academic excellence with a Scholar's Lunch. These students will have lunch with the Principal and receive a special dessert.

Strassburg

Strassburg has an Honor Roll for third, fourth, and fifth grades on a quarterly basis. To achieve Honor Roll status, a student must maintain a "B" average in all academic subjects and receive a grade no lower than a "C" in all other special classes, i.e. Music, Gym Computers, as well as conduct. The Honor Roll is one way to recognize children who achieve academic excellence and uphold the Pillars of Character.

Rickover

At Rickover, Honor Roll listings are based on a grading scale of 4.0. High Honor Roll is presented to students achieving a grade point average (GPA) between 4.0 and 3.7. Honor Roll is presented to students achieving a GPA between 3.69 and 3.0. *Honorable Mention* is awarded to students who achieve a GPA between 2.99 and 2.8. Honors assemblies are conducted for the student body at the end of each quarter.

3.3 Homework

Homework will vary by grade level and by subject. Expect your child to receive increasing amounts of homework, in terms of time and complexity, as he/she progresses through the grade levels. Homework can include projects, reading assignments, practice assignments, etc. Students are expected to complete homework and return when indicated.

3.4 Make-up work

If a student's absence is excused, he/she will be permitted to make up any missed work, including homework and tests. The student will be permitted the same number of days as he/she was absent to turn in the make-up work. The student is responsible for obtaining assignments from his/her teachers. Students who are unexcused from school will not be allowed to make up missed work.

Chapter 4: Student Services

4.1 Title 1

The Title I program is designed to supplement instructional services and activities in order to improve the educational opportunities of educationally disadvantaged or deprived children. All District schools, regardless of whether they receive Title I funds, shall provide services that, taken as a whole, are substantially comparable. Curriculum materials and instructional supplies will be provided to ensure equivalency among the District's schools. (*Reference 6:170-API, E1 in the Board Policy Manual*)

4.2 Every Student Succeeds Act (ESSA)

The Every Student Succeeds Act (ESSA) was signed into law on December 10, 2015, replacing the previous No Child Left Behind (NCLB) Act of 2002. ISBE is currently aligning federal and state initiatives to support higher student achievement, stronger public schools and a better-prepared teacher workforce.

4.3 Alternative Learning Opportunities

Article 13B of the School Code (105 ILCS 5/Art. 13B) recognizes that in order to achieve high standards, some students will need educational supports and other support services that are not currently provided by their regular school programs. In order to address these needs, Article 13B enables school districts to develop and implement Alternative Learning Opportunities Programs (ALOPs) that offer a broader range of academic, behavioral, and social/emotional interventions designed to increase the academic achievement levels of these students so that they are able meet the Illinois Learning Standards and complete their education in a safe learning environment.

Chapter 5: Student Fee & Meal Costs

5.1 Fines, Fees, and Charges; Waiver of Student Fees

The school establishes fees and charges to fund certain school activities, including [list fee-based activities]. Some students may be unable to pay these fees. Students will not be denied educational services or academic credit due to the inability of their parent or guardian to pay fees or certain charges. Students whose parent or guardian is unable to afford student fees may receive a fee waiver. A fee waiver does not exempt a student from charges for lost and damaged books, locks, materials, supplies, and/or equipment.

Applications for fee waivers may be submitted by a parent or guardian of a student who has been assessed a fee. A student is eligible for a fee waiver if the student currently lives in a household that meets the income guidelines, with the same limits based on the household size, that are used for the federal free meals program.

5.2 Lunchroom

Guidelines:

1. Food Service Staff are school personnel and have the authority to enforce all rules and regulations set forth in the handbook.
2. All school rules apply in the lunchroom environment. Additionally, any behavior that may jeopardize the safety of the students in the lunch room is subject to disciplinary consequences.
3. Students are not allowed to leave the lunchroom during their lunch period.
4. Students are not allowed to take food or drink out of the lunchroom.
5. Students are expected to show respect for lunchroom staff by clearing their tables and putting their garbage in the receptacles.

5.3 School Breakfast & Lunch Program

Breakfast is served daily. Lunch is offered daily, except on half-day in-service days. Students may bring a cold lunch if they prefer. Free or reduced price meals are available for the qualifying students.

5.4 Lost or Damaged Textbooks/Instructional Materials

All students are expected to cover their textbooks and to replace any book covers if they become worn during the school year. Graffiti is not allowed on these book covers. All students will evaluate their textbooks for damage at the beginning of the school year. After this evaluation and throughout the

school year, any new damage or misuse to a textbook will result in a fine. If a textbook is lost, it becomes the responsibility of the student's parent/guardian to cover the cost of a new replacement. Since replacing each textbook is a significant cost, we advise each student to take special care of his/her books.

Chapter 6: Bus Transportation

6.1 Bus Transportation Guidelines

In view of the fact that a school bus is an extension of the classroom, the School District shall require students to conduct themselves in a manner that is consistent with established behavior standards while riding the bus. The safety of all students is our main concern. Students who disrupt this maintenance of safety may be disciplined or issued consequences. Be aware that behavior at the bus stops is the domain of the school and that video monitors and equipment may be utilized on the bus.

Students who become serious disciplinary problems will have their riding privileges revoked. In such cases, the parents become responsible for providing transportation for their child.

Safety Guidelines:

- Students will conduct themselves in an orderly manner while waiting for the bus at the appropriate bus stop.
- Respect homeowners; do not go on private property without permission.
- Students should be waiting at the bus stop when the bus arrives.
- No one should attempt to enter or leave the bus until it has come to a complete stop.
- Move directly to an open seat and remain seated during the trip.
- The driver must give permission before windows may be opened.
- Keep hands, arms, and head inside the bus.
- The emergency door must be used **ONLY** for emergencies.
- Students exiting buses on the opposite side of the road from their homes must cross the road in front of the bus.
- Students shall not stand or move from place to place during the trip.
- Bus riders shall not litter the bus with food or other debris.
- Use the bus stop nearest your home and ride your assigned bus only.

Unacceptable Behavior

- Arguing, facing off, and fighting
- Loud, boisterous, or profane/vulgar language or indecent conduct
- Teasing, tripping, holding, hitting, objectionable use of hands or feet, spitting, and smoking
- Standing on seats or in the aisle and moving from place to place while the bus is in motion - *students must remain seated at all times*
- Throwing objects from the windows

6.2 Bus Violations

Violations of bus guidelines will be dealt with as follows:

- 1st violation: The rules will be reviewed during a conference between the Assistant Principal and the child. Parents may be notified of a violation by a form letter and telephone call. A written record will be kept of this and succeeding violations. Disciplinary action to be taken is at the discretion of the Assistant Principal.
- 2nd violation: The child may be suspended from riding the bus for a period to be determined by the nature of the violation. Parents will be notified accordingly. Suspensions will be a minimum of two days and a maximum of five days.
- 3rd violation: The case will be reviewed by the Administration with the possible result of suspension from riding the bus for a period of “up to one month.” Parents will be notified accordingly.

Chapter 7: Health & Safety

7.1 Health

The school will make every effort to inform the parents of any accident or illness occurring at school. If a student becomes ill in school, he/she should report the Nurse’s office. No student will be sent home or may leave the building without a parent or parent- designated adult coming to pick them up. The person signing out your child must be 18 years old or older. Parents must come to the school office to sign out their child(ren) for a doctor or dental appointment.

7.2 Home and Hospital Instruction

A student who is absent or whose physician anticipates his or her absence from school for an extended period of time, or has ongoing intermittent absences because of a medical condition, may be eligible for instruction in the student’s home or hospital.

A student who is unable to attend school because of pregnancy will be provided home instruction, correspondence courses, or other courses of instruction before the birth of the child when the student’s physician indicates, in writing, that she is medically unable to attend regular classroom instruction as well as for up to 3 months after the child’s birth or a miscarriage.

Contact the transitional counselor so this process may be initiated. Final approval of any homebound instruction must come from the District Health Coordinator. An initial conference will be conducted with building personnel, student, and parent to discuss eligibility for homebound services. Upon implementation of homebound services, a student will no longer be eligible to participate in any extracurricular activities (i.e., school sponsored events). In the event that the student’s medical condition is prolonged beyond six weeks, medical recertification must be secured and submitted to the District Health Coordinator.

7.3 O.S.H.A

All staff will be in-serviced on blood borne pathogens and all rooms are supplied with blood borne pathogen kits in case of an exposure. These kits are also available for students to use if needed.

7.4 Medication in School

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

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

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 School District shall incur no liability, except for willful and wanton conduct, as a result of any injury arising from a student's self-administration of medication or epinephrine auto-injector or the storage of any medication by school personnel. A student's parent/guardian must indemnify and hold harmless the School District and its employees and agents against any claims, except a claim based on willful and wanton conduct, arising out of a student's self-administration of an epinephrine auto-injector and/or medication or the storage of any medication by school personnel.

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

Legal ref.: 105 ILCS 5/10-20.14b, 5/10-22.21b, and 5/22-30

Adopted: November 21, 2007

Legal ref.: McKinney Homeless Assistance Act, 42 U.S.C. 11431 et seq.

Family Educational Rights and Privacy Act, 20 U.S.C. 1232

Illegal Immigrant and Immigrant Responsibility Act of 1996, 8 U.S.C. 1101

20 U.S.C. 1400 et seq.

42 U.S.C. 12101 et seq.

105 ILCS 5/2-3.13a, 5/10-20.12, 5/10-22.5a, 5/14-1.02, 5/14-1.03a, 5/26-1, 5/26-2, 5/27-8.1, and 10/8.1.

325 ILCS 55/1 et seq. and 50/1 et seq.

23 Ill. Admin. Code 375 et seq.

Cross Ref.: 6:110 (Programs for Students at Risk of Academic Failure and/or Dropping out of School and Graduation Incentives Program), 6:140 (Education of Homeless Children), 7:60 (Residence), 7:70 (Attendance and Truancy), 7:100 (Health and Dental Examinations, Immunizations, and Exclusion of Students), 7:340 (Student Records)

Adopted: November 21, 2007

7.5 Students with Diabetes

The School District will be in compliance with the "Care of Students with Diabetes Act" for any student who is under the supervision of a healthcare provider for diabetes. If your child has diabetes and requires assistance with managing this condition while at school and school functions, a Diabetes Care Plan must be submitted to the school principal. Parents/guardians are responsible for and must:

- Inform the school in a timely manner of any change which needs to be made to the Diabetes Care Plan on file with the school for their child.
- Inform the school in a timely manner of any changes to their emergency contact numbers or contact numbers of health care providers.
- Sign the Diabetes Care Plan.
- Grant consent for and authorize designated School District representatives to communicate directly with the health care provider whose instructions are included in the Diabetes Care Plan.
- For further information, please contact the Building Principal

7.6 Food Allergies

State law requires our school district to annually inform parents of students with life-threatening allergies or life-threatening chronic illnesses of the applicable provisions of Section 504 of the Rehabilitation Act of 1973 and other applicable federal statutes, state statutes, federal regulations and state rules. If your student has a life-threatening allergy or life-threatening chronic illness, please notify the building principal.

Federal law protects students from discrimination due to a disability that substantially limits a major life activity. If your student has a qualifying disability, an individualized Section 504 Plan will be developed and implemented to provide the needed supports so that your student can access his or her education as effectively as students without disabilities. Not all students with life-threatening allergies and life-threatening chronic illnesses may be eligible under Section 504. Our school district also may be able to appropriately meet a student's needs through other means.

7.7 Physical Examinations & Immunizations Guidelines

In compliance with Illinois State Law, all students prior to entering Illinois schools for the first time, prior to the date of entering kindergarten or first grade, and prior to sixth grade must have on file the following:

1. All required immunizations and current booster immunizations against measles including proof of second measles, rubella, tetanus, diphtheria, pertussis, polio, mumps, and hepatitis B series. All immunizations must be completely recorded on your child's Health Certificate under the immunization section and signed by a health-care provider (doctor or clinic) verifying all immunizations.
2. A current physical examination. (For students entering 6th grade, or new to Rickover, who wish to participate in IESA activities, ensure that physical examinations permit students to participate in Interscholastic Sports. *See Chapter 13: Athletics & Extra-Curricular Activities*)
3. The student's height, weight, and blood pressure must be entered on the "Certificate of Child Health Examination."

Parent(s)/guardian(s) will be provided with a "Certificate of Child Health Examination" to be completed by their family physician. It is advisable to make an appointment in advance to complete the above requirements prior to the student entering school in the fall. This information must be on file BEFORE the student will be admitted for the school year.

7.8 Students New to the District

A completed physical examination including all required immunizations must be presented to the school upon school entrance. All immunizations must be recorded on your child's health care certificate and signed for by a health care provider (doctor, nurse, or clinic) verifying all immunizations. (See Clarification of the Immunization Status of Children and Compliance with State Law).

Out-of-state health forms must meet the requirements of the Illinois Department of Public Health and the Illinois State Board of Education requiring a systems physical examination portion with a doctor's signature and an immunization portion with a doctor's signature verifying immunizations to be accurate.

7.9 Dental & Eye Examinations

- All Illinois children in kindergarten and Grades 2 and 6 are required

to have an oral health examination. Examinations must be performed by a licensed dentist, and he/she must sign the proof of school dental examination form.

- All children enrolling in kindergarten in a public, private, or parochial school and any student enrolling for the first time in a public, private, or parochial school are required to have an eye examination. Examinations must be performed by a licensed optometrist or medical doctor who performs eye examinations, as specified in Illinois Department of Public Health administrative rules. He/she shall complete and sign the Eye Examination Report form, as designated and available on the Illinois Department of Public Health and the Illinois State Board of Education websites.
- The required eye examination must be completed within one year prior to the first day of the school year in which the child enters kindergarten or the child enters the Illinois school system for the first time, whether entering a public, private, or parochial school. For students attending school programs where grade levels are not assigned,

Exemptions

A student will be exempted from the above requirements for:

1. Religious or medical grounds if the student's parent/guardian presents to the building principal a signed statement explaining the objection;
2. Health examination or immunization requirements on medical grounds if a physician provides written verification;
3. Eye examination requirement if the student's parent/guardian shows an undue burden or lack of access to a physician licensed to practice medicine in all of its branches who provides eye examinations or a licensed optometrist; or
4. Dental examination requirement if the student's parent/guardian shows an undue burden or a lack of access to a dentist.
5. Eye examination requirement if the student's parent/guardian shows an undue burden or lack of access to a physician licensed to practice medicine in all of its branches who provides eye examinations or a licensed optometrist; or
6. Dental examination requirement if the student's parent/guardian shows an undue burden or a lack of access to a dentist.

7.10 Safety Drills Procedures & Conduct

Safety drills will occur at times established by the district. Students are

required to be silent and shall comply with the directives of school officials during emergency drills. There will be a minimum of three (3) evacuation drills, a minimum of one (1) severe weather (shelter-in-place) drill, a minimum of one (1) law enforcement drill, and a minimum of one (1) bus evacuation drill each school year. There may be other drills at the direction of the administration. Drills will not be preceded by a warning to the students.

Fire Drills

A fire evacuation plan is posted in each room. Students should study the plan and become familiar with it. When the fire alarm sounds, students will immediately stand and form a line as they leave the room. No one is to pass another or break the line. Running is not permitted. Students are not permitted to talk during a fire drill and are to remain at least 50 feet away from the building until the signal is given by an Administrator to re-enter.

Tornado Drill

A tornado evacuation plan is posted in each room. Students are encouraged to study it. When the alarm sounds, students form a line and go to the designated hall area. Students are to sit facing the wall and cover their heads. Students return to class when a signal is given by an Administrator.

7.11 Student Safety

We work with our local police and fire departments to protect the safety of our students. Teach your student the following safety guidelines. They are important when walking to and from school or the bus.

1. Teach your child the importance of staying with a friend when walking to and from school or around the neighborhood.
2. Teach your child that adults ask other adults for help; they don't ask students. Don't talk to people you do not know.
3. Remind your child that if they see something or someone suspicious, they should report it to their teacher immediately.
4. Remind your child to not get into any vehicle if he/she does not know the driver.

Finally, we teach the students that if something scares them, the school is a safe place to go. School personnel are in the school office from 7:30 a.m. - 3:45 p.m. every school day.

7.12 Communicable Disease

The school will observe recommendations of the Illinois Department of

Public Health regarding communicable diseases.

1. Parents are required to notify the school nurse if they suspect their child has a communicable disease.
2. In certain cases, students with a communicable disease may be excluded from school or sent home from school following notification of the parent or guardian.
3. The school will provide written instructions to the parent and guardian regarding appropriate treatment for the communicable disease.
4. A student excluded because of a communicable disease will be permitted to return to school only when the parent or guardian brings to the school a letter from the student's doctor stating that the student is no longer contagious or at risk of spreading the communicable disease.

7.13 Head Lice

The school will observe recommendations of the Illinois Department of Public Health regarding head lice.

1. Parents are required to notify the school nurse if they suspect their child has head lice.
2. Infested students will be sent home following notification of the parent or guardian.
3. A student excluded because of head lice will be permitted to return to school only when the parent or guardian brings the student to school to be checked by the school nurse or building principal and the child is determined to be free of the head lice and eggs (nits). Infested children are prohibited from riding the bus to school to be checked for head lice.

Chapter 8: Student Behavior Expectations and Conduct

8.1 Dress Code/Student Appearance

Appearance

The attitude and behavior of the student body are influenced by student-appearance. With the cooperation of parents, the school administration will encourage all students to dress in attire that is in compliance with the school dress code. Any styles of dress or grooming deemed by the Principal and/or designee that appear to be disruptive to the educational process, or could constitute a threat to the safety or health of a member of the school community, may not be worn. Time missed from class due to dress code violations will be unexcused. Guidelines for appropriate dress/grooming include, but are not limited to, the following:

Boys:

Navy blue, black or khaki uniform style pants, any solid color button-down or pullover shirt with a collar but no logos (polo style). No earrings are allowed.

Girls:

Navy blue, black or khaki uniform style pants, split skirt, or jumper (at least fingertip length), any solid color button-down or pullover shirt with a collar but no logos (polo style).

All Students:

1. No tattoo, or method of grooming (hairpicks, rattail comb) may display.
2. No hats or headgear (bandanas, do-rags) may be worn inside the school building. These items must be removed immediately upon entering the school building, and may not be put on, or carried, until exiting the building at the end of the school day unless cleared by an administrator for religious or medical reasons.
3. Outdoor apparel such as coats, jackets, sunglasses, outer vests, gloves, and scarves are to be stored in the student's locker during the regular school day and may not be worn or carried to class.
4. Students are expected to wear all attire properly by keeping appropriate snaps, hooks, buttons, buckles, etc., fastened.
5. Students may not display or wear pocket chains and/or other metal objects that may be unsafe.
6. Large purses are not allowed. Exceptions will be made for medical concerns at the administration's discretion.

7. Students cannot wear pants or shorts that hang below the natural waist ("slouching").
8. Loungewear and/or pajamas are not acceptable school attire.
9. Solid color or designated grade level colored sweatshirts or sweaters, without designs, are allowed in cold weather. The shirt must be tucked in and collar must be showing.
10. Pants for all students cannot be a "denim" type or sweatpants style.
11. Leggings, opaque tights and/or nylons are not to be worn alone. Jeggings, pajama pants, yoga pants, exercise wear, etc. are **not** allowed. No spandex-wear of any kind.
12. Belts must be worn at waist level.
13. Belts must be worn with all pants that have belt loops. Belt loops cannot be cut off to comply with this rule. Belts must not have any metal except for the buckle.
14. Spirit-wear may only be worn with permission from administration.
15. No clogs, sandals, flip flops, wedges, platforms, high heels, animated shoes (wheels or lights), etc. House shoes and/or slippers are not allowed.
16. If snow or rain boots are worn to school because of inclement weather, students must bring the appropriate shoes and change into them at school.
17. No gum chewing at anytime, anywhere in the school.
18. Haircuts/carvings which display inappropriate patterns, signs, symbols, letters or names are prohibited.
19. Navy, black or khaki uniform style shorts may be worn during designated times (after May 1 until October 1).

The following consequences will be implemented when any student does not conform to the District Dress Code:

- | | |
|--------------|--|
| 1st offense: | Call home for change of clothes and warning. |
| 2nd offense: | Call home for a change of clothes and a lunch detention in ISS. |
| 3rd offense: | Call home for a change of clothes and receive a 1 hour detention. |
| 4th offense: | Further insubordination may result in a Saturday School. Further offenses may result in additional consequences which will be given at the administrator's discretion. |

8.2 Student Expectations

At all times and in all circumstances, students are expected to be safe, be responsible and be respectful. To provide a productive, orderly and positive

learning environment for all, District 168 relies upon CHARACTER COUNTS, CHAMPS, Second Step and SEL as a framework for behavioral and academic expectations. The District utilizes a combination of philosophies that include but are not limited to restorative practices.

- Students are expected to follow the discipline guidelines established by the Board of Education Policy.
- Students are expected to respect the rights and property of every member of the school community.
- Students are expected to engage in learning and respond appropriately to the instructions and directions of all adults in the school community.
- Students are expected to play safely on the playground equipment and use the equipment properly.
- Any form of harassment, aggressive behavior, and/or bullying will not be tolerated. Students may not exhibit physical aggression, including rough play such as tackling, wrestling, pushing, hitting, play fighting or retaliation.
- Use of profanity/inappropriate language is not acceptable.
- Buying and selling of items is not allowed on school grounds.
- Cellular phones and smart watches must be kept powered off and out of sight throughout the school day. All other electronic devices should not be brought to school. The school district is not responsible for personal electronic devices brought to school.
- SMART watches should be used for time keeping purposes only.
- Toys are not allowed in school.
- The use of skateboards, scooters, skates hover-boards, and hee-lies are not permitted on school grounds.

Access to Student Social Networking Passwords and Websites

Under ordinary circumstances, school authorities cannot request or require that a student provide a password or other related account information in order to gain access to the student’s account or profile on a social networking website.

School authorities may require a student or his or her parent or guardian to provide a password or other related account information in order to gain access to the student’s account or profile on a social networking website if school authorities have reasonable cause to believe that a student’s account on a social networking website contains evidence that a student has violated a school disciplinary rule or procedure.

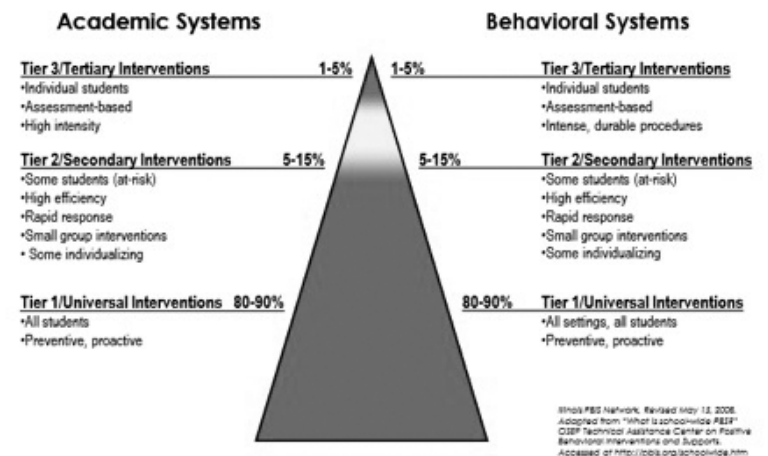
Social networking website means an Internet-based service that allows students to: (1) construct a public or semi-public profile within a bounded system created by the service; (2) create a list of other users with whom they share a connection within the system; and (3) view and navigate their list of connections and those made by others within the system. Social networking website does not include electronic mail.

Multi-Tiered System of Support (MTSS)

MTSS, formerly known as Response to Instruction/Intervention or RTI, integrates assessment and intervention within a multi-level prevention system to maximize student achievement and reduce behavioral problems. The purpose of an MTSS framework is to provide all students with the best opportunities to succeed in school, identify students with learning or behavioral problems, and ensure that they receive appropriate instruction and related supports. The goals of MTSS are to (a) integrate all the resources to minimize risk for the long-term negative consequences associated with poor learning or behavioral outcomes and (b) strengthen the process of disability identification.

For more detailed information, access the MTSS manual on the district website.

School-Wide Systems for Student Success: A Multi-Tiered System of Support Model



The school-wide system of support process emphasizes the creation of systems that support the implementation of evidence-based practices and

procedures. This system is supported by our CHARACTER COUNTS! initiative, which is an approach to character education focusing on the ethical values of trustworthiness, respect, responsibility, fairness, caring and citizenship. Students are taught these six values throughout the year and focus on designated pillars each month. It is also supported by Second Step and Restorative Practices.

Community Consolidated Schools District 168 begins the system of support process by establishing clear expectations for behavior that are taught, modeled and reinforced across all settings and by all staff. This is the focus of the School Leadership Team.

The School Leadership team also develops school-wide behavioral expectations that include clear, identifiable behaviors, how the behaviors will be taught and how the behaviors will be consistently and systemically encouraged and acknowledged.

School District 168's expectations are: Be Respectful, Be Safe/Reliable, and Be Responsible

The school-wide behavioral matrix defines the expected behaviors for specific classroom settings such as: hallways, gym, cafeteria, buses, bathrooms, assemblies, and playground.

	Be Respectful	Be Responsible	Be Safe/Reliable
Classroom	<ul style="list-style-type: none"> Use appropriate language, tone, & volume Listen Attentively & wait your turn to speak Follow adult directions Honor the property of others 	<ul style="list-style-type: none"> Actively participate in your education Be on task & organized Work Appropriately Be on time Recycle Do your own work Turn in homework on time Use assignment notebook 	<ul style="list-style-type: none"> Keep hands, feet, & objects to self Keep classroom orderly Use materials appropriately Be truthful Avoid verbal and physical confrontations
Restroom	<ul style="list-style-type: none"> Respect others space and privacy Be patient and wait your turn Enter & exit washroom quietly Use quiet voices 	<ul style="list-style-type: none"> Wash your hands with soap & water Keep water in the sink Get permission to use the washroom Report problems to an adult Respect school property Clean up after yourself Flush toilet after use 	<ul style="list-style-type: none"> Keep hands, feet, & objects to self Only enter the washroom when necessary Go directly from classroom to washroom Go directly to class after using washroom Avoid verbal and physical confrontations
Hallway/ Locker	<ul style="list-style-type: none"> Use appropriate language, volume, & tone Speak politely when addressed Follow directions Treat others as you wish to be treated 	<ul style="list-style-type: none"> Stay to the right side of the hallway Walk with your hands at your side Go directly to destination Use only your locker Keep belongings organized 	<ul style="list-style-type: none"> Keep hands, feet, & objects to self Only use your locker at appropriate times Walk safely

	Be Respectful	Be Responsible	Be Safe/Reliable
Lunchroom	<ul style="list-style-type: none"> Use appropriate language, tone, & volume Eat & touch only your food Listen when instructions are being given from an adult Use please and thank you when talking to others Be considerate of personal space at the table Enter and exit lunchroom quietly 	<ul style="list-style-type: none"> Keep food on the table Clean up after you are finished eating Use good table manners Recycle Sit at your assigned lunch table 	<ul style="list-style-type: none"> Keep hands, feet, & objects to self Remain seated with feet on the floor and bottom on the seat Walk in the lunchroom Stay in a single file line in the lunch line Wait to be dismissed from the lunchroom
Playground & Indoor Recess (Elementary)	<ul style="list-style-type: none"> Follow directions given by all supervisors and adults Be a good sport & speak kindly 	<ul style="list-style-type: none"> Share & take turns Report concerns to an adult Include everyone who wants to play Find peaceful solutions to conflicts Return equipment to proper location when finished Line up immediately when bell/whistle sounds 	<ul style="list-style-type: none"> Keep hands, feet, & objects to self Follow the rules for games & equipment Play in designated & supervised areas Leave dirt, sticks, snowballs, ice, rocks and other object on the ground
Bub/Bus Stop	<ul style="list-style-type: none"> Use appropriate language, tone, & volume Follow adult directions 	<ul style="list-style-type: none"> Get on your assigned bus Be alert to traffic at your bus stop Keep windows at the designated line Keep track of your belongings No food/drink on the bus Put trash in trash bags 	<ul style="list-style-type: none"> Keep hands, feet, & objects to self Enter & exit bus appropriately Go directly to your seat Remain seated, facing forward, feet on the floor Keep aisles clear Keep all items inside the bus Be at your bus stop on time
Entry/Exit	<ul style="list-style-type: none"> Use appropriate language, tone, & volume Wait calmly to enter the building Follow adult directions Take h at off when entering the building 	<ul style="list-style-type: none"> Arrive & leave school at the designated time & place Avoid conflicts and rough play Go directly to your locker or homeroom Walk your bike off school property 	<ul style="list-style-type: none"> Keep hands, feet, & objects to self Enter & exit school through the appropriate door Vacate the building and/or property unless staying for a supervised activity Use the sidewalks
Assemblies	<ul style="list-style-type: none"> Sit quietly Eyes forward Listen attentively Use appropriate applause Be a good participate Show appreciation 	<ul style="list-style-type: none"> Follow adult directions Walk with your class in a single file line to designated area Wait to be dismissed by an adult 	<ul style="list-style-type: none"> Keep hands, feet, & object to self Sit in designated area Keep appropriate space between peers Ask for permission to leave
Media Center	<ul style="list-style-type: none"> Obey school rules, no food, or drinks Treat other students and Media staff politely Use quiet voices 	<ul style="list-style-type: none"> Have your ID to check out books Return library materials on time Have a pass from a teacher to use the media center or lab Bring necessary accessories if applicable (headphones) 	<ul style="list-style-type: none"> Take care of library materials Use library equipment and computers appropriately Sing in if necessary

	Be Respectful	Be Responsible	Be Safe/Reliable
Technology	<ul style="list-style-type: none"> • Vice teacher directed material and content • Utilize appropriate school related programs and applications only 	<ul style="list-style-type: none"> • Have device charged and all necessary accessories • Use only designated device • Stay on task • Follow the signed agreement • Device is for student use only 	<ul style="list-style-type: none"> • Carry device in protective case • Handle with two hands • transport to and from school safely (book bag) • Report inappropriate use

Disciplinary Measures

There are a small number of students who do not respond to interventions. They are subject to the consequences associated with their actions. These consequences are designed to educate the student and modify the behavior, not merely to punish the student.

There is a range of consequences that will be administered when behavior does not meet District expectations. The range of possible consequences may include, but are not limited to:

- Verbal warning
- Behavioral Intervention
- Restorative Practices
- Loss of recess, loss of school or class privileges
- Restricted lunch
- Note home to the parents/guardians
- Telephone conference with parents/guardians
- Conference with teacher, parent/guardian, and student
- Conference with the principal/designee and a call to a parent/guardian
- Suspension from bus transportation
- After School Detention
- In-school suspension
- Suspension from school
- Expulsion from school
- Social Instructional Groups

For further reference concerning student discipline, please see Board Policy 7:190. The steps and guidelines described in Policy 7:190 will be strictly adhered to.

Legislation now requires all students to report acts of bullying and aggressive behavior to the Principal.

Cyberbullying is using electronic information and communication devices to

threaten, harass or intimidate. Means of cyberbullying may include e-mail messages, instant messaging, text messaging, Internet blogs, chat room postings, Web sites, or any other form of electronic communications. In addition, if you or your child feels like they have been bullied, please go to the resources tab and bullying hotline information and call the number listed to report the incident. The phone system is checked daily. Once received, the appropriate administrator will begin an investigation.

Students who are victims of cyberbullying should report the incident to a teacher, social worker, school administrator or any school staff member. Additionally, students may report cyberbullying using the District 168 website. Cyberbullying in any form will not be tolerated. District 168 has guidelines for investigating and managing sexting allegations. These procedures may be found in Policy 6:235.

District 168 also follows the practices of Senate Bill 100 in regards to its discipline policies and practices. Homework will be provided in cases of out of school suspensions with an opportunity to make up work. Re-entry conferences will also occur when an out of school suspension occurs.

Definition of Discipline Interventions

LUNCH INTERVENTION - A lunch intervention is assigned to students during their assigned lunch period. When students are assigned a lunch intervention, they will eat lunch in a designated area with an adult to process any inappropriate behavior.

CLASSROOM INTERVENTION PERIOD - A classroom intervention is assigned to a student for a specific class period where the student will not attend a designated class. Students that are issued a classroom intervention are permitted to attend all other assigned classes during the school day.

AFTER-SCHOOL DETENTION - After-school detention may take place Tuesday through Thursday for one hour after school. A student who receives a detention as a consequence for his or her behavior is expected to serve the detention on the assigned date. If the student is unable to serve the detention on the assigned date, it is the responsibility of the student's parent/guardian to contact the student's Administrator prior to the day of the detention in order to reschedule. Requests for rescheduling may be granted with the approval of the Administration. Requests for rescheduling made after the date of the detention will not be honored, and the student will be responsible

for the next progressive disciplinary consequence. Failure to serve an after school detention may result in a Saturday Detention.

IN SCHOOL SUSPENSION - Students are assigned to the designated In School Suspension room by an administrator for the school day. Students will eat lunch inside of the In School Suspension Classroom. For any student who is removed from the In School Suspension room due to inappropriate behavior, further consequences will be implemented.

SATURDAY DETENTION - Students may be assigned to a designated room from 8:00 A.M. until 12:00 P.M. Students are required to arrive to school prior to 8:00 A.M. Students that arrive after 8:00 A.M. will not be allowed to enter and will be responsible for the next progressive disciplinary consequence. Failure to serve a Saturday detention may result in a one day out of school suspension the following week.

SUSPENSION - Suspension is the removal of a student from school or bus privileges for a period of ten (10) days or less. A suspension from school includes removal from all co-curricular activities for the period of the suspension. A student and his/her parent(s) and/or guardian(s) will be afforded due process of law regarding suspension, which includes official notification of parent(s) and/or guardian(s) and the right to a building review of the suspension. A request for a building review must be made with the assistant principal for student services. During the suspension, the student will remain away from the school grounds at all times, including attendance and/or participation in after school activities. Failure to do so will be treated as a criminal trespass.

EXPULSION - Expulsion is the removal of a student from school or bus privileges for a period in excess of ten (10) days and may only be imposed by the Board of Education. An expulsion from school includes removal from all co-curricular activities for the period of the expulsion. A student and his/her parent(s) and/or guardian(s) will be afforded due process of law regarding expulsion, which includes official notification of parent(s) and guardian(s) and the right to a formal hearing by the Board of Education or a hearing officer. A request for a formal hearing must be made through administration.

ELIGIBLE TO RECEIVE SPECIAL EDUCATION AND RELATED SERVICES - School District 168 recognizes the rights of those students identified as being eligible for special education and related services, in

accordance with Individuals With Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973.

Each student's Individualized Education Program (IEP) may include a behavioral intervention plan. This plan will provide the IEP team with direction related to the series of disciplinary consequences that are appropriate for the student.

BULLYING, HARASSMENT, AND INTIMIDATION

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

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

1. During any school-sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities.
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
4. Through the transmission of information from a computer that is accessed at a nonschool-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by the School District or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. This paragraph (item #4) applies only when a school administrator or teacher receives a report that bullying through this means has occurred; it does not require staff members to monitor any 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 cyberbullying and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

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

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

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

behavioral health needs in order to keep students in school.)

Re-Engagement of Returning Students

The building principal or designee shall meet with a student returning to school from an out-of-school suspension, expulsion or alternative school setting. The goal of this meeting shall be to support the student's ability to be successful in school following a period of exclusion and shall include an opportunity for students who have been suspended to complete or make-up missed work for equivalent academic credit.

8.3 Field Trips

Field trips give our students additional opportunities to understand the skills being taught in the curriculum. These extended activities are planned and prepared for our students throughout the school year. It is important that all of our students abide by all school policies during transportation and during field-trip activities, and shall treat all field trip locations as though they are school grounds. Failure to abide by school rules and/or location rules during a field trip may subject the student to discipline.

All students will receive written permission from parents or guardians to attend field trips throughout the year. Students may be prohibited from attending field trips for any of the following reasons:

- Failure to receive appropriate permission from parent/guardian or teacher;
- Excessive absences and tardies; determined by administration;
- Behavioral or safety concerns that will be determined by administration;
- Other reasons as determined by administration.

If a child has paid for a field trip and misses the trip due to absence or disciplinary reasons, it may not be possible to give a refund.

8.4 Cellular Phone and Headphone Procedure

The use of cell phones and headphones on school property is strictly prohibited for non-academic purposes. Items may be confiscated and returned only to a parent/guardian.

8.5 Electronic Signaling and Communication Devices

Students are not permitted to use any devices during student attendance days during those periods of time when classes are in session for non-academic

purposes unless there is a crisis situation within the school which requires communication to obtain emergency services. Under no circumstances shall a student use or permit a device defined in this paragraph to be operated in a manner which disrupts the educational process or causes disruption on school grounds or during any school-sponsored functions. This includes, but is not limited to, the ringing of a telephone or any other audible alerts emitted from the device.

Disciplinary Measures:

Students who violate the policy stated above regarding the use of cellular radio communication devices and/or any other electronic device capable of receiving or sending telephonic messages, electronic messages or text messages will be subjected to discipline. The administration will determine appropriate discipline on a case-by-case basis and may take into account the conduct of the student, the purpose of the use of the device, the nature of the disruption, any prior violations of this policy and any other relevant considerations.

1. Warning/written notification to parent/guardian.
2. After-school detention with parent/guardian notification.
3. In-school suspension with notification to parent/guardian
4. Out-of-school suspension 1-3 days with notification to parent/guardian

Note: All documented infractions will be documented in the student data base.

8.6 Substance Abuse

Board of Education policy prohibits the unlawful manufacture, distribution, dispensation, possession, or use of drugs and alcohol on property of the school district or as part of any of its activities. Student use, possession, sale, distribution, or being under the influence of alcoholic beverages, unlawful drugs (to include tobacco), controlled substances, items purported to be unlawful drugs or controlled substances (“Look-alikes”), or paraphernalia associated with the above shall result in disciplinary action and/or therapeutic intervention. For the purposes of this policy, drugs are defined as any drug, which is not legally obtainable, and/or any drug which is legally obtainable, such as a prescription drug, but which is not legally obtained, is not being used for prescription purposes, and/or is not being taken according to prescribed dosages. Compliance with this policy is a condition of continued enrollment. Consequently, a violation of any aspect of this policy will render

students subject to disciplinary action up to and including expulsion and referral for prosecution. Alternatively, if deemed appropriate by the Board of Education under the particular circumstances, a student who violates this policy may be required to participate in and complete a drug and alcohol abuse assistance or rehabilitation program to the satisfaction of the Board of Education and at parental expense.

Chapter 9: Internet, Technology, & Publications

Electronic Networks

Electronic networks, including the Internet, are a part of the District’s instructional program and serve to promote educational excellence by facilitating resource sharing, innovating and communication. The Superintendent shall develop an implementation plan for this policy and appoint system administrator(s).

The School District is not responsible for any information that may be lost or damaged, or become unavailable when using the network, or for any information that is retrieved or transmitted via the Internet. Furthermore, the District will not be responsible for any unauthorized charges or fees resulting from access to the Internet.

Curriculum

The use of the District’s electronic networks shall: [1] be consistent with the curriculum adopted by the District as well as the varied instructional needs, learning styles, abilities and developmental levels of the students and [2] comply with the selection criteria for instructional materials and library-media center materials. Staff may, consistent with Superintendent’s implementation plan, use the Internet throughout the curriculum.

Acceptable Use

All use of the District’s electronic network must be: [1] in support of education and/or research and be in furtherance of the goals stated herein or [2] for a legitimate school business purpose. Use is a privilege, not a right. Students and staff have no expectation of privacy in any material that is stored, transmitted or received via the District’s electronic network or District computers. General rules for behavior and communications apply when using electronic networks. The District’s “Authorization for Electronic Network Access” contains the appropriate uses, ethics, and protocol. Electronic communications and downloaded material, including files deleted from a user’s account but not erased, may be monitored or read by school officials.

Internet Safety

Each District computer with Internet access shall have a filtering device that blocks entry to visual depictions that are: [1] obscene, [2] pornographic or [3] harmful or inappropriate for students, as defined by federal law and as determined by the Superintendent or designee. The Superintendent or

designee shall enforce the use of such filtering devices. The Superintendent or designee shall include measures in this policy’s implementation plan to address the following:

1. Limiting student access to inappropriate matter as well as restricting access to harmful materials
2. Student safety and security when using electronic communications
3. Limiting unauthorized access, including “hacking” and other unlawful activities
4. Limiting unauthorized disclosure, use and dissemination of personal identification information.

Authorization for Electronic Network Access

Each staff member must sign the District’s “Authorization for Electronic Network Access” as a condition for using the District’s electronic network. Each student and his or her parent(s)/guardian(s) must sign the “Authorization” before being granted unsupervised use.

All users of the District’s computers and means of Internet access shall maintain the confidentiality of student records. Reasonable measures to protect against unreasonable access shall be taken before confidential information is loaded onto the network. The failure of any student or staff member to follow the terms of the “Authorization for Electronic Network Access” or this policy will result in the loss of privileges, disciplinary action and/or appropriate legal action.

Legal ref.: No Child Left Behind Act, 20 U.S.C. 6777
Children’s Internet Protection Act, 47 U.S.C. 254(h) and (l)
Enhances Education through Technology, 20 U.S.C. 6751 et seq.
720 ILCS 135/0.01

Cross Ref.: 5:100 (Staff Development Program), 5:170 (Copyright), 6:40 (Curriculum Development), 6:210 (Instructional Materials), 6:230 (Media Center), 6:260 (Complaint about Curriculum, Instructional Materials and Programs), 7:130 (Student Rights and Responsibilities), 7:190 (Student Discipline), 7:310 (Publications)

Adopted: November 21, 2007

Chapter 10: Special Education

10.1 Education of Children with Disabilities

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 or the Individuals with Disabilities Education Act are identified, evaluated and provided with appropriate educational services.

The School provides a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the school. The term “children with disabilities” means children between ages 3 and the day before their 22nd birthday for whom it is determined that special education services are needed. It is the intent of the school to ensure that students with disabilities are identified, evaluated, and provided with appropriate educational services. A copy of the publication “Explanation of Procedural Safeguards Available to Parents of Students with Disabilities” may be obtained from the school district office.

10.2 Discipline of Students with Disabilities

The school and the district will comply with the Individuals with Disabilities Education Act (IDEA) when disciplining students. Behavioral interventions will be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. No special education student shall be expelled if the student’s particular act of gross disobedience or misconduct is a manifestation of his or her disability as determined through a manifestation hearing. Any special education student whose gross disobedience or misconduct is not a manifestation of his or her disability may be expelled pursuant to the expulsion procedures.

10.3 Requests to Access Classroom or Personnel for Special Education

Evaluation or Observation

The parent/guardian of a student receiving special education services, or being evaluated for eligibility, is afforded reasonable access to educational facilities, personnel, classrooms, and buildings. This same right of access is afforded to an independent educational evaluator or a qualified professional retained by or on behalf of a parent or child.

Chapter 11: Student Rights, Responsibility, & Privacy

11.1 Student Privacy Protections

Surveys by Third Parties

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

Surveys Requesting Personal Information

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

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

The student’s parent/guardian may inspect the survey or evaluation upon, and refuse to allow their child to participate in the survey. The school will not penalize any student whose parent/guardian exercised this option.

Instructional Material

A student’s parent/guardian may inspect, upon their request, any instructional material used as part of their child’s educational curriculum within a

reasonable time of their request.

Instructional material means instructional content that is provided to a student, regardless of its format, printed or representational material, audio/visual materials, and materials in electronic or digital formats. The term does not include academic tests or academic assessments.

11.2 Expectations for Communicating Electronically with Students

Acceptable Communications Methods

Communicating directly with students or parents should be done through district provided communication tools. District communication tools provide staff members with a record of communication. The use of Skyward's Family Access, District e-mail, and School Websites are all examples of acceptable methods of communicating with students or families.

Unacceptable Communications Methods

Non-District Email Accounts – District 168 employees should never use personal email accounts to communicate with students. Coaches not employed by District 168 during the school day must also follow this expectation.

Online Games and Related Activities – While many people enjoy a variety of gaming systems (Wii, Xbox, Playstation, etc.) and recreational websites that allow them to compete with others through the Internet, this is not an acceptable activity for staff members to engage in with students.

Facebook - Staff members should never “friend” students who are currently enrolled in District 168, nor should staff members accept “friend requests” from students.

11.3 Student Records (Policy 7:340)

School student records are confidential, and information from them shall not be released other than as provided by law. Any record that contains personally identifiable information or other information that would link the document to an individual student is a school record if maintained by the District, except: (1) records that are kept in the sole possession of a school staff member are destroyed not later than the student's graduation or permanent withdrawal and are not accessible or revealed to any other person except a temporary substitute teacher and (2) records kept by law enforcement officials working in the school.

State and federal law grants students and parents/guardians 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/her child. However, the District will comply with an ex parte court order requiring it to permit the U.S. Attorney General or designee to have access to a student's school records without notice to, or the consent of, the student's parent/guardian.

The Superintendent shall implement this policy with administrative procedures. The Superintendent shall also designate a records custodian who shall maintain student records. The Superintendent or designee shall inform staff members of this policy, and shall inform students and their parents/guardians of it, as well as their rights regarding student school records.

Legal Ref.: Chicago Tribune Co. v. Chicago Bd. of Ed., 773 N.E.2d 674 (Ill.App.1, 2002)
Owasso I.S.D. No. I-011 v. Falvo, 122 S.Ct. 934 (2002)
Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; 34 C.F.R. Part 99
Children's Privacy Protection and Parental Empowerment Act, P.A. 93-462
105 ILCS 5/10-20.37, 5/14-1.01 et seq., and 10/1 et seq.
50 ILCS 205/7
23Ill.Admin.Code 226 and 375

Cross Ref.: 5:130 (Responsibilities Concerning Internal Information), 7:15 (Student and Family Privacy Rights)

Adopted: November 21, 2007

11.4 Student Biometric Information (when applicable)

Before collecting biometric information from students, the school must seek the permission of the student's parent/guardian or the student, if over the age of 18. Biometric information means information that is collected from students based on their unique characters, such as a fingerprint, voice recognition or retinal scan.

11.5 Search & Seizure

In order to maintain order safety 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 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 or his /her designee 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 school or district’s student rules and policies. The search will be conducted in a manner that is reasonably related to its objective of the search and not excessively intrusive in light of the student’s age and sex, and the nature of the infraction.

Seizure of Property

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

Chapter 12: Parental Right Notifications

12.1 Teacher Qualifications

Parents/guardians may request information about the qualifications of their child’s teachers and paraprofessionals, including:

- Whether the teacher has met State certification requirements;
- Whether the teacher is teaching under an emergency permit or other provisional status by which State licensing criteria have been waived;
- The teacher’s college major
- Whether the teacher has any advanced degrees and, if so, the subject of the degrees; and
- Whether any instructional aides or paraprofessionals provide services to your child and, if so, their qualifications.

12.2 Homeless Child’s Right to Education

Each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education, as provided to other children and youths, including a public pre-school education. A “homeless child” is defined as provided in the McKinney Homeless Assistance Act and State law. The Superintendent shall act as or appoint a Liaison for Homeless Children to coordinate this policy’s implementation.

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.

The Superintendent or designee shall review and revise rules or procedures that may act as barriers to the enrollment of homeless children and youths. In reviewing and revising such procedures, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. Transportation shall be provided in accordance with the McKinney Homeless Assistance Act and State law. The Superintendent or designee shall give special attention to ensuring the enrollment and attendance of homeless children and youths who are not currently attending school. 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 Regional Superintendent 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 shall, 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.

12.3 Sex Education Instruction

Notice to Parents Regarding Sex Education Instruction

For your information, State law requires that all sex education instruction must be age appropriate, evidence-based, and medically accurate including discussion of both abstinence and contraception as a means to prevent pregnancy and sexually transmitted diseases.

Using the health curriculum as its base, the Health Education program aims to impart knowledge to develop ideals, habits, and attitudes that will be conducive to healthful living, including AIDS education. Physical and Health Education contribute to the acquisition of the knowledge and training basic to the growth and maintenance of sound physical and mental health.

Students will not be required to take or participate in any class or course in comprehensive sex education if his or her parent or guardian submits a written objection. The parent or guardian's decision will not be the reason for any student discipline, including suspension or expulsion. Nothing in this Section prohibits instruction in sanitation, hygiene or traditional courses in biology.

Parents or guardians may examine the instructional materials to be used in any district sex education class or course.

12.4 Parental Involvement Policy

The Board recognizes that parental involvement is important to the establishment of an educational environment that encourages high academic achievement. In order to promote collaborative partnerships among schools, parents, and the community, the Board delegates to the Superintendent responsibility for implementing this policy. The district will incorporate this policy into its educational plan.

The District will plan and operate, with meaningful consultation with parents, programs, activities, and procedures for the involvement of parents in all of its schools. Such programs, activities, and procedures will include, but will be limited to, the joint development of the Title I program, consolidated application, and the process of school review and improvement

under Section 1116 of Title I, Part A.

For the purpose of this policy, parent involvement will be defined as: The participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that parents play an integral role in assisting their child's learning, that parents are encouraged to be actively involved in their child's education, and that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child.

What we expect our parents will do:

Strong parental involvement is a two-way, interactive relationship. We expect our parents to:

1. Thoroughly read all information that is sent from the school and respond to requests when needed; please ask questions of your child's teacher when you need clarification.
2. Review your child's assignments and grades on a weekly basis and hold your child accountable to completing school work on time. For those parents who have internet access, you may review your child's attendance, grades, assignments, and discipline records through Skyward's Family Access.
3. Provide a place in the home where your child can successfully study and enforce the expectation that your child spends time each day with their academic studies.
4. Attend key meetings designed to facilitate communication and understanding of your school's academic programs and your child's progress such as: Open House, any and all Parent-Teacher conferences, literacy nights.
5. Limit the amount of time, on school nights, that your child spends socializing, using social media, watching television, or using electronic devices; parents should make sure that their child reads a book or some other literature at least 30 minutes a day.

12.5 English Language Learners

The school offers opportunities for English Language Learners to develop high levels of academic attainment in English and to meet the same academic content and student academic achievement standards that all children are expected to attain.

Parents/guardians of English Language Learners will be provided notification regarding their child's placement in, and information about, the District's English Language Learners programs.

For questions related to this program or to express input in the school's English Language Learners program, contact the appropriate school office.

12.6 Pesticide Application Notice

Parents/guardians will be made aware of a pesticide application in or on school buildings or grounds before they occur. The district maintains a registry of parents/guardians of students who have registered to receive written, email or telephone notification prior to the application of pesticides to school grounds. To be added to the list, please contact the director of buildings and grounds at 708-758-1610 notification will be given before application of the pesticide. Prior notice is not required if there is imminent threat to health or property.

12.7 Mandated Reporters

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

12.8 Sex Offender Notification Law

State law prohibits a child sex offender from being present on school property or loitering within 500 feet of school property when persons under the age of 18 are present, unless the offender meets either of the following two exceptions:

1. The offender is a parent/guardian of a student attending the school and has notified the Building Principal of his or her presence at the school for the purpose of: (i) attending a conference with school personnel to discuss the progress of his or her child academically or socially, (ii) participating in child review conferences in which evaluation and placement decisions may be made with respect to his or her child regarding special education services, or (iii) attending conferences to discuss other student issues concerning his or her child such as retention and promotion; or
2. The offender received permission to be present from the Board of Education, Superintendent, or Superintendent's designee. If permission is granted, the Superintendent or Board President shall provide the details of the offender's upcoming visit to the Building Principal.

In all cases, the Superintendent, or designee who is a certified employee, shall supervise a child sex offender whenever the offender is in a child's vicinity.

Chapter 13: Extra-Curricular Activities & Athletics

13.1 Extra-Curricular Activities

The term, extra-curricular activity, refers to all school-sponsored activities that are neither part of an academic class nor otherwise carry credit or a grade. Once a student is chosen for, or joins an athletic team or organization, they will receive a separate paperwork which outlines eligibility guidelines and detailed information.

Extra-curricular and athletic activities for District 168 include, but are not limited to the following:

<u>Wagoner</u>	<u>Strassburg</u>	<u>Rickover</u>
• Book Buddies	• Choir	• Art Club
• Computer Club	• Art Club	• Community Service
• Radical Readers	• Homework Club	• DIVA Girls
• Star Readers	• Tutoring	• Homework Club
	• Drama Club	• Stride Academy
	• Dance Troupe	• Tutoring
		• Drama Club
		• IESA Activities: <i>Basketball, Volleyball, Cheerleading, Track & Field, Scholastic Bowl</i>

**For a full listing of extra-curricular programs and important information, parents/guardians may contact the appropriate school office.

13.2 Athletic Philosophy

District 168 believes that a quality athletic program is an important part of a student's educational experience. The athletics program is governed by IESA (Illinois Elementary School Association) and is committed to the ideals of promoting sportsmanship, achievement, integrity, leadership, and team competition. By nurturing and encouraging these ideals through athletics, our goal is to improve the athletic ability and fitness of every student and instill in them the principles of team-work and lifelong fitness.

13.3 IESA Eligibility Requirements

In accordance with the Illinois Elementary School Association by-laws, *“No student shall be permitted to compete in a try-out, practice, or game unless such student has filed with the school principal a certificate of physical fitness issued by a licensed physician, physician's assistant, or nurse practitioner as set forth in the Illinois State Statutes not more than 395 days*

preceding such tryout, practice, or contest in any athletic activity,” (www.iesa.org, By-law 3.060). It is the responsibility of potential athletes and his/her parent(s)/guardian(s) to ensure that an up-to-date physical examination is on file in the nurse's office. Students entering sixth grade, or are new to the district at the junior high level, are able to utilize the required physical examination for registration as an athletic physical examination as long as the “Interscholastic Activities” box has been marked accordingly.

All students participating in IESA activities must also meet the academic eligibility requirement set forth by IESA. *“For all IESA activities, athletic as well as non-athletic, passing work shall be checked weekly. Eligibility will be applied to the Monday through Saturday following the week that was checked. Students must be passing each subject each week to be eligible. Grades shall be cumulative for the school's grading period,”* (www.iesa.org, By-law 2.043).

13.4 Student Athlete Concussion & Head Injuries

A student athlete who exhibits signs, symptoms, or behaviors consistent with a concussion in a practice or game will be removed from participation or competition at that time. A student athlete who has been removed from an interscholastic contest for a possible concussion or head injury may not return to that contest unless cleared to do so by a physician licensed to practice medicine in all its branches in Illinois or a certified athletic trainer. If not cleared to return to that contest, a student athlete may not return to play or practice until the student athlete has provided his or her school with written clearance from a physician licensed to practice medicine in all its branches in Illinois or a certified athletic trainer working in conjunction with a physician licensed to practice medicine in all its branches in Illinois. This new procedure is required and complies with the new Illinois Elementary School Association requirements on concussions.

Chapter 14: District 168 Schools

14.1 Wagoner Elementary

Arrival	8:10 A.M.
Teacher supervision	8:10 A.M.
Regular School Hours	8:20 A.M.-2:40 P.M.
Early Dismissal	8:20 A.M.-1:50 P.M.
Half-day Dismissal.....	8:20 A.M.-11:25 A.M.

Supplies

Parents are expected to furnish their child’s consumable classroom supplies such as pencils, crayons, glue, and scissors. These items should be kept at school and will need to be replaced throughout the school year. **Book bags with wheels are not allowed at Wagoner.**

Lost and Found

The lost and found is located in the hallway outside of the Office. Parents/Guardians should mark all clothing (hats, mittens, scarves, coats, etc.), lunch boxes/bags, books, book bags, and other items that belong to your child. Unclaimed items are disposed of at the end of the quarter.

Recess

Students have a 10- to 15-minute activity period during the day, depending on the teacher. Normally, children will go outside for recess. We go outside whenever the weather is above 20 degrees (and sometimes between 10 and 20 degrees, depending on the wind chill). Below 10 degrees, during rain or snow, there will be indoor recess. Please be sure your child is dressed properly for outdoor recess with clothing appropriate for the weather. Children returning to school after an illness will be allowed to stay indoors for recess for one day only, when the parent/guardian makes a written request.

Bicycles

Students are not allowed to ride their bicycles to school or to rollerblade or skateboard on school property.

Lockers

Lockers are the property of the School District and are to be used as storage areas for books, school supplies, and outdoor garments. School authorities reserve the right to periodically inspect lockers to ensure the health, safety, and general welfare of students, faculty, and school property.. School

officials may conduct searches at any time with or without advance notice. No locks may be put on the lockers.

Classroom Events Policy

The Board of Education has approved a policy to allow three classroom events per year:

1. A fall event (October)
2. A winter event (December)
3. A spring event (February)

All “treats” for these events will be provided by the School District for the children. Children will not be allowed to wear costumes or any type of makeup on any of the event days. Parents/guardians/room mothers will not be allowed to distribute any additional treats/prizes to the children.

Any food brought to school as a birthday or special occasion treat must be commercially prepared and individually wrapped. No homemade food or containers of individual cupcakes will be allowed. It would be a good idea to call the classroom teacher before purchasing treat.

Peer Mediation

A student who is having a problem with another student may request a peer mediation form from his/her teacher or the office. After the request is turned in, the disputing students will have the opportunity to talk out the problem with the assistance of trained peer mediators. The students will then agree upon a peaceful solution to the problem.

Wagoner’s Intervention Plan

Tier 1

- CHAMPS
 - Classroom Management
 - Modeled, retaught, rewarded on a daily/hourly basis
 - Review rules and procedures daily
 - Clear Expectations for Classroom (posted, practiced, and reviewed)
 - Willingness to adapt if necessary
 - Attention getters (ie. clap hands, turn off lights, etc.)
 - Transition procedures (modeled and rewarded)
 - Positive modeling of expectations
 - Positive Corrections

- Class-wide Reward System (extra recess, party, etc.)
- Clear expectations for Common Areas (hallways, lunchroom, bathroom)
- Staff training for referrals and well-prepared, engaging lessons
- Character Education
 - Taught 1-2 times a month by Ms. Misiunas
 - Reinforced daily by teachers and staff
 - 15 minutes DEAR time/15 minutes social skills
- NED
 - Kick-off assembly
 - Follow-up with Ms. Quetell
 - Reinforced daily by teachers and staff
- School-Wide Reward programs
 - Caught Being Good
 - Attendance Rewards
 - Stride Rewards

Tier 2

Tier 2 interventions are utilized for students who are getting constant referrals and are NOT responding to tier 1 interventions. We focus on these students in a smaller setting.

- Check-in/Check-out
 - Focus on 2-3 specific goals
 - Meet with a specific teacher to review expectations (beginning of the day)
 - That same teacher checks-in with students at different times of the day to make sure the student is still on target
 - End day on a positive
- Peer-Mediation
 - Work with peers to learn strategies on problem solving
- Behavioral Contract
 - Teacher/Parent/Student
 - Focus on 2-3 specific goals
 - Signed daily
 - If parents refuse, documentation will be made and contract will be held accountable
- Small Group Setting (meet twice a week)
 - Model and role play appropriate and non-appropriate behavior
 - Problem solving/conflict resolution strategies (modeled)
 - Bully prevention (role playing)

- Anger management strategies
- Visual Supports/Cues on the desk
- Reflection Center - Think sheets
- Constant positive modeling
- Parent contact
 - Daily
 - Documented (evidence for tier 3)
- Individual Motivational Reward System
 - Punch cards
 - Sticker charts
 - Visit another teacher

Tier 3

Tier 3 interventions are utilized for students who exhibit intense/persistent problems. Tier 3 students are a danger to themselves and others. They need intensive, individualized behavior and mental support.

- School Psychologists/Social Workers are heavily involved.
- FBA (Functional Behavior Assessment)
 - Identification of specific staff to be involved along with specific goals addressed
 - Tier 1 and Tier 2 data collected and reviewed to create behavior plan
 - Behavior plan includes EMERGENCY procedures to ensure the safety of the child, other students, and teacher.
 - Principal/Assist. Principal must be involved & request parent involvement concerning their child
 - Team called to intervene and remove student from the situation. Team member(s) help the students to calm down in the least restrictive manner possible
 - Parent is called immediately to address the emergency situation. When parent arrives, he/she needs to be briefed on the situation and will assist the team member and the student to complete the think sheet
 - If the student has calmed down, the student will be given the option to begin modeling appropriate behavior and return to class
 - If the student has not calmed down, he/she must leave with the parent. The student will be allowed to return the following day. Begin each day as a brand new day!
 - If the same child continues to display the same violent

behavior (3-4 incidents), the principal/assist. principal will step in and use their best judgment in addressing the child's needs.

- If behavior is serious enough to constitute gross disobedience and/or misconduct, the results may be immediate suspension.
- The principal/assist. principal has the right to increase or decrease the number of days for suspension and to skip tiers relevant to the severity or nature of the offense
- District 168 does not administer corporal punishment.

14.2 Strassburg Elementary

Entry.....	8:20 A.M.
Regular School Hours.....	8:20 A.M.-2:40 P.M.
Early Dismissal.....	8:20 A.M.-1:50 P.M.
Half-day Dismissal.....	8:20 A.M.-11:25 A.M.

"Student of the Month"

Each month, your child's teacher will nominate a 'Student of the Month' for demonstrating that month's Pillar of Character. Students upholding the Pillars of Character stand out as ethical leaders in our community by allowing their 'Best Self' to shine. When they are able to exhibit these Pillars of Character, they truly deserve our gratitude and acknowledgement. We as a School District have adopted the Character Counts! Program and the Steps to Respect: A Bullying Prevention Program in creating a safe, caring and respectful school climate.

Steps to Respect Program

The Steps to Respect program creates research-based social-emotional learning materials to help children succeed in school and in life. It is a non-profit program that helps create a world in which children can grow up to be peaceful, kind, responsible citizens.

The Steps to Respect Program will teach our children skills that help them stay safe, manage their emotions, solve problems, avoid risky behavior, and improve their academics.

Recess

Students have a 10- to 15-minute activity period during the day, depending on individual classroom schedules. Normally, children will go outside

for recess. We go outside whenever the weather is above 20 degrees (and sometimes between 10 and 20 degrees, depending on the wind chill). Below 10 degrees, during rain or snow, there will be indoor classroom recess. Please be sure your child is dressed properly for outdoor recess with clothing appropriate for the weather. Children returning to school after an illness will be allowed to stay indoors for recess for one day only, when the parent/guardian makes a written request.

Universal CHAMPS Classroom Management Plan Tier 1

The teacher's classroom management plan incorporates preventive strategies when a student needs to be redirected in following the Pillars of Character and CHAMPS. This proactive approach will allow students opportunities to learn from preventive strategies and improve their behavior. The staff use CHAMPS as their Tier 1 classroom Management. The staff use the following guidelines with all of our students:

- Model, reteach, reward positive behaviors
- Review rules and procedures daily
- Have clear expectations for classrooms (posted, practiced, and reviewed)
 - Willingness to adapt when needed
 - Use attention getters (ie. clap hands, turn off lights, etc.)
 - Use effective transition procedures (modeled and rewarded)
 - Model positive expectations
 - Use positive Corrections
 - Use class-wide reward system (extra recess, party, etc.)
 - Have clear expectations for common Areas (hallways, lunchroom, bathroom)
- Step 1. Verbal Warning
 - Teacher will provide early stage behavior replacement options. These are referenced through our CHAMPS book.
- Step 2. Time out with a CHAMPS reflection sheet in the classroom
 - Teacher will provide early stage behavior replacement options. These are referenced through our CHAMPS book.
- Step 3. Parent conference to discuss classroom concerns
 - Teacher will continue to provide early stage behavior replacement options. These are referenced through our CHAMPS book.

Tier 2

Tier 2 interventions are utilized for students who need additional support beyond Tier 1 interventions.

- Check-in/Check-out
 - Focus on 2-3 specific goals
 - Meet with a specific teacher to review expectations (beginning of the day)
 - That same teacher checks-in with students at different times of the day to make sure the student is still on target
 - End day on a positive
- Peer-Mediation
 - Work with peers to learn strategies on problem solving
- Behavioral Contract
 - Teacher/Parent/Student
 - Focus on 2-3 specific goals
 - Signed daily
 - If parents refuse, documentation will be made and contract will be held accountable
- Small Group Setting (meet twice a week)
 - Model and role play appropriate and non-appropriate behavior
 - Problem solving/conflict resolution strategies (modeled)
 - Bully prevention (role playing)
 - Anger management strategies
- Visual Supports/Cues on the desk
- Reflection Center - Think sheets
- Constant positive modeling
- Parent contact
 - Daily
 - Documented (evidence for tier 3)
- Individual Motivational Reward System
 - Punch cards
 - Sticker charts
 - Visit another teacher

Tier 3

Tier 3 interventions are utilized for students who exhibit intense/persistent concerns beyond Tier 2. Tier 3 students are a danger to themselves and others.

- School Psychologists/Social Workers are heavily involved.

- FBA (Functional Behavior Assessment)
 - Identification of specific staff to be involved along with specific goals addressed
 - Tier 1 and Tier 2 data collected and reviewed to create behavior plan
 - Behavior plan includes EMERGENCY procedures to ensure the safety of the child, other students, and teacher.
 - Principal/Assist. Principal must be involved & request parent involvement concerning their child
 - Parent is called immediately to address the emergency situation. When parent arrives, he/she needs to be briefed on the situation and will assist the team member and the student to complete the think sheet
 - If the student has calmed down, the student will be given the option to begin modeling appropriate behavior and return to class
 - If the student has not calmed down, he/she must leave with the parent. The student will be allowed to return the following day. Begin each day as a brand new day!
 - If the same child continues to display the same violent behavior (3-4 incidents), the Principal/Assist. Principal will step in and use their best judgment in addressing the child's needs.
 - If behavior is serious enough to constitute gross disobedience and/or misconduct, the results may be immediate suspension.
 - The Principal/Assist. principal has the right to increase or decrease the number of days for suspension and to skip tiers relevant to the severity or nature of the offense
 - District 168 does not administer corporal punishment.

Positive Behavior Incentives

Strassburg will provide meaningful rewards for students who have exhibited desired behaviors. These are reflective by all staff in the positive recognition of progress and success. Strassburg will recognize students that consistently demonstrate positive behaviors by implementing the following positive incentives throughout the year:

- Quarterly Assemblies
- Character Counts Pillar Days
- Certificates/badges

- Grade level special events (read-a-thon)
- After School Programs and activities
- Field trips
- Star student recognition
- Positive parent contact
- Recess/brain breaks
- Spirit week
- Red Ribbon Week
- Book-It
- Seasonal incentives (Great America ticket for reading)

Supplies and Strassburg School Store

Parents are expected to furnish their child’s consumable classroom supplies such as pencils, crayons, glue, and scissors. Notebook paper must be supplied by students in the third, fourth and fifth grades. The Strassburg School store is open Monday through Friday from 8:10 am to 8:20 am for students to buy any supplies that are needed throughout the school year.

Lost and Found

The lost and found is located in the hallway outside of the Office. Parents/Guardians should mark all clothing (hats, mittens, scarves, coats, etc.), lunch boxes/bags, books, book bags, and other items that belong to your child. Unclaimed items are disposed of at the end of the quarter.

Bicycles

Students are permitted to ride their bicycles to school, but bikes are to be walked once on school property. A bike rack is provided where students should lock and chain their bikes (one bike per lock). The school cannot assume responsibility for bikes that are damaged or stolen while on school property. Parents/Guardians should exercise their own judgment in allowing their children to ride their bikes to school when poor road conditions exist. Parents should be sure their children know proper rules of bicycle safety before allowing them to ride their bikes to school. Skateboards and scooters are not permitted.

Lockers

Lockers are the property of the School District and are to be used as storage areas for books, school supplies, and outdoor garments. School authorities reserve the right to periodically inspect lockers to ensure the health, safety, and general welfare of students, faculty, and school property.. School officials may conduct searches at any time with or without advance notice.

No locks may be put on the lockers.

14.3 Rickover Jr. High

Entry.....	8:00 A.M.
Regular School Hours	8:10 A.M.-2:27 P.M
Early Dismissal	8:10 A.M.-1:35 P.M.
Half-day Dismissal.....	8:10 A.M.-11:25 A.M.

At times, there may be students who struggle with displaying positive behavior. In order to best support these students, the following behavior interventions will be put into place:

Tier 1

Classroom management plans: The universal classroom management plan incorporates behavioral interventions when a student struggles to display desired, positive behaviors:

- Step 1. Verbal Warning
 - Teacher will provide early stage behavior replacement options. These are referenced through CHAMPS training.
- Step 2. Student-Teacher Conference
 - Teacher will provide early stage behavior replacement options. These are referenced through CHAMPS training.
- Step 3. Parent contact to discuss classroom concerns
 - Teacher will provide early stage behavior replacement options. These are referenced through CHAMPS training.
- Step 4. Parent-Teacher Conference
- Step 5. Referral to the office

Additional Interventions that will be assigned on an individualized basis according to the student’s needs at the discretion of an administrator

Tier 2

Intervention Center - The after-school intervention will engage in self-reflection via roundtable discussion involving staff and students. Following the discussion, students will brainstorm positive choices/decisions, and they will learn specific replacement behaviors. Finally, using role-play, media and practical scenarios, students will relate the six pillars of character to their own lives at school and at home.

In School Suspension (ISS) In School Suspension is an in-school behavioral

intervention designed to teach replacement behaviors in an effort to ensure future success.

Saturday School

Tier 3

This is for students who exhibit intense/persistent problems. They need intensive, individualized behavior and mental support.

Tier 3 goal - Diminish problem behaviors and increase their quality of adaptive skills necessary for problem solving in life. School psychologist and social workers will be heavily involved.

Physical Education

The Physical Education program strives to provide healthy, stimulating and socially sound activities in which an individual or group may participate under the leadership of our Physical Education teachers. Physical Education is required by state law unless excused by the family physician. **Students are issued a school combination lock through their P.E. teacher for use during Physical Education class. Students are required to wear the Rickover P.E. uniform. Students may purchase Rickover T-shirts and shorts in the School Office.** Students should write their names on their gym shorts and shirt.

Consequences will be given to students who are required to dress for P.E. activities but do not. *Students with repeated non-dressing offenses could receive and Out-of-School Suspension or Saturday School.*

Bicycles

Students are welcome to ride their bicycles to school, but bikes are to be walked once on school property and locked in the bike racks provided. The school is not responsible for bicycle damage/theft. Students riding bikes are reminded to follow the “rules of the road” and to wear a helmet for safety. Skateboards or skates of any nature are not permitted on campus. Students are cautioned not to share bike locks.

Lockers

Each student will be assigned a locker by his/her homeroom teacher. Use only the locker assigned to you, and keep it locked and clean at all times.

Do not give your combination to anyone! Students are responsible for their own valuables, which we suggest stay at home! Because of cleanup difficulties, we ask students to not put stickers on or in their lockers.

Students are allowed to go to their locker at the beginning of the day, before and after “specials” (P.E., Health, Computers, Art), before lunch and after eighth-period class at the end of the day.

Student Activities

National Junior Honor Society

Rickover Junior High School proudly sponsors a chapter of the National Junior Honor Society for academically eligible students. Requirements, expectations, and by-laws will be made available upon request.

Graduation

Graduation is an honor and a privilege bestowed on those students who have successfully completed the eighth grade and who have met the academic and behavioral standards set by the school. Students who have not maintained a cumulative GPA of 2.0 for the academic year, have accumulated five or more out-of-school suspension days, and more than four unexcused absences and/or tardies per quarter will not be permitted to participate in the Graduation Ceremony. Special consideration will be addressed by the Administration. This evaluation (based on academic grades, effort, conduct, accumulated detention time, number of suspensions and progress reports) will be made by the faculty with the final decision resting with the Administration.

Student/Parent Handbook Acknowledgement

I have reviewed the Student/Parent Handbook with my child(ren) in an effort to promote a better understanding of the Community Consolidated Schools District 168 rules and expectations. My signature below acknowledges receipt of this Student/Parent Handbook.

I have received a copy of the Student/Parent Handbook. I have read the handbook and understand all the rules and expectations. I agree to be responsible for following all of the rules and expectations of the school and understand the consequences for failing to follow the requirements.

I understand that this handbook may be amended during the year without notice. This handbook in the latest version is applicable to all students upon the implementation of any change. The administration will notify all parents and students in writing, where possible, of any changes to the handbook as soon as is practicable.

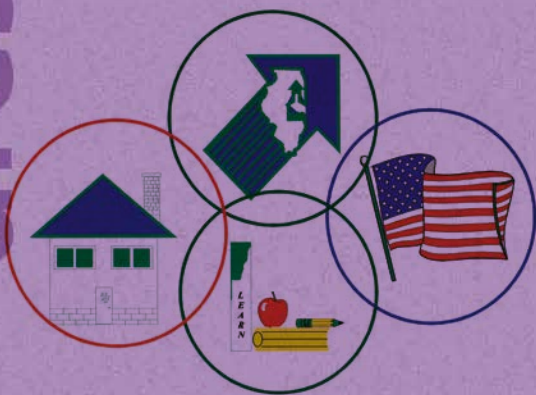
Signature of Parent/Guardian

Date

Signature of Student

Date

POLICY
VISION
RIGHTS
MISSION
offenses
HEALTH
violation
communication
dress code
HONOR ROLL



Community Consolidated Schools District 168

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