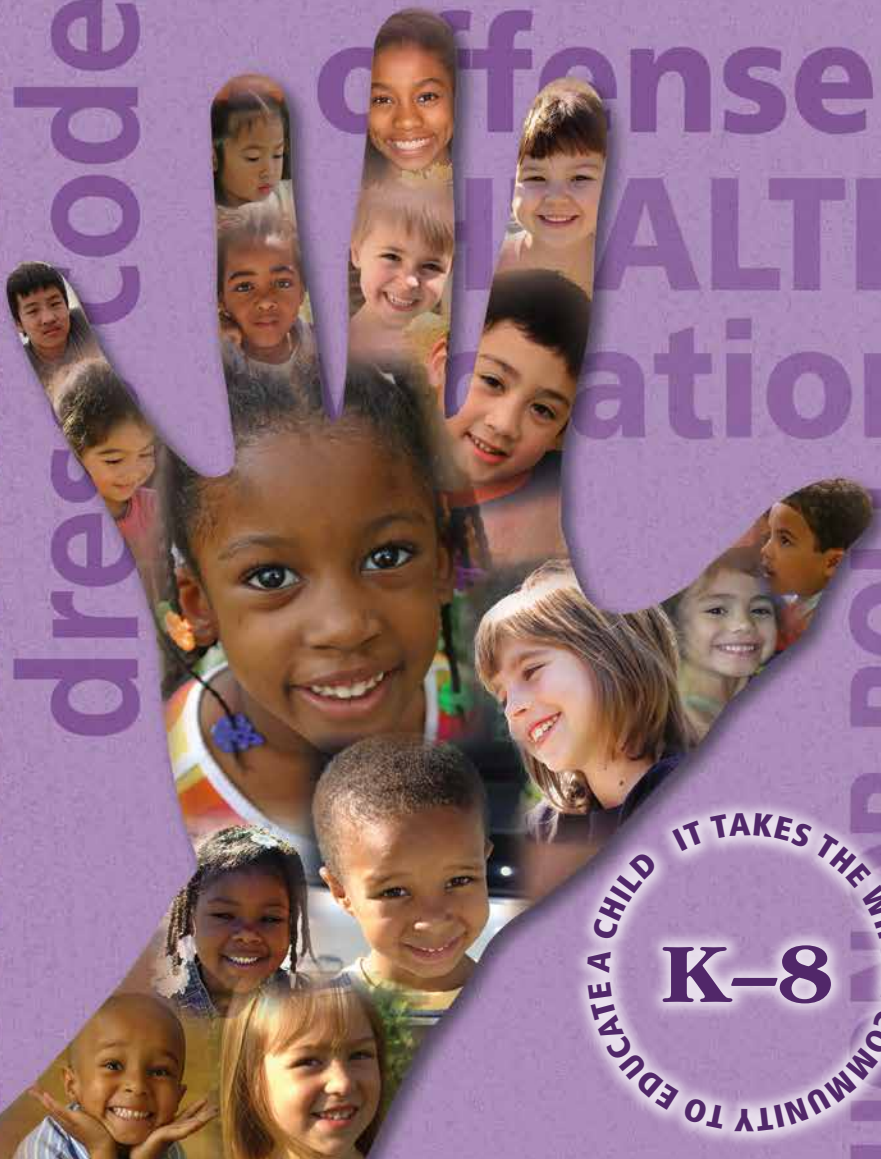
COMMUNITY CONSOLIDATED SCHOOLS DISTRICT 168

2026-27 Student Handbook



IT TAKES THE WHOLE COMMUNITY TO EDUCATE A CHILD

K–8

TM

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 comunicandose 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.



Hand Handbook™, Kidder & Company, Inc.

SUPERINTENDENT MESSAGE

It is such a privilege to continue serving the families and stakeholders of Sauk Village as the Superintendent of Schools for Community Consolidated Schools District 168.

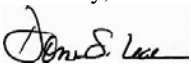
We are busily preparing for the 2026-27 school year with enthusiasm! Our administrative team has had some shifts for the upcoming school year. We congratulate Dr. Jennifer Camilleri as our new Chief School Business Official. Additionally, we have had some shifts in our administrative team at Strassburg. Mrs. Angela Barnes is now serving as Principal at Strassburg, and we welcome Mr. Vincent Payne, Assistant Principal at Strassburg. Let's welcome them as they navigate this new, exciting venture here at CCSD 168! We have worked diligently throughout the summer to ensure all our positions are filled for our August 13 teacher start day and August 17 student start date.

As embedded in our mission statement our role is to inspire, challenge and support every child, every day to reach their greatest academic, social and personal potential. The district is committed to creating a learning environment where all students can thrive and succeed with the necessary time and support.

We look forward to working with you to achieve the greatest success for our students, families and stakeholders in the 2026-27 school year! Follow us on our website for up-to-date information at www.d168.org; Facebook page and X. #d168excels

We are District 168 Strong!

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 Jones .....President
Mrs. Brandie Jackson-Williams ..... Vice President
Mrs. Sene' Garrett ..... Secretary
Mr. Branard Barrett ..... Board Member
Mrs. Serena Durr-Jones..... Board Member
Ms. Sabrina Fisher ..... Board Member
Mr. Ernest Jones..... Board Member

Administrative Staff

Dr. Donna Leak ..... Superintendent of Schools
Dr. Jennifer Camilleri.....Chief School Business Official
Dr. Sonya Whitaker.....Director of Instructional Services
Dr. Stephanie Jones .....Director of Special Education
Mr. Leslie Spires .....District Data Coordinator
Ms. Miriam Flores-McCoy ..... Bilingual Coordinator
Ms. Dornetta Walker .....MTSS Coordinator
Dr. Zarita Beal.....Human Resources Coordinator
Mr. Jonath Harris .....Supervisor of Buildings and Grounds

District 168 Schools

Blossoms Early Childhood Center
1831 E. 215th Place
Sauk Village, IL 60411
708-758-4762
Mrs. Gerri Latting ..... Director of Early Childhood
Ms. Nicole Cornelious ..... Assistant Principal

Wagoner Elementary School
1831 E. 215th Place
Sauk Village, IL 60411
708-758-3322
Mrs. Brianne Malatt, J.D.....Principal
Ms. Debra Ford ..... Assistant Principal
Ms. Lakesha Spight..... Assistant Principal

Strassburg Elementary School
2002 E. 223rd St.
Sauk Village, IL 60411
708-758-4754
Mrs. Angela Barnes .....Principal
Mr. Charles Bintz ..... Assistant Principal
Mr. Vincent Payne ..... Assistant Principal

Rickover Jr. High School
22151 S. Torrence Ave.
Sauk Village, IL 60411
708-758-1900
Mr. Philip Bazile .....Principal
Mr. Michael Akins ..... Assistant Principal
Ms. Tirena Gipson-Simmons ..... Assistant Principal

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
- Transportation Problems
- Student Attendance
- School Policy
- Family Access with Skyward
- School Fees
- School Lunch Program
- 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 **708-210-5724**
Provides services to adolescents 12-18 years of age

Governors State University **708-235-7334**
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 Parental Involvement Policy and Expectations

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.

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 at 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 on school district property.
- 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 2, 5, 7, 9 or 12 for announcements that school will be closed in Community Consolidated Schools District 168. In addition, the announcement will be made through an auto call, on the district website, district App, Facebook and twitter accounts. If no announcement is made, school will be in session. 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 **Blossoms** student absence, call the school office (708-758-4762) between 7:45 and 8:15 A.M.
- 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 8:00 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 and Compulsory School Attendance

Compulsory School Attendance

This policy applies to individuals who have custody or control of a child: (a) between the ages of six (on or before September 1) and 17 years (unless the child has graduated from high school), or (b) who is enrolled in any of grades kindergarten through 8 in the public school regardless of age. Subject to specific requirements in State law, the following children are not required to attend public school: (1) any child attending a private school (including a home school) or parochial school, (2) any child who is physically or mentally unable to attend school (including a pregnant student suffering medical complications as certified by her physician), (3) any child lawfully and necessarily employed, (4) any child over 12 and under 14 years of age while in confirmation classes, and(5) any child absent because his or her religion forbids secular activity on a particular day.

The parent/guardian of a student who is enrolled must authorize all absences from school and notify the school in advance or at the time of the student's absence. A valid cause for absence includes illness, observance of a religious holiday, death in the immediate family, family emergency, other situations

beyond the control of the student, other circumstances that cause reasonable concern to the parent/guardian for the student's safety or health, or other reason as approved by the Superintendent or designee.

Absenteeism and Truancy Program

The Superintendent or designee shall manage an absenteeism and truancy program in accordance with the School Code and Board of Education 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 protocol for excusing a student in grades 6 through 8 from attendance to sound Taps at a military honors funeral held in Illinois for a deceased veteran.
3. A protocol for excusing a student from attendance on a particular day(s) or at a particular time of day when his/her parent/guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings.
4. 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 notification.
5. 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.
6. A description of diagnostic procedures for identifying the cause(s) of a student's unexcused absenteeism, including interviews with the student, his or her parent(s)/guardian(s), and staff members or other people who may have information about the reasons for the student's attendance problem.
7. The identification of supportive services that may be offered to truant, chronically truant, or chronically absent 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*.
8. 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 Intermediate Service Center, if truancy continues after supportive services have been offered.

9. A protocol for cooperating with non-District agencies including County or municipal authorities, the Intermediate Service Center, 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 State and federal law concerning school student records.
10. An acknowledgement that no punitive action, including out-of-school suspensions, expulsions, or court action, shall be taken against a chronic truant for his or her truancy unless available supportive services and other school resources have been provided to the student.
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.

LEGAL REF.:
105 ILCS 5/26-1 through 16.
705 ILCS 405/3-33.5, Juvenile Court Act of 1987.
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: 4/16/2018

2.5 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.

2.7 Accelerated Placement Program

The District provides an Accelerated Placement Program (APP). The APP advances the District's goal of providing educational programs with opportunities for each student to develop to his or her maximum potential. The APP provides an educational setting with curriculum options usually reserved for students who are older or in higher grades than the student participating in the APP. APP options include, but may not be limited to: (a) accelerating a student in a single subject; (b) other grade-level acceleration; and (c) early entrance to kindergarten or first grade. Participation in the APP is open to all students who demonstrate high ability and who may benefit from accelerated placement. It is not limited to students who have been identified as gifted and talented. Eligibility to participate in the District's APP shall not be conditioned upon the protected classifications identified in Board policy 7:10, Equal Educational Opportunities, or any factor other than the student's identification as an accelerated learner.

The Superintendent or designee shall implement an APP that includes:

1. Decision-making processes that are fair, equitable, and involve multiple individuals, e.g. District administrators, teachers, and school support personnel, and a student's parent(s)/guardian(s);
2. Notification processes that notify a student's parent(s)/guardian(s) of a decision affecting a student's participation in the APP; and
3. Assessment processes that include multiple valid, reliable indicators. The Superintendent or designee shall annually notify the community, parent(s)/guardian(s), students, and school personnel about the APP, the process for referring a student for possible evaluation for accelerated placement, and the methods used to determine whether a student is eligible for accelerated placement. Notification may: (a) include varied communication methods, such as student handbooks and District or school websites; and (b) be provided in multiple languages, as appropriate.

LEGAL REF.:
105 ILCS 5/14A.
CROSS REF.: 6:10 (Educational Philosophy and Objectives), 6:130 (Program for the Gifted), 7:10 (Equal Educational
Opportunities), 7:50 (School Admissions and Student Transfers To and From Non-District Schools)
Adopted: 8/20/2018

Chapter 3: Curriculum

3.1 Grades – Report Cards, Grading Scale, Grading Issues

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	60-69%
F	Failure	59-0%

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.

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 areas including 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.

3.5 Remote Learning

Why e-Learning?

E-Learning days is the use of technology to enable students to learn anytime and anywhere. Community Consolidated Schools District 168 e-Learning days will offer a blended learning environment for students. E-Learning days will be called in the same way an emergency day has been called in the past. Depending on the circumstances, it may be called as either a traditional school closing day (to be made up at the end of the year) or an e-Learning day.

Public Act 101-0012 allows school districts statewide to utilize e-Learning days in lieu of emergency days and maintains flexibility for students to engage in career-connected learning outside of the classroom. It is important to emphasize that the 'e' in an e-Learning Day represents 'engagement' more so than 'electronic' given the guidance around building a definition of 'an instructional day' and to establish clear expectations around student attendance.

Teachers will create standards-based lessons with resources and the assignment will be available through various digitally delivered programs located on the District website (d168.org) under Quick Links or in Google Classrooms.

Role of e-Learning at Community Consolidated Schools District 168

E-Learning will be utilized at Community Consolidated Schools District 168 in the event of inclement weather or any event deemed an emergency. E-Learning days enable students and teachers to continue moving through their current curriculum without interruption.

e-Learning Goals

The primary goal of e-Learning is to maintain the momentum of learning and to not "make up" missed days at the end of the school year.

Infrastructure

Technology Support

Parents and students can contact the Technology Help Desk at tech@d168.org. If for some reason, tech support cannot resolve your issue or wi-fi is not available, students will be guided to follow the alternate plan, using hard copy and print materials.

Offline Support

Teachers will be available from 9:00 a.m. to 2:00 p.m. Teachers can be reached via e-mail, Google Classroom, DOJO, Remind 101 and Powered By Action.

Instruction

All students in grades Kindergarten through 8th grade will participate in e-Learning. Students will have the option to engage in e-Learning assignments via online modules or printed materials. Students' lessons are aligned to the current curricular scope and sequence.

All three schools will run on the following schedule.

8:30 a.m. - 9:00 a.m. Teachers engage in planning and preparation for e-Learning day

9:00 a.m. e-Learning modules and e-Learning references/links are e-mailed to families

9:00 a.m. - 2:00 p.m. Teacher and Student Interaction

- 5-hour block of student engagement, instruction, supervision, monitoring and support

12:00 p.m. - 12:30 p.m. Teacher Duty-Free Lunch

2:00 p.m. - 2:30 p.m. Teacher Planning and Preparation

- Verification and assessment of student work/engagement
- Planning and preparation

9:00 p.m. e-Learning modules close

Teachers will be available from 9:00 a.m. to 2:00 p.m. Teachers can be reached via e-mail, Google Classroom, DOJO, Remind 101 and Powered By Action. Parents may also contact administrators via email and/or individual cell phone numbers.

Students will select the e-Learning module(s) (Art, Music, PE, Computer, etc.) based on their current scheduled special rotation.

Students with Special Needs
For students with IEPs and 504 plans, the accommodations built into those plans will apply to e-Learning assignments. Alternative assignments may be substituted related to IEP goals. Students who have direct special education and/or related services in their IEPs or 504 plan will engage with an activity related service personnel (OT, PT, Speech, etc) on an e-Learning Day. Additionally, all SPED teachers will be available during the e-learning day for the specific needs of the students on their caseloads.

For students that receive EL services, the EL teacher will be available for support. Modules will have appropriate accommodations based on a student's English proficiency.

Student Access
This district will survey district families to establish a baseline for technology needs. This would include whether families have internet access and the type of devices in the home. This will also include their accessibility to technology at off-site locations (ex: daycare, relative's homes).

All students will be given the option to complete ALL school work via paper and pencil option.

St. Mark's Lutheran Church will offer internet access to a number of families within the district.

Students with NO Internet Access
In some circumstances packets will be sent home with students who have been identified as having NO internet access at home. All paper and pencil schoolwork will be sent home by students the day before the e-Learning day. If a student's access is in question, we will error on the side of caution and send a packet.

e-Learning Assignment Guidelines/Expectations

- Minimum 5 hours of instruction
- E-Learning assignments and content are a continuation of the traditional learning day and follow the weekly lesson plan submitted by the teacher
- E-Learning assignments follow state content standards and learning targets

Student Attendance Verification
All students are marked present initially on an e-Learning day. If a student does not complete the assignments for their class by the designated due date the office or teacher will be made aware and that student will be marked absent.

Completed e-Learning assignments will be used to determine attendance on an e-Learning day. Considerations will be made for students who may not be home or do not have internet access.

Students will be required to submit a Google Form to verify attendance for the eLearning day.

Stakeholder Communication
Every attempt will be made to determine that an eLearning day will be used by 9 p.m. the night before. A decision will be made by 5:30 a.m. at the latest. Communication will be sent through email, phone blast, Powered By Action app, district social media accounts, our website, and posted to www.emergencyclosing.com.

e-Learning Program Evaluation
Community Consolidated Schools District 168 e-Learning Program will be evaluated by students, parents/guardians, and staff each April. Each stakeholder group will complete a survey and the results will be presented to the Technology Committee and presented at the May School Board meeting. The results from the survey will be instrumental in any revisions made to the program as well as assist in addressing any concerns or difficulties.

This guidance is subject to change based on updated information from state and federal agencies.

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-AP1, 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. 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 Ditrict 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 medication during school hours or during school-related activities unless it is necessary for a student's health and well-being. When a student's licensed health care provider and parent/guardian believe that it is necessary for the student to take a medication during school hours or school-related activities, the parent/guardian must request that the school dispense the medication to the child and otherwise follow the District's procedures on dispensing medication.

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

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

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

Self-Administration of Medication

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

School District Supply of Undesignated Epinephrine Auto-Injectors

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

necessary according to State law. *Undesignated epinephrine auto-injector* means an epinephrine auto-injector prescribed in the name of the District or one of its schools. A school nurse or trained personnel, as defined in State law, may administer an undesignated epinephrine auto-injector to a person when they, in good faith, believe a person is having an anaphylactic reaction. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law.

Void Policy; Disclaimer

The **School District Supply of Undesignated Epinephrine Auto-Injectors** section of the policy is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for undesignated epinephrine auto-injectors from a physician or advanced practice nurse licensed to practice medicine in all its branches, or (2) fill the District's prescription for undesignated school epinephrine auto-injectors.

Upon any administration of an undesignated epinephrine auto-injector, the Superintendent or designee(s) must ensure all notifications required by State law and administrative procedures occur.

Upon implementation of this policy, the protections from liability and hold harmless provisions as explained in Section 22-30(c) of the School Code apply.

No one, including without limitation parents/guardians of students, should rely on the District for the availability of an epinephrine auto-injector. This policy does not guarantee the availability of an epinephrine auto-injector; students and their parents/guardians should consult their own physician regarding this medication.

LEGAL REF.:105 ILCS 5/10-20.14b, 5/10-22.21b, and 5/22-30.
23 Ill.Admin.Code §1.540.
CROSS REF.:7:285 (Food Allergy Management)
ADOPTED: December 19, 2016

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 or 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.

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.

Law Enforcement Drill

For law Enforcement Drills, students should follow the instruction of their teachers, administrators and law enforcement.

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 school staff immediately.
4. Remind your child to not get into any vehicle if he/she does not know the driver.

Our schools are a safe-haven for children. 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 administrator 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:

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. 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.
10. Length of skirts and/or shorts must extend to the end of the middle finger when standing with arms held straight at the side
11. Belts must be worn at waist level.
12. 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.

13. No clogs, sandals, flip flops, wedges, platforms, high heels, animated shoes (wheels or lights), etc. House shoes and/or slippers are not allowed.
14. 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.
15. Haircuts/carvings which display inappropriate patterns, signs, symbols, letters or names are prohibited.

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 Behavior 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.
- 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 wheelies are not permitted on school grounds.
- ***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.***

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.

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.

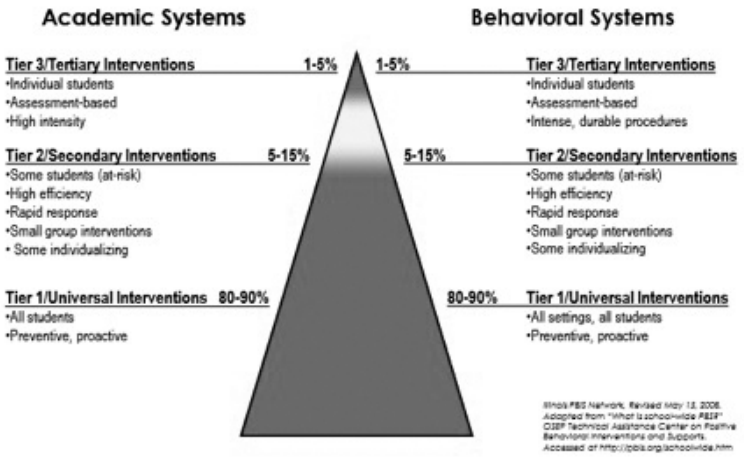
Social networking website means an Internet-based service that allows students to: (1) construct a public or semi-public profile within a bounded system created by the service; (2) create a list of other users with whom they share a connection within the system; and (3) view and navigate their list of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



Illinois PBIS Network. Revised May 13, 2008. Adapted from "What is schoolwide PBIS?" OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. Accessed at http://pbis.org/schoolwide.htm

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	• Use appropriate language, tone, & volume • Listen Attentively & wait your turn to speak • Follow adult directions • Honor the property of others	• 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	• Keep hands, feet, & objects to self • Keep classroom orderly • Use materials appropriately • Be truthful • Avoid verbal and physical confrontations
Restroom	• Respect others space and privacy • Be patient and wait your turn • Enter & exit washroom quietly • Use quiet voices	• 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	• 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

	Be Respectful	Be Responsible	Be Safe/Reliable
Hallway/ Locker	• Use appropriate language, volume, & tone • Speak politely when addressed • Follow directions • Treat others as you wish to be treated	• 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	• Keep hands, feet, & objects to self • Only use your locker at appropriate times • Walk safely
Lunchroom	• 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	• Keep food on the table • Clean up after you are finished eating • Use good table manners • Recycle • Sit at your assigned lunch table	• 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)	• Follow directions given by all supervisors and adults • Be a good sport & speak kindly	• 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	• 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
Bus/Bus Stop	• Use appropriate language, tone, & volume • Follow adult directions	• 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	• 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	• Use appropriate language, tone, & volume • Wait calmly to enter the building • Follow adult directions • Take hat off when entering the building	• 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	• 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

	Be Respectful	Be Responsible	Be Safe/Reliable
Assemblies	• Sit quietly • Eyes forward • Listen attentively • Use appropriate applause • Be a good participate • Show appreciation	• Follow adult directions • Walk with your class in a single file line to designated area • Wait to be dismissed by an adult	• Keep hands,feet, & object to self • Sit in designated area • Keep appropriate space between peers • Ask for permission to leave
Media Center	• Obey school rules, no food, or drinks • Treat other students and Media staff politely • Use quiet voices	• 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)	• Take care of library materials • Use library equipment and computers appropriately • Sing in if necessary
Technology	• View teacher directed material and content • Utilize appropriate school related programs and applications only	• Have device charged and all necessary accessories • Use only designated device • Stay on task • Follow the signed agreement • Device is for student use only	• 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 – i.e. Peace Circles, Social Instructional Groups, Peer Mediation
- Loss of recess, loss of school or class privileges
- Loss of extra-curricular privileges
- Restricted lunch
- Communication with parents/guardians
- Conference with teacher, parent/guardian, and student
- Conference with the principal/designee, parent/guardian, and student
- Suspension from bus transportation
- After School Detention

- In-school suspension
- Saturday Detention/School
- Suspension from school
- Voluntary Alternative Placement
- Expulsion from school

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.

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 appeal the suspension. A written request for an appeal must be made with the principal or assistant principal. 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 may 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.

8.3 Bullying, Cyberbullying, Harassment, and Intimidation

Bullying, cyberbullying, 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.

Forms to report bullying are available on the District Website, www.d168.org, as well as the CCSD 168 App. All reports can be made anonymously.

8.4 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 filed 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.

8.5 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.

8.6 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.

8.7 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, innovation 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 and Appropriate Online Behavior

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 resource center materials. As required by federal law and Board policy 6:60, *Curriculum Content*, students will be educated about appropriate online behavior, including but not limited to: (1) interacting with other individuals on social networking websites and in chat rooms, and (2) cyberbullying awareness and response. Staff members may, consistent with the Superintendent's implementation plan, use the Internet throughout the curriculum.

The District's electronic network is part of the curriculum and is not a public forum for general use.

Acceptable Use

All use of the District's electronic networks 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 members have no expectation of privacy in any material that is stored, transmitted, or received via the District's electronic networks or District computers. General rules for behavior and communications apply when using electronic networks. The District's administrative procedure, *Acceptable Use of the District's Electronic Networks*, 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

Technology protection measures shall be used on each District computer with Internet access. They shall include a filtering device that protects against Internet access by both adults and minors 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. Ensure staff supervision of student access to online electronic networks,
2. Restrict student access to inappropriate matter as well as restricting access to harmful materials,
3. Ensure student and staff privacy, safety, and security when using electronic communications,
4. Restrict unauthorized access, including "hacking" and other unlawful activities, and
5. Restrict unauthorized disclosure, use, and dissemination of personal identification information, such as, names and addresses.

Authorization for Electronic Network Access

Each staff member must sign the *Authorization for Access to the District's Electronic Networks* 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 to access the Internet shall maintain the confidentiality of student records. Reasonable measures to protect against unreasonable access shall be taken before confidential student information is loaded onto the network.

The failure of any student or staff member to follow the terms of the District's administrative procedure, *Acceptable Use of the District's Electronic Networks*, 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).
Enhancing Education Through Technology Act, 20 U.S.C §6751 et seq.
47 C.F.R. Part 54, Subpart F, Universal Service Support for Schools and Libraries.
720 ILCS 5/26.5.
CROSS REF.:5:100 (Staff Development Program), 5:170 (Copyright), 6:40 (Curriculum Development), 6:60 (Curriculum Content), 6:210 (Instructional Materials), 6:230 (Library Media Program), 6:260 (Complaints About Curriculum, Instructional Materials, and Programs), 7:130 (Student Rights and Responsibilities), 7:190 (Student Behavior), 7:310 (Restrictions on Publications; Elementary Schools)
ADOPTED: October 21, 2013

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

Student Online Personal Protection Act (SOPPA)

Schools are legally required to keep student data secure and safe. Student Online Personal Protection Act (SOPPA) protects the privacy and security of student data when collected by companies operating websites, online services, or online/mobile applications primarily used for K-12 school purposes.

- Prohibits the use of student data for targeted advertising, the sale of student information gathered during the students' use of the educational technology, and the use of data collected to amass a profile about a student.
- Effective July 1, 2021, school districts will be required (among other things) to post a list of operators with which the district has written agreements, copies of those written agreements, and other information about such operators on the school's website; as well as to notify students and parents of any breach of student data by an operator of the school. (105 ILCS 85/1 et seq.)

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 and Cell Phone Accounts – District 168 employees should never use personal email accounts and personal cell phone 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. Information from them shall not be released other than as provided by law. A school student record is any writing or other recorded information concerning a student and by which a student may be identified individually that is maintained by a school or at its direction by a school employee, regardless of how or where the information is stored, except as provided in State or federal law.

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

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

LEGAL REF.:
20 U.S.C. §1232g, Family Educational Rights and Privacy Act, implemented by 34 C.F.R. Part 99.
50 ILCS 205/7.
105 ILCS 5/10-20.21b, 5/20.37, 5/20.40, and 5/14-1.01 et seq.
105 ILCS 10/, Ill. School Student Records Act.
325 ILCS 17/, Children's Privacy Protection and Parental Empowerment Act.
750 ILCS 5/602.11, Ill. Marriage and Dissolution of Marriage Act.

23 Ill.Admin.Code Parts 226 and 375.
Owasso I.S.D. No. I-011 v. Falvo, 534 U.S. 426 (2002).
Chicago Tribune Co. v. Chicago Bd. of Ed., 332 Ill.App.3d 60 (1st Dist. 2002).
CROSS REF.: 5:100 (Staff Development Program), 5:130 (Responsibilities Concerning Internal Information), 7:15 (Student and Family Privacy Rights), 7:220 (Bus Conduct)
ADOPTED: April 16, 2018

Notification to Parents and Students of Their Rights Concerning a Student's School Record

This notification may be distributed by any means likely to reach the parent(s)/guardian(s).

The District maintains two types of school records for each student: permanent record and temporary record. These records may be integrated.

The permanent record includes:

- Basic identifying information
- Academic transcripts
- Attendance records
- Student Enrollment Form
- Immunization Records/Physical, Dental, and Vision Examination Reports
- Information pertaining to release of this record

The temporary record may include:

- Family background
- Completed Home Language Survey
- Intelligence and aptitude scores
- Psychological reports
- Achievement test results, including scores on the Illinois Standards Achievement Test, PARCC
- Participation in extracurricular activities
- Honors and awards
- Report Cards
- Teacher anecdotal records
- Disciplinary information, including information regarding any punishment for misconduct involving drugs, weapons, or bodily harm to another
- Special education records; 504 Plans; Response to Intervention
- Verified reports or information from non-educational persons
- Any report of an indicated finding of physical or sexual abuse from

the Child Protective Service Unit
- Accident Reports
- Information pertaining to release of this record
- Signed Consent Forms
- PARCC Accommodations

The Family Educational Rights and Privacy Act (FERPA) and the Illinois Student Records Act afford parents/guardians and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are:

1. The right to inspect and copy the student's education records within 15 school days of the day the District receives a request for access. The degree of access a student has to his or her records depends on the student's age. Students less than 18 years of age have the right to inspect and copy only their permanent record. Students 18 years of age or older have access and copy rights to both permanent and temporary records. Parents/guardians or students should submit to the Building Principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The Principal will make arrangements for access and notify the parent(s)/guardian(s) or student of the time and place where the records may be inspected. The District charges 35¢ per page for copying but no one will be denied their right to copies of their records for inability to pay this cost. These rights are denied to any person against whom an order of protection has been entered concerning a student (105 ILCS 5/10-22.3c and 10/5a, and 750 ILCS 60/214(b)(15).
2. The right to request the amendment of the student's education records that the parent(s)/ guardian(s) or eligible student believes are inaccurate, misleading, irrelevant, or improper. Parents/ guardians or eligible students may ask the District to amend a record that they believe is inaccurate, misleading, irrelevant, or improper. They should write the Building Principal or records custodian, clearly identify the record they want changed, and specify the reason. If the District decides not to amend the record as requested by the parents/guardians or eligible student, the District will notify the parents/guardians or eligible student of the decision and advise him or her of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent(s)/guardian(s) or

eligible student when notified of the right to a hearing.

3. The right to permit disclosure of personally identifiable information contained in the student's education records, except to the extent that the FERPA or Illinois School Student Records Act authorizes disclosure without consent. Disclosure is permitted without consent to school officials with legitimate educational or administrative interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or any parent(s)/guardian(s) or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the District discloses education records without consent to officials of another school district in which a student has enrolled or intends to enroll, as well as to any person as specifically required by State or federal law. Before information is released to these individuals, the parents/guardians will receive prior written notice of the nature and substance of the information, and an opportunity to inspect, copy, and challenge such records.
   When a challenge is made at the time the student's records are being forwarded to another school to which the student is transferring, there is no right to challenge (1) academic grades, or (2) references to expulsions or out-of-school suspensions. Disclosure is also permitted without consent to: any person for research, statistical reporting or planning, provided that no student or parent(s)/guardian(s) can be identified; any person named in a court order; appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons; and juvenile authorities when necessary for the discharge of their official duties who request information before adjudication of the student.
4. The right to a copy of any school student record proposed to be destroyed or deleted. Student records are reviewed periodically.
5. The right to prohibit the release of directory information concerning

the parent's/guardian's child. Throughout the school year, the District may release directory information regarding students, limited to:

- Name
- Address
- Phone number, email
- Grade level
- Current School Attending
- Classroom Teacher
- Parents'/guardians' names and addresses, phone numbers

Any parents/guardians or eligible student may prohibit the release of any or all of the above information by delivering a written objection to the Building Principal within 30 days of the date of this notice. No directory information will be released within this time period, unless the parents/guardians or eligible student is specifically informed otherwise. A photograph of an unnamed student is not a school record because the student is not individually identified. The District shall obtain the consent of a student's parents/guardians before publishing a photograph or videotape of the student in which the student is identified.

6. The right to request that military recruiters or institutions of higher learning not be granted access to your secondary school student's name, address, and telephone numbers without your prior written consent. Federal law requires a secondary school to grant military recruiters and institutions of higher learning, upon their request, access to secondary school students' names, addresses, and telephone numbers, unless the parents/guardians request that the information not be disclosed without prior written consent. If you wish to exercise this option, notify the Building Principal where your student is enrolled for further instructions.
7. The right contained in this statement: No person may condition the granting or withholding of any right, privilege or benefits or make as a condition of employment, credit, or insurance the securing by any individual of any information from a student's temporary record which such individual may obtain through the exercise of any right secured under State law.
8. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that

administers FERPA is:
Family Policy Compliance Office U.S. Department of Education
400 Maryland Avenue, SW
Washington DC 20202-4605

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 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.

12.5 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.

12.6 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.

12.7 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:

Wagoner
- Book Buddies
- Computer Club
- Radical Readers
- Star Readers

Strassburg
- Choir
- Art Club
- Homework Club
- Tutoring
- Drama Club
- Dance Troupe

Rickover
- Art Club
- Community Service
- DIVA Girls
- Homework Club
- Stride Academy
- Tutoring
- Drama Club
- IESA Activities: *Basketball, Volleyball, Cheerleading, Track & Field, Scholastic Bowl*

**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 ..... 8:00 A.M.
Teacher supervision ..... 8:00 A.M.
Regular School Hours ..... 8:10 A.M.-2:40 P.M
Early Dismissal ..... 8:10 A.M.-1:50 P.M.
Half-day Dismissal ..... 8:10 A.M.-11:25 A.M.

Blossoms Early Childhood Program

Morning Pre K-ECE ..... 8:10 a.m. – 10:40 a.m.
Afternoon Pre K-ECE ..... 12:05 p.m. – 2:35 p.m.
Full Day Pre K- ECE ..... 8:10 a.m. – 2:35 p.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 20-minute activity period during the day. 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 allowed to ride their bicycles to school. Students are not allowed to rollerblade or skateboard on school property. The District is not liable for stolen or damaged bicycles.

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 "at least" 1-2 times a week
    - Reinforced daily by teachers and staff
    - 15 minutes DEAR time/15 minutes social skills
- NED
    - Kick-off assembly
    - Follow-up with social worker
    - Reinforced daily by teachers and staff
- School-Wide Recognition programs
    - Caught Being Good
    - Attendance Awards
    - Academic Awards

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. Some examples are:

- 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 challenges. Some examples of tier 3 interventions are:

- School Psychologists/Social Workers are heavily involved.
- Individualized Behavior Intervention Plan
    - 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 ..... 8:10 A.M.
Regular School Hours ..... 8:10 A.M.-2:40 P.M
Early Dismissal ..... 8:10 A.M.-1:50 P.M.
Half-day Dismissal ..... 8:10 A.M.-11:25 A.M.

"Classroom of the Month"

Classroom that exhibit CHAMPS expectations are awarded with star tickets by school staff. The classrooms with the most star tickets per grade level receive a classroom trophy and a classroom reward.

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, star tickets, 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 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 with a check out with this specific teacher
- 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)
    - Bullying 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
    - Visit CICO Store
    - Star Rewards menu

Tier 3

Tier 3 interventions are utilized for students who exhibit intense/persistent concerns beyond Tier 2. Some examples of tier 3 interventions are:

- School Psychologists/Social Workers support
- Individualized Behavior Intervention Plan
    - 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 the behavior is serious enough to constitute gross disobedience and/or misconduct, this result in an 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 Rewards
- Certificates/badges
- Grade level special events
- 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

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:

Additional interventions that will be assigned on an individualized basis according to the student's needs at the discretion of an administrator.

Tier 2

<u>After school intervention</u>-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.

Intervention Center

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.

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.

Staff of the Month

Teacher of the Month will be awarded to one teacher each month based on a teacher showing exemplary ways as it relates to implementing the district's goals. Administration will base their decisions using the following categories:

- Excellence in the Classroom through Differentiated Instruction
- Positive Attitude
- Creativity and Imagination through Howard Gardener's Multiple Intelligences
- Professionalism
- Dedication
- Technology Uses

Strassburg School Store - Supplies

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 8:00 am to 8:10 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 ..... 8:00 A.M.-2:30 P.M
Early Dismissal ..... 8:00 A.M.-1:35 P.M.
Half-day Dismissal ..... 8:00 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

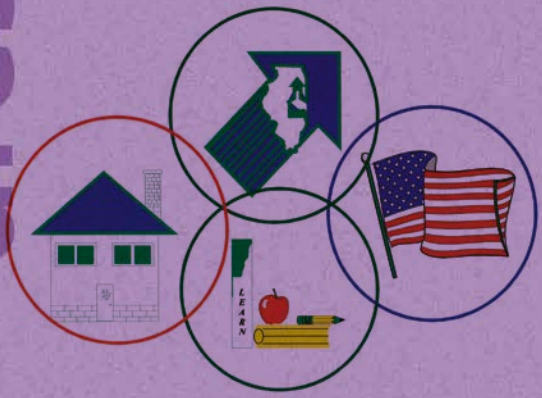
National Junior Honor Society

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.

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



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