



Parent and Student Handbook 2024-2025

Inspire, Empower, Achieve... Every Student, Every Day.

***Evergreen Park Elementary
School District 124
2929 West 87th Street
Evergreen Park, IL 60805
(708) 423-0950, www.d124.org
District Fax (708) 423-4292
Superintendent: Dr. Jenna Woodland***

Dear Parents and Guardians,

School District 124 has a rich tradition of parents, teachers, and administration working together to build a foundation for success for our children. Supported by adults who love, nurture, and care for them, our children's potential for success is bound only by the limits that they would place on themselves and their own learning. One of the most important things that we can do to help create this solid foundation is to model the high expectations for academic achievement, effort, and citizenship that we hold for ourselves and want for our children. I invite you to take some time to review, with your child, the information in this handbook. The procedures and guidelines that the district has developed and included here will help all our children have a safe, happy, and productive school year.

Please contact Building Administration if you have any questions about, or suggestions for improving, the experiences of our children in Evergreen Park School District 124.

Sincerely,

District Administration

Chain of Command

On occasion, parents may have a concern, complaint, suggestion, or request related to a school decision or policy. If the question or concern is directly related to a classroom activity, speak with your child's teacher first. If further questions or concerns exist, then the next person in the chain of command should be contacted to aid in problem solving. For the most effective communication, contact should be made in the following order:

- **Teacher**
- **Principal**
- **Superintendent**
- **Board of Education**

SCHOOL COMMUNITY CODE OF CONDUCT

In order to provide a safe, caring and orderly environment, Evergreen Park Elementary School District 124 expects civil behavior for all who engage in school activities. Mutual respect, professionalism and common courtesy are essential qualities that need to be demonstrated to promote an educational environment free from disruptions, harassment, bullying, and aggressive actions.

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BOARD OF EDUCATION

Colleen Klimczak, President

Michael Aumiller, Vice President

Denise Jones, Secretary

Rachel Marroquin

David Sheppard

Lauren Dowden

Dr. Michael Thomas

DISTRICT ADMINISTRATION

Dr. Jenna Woodland	Superintendent	jwoodland@d124.org
Dr. Ashley Carlson	Assistant Superintendent of Curriculum and Instruction	acarlson@d124.org
Eric Grossi	Director of Business Services	egrossi@d124.org
Patricia Roberts	Director of Human Resources	proberts@d124.org
Rebecca Tyrrell	Director of Student Support Services	rtyrrell@d124.org
Daniel Lee	Director of Technology	dlee@d124.org
Jim Hennessy	Director of Buildings & Grounds	jhennessy@d124.org
Julia Hemry	Director of Food Service	jhemry@d124.org
Administrative Center	Phone 708/423-0950	fax 708/423-4292

BUILDING ADMINISTRATION

Dr. Jenna Moller, Principal	Central Middle School	jmoller@d124.org
Christina Lavin, Associate Principal	Central Middle School	clavin@d124.org
Djimon Smith, Dean	Central Middle School	djsmith@d124.org
John Jensen, Dean	Central Middle School	jjensen@d124.org
Carrie Berry, Principal	Northeast School	cberry@d124.org
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Haley Vermeer, Principal	Southeast School	hvermeer@d124.org
Scott Liska, Principal	Southwest School	sliska@d124.org
Kathleen Kasprowicz, Assistant Principal	Southeast and Southwest Schools	kkasprowicz@d124.org

SCHOOL LOCATIONS

Central Middle School	9400 South Sawyer	708/424-0148	Fax 708/229-8406
Northeast Elementary School	9058 South California	708/422-6501	Fax 708/229-8410
Northwest Elementary School	3630 West 92 nd Street	708/425-9473	Fax 708/931-3512
Southeast Elementary School	9800 South Francisco	708/422-1021	Fax 708/229-8413
Southwest Elementary School	9900 South Central Park	708/424-2444	Fax 708/229-8416



EVERGREEN PARK ELEMENTARY SCHOOL DISTRICT 124
2929 W. 87th Street • Evergreen Park IL 60805
708/423-0950 • Web Site: www.d124.org

SCHOOL CALENDAR 2024-25

NOTE: During the 2024-2025 school year, students at the Elementary Schools will begin school at 9:20 a.m. and students at the Middle School will begin school at 9:40 a.m. every Wednesday except, August 28th, October 16th, October 23rd, November 6th, January 8th, January 15th, March 12th, May 21st, and May 28th, to provide teachers with Professional Learning Time.

August 15	D124 Academy – No student attendance
August 19-21	Teacher Institute Days – No student attendance
August 22	First day of classes K-8 & Before-School Program - Students at Elementary Schools dismissed at 11:20 a.m. and students at Central Middle School dismissed at 11:40 a.m.
August 23	First full day of classes for all students & After-School Program
August 23	First Day of Early Childhood/Pre-Kindergarten Students
September 2	Labor Day - School closed
September 26	Kindness Day
October 11	Teacher Institute Day – No student attendance
October 14	Indigenous Peoples’ Day – School closed
October 18	SIP Day - Students at Elementary Schools dismissed at 11:20 a.m. and students at Central Middle School dismissed at 11:40 a.m. – Full day for teachers
October 18	End of Quarter 1
October 25	Quarter 1 Report Cards Distributed
November 5	Election Day – School Closed
November 11	Veterans Day Observed – School closed
November 25	No student attendance – Full Day Parent-Teacher Conferences
November 26	No student attendance – Half Day Parent-Teacher Conferences
November 27-29	Thanksgiving Vacation – School closed
December 2	Classes Resume
December 23 to January 6	Winter Vacation
January 7	Teacher Institute Day - No student attendance
January 8	Classes Resume
January 17	SIP Day - Students at Elementary Schools dismissed at 11:20 a.m. and students at Central Middle School dismissed at 11:40 a.m. – Full day for teachers
January 17	End of Quarter 2
January 20	Dr. Martin Luther King’s Birthday – School closed
January 24	Quarter 2 Report Cards Distributed
February 17	Presidents Day – School closed
March 3	Casimir Pulaski Day – School closed
March 14	SIP Day - Students at Elementary Schools dismissed at 11:20 a.m. and students at Central Middle School dismissed at 11:40 a.m. – Full day for teachers
March 14	End of Quarter 3
March 21	Students at Elementary Schools dismissed at 11:20 a.m. and students at Central Middle School dismissed at 11:40 a.m. - Parent-Teacher Conferences 12:15 – 3:15 p.m.– Q3 Report Cards Distributed
April 18-25	Spring Break
April 28	Classes resume
May 26	Memorial Day – School closed
May 29	Graduation (Tentative)
May 30	SIP Day - Students at Elementary Schools dismissed at 11:20 a.m. and students at Central Middle School dismissed at 11:40 a.m. – Full day for teachers
May 30	End of Quarter 4
June 2	Clerical Day – No student attendance
June 5	Last Day of School for Pre-K/EC Students
June 6	Last Day of School K-8 – Students at Elementary Schools dismissed at 11:20 a.m. and students at Central Middle School dismissed at 11:40 a.m. – Full day for teachers
June 9-13	Emergency Days if needed due to school cancellations



I. INTRODUCTION

A. FORWARD

Evergreen Park Elementary School District 124 (the “district”) is a Pre-Kindergarten-8th grade school district comprised of four elementary schools and one middle school. This handbook serves to communicate district procedures and guidelines to parents/guardians, students and the community. Please contact your building principal with any questions regarding information contained in this handbook.

B. EQUAL OPPORTUNITY AND SEX EQUITY

Equal educational and extracurricular opportunities are available to all students without regard to race, color, nationality, gender, sexual orientation, gender identity, ancestry, age, religious beliefs, physical or mental disability, status as homeless, or actual or potential marital or parental status, including pregnancy.

SEX EQUITY

No student shall, based on gender or sexual orientation, be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities. Any student may file a sex equity complaint to the Complaint Manager by contacting Dr. Jenna Woodland, Superintendent, at 708-423-0950 or jwoodland@d124.org.

Further, the district will not knowingly enter into agreements with any entity or any individual that discriminates against students on the basis of sex or any other protected status, except that the district remains viewpoint neutral when granting access to school facilities under Board Policy #8.20, Community Use of School Facilities. Persons who believe they have not received equal opportunities should report their claims to the Complaint Manager via the Uniform Grievance Procedure (see Part IV.U of this handbook).

C. INSTRUCTIONAL HOURS

Elementary (KDG-Fifth Grade)

Students in full-day Kindergarten through 5th grade attend school from 8:20 a.m. until 2:55 p.m. Students may enter school buildings at 8:10 a.m. **Students will be marked TARDY at 8:20 a.m.** On late start days, students will begin school at 9:20 a.m. to provide teachers with Professional Learning Time. Students may enter school buildings at 9:10 a.m. **Students will be marked TARDY at 9:20 a.m.**

Central Middle School (Sixth-Eighth Grade)

Students in sixth-eighth grade attend school from **8:40 a.m. until 3:15 p.m.** Students may enter school buildings at 8:30 a.m. **Students will be marked TARDY at 8:40 a.m.** On late start days, students will begin school at 9:40 a.m. to provide teachers with Professional Learning Time. Students may enter school buildings at 9:30 a.m. **Students will be marked TARDY at 9:40 a.m.**

Pre-KDG./Early Childhood

Students in Pre-K and Early Childhood will be assigned an AM or PM section. Pre-K hours for AM Sessions are 8:15-11:00. After 8:20am students will have to enter through the office and be signed in by a parent or guardian. PM Sessions are 12:15-2:50. After 12:20 pm students will have to enter through the office and be signed in by a parent or guardian. On late start days, AM Sessions are 9:10-11:00. After 9:15 am students will have to enter through the office and be signed in by a parent or guardian. PM Sessions are 12:15-2:50 After 12:20 pm students will have to enter through the office and be signed in by a parent or guardian.

Students are not to remain after regular dismissal time unless they are staying at the request of a teacher for a specific purpose or are registered for the Extended Day Program. **Please note the district has the right to contact local law enforcement for child abandonment in the event a parent/guardian is excessively late for pick-up. Additionally, DCFS can also be contacted for neglect if deemed appropriate by school officials.** For additional



information about the Extended Day Program, please contact the Family Resource Coordinator at (708) 423-0950 x2145.

D. EXTENDED DAY PROGRAM

The district offers an Extended Day Before and After school program at each school. Please visit the Extended Day page on the district's website for more information about your specific school.

E. EXTENDED DAY PROGRAM FEES

Non-Refundable Annual Enrollment Fee: One Child - \$50.00 | Family Rate: \$60.00

Registration will occur on-line. For more information about registration and program fees, please refer to the 2024-2025 Extended Day Program flyer on the district website, www.d124.org. Participation in the program is optional. Prices below are daily rates.

2024-2025					
FIXED DAILY RATES			FLEX DAILY RATES		
	(K-5)	(6-8)		(K-5)	(6-8)
Before School Care			Before School Care		
5 Days	\$5.50	\$6.50	4-5 Days	\$7.75	\$8.75
3 Days	\$6.00	\$7.25	2-3 Days	\$8.25	\$9.50
1 Day	\$6.75	\$8.00	1 Day	\$8.75	\$10.00
Breakfast	\$1.55	NA	Breakfast	\$1.55	NA
After School Care (Not Available at CMS)			After School Care (Not Available at CMS)		
3:05 PM - 4:00 PM			3:05 PM - 4:00 PM		
5 Days	3 Days	1 Day	4-5 Days	2-3 Days	1 Day
\$6.00	\$6.50	\$7.25	\$8.25	\$9.00	\$9.50
3:05 PM - 5:00 PM			3:05 PM - 5:00 PM		
5 Days	3 Days	1 Day	4-5 Days	2-3 Days	1 Day
\$10.00	\$10.75	\$12.00	\$12.25	\$13.25	\$14.25
3:05 PM - 6:00 PM			3:05 PM - 6:00 PM		
5 Days	3 Days	1 Day	4-5 Days	2-3 Days	1 Day
\$14.00	\$15.25	\$16.75	\$16.00	\$17.50	\$19.00
Emergency Drop In	\$20.00		Emergency Drop In	\$20.00	

II. ELIGIBILITY TO ATTEND THE DISTRICT

A. ENROLLMENT REQUIREMENTS

Pre-Kindergarten Screening and Eligibility

The purpose of our pre-kindergarten screening is to assess children ages 3-5 years old, whose parents may have concerns regarding their child's development and to determine progress in targeted developmental areas (communication, concepts, fine and gross motor, hearing and vision). Preschool children may be found eligible to participate in district services through the screening and/or further evaluations as appropriate. Evergreen Park School District 124 provides a pre-kindergarten program that meets five days a week for half-day sessions; the program is funded through a State of Illinois grant which results in no cost to parents for participation. To make an appointment for a pre-kindergarten screening, please contact the Department of Student Support Services at (708) 423-0950 x2140.

Only children who are residents of Evergreen Park may participate in the screening process. Registration prior to screening is required. Qualified children are required to provide an updated physical and immunization history. Additional ISBE requirements include the collection and review of family income.

Kindergarten and First Grade Eligibility

To be eligible for admission to kindergarten, a child must be 5 years old on or before September 1 of that school term. A child entering the first grade must be 6 years of age on or before September 1 of that school term. Based upon an assessment of the child's readiness, a child will be allowed to attend first grade if he or she attended a non-public preschool, continued his or her education at that school through kindergarten, was taught in kindergarten by an appropriately certified teacher, and will be 6 years old on or before September 1.

A government-issued birth certificate is required for proof of age at the time of registration for all new students. Hospital birth certificates and baptismal certificates will not be accepted in lieu of a government-issued birth certificate.



Requests for consideration of early entrance into kindergarten or first grade must be submitted to the Director of Curriculum and Instruction at the District Office by April 15th of the year prior to enrollment. Applications will be available and accepted between March 1st through April 15th. The following documents must be submitted:

- a. Early Entrance Referral and Consent Form
- b. Parent Questionnaire (if applicable)
- c. Birth Certificate
- d. Proof of Residency

A meeting will be scheduled with parent/guardian, district administration and a school psychologist no later than May 1st to review information and discuss assessment procedures and criteria. At this meeting, if parents/guardian decide to move forward with assessment, an evaluation date will be scheduled with the school psychologist.

All testing will be completed by mid-June. After the necessary assessments are administered, a phone conference or in-person conference will be held with the Acceleration Evaluation Committee (AEC) to review results and decide on placement.

Online Student Registration for 2024-2025 School Year

Evergreen Park Elementary School District 124 will continue its online student registration system process for the upcoming 2024-2025 school year. The online registration system is a secure and green process, which allows the district to verify all student information prior to the start of the new school year. To register go to the district website, www.d124.org, click on the “Parent” drop down menu, and select “Registration”. At the end of each school year, parents will receive a SnapCode for each District 124 student that contains a personalized link to complete online registration for the following school year.

B. RESIDENCY

Evergreen Park School District will be utilizing an online software program to review and verify all residency information for returning parents. Only students who are residents of Evergreen Park may attend a district school without a charge, except as otherwise provided below or in State law.

Students may attend the district on a tuition-free basis if the student meets the following residency requirements:

1. The student resides within the boundaries of the district with his or her natural parents, or his or her custodial guardian or parent if the parents are divorced or separated; or
2. The student resides within the district with a person other than the natural or custodial parents and custody or control has been transferred to such person.

A student may not attend the district if his or her residence is primarily for the purpose of enrollment in district schools. A student residing outside of Evergreen Park will not be permitted to attend school within the district.

Every year, the district requires that the parent/guardian complete and/or verify registration and emergency information. It is important that we have updated information annually and in addition, we may ask for annual residency verification in the form of a mortgage, rental agreement, and several utility bills. This process assures that only residents of the district are afforded the opportunity to have their children educated in the district’s schools. The online registration opens April 2024 through June 7, 2024. At the end of each school year, parents/guardians receive a SnapCode for each District 124 student. If you did not receive your SnapCode via email or regular mail, please contact the registrar at registration@d124.org or 708-423-0950 x2145.

Students Who Move Out of the District During the School Term

A student whose family moves out of the district during the school year will be permitted to attend the district for the remainder of the year without payment of tuition. Parent/guardians are responsible to notify the school and are required to complete a change of address packet. Parents/guardians are responsible for transporting the student to and from school.



When a student's change of residence is due to the military service obligation of the student's legal custodian, the student's residence is deemed to be unchanged for the duration of the custodian's military service obligation if the student's custodian made a written request. The District, however, is not responsible for the student's transportation to or from school.

If, at the time of enrollment, a dependent child of military personnel is housed in temporary housing located outside of the District, but will be living within the District within 60 days after the time of initial enrollment, the child is allowed to enroll, subject to the requirements of State law, and must not be charged tuition.

C. EDUCATION OF HOMELESS STUDENTS

Each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public pre-kindergarten education, as provided to other children and youths, including a public pre-school education. A "homeless child" is defined as provided in the McKinney-Vento Homeless Assistance Act and State law.

When a child loses permanent housing and becomes a homeless person as defined at law, or when a homeless child changes his or her temporary living arrangements, the parent or guardian of the homeless child has the option of either:

- Continuing the child's education in the school of origin for as long as the child remains homeless, or if the child becomes permanently housed, until the end of the academic year during which the housing is acquired; or
- Enrolling the child in any school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

Transportation shall be provided in accordance with the McKinney-Vento Homeless Assistance Act and State law.

Homeless Liaison:
Elizabeth Lopez, Family Resource Coordinator, (708) 423-0950 ext. 2145

D. TRANSFERS OUT-OF-DISTRICT

Transfer forms available in each school office must be completed when a student is withdrawn from the district. All outstanding fees and fines must be paid. Students must return school-owned property.

III. GENERAL INFORMATION

A. SCHOOL FEES

The following fees apply for the 2024-2025 school year.

- Early Childhood – \$20.00
- Half-Day Kindergarten – \$50.00
- Full-Day Kindergarten – \$50.00

- Grades 1-5 Registration – \$130.00
- Grades 6-8 Registration – \$140.00
- Graduation Fee Grade 8 – \$40.00



EXTRA CURRICULAR FEES

- Band – \$55.00
- Chorus – \$55.00
- Sports – (each) \$25.00
- Clubs – (each) \$10.00

Note: All extracurricular fees will have a cap of \$95.00 per student per school year.

Waiver of School 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. The Board of Education (“School Board”) will waive all fees for eligible students. Eligible students include, but are not limited to, students who are eligible for free or reduced priced lunches under the Federal Free and Reduced Price Lunch program (information on Waiver of Fees and Free & Reduced Applications can be found on the district website at www.d124.org.) or face other extenuating family circumstances such as loss of income due to a sudden job loss, severe illness or injury in the family, or unusual expenses as a result of a flood, fire, or storm. All textbooks and materials used by students are on a loan basis only and must be returned to the school in good condition at the end of the school term. Students will be responsible for paying for lost, stolen or damaged books and/or equipment.

Outside Temperature

Elementary students will be allowed inside the **school no earlier than 8:10 a.m.** (9:10 a.m. on late start days) when the temperature or wind chill is below 30 degrees. Students may play outside for recess on days when the temperature or wind chill is above 30 degrees and the recess areas are in a usable condition. However, each building principal will also take other factors into account (such as wind chill, frostbite index, sunshine) in making the daily determination to send students outside for recess or class activity. If the sun is shining and the wind speed is low, we may send students out when the air temperature is below 30 degrees F, or conditions may be such (i.e. too wet, muddy, or windy) that even at or above 30 degrees F students may remain inside. Please ensure your child is dressed for the weather. Please contact your child’s school with any questions.

B. SCHOOL LUNCH PROGRAM

District 124 participates in the National School Lunch Program and serves meals, food items and beverages that meet state and federal requirements, which are based on the USDA Dietary Guidelines. Through the NSLP, free and reduced price meals are provided for students whose families meet federally established income guidelines. The free/reduced meal application should be completed at the time of registration and will also be available at the District Office to complete at any time during the school year. Students not participating in the lunch program may choose to bring a sack lunch from home and purchase milk. Elementary students participating in the lunch program will order their lunch during morning attendance by raising their hand when the teacher takes lunch count. We encourage families to review the menu with their children. Meals are paid for in advance going to the D124 website; Parents - Lunch Program Meal Magic Family Portal or by sending cash or a check in a sealed and marked envelope with your child to school. All money submitted for meals will go towards the student’s lunch account and no change will be given. We encourage families to set up an account on the district website whether or not you choose to make online payments or to monitor your child’s balance and spending. All account balances transfer from year to year.

Elementary (K-5) Full Price Lunch \$2.85
(K-8) Reduced Price Lunch \$0.40

CMS (6-8) Full Price Lunch \$3.10 All
Milk \$0.55

C. BREAKFAST PROGRAM

The district also participates in the School Breakfast Program at designated schools. The federal free and reduced program eligibility standards also apply to the school breakfast. Breakfast is offered everyday students are in attendance. Check the monthly menu for your building’s breakfast service times. Breakfast service is offered from 7:50 am to 8:10 am and late Wednesdays start from 8:50 am to 9:10 am.

Elementary (K-5) Full Price Breakfast \$1.55
All (K-8) Reduced Price Breakfast \$0.30

CMS (6-8) Full Price Breakfast \$1.80
Milk \$0.55



D. Wellness Procedures

In accordance with the *Procedures for Managing Food Allergies in Illinois Schools* manual, jointly published by ISBE and the Illinois Department of Public Health (IDPH) and district policy:

- No homemade food may be distributed to students.
- Healthy lifestyle choices will be encouraged in school activities and functions.
- Food served in school will meet nutrition guidelines established as part of the National School Lunch Program.
- Food items (such as for fund raising purposes) that do not meet the established guidelines may not be sold during lunch periods.
- Each school will provide an allergen-free area in the lunchroom for students with food allergies. Students who do not have allergies may sit in this area as well as long as their lunches do not contain pertinent allergens.
- Non-food classroom rewards and incentives are encouraged. Any food served in the class in this capacity should meet the guidelines outlined on the District Snack List.
- No allergen-containing food shall be permitted in classrooms with a student with an Emergency Action Plan (EAP) for food allergies.
- Only non-edible birthday treats will be permitted.
- Food served at holiday parties should meet the guidelines on the District Snack List (See below).

EVERGREEN PARK DISTRICT 124 SUGGESTED SNACK LIST

All snack items for approved activities MUST be free of peanut products and nut oils. Please check nutrition labels before bringing any items to school. Food should be purchased, not homemade, and original packaging provided.

All water bottles should contain only plain water.

All food and beverages served during the school day as part of approved celebrations or curriculum-related activities must meet the sugar and fat guidelines of the National School Lunch Program (some suggestions are listed below):

- **Less than 20 grams of sugar per serving**
- **Less than 30% fat per serving**

Parents should be notified ahead of time whenever food is served in school. The school health aide should also be consulted prior to snack administration in order to identify students with dietary restrictions. Alternative healthy snacks should be provided for these students.

In accordance with Evergreen Park School District 124 practice, NO food treats or treat bags are permitted for birthdays, holidays and other celebrations. Possible alternatives for birthday recognition include donating a book to the classroom library or a game to the indoor recess collection. Non-food items are also welcomed.

Suggested items for approved classroom celebrations (as allowed by building administrator):

Fruits & Vegetables

- Dried fruits
- Fresh fruit wedges/slices or canned fruit
- Unsweetened fruit wraps
- Raw vegetable sticks/slices with low-fat dressing or yogurt dip
- Frozen fruit pops



Snacks

- Crackers / Goldfish Crackers / “Fish” crackers
- Original (Plain) Rice Krispy Treats
- Popcorn
- Pretzels
- Rice Cakes

Dairy

- Fat-free or low-fat pudding cups
- Fat-free or low-fat string cheese, single-serving cottage cheese or cheese cubes
- Fat-free or low-fat yogurt

Breads/Pasta

- Bagels with fat-free or low-fat cream cheese
- Breadsticks with marinara
- Low-sugar cereal with fat-free or low-fat milk
- Pasta salad

Meats

- Lean meats (turkey, ham, chicken, etc.)

Beverages

- 100% fruit or vegetable juice
- Fat-free or low-fat milk

Gluten-Free Options

- Rice cakes
- Skinny Pop
- Rice Chex
- Fat-free or low-fat pudding cups
- Fat-free or low-fat string cheese
- Single-serving cottage cheese
- Cheese cubes
- Fresh fruit
- Dried fruit
- Raw vegetables

Exceptions

Throughout the year, food and beverages may be provided by the school for the purposes of curriculum-related activities (i.e. cultural presentations). During such activities, exceptions to the above list may be granted. Parents will be notified of these activities in advance. Individual health-related exceptions to our Wellness Policy may be made upon approval by the building administrator.

E. SCHOOL BUS RULES

It is the district's objective to provide safe bus transportation for students eligible to ride the school buses. Students are granted the privilege of riding the school bus with the understanding that this privilege can be revoked if the student does not behave appropriately while he or she is on the bus or at the bus stop. Students should be reminded of the consequences of unsafe, disruptive behavior on the bus, and understand that bus rules are strictly enforced.

- Cooperate with the bus driver at all times.
- Board and get off the buses only at your designated stops.
- Ride only the bus assigned to you.



- Wait for the school bus on the sidewalk.
- The bus must come to a complete stop before boarding the school bus.
- Take your seats immediately and remain in your seat throughout the ride.
- Stay seated at all times while the bus is in motion.
- The bus driver must grant permission before windows or doors may be opened or closed.
- All body parts, hands, arms, and head must stay inside the bus. Objects are to stay inside the bus and disposed of in the proper container.
- Bus doors or windows or any of its equipment is to be secure at all times. Students are to keep hands and objects to his/her self.
- Restitution will be sought for any damage or vandalism to the school bus.
- Keep books, coats, and all other objects out of the aisles to avoid accidents.
- Allow bus driver to focus on the driving, speak quietly to your peers. Converse with the driver only when necessary.
- In case of a road emergency, remain in the bus until the driver gives instructions.
- Exit the bus only after it has come to a complete stop.
- No adults are permitted on the school bus without authorization from the building principal or Superintendent. Adults are asked to stay off the bus and the police will be called if an unauthorized adult boards the bus.
- Show respect for private property, lawns, shrubs, trees, etc., while waiting for the bus and exiting the bus.
- Smoking, striking matches, or lighting cigarette lighters is prohibited on the bus or at the bus stop.
- Possession of potentially dangerous materials and/or weapons on the bus or at the bus stop is prohibited.
- Display of gang symbols, or paraphernalia recognized as such by local law enforcement and school officials is prohibited.
- Obscene language and/or gestures are prohibited.
- Portable electronic devices shall not be played on the bus.
- Food, drink and gum are prohibited on the bus.
- No garbage is to be left on the floor or seats of the bus.
- Spitting is prohibited.
- Refer to Section IV.H for cell phone policy.

The bus driver will make a written report if these rules are violated. Any Bus Incident Report will be shared with parents/guardians immediately.

Post-Trip Vehicle Inspection

The Superintendent or designee shall develop and implement a post-trip inspection procedure to ensure that the school bus driver is the last person leaving the bus and that no passenger is left behind or remains on the vehicle at the end of a route, work shift, or workday.

F. BUS CONDUCT

Students are expected to follow all school rules when riding the school bus, A student may be suspended from riding the bus for up to 10 consecutive school days for engaging in gross disobedience or misconduct, including but not limited to, the following:

1. Violating any school rule or school district policy.
2. Willful injury or threat of injury to a bus driver or to another rider.
3. Willful and/or repeated defacement of the bus.
4. Repeated use of profanity.
5. Repeated willful disobedience of a directive from a bus driver or other supervisor.
6. Such other behavior as the building principal deems to threaten the safe operation of the bus and/or its occupants.

If a student is suspended from riding the bus for gross disobedience or misconduct on a bus, the School Board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons.

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



G. VISITING SCHOOLS AND CLASSROOMS

The district encourages parent/guardian visitation at all schools. The following procedures apply:

- The visitor must sign in at the school office and provide identification. (example: D.L., State I.D.)
- All identification is screened through our Raptor System. The screening process includes sex offenders, alerts staff of custody violations, and provides district wide reporting for all visitors. Any visitors that do not pass the screening process will not be allowed in the buildings.
- The visitor will be given an identification badge to wear while in the building. The badge will provide identification as a “visitor” or a “volunteer”.
- The visitor or volunteer will be escorted to their destination.
- All visitors are required to sign out when departing the school building.
- Sex Offender website may be checked by building personnel.

Prior arrangements must be made with the building principal before parents/guardians can visit their child’s classroom. In order to ensure an optimal learning environment, the building principal has the final determination on when such visits can be made, and on their duration and frequency.

All visitors, including parents and siblings, are required to enter through the front door of the building and proceed immediately to the main office. Visitors should identify themselves and inform office personnel of their reason for being at school.

Visitors must sign in, identifying their name, the date and time of arrival, and the classroom or location they are visiting. Approved visitors must take a tag identifying themselves as a guest and place the tag to their outer clothing in a clearly visible location. Visitors are required to proceed immediately to their location in a quiet manner. All visitors must return to the main office and sign out before leaving the school.

Any person wishing to confer with a staff member should contact that staff member to make an appointment. Conferences with teachers are held, to the extent possible, outside school hours or during the teacher’s conference/preparation period.

Visitors are expected to abide by all school rules during their time on school property. A visitor who fails to conduct himself or herself in a manner that is appropriate will be asked to leave and may be subject to criminal penalties for trespass and/or disruptive behavior.

No person on school property or at a school event shall perform any of the following acts:

1. Strike, injure, threaten, harass, or intimidate a staff member, board member, sports official or coach, or any other person.
2. Behave in an unsportsmanlike manner or use vulgar or obscene language.
3. Unless specifically permitted by State law, possess a weapon, any object that can be reasonably be considered a weapon or looks like a weapon, or any dangerous device.
4. Damage or threaten to damage another’s property.
5. Damage or deface school property.
6. Violate any Illinois law or municipal, local or county ordinance.
7. Smoke or otherwise use tobacco products.
8. Distribute, consume, use, possess, or be impaired by or under the influence of an alcoholic beverage, cannabis, other lawful product, or illegal drug.
9. Be present when the person’s alcoholic beverage, cannabis, other lawful product, or illegal drug consumption is detectable, regardless of when and/or where the use is concerned.
10. Use or possess medical cannabis, unless he or she has complied Illinois’ Compassionate Use of Medical Cannabis Act and district policies.
11. Impede, delay, disrupt, or otherwise interfere with any school activity or function (including using cellular phones in a disruptive manner).
12. Enter upon any portion of school premises at any time for purposes other than those that are lawful and authorized by the board.



13. Operate a motor vehicle: (a) in a risky manner, (b) in excess of 20 miles per hour, or (c) in violation of an authorized district employee's directive.
14. Engage in any risky behavior, including roller-blading, roller-skating, or skateboarding.
15. Violate other district policies or regulations, or a directive from an authorized security officer or district employee.
16. Engage in any conduct that interferes with, disrupts, or adversely affects the district or a school function.

School Visitation Rights:

The School Visitation Rights Act permits employed parents/guardians, who are unable to meet with educators because of a work conflict, the right to time off from work under such conditions to attend necessary school functions such as parent-teacher conferences, academic meetings and behavioral meetings. Letters verifying participation in this program are available from the school office upon request.

School Operations During a Pandemic or Other Health Emergency

A pandemic is a global outbreak of disease. Pandemics happen when a new virus emerges to infect individuals and, because there is little to no pre-existing immunity against the new virus, it spreads sustainably. You child's school and district play an essential role, along with the local health department and emergency management agencies, in protecting the public's health and safety during a pandemic or other health emergency.

During a pandemic or other health emergency, you will be notified in a timely manner of all changes to the school environment and schedule that impact your child. Please be assured that even if school is not physically in session, it is the goal of the school and district to provide your child with the best educational opportunities possible.

Additionally, please note the following:

1. All decisions regarding changes to the school environment and schedule, including a possible interruption of in-person learning, will be made by the superintendent in consultation with and, if necessary, at the direction of the Governor, Illinois Department of Public Health, local health department, emergency management agencies, and/or Regional Office of Education.
2. Available learning opportunities may include remote and/or blended learning. Blended learning may require your child to attend school on a modified schedule.
3. Students will be expected to participate in blended and remote instruction as required by the school district. Parents are responsible for assuring the participation of their child. Students who do not participate in blended or remote learning will be considered truant.
4. All school disciplinary rules remain in effect during interruption of in-person learning. Students are subject to discipline for disrupting the remote learning environment to the same extent that discipline would be imposed for disruption of the traditional classroom.
5. Students and parents will be required to observe all public health and safety measures implemented by the school district in conjunction with state and local requirements.
6. During a pandemic or other health emergency, the school and district will ensure that educational opportunities are available to all students.
7. School personnel will work closely with students with disabilities and other vulnerable student populations to minimize the impact of any educational disruption.
8. Students who have a compromised immune system, live with an individual with a compromised immune system, or have a medical condition that may impact their ability to attend school during a pandemic or other health emergency should contact school officials.
9. During a pandemic or other health emergency, teachers and school staff will receive additional training on health and safety measures.
10. In accordance with school district or state mandates, the school may need to conduct a daily health assessment of your child. Parents and students will be notified of the exact assessment procedures if this becomes necessary.
11. Parents should not send their child to school if their child exhibits any symptoms consistent with the pandemic or other health emergency.
12. Please do not hesitate to contact school or district officials if you have any concerns regarding your child's education, health or safety.



H. EMERGENCY SCHOOL CLOSINGS

In the event that district schools are required to close due to inclement weather or an emergency situation, parents/guardians will be notified through the School Messenger Notification System, which includes email, phone call and text message notifications. Contact information for the notification system is pulled from the information you provide to the district. Phone calls will come from (844) 769-2989. Please keep this information updated. Additional school-closing information will be posted on the district web site (www.d124.org) and publicized through the District's Facebook and Twitter accounts. The information will also be broadcast on local radio/television stations. With advance notice, the District may choose to implement an E-Learning Day rather than a Snow Day.

'Opt-in' to receive text messages from D124

Our district utilizes the School Messenger system to deliver text messages, straight to your mobile phone with important information about events, school closings, safety alerts and more. You can participate in this free service just by sending a text message of "Y" or "Yes" to the number 67587. You can also opt out of these messages at any time by simply replying to one of our messages with "Stop".

School Messenger Notification System 844-769-2989

I. ACCOMMODATIONS FOR DISABLED PARENTS/GUARDIANS

District schools are handicapped accessible for parents/guardians with disabilities. Please notify the district/school office if other accommodations are needed.

J. TRANSLATION AND INTERPRETER SERVICES

Upon parent request, interpreter and translating services are readily available. Parents/guardians can request notice of district/school activities and important information be translated into their native language as well as interpreter services at an IEP meeting. If you need assistance, contact the Department of Student Support Services at (708) 423-0950 ext. 2140.

K. DISTRICT 124 CLASSROOM ASSIGNMENTS PROCEDURES

Classroom Assignment Procedure:

The goal is to assign students so that each class has a heterogeneous group of students and a balance of academic strengths, opportunities for growth, racial diversity and gender. A mix of ability levels and diverse classroom is the primary goal of our classroom assignment procedures. Due to staffing levels and scheduling, certain classrooms may have clusters of students, (e.g. Special Education, English Language Learners, Project Tree); however, there is no "academic tracking" as part of our classroom assignment procedure. As a district, we strive to create the best environment to inspire and empower every student to achieve, every day and in every way.

The principal is accountable for all decisions related to class placement and makes the final decision for class assignments. In the process of making this decision principals will seek out relevant information about these assignments from all stakeholders and sources. These resources include:

- Current teacher recommendations
- School records
- IEP/504 documents
- Parent recommendations
- Learning styles of students
- Related service providers (speech pathologist, social worker, etc)
- Other relevant resources

Because of the many variables that go into the careful consideration of the makeup of each class, we can not accommodate parent requests for a particular placement for a child or for changes in classroom assignments. No one source of information



will be determinative; however, each one will be considered carefully in selecting students for each homeroom in the pursuit of an equitable overall homeroom class.

Preliminary homeroom assignments will be released prior to the start of the school year at the student information day. Unless there are extenuating circumstances that haven't been considered as part of this process, changes will not be made to class lists once they have been made public.

All items covered in the district discipline handbook apply in remote learning situations.

IV. SCHOOL POLICIES

A. ACADEMIC DISHONESTY

Students engaged in academic dishonesty such as, but not limited to, intentional plagiarism, including those from digital resources, giving or receiving help during an examination, directly copying another student's work, cheating, obtaining copies of tests or scoring devices prior to an examination instrument, altering report card, or impersonating another student to assist him/her academically, will be subject to disciplinary action.

B. USE OF ARTIFICIAL INTELLIGENCE

"Artificial intelligence" or "AI" is intelligence demonstrated by computers, as opposed to human intelligence. "Intelligence" encompasses the ability to learn, reason, generalize, and infer meaning. Examples of AI technology include ChatGPT and other chatbots and large language models.

AI is not a substitute for schoolwork that requires original thought. Students may not claim AI generated content as their own work. The use of AI to take tests, complete assignments, create multimedia projects, write papers, or complete schoolwork without permission of a teacher or administrator is strictly prohibited. The use of AI for these purposes constitutes cheating or plagiarism.

In certain situations, AI may be used as a learning tool or a study aid. Students who wish to use AI for legitimate educational purposes must have permission from a teacher or an administrator. Students may use AI as authorized in their Individualized Education Program (IEP).

Students may not use AI, including AI image or voice generator technology, to violate school rules or school district policies.

In order to ensure academic integrity, tests, assignments, projects, papers, and other schoolwork may be checked by AI content detectors and/or plagiarism recognition.

C. ATTENDANCE

All children ages six through seventeen are required to attend school. Children below age six who are enrolled are also required to attend school while school is in session during the regular school term. Student attendance is critical to student progress and achievement. Students must report to school on time each morning. Excessive tardiness will be viewed as a truancy issue.

If a student is absent from school, a parent/guardian must contact the school office by 9:15 a.m. of the day of the absence. If a call is not received, the school will attempt to contact parents/guardians to verify the absence.

If a parent/guardian requests an early dismissal, a written explanation is required. Students will not be allowed to leave school without the permission of the building principal. Students leaving the building before the close of a school day must meet their parents/guardians in the office and be signed out by a parent/guardian.



There are two types of absences: excused and unexcused. Excused absences include: illness, mental health concerns, 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, attending a military honors funeral to sound TAPS, or other reasons as approved by the building principal. **All other absences including vacations, are considered unexcused.**

Illness Health Related Concerns

Please do not send your child to school with any of the following symptoms: **temperature over 100° within the past 24 hours, nausea or vomiting and/or diarrhea in the past 24 hours, cough, chills, pain or pressure in chest, shortness of breath or difficulty breathing, fatigue, headache, muscle or body aches, new loss of taste or smell, or runny nose, discharge, redness or swelling of the eye(s), a rash of unknown origin, or untreated head lice.** Students who have these symptoms or develop them during the school day will be sent home. Doctor's notes to return to school will be requested according to district health services policy.

Pre-arranged excused absences must be approved by the building principal. A student and the student's parent/guardian are to be responsible for obtaining assignments from the student's teachers prior to any excused absences and for ensuring that such assignments are completed by the student prior to his or her return to school.

Release time for Active Duty

Additionally, a student will be excused for up to 5 days in cases where the student's 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. The Board of Education, in its discretion, may excuse a student for additional days relative to such leave or deployment.

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).

Chronic Absenteeism

The State of Illinois defines chronically absent students as:

“Absences that total 10% or more of school days of the most recent academic school year, including absences with and without valid cause.”

Absences (**regardless of whether they are excused or unexcused**) totalling up to 10% (18 Days) or more of a student's school year may warrant additional support and interventions from the school administrative teams, the school district, and the South Cook Regional Office of Education. **The number of students who are chronically absent must be reported to the state each school year and are used for accountability purposes.**

Chronic Truancy

The State of Illinois defines chronically truant students as:

“A child who is subject to compulsory school attendance laws and who is absent **without valid cause** from such attendance for 5% (9 Days) or more of the regular attendance days.”

The Illinois Compulsory School Attendance Law (Article 26 of the Illinois School Code) holds parents responsible for the enrollment and regular school attendance of children between the ages of 6 and 17. Section 26-13 of the Code requires school districts to adopt absenteeism and truancy policies identifying appropriate supportive services and available resources for students who are chronically truant.

Students who are chronic truants will be offered support services and resources aimed at correcting the truancy issue. If chronic truancy persists after support services and other resources are made available, the school and district will take further action, including:



- Referral to the truancy officer
- Reporting to officials under the Juvenile Court Act
- Referral to the State's Attorney
- Appropriate school discipline

Extended Absences

If it becomes necessary for your child(ren) to be absent from school for an extended period of time while school is in session, please complete a "Notification of Absence" form, available in the school office.

Any student who is absent more than three consecutive or 10 non-consecutive days will be required to provide a physician's excuse.

A student who misses 15 consecutive days of school without valid cause and who cannot be located or, after exhausting all available support services, cannot be compelled to return to school is subject to expulsion from school. A parent or guardian who knowingly and willfully permits a child to be truant is in violation of State law.

Parents should avoid taking their child(ren) out of school during state testing in the Spring. In addition, parents are strongly encouraged not to schedule family vacations during the school year. Family vacations (ie: extended weekends) are considered unexcused absences under the School Code.

D. BICYCLES/SCOOTERS/SKATEBOARDS

Bicycles ridden to school are the responsibility of the student. The school is not responsible for any theft or damage to a bicycle, or for any injury the student suffers while using it. Bicycles, scooters, and skateboards are to be walked on school property.

E. BULLYING, INTIMIDATION, HARASSMENT PREVENTION AND RESTORATIVE MEASURES

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

Engaging in bullying, hazing or any kind of aggressive behavior that does physical or psychological harm to a staff person or another student or encouraging other students to engage in such behavior, bullying on the basis of actual or perceived race, color, national origin, immigration status, 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 status or parental status, including pregnancy, association with a person or a group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic is prohibited. Prohibited conduct specifically includes, without limitation, any use of violence, using derogatory slurs, intimidation, force, noise coercion, threats, stalking, sexual violence, harassment, public intimidation, threatened or actual theft or destruction of property, retaliation, hazing and bullying, cyber bullying, or wearing or possessing items depicting or implying hatred or prejudice, in each of the following situations:

1. During any school-sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities.
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
4. Through the transmission of information from a computer that is accessed at a non-school-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by the School District or school if the bullying causes a substantial disruption to the educational process



or orderly operation of a school. This paragraph (item #4) applies only when a school administrator or teacher receives a report that bullying through this means has occurred; it does not require staff members to monitor any non-school-related activity, function, or program.

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

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

1. Placing the student 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.

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

Students are encouraged to immediately report bullying. A report may be made orally or in writing to the building principal or any staff member with whom the student is comfortable speaking. All school staff members are available for help with a bully or to make a report about bullying. Anyone, including staff members and parents/guardian, who has information about actual or threatened bullying is encouraged to report it to the building principal or any staff member. Anonymous reports are also accepted by phone call or in writing, or the District website.

A reprisal or retaliation against any person who reports an act of bullying is prohibited. A student's act of reprisal or retaliation will be treated as bullying for purposes of determining any consequences or other appropriate remedial actions, including restorative measures.

A student will not be punished for reporting bullying or supplying information, even if the school's investigation concludes that no bullying occurred. However, knowingly making a false accusation or providing knowingly false information will be treated as bullying for purposes of determining any consequences for other appropriate remedial actions, including restorative measures.

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

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



REFERENCE BOARD POLICY 7:180 PREVENTION OF AND RESPONSE TO BULLYING, INTIMIDATION, AND HARASSMENT

Consistent with federal and State laws and rules governing student privacy rights, the school shall make diligent efforts to notify a parent or guardian within 24-hours after the school's administration is made aware of a student's involvement in an alleged bullying incident. The term "bullying incident" includes individual instances of bullying, as well as all threats, suggestions, or instances of self-harm determined to be a result of bullying. Notification to a parent or guardian shall include, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures.

F. HELP PREVENT TEEN DATING VIOLENCE

An Illinois law aimed at preventing unhealthy dating relationships requires upper-elementary, middle schools and high schools to incorporate age appropriate education about teen dating violence into their curriculum. As a result, beginning this school year, our schools will be teaching students the signs and symptoms of an unhealthy relationship, how to respond, and who to notify. The Center for Disease Control and Prevention (CDC) reports that one in eleven adolescents say they have been the victim or physical dating violence. Healthy or unhealthy relationship habits may develop early. High school students report that they see dating violence among peers. Dating violence during teen years can lead to unhealthy relationships. This may disrupt normal development and can contribute to other destructive behaviors in our children. If you would like more information about teen dating violence, please contact the building principal or school social worker.

G. ERIN'S LAW

Erin's Law is named after childhood sexual assault survivor, author, speaker and activist Erin Merryn. Erin's Law (in Illinois, Public Act 96-1524) mandates that Illinois public schools provide training to certified staff on prevention of child sexual abuse. It also mandates that public school children pre-kindergarten through 12th grade be educated on how to protect themselves from sexual abuse and tell a trusted adult. School personnel learn about child sexual abuse. Any questions or concerns can be addressed by building administrators or the school social worker.

H. SEXUAL ABUSE RESPONSE AND PREVENTION RESOURCE GUIDE

The Illinois State Board of Education (ISBE) maintains a resource guide on sexual abuse response and prevention. The guide contains information on and the location of children's advocacy centers, organizations that provide medical evaluations and treatment to victims of child sexual abuse, organizations that provide mental health evaluations and services to victims and families of victims of child sexual abuse, and organizations that offer legal assistance to and provide advocacy on behalf of victims of child sexual abuse. This guide can be accessed through the ISBE website at www.isbe.net or you may request a copy of this guide by contacting the school's office.

I. FAITH'S LAW

School districts are required to include in their student handbook the District's Employee Code of Professional Conduct. These standards, in part, define appropriate conduct between school employees and students. A copy of these standards can be found on the District's website or requested from the Superintendent's office.

J. SUICIDE AND DEPRESSION AWARENESS AND PREVENTION

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

The school district maintains student and parent resources on suicide and depression awareness and prevention. Much of this information, including a copy of school district's policy, is posted on the school district website. Information can also be obtained from the school office. Please contact the building social worker for resources or support.



REFERENCE BOARD POLICY 7:290 SUICIDE AND DEPRESSION AWARENESS AND PREVENTION

Effective January 2019 'Ann Marie's Law requires Illinois school districts to add Suicide and Depression Awareness and Prevention Program as part of the curriculum.

K. SEARCH/ SURVEILLANCE

Video surveillance is used to maintain a safe educational environment. Video cameras may be used in and around school property and on school busses in order to monitor and maintain a safe environment for students and employees. Video cameras will not be placed in areas which may unreasonably compromise a student's privacy. The contents of videos are student records, therefore they are subject to district policies and procedures relating to school student records. The district's regular discipline procedures shall be issued to discipline a student as a result of any actions discovered after review of a video.

The school district has the right to conduct canine searches of school property.

L. CONCEAL AND CARRY

Illinois State Law prohibits the possession of any concealed firearm on District 124 property, including at any District school, parking lot, athletic facility, or district-sponsored event. Any person who knowingly enters a prohibited location while carrying a concealed firearm is guilty of a Class B misdemeanor for a first violation and a Class A misdemeanor for a second or subsequent violation.

M. CELLULAR TELEPHONES AND OTHER ELECTRONIC DEVICES

Using or possessing a cell phone, smart watch, or other electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs, post videos or photographs on social media such as YouTube, Facebook, Twitter, etc., cheat, signal others, or otherwise violate student conduct rules is prohibited. Unless otherwise banned under Board Policy or by the teacher/building principal, all electronic devices must be kept off and remain in lockers during the regular school day unless:

1. The supervising teacher grants permission;
2. Use of the device is provided in a student's IEP; or
3. It is needed in an emergency that threatens the safety of students, staff or other individuals.

Note: The school district is not responsible if any electronic device is lost, stolen or damaged.

Students in violation of the cell phone policy will be provided consequences aligned to level 1 acts of misconduct.

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

N. CONVICTED CHILD SEX OFFENDERS

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 is:

1. A parent/guardian of a student attending the school and the parent/guardian is:
 - a. Attending a conference at the school with school personnel to discuss the progress of his or her student academically or socially;
 - b. Participating in student review conferences in which evaluations and placement decisions may be made with respect to his or her student regarding special education services; or



- c. Attending conferences to discuss other students' issues concerning his or her student such as retention and promotion and notifies the building principal of his or her presence at the school.
2. Has permission to be present from the School Board, Superintendent or Superintendent's designee. If permission is granted, the Superintendent or the 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. Information on registered sex offenders is available on the State of Illinois website, <http://www.isp.state.il.us/sor/>. This information is being provided in accordance with the Illinois Sex Offender Registration Act-Notification to Parents (Public Act 94-994).

O. DRESS CODE

The district dress code is meant to promote a positive, professional learning environment where the focus is on instruction. Clothing, hairstyles, and accessories should not be disruptive, immodest or compromise student learning. Students are expected to come to school looking clean, neat and ready to learn. Students whose personal attire or grooming distracts the attention of teachers or of other students shall be required to make necessary alterations to such attire or grooming before entering the classroom.

Dress guidelines include the following:

- Clothing or appearance that depicts gang affiliations, death, suicide, cigarettes, alcohol, or other drugs is prohibited.
- Vulgar, obscene, or violent messages on clothing are prohibited.
- Clothing must be worn to cover the body from shoulders to mid-thigh. Low cut shirts, tank tops, halter tops exposing the navel, and short skirts are prohibited.
- Outerwear such as coats, jackets, gloves, sunglasses, hats, hoods and other nonreligious headwear are not to be worn in the building unless the student is directly entering or leaving the building.
- Clothing that is poorly fitting, showing skin and/or undergarments may not be worn at school.
- Earrings are permitted. All other body piercings are prohibited.
- Tattoos are prohibited.
- Chains, drugs, gang and/or cult related jewelry is prohibited. This includes, but is not limited to, chained wallets, studded jewelry, animal choke collars, or anything clothing item or accessory deemed unsafe.
- Unless required by a physician, any equipment used to carry books may not be carried from class to class. Any such equipment must be stored in student lockers.
- Safe and appropriate footwear must be worn at all times. Flip-flops and slides are considered a safety concern and should not be worn. Crocs should be worn utilizing the back strap. Shoes with wheels are prohibited.
- Athletic shoes must be worn for physical education.
- Sleepwear and footed pajamas are prohibited.
- Required personal protective equipment, including masks
- Central Middle School students are required to wear a student ID at all times.

The first time a student fails to adhere to the Dress Code, staff will work with the student to correct the problem. If there is a second occurrence, a parent/guardian will be notified to assist his or her child with dressing properly for school. The building principal, in connection with a sponsor, coach, or other person in charge of an extracurricular activity, may regulate the dress and grooming of students who participate in the activity and may impose higher standards.

P. FEDERAL ASBESTOS PROGRAM

In accordance with the federal Asbestos Hazard Emergency Response Act (AHERA) and the Illinois Asbestos Abatement Act rules, inspections and management plans have been made for all district buildings concerning materials containing asbestos. You may examine these documents by contacting the Director of Buildings and Grounds at 708/423-0950.



Q. HEALTH EXAMINATIONS AND IMMUNIZATIONS

Every student in the required grades must provide a *State of Illinois Certificate of Child Health Examination* form and documentation of all required immunizations on **or before October 15th of the school year**. The school physical form is required for entry into any preschool program, kindergarten, sixth grade, or when entering an Illinois school for the first time.

Required Health Examinations and Immunizations

All students are required to present appropriate proof of a health examination and the immunizations against, and screenings for, preventable communicable diseases within one year prior to:

1. Entering preschool program;
1. Entering kindergarten or the first grade;
2. Entering the sixth and ninth grades; and
3. Enrolling in an Illinois school for the first time, regardless of the student's grade.

Proof of immunization against meningococcal disease is required for students in grades 6 and 12. A diabetes screening must be included as part of the health exam (though diabetes testing is not required). Students between the age of one and seven must provide a statement from a physician that the student was "risk-assessed" or screened for lead poisoning. An age-appropriate developmental screening and an age-appropriate social and emotional screening are required parts of each health examination.

Failure to comply with the above requirements by October 15th of each respective school year will result in the student's exclusion from school until the required health forms are presented, subject to certain exceptions. A student will not be excluded from school due to his or her parent/guardian's failure to obtain a developmental or social/emotional screening. New students who register midterm have 30 days following registration to comply with the health examination and immunization requirements. If a medical reason prevents a student from receiving a required immunization, the student must present, an immunization schedule and a statement of the medical reason causing the delay. The schedule and statement of medical reasons must be signed by an appropriate medical professional.

Eye Examination

All students entering kindergarten or an Illinois school for the first time must present proof by October 15 of the current school year of an eye examination performed within one year. Failure to present proof by October 15, allows the school to hold the student's report card until the student presents: (1) proof of a completed eye examination, or (2) that an eye examination will take place within 60 days after October 15. The form is available on the District 124 website at www.d124.org

Dental Examination

All students entering kindergarten, second and sixth grades must present proof by May 15 of the current school year of having been examined by a licensed dentist within the last 18 months. Failure to present proof allows the school to hold a child's report card until the student presents (1) proof of a completed dental examination, or (2) that a dental examination will take place within 60 days after May 15. The form is available on the District 124 website at www.d124.org.

Exemptions

A student will be exempted from the above requirements for:

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



Hearing and Vision Screenings

The school district conducts vision screenings for all students in pre-kindergarten, kindergarten, second, and eighth grades as well as newly enrolled students, and all students receiving special education services.

Hearing screenings are conducted for students in pre-kindergarten programs, kindergarten, first, second, and third grades as well as newly enrolled students and those receiving special education services.

Parents will be notified if the screening results indicate that further evaluation by a medical professional is indicated.

R. INTERNET ACCESS

The district's instructional program includes the use of the Internet to facilitate resource sharing, provide innovation and increase communication. The district is not responsible for any information that may be lost, damaged or unavailable when using the network, or for any information that is retrieved via the Internet. Furthermore, the district will not be responsible for any unauthorized charges or fees resulting from access to the Internet. Anyone accessing the Internet from the district system will be required to follow the Internet Access guidelines. All rules and regulations apply in remote learning situations and classrooms.

The Internet is a tool to enrich the curriculum and is not a public forum for general use.

Students in 1:1 classrooms must have a signed student and parent agreement on file before using the devices in the classrooms.

Any damage or neglect to 1:1 device may be subject to fines up to the full replacement cost and/or disciplinary action outlined by administration.

Terms and Conditions

1. **ACCEPTABLE USE** - Access to the district's Internet account must be for the purpose of education or research, and be consistent with the educational objectives of the district. The district has the right to search a student's web history at any given time.
2. **PRIVILEGE** - The use of the district's Internet account is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The system administrator will make all decisions regarding whether or not a user has violated this authorization and may revoke or suspend access at any time; his or her decision is final.
3. **UNACCEPTABLE USE** - Students are responsible for their actions and activities involving the Internet. Examples of unacceptable uses include, but are not limited to:
 - a. Using the Internet for any illegal activity, including violation of copyright or other contracts, or transmitting any materials in violation of any federal or state law or regulation.
 - b. Unauthorized downloading of software.
 - c. Downloading copyrighted materials for other than personal use.
 - d. Using the Internet for private financial or commercial gain.
 - e. Wastefully using resources, such as file space.
 - f. Gaining unauthorized access to resources or entities.
 - g. Invading the privacy of individuals.
 - h. Using another's account password.
 - i. Posting material authored or created by another without his or her consent.
 - j. Posting anonymous messages.
 - k. Using the Internet for commercial or private advertising.
 - l. Accessing, submitting, posting, publishing or displaying any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, harassing, or illegal material.
 - m. Using the Internet while access privileges are suspended or revoked.
4. **NETWORK ETIQUETTE** – The user is expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to:
 - a. Be polite.



- b. Use appropriate respectful language.
 - c. Keep personal information, addresses, telephone numbers, and passwords to yourself.
 - d. Recognize that electronic mail (e-mail) is open for others to view. People who operate the system have access to all e-mail. Messages relating to or in support of illegal or dangerous activities may be reported to the authorities.
 - e. Use the network responsibly by respecting each other.
 - f. Consider all communications and information accessible via the network to be private property.
5. **NO WARRANTIES** – The district makes no warranties of any kind, whether express or implied, for the service it is providing. The district will not be responsible for any damages suffered. This includes loss of data resulting from delays, non-deliveries, or service interruption caused by negligence, errors or omissions. Use of any information obtained via the Internet is at students’ own risk. The district specifically denies any responsibility for the accuracy or quality of information obtained through its services.
 6. **INDEMNIFICATION** – The user agrees to indemnify the district for any losses, costs or damages including reasonable attorney fees, incurred by the district relating to, or arising out of, any breach of the authorization.
 7. **SECURITY** – Network security is a high priority. If the user can identify a security problem on the Internet, the user must notify the system administrator or Superintendent. Accounts and passwords are kept confidential. Users may not use another individual’s account without written permission. Attempts to log-on to the Internet as a system administrator will result in cancellation of user privileges. Any user identified as a security risk may be denied access to the network.
 8. **VANDALISM** –Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any other network. This includes, but is not limited to, the uploading or creation of computer viruses. Vandalism will result in cancellation of privileges and other disciplinary action.
 9. **TELEPHONE CHARGES** – The district assumes no responsibility for any unauthorized charges or fees, including telephone charges, per minute surcharges, and/or equipment or line costs.
 10. **SCHOOL OWNED DEVICES** – School owned devices (Chromebooks, iPads, and other) shall be taken home each night to assist in instructional needs as directed by the classroom teacher.
 11. **ACCESS TO STUDENT SOCIAL NETWORKING PASSWORDS AND WEBSITES** – School officials may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student’s account on a social networking website that violates a school disciplinary rule or policy. In the course of an investigation, the student may be required to share content that is reported in order to allow school officials to make a factual determination.

Annual Notice to Parents about Educational Technology Vendors Under the Student Online Personal Protection Act.

School districts throughout the State of Illinois contract with different educational technology vendors for beneficial K-12 purposes such as providing personalized learning and innovative educational technologies, and increasing efficiency in school operations.

Under Illinois’ Student Online Personal Protection Act, or SOPPA (105 ILCS 85/), educational technology vendors and other entities that operate Internet websites, online services, online applications, or mobile applications that are designed, marketed, and primarily used for K-12 school purposes are referred to in SOPPA as *operators*. SOPPA is intended to ensure that student data collected by operators is protected, and it requires those vendors, as well as school districts and the Ill. State Board of Education, to take a number of actions to protect online student data.

Depending upon the particular educational technology being used, our District may need to collect different types of student data which is then shared with educational technology vendors through their online sites, services, and/or applications. Under SOPPA, educational technology vendors are prohibited from selling or renting a student’s information



or from engaging in targeted advertising using a student's information. Such vendors may only disclose student data for k-12 school purposes and other limited purposes permitted under the law.

In General terms, the types of student data that may be collected and shared include personally identifiable information (PII) about students or information that can be linked to PII about students, such as:

- Basic identifying information, including student or parent/guardian name and student or parent/guardian contact information, username/password, student ID number
- Demographic information
- Enrollment information
- Assessment data, grades, and transcripts
- Attendance and class schedule
- Academic/extracurricular activities
- Special indicators (e.g., disability information, English language learner, free/reduced meals or homeless/foster care status)
- Conduct/behavioral data
- Health information
- Food purchases
- Transportation information
- In-application performance data
- Student-generated work
- Online communications
- Application metadata and application use statistics
- Permanent and temporary school student record information

Operators may collect and use student data only for k-12 purposes, which are purposes that aid in the administration of school activities, such as:

- Instruction in the classroom or at home (including remote learning)
- Administrative activities
- Collaboration between students, school personnel, and/or parents/guardians
- Other activities that are for use and benefit of the school district

S. STUDENT MEDICATION

Taking medication during school hours or during school-related activities is prohibited unless it is necessary for a student's health and well-being. When a student's licensed health care provider and parent/guardian believe 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 by completing a "School Medication Authorization Form."

No school or district employee is allowed to 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 is allowed to 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 procedure.

Self-Administration of Medication

A student may possess and administer an epinephrine injector (e.g., EpiPen®) and/or an asthma inhaler or medication prescribed for use at the student's discretion, provided the student's parent/guardian has completed and signed a School Medication Authorization Form.

Students who are diabetic may possess and self-administer diabetic testing supplies and insulin if authorized by the student's diabetes care plan, which must be on file with the school.

Students with epilepsy may possess and administer supplies, equipment and medication, if authorized by the student's seizure action plan, which must be on file with the school.



Students may self-administer (but not possess on their person) other medications required under a qualified plan, 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, including asthma medication or epinephrine injectors, or medication required under a qualifying plan. 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 injector, asthma medication, and/or a medication required under a qualifying plan.

Administration of Medical Cannabis

In accordance with the Compassionate Use of Medical Cannabis Program, qualifying students are allowed to utilize medical cannabis infused products while at school and school events. Please contact the building principal for additional information. Discipline of a student for administered a product by a designated caregiver pursuant to this procedure is prohibited. The District may not deny a student attendance at a school solely because he or she requires administration of the product during school hours.

Undesignated Medications

The school may maintain the following undesignated prescription medications for emergency use: (1) Asthma medication; (2) Epinephrine injectors; (3) Opioid antagonists; and (4) Glucagon. No one, including without limitation, parents/guardians of students, should rely on the school or district for the availability of undesignated medication. This procedure does not guarantee the availability of undesignated medications. Students and their parents/guardians should consult their own physician regarding these medication(s).

Emergency Aid to Students

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

T. LAWN FERTILIZER AND WEED CONTROL APPLICATION

The district is required to notify parents/guardians and school employees four (4) days before any lawn application is applied on school property. The notice will be posted on our website and application is done on days when school is not in session. For further information please contact the Director of Buildings and Grounds at 708/423-0950.

U. STUDENT PRIVACY PROTECTION

Survey 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;

Parents who object to disclosure of information concerning their child to a third party may do so in writing to the building principal.

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 demanding behavior.
5. Critical appraisals of other individuals with whom the students have close family relationships.



6. Legally recognized privileged or analogous relationships, such as those with a 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: (1) inspect the survey or evaluation upon, and within a reasonable time of, their request, and/or (2) refuse to allow their child to participate in the survey. The school will not penalize any student whose parent/guardian exercised this option.

Selling or Marketing Students Personal Information is Prohibited

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

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

Publicity

Throughout the year, District 124 regularly publicizes the accomplishments of students by recognizing their academic awards, athletic awards, and participation in school-sponsored activities and organizations (including athletics). These student accomplishments and recognitions may be included in District publicity, including its website, its social media accounts, its publications, public newspapers, and television broadcasts. If you do not want your child's photos (still or video), individual organizations, and athletics; grade level, or your name to be used in District 124 publicity, you must complete a Publicity Opt-Out Form, which can be found on the District website or in the main office of our schools. Submit the completed form to your child's teacher.

In the event of a serious communicable disease, information may be shared with the Cook County Department in order to conduct contact tracing.

V. SCHOOL VISITATION RIGHTS ACT

The School Visitation Rights Act (SVRA) permits employed parents/guardians who are unable to meet educators due to a work conflict the right to an allotment of time during the school year to attend necessary educational or behavioral conferences at the school their student attends. parent/guardian SVRA rights include the following:

1. Upon written request, employers must grant employees leave of up to eight hours per school year, not to exceed four hours in any given day, to attend their child's classroom activities or school conferences which cannot be scheduled during non-work hours.
2. For regularly scheduled, non-emergency visitations, the district will make time available for visitation during both regular school hours and evening hours.

The district will provide documentation to the parent/guardian of the time and date of each school visitation upon a parent's/guardian's assertion of their rights under the SVRA.

W. STUDENT ACCIDENT INSURANCE

The District provides accident insurance for students and student athletes for accidents resulting in injuries occurring on District property or during certain off campus activities. Illnesses are not covered by Student Accident Insurance. The insurance is secondary insurance and pays only those specified medical expenses not covered by the student's own medical insurance. The policy has various coverage limits and is not a substitute for private medical insurance.



To file a claim, students and their parent/guardian must report injuries to their school health aide, physical education teacher, or coach (for athletic injuries). The health aide and/or school principal will complete the Student Accident/Injury Report and route as indicated on the form. The District Business Office will provide the student's parent/guardian with the necessary student insurance forms, if warranted. It is important to report injuries as soon as possible after an accident, as the insurance has strict claims reporting procedures.

X. STUDENT RECORDS

Rules concerning student records at the district are based on requirements of the Federal Family Educational Rights and Privacy Act (FERPA), the Illinois School Student Records Act (ISSRA), and on the School Board's Student Records Policy. The Student Records Policy may be reviewed in district administrative offices. Questions concerning the policy, the information provided below, or particular student records should be directed to the building principal.

Notifications regarding records will be made available to parents/guardians with a disability in an accessible manner. Notifications regarding records to parents/guardians whose native language is other than English will be made available in their native language.

Parent/Guardian and Student Rights

Parents/Guardians or a student who has become 18 years old ("eligible student"), have the right to:

1. Inspect and copy the student's education records within 10 business days of the date the district receives a request that identifies the records which the parent/guardian or eligible student wishes to inspect. The principal will make arrangements for access and will notify the parent/guardian or student of the time and place where the records may be inspected. There will be a charge of .30 cents per page for copies.
2. Request the amendment of student records that the parent/guardian or eligible student believes are inaccurate or misleading, by writing to the school principal. The written request should clearly identify the part of the record sought to be changed, and specify why it is inaccurate or misleading. If the district determines not to make the requested changes, the district will notify the parent/guardian or student of its decision, of the right to a hearing regarding the request for amendment, and of the procedures for such a hearing.
3. Receive, upon request, copies of records proposed to be destroyed. The school will notify parents/guardians and students of the records destruction schedule.
4. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that disclosure without consent is authorized by state or federal statute.
 - a. Among the types of disclosure without consent allowed by statute is disclosure to a school official with legitimate educational interests, meaning a person who needs to review an education record in order to fulfill his or her professional responsibilities. The term "school official" may for these purposes include an administrator, certified or support staff member (including health or medical staff and law enforcement unit personnel), school board member, or person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, medical consultant, therapist, or diagnostician), or a parent/guardian or student serving on a school-established disciplinary or grievance committee.
 - b. The district will disclose a student's education records without consent to a school in which the student seeks or intends to enroll, upon request by that school, subject to the right of the parents/guardians (or student, as applicable) upon notice of the proposed transfer to inspect and copy the records and to seek amendment of their contents using the procedure described above.
5. The right to prohibit the release of directory information.
6. 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 with such individual may obtain through the exercise of any right secured under State law.



7. 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.

Throughout the school year, the District may release directory information regarding students, limited to:

- Name
- Address
- Grade level
- Birth date and place
- Parent/Guardian names, addresses, electronic mail addresses, and telephone numbers
- Photographs, videos, or digital images used for informational or news-related purposes (whether by a media outlet or by the school) of a student participating in school or school-sponsored activities, organizations, and athletics that have appeared in school publications, such as yearbooks, newspapers, or sporting or fine arts programs
- Academic awards, degrees, and honors
- Information in relation to school-sponsored activities, organizations, and athletics
- Period of attendance in school

Any parent/guardian 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.

8. File a complaint with the U.S. Department of Education concerning alleged failure by the district to comply with FERPA requirements. The address of the agency that administers the Act is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-4605

Permanent Records

"Student Permanent Record" means the minimum personal information necessary to a school in the education of the student and contained in a school student record. Such information may include:

Basic identifying information such as the student's name, birth date, address, grades and grade level, parents' names and addresses

- Attendance records
- Medical information mandated by the State for school enrollment such as school physical and immunization records, dental, and eye examination forms
- All permanent records will be destroyed 60 years after the student graduates or permanently withdraws from the school.

Temporary Records

"Student Temporary Record" means all information contained in a school student record but not contained in the student permanent record. Such information may include:

- Family background information
- Evaluation results including intelligence test scores, aptitude test scores, psychological and personality test results, teacher evaluations, and other information of clear relevance to the education of the student
- Information regarding serious disciplinary infractions that resulted in expulsion, suspension, or the imposition of punishment or sanction.
- Special Education plans and files
- Accident Reports
- Medical information not mandatory for enrollment such as Individual Health Care Plans, Emergency plans, Medication Administration information, hearing and vision screening information, doctor's notes and PE excuses.

Student temporary records will be destroyed five years after a student graduates or permanently withdraws from a school.



Order of Protection Limitation

No person who is prohibited by a court order of protection from inspecting or obtaining school records of a student shall have any right of access to the school records of that student, if the school's principal or the principal's designee has been provided a copy of such order.

Other Protections

A parent/guardian or student may not be forced by any person or agency to release information from the student's temporary record in order to secure any right, privilege or benefit, including employment, credit or insurance.

Y. TITLE I PROGRAMS / ESSA

Title I federal funding provides financial support to the district to assist our schools by addressing the identified academic needs of students. Title I programs operate at one or more district schools that meet Title I guidelines to provide supplementary assistance to students who are achieving more than a year below their expected level. Our identified school can use these funds to improve the education of all students school-wide. In accordance with the requirements of Every Student Succeeds Act (ESSA) all teachers working in an instructional program supported with Title I funds meet State certification and licensure requirements.

Parents Right-To-Know

In accordance with the ESEA Section 1111(h)(6) PARENTS RIGHT-TO-KNOW, Evergreen Park School District #124 is notifying every parent of a student in a Title 1 school that you have the right and may request information regarding the professional qualifications of your child's classroom teacher. This information regarding the professional qualifications of your child's classroom teachers including, at a minimum, the following:

1. Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
2. Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.
3. The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
4. Whether the child is provided services by paraprofessionals and, if so, their qualifications.
5. If at any time your child has been taught for three or more consecutive weeks by a teacher not highly qualified, the school will notify you.

Evergreen Park District 124 Parental Involvement Plan

Evergreen Park District 124 agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities and procedures for the involvement of parents with children in Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1118, the school district will ensure that its parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school district will incorporate this parental involvement policy into its LEA plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.



- The school district will involve the parents of children served in Title I, Part A in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school district will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition: **Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring**

- (A) that parents play an integral role in assisting their child’s learning;**
- (B) that parents are encouraged to be actively involved in their child’s education at school;**
- (C) 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;**
- (D) the carrying out of other activities, such as those described in section 1118 of the ESEA.**

1. Evergreen Park District 124 will take the following actions to involve parents in the joint development of its parental involvement plan under section 1112 of the ESEA:

The district will host an annual meeting in conjunction with the handbook committee to seek input and review the Parent Involvement Plan. The district will annually publish the Parent Involvement Plan on the district website and in the handbook.

2. Evergreen Park District 124 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

The district will work to ensure parental involvement in committee work and strategic planning. This will include flexible meeting times and consistent communication of upcoming events. The district will also seek feedback regularly from parents and families using a variety of methods including but not limited to the annual Five Essentials Survey.

3. Evergreen Park District 124 will provide the following necessary coordination, technical assistance and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.

The district will provide all information and technical assistance in a way that promotes effective engagement of parents and increased involvement in activities. This includes the use of School Messenger and ensuring all communication is done in home languages and providing translations whenever necessary.

4. Evergreen Park District 124 will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs: Preschool, Multilingual, Early Childhood, Special Education, and Extended Day.

5. Evergreen Park District 124 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A school. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

While meeting annually to evaluate the Parental Involvement Plan, the committee will identify barriers and work together with all stakeholders to design strategies for more effective involvement. This will include eliminating costs, providing childcare, ensuring proper training in areas such as PowerSchool access, and creating welcoming environments.

6. Evergreen Park District 124 will build the school’s and parents’ capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and



the community to improve student academic achievement, through the following activities specifically described below:

- A. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school district will respond to any such suggestions as soon as practicably possible.

Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

The school district will provide assistance to parents in understanding topics such as the following, by undertaking the actions described in this paragraph -

- the State's academic content standards,
- the State's student academic achievement standards,
- the State and local academic assessments including alternate assessments,
- the requirements of Part A,
- how to monitor their child's progress, and
- how to work with educators

- B. The school district will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

The district schools will host academic nights as well as additional parent education opportunities throughout the school year. This will include education at the district level regarding programming (EL / Special Education / PreSchool).

- C. The school district will, with the assistance of its parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and the school, by:

The district will provide job-embedded professional development and training with all employees regarding parent engagement and communication to ensure positive relationships are formed and partnerships are effective.

- D. The school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Preschool, Multilingual, Early Childhood, Special Education, and Extended Day and other programs. The district will conduct activities that encourage and support parents in more fully participating in the education of their children.

- E. The school district will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

The district will provide a calendar of events on the district website to keep parents informed of school and district activities. All communication including the school and district website will be provided in English and Spanish.



Z. UNIFORM GRIEVANCE PROCEDURE

A student, parent/guardian, employee, or community member should notify any District Complaint Manager if he or she believes that the School Board, its employees, or agents have violated his or her rights guaranteed by the state or federal Constitution, state or federal statute, or Board policy, or have a complaint regarding:

1. Title II of the Americans with Disabilities Act;
2. Title IX of the Education Amendments of 1972;
3. Section 504 of the Rehabilitation Act of 1973;
4. Title VI of the Civil Rights Act, 42 U.S.C. §2000d *et seq.*;
5. Equal Employment Opportunities Act (Title VII of the Civil Rights Act), 42 U.S.C. §2000e *et seq.*;
6. Sexual harassment (Illinois Human Rights Act, Title VII of the Civil Rights Act of 1964, and Title IX of the Education Amendments of 1972);
7. Misuse of funds received for services to improve educational opportunities for educationally disadvantaged or deprived children;
8. Curriculum, instructional materials, and/or programs;
9. Victims' Economic Security and Safety Act, 820 ILCS 180;
10. Illinois Equal Pay Act of 2003, 820 ILCS 112;
11. Provision of services to homeless students; or
12. The Illinois Whistleblower Act, 740 ILCS 174/1

The Complaint Manager will attempt to resolve complaints without resorting to this uniform grievance procedure and, if a complaint is filed, to address the complaint promptly and equitably. A person may forego or terminate the informal resolution process at any time and initiate a formal complaint with the Complaint Manager. The right of a person to prompt and equitable resolution of a complaint filed shall not be impaired by the person's pursuit of other remedies. Use of this uniform grievance procedure is strongly encouraged but not a prerequisite to the pursuit of other remedies and use of this uniform grievance procedure does not extend any filing deadline related to the pursuit of other remedies. As used in this policy, "school business days" means days on which the district's main office is open.

Filing a Complaint

A person (hereinafter Complainant) who wishes to avail him or herself of this uniform grievance procedure may do so by filing a complaint with any District Complaint Manager. The Complainant shall not be required to file a complaint with a particular Complaint Manager and may request a Complaint Manager of the same gender. The Complaint Manager may request that the Complainant provide a written statement regarding the nature of the complaint or require a meeting with a student's parents/guardians. The Complaint Manager shall provide the complainant with a copy of this uniform grievance procedure and assist the Complainant as needed.

Complaint Managers

Dr. Ashley Carlson
2929 West 87th Street
Evergreen Park, IL 60805
708/423-0950

Dr. Jenna Woodland
2929 W. 87th Street
Evergreen Park, IL 60805
708/423-0950

V. ACADEMICS

A. GRADING

Kindergarten Grading Scale

B = Beginning
D = Developing
S = Secure

Grades 1-2 Grading Scale

E = Exceeds Expectations
M = Meets Expectations
I = Improvement Needed

Grades 3-8 Grading Scale

A (93–100) Excellent
B (85–92) Good
C (75–84) Satisfactory
D (65–74) Below
F (64 and below) Failing



Retention

Students consistently failing to meet regular academic requirements and expectations will be considered for retention. Decisions to retain a student shall be recommended by the building principal after consultation with the teacher, parents/guardians, and members of the Problem Solving Team (i.e., psychologist, social worker, classroom teacher, instructional resource staff, etc.). The building principal and the Superintendent will review the recommendations and shall make the final decision to retain.

BENCHMARK ASSESSMENTS

Test	Purpose	Grade Level	Frequency
Star 360	Benchmark screening tool designed to measure growth in the areas of early intervention, reading, and math.	K-8	Administered three times per year – Fall, Winter, Spring
IL Assessment for Readiness (IAR)	Standards based state achievement test that measures student progress in reading and math	Grade 3-8 Reading and Math	Administered one time in March/April.
Assessing Comprehension and Communication in English State-to-State (Access 2.0)	Standards-based, criterion referenced test designed to measure English Language Learners' social and academic proficiency in English.	Grades K-8 (English Language Learners Only)	Administered one time in January/February
Illinois Science Assessment (ISA)	State science assessment based on the new Next Generation Science Standards	Grade 5 and 8	Administered one time in March/April
Kindergarten Individual Development Survey (KIDS)	A comprehensive process designed to provide information about children's competencies across developmental domains over time.	Kindergarten	Based on observational data collected during the first 40 days of school.
OLSAT	This assessment is used in the process to identify students for our gifted program.	Grades 2 and 5	Administered one time in March/April

B. PHYSICAL AND HEALTH EDUCATION

All district students must take physical education (PE) except for those with temporary or permanent physical disabilities. Such students must have written certification from a licensed physician on file with the school nurse.

As outlined in Public Act 98-0116, if requested, a school district is authorized to excuse a student from engaging in a physical education course if the student has an IEP, is participating in an adaptive athletic program outside of the school setting, and provides the required documentation to demonstrate such participation.

In accordance with the Critical Health Problems the district provides students with a program that is designed to provide a variety of learning experiences based upon scientific knowledge of the human organism as it functions within its environment. The Health program established under this Act shall include, but is not limited to, the following areas:

- Human ecology, health, growth and development;
- The emotional, psychological, physiological, hygienic and social responsibilities of family life, including sexual abstinence until marriage;
- Prevention and control of disease, including instruction in 6th grade through 8th grade on the prevention, transmission and spread of AIDS;
- Public, environmental and consumer health;



- Safety education and disaster survival;
- Mental health and illness;
- Personal health habits including prevention/avoidance of drug, alcohol, and tobacco use; and
- Teen dating
- Violence
- intimidation,
- Bullying, and harassment.

No student is required to take or participate in any class on AIDS or family life if his or her parent/guardian submits a written objection to the Superintendent. Parents/Guardians may obtain a Curriculum Objection form from the Director of Curriculum and Assessment or from their school office.

Exemption from Physical Education Requirement (K-8)

In order to be excused from participation in physical education, a student must present an appropriate excuse from his or her parent/guardian or from a person licensed under the Medical Practice Act. The excuse may be based on medical or religious prohibitions. An excuse because of medical reasons must include a signed statement from a person under the Medical Practice Act that corroborates the medical reason for the request. An excuse based on religious reasons must include a signed statement from a member of the clergy that corroborates the religious reason for the request.

A Parent or Guardian of a student in grades 7-8 may submit a written request to the building principal requesting to be excused from physical education courses because of the student's ongoing participation in an interscholastic or extracurricular athletic program. The building principal will evaluate requests on a case-by-case basis.

Special activities in physical education will be provided for a student whose physical or emotional condition, as determined by a person licensed under the Medical Practices Act, prevents his or her participation in the physical education course.

State law prohibits the School District from honoring parental excuses based on a student's participation in athletic training, activities, or competitions conducted outside the auspices of the School District.

C. COMPLAINTS ABOUT CURRICULUM, INSTRUCTIONAL MATERIALS, AND PROGRAMS

Parents or guardians have the right to inspect all instructional materials used as a part of their child's education. If you believe that curriculum, instructional materials, or programs violate rights guaranteed by any law or Board policy, you may file a complaint under the District's uniform grievance policy.

Parents or guardians with other suggestions or complaints about curriculum, instructional materials, or programs should complete a Curriculum Objection Form, which is available on the school website. A parent or guardian may also request that their child be exempt from using a particular instructional material or program by completing a Curriculum Objection Form.

D. MULTILINGUAL LEARNER SERVICES

A range of services are available to support Multilingual Learners, formerly referred to as English Learners as they learn to acquire social and academic English language in the content areas. Upon initial registration, each family completes a Home Language Survey. Based on the responses to the survey, a student will be screened for English language proficiency. If a student qualifies for services based on the screening results, parents/guardians will be notified in writing about the recommended program for their child and parental rights. District 124 offers a full time and part time Transitional Bilingual Education (TBE) program, part time Transitional Program of Instruction (TPI), as well as English as a Second Language (ESL) instruction. Each student will be recommended for a program based upon his/her individual needs, depending upon a student's initial screener, or ACCESS for ELLs scores, district assessments, and classroom performance.



All students who qualify for services, including those that waive services, are required to take the annual ACCESS for ELLs assessment per the Illinois State Board of Education. Once a student meets the state criteria to exit the program based on ACCESS for ELLs scores, their progress will continue to be monitored for 2 years. Services are offered for students who have exited from the program according to ACCESS for ELLs scores, but require additional assistance to succeed in the general education curriculum.

E. RESPONSE TO INTERVENTION

Response to Intervention (RtI) is a multitiered system of support that provides interventions and supports to all students through a systematic screening review of academic and behavioral data. Problem solving teams identify students who meet established criteria and provide interventions to individual and small groups of students. The problem solving team can identify students who are not mastering critical skills and provide interventions to individual and small groups of students. Continuous progress monitoring of students' responses to those interventions (additional support) allows teachers to identify students in need of additional intervention and to adjust instruction accordingly.

The school will notify parents/guardians in writing after each benchmarking period (September, January, and May) with their child's results. Once a student makes sufficient progress and can demonstrate skills in the classroom the intervention will be discontinued. If the student has continued difficulty, the parent/guardian will be asked to participate in meetings with a team of staff members to determine the student's educational needs.

F. SPECIAL EDUCATION PROGRAMS AND SERVICES

Child Find

Federal, state and local regulations require all Illinois Schools to conduct annual child find activities. Child Find is the process of locating, evaluating and identifying children who are suspected of having a disability or who may need special education and related services.

District 124 is committed to providing students with disabilities a free and appropriate education in the least restrictive environment. Parents/guardians and/or a school team may refer a student for an evaluation. Parents of students residing within the district have the right to request a copy of the document *Educational Rights and Responsibilities: Understanding Special Education in Illinois*. For further information regarding special education, parents are directed to contact their child's building principal.

If a student qualifies for special education and related services, an Individualized Education Program (IEP) will be developed by the parent and school team. The district provides a full continuum of special education programs and services to meet the individual needs of all students identified with a disability.

Related Service Logs

For a child with an individualized education program (IEP), the school district must create related service logs that record the type of related services administered under the child's IEP and the minutes of each type of related service that has been administered. The school will provide a child's parent/guardian a copy of the related service log at the annual review of the child's IEP and at any other time upon request.

Behavioral Interventions for Students with Disabilities

Positive behavioral interventions are used to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors for students with disabilities. For more information about the District 124 Policy; 7:20 *Misconduct by students with Disabilities*, please contact the Director of Student Support Services at 708/423-0950.

For information on home or hospital instruction, contact the District Nurse.
Student Support Services

The following student support services are provided by the School District:

1. Health services supervised by a qualified school nurse to further provide a healthy school environment and prevent or reduce the spread of disease.



2. Educational and psychological testing services and the services of a school psychologist as needed. In all cases, written permission to administer a psychological examination must be obtained from a student's parent(s)/guardian(s). The results will be given to the parent(s)/guardian(s), with interpretation, as well as to the appropriate professional staff.
3. The services of a school social worker. A student's parent/guardian must consent to regular or continuing services from a social worker.

The District is responsive for responsive responding to students with social, emotional, or mental needs that impact learning ability. The District, however, assumes no liability for preventing, identifying, or treating such needs.

The provision of services are consistent with State and federal laws, including the Individual with Disabilities Education Act, 42 U.S.C.SS 12101 et seq.

G. HOME AND HOSPITAL INSTRUCTION

A student who is absent from school, or whose physician, physician assistant or advance practice registered nurse anticipates his or her absence from school, because of a medical condition may be eligible for instruction in the student's home or hospital.

Appropriate educational services from qualified staff will begin no later than five school days after receiving a written statement from a physician, physician assistant, or licensed advance practice registered nurse. Instructional or related services for a student receiving special education services will be determined by the student's individualized education program.

A student who is unable to attend school because of pregnancy will be provided home instruction, correspondence courses, or other courses of instruction before (1) the birth of the child when the student's physician, physician assistant, or licensed advanced practice registered nurse indicates, in writing, that she is medically unable to attend regular classroom instruction, and (2) for up to 3 months after the child's birth or a miscarriage.

The District is responsible for responding to students with social, emotional, or mental needs that impact learning ability. The District, however, assumes no liability for preventing, identifying, or treating such needs.

The provision of services are consistent with State and Federal laws, including the Individual with Disabilities Education Act, 42 U.S.C.SS 12101 et seq.

For information regarding Home and Hospital Instruction please contact the Director of Student Support Services.

H. 504 PLANS PROVIDE ACCOMMODATIONS FOR STUDENTS WHO QUALIFY.

504 plans are reviewed annually and re-evaluated every 3 years.

Section 504 of the Rehabilitation Act of 1973 and its implementing regulations prohibit discrimination on the basis of disability by any program or activity that receives or benefits from federal funding. Section 504 requires that students with a disability be provided with a free appropriate public education including education with non-disabled peers to the maximum extent appropriate. Parents of students with a disability have the right to request a copy of the Section 504 rights and procedures.

For further information, please contact the building Principal or Director of Student Support Services.

VI. STUDENT DISCIPLINARY CODE

Philosophy - To discipline a child is to teach life long problem solving skills, principles and decision making skills which provides a framework for positive interactions with others.

The precise definition of the word "Discipline" is to 'teach'. Discipline is defined as providing a school centered focus and perspective for teaching children clear and precise expectations and guidelines for behavior. Through a collaborative



partnership between school and the family, the overall framework for discipline is developed providing continuity between home and school. The goals of the discipline policy is to provide learned strategies which will support positive child and adult relationships, and enhance the learning experiences for each child which can be carried into adult life. Discipline is administered on an individual basis.

A. SCHOOL-WIDE POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (PBIS)

Positive Behavior Interventions and Supports (PBIS) is a proactive systems approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional, and academic success.

As a Response to Intervention model, PBIS applies a multi-tiered system of support, and a problem-solving process to enhance the capacity of schools to effectively educate all students.

PBIS Outcomes

School-Wide PBIS is supported by the Illinois State Board of Education as a research based system for providing student supports. Schools that establish PBIS systems with integrity have teaching and learning environments that:

Maintain a positive, preventative, responsive and productive school atmosphere

- Prevent evasive and exclusionary disciplinary practices
- Maximize academic engagement and achievement for all students
- Address classroom management and disciplinary issues (e.g., attendance, tardiness, antisocial behavior, etc.)
- Provide supports for students whose behaviors require more specialized assistance

Continuum of School-Wide Positive Behavior Interventions and Supports

PBIS is a multi-tiered system of support for all students. A universal screener is used three times a year along with review of behavioral data to set criteria for Tier II and Tier III supports.

Tier I- Universal: Behavioral support is provided through school-wide and classroom-wide systems for all students, all staff and across all settings. These supports include:

- Positive and proactive approaches to support appropriate behaviors
- Behavior expectations are explicitly taught and reviewed frequently
- Positive reinforcement for appropriate behavior
- Active supervision and monitoring is provided in all environments
- Social skills instruction is aligned to the Social Emotional Learning Standards
- Fair and corrective discipline measures
- Parent collaboration
- Continuous collection and use of data for decision-making

Tier II- Supplemental Intervention: Provided as a supplement to universal supports, Tier II interventions are designed for students in need of additional support. The interventions implemented in District 124 include but are not limited to the following

- Check In- Check Out (CICO)
- Social Academic Instructional Groups (SAIG)
- Parent Collaboration
- Check In- Check Out with Individualized Features
- Mentoring Program
- Simple Functional Behavior Assessment (FBA) and Behavior Intervention Planning

Tier III- Tertiary Intervention: Tier 3 intensive interventions are implemented with Universal and Tier II supports. Supports at this level are individualized and may include:

Complex Functional Behavior Assessment

- Behavior Intervention Plan (BIP)
- Intensive behavior/social skills instruction
- Interagency collaboration
- Intensive collaboration with the family
- Intensive family-based interventions



Family Involvement in PBIS

Parent involvement is very important in all aspects of PBIS. The following suggestions are different ways that parents can be involved in PBIS.

- Learn about PBIS by reading materials offered by your child's school related to PBIS
- Help the school understand family issues and concerns
- Help the school understand community cultural values, beliefs, and practices
- Use and reinforce PBIS strategies at home
- Share your child's strengths and needs
- Participate (when possible) in school activities/events

Students are more likely to demonstrate appropriate school behavior when there is consistency in expectations between home and school.

When a child has challenging behavior at school, a strong partnership between the school and family is important. Family involvement is a key feature when developing positive behavior support plans for students with special needs. School-wide positive behavioral interventions and support is a school-wide approach to helping all children learn to self-manage behaviors; however, parent involvement is really important in all aspects of PBIS.

When parents are involved, outcomes for children are better.

B. GROUNDS FOR DISCIPLINE

School Community Code of Conduct

In order to provide a safe, caring and orderly environment, Evergreen Park Elementary School District 124 expects civil behavior for all who engage in school activities. Mutual respect, professionalism and common courtesy are essential qualities that need to be demonstrated to promote an educational environment free from disruptions, harassment, bullying, and aggressive actions.

Vision for Behavior Supports

To create and maintain a united community that embraces the benefits of a diverse school district inclusive of all people striving toward educational excellence in which all stakeholders are welcomed, respected and honored; a safe and nurturing learning environment for all students that promotes personal responsibility, confidence and academic excellence.

Purpose for the Code of Conduct

- To ensure that every student in Evergreen Park Schools is continuously engaged in appropriate programs of academic instruction within safe and orderly environments.
- To provide clear and explicit expectations for social behaviors within all school settings.
- To specify guidelines for teaching and encouraging social skills necessary for meeting district behavioral expectations.
- To describe explicit methods of corrective instruction and consequences for responding to behavior infractions.

Summary of District Policy Regarding Behavior

All students have the right to learn in a safe environment. Each year, the Evergreen Park School District 124 adopts a district wide policy to provide guidelines for the teaching and implementation of expected behaviors using Positive Behavior Interventions and Supports (PBIS). PBIS is a proactive system approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional, and academic success. As a Response to Intervention model, PBIS applies a three-tiered system of support, and a problem-solving process to enhance the capacity of schools to effectively educate all students.

Students must follow the district wide Code of Conduct before, during, and after school. The Code is in effect in school buildings, on school grounds, at school-related activities, and on the way to and from school, school activity, function or event. Students also must follow these rules on school related transportation.



This district Code of Conduct provides definitions of behaviors. Some definitions include examples. These examples are not intended to be exhaustive lists; that is, the behavior covered by the definition include, but are not limited to, the examples given.

In addition to the district wide Code, each school develops its own positive school wide behavior plan. This plan includes activities for teaching and encouraging expected behaviors. Each school communicates its positive school-behavior plan with its parents/guardians and students-including strategies for teaching and reinforcing positive behaviors, and strategies for providing consequences for both positive and negative behavior.

Parents should be sure to know and understand the school wide behavior plan at their child's school.

The safety and security of all school children are our highest priorities, and we are committed to providing a safe learning environment. Parents who have questions or concerns should follow the chain of command established by the district. (First page of handbook).

C. PROGRESSIVE DISCIPLINE

Evergreen Park D124 utilizes Progressive Discipline policies intended to promote accountability, fairness, and growth by providing students with clear expectations, consistent consequences, and opportunities for improvement. The staff at D124 is committed to creating safe and engaging learning environments and building authentic relationships with students in order to help all students succeed. Practicing Progressive discipline allows the District to foster an environment that supports academic achievement, personal growth, and responsible behavior.

D. SCHOOL AUTHORITIES WHO MAY IMPOSE DISCIPLINE

Each teacher, and any other school employee when students are under his or her charge, is authorized to impose any disciplinary measure which is appropriate and consistent with Board policy and school rules, provided that suspensions and expulsions may only be imposed only by administrators and expulsions may be authorized only by the School Board. Teachers, other certificated educational employees and other persons providing a related service for a student may use reasonable force as needed to maintain safety for other students, school personnel, or other persons, or for the purpose of self-defense of property. Teachers may remove students from a classroom for disruptive behavior.

All district/Building Administrators are authorized to impose the same disciplinary measures as teachers and may suspend students guilty of gross disobedience or misconduct from school, including all school functions.

E. PROHIBITED STUDENT CONDUCT

LEVEL I: Acts of Misconduct (Minor Behaviors)

Level I Acts of Misconduct are **minor** misbehaviors that impede the orderly operation of the school program. Such misbehaviors are typically handled by individual staff members, but may require the intervention of other school support personnel.

The following list provides several examples of "minor" or "moderate" disruptions to the educational process.

Level I Acts or Misconduct are not limited to the behaviors or disciplinary consequences listed below.

- Defiance/Insubordination/Non-Compliance
- Classroom disruption
- Disrespectful behavior
- Dress code violation
- Insubordination
- Inappropriate Language
- Teasing
- Minor aggressive behavior (physical or verbal)
- Misrepresentation/lying



- Minor misuse of school property
- Inappropriate use of electronic devices
- Tardies
- Other behaviors that distract from the classroom environment, or that comprise a minor or moderate disruption to the educational process that can be addressed by staff.

Possible Interventions and/or Consequences

These interventions and/or consequences aim to interrupt unsuccessful behaviors and teach skills so students can learn and demonstrate safe and respectful behavior. Teachers are encouraged to try a variety of teaching and classroom management strategies. Teachers are expected to collaborate effectively and report concerns to support staff.

- Verbal warning
- Reteaching the behavioral expectations
- Movement on the classroom management system chart
- Written Infraction
- Parent Contact
- Loss of privilege
- Student Conference
- Detention/Extended Detention
- Complete a reflection activity
- Reminders and redirection
- Student/Teacher conference
- Restitution/Restoration strategies
- PBIS Tier I - Universal Interventions
- Other disciplinary action deemed appropriate by the Administration

LEVEL II: Acts of Misconduct (Major Behaviors)

Level II Acts of Misconduct involve acts that create a significant disruption to the educational process and/or endanger the health and safety of others in the school. This conduct requires the intervention of administrative personnel because of the seriousness of infractions or because the Level I consequences failed to correct the situation(s).

The following list provides several examples of “major” disruptions to the educational process.

Level II Acts of Misconduct are not limited to the behaviors or disciplinary actions.

- Continuation of unmodified Level I Acts of Misconduct
- Gross disrespect
- Gross misconduct
- Repetitive or severe Teasing/Bullying behaviors
- Fighting/Physical aggression
- Lying/Cheating
- Abusive and/or inappropriate language
- Discriminatory language and/or actions
- Forgery
- Violation “Internet Acceptable Use” policy
- Vandalism, defacement, or destruction of school or personal property
- Theft of school property or personal property
- Unauthorized absence from class
- Threatening behavior in language and/or actions
- Other behaviors that comprise a major disruption to the educational process

Possible Interventions and/or Consequences

These interventions and/or consequences may be appropriate when supports have been put in place in the classroom to address behavior, but the behavior has become persistent and has continued to negatively influence the learning of the student and others.



- Parent contact
- Removal from class and/or activity
- Revoke privilege
- Detention/extended detention
- Student behavior contract
- Parent/Teacher/Administrator Conference
- Social probation
- Suspension
- Referral to social worker
- Student/Administrator Conference
- Referral to administrator
- Complete a reflection activity
- Refer to intervention team
- Restitution
- Police contact
- Check-In check-out for a set period of time
- Conflict resolution meeting
- Restorative conference
- Development of individualized behavior plan
- PBIS Tier II - Supplemental Interventions
- Other disciplinary action deemed appropriate by the Administration

*A Level II Act of Misconduct can be downgraded to a Level I incident, depending on the circumstances with Administrative approval.

Level III: Acts or Misconduct (Monumental Behaviors)

Level III Acts of Misconduct involve actions that are serious and require administrative action that may result in a least temporary removal of the student from the school and/or the transportation system. Those infractions that are continuation of the Level III misbehaviors require the intervention of personnel on the administrative level because the execution of the Level II disciplinary consequences have failed to correct the situation(s). Level II Acts of Misconduct may involve the intervention of law enforcement authorities and action by the Board of Education.

The following list provides several examples of “monumental” disruptions to the educational process and disciplinary options that may be used to deal with such behaviors. Level III Acts of Misconduct are not limited to the behaviors or disciplinary consequences below.

- Continuation of unmodified Level II Acts of Misconduct
- Gang Affiliation and/or involvement
 - o Use of gestures, dress, and /or speech to display affiliation with a gang, including any public school fraternity, sorority, or secret society (gang-related activity, gang signs, graffiti, etc.) Students should associate with peers and adults who engage in safe, respectful and responsible behavior.
- Using, possessing, distributing, purchasing, selling or offering for sale:
 - o Any illegal drug, controlled substance, or cannabis (including marijuana, hashish, and medical cannabis unless the student is authorized to be administered a medical cannabis infused product under Ashley’s Law).
 - o Any anabolic steroid unless it is being administered in accordance with a physician or licensed practitioner’s prescription.
 - o Any performance-enhancing substance on the Illinois High School Association’s most current banned substance list unless administered in accordance with a physician or licensed practitioner’s prescription.
 - o Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician or licensed practitioner’s instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited unless the student is authorized to be administered a medical cannabis infused product under Ashley’s Law.



- o Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.
- o "Look-alike" or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a student believes to be, or represents to be, an illegal drug, controlled substance, or other substance that is prohibited by this policy; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug, controlled substance or other substance that is prohibited by this policy.
- o Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.
- o Any substance inhaled, injected, smoked, consumed or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in a tablet or powdered form.
- o Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they have prohibited substances, as applicable, in their possession.
- Using, possessing, controlling or transferring a "weapon" or violating the procedures listed below under the Weapons Prohibition section of this handbook procedure.
- Using a cellular telephone, smartphone, video recording device, personal digital assistant (PDA), or similar electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Prohibited conduct specifically includes, without limitation, creating and sending, sharing, viewing, receiving or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device or cellular telephone, commonly known as "sexting." Unless otherwise banned under this policy or by the building principal, all cellular phones, smartphones and other electronic devices must be kept powered-off and out-of-sight during the regular school day unless; (a) the supervising teacher grants permission; (b) use of the device is provided in a student's individualized education program (IEP); (c) it is used during the student's lunch period; or (d) it is needed in an emergency that threatens the safety of students, staff, or other individuals.
- Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.
- Behavior deemed as mob action
- Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff members include refusing a staff member's request to stop, present school identification or submit to a search.
- Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, altering report cards and wrongfully obtaining test copies or scores.
- Engaging in bullying, hazing or any kind of aggressive behavior that does physical or psychological harm to a staff person or another student or encouraging other students to engage in such behavior. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network or other comparable conduct
- Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning) and sexual assault.
- Engaging in teen dating violence.
- Causing or attempting to cause damage to, stealing, or attempting to steal, school property or another person's personal property.
- Entering school property or a school facility without proper authorization.
- In the absence of a reasonable belief that an emergency exists, calling emergency responders (calling 9-1-1); signaling or setting off alarms or signals indicating the presence of a bomb or explosive device on school grounds, school bus or at any school activity.



- Being involved in a gang or engaging in gang-like activities, including displaying gang symbols or paraphernalia.
- Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism and hazing.
- Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.
- Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school.
- Operating an unarmed aircraft system (AUS) or drone for any purpose on school grounds or at any school event unless granted permission by the building principal.
- Using or possessing Fireworks, firecrackers, incendiary or explosive devices.

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

Efforts, including the use of positive interventions and supports shall be made to deter students, while at school or a school-related event, from engaging in aggressive behavior that may reasonably produce physical or psychological harm to someone else.

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

Possible Interventions and/or Consequences

*These are not intended to be sequential

- Alternative programs: homebound instruction, alternative placement, or other district alternatives
- Expulsion for up to two (2) calendar years
- Out of School Suspension (OSS)
- Referral to law enforcement officials
- Revocation of bus-riding privileges
- Seizure of contraband
- PBIS Tier III - Tertiary Interventions
- Other disciplinary action deemed appropriate by Administration

*A Level III Act of Misconduct can be downgraded to a Level II incident, depending on the circumstances with Administrative approval.

**Possession of a firearm requires expulsion

F. WEAPONS PROHIBITION

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



1. A firearm, meaning any gun, rifle, shotgun, weapon as defined by Section 921 of Title 18 of the United States Code, firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act, or firearm as defined in Section 24-1 of the Criminal Code of 1961. The expulsion period may be modified by the superintendent, and the superintendent's determination may be modified by the board on a case-by-case basis.
2. A knife, brass knuckles or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm, including "look alikes" of any firearm as defined above.

G. DISCIPLINARY MEASURES

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

1. Notifying parent/guardians.
2. Disciplinary conference.
3. Withholding of privileges.
4. Temporary removal from the classroom.
5. Return of property or restitution for lost, stolen or damaged property.
6. In-school suspension.
7. After-school study or Saturday study provided the student's parent/guardian has been notified. (If transportation arrangements cannot be made in advance, an alternative disciplinary measure will assigned to the student.)
8. Community service.
9. Seizure of contraband; confiscation and temporary retention of the personal property that was used to violate school rules.
10. Suspension of bus riding privileges.
11. Suspension from school and all school activities for up to 10 days. A suspended student prohibited from being on school grounds.
12. Expulsion from school and all school activities for a definite time period not to exceed 2 calendar years. An expelled student is prohibited from being on school grounds
13. Transfer to an alternative program if the student is expelled or otherwise qualifies for transfer under State law.
14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, such as, illegal drugs (controlled substances), "look-alikes," alcohol or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies.

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

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 as opportunity for students who have been suspended to complete or make-up missed work for equivalent academic credit.

State law prohibits the use of corporal punishment by school authorities.



H. DISCIPLINARY PROCEDURES

Access to Student Social Networking Passwords and Websites

School authorities may request a student's social networking passwords and/or websites in special disciplinary circumstances.

Reporting of Aggressive Behavior

When a student engages in aggressive behavior, the school will notify the student's parents/guardians by letter.

Suspension Procedures

Before a student is suspended, school authorities will meet with the student to inform the student of the misconduct of which he or she is accused and will give the student an opportunity to respond to the charges.

Such a pre-suspension conference is not required and the student may be suspended immediately when the student's presence poses a continuing danger to persons or property or an ongoing threat of disruption to the educational process. In such cases, the notice and conference shall follow as soon as practical.

Any suspension shall be reported promptly to the student's parents/guardians, who will receive a written notice of the suspension stating the reasons for the suspension, including any school rule that was violated, and a notice of their right to a review of the suspension. A copy of the notice shall be given to the School Board.

Upon request of the parents/guardians, a review of the suspension shall be conducted by the School Board or a hearing officer appointed by the School Board. At the review, the student's parents/guardians may appear and discuss the suspension with the School Board or its hearing officer and may be represented by counsel at their expense. After presentation of the evidence or receipt of the hearing officer's report, the School Board shall take such action as it finds appropriate.

Expulsion Procedures

If a student is recommended to be expelled, school administrators will send the student and his or her parents/guardians a written request to appear at a hearing on the student's proposed expulsion. The request shall be sent by registered or certified mail, return receipt requested, and shall state:

1. The reasons for and proposed expulsion including the specific conduct rule(s) the student is charged with violating.
2. The proposed period (duration) of the expulsion.
3. The time, date, and place for the hearing.
4. A short description of the procedures that will be followed.
5. A statement indicating that The School Code allows the School Board to expel a student for a definite period of time not to exceed two calendar years, as determined on a case by case basis.
6. A request that the student or parents/guardians inform the District if the student will be represented by an attorney and, if so, the attorney's name.

Unless the student and parents/guardians indicate that they do not want a hearing or fail to appear at the designated time and place, the hearing will proceed. It shall be conducted by the School Board or a hearing officer appointed by the School Board. If a hearing officer is appointed, he or she shall report to the School Board the evidence presented at the hearing and the School Board shall take such final action as it finds appropriate.

During the expulsion hearing, the School Board or its appointed hearing officer shall hear evidence concerning whether the student is guilty of the gross disobedience or misconduct as charged. The student and his or her parents/guardians may be represented by counsel at their expense, offer evidence, present witnesses, cross-examine witnesses who testify and otherwise present reasons why the student should not be expelled. After presentation of the evidence or receipt of



the hearing officer's report, the School Board shall decide whether the student has committed the charged misconduct, and take such action as it finds appropriate.

Behavior Intervention Policy

In accordance with Public Act 89-191, Evergreen Park Elementary School District 124 developed the following Behavior Intervention Policy. A fundamental principle of this policy is that non-aversive or positive interventions designed to develop and strengthen desirable behaviors should be used to the maximum extent possible and are preferable to the use of more restrictive interventions.

The use of positive interventions is consistent with the educational goals of enhancing students' academic, social, emotional and personal growth. While positive approaches alone may not always succeed in controlling extremely inappropriate behavior, the use of more restrictive procedures should always be considered to be temporary and approached with caution and restraint. The use of restrictive interventions should maintain respect for the individual student's dignity, personal privacy and safety, and adhere to professionally accepted treatment practices.

All of the procedural protections available to students with disabilities and their parents or guardians under the Individuals With Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, the Americans With Disabilities Act, and Illinois School Code, including notice and consent where required, opportunity for participation in meetings and the right to appeal will be observed when implementing and/or developing behavioral interventions.

District policies and procedures for implementation have been developed after review and consideration of the Behavioral Intervention Guidelines developed by the Illinois State Board of Education. Those guidelines may be requested through the Illinois State Board of Education at 100 North First Street, Springfield, Illinois 62777-0001.

These procedures are designed to promote the use and maintenance of the best of professional standards and practices in the use of behavioral interventions. Specifically, the use of interventions should respect the dignity and privacy of the students while promoting learning of more appropriate behaviors. These procedures apply to those students whose disability creates a need for a behavioral management plan.

Behavioral procedures such as those designed as part of the behavioral management plan represent interventions intended to enhance the benefits the student derives from the educational setting. Specific behavioral interventions are recommended based on their level of restrictiveness.

Positive and non-restrictive interventions are preferred because of the low risk of negative side effects and the high priority placed on behavior change rather than behavior control.

Positive and non-restrictive interventions may be used without the development of a written behavior management plan or inclusion in the student's Individualized Education Program (IEP).

Restrictive interventions may be appropriate in emergency situations or when less restrictive interventions have been attempted and failed (in accordance with Illinois School Code Section 24-24). For students with a behavioral management plan which does not include the use of restrictive interventions, this level of intervention should be used only after an analysis of behavior has been completed and documented, and a behavioral management plan developed and included in the student's IEP.

Restrictive interventions are intended to be used only for the minimum amount of time necessary to control the student's behavior. In addition, they should be used in conjunction with positive interventions and be replaced by less restrictive procedures as quickly as possible.

To obtain a complete copy of the district procedures please contact the Student Support Services Department at (708) 423-0959 ext. 2140.



I. DISCIPLINE OF STUDENTS WITH DISABILITIES

The district shall comply with the provisions of the federal Individual with Disabilities Education Improvement Act (IDEA) when disciplining students who receive special education services. No student with a disability shall be expelled if the student's act of gross disobedience or misconduct is a manifestation of his/her disability. If it is determined by the IEP team that a student's gross disobedience or misconduct is not a manifestation of his/her disability, the student may be expelled from school. The student shall continue to receive special education and related services during the period of expulsion as provided for in IDEA.

A student with disabilities who has exceeded or is expected to exceed 10 days of suspension may be temporarily excluded from school by court order or by order of a duly appointed State of Illinois hearing officer, if the district demonstrates that maintaining the student in his or her current placement is substantially likely to result in injury to the student or others.

A student with a disability that qualifies for special education services, who has carried a weapon to school or to a school function or who knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function may be removed from his or her current placement. Such a student shall be placed in an appropriate interim alternative educational setting for no more than 45 days in accordance with the IDEA.

J. ISOLATED TIME OUT, TIME OUT, AND PHYSICAL RESTRAINT

Isolated time out, time out, and physical restraint shall only be used by trained staff if the student's behavior presents an imminent danger of serious physical harm to the student or others, and other less restrictive and intrusive measures were tried and proven ineffective in stopping it. The School may not use isolated time out, time out, or physical restraint as discipline or punishment, convenience for staff, retaliation, as a substitute for appropriate educational or behavioral support, a routine safety matter, or to prevent property damage in the absence of imminent danger of serious physical harm to the student or others. The use of prone restraint is prohibited.

K. DISCIPLINE FOR MISCONDUCT OFF OF SCHOOL GROUNDS

The School District has authority to regulate student conduct which occurs off of school grounds if it adversely affects good order or the educational environment at school. Examples include: fighting/bullying that may occur on the way to or from school.

L. SEARCH AND 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 authorities" includes school liaison police officers.

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

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

The building principal 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 Searches

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.

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

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.

Questioning of Students Suspected of Committing Criminal Activity

Before a law enforcement officer, school resource officer, or other school security person detains and questions on school grounds a student under 18 years of age who is suspected of committing a criminal act, the building principal or designee will: (a) Notify or attempt to notify the student's parent/guardian and document the time and manner in writing; (b) Make a reasonable efforts to ensure the student's parent/guardian is present during questioning or, if they are not present, ensure that a school employee (including, but not limited to, a social worker, psychologist, nurse, guidance counselor, or any other mental health professional) is present during the questioning; and (c) If practicable, make reasonable efforts to ensure that a law enforcement officer trained in promoting safe interactions and communications with youth is present during the questioning.

M. INTERVIEWS AND EXAMINATIONS OF STUDENTS BY DCFS

School employees shall cooperate with the DCFS to identify child abuse or neglect.

N. CRISIS REMOVAL PROCEDURE

- a. The principal or designee, in an emergency, may remove a student from school, a school-related activity, or school grounds immediately based upon preliminary injury and findings that the student poses an immediate threat to self or others or may cause significant disruption or disorder as to make the student's immediate removal necessary.
- b. As a result of crisis removal, the School Resource Officer will be contacted and will escort the student(s) to the Evergreen Park police station. Once the student(s) is/are under the supervision of the School Resource Officer, the officer will follow guidelines and procedures established by the Village of Evergreen Park and the Evergreen Park Police Department.
- c. Upon imposition of a crisis removal, schools shall make a good faith effort to inform the parent/guardian immediately by telephone. Due to the nature of the implementation of this procedure, parental contact may occur after the student(s) have been escorted to the police station.
- d. A follow-up written notice of the crisis removal shall be personally delivered or mailed to the student's parent/guardian by school administration within 24 hours. The notice of the crisis removal shall contain the following written statements:
 1. The specific facts about the student obtained by the principal or designee that formed the basis for the crisis removal,
 2. A statement of when and under what circumstances that the student may return to school, including whether the school is requiring or recommending a threat assessment or other evaluation,
 3. A statement of the disciplinary action(s) taken and/or recommended by the school, if any, and
 4. A statement of a conference date, time, and place offered by the school administration to meet with the parent/guardian.



VII. EXTRACURRICULAR ACTIVITIES

A. ELIGIBILITY

All required paperwork for sports tryouts is due two days prior to tryouts. If a student has missing or has incomplete paperwork they will be ineligible to tryout.

At the time of tryouts, students cannot have 2 D's or an F on a current report card and/or grade sheet. A grade sheet will be provided by the coach prior to tryouts. The grade sheet must be completed and turned in two days prior to tryouts. Students will be notified the day before tryouts if they are ineligible to attend tryouts.

At the time of tryouts, students cannot be on a Full Loss of Privileges due to behavioral actions such as, but not limited to, out of school suspension, in-school suspension or time in office.

An IHSA sports physical must be filled out completely, signed and dated by physician, parent/guardian and student in order to be eligible to tryout. The IHSA sport physical is due two days prior to tryouts.

If the IHSA sports physical is invalid, the student will be notified the day before tryouts that they are ineligible to attend tryouts.

Registration/participation form must be completed and signed by parent/guardian two days prior to tryouts. If the registration/participation form is not turned in the student will be notified the day before tryouts that they are ineligible to attend tryouts.

The Youth Sports Concussion Safety Act

The Youth Sports Concussion Safety Act was signed into law on August 15th, 2015. This law requires all Illinois Schools to establish "Return to Sports" and Return to Learn protocols for students with concussions.

Student Athlete Concussions and Head Injuries

Student athletes must comply with Illinois' Youth Sports Concussion Safety Act and all protocols, policies and bylaws of the IHSA before being allowed to participate in any athletic activity, including practice or competition.

A student who was removed from practice or competition because of a suspected concussion shall be allowed to return only after all statutory prerequisites are completed, including without limitation, the School District's return-to-play and return-to-learn protocols.

Rules and Expectations

All rules and expectations are enforced 24 hours a day for the full current academic school year.

1. The athlete will not possess or use tobacco (including chewing tobacco, e-cigarettes).
2. The athlete will not possess or use alcoholic beverages.
3. The athlete will not possess or use any illegal drug, controlled substance, or drug paraphernalia.
4. The athlete will not be involved in the theft or willful destruction of any school or personal property.
5. The athlete will not possess or use any weapons.
6. The athlete will be respectful to his superiors.

Students must attend school for at least one half day to be able to participate in after-school activities on that same day. The building administrator may waive certain absences due to unique circumstances, such as a funeral or doctor's appointment.

B. INSTRUMENTAL MUSIC PROGRAM

Students interested in playing musical instruments may participate in bands organized for elementary and middle school level students.



A limited number of instruments, primarily those which are difficult to purchase such as tubas, sousaphones, and others, are owned by the school and may be rented by students for a fee of \$25.00 per year.

Additional information concerning various methods of purchasing or renting musical instruments may be obtained from the band instructor.

C. CODE OF CONDUCT

Extracurricular activities provide meaningful educational experiences for students, however participation in extracurricular activities is voluntary. Thus, the following Code of Conduct applies to all students participating in extracurricular activities:

1. All students must abide by all regular school policies. All students and coaches/advisors must adhere to these policies during the full duration of their season including all conditioning sessions and the post-season competitions (tournaments).
2. Appropriate care must be taken of all equipment, school facilities, and properties. Students shall be held financially responsible for any damage or loss through their negligence.
3. All students shall report any injuries or illness to their respective coaches/advisors immediately upon occurrence.
4. All students are expected to attend all required practices, meetings and contests. Refusal to participate through the end of the season shall result in the loss of any awards or recognition.
5. Students who quit an activity must clear all responsibilities and obligations with the coach/advisor of that activity.
6. Participation in another sport cannot start until the previous sport season is completed.
7. Students who are under any type of medication shall have on file with the coach/advisor a note from their parent/guardian and doctor.
8. All students shall abide by all School Board policies and by the Code of Conduct.
9. Students who engage in any criminal activity or violations of civil law may be denied participation.
10. Students shall abide by additional rules and regulations presented normally to all members of a particular activity by the coach/advisor.

The use, possession or sale of any tobacco or alcoholic product, or of drugs not prescribed by a physician, are strictly prohibited. Violation of this policy may result in dismissal for the academic year without gaining awards of recognition. Since state law prohibits purchase and consumption of alcoholic beverages by minors, law enforcement and legal ramifications may also result.

CPR Training

In August 2013, Public Act 098-0305 took effect. This act requires the IHSA to be given a CPR training video to post on its website so that staff at IHSA-member schools can watch it. The act also indicates school districts shall notify parents and encourage them to view the video, too.

The following is a link to the act on the General Assembly's website:

- <http://www.ilga.gov/legislation/publicacts/fulltext.asp?Name=098-0305&GA=98>

D. DISCIPLINARY PROCEDURES

A coach or advisor may indefinitely suspend a student from an extracurricular activity for misconduct. An incident of misconduct must be observed by a teacher, coach, advisor, chaperone, school administrator, school board member, a member of a law enforcement agency, or a parent/guardian of the student in violation, or be admitted by the student who committed the misconduct. In the event of any violation of these policies or rules, the following procedures will take place:

1. The coach/advisor must inform the student either verbally or in writing about any violations and the subsequent consequences. The coach/advisor will then conduct an informal hearing to allow the student to explain his or her actions.



2. The coach/advisor must contact the student's parent/guardian and building principal, either verbally or in writing, to inform them that the student is being denied participation and the reason for this sanction. The coach/advisor must also explain the appeal process.

In keeping with due process procedures, if requested by a parent/guardian, a hearing involving the student, parent/guardian, involved coach or advisor, and the building principal may be held. At that hearing, the denial of participation may be lifted or may be confirmed for a defined period of time.



Parent and Student Handbook Agreement

Your signature below indicates that you have received the Parent Handbook. Please take the time to review the document, and discuss the information with your child/ren so that both you and your child/ren will be familiar with the policies and procedures of Evergreen Park Elementary School District 124.

Child's Last Name: _____ Child's First Name: _____

School: _____

Parent/Guardian's Signature

Parent/Guardian's Printed Name

Today's Date: ____ / ____ / ____

