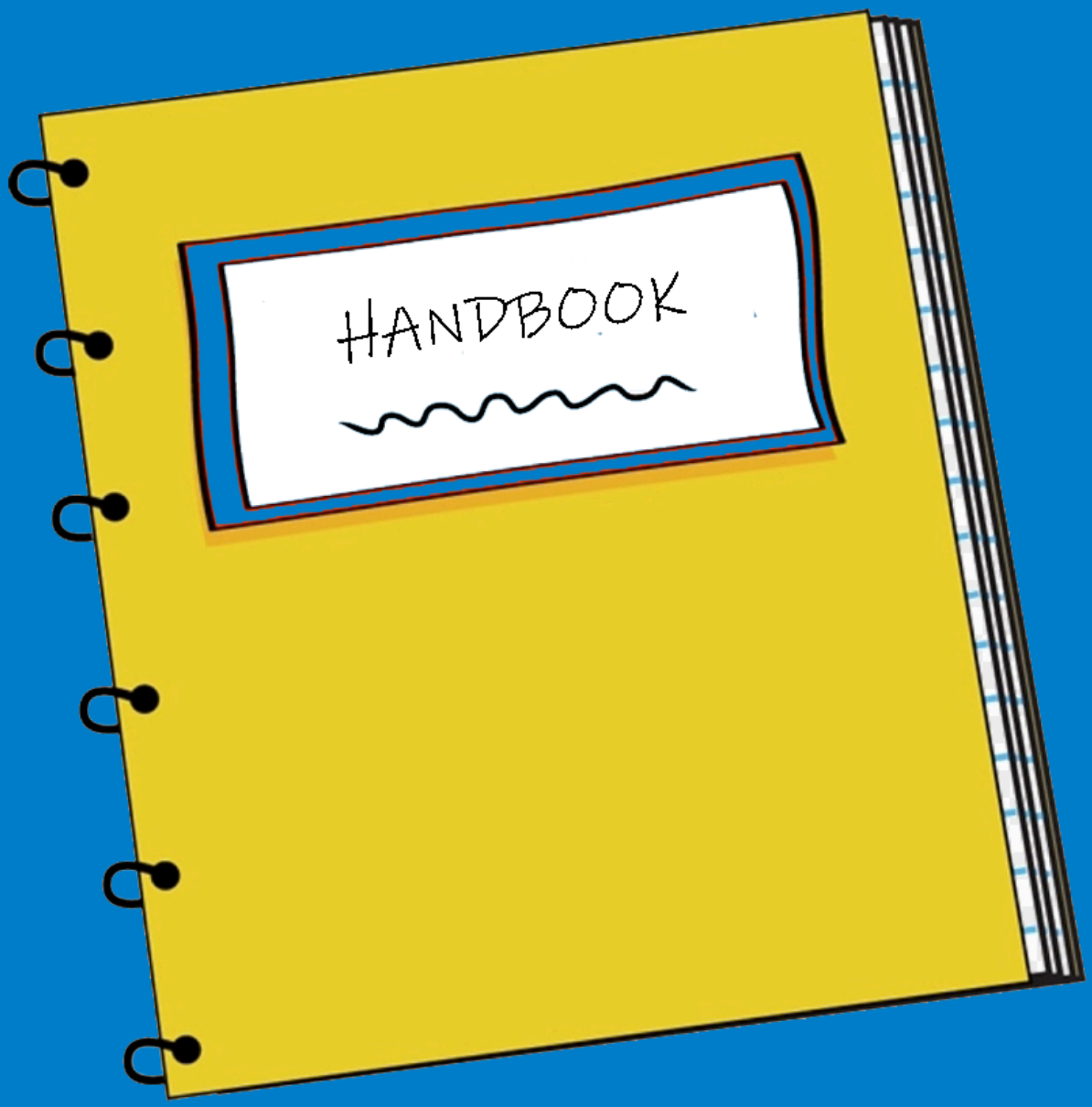
West Northfield School District 31

2025 - 2026 Handbook



Revised July 2025

Superintendent's Message

Dear District 31 Families,

On behalf of our dedicated staff and Board of Education, welcome to the 2026–2027 school year! It is a privilege to serve the students and families of West Northfield School District 31.

At District 31, we are committed to empowering every student to make a positive impact on tomorrow's community. We strive to provide engaging learning experiences, high expectations, meaningful support, and a safe, welcoming environment where every student can thrive academically, socially, and emotionally.

This Family Handbook is an important resource designed to help families understand the policies, procedures, and expectations that guide our schools. We encourage you to review it with your child in a way that is appropriate for their age and to refer to it throughout the school year. The handbook may be updated as needed, and the most current version will always be available on the District website.

Strong partnerships between schools and families are essential to student success. Throughout the year, we will continue to communicate openly, provide opportunities for family engagement, and work together to support every student's growth. Whether through classroom learning, extracurricular activities, family events, or community partnerships, we are committed to creating meaningful experiences that strengthen our school community.

The 2026–2027 school year brings exciting opportunities as we continue implementing our Strategic Plan and building on the progress we have made together. We remain focused on continuous improvement, supporting our outstanding staff, strengthening communication with families, and ensuring every student has the knowledge, skills, and confidence to succeed.

Thank you for your continued partnership and trust. We look forward to a wonderful school year filled with learning, growth, and celebration.

Sincerely,

Dr. Erin K. Murphy
Superintendent

Board information policies are available to the public on the District's website.

District 31 Strategic Plan

Mission

Empowering every student to make a positive impact on tomorrow's community

Vision

Every student is empowered and prepared to make meaningful contributions to the community through:

- Equitable opportunities for ALL students
- An environment that is culturally responsive and celebrates diversity
- A focus on future-ready learning skills and high expectations
- Authentic learning experiences and innovative resources designed to inspire and develop students' passions
- An enriching, creative, and collaborative environment

Core Values

We embrace the following Core Values as we work to achieve our Mission, Vision, and Goals:

- High Expectations
- Diversity and Inclusivity
- Continuous Improvement and Data Informed Decisions
- Future-Ready Learning
- Student Engagement through Agency
- Collaboration
- Partnerships
- Shared Leadership Accountability

Portrait of a Graduate

These are the values and characteristics we wish to see demonstrated by our students when our vision is fully achieved:

- Critical Thinkers
- Problem Solvers
- Collaborators
- Effective Communicators,
- Empathetic
- Responsible Global Citizens
- Self-Advocates
- Resilient
- Curious Life-long Learners

31 Empowering Every Student!

WHO CAN BEST HELP ME?

We're here for you!

District 31 is committed to providing timely, responsive service to our families.
In most cases, the **best place to start is your child's school.**
Building staff know your child best and can often resolve questions quickly.

START HERE: YOUR CHILD'S TEACHER OR PRINCIPAL

For questions about your child or your child's school, please begin by contacting your teacher or principal. They are best positioned to provide assistance with:

- Classroom instruction and learning
- Grades, assignments, and academic progress
- Attendance and absences
- Student schedules
- Student behavior and discipline
- Student well-being and social-emotional needs
- Concerns involving your child or another student
- School events and activities
- Clubs, athletics, and extracurricular opportunities
- School safety and security
- Building procedures and daily operations
- Transportation questions or changes
- Family communication
- School improvement initiatives and building goals
- Any other school- or student-specific concern

Please contact your child's teacher or school principal first.

DISTRICT-LEVEL ADMINISTRATION

Contact district administrators for district-wide support and leadership.

Dr. Erin K. Murphy Superintendent	Vision, mission, strategic plan, Board of Education, policies, district-wide initiatives, community partnerships, district communications, and matters requiring district-level review.
Dr. Janine Gruhn Assistant Superintendent of Student Services	Special education (IEPs, 504 plans), student support services, alternative placements, ESY programming, special education transportation, homeless services, grants, and state and federal special education requirements.
Lauren Lipsey Director of Curriculum and Instruction	Curriculum and academic programs, instruction and learning, standards-based grading and reporting, student assessment, accelerated placement, instructional technology, and academic improvement initiatives.
Nicole Randolph Director of Finance and Operations	Transportation, facilities and maintenance, food service, technology systems, security, construction and capital improvement projects, district finances, and operational services.
Sandra Luna Director of Multilingual Services	English Learner (EL) services, multilingual programming, translation and interpretation services, ACCESS testing, B-PAC, support for multilingual families, and program requirements.

DISTRICT OFFICE CONTACTS

Tina Blankenheim
Administrative Assistant to the Superintendent & District Office Manager
tblankenheim@district31.net

- Board of Education meetings and information
- Facility use requests
- Community organizations
- District events and calendars
- Regular education transportation
- General questions for the Superintendent's Office
- Assistance determining the appropriate District Office contact

Rachel McDaniel
Human Resources Manager
rmcdaniel@district31.net

- Employment opportunities
- Job applications and recruiting
- Substitute teaching and support staff opportunities
- Volunteer and tutoring requests
- Employee accommodations
- Employee benefits and leave questions
- Retirement and employment verification

Ed Blankenheim
Director of Buildings and Grounds
eblankenheim@district31.net

- Building maintenance or safety concerns
- Playgrounds and outdoor facilities
- Parking lots, sidewalks, and traffic flow on school property
- Heating, cooling, plumbing, or other building-related concerns
- Community use of school facilities
- Construction or facility improvement projects

Tony Bahena
Technology and Network Specialist
tbahena@district31.net

- District-issued student devices
- Student Chromebook damage or repairs
- Student technology support

Jordan Reeves
Data Systems Specialist
jreeves@district31.net

- Skyward Family Access
- Student assessment access
- Directory Spot

Sheri Kujawinski
Payroll & Accounts Payable Coordinator
skujawinski@district31.net

- Payroll questions
- Vendor payments and invoices

Anabel Santiago
Student Services Administrative Assistant
asantiago@district31.net

- Preschool (PFA) registration
- Special education transportation
- Homeless services
- TrueNorth Cooperative services
- Student Services records and general questions

Diana Islas
District Office Assistant – Records, Registration and Multilingual Services Support
dislas@district31.net

- Student registration
- Residency verification
- Student records and transcripts
- Requests for historical student records
- Translation and interpretation services
- Multilingual family events and conferences

Sarah Alfirevic
Business Office Accounting Coordinator
salfirevic@district31.net

- Student fees
- Financial assistance
- Online payments

Hayley Garard
Communications Coordinator
hgarard@district31.net

- District website
- Community newsletters
- Social media
- District communications
- Finalsite website information

NOT SURE WHO TO CONTACT?

If you're unsure who can best assist you, please contact Tina Blankenheim in the District Office. She will be happy to connect you with the appropriate staff member and ensure your question is directed to the right person.

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Note: Any policies listed in the handbook may be updated per the Board of Education at any time. Every effort was made to link the policy to the updated handbook online. The most updated version of the policies are in the Policy Manual on Board Docs.

Admission and Fees

Admission

Residency

Pupils new to District 31 must first prove residency at the District 31 Administrative Office at 3131 Techny Road in Northbrook. Residency documentation is required for all new students moving into the District, for entering kindergarten students, and annually for all preschool-aged students. It is also necessary for students who move to a different address within District 31. To attend the District on a tuition-free basis, a student is required to live within the boundaries or meet the state law exceptions noted in Board Policy, *Residency*. A student's residence is the same as the person who has legal custody of the child. District 31 reserves the right to request documentation proving residency from all families, as needed.

A person asserting legal custody over a student, who is not the child's natural or adoptive parent, shall complete a legal signed statement, stating: (a) that he or she has assumed and exercises legal responsibility for the child, (b) the reason the child lives with him or her, other than to receive an education in the District, and (c) that he or she exercises complete control over the child regarding daily educational and medical decisions in case of emergency. Suppose the District knows the current address of the child's natural or adoptive parent. In that case, the District shall request in writing that the person complete a signed statement or Power of Attorney stating: (a) the role and responsibility of the person with whom their child is living, and (b) that the person with whom the child is living has full control over the child regarding daily educational and medical decisions in case of emergency.

A student whose family moves out of the District during the school year will be permitted to attend school for the remainder of the year without payment of tuition.

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 the District but will be living within the District within 60 days after the initial enrollment, the child is eligible to enroll.

Kindergarten and Grade 1

Students entering kindergarten must be five years old on or before September 1 of the year in which they are enrolled and not turn six years old before June 1 preceding the school term.. Pupils entering first grade must be six years old on or before September 1 of the current school year. In recognition of the unique developmental differences in children, an application process is available for early entrance. Please see Board Policies, *Acceleration into a Higher Grade* and *Student Admissions and Student Transfers to and From Non-District Schools*. For further information, please contact the Winkelman School Principal.

Fees

At the time of registration, District 31 assesses several required school fees to help cover the cost of school activities, consumable materials and supplies, textbooks, technology, assignment notebooks, locks, towels, PE uniforms, graduation gowns, sports, extracurricular activities, and more. Fees for books and other instructional materials may be waived as noted below, per Board Policy, Waiver of Student Fees.

Current students are sent information to assist with the online registration process, which includes a code to access the online registration system, which is located on the District's website. Once new families have visited the District Office for registration information, they will be given a code to register their students online.

Financial Assistance
Financial assistance for school fees and free and reduced lunch costs may be available to families. Families may obtain school fee waiver forms and free and reduced lunch applications by contacting the District Office (3131 Techny Rd., Northbrook, IL), 847-313-4416. Forms and information can also be found on the website. The District adheres to Federal and State guidelines to determine whether or not a family may qualify for free and/or reduced lunch and waivers of fees. Applications for financial assistance must be submitted to the Director of Finance and Operations every year. Any income received by a member of the household must be included on the application, and a signature is required to confirm that all income is reported. The District reserves the right to require evidence of income as needed, by all applicable laws.

Within 30 calendar days after receiving a waiver request, the District shall mail a notice to the parent or guardian whenever a waiver request is denied. The denial notice shall include: (1) the reason for the denial; (2) the process and timelines for appealing; and (3) a statement that the parent/guardian may reapply for a waiver any time during the school year if circumstances change. If the denial is appealed, the District will follow the procedures for resolving appeals as provided in the Illinois State Board of Education rule on waiver of fees.

Students will not be denied educational services or academic credit due to their parents' or guardians' inability to pay fees or certain charges. Questions regarding the fee waiver application process should be addressed to the District and the office of the Director of Finance and Operations.

Birth Certificates
Parents / guardians are required to provide the District with a certified copy of each enrolling student's birth certificate within 30 days of the student's enrollment in the District. Suppose a certified copy of a student's birth certificate is not received within 30 days of enrollment. In that case, the District is obligated to report the lack of birth certificate to the Illinois State Police.

Allergy/Food Procedures

Food Allergy Management Procedures
Identification of Students with Food Allergies
Parent(s)/Guardian(s) are responsible for notifying the School Nurse of their child's food allergies and must complete any applicable form(s) regarding the student's need for medication at school or during school-related functions and provide the school with the student's needed medication.

The school nurse will convene a meeting with the appropriate school personnel and the student's parent/guardian to assess the student's allergy management needs in the school environment.

For a student who is deemed to have a food allergy, school personnel and the parent/guardian will develop an Individual Health Care Plan (IHCP), a Section 504 Plan, or an Individualized Education Plan (IEP) that includes: procedures for reducing the student's risk of exposure to

allergens; identification of personnel who need to be familiar with the student's food allergies and plan; identification of personnel who are trained to administer EpiPens, as needed; identification of location in which the EpiPens will be stored; a process for the School Nurse or designee to monitor the EpiPens; and an emergency action plan with procedures to be followed by personnel if the student is or is suspected of being exposed to the food allergen at school or school-related activities.

Parent(s)/guardian(s) are encouraged to review with their child the responsibilities in managing his/her allergy, ensuring that their child understands his/her role.

Prevention of Exposure to Students with Known Food Allergies
The School Nurse, Building Administration, or other designated staff will convene a meeting to educate all the staff who will implement the student's Individual Health Care Plan, 504 Plan or Individual Education Plan about their responsibilities. Any additional training needed to implement the plan will be determined and provided to the responsible staff member(s).

The School Nurse, Building Administration, and other designated staff members will monitor the implementation of the student's plan.

The school will disseminate information to the appropriate school personnel about the student's food allergy.

The school will disseminate information to parent(s)/guardian(s) and students about the food allergy while maintaining the confidentiality of the student's information. Activities of sharing information may include:

Displaying food allergy posters outside classrooms in specific allergen-free areas as reminders Communicating with parent(s)/guardian(s) that: a student with life-threatening allergies is in their child's class; request strict adherence to snack lists which are peanut / nut free and minimize other allergens; provide snack lists with suggestions for alternate foods; give information on food labeling as it applies to the allergen of question; request that parent(s)/guardian(s) raise questions or concerns with the School Nurse or Building. Administration: share age-appropriate information with students about food allergies, anaphylaxis, avoidance measures, and being sensitive to students with food allergies.

Avoidance Measures
District #31 will consider the child's age, maturity, and social-emotional development, as well as the physical environment in different schools and the properties of the allergen, when determining appropriate avoidance measures. The goal of implementing these measures is to reduce the risk of accidental exposure to allergens without unduly restricting students from participating in activities within the school setting. As the child matures, he/she will be expected to increase their responsibility to avoid the allergen. There may be years and/or occasions when the assigned eating location for students is their classroom or another designated area of the building. In those occasions, if a student has a life-threatening food allergy, all students sharing the classroom or designated area as an eating location will be prohibited from bringing food items containing the allergen.

A student with allergies is expected to follow these measures:

- Wash your hands or use hand wipes before and after eating
- Always read ingredients before eating food
- Do not eat anything with unknown ingredients or known to contain an allergen

- Do not trade or share foods, utensils, and containers
- Self-advocate with others in situations that may cause exposure to the allergen
- The hot lunch tables at Winkelman are designated with allergy-free areas. Students with allergies are reminded to avoid eating in areas where food is known to be present that may contain allergens.

All students are expected to follow these measures:

- Do not bring edible treats to pass out at school, including birthdays, Halloween, Valentine's Day, or end-of-year parties
- Do not trade or share food, utensils, and/or containers
- Wash your hands or use hand sanitizer before and after eating
- Respect allergen-free areas by keeping food that may contain the allergen away from the area
- Comply with instructions from staff and/or staff members to move food away that is believed to be potentially dangerous to a student(s) with allergies.
- Follow the school rules about keeping allergens out of the classroom
- No eating on school buses

Other

- For parties and celebrations within the classrooms, room parents will assist with providing only food items on the pre-approved snack list.
- Written notification will be given to parents/guardians when food other than those items on the pre-approved snack list is used in the classroom for instructional purposes or identified activities.
- Staff members do not typically provide food for students in the classroom on a regular day. However, to promote social experiences, celebrations, and positive reinforcement, food from the approved list may be offered.

Approved List of Foods for Celebrations and Class Parties

- All treats must be individually prepackaged and factory sealed, with the ingredient label visible on the original packaging (no homemade treats are permitted).
- Permitted Food for classroom parties, celebrations, or activities: Pre-cut fruits and vegetables, Popcorn - Skinny popcorn, purchased Rice Krispie Treats, Popsicles - Flavorice, bomb pop, twin pops, candy - Jolly ranchers, Smarties, Starburst, Applesauce, Fruit snacks, Goldfish Crackers, Oreos - Original or gluten free, Cheese pizza from Goode and Fresh, Dominos or Little Caesars, hot chocolate/marshmallows. In the middle school, gum and doughnuts purchased from Dunkin Donu8ts will also be permitted.
- Water and packaged hot chocolate are the only beverage options.
- For a class party, no more than three items may be served during an event, and one of those items MUST be fruits and/or vegetables.

Other Allergies

The procedures for managing food allergies also apply fully to students with other types of allergies. Specific avoidance measures will depend on the type of allergy.

Non-School Sponsored Activities

District #31 strongly encourages non-school providers that the District does not control to follow similar procedures for managing allergies. It is the responsibility of the parent(s)/guardian(s) to communicate with the non-school providers directly regarding their child's allergies and needs.

Quest Food Service
Quest Food Management does not include known nut products in its hot lunch program. If you have any questions about options for your student or for Quest's official statement on potential allergens in their meals, please contact Quest's Registered Dietitians at allergies@questfms.com.

Assessments

Grading and Promotion

The decision to promote a student to the next grade level is based on successful completion of the curricula, attendance, and/or performance based on academic testing. A student will not be promoted based on age or any other non-academic reason. Parents will be notified promptly if there is a possibility of student retention. See Board Policy, *Grading and Promotion*, for more information. For families interested in whole-grade or single-subject acceleration, requests should be made via the District 31 Acceleration Request Form. Requests must be submitted no later than March 1 for the following school year.

Assessments

District 31 has designed a student assessment system that provides educators with data on each child's academic progress, as well as the data needed to evaluate the effectiveness of instructional programming. Data collection enables an objective perspective for making informed educational decisions. Data-informed decision making is not only a state and federal requirement, it is the key to effective school improvement and to monitoring students' progress and needs. The district's assessment calendar can be found on the Curriculum & Assessment page on the district website. The local formal assessments and state-mandated tests include the following:

Local Assessments
In kindergarten through grade 5, teachers administer AimswebPlus. AimswebPlus is a universal screener that assesses students in the areas of early literacy, early numeracy, reading, and math. Scores are used to determine how students are doing in the basic skill areas compared to other District 31 students and to a national sample of students. This assessment may also be used to track student progress over time for progress monitoring. Along with other information, this data may be used to identify students who are in need of intervention.

Students in Grades 1 - 8 take the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP). Grades 1 - 8 take MAP up to three times a year. NWEA MAP is an adaptive assessment that measures a student's instructional level related to grade level Common Core State Standards in reading and math. Results identify specific skills and concepts each student has learned and what they are ready to learn next. Results are used to help design instruction as well as measure student growth over time. Families receive students' NWEA/MAP results shortly after the assessment window closes. It is important to note that some students with limited language proficiency may be exempt from taking the NWEA/MAP Reading measure.

Students in Grades K - 5 will take the iReady Diagnostic assessment in Math in the beginning of the year. Students who join the district during the school year, will also have the opportunity to take the assessment. The iReady Diagnostic is an online assessment used in conjunction with our Tier 1 math resource to assess math skills. It is designed to adapt to each student's individual skill level, providing teachers with insights into their strengths and areas for growth, allowing teachers to better differentiate instruction. Students will take the diagnostic again in the

Winter/early Spring to measure their progress, and allow teachers to make adjustments to instruction to best meet the needs of their students.

The Cognitive Aptitude Test (CogAT) is a computer-based assessment designed to measure students' reasoning and problem solving abilities compared to age mates and grade mates. The CogAT is a measure of aptitude, which provides insight into students' readiness to demonstrate creative problem-solving skills and learn in different situations and learning environments. There are three subtests: Verbal, NonVerbal, and Quantitative. All District 31 students in the 4th and 5th grades take the CogAT. Results are used to help determine readiness for advanced classes, as well as identify strategies for supporting students with high aptitude in the general education classroom setting. The CogAT may be taken at other times on an individual basis if the data is needed for a placement decision.

Social emotional screeners are completed 3 times per year using WayPoints. WayPoints is the suggested SEL screener that is compatible with the district's Tier 1 SEL Program, WayFinder. WayPoints measures student's grasp of important skills that will help them succeed during their school years. The 6 assessed skills include: self awareness, adaptability, empathy, collaboration, agency, and purpose. These are important because they have been found to have a strong relationship with success in academics and positive engagement in school activities. The Waypoints provides teachers and school support personnel an understanding of which of these skills are strengths and which ones they need further instruction. The school psychologists and social workers review the data together in order to determine students who may benefit from social emotional support.

State-Mandated Tests

The WIDA MODEL (Measure of Development of Language) is an adaptable English language proficiency screener for K-8 students. It assesses listening, speaking, reading, and writing to help educators make quick placement and identification decisions for English Language Learners It can help determine whether or not a child is in need of English language instructional services, and if so, at what level.

The ACCESS is an assessment of student social and academic language proficiency in English taken by English Language Learners. Legislation requires all K through 12 English Language Learners to be assessed by ACCESS annually until the student meets targeted proficiency scores to be considered English proficient by State standards.

All students in grades 3 through 8 are required by the State to take the Illinois Assessment of Readiness (IAR). The IAR includes subtests in math and English language arts. The problem types vary: traditional multiple choice items, enhanced technology items (e.g., drag and drop), and performance-based tasks which require students to write responses to what they have read and to show their math problem solving and reasoning.

Students in the 5th and 8th grades are required to take the Illinois Science Assessment (ISA). This multiple-choice assessment is based on the Next Generation Science Standards.

Students in grades 3-8 participate in the Illinois Fitness Assessment (IFA). This test is designed to measure physical fitness in the areas of muscular strength, muscular endurance, flexibility, and aerobic capacity.

Kindergarten students are assessed with the Kindergarten Individual Development Survey (KIDS). All kindergarten students will be rated by their classroom teachers in four domains

within the first forty days of school. The domains are: Approaches to Learning and Self-Regulation, Social and Emotional Development, Language and Literacy, and Cognition: Math. According to ISBE, the purpose of this observational tool is to understand the developmental readiness of children entering kindergarten in Illinois.

Students in 8th grade take the PreACT 8 in the Fall. The PreACT8 is a practice version of the ACT exam. PreACT assessments offer students an early experience with ACT test items, provides a predicted ACT test score, and offers a wealth of information to help students get the start they need to be college ready. The test itself includes four timed sections: English, Math, Reading, and Science.

Students may qualify for alternative assessments based on their individualized learning needs. Any accommodations or alternative assessments will be noted in an individualized learning plan or 504 plan.

For more detailed information regarding District 31's student assessment program, including the assessment schedule, visit the District assessment webpage.

Attendance

Daily Attendance
Students are expected to be in attendance each day during the regular academic school year with the exception of excused absences. Whether a school day is held remotely or in person, it is considered a school day in the regular academic school year

Attendance and Truancy Policy: Compulsory School Attendance
This policy applies to individuals who have custody or control of a child: (a) between the ages of six (on or before September 1) and 17 years (unless the child has graduated from high school), or (b) who is enrolled in any of grades kindergarten through 12 in the public school regardless of age.

Subject to specific requirements in State law, the following children are not required to attend public school: (1) any child attending a private school (including a home school) or parochial school, (2) any child who is physically or mentally unable to attend school (including a pregnant student suffering medical complications as certified by her physician), (3) any child lawfully and necessarily employed, (4) any child over 12 and under 14 years of age while in confirmation classes, (5) and any child absent because of religious reasons, including to observe a religious holiday, for religious instruction, or because his or her religion forbids secular activity on a particular day(s) or time of day.

The parent/guardian of a student who is enrolled must authorize all absences from school and notify the school in advance or at the time of the student's absence.

A valid cause for absence includes illness (including mental or behavioral health of the student), observance of a religious holiday, death in the immediate family, family emergency, other situations beyond the control of the student as determined by the Board, voting pursuant to policy, *Release During School Hours* (10 ILCS 5/7-42 and 5/17-15), other circumstances that cause reasonable concern to the parent/guardian for the student's mental, emotional, or physical health or safety, or other reason as approved by the Superintendent or designee.

Students absent for a valid cause may make up missed homework and classwork assignments in a reasonable timeframe.

Absenteeism and Truancy Program
The Superintendent or designee shall manage an absenteeism and truancy program in accordance with the School Code and School Board policy. The program shall include but not be limited to:

1. A protocol for excusing a student from attendance who is necessarily and lawfully employed. The Superintendent or designee is authorized to determine when the student's absence is justified.

2. A protocol for excusing a student in grades 6 through 12 from attendance to sound Taps at a military honors funeral held in Illinois for a deceased veteran.

3. A protocol for excusing a student from attendance on a particular day(s) or at a particular time of day when his/her parent/guardian,,,,,,,,, is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings.

4. A process to telephone, within two hours after the first class, the parents/guardians of students in grade 8 or below who are absent without prior parent/guardian notification.

5. A process to identify and track students who are truants, chronic or habitual truants, or truant minors as defined in 105 ILCS 5/26-2a.

6. A description of diagnostic procedures for identifying the cause(s) of a student's unexcused absenteeism, including interviews with the student, his or her parent(s)/guardian(s), and staff members or other people who may have information about the reasons for the student's attendance problem.

7. The identification of supportive services that may be offered to truant, chronically truant, or chronically absent students, including parent-teacher conferences, student and/or family counseling, or information about community agency services. See Board policy, *Programs for Students At Risk of Academic Failure*.

8. A process for the collection and review of chronic absence data and to:
    a. Determine what systems of support and resources are needed to engage chronically absent students and their families, and
    b. Encourage the habit of daily attendance and promote success.

9. Reasonable efforts to provide ongoing professional development to teachers, administrators, Board members, school resource officers, and staff on the appropriate and available supportive services for the promotion of student attendance and engagement.

10. A process to request the assistance and resources of outside agencies, such as, the juvenile officer of the local police department or the truant office of the appropriate Regional Office of Education, if truancy continues after supportive services have been offered.

11. A protocol for cooperating with non-District agencies including County or municipal authorities, the Regional Superintendent, truant officers, the Community Truancy Review Board, and a comprehensive community based youth service agency. Any disclosure of school student records must be consistent with Board policy 7:340, Student Records, as well as State and federal law concerning school student records.

12. An acknowledgement that no punitive action, including out-of-school suspensions, expulsions, or court action, shall be taken against a truant minor for his or her truancy unless available supportive services and other school resources have been provided to the student.

13. The criteria to determine whether a student's non-attendance is due to extraordinary circumstances shall include economic or medical necessity or family hardship and such other criteria that the Superintendent believes qualifies.

"Snow" Day/Emergency Weather Day
In the event of a school closure due to weather or any unforeseen circumstances, families will be notified via phone call, text, and email. Notices on the website will also be posted. Unless otherwise notified, if school is closed due to weather or unforeseen circumstances, it will be considered a school closure and the day will be made up at the end of the year during the designated "emergency days." However, the Superintendent has the discretion to make any day a remote learning day.

Leaving School Grounds
No child will be allowed to leave the school grounds during the school day without the permission of the principal or designated administrator. In the event that parents must remove a child from school before the end of classes, a note should be sent to school. Parents must come to the office and check in with the school secretary when a child is being picked up prior to the regular dismissal time.

For Winkelman Students Only:
If a child is going home other than the usual way (such as going to a friend's house), a note must be sent to school. If someone other than a parent or designated driver will be picking up a child, either a note must be sent to school or the guardian must phone the office. The person picking up may be asked to show identification.

Absences and Tardiness
It is essential for children to attend school regularly in order to obtain maximum benefit from instruction. It is the responsibility of the parents or guardians to see to it that their children are in school and are on time and that the school is notified in advance or at the time of absence if the student will be absent. Students arriving late not only miss their own valuable instruction time, but also disrupt the learning of others. Parents must provide at least one and no more than two numbers where they can be reached if the District needs to contact them regarding their student's absence.

If for any reason a child must be absent from school, parents/guardians should call:

- Winkelman School at 847-729-5650 before 8 a.m.
- Field School at 847-272-6884 before 8:30 a.m.

If the parent or guardian has not called the school before classes begin, the office assistant will make a reasonable attempt to contact the parent/guardian within two hours of the first class. Parents/guardians must provide at least one telephone number at which parents/guardians may be reached by the school regarding absence notification. It is the responsibility of the student and/or parent/guardian to initiate make-up procedures for missed school work with the teacher. All make-up work shall be completed within a reasonable time following the absence. It is up to the discretion of the District and school nurse and the administrator if an absence of more than three days related to an illness needs a doctor's note for readmittance to school.

Students who are absent or tardy to school more than four days, excused or unexcused, may trigger attendance interventions that will include letters home, a possible conference, and/or a referral to the problem solving team. Students who are absent more than six days may trigger further interventions that can include requirements that any absences must include a doctor's note in order to be considered excused. Any absences of more than nine days will result in a referral to the North Cook Intermediate Service Center as required by law.

It may not be possible for a teacher to prepare work in advance for a planned, extended absence. Teachers are not required to provide individual instruction outside of the student's normal instructional period.

For Field Students Only: Absenteeism/Make-Up Work
Students are expected to be in attendance each day that school is in session unless absent for a valid cause. A student who has been absent is responsible for obtaining and completing all missing assignments. It may not be possible for a teacher to prepare work in advance for a planned, extended absence. When a student has an unexcused absence as defined by the School Code, teachers are not required to provide individual instruction outside of the student's normal instructional period. Students absent from school for a half a day or more are not permitted to attend and/or participate in any after school activities or events on the day of the absence. Students are encouraged to contact classmates, access the teacher webpage or e-mail the teacher when they are absent for less than a three-day period to be informed of any homework assignments.

Truancy
Repeated absences, both excused and unexcused, from school is considered truancy. The District will determine when a student is a truant, chronic or habitual truant, or a truant minor as defined by the Illinois School Code. Students who are considered truant will trigger attendance interventions that will include letters home, a possible conference, and/or a referral to the problem solving team/North Cook Intermediate Service Center Truancy Officer.

Excused Absences
Student absences for the reasons listed below are considered unavoidable and are considered excused absences according to the school code and Board Policy 7:004, Attendance and Truancy:

- Personal illness: Personal illness is when students are too ill to attend school. If a student absence is lengthy due to illness or there are excessive absences during the year, a doctor's note may be required to ensure the absence is excused.
- Mental Health Day
- Family emergency: A family emergency can include an immediate family member's illness, a car accident, or other similar event.
- Death in the family: Students who travel to attend a funeral will be excused for up to five days. Any more time will be considered unexcused.

- Medical and dental appointments which cannot be scheduled outside of the school day.
- Religious observances: Religious observances may be holidays, time needed for prayer, or travel related to religious schooling.
- Any other absence approved by the principal

The principals will use their discretion when considering absences and may consult when families have students who attend both schools in order to maintain consistency. Please note that family vacations, weddings, reunions, etc. are not considered excused.

Parents Absent from Home
Parents who will be away for an extended time while their children are in school should give written notice to the school office and provide the name and phone number of the person responsible for the care of their children in their absence.

Family Vacations During the School Year
District 31 discourages the practice of parents/guardians taking students out of school for family vacations on regularly scheduled days of instruction. If such a student absence becomes a family necessity, please contact the child's teacher and the school office. It is the responsibility of the child to make up any missed assignments within a reasonable period of time. It may not be possible for a teacher to prepare work in advance for a planned, extended absence, therefore children will be given a reasonable time to complete the work after returning to school. Please recognize that students who miss school due to vacations will be missing instruction and it may not always be possible to replicate that instruction. Per District 31 policy, family vacations are considered unexcused. Remote learning or live streaming will not be available for students who are absent from school due to a vacation.

Parent Contact Information
Parents are expected to provide contact information, including phone numbers, to the school and to update any information that changes.

Board of Education

District 31 Board of Education
The Board of Education is composed of seven District 31 residents who are elected in non-partisan elections and serve unsalaried four-year terms. The Board is responsible for adopting and monitoring the implementation of policies and the annual budget, both of which are available for public viewing on the District's website.

Board of Education meetings are held one time per month in the Field School Learning Center, 3131 Techny, Northbrook (District Administrative Entrance) beginning at 7 p.m. A complete listing of all meeting dates is available on the District's Board Docs website. The public is invited to attend.

District 31 Board of Education Members
Dr. Allison Slade Rothstein (President) aslade@district31.net
Mr. Nick Parfitt (Vice President) nparfitt@district31.net
Ms. Meghan McMillin (Secretary) mmcmillin@district31.net
Mr. Noah Frank nfrank@district31.net
Ms. Megan Kivarkis mkivarkis@district31.net
Dr. Sakina Kidakia sakidakia@district31.net

Ms. Stella McNeilly smcneilla@district31.net

Public Participation at Board of Education Meetings
The following Guidelines are issued by the Board of Education of West Northfield School District 31 through Board Policy and shall govern the public participation portion of a Board meeting and are subject to change at the Board's discretion. At each regular and special meeting of the Board, for an overall maximum of 30 minutes, any person may comment to or ask questions of the School Board, subject to the reasonable constraints established and recorded in this policy's guidelines below.

1. At the beginning of your comment, please state your name. There is a three (3) minute time limit for your remarks. Please be aware that the board is not required to respond to your remarks during the course of their meeting. For the duration of the meeting, you are welcome to observe until the closed session (if scheduled), but should not actively participate.
2. Anonymous statements are not permitted during board meetings.
3. To ensure equity of access to address the Board, an individual may not speak at two (2) consecutive Board Meetings, unless there are no additional speakers requesting to speak at the meeting. In the event an individual registers to speak at a consecutive Board Meeting, it will be at the discretion of the Board President if the individual will be called to address the Board.
4. The board reserves the right to limit the total number of speakers at a meeting.
5. Order of Speakers: The Board President may group speakers according to a particular topic and may call certain speakers out of numerical order so that all comments regarding a particular topic may be heard together, and for a maximum of 20 minutes in length. Speakers called by the Board President may not cede their time to another person.
6. Speaker Groups: The Board President may place speakers in groups who are addressing a single issue to permit sufficient time for the Board to hear from both sides of the same issue. Groups of individuals may appear in support or opposition to a particular topic; however, a maximum of two representatives will be called to speak from those who have signed up on the topic. Speaker support groups are limited to 15 persons in a speaking area. An individual may not appear more than once during a meeting as either a speaker or as part of a speaker support group.
7. Speaker Remarks and Submissions: When called by the Board President, a speaker shall have three minutes to present their remarks and materials to the Board. Speakers shall end their presentation upon the request of the Board President when their time is up to allow the next speaker to begin. All public presentations must be limited to issues of concern before the Board. Comments of a personal nature directed towards individual Board members, employees of the Board or any other individual are not permitted. It is the meeting chair's prerogative to limit the discussion of any speaker to allow for broad and diverse public participation. Speakers may submit materials, written testimony, pictures, posters etc., to the Board Recording Secretary for the Board members' consideration.
8. Behavior: Courteous, respectful and civil behavior is expected from all speakers and all persons attending a Board meeting, be it remote or in person. Unsolicited comments and disruptive behavior are prohibited. Individuals who are disruptive may be given a warning and also, may, if necessary, be removed from the meeting. If any individual is removed from a meeting as a result of disruptive behavior, then the individual may forfeit their right of reentry to future District 31 Board Meetings. Visitors should also visit the policy: Visitors to and Conduct on School Property for further information on expectations.

9. Restrictions: Current or prospective vendors wishing to present products or services for purchase should not use the public participation portion of a Board meeting for this purpose. Hand-held posters and placards are not allowed in the boardroom.
10. Remote Meetings: In the event that a meeting is held remotely, a public comment link will be provided to ensure public participation opportunities as required by law. The guidelines laid out in this policy apply to remote comments.
11. Public Comment Link: If the meeting is NOT being held remotely, any comments submitted via the link will be shared with the Board of Education, although they will not be read aloud.

Petitions or written correspondence to the Board shall be presented to the Board in the next regular Board packet, or as soon as practicable, but within 60 days from the board's receipt of the request.

Bus Service

District 31 contracts with North Shore Transit to bus students to and from school and to and from school-related activities. Special transportation assigned through an IEP is provided by Septran and other services and is coordinated by District 31 and True North Educational Cooperative 804.

The cost of the regular transportation is based on the number of students utilizing the service and is partially subsidized by the District. Fee information is provided at the time of registration. Following registration, the bus company will provide bus routes and schedules to the district office. The office will email participants their route information, as well as details on bus safety and the Code of Conduct. Students must ride on their assigned bus routes unless a note is provided to school in a timely fashion and approved by the school principal.

It is important to register and sign up for buses before July 1 in order to ensure a spot on the bus. Any student who requests after that may be placed on a waiting list and will be placed on a bus route if they become available after the school year begins. Students who ride the bus will be assigned a bus stop no more than one block away from their home as buses do not pick up students from their homes unless that student is in preschool, kindergarten or assigned special transportation through their IEP or 504 plan. This practice helps increase efficiency and timeliness so we can ensure our students get to school on time. Bus information is sent out approximately one week prior to the start of the school year. If you have questions about buses, please contact Tina Blankenheim (tblankenheim@district31.net).

Due to the cost imposed on the District from the development of routes, staffing, etc., refunds are available on a limited basis. If a student transfers out of the district, a refund will be provided based on a pro rata basis once the bus pass has been turned in and the student is no longer using the bus. If a family chooses to discontinue their child's use of bus services but is remaining in the District, the following applies: Requests to discontinue bus service from the beginning of the year through the start of Winter Break, will be refunded the pro rata amount due from January 1 through the end of the school year. Requests to discontinue bus service between the start of Winter Break and the start of Spring Break, will be refunded the pro rata amount due from the beginning of Spring Break to the end of the year. No refunds will be processed until the bus passes are turned in to the school office.

Information regarding ridership is due to North Shore Transit by July 1 in order to allow time to set routes and bus stops, as well as to provide North Shore Transit with ample time to distribute information to families in a timely manner.

Students signing up for bus service past July 1, will not be guaranteed immediate bus service. Information on those registering late for bus service, will be sent to North Shore Transit in an effort to place the student on an established route, as soon as possible.

Students are expected to maintain behavior that promotes the safety of all students who ride the bus. The bus driver will report inappropriate behavior to the principal's office. Chronic misbehavior may result in a seat assignment or suspension from using bus transportation. The bus company may also determine additional consequences related to disruptive behavior or damage to a bus. The District's regular suspension procedures shall be used to suspend a student's privilege to ride the school bus. Students who are suspended from the bus with no other way to get to school will have the opportunity to make up work for equivalent academic credit. Bus fee refunds are not given for students whose ridership privileges have been suspended.

Bus passes should be attached to student backpacks as they will be checked on a daily basis. Please note: In order to avoid overcrowding, students must ride on their assigned bus.

To assist in the promotion of a safe and comfortable environment for bus riders, West Northfield School District 31 Board of Education requires cameras on all North Shore Transit buses used to transport District 31 students. Cameras are installed on each bus, providing both video and audio coverage. Only school and District administration will be able to listen to and view the recordings unless the audio and video recordings are otherwise required to be disclosed by law. Portions may be shown to those involved, or their parents, as deemed necessary and appropriate. For more information on electronic recordings on school buses, please review Board Policy 7:015, *Bus Conduct*. Please do not hesitate to contact your school principal if you have any questions about the use of cameras on school buses.

Parking Lot Safety

Parking Lot Safety Procedure

Purpose: The safety of our students, staff, and families is our highest priority. During arrival and dismissal, hundreds of students enter and exit the school grounds via buses, family vehicles, walking routes, and other means of transportation. Every driver and pedestrian plays an important role in maintaining a safe and orderly environment. All families and visitors are expected to follow building-specific traffic procedures and the directions of District staff at all times.

Communication: Each building principal will communicate building-specific arrival and dismissal procedures:

- At the beginning of each school year.
- At regular intervals throughout the year, through the principal's weekly newsletter.
- Whenever changes to traffic patterns or procedures are necessary.

Building procedures should include maps or diagrams whenever possible to assist families.

Visitors: Visitors coming to the school during the instructional day must follow District visitor procedures, including signing in at the main office when required. Visitors should use designated visitor parking spaces whenever available.

Enforcement: District staff is responsible for supervising arrival and dismissal and helping ensure safe traffic flow. Families are expected to comply promptly with directions provided by staff members.

The District may request assistance from local law enforcement to monitor traffic and parking concerns. Law enforcement officers may issue citations for violations of traffic laws, parking regulations, or other applicable ordinances.

Repeated failure to follow District traffic procedures, disregard staff directions, or unsafe operation of a motor vehicle on school property may result in additional consequences consistent with Board policy, including restrictions on access to school property or school events as permitted by law and Board policy.

Guiding Principle: Safe arrival and dismissal require the cooperation of everyone. By following established procedures, exercising patience, and placing student safety above convenience, we can ensure that every student arrives at and leaves school safely each day.

Parking Lot Safety Reminders

Thank you for helping us keep everyone safe by following these reminders:

Please DO:

- ✔ Slow down and remain alert at all times.
- ✔ Follow the directions of school staff and crossing guards.
- ✔ Follow all posted traffic signs and designated traffic patterns
- ✔ Pull all the way forward in the pickup line when directed.
- ✔ Pick up and drop off students only at the designated curbside location.
- ✔ Keep students with you until they are safely at the sidewalk or school entrance.
- ✔ Use designated crosswalks whenever possible.
- ✔ Be patient and courteous to other drivers, pedestrians, and staff.
- ✔ Use accessible (handicapped) parking spaces only if you have a valid permit.
- ✔ Yield to pedestrians and school buses at all times.
- ✔ Park only in designated parking spaces.

Please DO NOT:

- ✘ Stop or park in travel lanes or fire lanes.
- ✘ Allow students to walk through the parking lot or between moving vehicles without an accompanying adult.
- ✘ Wave students across traffic or encourage them to cross outside designated areas.
- ✘ Block driveways, sidewalks, bus lanes, or crosswalks.
- ✘ Leave your vehicle unattended in the pickup line.
- ✘ Pass other vehicles in the pickup or dismissal line unless directed by staff.

Remember

- Student safety is always more important than convenience.
- Arrival and dismissal procedures are designed to keep all students safe and traffic moving efficiently.
- Failure to follow school traffic procedures or directions from District staff may result in involvement of local law enforcement and/or additional consequences in accordance with Board policy.

Thank you for partnering with District 31 to ensure every student arrives safely and returns home safely each day.

Communication

Communication Programs to Keep Parents Informed

Communication between families and District 31 is a key component of building and maintaining a home / school partnership. Here are some of the many ways we keep our District's stakeholders informed:

District 31 Website: Check out our website at www.district31.net on a regular basis to stay up-to-date with news and important District, Winkelman, and Field information. The website is equipped with a robust translation program in the lower right hand corner.

Text Messaging: District 31 uses an automated communication system to send text messages about important news, events, and emergency situations. Subscribe to text messaging by texting "yes" to 67587.

Talking Points: This technology allows staff members to communicate with families in their home languages to build strong partnerships all year long. There are 145 languages available which allows for two-way communication from school to home and from home to school.

Email: Both schools and the district send regular emails to keep parents up to date on news, upcoming events, and any emergencies. Principals plan weekly Friday emails during the school year, as well as any additional communication that may be warranted.

Skyward Family Access: A link from the website can be used to connect to Skyward Family Access. Through Family Access, parents can securely log-in to view their students' schedules, grades (middle school), attendance and health records, current food service balances, and emergency contact information.

District E-News: This monthly district newsletter is emailed to all families. Be sure the District has your most current email address so that you won't miss these informative updates.

Phone Messages: District 31 uses an automated phone messaging system, to notify parents about weather emergencies and other emergency messages related to student safety. The automated phone system will only be used in the case of an emergency. To ensure you receive these messages, please notify the District office if your home/work/cell phone numbers change during the school year.

District Handbook: This comprehensive booklet is available on the District's website and contains important information about District policies and school procedures. If you do not have internet access, you can request a printed copy from the District office.

Live Stream Board Meetings: All Board of Education meetings can be viewed at home via Zoom.

Board Meeting Minutes: Board meeting minutes are written and approved the month following each Board of Education meeting. Once approved by the Board, minutes are available on the District website.

Seesaw: This technology allows parents to see what is happening in their children's classrooms at Winkelman.

Social Media: The District posts photos and shares information about both schools via Facebook at www.facebook.com/WestNorthfieldD31.

Equal Employment Opportunities

Non-Discrimination / Equal Opportunity Employer

The School District shall provide equal employment opportunities to all persons regardless of their race; color; creed; religion; national origin; sex; sexual orientation age; ancestry; marital status; arrest record; military status; order of protection status; unfavorable military discharge; citizenship status provided the individual is authorized to work in the United States; use of lawful products while not at work; being a victim of domestic violence, sexual violence, or gender violence; genetic information; physical or mental handicap or disability, if otherwise able to perform the essential functions of the job with reasonable accommodation; pregnancy, childbirth, or related medical conditions; credit history, unless a satisfactory credit history is an established bona fide occupational requirement of a particular position; or other legally protected categories. No one will be penalized solely for his or her status as a registered

qualifying patient or a registered designated caregiver for purposes of the Compassionate Use of Medical Cannabis Program Act, 410 ILCS 130/.

For further information, refer to Board Policy, Equal Employment Opportunity and Minority Recruitment.

Non-Discrimination Procedures and Complaint Process
Students, parent(s)/guardian(s), employees or community members should notify any District Complaint Manager if they believe that the School Board, its employees, or agents have violated their rights guaranteed by state or federal law or the state or federal constitution.

The District's Complaint Managers are:

Ms. Nicole Schramm
Dir of Finance and Operations
3131 Techny
Northbrook, IL
847-313-4413
nschramm@district31.net

Mr. Nino Alvarez
Principal Field
3131 Techny
Northbrook, IL
847-832-2776
nalvarez@district31.net

Rachel McDaniel
Human Resource Manger
3131 Techny
Northbrook, IL
847-313-4440
rmcdaniel@district31.net

Complaints of discrimination may also be filed with the District's nondiscrimination coordinators:

Dr. Janine Gruhn
Asst. Supt of Student Services
3131 Techny
Northbrook, IL
847-313-4412
jgruhn@district31.net

For more information, see Board Policy, Uniform Grievance Procedure.

Family Rights

Family Educational Rights and Privacy Act (FERPA)
Student Records
School student records are confidential and information from them shall not be released other than as provided by law. State and federal law grants students and parents/guardians certain rights, including the right to inspect, copy, and challenge school records within 10 business days of the day the district receives a request for access. The information contained in school student records shall be kept current, accurate, clear, and relevant.

For more information, refer to the School Student Records section of the handbook and to Board Policy, Student Records.

Student Directories
District 31 publishes an annual directory of students with the information provided by families at the time of registration. Under FERPA, schools may disclose, without consent, "directory" information; however, schools must tell parents the information that will be included in the directory and allow a reasonable amount of time for parents to request that the school not disclose directory information about them. The District has determined that the following

information is directory information: student's photographs, first and last names, home address, and grade level; student's teacher's name, school email address, and school phone number; student's class list; parents' first and last names, email addresses, and phone numbers.

Parents who do not wish to have their children's names in the annual directory should indicate such to the building principal. In addition, during the registration process families are given an opportunity to opt out of the annual directory. Parents maintain their right to inspect, copy, and challenge the contents of any records of their child.

Prohibiting Sexual Discrimination and Harassment
No student shall, based on sex, sexual orientation, or gender identity be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities. Any student may file a sex equity complaint by using Board Policy, *Uniform Grievance Procedure*. A student may appeal the Board's resolution of the complaint to the Regional Superintendent (pursuant to 105 ILCS 5/3-10) and, thereafter, to the State Superintendent of Education (pursuant to 105 ILCS 5/2-3.8).

Sexual harassment of students is also prohibited. Students who believe they are victims of sexual harassment or have witnessed sexual harassment are encouraged to discuss the matter with the building principal. Complaints will be kept confidential to the extent possible given the need to investigate. Students who make good faith complaints will not be disciplined. For more information, refer to Board Policy, *Prevention and Response to Bullying, Harassment and Intimidation*.

Non-Discrimination Procedures and Complaint Process
Students, parent(s)/guardian(s), employees or community members should notify the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager of any claims or incidences of bullying, harassment, sexual harassment, or any other prohibited conduct.

The District's Complaint Managers are:

Ms. Nicole Schramm
Dir of Finance and Operations
3131 Techny
Northbrook, IL
847-313-4413
nschramm@district31.net

Mr. Nino Alvarez
Principal Field
3131 Techny
Northbrook, IL
847-832-2776
nalvarez@district31.net

Rachel McDaniel
Human Resource Manager
3131 Techny
Northbrook, IL
847-313-4440
rmcdaniel@district31.net

Complaints of discrimination may also be filed with the District's nondiscrimination coordinator:

Dr. Janine Gruhn
Asst. Supt of Student Services
3131 Techny
Northbrook, IL
847-313-4411
jgruhn@district31.net

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

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

1. During any school-sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities.
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
4. Through the transmission of information from a computer that is accessed at a 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. Cyber-bullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of bullying. Cyber-bullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an

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

Restorative measures means a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that: (i) are adapted to the particular needs of the school and community, (ii) contribute to maintaining school safety, (iii) protect the integrity of a positive and productive learning climate, (iv) teach students the personal and interpersonal skills they will need to be successful in school and society, (v) serve to build and restore relationships among students, families, schools, and communities, and/or (vi) reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs in order to keep students in school.
School personnel means persons employed by, on contract with, or who volunteer in a school district, including without limitation school and school district administrators, teachers, school guidance counselors, school social workers, school counselors, school psychologists, school nurses, substitute teachers, cafeteria workers, custodians, bus drivers, school resource officers, and security guards.

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

1. The District uses the definition of bullying as provided in this policy.
2. Bullying is contrary to State law and the policy of this District. However, nothing in the District's bullying prevention and response plan is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment to the U.S. Constitution or under Section 3 of Article I of the Illinois Constitution.
3. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the Building Principal or any staff member with whom the student is comfortable speaking. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the Building Principal or any staff member. Anonymous reports are also accepted.
4. Consistent with federal and State laws and rules governing student privacy rights, the Superintendent or designee shall promptly inform the parent(s)/guardian(s) of every student involved in an alleged incident of bullying and discuss, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures.
5. The Building Principal or designee shall promptly investigate and address reports of bullying, by, among other things.
    a. Making all reasonable efforts to complete the investigation within 10 school days after the date the report of a bullying incident was received and taking into consideration additional relevant information received during the course of the investigation about the reported bullying incident.
    b. Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.
    c. Consistent with federal and State laws and rules governing student privacy rights, providing parents/guardians of the students who are parties to the investigation

information about the investigation and an opportunity to meet with the Building Principal or designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying. The Building Principal or designee shall investigate whether a reported incident of bullying is within the permissible scope of the District's jurisdiction and shall require that the District provide the victim with information regarding services that are available within the District and community, such as counseling, support services, and other programs.

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

    The evaluation process may use relevant data and information that the District already collects for other purposes. The Superintendent or designee must post the information developed as a result of the policy evaluation on the District's website, or if a website is not available, the information must be provided to school administrators, Board members, school personnel, parents/guardians, and students.
12. The District's bullying prevention plan must be consistent with other Board policies.
13. Students are encouraged to report incidents of bullying. An incident report form is available on the Winkelman and Field websites.

For more information, refer to Board Policy, *Prevention and Response to Bullying, Harassment and Intimidation*.:

Teacher Information

Parents have the right to the following teacher information:

- professional qualifications of their student's classroom teachers

- when a student has been assigned, or has been taught for four or more consecutive weeks by a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned

Student Academic Information
Parents have the right to the following student information:

- their student's achievement level and academic growth, if applicable and available, on each State academic assessment
- A student's parent/ guardian may inspect, upon their request, any instructional material used as part of their child's educational curriculum within a reasonable time of their request.

Field Trips

Throughout the year, opportunities may be presented for enrichment excursions away from school grounds. Permission forms are sent home before these trips to let parents know the specific details of each trip. Students are reminded that all school rules and regulations that exist in school are in effect on field trips. All students on field trips have the responsibility to uphold the positive reputation of our schools through their behavior. Students who choose not to follow school rules while on a field trip may be denied the opportunity to participate in other field trips. If this occurs, the student is expected to be at school the day of the field trip and will be required to complete an instructional activity that results in learning similar to the curricular purpose of the field trip.

District 31 Field Trip Practices and Procedures

- All field trips must be approved by the building administrator using the school established system.
- A $25 per student field trip cost is built into fees. The combined cost of any field trips should not exceed that amount. Bus transportation is not included in that cost and is covered by the District.
- Trip purpose and objectives must be connected to the curriculum and sequence. The fifth grade and eighth grade students are permitted to take a field trip with the purpose of celebrating their graduation.
- The number of chaperones needed for a trip will be based on the site requirements and student needs. The building administrator or designee will determine the number of chaperones needed for any field trip. Attempts will be made to cover chaperoning needs by District 31 staff. As additional chaperones are needed, a notice will be sent out to parents asking for volunteers. Notices will include a date that requests for volunteering for chaperoning be returned to the organizing teacher. If more parents volunteer than available slots, a drawing will be held with a neutral party. The PTO room parent for that grade may be given preference for one field trip.
- In general, chaperones do not pay to attend any field trip. However, they are responsible for covering the cost of any meal, unless the meal is the purpose of the field trip.
- All chaperones must take the bus with students, unless an alternative arrangement is approved by the building administrator.
- Chaperones may not bring younger siblings on field trips.
- If food is served, all food ingredients and/or a description of the food must be sent home with the permission slip.
- If a sack lunch is required for the field trip, all students must be given an opportunity to purchase a sack lunch from Quest via the field trip permission slip. Options include:
    - ❖ I wish to purchase a sack lunch.

    - ❖ I will bring my own sack lunch from home.
- If a student is qualified for free and reduced lunch, they will be given the opportunity to get a free sack lunch. Quest will make extra lunches. Teachers must submit a list of lunch orders to the office a week before the field trip.
- If a field trip occurs during lunch/recess time and the students eat on the trip, the time is not made up upon return. If students do not eat on the trip and miss lunch/recess time, only lunch will be made up but must be approved by the principal at least 2 weeks prior to the trip. Whoever teaches the students at the time of return through the 20-minute lunch will supervise the lunch.
- If a student's parent does not give permission, they are still required to be at school.
- Teachers are required to check that every student has a lunch before departing.
- Organizing teachers must coordinate with the school nurse to receive the appropriate first aid and medical packs.
- All students must be accounted for before leaving any site and exiting the bus.

Please also see Board Policy, *Field Trips*

Talent Development and Advanced Learning

District 31 believes in having differentiated & rigorous education for all students.

In kindergarten through third grade, we employ a talent development approach to identify and nurture the unique abilities and potential of each student. Direct instruction is provided by our Talent Development Coach on a biweekly basis to give all students access to higher level Depth of Knowledge tasks in multiple content areas (math, literacy, science, visual/spatial reasoning) while classroom teachers use research based tools to note students who are showing readiness for talent development. The Talent Development Coach also partners with teachers and teams to analyze data and intentionally plan for differentiated and enriched learning experiences that go beyond the standard curriculum for students exhibiting talents. This approach aims to support equity by ensuring that all students, regardless of their background or previous achievements, have access to opportunities that help them develop their talents to the fullest.

In grades 4-8, we continue to develop students' talents through our Advanced Learning Program (ALP). The purpose of the District 31 ALP is to provide students who demonstrate readiness an enriched and accelerated learning program in the areas of English language arts and math. In 4th grade, enrichment is provided through flexible grouping that varies based on each unit during the school year to allow for increased access to develop talent and critical thinking opportunities. Starting in 5th grade, students may be placed in an Advanced Learning Program class for the duration of the school year. Readiness will be determined via our District 31 ALP Student Profiles, which considers multiple data points including an achievement score (NWEA MAP), an ability score (CogAT), and teacher feedback (SIGS).

In District 31, ALP enrichment courses engage students in learning content from the current grade-level standards but goes deeper into the grade-level curriculum. Emphasis is on moving through the curriculum horizontally. ALP accelerated courses engage students in learning content from next grade-level standards and typically moves at a faster pace. Emphasis is on moving through the curriculum vertically. Please visit District 31 Advanced Learning page for more information.

Winkelman Advanced Learning Program Courses

English Language Arts

In grade 5, accelerated English language arts is offered. The curriculum in grade 4 allows for opportunities to enrich the 4th grade Common Core State Standards(CCSS) through flexible grouping, while the accelerated ELA curriculum in grade 5 incorporates both 5th and 6th grade CCSS. The English Language Arts Coordinator/Coach works with classroom teachers at Winkelman and Field to ensure a rigorous and aligned curriculum.

Math

In grade 4, enriched math is based on the 4th grade CCSS and provides opportunities through flexible grouping to deepen math learning. In grade 5, students may demonstrate readiness for enriched 5th grade math based on the 5th grade CCSS, or they may demonstrate readiness for accelerated which includes both 5th and 6th grade CCSS. The Math Coordinator/Coach works with classroom teachers at Winkelman and Field to ensure a rigorous and aligned curriculum.

Field Advanced Learning Program Courses

English Language Arts

In grades 6-8, accelerated English language arts is offered. The curriculum is aligned to CCSS at the next grade level. For example, the 6th grade course is based upon the 7th grade CCSS. The English Language Arts Coordinator/Coach works with classroom teachers to ensure a rigorous and aligned curriculum.

Math

There are two levels of math at each grade level, single accelerated and double accelerated. The chart below outlines the course progression. Students who successfully complete the Geometry course will receive high school credit in District #225. The Math Coordinator/Coach works with classroom teachers to ensure a rigorous and aligned curriculum.

Grade Level	Course Name	Course Description
6	Single Accelerated Math 6	Mathematics course based upon CCSS 6th and 7th grade standards
	Double Accelerated Math 6	Mathematics course based upon CCSS 7th and 8th grade standards
7	Single Accelerated Math 7	Mathematics course based upon CCSS 7th and 8th grade standards
	Double Accelerated: Algebra 7	Mathematics course based upon CCSS high school algebra standards
8	Single Accelerated: Algebra 8	Mathematics course based upon CCSS high school algebra standards
	Double Accelerated: Geometry 8	Mathematics course based upon CCSS high school geometry standards; prerequisite is

		successful completion of Algebra 1

Health Services

The District 31 health offices follow the Cook County Department of Public Health guidelines, as well as the guidelines from the Illinois Department of Public Health.

School Health Office
Each school has a dedicated nurse who provides first aid, manages student health needs, and promotes student wellness. The school nurse, along with trained staff members, supervises the health office throughout the school day.

When to Keep Your Child Home
By sending your child to school each day, you are confirming that they are healthy enough to participate in school activities.

Please keep your child home if they are experiencing symptoms of a contagious illness. If your child is sick, please contact your school nurse. The nurse can answer your questions and provide guidance about when your child may safely return to school.

Communicable and Infectious Diseases
District 31 follows all recommendations from the Illinois Department of Public Health regarding communicable and infectious diseases.

Parents and guardians should notify the school nurse if they believe their child has a communicable disease.

To help protect the health of our school community:

- Students with a communicable disease may need to remain home or be sent home from school.
- The school nurse will provide families with information about appropriate treatment and return-to-school requirements.
- Students may return to school when they meet current public health guidelines and are no longer considered contagious. In some situations, a healthcare provider's written clearance may be required before returning to school.

District 31 will continue to follow current guidance from the Cook County Department of Public Health and the Illinois Department of Public Health regarding communicable diseases and will communicate any temporary health measures to families as needed.Screenings

Vision Screening
District 31 conducts vision screenings in accordance with the Illinois Department of Public Health (IDPH) requirements.

Vision screenings may be provided to eligible students each school year without prior written parent or guardian permission. Families will be notified if the screening indicates that additional evaluation by an eye care professional is recommended.

Please note that a vision screening is **not** a substitute for a comprehensive eye examination by an optometrist or ophthalmologist.

Students are not required to participate in the school vision screening if a licensed optometrist or ophthalmologist has completed and signed a vision examination report within the previous 12 months.

Hearing Screening
District 31 conducts hearing screenings in accordance with Illinois Department of Public Health (IDPH) requirements.

Hearing screenings may be provided to eligible students each school year without prior written parent or guardian permission. Families will be notified if the screening indicates that additional evaluation is recommended.

Required Examinations and Immunizations
District 31's Board of Education adopted policy regarding required examinations and immunizations. For more information, refer to Board Policy, *Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students:*

Dental Examinations
Each student in kindergarten, grade 2, and grade 6 must have a dental examination and submit proof of such an examination by May 15th. A waiver of this requirement is available for students who show an undue burden or a lack of access to a dentist. Parents/guardians who desire their child be waived from these dental examinations must contact their school nurse for an Illinois Department of Public Health waiver form. All waiver forms must be submitted to the school nurse no later than May 15th of the school year for which the waiver is requested.

Eye Examinations
Each student in kindergarten or each student enrolling in school for the first time must have an eye exam by October 15th. The eye exam must be completed within one year prior to the first day of the school year when the student enters kindergarten or school for the first time in Illinois. A waiver of this requirement is available for students who show an undue burden or a lack of access to an optometrist or to a physician who performs eye examinations. Parents/guardians who desire their child be waived from this eye examination must contact their school nurse for an Illinois Department of Public Health waiver form. All waiver forms must be submitted to the school nurse no later than October 15th of the school year for which the waiver is requested.

Physical Examinations
In compliance with the rules and regulations of the Illinois Department of Public Health, each student in preschool, kindergarten, and grade 6 must have a physical exam and submit proof of such examination by October 15th.

Field Interscholastic Sports: State law requires that all students who participate in interscholastic sports, including tryouts, practices, and competitions, must have a current physical form on file at the Field health office. The physical form is valid for 13 months from the date the doctor performs the exam. Parents/guardians and the health care provider must each complete portions of the physical form.

A Sports Authorization Form must also be completed online during registration.

Examinations Summary

Required exams include the following:

- Preschool - physical
- Kindergarten – physical, dental, vision
- Grade Two – dental
- Grade Six – physical (this exam also covers the interscholastic sports physical), dental

Immunizations
Information regarding required immunizations can be found on the District's website. For more information, refer to Board Policy, Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students.

The District must make publicly available on or before December 1 the immunization data that the District is required to submit to the Illinois State Board of Education (ISBE) by November 15.

Administering Medication to Students
Below are highlights from Board Policy, Administering Medicines to Students. For more information and details, refer to the entire policy on the District's website.

Prescription Drugs/Medication
When a student's licensed health care provider and parent/guardian believe that it is necessary for the student to take medication during school hours or school-related activities, the Medical Authorization Form must be properly completed by both the physician and the parent/guardian and submitted to the school nurse or building office. The parent/guardian and the student must also follow the District's procedures for the administration of medication. No student will receive any prescription or nonprescription medication including Tylenol and Motrin until the school has received a completed form. All medications must be brought to school by an adult. Prescription medications must be in the original pharmacy container. Over-the-counter medication must be in an unopened container.

Students with Asthma
All students with a diagnosis of asthma must have a completed Asthma Action Plan on file. If a student uses an asthma inhaler, a prescription medication authorization form and an inhaler must be submitted to the school nurse.

Students with Diabetes
If your child has diabetes and requires assistance with managing this condition while at school and school functions, a Diabetes Care Plan must be submitted to the building principal. Parents/guardians are responsible for and must:

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

For further information, please contact the school nurse.

Epinephrine Auto-Injectors (Epi-Pens)

Allergy/Action Plan for Children with Epi-Pens
All children who require an Epi-Pen at school must have the following on file in the school health office: (1) an Allergy History Form; and (2) an Allergy/Action Plan and Medical Authorization Form completed and signed by a medical professional and parent/guardian.

Undesignated Epi-Pens
The health office has an undesignated Epi-Pen available for use in case of a suspected anaphylactic reaction. As permitted by law, the Epi-Pen may be administered to a student exhibiting signs of anaphylaxis by staff who are trained in CPR/AED and trained to recognize signs of anaphylaxis. In the event that an Epi-Pen is administered, whether designated or undesignated, parents/guardians will be notified immediately.

If you do not want your child to be administered epinephrine under any circumstances, you must submit a written request to the school, and the nurse and trained personnel will be informed.

CPR Video Training
The District encourages all students and families to view the video posted on the Illinois High School Association's website regarding hands-only cardiopulmonary resuscitation and automated external defibrillators:

Food Allergy Management Program
State law requires our school district to annually inform parents of students with life-threatening allergies or life-threatening chronic illnesses of the applicable provisions of Section 504 of the Rehabilitation Act of 1973 and other applicable federal statutes, state statutes, federal regulations and state rules.

Refer to Board Policy, *Anaphylaxis Prevention, Response and Management Program*.

If your student has a life-threatening allergy or life-threatening chronic illness, please notify the school nurse at (847) 313-4454.

Federal law protects students from discrimination due to a disability that substantially limits a major life activity. If your student has a qualifying disability, an individualized Section 504 Plan will be developed and implemented to provide the needed support so that your student can access his or her education as effectively as students without disabilities.

Not all students with life-threatening allergies and life-threatening chronic illnesses may be eligible under Section 504. Our school district also may be able to appropriately meet a student's needs through other means.

Waiver of Liability
The District and its employees and agents, including a physician, physician assistant, or advanced practice nurse providing standing protocol or prescription for school epinephrine auto-injectors, will incur no liability or professional discipline, except for willful and wanton conduct, as a result of any injury arising from the administration of asthma medication or an epinephrine auto-injector regardless of whether authorization was given by the student's parents or guardians or by the doctor's physician, physician assistant, or advanced practice nurse. Parents and guardians hereby acknowledge that the District and its employees and agents will incur no liability, except for willful and wanton conduct, as a result of any injury arising from the administration of asthma medication or an epinephrine auto-injector regardless of whether

authorization was given by the student's parents or guardians or by the student's physician, physician assistant, or advanced practice nurse, and parents and guardians hereby indemnify and hold harmless the District and its employees and agents against any claims, except a claim based on willful and wanton conduct, arising out of the administration of asthma medication or an epinephrine auto-injector regardless of whether authorization was given by the student's parents or guardians or by the student's physician, physician assistant, or advanced practice nurse.

Physical Education Exemptions
Students enrolled in public schools are required to participate in daily physical education. A student may be exempt from some or all physical activities when the appropriate excuses are submitted to the school by parents/guardians or by a person licensed under the Medical Practice Act. If a student needs to be exempt from physical education or recess for more than three (3) days, a medical note is required.

From time to time, students may need to use a piece of medical or adaptive equipment (such as a brace or protective eyewear) in order to participate in physical education classes. A student must have a note from a doctor indicating the type of equipment that he or she requires, the duration for which the equipment is to be worn, as well as any restrictions on movement or activity that the injury equipment requires. Students who do not have a doctor's note on file will not be permitted to wear any equipment beyond that worn by the rest of the class or as required for the class activity. Once the note is on file, students who do not have or choose not to wear the prescribed equipment will not be permitted to participate in physical education class.

Lunch Program

District 31 contracts with Quest Food Management for daily breakfast and lunch food service at Winkelman and lunch at Field School. Monthly menus are posted on the school websites and FDMealPlanner.com. A daily lunch special is available for $5.20. The menu also features a variety of a la carte items. Milk is included for any student who purchases the daily lunch special. Milk and other beverages may also be purchased separately. Alternatively, students may bring a bag lunch from home.

If your child has particular food allergies, please include all information requested on the health forms.

Automated Lunch Payment System
Families may select to use Quest's automated payment system for student lunch costs. The process operates much like a bank debit card. Families can go to www.mymealtime.com to process payment or can visit the district's website to see lunch menus or make a payment on the account. Students are provided with a unique bar code identification card that is presented in the cafeteria. A scan of the individual card will automatically debit the student's account for lunch items. Prepayment of food may be made with a minimum of $50. Contact the District Office for more information. Account balances will carry over from year to year until graduation. Refunds will be issued if a student withdraws from the District. Graduates will have the balance forwarded to the high school's lunch account. Unused funds may also be transferred to siblings.

The West Northfield School District and Quest Food Management Services encourage parents to prepay meals for their children. Prepayments for lunch can be made on the *MyMealTime* app. Cash and check payments will continue to be accepted at each school; however, payment made through the app is preferred.

Negative Lunch Account Balances
Students reaching a negative lunch balance will be contacted by email through an automated message as a reminder to replenish the accounts with additional funding. In the interim, students will be allowed to charge Regular Lunch Meals (one per day). Purchases for a la carte items that result in a negative balance will not be allowed. Parents/Guardians are expected to make a deposit into the student's lunch account as quickly as possible to keep their student's lunch account funded and to repay any negative balance accrued.

Lunchroom Expectations

1. Students shall not save seats for other students.
   **Please note that school staff may assign seats as needed.*
2. Students shall walk to lunch and shall be orderly and quiet during lunch.
3. Trays shall be stacked neatly after placing silverware in its proper container. No food shall leave the cafeteria.
4. Loud talking, yelling, screaming, and other disruptions are prohibited.
5. Students shall not throw food, milk cartons or other items.
6. Students shall not trade food.
7. Students shall follow the instructions of the lunchroom aides and show proper respect toward all cafeteria personnel.
8. Students shall remain seated while in the cafeteria except to return to the lunch line or return trays.
9. Students shall immediately become silent when staff or presenters make announcements in the cafeteria.
10. Students shall report spills and broken containers to cafeteria staff immediately.
11. Students shall be dismissed from the cafeteria by the lunchroom supervisor.
12. Misbehavior will result in disciplinary action according to the school's disciplinary procedures.

Media Usage

The local news media occasionally requests permission to photograph District 31 students participating in school curricular and/or extra co-curricular activities. In such cases, the media is interested in identifying students by name, particularly in small groups. The District also may publish photographs of students within the District website and/or local news media. If parents have any objection to their children's photos and/or names used by the local media and/or District, they must notify the building principal. In addition, during the registration process families are given an opportunity to opt out of the annual directory. Directory information is listed in the Family Rights section of this District Handbook.

Parent Organizations

Special recognition and thanks goes to our parents, parent organizations, and community for your support for District 31 and the educational environment at Winkelman and Field Schools! Parents and families play vital roles in our school community, and we encourage you to get involved in a wide range of volunteer opportunities.

Parent Teacher Organization
District 31 benefits from a high level of parental support and involvement through the Parent Teacher Organization (PTO). The PTO sponsors fundraisers and special family events during the

year and other fun-filled programs. The PTO coordinates parent volunteers for the classrooms and provides a range of supplemental activities including the Parent Publishing Center, the Winkelman Wildcat Times student newspaper, an art enrichment program, holiday parties, and more.

For additional information, please contact the following:
Phone: 847-832-2291 (PTO voicemail)
Email: pto@district31.net

Bilingual Parent Advisory Committee
The mission of the Bilingual Parent Advisory Committee is for parents, staff and the school district to work together in order to meet the needs of all bilingual students.

Our Goals:

- To establish a collaborative voice between our bilingual families and District 31.
- To promote positive parental participation in the development of the educational experiences for our children.
- To develop the capacity of our parents to support their children with their academic work.

For more information, please contact the Director of Multilingual Services at sluna@district31.net

Special Education Parent Advisory Committee
The Special Education Parent Advisory Committee is for parents, staff and the District 31 to work together to meet the individualized needs of students with IEPs, provide updates to parents regarding student support services and provide information to ensure a free and appropriate education for all students. For more information, please contact, Dr. Janine Gruhn, Assistant Superintendent for Student Services, Email: jgruhn@district31.net, phone: 847-313-4411

Pupil Rights

Student Rights and Responsibilities
All students are entitled to enjoy the rights protected by the U.S. and Illinois Constitutions and laws for persons of their age and maturity in a school setting. These rights include the right to voluntarily engage in individually initiated, non-disruptive prayer that, consistent with the Free Exercise and Establishment Clauses of the U.S. and Illinois Constitutions, is not sponsored, promoted, or endorsed in any manner by the school or any school employee. Students should exercise these rights reasonably and avoid violating the rights of others. Students who violate the rights of others or violate District policies or rules will be subject to disciplinary measures.

Protection of Pupil Rights Amendment (PPRA)
District 31 complies with the Protection of Pupil Rights Amendment (PPRA).

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

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

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

A student's parent(s)/guardian(s) may refuse to allow their child to participate in a third party survey, and a student whose parents(s)/guardian(s) exercise this option shall not be penalized. Parents and guardians will be provided with advance notice of the collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution, and for surveys involving any of the following:

1. political affiliations or beliefs of the student or the student's parent;
2. mental or psychological problems of the student or the student's family;
3. sex behavior or attitudes;
4. illegal, anti-social, self-incriminating, or demeaning behavior;
5. critical appraisals of other individuals with whom respondents have close family relationships;
6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
7. religious practices, affiliations, or beliefs of the student or student's parent; or
8. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

No school official or staff member shall subject a student to a non-emergency, invasive physical examination or screening as a condition of school attendance. This does not apply to any physical examination or screening that is:

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

A school official or staff member may not provide a student's personal information to a business organization or financial institution for marketing purposes without the consent of the child's parent(s)/guardians(s). This does not apply 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 as per Board policy. A student's parent(s)/guardian(s) may inspect, upon their request, any instructional material used as part of their child's educational curriculum within a reasonable time of their request.

For additional information, refer to Board Policy, *Student and Family Privacy Rights*.

Restrictions on Publications and Written or Electronic Material
School-sponsored publications, productions and web sites are part of the curriculum and are not a public forum for general student use. School authorities may edit or delete material that is inconsistent with the District's educational mission. All school-sponsored communications shall comply with the ethics and rules of responsible journalism as defined within Board policy.

Material written and placed in school-sponsored publications that includes personal opinions and editorial statements must include the author's name.

Students are prohibited from accessing and/or distributing at school, on school property or at school related activities any written or electronic material that disrupts the operation of the school or school activities, violates the rights of others, is socially or developmentally inappropriate, is intended for the solicitation of funds, or is prepared by non-students.

The distribution of non-school sponsored written material must be pre-approved by the superintendent or his/her designee. Distribution of such approved material shall occur at a time and place and in a manner that will not cause disruption, be coercive, or result in the perception that the distribution or the material is endorsed by the school district.

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

For more information, refer to Board Policy, *Equal Education Opportunities*.

Records Transfer

Upon transfer or permanent withdrawal of a student from school, the District will notify the student's parents/guardians and the student of the destruction schedule for the student's permanent record and temporary record and of the right to request a copy of the student's records at any time prior to their destruction. This release of records information is below.

The notification must contain the following information:

- Date of notification
- Names of the student, parent(s)/guardian(s), and the official records custodian; and
- The scheduled destruction date of temporary and permanent records.

Right to Privacy in The School Setting Act

The District may not request or require a student to provide a password or other related account information in order to gain access to a student's account or profile on a social networking website. The District may, however, 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 District disciplinary rule or policy. During the course of the investigation, the student may be required to share the content that is reported in order to make a factual determination.

Safe Schools

Suicide and Depression Awareness and Depression
The District takes suicide and depression awareness very seriously and takes proactive measures to educate students and the school community on these issues to prevent suicide and depression. Youth suicide has an impact on the family, friends, and community. It also affects the school environment, diminishing the ability of surviving students to learn and the school's ability to educate. Suicide and depression awareness and prevention are important goals. Per Public Act 102-416, suicide prevention information is now included on the planners of middle school students.

The National Suicide Prevention Lifeline (988), the Crisis Text Line, and the Safe2Help Illinois helpline are listed on the District 31 website under "Community Resources" > "Health and Safety Resources".

Board Policy, *Suicide and Depression Awareness and Prevention*.

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 to District #31.

Suicide and Depression Awareness and Prevention Program
The Superintendent or designee shall develop, implement, and maintain a suicide and depression awareness and prevention program (Program) that increases awareness and prevention of depression and suicide. This program must be consistent with the list of required policy components in the School Code Section 5/2-3.163(c)(2)-(7). The Program shall include:

1. Protocols for administering youth suicide awareness and prevention education to students and staff. For students, implementation will incorporate Board policy,
    a. Curriculum Content, which implements (requiring education for students to develop a sound mind and a healthy body).
    b. For staff, implementation will incorporate Board policy Staff Development, and teacher's institutes under 105 ILCS 5/3-14.8 (requiring coverage of the warning signs of suicidal behavior)
2. Procedures for methods of suicide prevention with the goal of early identification and referral of students possibly at risk of suicide.
    a. For students in grades 7 through 12, implementation shall incorporate the training required by 105 ILCS 5/10-22.39 for school guidance counselors, teachers, school social workers, and other school personnel who work with students to identify the warning signs of suicidal behavior in adolescents and teens along with appropriate intervention and referral techniques, including methods of prevention, procedures for early identification, and referral of students at risk of suicide.
    b. For all students, implementation shall incorporate Illinois State Board of Education (ISBE)-recommended guidelines and educational materials for staff training and professional development, along with ISBE-recommended resources for students containing age-appropriate educational materials on youth suicide and awareness.
3. Methods of intervention, including procedures that address an emotional or mental health safety plan for use during the school day and at school-sponsored events for a student identified as being at increased risk of suicide. Implementation will incorporate paragraph number 2, above, along with:

   a. Board policy Student Social and Emotional Development, implementing the goals and benchmarks of the Ill. Learning Standards and 405 ILCS 49/15(b) (requiring student social and emotional development in the District's educational program);
   b. Board policy *Student Support Services*, implementing the Children's Mental Health Act of 2003, 405 ILCS 49/ (requiring protocols for responding to students with social, emotional, or mental health issues that impact learning ability); and
   c. State and/or federal resources that address emotional or mental health safety plans for students who are possibly at an increased risk for suicide.
4. Methods of responding to a student or staff suicide or suicide attempt. Implementation of this requirement shall incorporate building-level Student Support Committee(s) established through Board policy Student Support Services.
5. Reporting procedures. Implementation of this requirement shall incorporate Board policy, *Student Support Services*, in addition to other State and/or federal resources that address reporting procedures.
6. A process to incorporate ISBE-recommend resources on youth suicide awareness and prevention programs, including current contact information for such programs in the District's Suicide and Depression Awareness and Prevention Program.

Monitoring
The Board will review and update this policy pursuant to Board policy, *Board Policy Development*.

Information to Staff, Parents/Guardians, and Students
The Superintendent or designee shall inform each school district employee about this policy and ensure its posting on the District's website. The Superintendent or designee shall provide a copy of this policy to the parent or legal guardian of each student enrolled in the District through the yearly handbook.

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

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

Safe and Drug Free Schools/Violence and Drug Prevention
The District takes maintaining safe and drug free schools very seriously and takes proactive measures to educate students on these issues. Board Policy, *Student Behavior*, addresses safe and drug free schools.

Both Winkelman and Field Schools implement a safe and drug free schools program, Safe and Civil Schools. This has resulted in the development of proactive programs for students in regards to behavior so that all students feel safe in a non-violent and drug-free school environment.

Sexual Abuse Avoidance and Awareness
The District takes sexual abuse avoidance seriously and has adopted Board Policies that assist with its prevention. These policies are listed below.

- Board Policy, *Abused and Neglected Child Reporting*
- Board Policy, *Curriculum Content*
- Board Policy, *Teen Dating Violence Prohibited*.

District 31 also participates in "Erin's Law" programming. This prevention-oriented child sexual abuse program teaches age appropriate techniques to preK -12th grade students to help them recognize child sexual abuse and empower them to tell a trusted adult. It also teaches school personnel, parents, and guardians the warning signs of child sexual abuse and provides assistance, referrals, and resource information to support sexually abused children and their families. Learn more at www.erinslaw.org.

The district has notified the parents or guardians of enrolled students of the availability of the Sexual Abuse Response and Prevention Resource Guide at the beginning of each school year and has linked the resource guide on its website.

Safety and Security in Schools

District 31 is compliant with all local, state, and federal safety standards to assure the safety of students and staff during the school day.

Emergency Preparedness Plan
District 31 has an Emergency Preparedness Plan for Winkelman and Field Schools covering all aspects of security and safety including circumstances such as building evacuations due to fires and disasters, student relocation plans, weather emergency procedures, and procedures in the event of an outside intruder. This plan is coordinated in conjunction with other Northfield Township public, private and parochial schools, Village Halls, park districts, libraries, places of worship, and the Glenview and Northbrook police and fire departments. The plan is monitored and updated on a yearly basis.

Emergency School Closings
The Superintendent has the authority to close schools. When making the determination to close schools, student and staff safety remain the most important deciding factor.

Detailed information regarding emergency school closings can be found on the District website.

AED/CPR
Automated External Defibrillators (AEDs) are available at both schools to assist a responder in case of cardiac emergencies. The school nurses, physical education teachers, and selected faculty and staff members receive training in the use of the AED, as well as CPR (cardiopulmonary resuscitation). Parents are encouraged to view the video on hands-only cardiopulmonary resuscitation and automated external defibrillators posted by the Illinois High School Association (IHSA), http://www.ihsa.org/default.aspx.

Safety Drills
Routine emergency drills are conducted for the safety of students. These include building evacuation (fire), bus evacuation, shelter in place (tornado), and law enforcement (intruder)

drills. These drills familiarize students with the location of the nearest exits, the procedure for evacuating the building, and where to take cover in the building in case of a pending disaster, such as a tornado.

For additional information, refer to Board Policy, *Safety*.

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

1. The offender is a parent/guardian of a student attending the school and has notified the Building Principal of his or her presence at the school for the purpose of: (i) attending a conference with school personnel to discuss the progress of his or her child academically or socially, (ii) participating in child review conferences in which evaluation and placement decisions may be made with respect to his or her child regarding special education services, or (iii) attending conferences to discuss other student issues concerning his or her child such as retention and promotion; or
2. The offender received permission to be present from the Superintendent or designee. If permission is granted, the Superintendent or designee 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 about sex offenders is available to the public as provided in the Sex Offender Community Notification Law. The Illinois Sex Offender Information website is available to the public.

All visitors to District 31 during school hours are screened for sex offender status through the Raptor system.

For additional information, refer to Board Policy, *Convicted Child Sex Offender; Screening; Notifications*.

Access to School Buildings
The District provides equal access to hold meetings in its facilities to designated youth groups so long as the organization requests to hold meetings on District property pursuant to District policy, *Community Use of Facilities*.

Access to School Buildings – Individuals with Disabilities
Individuals with disabilities are provided an opportunity to participate in all school-sponsored services, programs, or activities on an equal basis to those without disabilities, and will not be subject to illegal discrimination. Individuals with disabilities should notify the Building Principal or the Superintendent if they have a disability, which will require special assistance. This notification should occur as far as possible before the school-sponsored function.

Hazardous and Infectious Materials
When school is in session, the Director of Buildings & Grounds will notify the School Principal who will then notify students and parent(s)/guardian(s) associated with their building at least two (2) business days before a pesticide application in or on school buildings or grounds is applied. The District's policy on pesticides is linked here.

Pesticides
Restricted use pesticides will not be applied on or within 500 feet of school property during normal school hours. Before pesticides are used on District premises, the Superintendent or designee shall notify employees and parents/guardians of students as required by the Structural Pest Control Act, 225 ILCS 235/, and the Lawn Care Products Application and Notice Act, 415 ILCS 65/.

Asbestos Management Plan
The District will provide notice to parents, teachers, and employee organizations of inspections, response actions, and post-response action activities regarding the management of asbestos on District property. The plan is available for your review at the District 31 Buildings and Grounds Department during normal business hours. The District has an Asbestos Notification memo which includes where the Asbestos Management Plan (AHERA) can be reviewed.

WEST NORTHFIELD SCHOOL DISTRICT 31
3131 TECHNY ROAD, NORTHBROOK, ILLINOIS 60062-5899

Director of Finance & Operations
Nicole Schramm, CSBO

Director of Buildings & Grounds
Ed Blankenheim

BOARD OF EDUCATION
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Nick Parfitt
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Noah Frank
Sakina Kidakia
Megan Kivarkis
Stella McNeilly

August 2023

PARENT, OCCUPANT AND WORKER NOTIFICATION FORM

To: District Employees / Parents / Maintenance Personnel / Contractors
From: West Northfield School District 31 Business and Buildings & Grounds Offices
Re: Asbestos Hazard Emergency Response Act (AHERA) of 1986 Notification of Asbestos Containing Materials ACM in the Schools

The intent of this notification is to provide awareness that Asbestos Containing Building Materials (ACBM) had been found in one building in 2019. The appropriate measures were taken at that time to remove the ACBM from the building. To date, any remaining asbestos material is in the Field Mechanical Room and has not been disturbed. Air quality testing was also conducted upon completion of the removal as airborne asbestos is a potential health hazard. Unless disturbed, these materials remain in stable condition. The Asbestos Operation and Maintenance Program are described in the AHERA Management Plan, which is available for your review at the District 31 Buildings and Grounds Department.

Disturbing the ACBM should be avoided at all times. Custodial and maintenance personnel take precautions during their work to properly guard against disturbing ACBM. All ACBM is inspected periodically. Surveillance is completed every six months by the Director of Buildings and Grounds, and every three years according to the Asbestos Management Plan. Additional measures will be taken when needed to protect the health and welfare of the building occupants.

Report immediately any evidence of ACBM disturbance to the District's Designated Person, or the building principal. The Designated Person for West Northfield School District 31 is Mr.

Edmund Blankenheim, Director of Buildings and Grounds, 3131 Techny Road, Northbrook, IL 60062, (847) 313-4427. Any additional inquiries regarding ACBM or requests to review information regarding ACBM in the District 31 facilities should be directed to the Designated Person.

West Northfield School District 31
3131 Techny Road * Northbrook, IL 60062 * (847) 272 – 6880 * www.district31.net

Radon Testing
The District does not test for Radon.

School Student Records

School student records are confidential and information from them shall not be released other than as provided by law. Any record that contains personally identifiable information or other information that would link the document to an individual student and is shared with others is a school student record. State and federal law grant students and parent(s)/guardian(s) certain rights, including the right to inspect, copy, and challenge school records. The District will maintain written documentation of all reviews of a student record. The information contained in school student records shall be kept current, accurate, clear, and relevant. All information maintained concerning a student receiving special education services shall be directly related to the provision of services to that child.

Student Permanent Record
A student permanent record consists of basic identifying information, evidence required under Section (5)(b)(1) of the Missing Children's Records Act, academic transcript, attendance record, accident reports and health record, record of release of permanent information, and other basic information. The permanent record shall be kept for sixty years after graduation or permanent withdrawal.

Student Temporary Record
The student temporary record consists of all information not required to be in the student permanent record including a record of release of temporary record information, family background information, home language survey, state test scores from grades PreK-8, any biometric information, information provided under Section 8.6 of the Abused and Neglected Child Reporting Act, psychological evaluations, special education files, teacher anecdotal records, health related information, accident reports, aptitude test scores, participation in extracurricular activities, honors and awards received, records associated with plans developed under section 504 of the Rehabilitation Act of 1973, disciplinary information, and any verified reports or information from non-educational persons, agencies or organizations of clear relevance to the education of the student. The temporary record will be destroyed five years after graduation or permanent withdrawal.

Upon transfer or permanent withdrawal of a student from school, the District will notify the student's parents/guardians and the student of the destruction schedule for the student's permanent record and temporary record and of the right to request a copy of the student's records at any time prior to their destruction.

The notification must contain the following information:

- Date of notification
- Names of the student, parent(s)/guardian(s), and the official records custodian; and

- The scheduled destruction date of temporary and permanent records
- For a copy of the document providing this information, refer to the Records section of this District Handbook.

Family Education Rights and Privacy Act (FERPA) and the Illinois School Student Records Act (ISSRA)

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

1. The right to inspect and copy the student's education records within 15 school days of the day the District received a request for access. The District charges $0.35 per page for copying, but no one will be denied the right to copies of the records for inability to pay this cost. The rights contained in this section are denied to any person against whom an order of protection or other court order limiting the individual's access has been entered concerning the student.
2. The right to request the amendment of the student's education records that the parent(s)/guardian(s) or student believes are inaccurate, misleading, irrelevant, or improper. Parent(s)/guardian(s) or students may ask the District to amend a record that they believe is inaccurate, misleading, irrelevant, or improper. They should write to the school principal or records custodian, clearly identify the part of the record they want changed, and specify the reason. If the District decides not to amend the record as requested by the parent(s)/guardian(s) or student, the District will notify the parent(s)/guardian(s) or student of the decision and advise him or her of the right to a hearing regarding the request for amendment. Additional information regarding the hearing process will be provided to the parent(s)/guardian(s) or student when notified of this right to a hearing.
3. The right to control access and release of personally identifiable information contained in the student's educational records, except to the extent that the FERPA or ISSRA authorizes disclosure without consent, parent(s)/guardian(s) or eligible student has the right to a copy of a record tracking the release of any information. Disclosure is permitted without consent to school officials with legitimate educational or administrative interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the District discloses educational records without consent to officials of another district in which a student has enrolled or intends to enroll as well as to any person as specifically required by State or federal law. Before information is released to individuals described in this paragraph, the parent(s)/guardian(s) will receive prior written notice of the nature and substance of the information, and an opportunity to inspect, copy, and challenge such records. The right to challenge school student records does not apply to: (1) academic grades of the child; and (2) reference to expulsions or out-of-school suspensions, if the challenge is made at the time the student's school records are forwarded to another school to which the student is transferring.
4. The right to a copy of any school student record proposed to be destroyed or deleted. Upon transfer or graduation of a student, his / her parents are notified of the destruction

schedule and right to request a copy of records prior to their destruction. For such written notification, refer to the Student Transfer section of the District Handbook. Student records are reviewed every four (4) years or upon a student's change in attendance center, whichever occurs first.

5. The right to prohibit the release of directory information concerning the parent's/guardian's child as further discussed herein. No person may condition the granting or withholding of any right, privilege, or benefit, or make as a condition of employment, credit, or insurance the securing by any individual of any information from a student's temporary record which such individual may obtain through the exercise of any right under State law.
6. The right to file a complaint with the U.S. Department of Education concerning alleged failure by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

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

Student Code of Conduct

The District has adopted policies and procedures regarding student discipline that ensure order, safety, and discipline in its schools. Refer to the policies below for the defined District expectations. These policies and procedures require the use of positive behavioral interventions with students to promote and strengthen desirable behavior and to reduce or eliminate identified appropriate behaviors. Students identified as needing special education may have additional rights in law or in their Individual Education Program (IEP).

District student behavior/discipline policies can be accessed below.

Access to Electronic Networks
Board Policy, *Access to Electronic Networks*

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

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

Curriculum and Appropriate Online Behavior
The use of the District's electronic networks shall: (1) be consistent with the curriculum adopted by the District as well as the varied instructional needs, learning styles, abilities, and developmental levels of the students, and (2) comply with the selection criteria for instructional materials and library resource center materials. As required by federal law and Board policy Curriculum Content, students will be educated about appropriate online behavior, including but not limited to: (1) interacting with other individuals on social networking websites and in chat

rooms, and (2) cyberbullying awareness and response. Staff members may, consistent with the Superintendent or designee's implementation plan, use the Internet throughout the curriculum.

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

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

Internet Safety
Technology protection measures shall be used on each District computer with Internet access. They shall include a filtering device that protects against Internet access by both adults and minors to visual depictions that are: (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by federal law and as determined by the Superintendent or designee. The Superintendent or designee shall enforce the use of such filtering devices. An administrator, supervisor, or other authorized person may disable the filtering device for bona fide research or other lawful purpose, provided the person receives prior permission from the Superintendent or system administrator. The Superintendent or designee shall include measures in this policy's implementation plan to address the following:

1. Ensure staff supervision of student access to online electronic networks,
2. Restrict student access to inappropriate matter as well as restricting access to harmful materials,
3. Ensure student and staff privacy, safety, and security when using electronic communications,
4. Restrict unauthorized access, including "hacking" and other unlawful activities, and
5. Restrict unauthorized disclosure, use, and dissemination of personal identification information, such as, names and addresses.

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

All users of the District's computers to access the Internet shall maintain the confidentiality of student records. Reasonable measures to protect against unreasonable access shall be taken before confidential student information is loaded onto the network.

The failure of any student or staff member to follow the terms of the District's administrative procedure, Acceptable Use of the District's Electronic Networks, or this policy, will result in the loss of privileges, disciplinary action, and/or appropriate legal action.

Student Device Repair and Replacement Procedure

District 31 is committed to ensuring every student has uninterrupted access to a functioning instructional device. This policy outlines the operational guidelines, financial responsibilities, and administrative workflows regarding the repair, replacement, and care of District-issued Chromebooks and iPads.

The District categorizes device service requests into three distinct tiers to determine financial and operational responsibility over a student's three-year device life cycle.

A. Equipment Failure and Normal Wear
- Devices experiencing issues due to regular daily use, aging, or manufacturer defects will be repaired or replaced at no cost to the student or family, regardless of when the issue occurs during the cycle.
- Examples include: Natural battery degradation, internal hardware/component failures, or keys detached through standard instructional use.

B. Avoidable Damage, Loss, or Theft
- If a device is lost, stolen, or damaged due to negligence, misuse, or avoidable circumstances, responsibility is tracked progressively per three-year cycle:
- First Incident: The student will receive one (1) repair or replacement at no cost.
- Requirement for Theft: A formal police report must be submitted to the building administration within five (5) business days of the incident to qualify for a no-cost replacement.
- Requirement for Loss: The loss must be reported immediately to school staff to allow the technology team to lock the device and secure institutional data.
- Subsequent Incidents: If a second or later incident occurs during the same three-year device life cycle, the case is automatically referred to building administration for review. Families may be held responsible for either the actual repair cost or a prorated replacement cost.

C. Prorated Replacement Fee Structure
- When a student is assessed a replacement fee for subsequent incidents, costs are transparently prorated based on the remaining operational life of the equipment:

Device Lifecycle Stage	Family Responsibility Rate
Year 1 of Life Cycle	100% of standard replacement cost
Year 2 of Life Cycle	66% of standard replacement cost
Year 3 of Life Cycle	33% of standard replacement cost

Students Receiving Fee Waivers
Students who qualify for an approved school fee waiver will not be charged for repairs or replacements, regardless of the incident count. However, to promote digital citizenship and protect technology assets, building administration may implement progressive interventions for repeated incidents, including:
- Requiring the device to remain on school grounds at the end of each instructional day.
- Mandating targeted training sessions regarding proper device care and handling.
- Establishing other appropriate structural supports or restrictions based on individual circumstances.

Loaner Device Policy
To guarantee educational continuity, the Technology Department will issue a temporary "loaner" device while a student's primary device is being evaluated, repaired, or replaced.

- Students are required to maintain the same high standard of care for loaner equipment as their assigned primary device.
- All policy guidelines, tracking metrics, and potential fee structures apply equally to loaner devices during their period of deployment.

Roles and Responsibilities
Technology Department: The Technology Department manages the physical infrastructure, technical maintenance, and lifecycle tracking of all student devices. Responsibilities include:

- Repairing or replacing student devices promptly to minimize classroom disruption. Maintaining a comprehensive, centralized record of all equipment service history.
- Notifying building administration whenever a device is serviced or replaced due to loss, theft, or avoidable damage, providing an up-to-date replacement history for that student's current cycle.
- Alerting building administration to any broader structural issues or repeating patterns of equipment damage.

Operational Rule: The Technology Department is strictly responsible for internal logistics and will not communicate directly with families regarding lost, stolen, or damaged devices.

Building Administration: Building administration manages stakeholder communications, policy enforcement, behavioral support, and financial accountability. Responsibilities include:

- Serving as the primary liaison to communicate device incidents, policy implications, and resolutions to families.
- Reviewing records of repeated incidents within five (5) business days of being notified by the Technology Department.
- Determining whether specific financial fees, behavioral restrictions, or structural interventions are appropriate.
- Applying all procedural elements consistently across the school while remaining attentive to the unique context of each individual situation.

Artificial Intelligence (AI)
“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 software.

Bus Conduct
Board Policy, *Bus Conduct*

All students must follow the District's School Bus Safety Rules.

School Bus Suspensions
The Superintendent, or any designee as permitted in the School Code, is authorized to suspend a student from riding the school bus for up to 10 consecutive school days engaging in gross disobedience or misconduct, including but not limited to, the following:

- Prohibited student conduct as defined in School Board policy, Student Behavior.
- Willful injury or threat of injury to a bus driver or to another rider.
- Willful and/or repeated defacement of the bus.
- Repeated use of profanity.
- Repeated willful disobedience of a directive from a bus driver or other supervisor.
- Such other behavior as the Superintendent or designee 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. The District shall provide the student with notice of the gross disobedience or misconduct and an opportunity to respond.

Bus Expectations
- I will be POLITE and CONSIDERATE of others
- I will STAY SEATED while the bus is in motion
- I will keep my SOCIAL MEDIA PRIVATE while riding the bus (taking photos and/or videos are not allowed)
- I will keep my hands and feet to MYSELF (throwing objects inside or outside the bus is not allowed)
- I will keep my PERSONAL BELONGINGS on my lap or seat (putting items in the aisle is not allowed)
- I will only drink WATER on the bus (eating or other beverages is not allowed)
- I will keep the bus CLEAN at all times and will not leave trash on the bus
- I will use my INSIDE VOICE so the bus driver is not distracted from safe driving
- I will follow the bus driver's INSTRUCTIONS as best I can
  I will only bring SAFE ITEMS on the bus (hazardous items, including illegal substances, smoking (tobacco products), vaping, lasers, and/or as of any kind are not allowed)

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

Electronic Recordings on School Buses
Electronic visual and audio recordings may be used on school buses to monitor conduct and to promote and maintain a safe environment for students and employees when transportation is provided for any school related activity. Notice of electronic recordings shall be displayed on the

exterior of the vehicle's entrance door and front interior bulkhead in compliance with State law and the rules of the Illinois Department of Transportation, Division of Traffic Safety.

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

Conduct Code for Participants in Extracurricular Activities
Board Policy, *Conduct Code for Participants in Extracurricular Activities*

The Superintendent or designee, using input from coaches and sponsors of extracurricular activities, shall develop a conduct code for all participants in extracurricular activities consistent with School Board policy. The conduct code shall: (1) require participants in extracurricular activities to conduct themselves as good citizens and exemplars of their school at all times, including after school, on days when school is not in session, and whether on or off school property; (2) emphasize that hazing and bullying activities are strictly prohibited; and (3) notify participants that failure to abide by it could result in removal from the activity. The conduct code shall be reviewed by the Building Principal periodically at his or her discretion and presented to the Board.

All coaches and sponsors of extracurricular activities shall annually review the rules of conduct with participants and provide participants with a copy. In addition, coaches and sponsors of interscholastic athletic programs shall provide instruction on steroid abuse prevention to students in grades 7 through 12 participating in these programs.

Expulsion Procedures
Board Policy, Expulsion Procedures

The Superintendent or designee shall implement expulsion procedures that provide, at a minimum, for the following: Before a student may be expelled, the student and his or her parent(s)/guardian(s) shall be provided a written request to appear at a hearing to determine whether the student should be expelled. The request shall be sent by registered or certified mail, return receipt requested. The request shall:

- Include the time, date, and place for the hearing.
- Briefly describe what will happen during the hearing.
- Detail the specific act of gross disobedience or misconduct resulting in the decision to recommend expulsion.
- List the student's prior suspension(s).
- State that the School Code allows the School Board to expel a student for a definite period of time not to exceed 2 calendar years, as determined on a case-by-case basis.
- Ask that the student or parent(s)/guardian(s) or attorney inform the Superintendent or Board Attorney if the student will be represented by an attorney and, if so, the attorney's name and contact information

Unless the student and parent(s)/guardian(s) indicate that they do not want a hearing or fail to appear at the designated time and place, the hearing will proceed. It shall be conducted by the Board or a hearing officer appointed by it. If a hearing officer is appointed, he or she shall report to the Board the evidence presented at the hearing and the Board shall take such final action as it finds appropriate. Whenever there is evidence that mental illness may be the cause for the recommended expulsion, the Superintendent or designee shall invite a representative from the Dept. of Human Services to consult with the Board.

During the expulsion hearing, the Board or hearing officer shall hear evidence concerning whether the student is guilty of the gross disobedience or misconduct as charged. School officials must provide: (1) testimony of any other interventions attempted and exhausted or of their determination that no other appropriate and available interventions were available for the student, and (2) evidence of the threat or substantial disruption posed by the student. The student and his or her parent(s)/guardian(s) may be represented by counsel, offer evidence, present witnesses, cross-examine witnesses who testified, and otherwise present reasons why the student should not be expelled. After presentation of the evidence or receipt of the hearing officer's report, the Board shall decide the issue of guilt and take such action as it finds appropriate

In determining the length of the student's expulsion, the Board also shall consider:

- The egregiousness of the student's conduct;
- The history of the student's past conduct;
- The likelihood that such conduct will affect the delivery of education for other students;
- The severity of the punishment; and The student's best interests.

If the Board acts to expel the student, its written expulsion decision shall:

- Detail the specific reason why removing the student from his or her learning environment is in the best interest of the school.
- Provide a rationale for the specific duration of the recommended expulsion, as well as the rationale for any suspension that preceded the expulsion.
- Document how school officials determined that all behavioral and disciplinary interventions have been exhausted by specifying which interventions were attempted or whether school officials determined that no other appropriate and available interventions existed for the student Document how the student's continuing presence in school would (1) pose a threat to the safety of other students, staff, or members of the school community, or (2) substantially disrupt, impede, or interfere with the operation of the school.
- Document whether available and appropriate support services were offered or provided during the suspension and, if they were not offered or provided, document that none were available. Upon expulsion, the District may refer the student to appropriate and available support services.

Harassment of Students Prohibited
Board Policy, *Harassment of Students Prohibited*

Harassment of Students Prohibited
No person, including a School District employee or agent, or student, shall harass, intimidate, or bully a student on the basis of actual or perceived: race; color; national origin; military status; unfavorable discharge status from military service; sex; sexual orientation; gender identity; gender-related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; actual or potential marital or parental status, including pregnancy; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects the tangible benefits of education, that unreasonably

interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

Sexual Harassment Prohibited
The District shall provide an educational environment free of verbal, physical, or other conduct or communications constituting harassment on the basis of sex as defined and otherwise prohibited by State and federal law. See policies 2:265, Title IX Sexual Harassment Grievance Procedure, and 2:260, Uniform Grievance Procedure.

Making a Report or Complaint
Students are encouraged to promptly report claims or incidences of bullying, intimidation, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any employee with whom the student is comfortable speaking. A student may choose to report to an employee of the student's same gender.

Reports under this policy will be considered a report under Board policy *Uniform Grievance Procedure*, and/or Board policy *Title IX Sexual Harassment Grievance Procedure*. The Nondiscrimination Coordinator and/or Complaint Manager shall process and review the report according to the appropriate grievance procedure. The Superintendent shall insert into this policy the names, office addresses, email addresses, and telephone numbers of the District's current Nondiscrimination Coordinator and Complaint Managers. The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator.

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

The District's Complaint Managers are:

Ms. Nicole Schramm
Dir of Finance and Operations
3131 Techny
Northbrook, IL
847-313-4413
nschramm@district31.net

Mr. Nino Alvarez
Principal Field
3131 Techny
Northbrook, IL
847-832-2776
nalvarez@district31.net

Rachel McDaniel
Human Resource Manger
3131 Techny
Northbrook, IL
847-313-4440
rmcdaniel@district31.net

Complaints of discrimination may also be filed with the District's nondiscrimination/Title IX coordinator:

Dr. Janine Gruhn
Asst. Supt of Student Services
3131 Techny
Northbrook, IL
847-313-4412
jgruhn@district31.net

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

Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action up to and including discharge. Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any District student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action, including but not limited to, suspension and expulsion consistent with the behavior policy. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to disciplinary action.

Maintaining Student Discipline
Board Policy, *Maintaining Student Discipline*

Maintaining an orderly learning environment is an essential part of each teacher's instructional responsibilities. A teacher's ability to foster appropriate student behavior is an important factor in the teacher's educational effectiveness. The Superintendent shall ensure that all teachers, other certificated employees, and persons providing a student's related service(s): (1) maintain discipline in the schools as required in the School Code, and (2) follow the School Board policies and administrative procedures on student conduct and discipline.
When a student's behavior is unacceptable, the teacher should first discuss the matter with the student. If the unacceptable behavior continues, the teacher should consult with the Building Principal and/or discuss the problem with the parent(s)/guardian(s). A teacher may remove any student from the learning setting whose behavior interferes with the lessons or participation of fellow students. A student's removal must be in accordance with Board policy and administrative procedures.

Teachers shall not use disciplinary methods that may be damaging to students, such as ridicule, sarcasm, or excessive temper displays. Corporal punishment (including slapping, paddling, or prolonged maintenance of a student in physically painful positions, and intentional infliction of bodily harm) may not be used. Teachers may use reasonable force as needed to keep students, school personnel, and others safe, or for self-defense or defense of property.

Misconduct by Students with Disabilities
Board Policy, *Misconduct by Students with Disabilities*

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

Discipline of Special Education Students and Students with Section 504 Plans

The District shall comply with the Individuals With Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Illinois State Board of Education's Regulations when disciplining students with disabilities. No student with a disability shall be expelled if the

student's particular act of gross disobedience or misconduct is a manifestation of his or her disability.

Personal Technology and Social Media; Usage and Conduct
Board Policy, *Personal Technology and Social Media; Usage and Conduct*

Definitions

Includes - Means "includes without limitation" or "includes, but is not limited to."

Social media - Media for social interaction, using highly accessible communication techniques through the use of web-based and mobile technologies to turn communication into interactive dialogue. This includes, but is not limited to, services such as Facebook, LinkedIn, Twitter, Instagram, Snapchat, and YouTube.

Personal technology - Any device that is not owned or leased by the District or otherwise authorized for District use and: (1) transmits sounds, images, text, messages, videos, or electronic information, (2) electronically records, plays, or stores information, or (3) accesses the Internet, or private communication or information networks. This includes laptop computers (e.g., laptops, ultrabooks, and chromebooks), tablets (e.g., iPads®, Kindle®, Microsoft Surface®, and other Android® platform or Windows® devices), smartphones (e.g., iPhone®, BlackBerry®, Android® platform phones, and Windows Phone®), and other devices (e.g., iPod®).

Usage and Conduct
All District employees who use personal technology and social media shall:

1. Adhere to the high standards for appropriate school relationships required by policy Ethics and Conduct at all times, regardless of the ever-changing social media and personal technology platforms available. This includes District employees posting images or private information about themselves or others in a manner readily accessible to students and other employees that is inappropriate as defined by policy Workplace Harassment Prohibited; Staff Development Program; Ethics and Conduct; Access to Electronic Networks; Harassment of Students Prohibited; and the Ill. Code of Educator Ethics, 23 Ill.Admin.Code §22.20.
2. Choose a District-provided or supported method whenever possible to communicate with students and their parents/guardians.
3. Not interfere with or disrupt the educational or working environment, or the delivery of education or educational support services.
4. Comply with policy Responsibilities Concerning Internal Information. This means that personal technology and social media may not be used to share, publish, or transmit information about or images of students and/or District employees without proper approval. For District employees, proper approval may include implied consent under the circumstances.
5. Refrain from using the District's logos without permission.
6. Use personal technology and social media for personal purposes only during non-work times or hours. Any duty-free use must occur during times and places that the use will not interfere with job duties or otherwise be disruptive to the school environment or its operation.
7. Assume all risks associated with the use of personal technology and social media at school or school-sponsored activities, including students' viewing of inappropriate

Internet materials through the District employee's personal technology or social media. The Board expressly disclaims any responsibility for imposing content filters, blocking lists, or monitoring of its employees' personal technology and social media.

8. Be subject to remedial and any other appropriate disciplinary action for violations of this policy ranging from prohibiting the employee from possessing or using any personal technology or social media at school to dismissal and/or indemnification of the District for any losses, costs, or damages, including reasonable attorney fees, incurred by the District relating to, or arising out of, any violation of this policy.

The Superintendent or designee shall:

1. Inform District employees about this policy during the in-service on educator ethics, teacher-student conduct, and school employee-student conduct required by Board policy Ethics and Conduct.
2. Direct Building Principals to annually:
3. Provide their building staff with a copy of this policy.
4. Inform their building staff about the importance of maintaining high standards in their school relationships.
5. Remind their building staff that those who violate this policy will be subject to remedial and any other appropriate disciplinary action up to and including dismissal
6. Build awareness of this policy with students, parents, and the community.
7. Ensure that no one for the District, or on its behalf, requests of an employee or applicant access in any manner to his or her social networking website or requests passwords to such sites.
8. Periodically review this policy and any procedures with District employee representatives and electronic network system administrator(s) and present proposed changes to the Board.

Prevention of and Response to Bullying, Intimidation, and Harassment
Board Policy, *Prevention of and Response to Bullying, Intimidation, and Harassment*

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

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

1. During any school-sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities.
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
4. Through the transmission of information from a computer that is accessed at a 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.

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

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

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

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

of future disruption by balancing accountability with an understanding of students' behavioral health needs in order to keep students in school.

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

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

1. The District uses the definition of bullying as provided in this policy.
2. Bullying is contrary to State law and the policy of this District. However, nothing in the District's bullying prevention and response plan is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment to the U.S. Constitution or under Section 3 of Article I of the Illinois Constitution.
3. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any staff member with whom the student is comfortable speaking. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the District named officials or any staff member. The District named officials and all staff members are available for help with a bully or to make a report about bullying. Anonymous reports are also accepted.
4. Consistent with federal and State laws and rules governing student privacy rights, the Superintendent or designee shall promptly inform the parent(s)/guardian(s) of every student involved in an alleged incident of bullying and discuss, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures.
5. The Superintendent or designee shall promptly investigate and address reports of bullying, by, among other things:
    a. Making all reasonable efforts to complete the investigation within 10 school days after the date the report of a bullying incident was received and taking into consideration additional relevant information received during the course of the investigation about the reported bullying incident.
    b. Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.
    c. Notifying the Building Principal or school administrator or designee of the reported incident of bullying as soon as possible after the report is received.
    d. Consistent with federal and State laws and rules governing student privacy rights, providing parents/guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the Building Principal or school administrator or his or her designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.

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

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

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

12. The Superintendent or designee shall fully implement the Board policies.

Restrictions on Publications & Written or Electronic Material
Board Policy, *Restrictions on Publications and Written or Electronic Material*

School-Sponsored Publications and Websites
School-sponsored publications, productions, and web sites are part of the curriculum and are not a public forum for general student use. School authorities may edit or delete material that is inconsistent with the District's educational mission.

All school-sponsored communications shall comply with the ethics and rules of responsible journalism. Text that is libelous, obscene, vulgar, lewd, invades the privacy of others, conflicts with the basic educational mission of the school, is socially inappropriate, is inappropriate due

to the maturity of the students, or is materially disruptive to the educational process will not be tolerated.

The author's name will accompany personal opinions and editorial statements. An opportunity for the expression of differing opinions from those published/produced will be provided within the same media.

Non-School Sponsored Publications Accessed or Distributed On-Campus
For purposes of this section and the following section, a publication includes, without limitation: (1) written or electronic print material, (2) audio-visual material on any medium including electromagnetic media (e.g., images, MP3 files, flash memory, etc.), or combinations of these whether off-line (e.g., a printed book, CD-ROM, etc.) or online (e.g., any website, social networking site, database for information retrieval, etc.), or (3) information or material on electronic devices (e.g., data or voice messages delivered by cell phones, tablets, and other hand-held devices).

Creating, distributing, and/or accessing non-school sponsored publications shall occur at a time and place and in a manner that will not cause disruption, be coercive, or result in the perception that the distribution or the publication is endorsed by the School District.

Students are prohibited from creating, distributing and/or accessing at school any publication that:

1. Will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities;
2. Violates the rights of others, including but not limited to material that is libelous, invades the privacy of others, or infringes on a copyright;
3. Is socially inappropriate or inappropriate due to maturity level of the students, including but not limited to material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language;
4. Is reasonably viewed as promoting illegal drug use; or
5. Is distributed in kindergarten through eighth grade and is primarily prepared by non-students, unless it is being used for school purposes. Nothing herein shall be interpreted to prevent the inclusion of material from outside sources or the citation to such sources as long as the material to be distributed or accessed is primarily prepared by students.

Accessing or distributing on-campus includes accessing or distributing on school property or at school-related activities. A student engages in gross disobedience and misconduct and may be disciplined for: (1) accessing or distributing forbidden material, or (2) for writing, creating, or publishing such material intending for it to be accessed or distributed at school.

Non-School Sponsored Publications Accessed or Distributed Off-Campus
A student engages in gross disobedience and misconduct and may be disciplined for creating and/or distributing a publication that: (1) causes a substantial disruption or a foreseeable risk of a substantial disruption to school operations, or (2) interferes with the rights of other students or staff members.

Bullying and Cyberbullying

The Superintendent or designee shall treat behavior that is bullying and/or cyberbullying according to Board policy *Prevention of and Response to Bullying, Intimidation, and Harassment*, in addition to any response required by this policy.

Search and Seizure
Board Policy, *Search and Seizure*

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

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

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

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

When feasible, the search should be conducted as follows:

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

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

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

Notification Regarding Student Accounts or Profiles on Social Networking Websites
State law requires the District to notify students and their parents/guardians that school officials may 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. This request may be made only if there is reasonable cause to believe that

the student's account contains evidence that he or she violated a school disciplinary rule or Board policy.

Student Appearance
Board Policy, *Student Appearance*

A student's appearance, including dress and grooming, must not disrupt the educational process, interfere with the maintenance of a positive teaching/learning climate, or compromise reasonable standards of health, safety, and decency. Procedures for handling students who dress or groom inappropriately will be developed by the Superintendent or designee.

Student Behavior
Board Policy, *Student Behavior*

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

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

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

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

- Using, possessing, distributing, purchasing, or selling tobacco or nicotine materials, including without limitation, electronic cigarettes.
- Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
- Using, possessing, distributing, purchasing, selling, or offering for sale:
- Any illegal drug or 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).
- Any anabolic steroid unless it is being administered in accordance with a physician or licensed practitioner's prescription.

- 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.
- 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.
- 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.
- Any substance inhaled, injected, smoked, consumed, or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in tablet or powdered form.
- 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.
- Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.

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

- Using, possessing, controlling, or transferring a weapon as that term is defined in the Weapons section of this policy, or violating the Weapons section of this policy.
- Using or possessing an electronic paging device. Using a cellular telephone, video recording device, personal digital assistant (PDA), or other electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or restrooms, cheat, or otherwise violate student conduct rules. Prohibited conduct specifically includes, without limitation, creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device, or cellular phone. Unless otherwise banned under this policy or by the Building Principal, all electronic devices must be kept powered-off and out-of-sight during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student's individualized education program (IEP); (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.

- Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a District staff member's request to stop, present school identification, or submit to a search.
- 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 hazing or any kind of bullying or aggressive behavior that does physical or psychological harm to a staff person or another student, or urging other students to engage in such conduct. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network, or other comparable conduct.
- Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning), and sexual assault. This does not include the non-disruptive: (a) expression of gender or sexual orientation or preference, or (b) display of affection during non-instructional time.
- Teen dating violence, as described in Board policy Teen Dating Violence Prohibited.
- Causing or attempting to cause damage to, or 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 (such as calling 911); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus, or at any school activity.
- Being absent without a recognized excuse; State law and School Board policy regarding truancy control will be used with chronic and habitual truants.
- Being involved with any public school fraternity, sorority, or secret society, by: (a) being a member; (b) promising to join; (c) pledging to become a member; or (d) soliciting any other person to join, promise to join, or be pledged to become a member.
- Being involved in gangs or gang-related 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.
- 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 unmanned aircraft system (UAS) or drone for any purpose on school grounds or at any school event unless granted permission by the Superintendent or designee.
- Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

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

Efforts, including the use of positive interventions and supports, shall be made to deter students, while at school or a school-related event, from engaging in aggressive behavior that may reasonably produce physical or psychological harm to someone else. The Superintendent or designee shall ensure that the parent/guardian of a student who engages in aggressive behavior is notified of the incident. The failure to provide such notification does not limit the Board's authority to impose discipline, including suspension or expulsion, for such behavior.

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

Disciplinary Measures

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

- Notifying parent(s)/guardian(s).
- Disciplinary conference.
- Withholding of privileges.
- Temporary removal from the classroom.
- Return of property or restitution for lost, stolen, or damaged property.
- In-school suspension. The Building Principal or designee shall ensure that the student is properly supervised.
- After-school study or Saturday study provided the student's parent/guardian has been notified. If transportation arrangements cannot be agreed upon, an alternative disciplinary measure must be used. The student must be supervised by the detaining teacher or the Building Principal or designee.
- Community service with local public and nonprofit agencies that enhances community efforts to meet human, educational, environmental, or public safety needs. The District will not provide transportation. School administration shall use this option only as an alternative to another disciplinary measure, giving the student and/or parent/guardian the choice.
- Seizure of contraband; confiscation and temporary retention of personal property that was used to violate this policy or school disciplinary rules.
- Suspension of bus riding privileges in accordance with Board policy Bus Conduct.
- Out-of-school suspension from school and all school activities in accordance with Board policy Suspension Procedures. A student who has been suspended may also be restricted from being on school grounds and at school activities.
- Expulsion from school and all school activities for a definite time period not to exceed 2 calendar years in accordance with Board policy Expulsion Procedures. A student who has

been expelled may also be restricted from being on school grounds and at school activities.
- Transfer to an alternative program if the student is expelled or otherwise qualifies for the transfer under State law. The transfer shall be in the manner provided in Article 13A or 13B of the School Code.
- Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, including but not limited to, illegal drugs (controlled substances), look-alikes, alcohol, or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies.

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

Corporal punishment is prohibited. Corporal punishment is defined as slapping, paddling, or prolonged maintenance of students in physically painful positions, or intentional infliction of bodily harm. Corporal punishment does not include reasonable force as needed to maintain safety for students, staff, or other persons, or for the purpose of self-defense or defense of property.

Isolated Time Out, Time Out, and Physical Restraint
Neither isolated time out, time out, nor physical restraint shall be used to discipline or punish a student. These methods are only authorized for use as permitted in 105 ILCS 5/10-20.33, State Board of Education rules (23 Ill.Admin.Code §§ 1.280, 1.285), and the District's procedure(s). *Restraint Timeout Reduction Plan*

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

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

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

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

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

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

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

The Superintendent, Building Principal, Assistant Building Principal, or Dean of Students is authorized to impose the same disciplinary measures as teachers and may suspend students guilty of gross disobedience or misconduct from school (including all school functions) and from riding the school bus, up to ten consecutive school days, provided the appropriate procedures are followed. The Board may suspend a student from riding the bus in excess of ten school days for safety reasons.

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

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

Use of Isolated Time Out and Physical Restraint
Board Policy, *Use of Isolated Time Out and Physical Restraint*

Neither isolated time out, time out, nor physical restraint shall be used to discipline or punish a student. These methods are only authorized for use as permitted in 105 ILCS 5/10-20.33, State Board of Education rules (23 Ill.Admin.Code §§ 1.280, 1.285), and the District's procedure(s).

Isolated time out and physical restraint shall be used only as a means of maintaining discipline in schools as a means of maintaining a safe and orderly environment for learning and only to the extent that they are necessary to preserve the safety of students and others. Neither isolated time out nor physical restraint shall be used in administering discipline to individual students, i.e., as a form of punishment. The use of isolated time out and physical restraint by any staff member shall comply with the Illinois State of Education rules, Section 1.285, "Requirements for the Use of Isolated Time Out and Physical Restraint."

In accordance with School Code, District 31 has created a *Restraint Timeout Reduction Plan*. Please contact Dr. Janine Gruhn, Assistant Superintendent of Student Services, if you have any questions about isolated timeout or physical restraint.

Vandalism
Board Policy, *Vandalism*

The School Board will seek restitution from students and their parents/guardians for vandalism or other student acts that cause damage to school property.

Student Services

District 31 provides a continuum of supportive services to students requiring additional assistance at school. Student services are provided with various levels of support based on individualized needs. Students are identified through a school-wide screening and individual record review. The Support Services team includes academic support and special education teachers, school psychologists, occupational and physical therapists, social workers, speech-language pathologists, teacher assistants and multilingual learners.

System of Supports
District 31 employs a Multi-Tiered System of Supports (MTSS) using a data-driven problem-solving process to maximize academic, social, and behavioral growth for all learners. MTSS aligns resources and supports for students receiving instruction (direction intervention) and for teachers and other staff who are delivering intervention or specialized instruction in the classroom.

Students with Disabilities
District 31 complies with the provisions of the Individuals With Disabilities Education Act (IDEA), Article 14 of the Illinois School Code, and Section 504 of the Rehabilitation Act of 1973, and their implementing regulations and provides a Free Appropriate Public Education, (FAPE) in the least restrictive environment to all eligible children. Special education and related services address the adverse effect(s) of the disability on a student's education.

District 31 is a member of the TrueNorth Educational Cooperative 804, which is a special education district composed of other public school districts. TrueNorth works with District #31 to provide a continuum of services, programs, and accommodations for students with disabilities.

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.

For further information regarding programs, identification, assessment, placement, and services for children with disabilities or how to request an evaluation for your child, contact Dr. Janine Gruhn, Assistant Superintendent of Student Services at the District 31 Administrative Office at 847-313-4414.

Behavior Intervention
District 31 has policies and procedures, including rules for the use of isolated time out and physical restraint (105 ILCS 5/14-8.05(c), 10-20.33; 23 Ill. Admin. Code Sec. 1.280, 1.285). Any time a new policy is adopted by the Board of Education or an existing policy is amended by the Board of Education, that Board action is included within the Board Briefs completed within a week following the adoption, and the new/amended policies are available on the District website for public viewing. District 31 student behavior policies include the following:

Use of Isolated Time Out and Physical Restraint, Board Policy 7:013
For students with IEPs, a copy of the District's policies and procedures will be provided to the parents/guardians within 15 days after the policies and procedures have been adopted by the Board, or within 15 days after the Board has amended its policies and procedures, or at the time an IEP is first implemented for the student. At a student's annual review IEP meeting, the policies and procedures will be reviewed and a copy provided to the parents/guardians as well.

The District will provide written notice to the parents/guardians within 24 hours after any use of isolated time out or physical restraint. The notice shall include the student's name, date of incident, description of the intervention used, and the name of a contact person with a telephone number to be called for further information.

Parents' Legal Protections When a District Seeks to Access Public Funds or Insurance
Parents of children with disabilities have legal protections when public agencies seek to access public benefits or insurance (e.g., Medicaid) to pay for services required under the IDEA (34 C.F.R. $ 300.154(d)(2). Prior to accessing these benefits and annually thereafter, parents must be notified of the following information:

- Personally identifiable information may be disclosed.
- Purpose of the disclosure (e.g., billing for services)
- Agency to which disclosure will be made (e.g., Medicaid)
- The following no-cost statements:
    - Parents may not be required to enroll in public benefits in order for their child to receive FAPE.
    - Parents may not be required to incur out-of-pocket expenses such as a deductible or co-pay.
    - A district may not use a child's benefits if that use would decrease lifetime coverage, increase premiums, result in the family paying for services that would otherwise be covered, or risk loss of eligibility for certain waivers.
- Parents have the right to withdraw their consent at any time.

- The withdrawal of consent or a refusal to consent does not relieve the district of its obligation to provide all required services at no cost to the parents.

Deaf, Hard of Hearing, Blind, or Visually Impaired Students
All students who are deaf, hard of hearing, blind, or visually impaired may be eligible to receive services from the Illinois School for the Deaf or the Illinois school for the Visually Impaired. The Illinois School for the Deaf provides services such as medical, audiological, vision, and speech services. The Illinois School for the Visually Impaired provides services in all academic areas, orientation and mobility, compensatory skills, such as Braille, and career education. More information regarding school services, admission criteria, and school contact information may be found at http://www.illinoisdeaf.org/ and http://www.isvi.net/. There are also schools other than the Illinois School for the Deaf and the Illinois School for the Visually Impaired that provide similar services. Contact District #31's Superintendent of Student Services, Dr. Janine Gruhn at the District's Administrative Office at 847-313-4411, about these services for your student.

Multilingual Learners
Language instruction in English is available to students who, due to limited English proficiency, are developing the necessary communication skills to be successful in school and our community. Students work on reading, writing, listening and speaking skills while learning the English language. Bilingual services are offered for students who meet the criteria recommended by the district and state guidelines. Parents will receive notification of their child's eligibility for bilingual education services and the services that will be provided as required by law. Parents/Guardians of English Learners will also be informed how they can: (1) be involved in the education of their children, and (2) be active participants in assisting their children to attain English proficiency, achieve at high levels within a well-rounded education, and meet the challenging State academic standards expected of all students.

For questions related to this program or to express input in the school's English Learners program, contact sluna@district31.net or (847) 313-2284.

Board Policy, *English Language Learners*

Preschool Screenings
Preschool screenings are available to children from birth to five years old at the request of parents who have concerns about their development and/or to identify children ages 3-5 who may be eligible for special education and related services. These screenings are by appointment only. The pre-school screening focuses on speech/language motor, socialization, and school readiness skills. Please contact Anabel Santiago, Administrative Assistant for Early Childhood (asantiago@district31.net).

Homebound/Hospital Instruction
Home/hospital services are provided to a student when a licensed medical physician determines that the student, will or is anticipated, due to a medical condition, will be out of school for a minimum of two consecutive weeks of school (10 days) or more or on an ongoing intermittent basis. The goal of home/hospital instruction is to afford the student experiences equivalent to those afforded to other students at the same grade level and are designed to enable the student to return to the classroom. Thus, the substance or content of the instruction, generally academic, is to enable the student to remain synchronized with the other students in his or her class.

McKinney-Vento Homeless Students
Under the McKinney-Vento Homeless Assistance Act, schools must ensure that homeless children and youths have equal access to the same free, appropriate public education, including a public preschool education, as is provided to other children and youths. Homeless students must also have access to the education and other services needed to meet the same challenging State academic standards to which all students are held.

Homeless children and youths refers to individuals who lack a fixed, regular, and adequate nighttime residence. The term includes:

- Youths who are sharing housing due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations;
- Youths who are living in emergency or transitional shelters; or are abandoned in hospitals; have a primary nighttime residence that is a public or private place not designed to be a regular sleeping accommodation for human beings;
- Youths living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
- And migratory children, who qualify as homeless because of their living arrangements.

Guarantees for Homeless Children and Youth:

- Ability to enroll in school, even if lacking paperwork normally required
- The right to attend in the school of origin or in the school in the attendance area where currently residing
- An “equal playing field” and the removal of barriers to receiving educational services (including free school meals, fee waivers for school fees, access to tutoring, and more)
- Transportation to and from school (if transportation is a barrier to receiving an education)
- The right to attend school along with children not experiencing homelessness
- The posting of homeless students’ rights in all schools and other places around the community.

Learn more by contacting Dr. Janine Gruhn, Assistant Superintendent for Student Services, at jgruhn@district31.net or call 847-313-4411.

Board Policy, *Education of Homeless Students*

Alternative Learning Opportunity Programs
Per Non-Regulatory Guidance: Public Act 97-0495 (Regional Safe School and Alternative Learning Opportunity Programs), District 31 provides students with a free appropriate public education and fulfills all provisions of a student's IEP. The law defines "disruptive student" as "suspension or expulsion eligible students in any grades 6 through 12. Regional Safe School Programs (RSSPs) may serve District 31 students in 6th through 8th grades. Alternative Learning Opportunities (ALOP) programs serve District 31 students in 4th through 8th grade.

Visitors

District 31 offices - Winkelman, Field, and District - utilize the Visitor Management System. This System allows us to know which individuals are in our buildings at all times as well as to screen visitors, contractors, and volunteers against the national database of registered sex offenders.

Visitor Procedures

- Visitor Check-In: Upon arrival, all visitors must check in at the school or district office. A valid photo ID is required to receive a visitor badge. During school hours, all visitors to District 31 are screened for sex offender status through the Visitor Management System. Visitors may be asked to leave their ID at the desk.
- Limited Access: Visitors are only allowed in designated areas for specific purposes. Unauthorized access to classrooms or other parts of the school is prohibited.
- Appointments Encouraged: To help us prepare for your visit, we encourage scheduling appointments in advance whenever possible.

If entry is approved, the Visitor Management will issue a badge that identifies the visitor, the date, and the purpose of his/her visit. If entry is not approved, the visitor is required to immediately leave the premises.

A visitor's badge is not necessary for those who visit our schools simply to drop off or pick up an item in the office.

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 specific conditions are met. For a list of these conditions, please consult Board Policy, *Visitors to and Conduct on School Property*

ICE (Immigration and Customs Enforcement) Procedures

District 31 maintains its current policies and procedures to protect students, staff, and their families.

- District 31 DOES NOT ask for our families' immigration status
- District 31 WILL NOT coordinate with Immigration and Customs Enforcement (ICE)
- District 31 DOES NOT share student records with ICE, except in the rare case of a court order or consent from the parent/guardian.
- District 31 WILL NOT allow ICE agents access to District 31 facilities unless they produce a criminal judicial warrant signed by a federal judge.
- District 31 WILL NOT admit ICE agents into our schools based upon an administrative warrant, an ICE detainer, or other document issued by an agency enforcing civil immigration law

District 31 is committed to maintaining a safe and supportive environment for all families. The following protocols will be followed in the event of an ICE inquiry or presence:

- ***Immediate Notification***: School and District administrators will be immediately informed if ICE agents arrive or contact the school.
- ***Verification of Documentation***: ICE agents must present proper legal documentation, which the district administration will review in consultation with legal counsel.

- ***Student Safety***: Under no circumstances will a student be released to ICE agents without explicit legal authorization. The district will prioritize the well-being and safety of students in every situation.
- ***Family Communication***: Parents or guardians will be notified promptly in accordance with district policies and applicable laws.

We appreciate your cooperation in following these procedures to ensure a safe and secure school environment for all. If you have any questions or concerns, please contact the main office of your child's school.

Update Emergency Contact Information
District 31 strongly urges families to update their emergency contact information with their school. Up-to-date information can be helpful if a parent or guardian cannot be reached. Please contact your school office to ensure your student's emergency contact information is up-to-date.

Field Middle School Handbook

Welcome to Field!

Field is full of dynamic and committed staff and caring students. Our goal is to provide an educational environment that supports the academic, physical and social emotional growth of all students. This handbook is designed to help both students and parents become familiar with the operations and procedures of Field Middle School and District 31, as well as to answer some frequently asked questions. Please review it with your child, and feel free to call, email or visit the school office if you have questions or concerns. We look forward to a successful school year.

Sincerely,

Nino Alvarez, Principal
Keith Dunn, Assistant Principal

Communication

Home-School Communication
Communication between the home and school is an important component of student academic progress. While our school has a regular system of gradebook updates, grade reports, homework pages, and parent/teacher conferences, parents are encouraged to contact the classroom teacher or their child's advisor when they have questions about their child's performance or are interested in being more actively involved in their child's learning. Parents do not need to wait for an online grade update, report card, or parent conference date to initiate this contact. Please note that teachers will answer communications (phone/e-mail) within 24 - 36 hours on business/school days. Staff are not expected to respond on weekends, evenings, or days off from school.

Teacher Webpages - Our staff will use Google Education as our classroom management platform. Log-in information will be shared with the students. No login information is needed for parent access. You will receive an email from Google Education with information on how to get updates from Google Classroom. This webpage, which will minimally be updated weekly (by Monday at 5pm), will provide class news updates, important links, and daily homework descriptions, as appropriate. Please note, that while our teachers will do their best to keep the page current if a change occurs, the very nature of education requires flexibility to accommodate student learning needs and teachable moments. The Field office will also be utilizing the school webpage, weekly parent email, and Facebook to keep you updated on school happenings and news. Please contact the Field office if you do not have access to the Internet at home or at work.

School Newsletters - School news and information will be updated weekly on our school website through the principal weekly email. In addition, grade level teams produce a monthly newsletter that is included in the weekly principal email. Please contact the Field office if you do not have access to the Internet at home or at work. In addition, parents can utilize Skyward Gradebook and Google classroom to learn information about homework and grades.

Online Gradebook - Field Middle School has made its gradebooks viewable by parents and students in an effort to improve communication. Research has shown that students who monitor their own progress actually do better. When parents and students log in they will be able to view their own grades only. While some teachers will constantly update grades, all teachers will update their grades every 2-3 weeks. These dates are listed on the district calendar. Please note that assignments turned in during the week designated as an "update" week may not be included

as teachers need time to properly assess the work. The online gradebook will take the place of mid-quarter progress reports. Please contact the Field office if you do not have access to the Internet at home or at work. In addition, Skyward will email parents if assignments are missing for more than ten days or a grade falls below 70%. These are the default thresholds. If you would like to change the thresholds, please log into Skyward.

Report Cards - Report cards are issued four times a year, approximately every nine weeks. The school calendar indicates the exact date each quarter ends, and the report card is sent home with students approximately two weeks after the close of the quarter. Report cards are sent home electronically via Skyward. If you would prefer a paper copy, please call the office.

Parent-Teacher Conferences - Parent-teacher conferences are held in the fall and spring. Letters will be sent home prior to conferences giving directions on times and sign-up procedures. Conference dates are also listed on the school calendar.

Curriculum

ELA-English Language Arts
District 31's literacy goals prioritize student engagement. Students are encouraged to be readers and writers who use literacy to express themselves confidently, to learn about the world around them, and to impact the world in a positive way. Along with student engagement, District 31's literacy goals also include having a diverse literacy curriculum where students read texts to both learn about themselves and have access to texts to learn about the world around them in order to increase empathy and awareness of others. Ultimately, texts should be both the mirror in which students see themselves as well as the windows in which they learn about others. The English Language Arts scope and sequence for Field Middle School is aligned to the Common Core State Standards, and the 6th through 8th grade curriculum includes multiple thematic units per grade level. These units include instruction, practice, and assessment of the four literacy components: reading, writing, speaking, and listening.

Social Studies
The Social Studies scope and sequence for Field Middle School is aligned to the Illinois Learning Standards for Social Science, the C3 Framework, the Illinois Social Science State Mandates, and the Common Core History/Social Studies Reading and Writing Standards. Social Studies teachers use a variety of primary and secondary source documents and Document-Based Questions (DBQs) to teach the four core disciplinary concepts: Civics, Geography, Economics and Financial Literacy, and History.

Science
Learning in science is based on the Next Generation Science Standards (NGSS). NGSS comprises three components: Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts. Students engage in problem-based learning in order to explore phenomena through hands-on investigations, the collection and analysis of data, and use of evidence to construct arguments. The curriculum includes units of study about Life Science, Physical Science, Earth Science and Chemistry.

Mathematics
The goal of the District 31 mathematics program is to empower students with deep conceptual understanding, strong number sense, and efficient, flexible problem-solving strategies so that they may grow into confident, proficient mathematicians. To that end, opportunities for critical thinking, problem-solving, and developing number sense as well as communicating about

mathematics using precise, explicit language are embedded throughout the curriculum. Instruction is grounded in a balanced focus on conceptual understanding, problem solving, and procedural fluency. The scope and sequence of all Field math courses are aligned to the Common Core State Standards for Mathematics, including the Standards for Mathematical Practice.

Spanish
The foreign language study is a three-year program that must be started in sixth grade. The curriculum is based on developing communication skills including listening, speaking, reading, and writing. Students will speak and write in Spanish using grammar and vocabulary studied. Students learn about the culture and customs of the countries in which Spanish is spoken. Paired and group activities, skits, dialogues, and special projects encourage the practice of realistic conversation. Successful completion of three years of foreign language generally allows students to begin high school in a level two Spanish class.

Field Band and Orchestra Program
Field has a Symphonic Band, Wind Ensemble, Concert Orchestra, and Chamber Orchestra.

Students in the band or orchestra program receive weekly individual or group lessons during the school day. For the sense of belonging, every band student will be in the Symphonic Band and play a seating placement in the fall to determine what part they will play (first, second, or third). Symphonic Band will meet twice per week. Students in Symphonic Band will experience playing in a large band, have access to great music, and participate in opportunities at GBN/GBS.

For the added challenge, selected students will be accepted into the Wind Ensemble based on the seating placement. The Wind Ensemble will meet on Fridays and move at a more accelerated pace. Students in the Wind Ensemble will experience more music and learning opportunities due to preparing two sets of music for each concert (1 set for Symphonic Band and 1 set for Wind Ensemble).

Both the Wind Ensemble and Symphonic Band will have opportunities for participating in band festivals. Our orchestra program is new, but the goal is to be able to have a full orchestra where the top string and wind players can play together.

Fine and Applied Art Exploratory
All students have the opportunity to participate in the fine and applied arts exploratories. During one semester, students will take the fine arts--art and music. During the other semester, students participate in the applied arts rotation--Family and Consumer Science and Stem Lab. The art program is designed to support each student in their development of artistic skills. The arts curriculum helps students develop his/her abilities in four areas: aesthetics, art criticism, art history, and art production. In the music rotation, students participate in a variety of hand-on activities designed to help them understand how music is composed and performed and how it affects their life. The FACS (Family and Consumer Science) course introduces students to the wonderful world of Family and Consumer sciences. Students will participate in practical activities geared towards learning cooking and sewing skills. The STEM lab exposes students to science, engineering, technology and math, through the Project Lead the Way program.

Physical Education and Health

Physical education at Field School is designed to promote a positive attitude toward life-long participation in physical activity. The curriculum includes activities that build skills, increase physical fitness, and expand students' knowledge of a variety of sports and games. It is also designed to develop an appreciation of the human body as it moves and an understanding of the importance of physical activity in daily life. Sixth grade students are instructed in human growth and development during their physical education class. A parent notification letter will be sent out prior to the unit of instruction. Seventh and eighth grade students will focus on health related issues. The goal is that students acquire factual knowledge, health and positive attitudes, and responsible behaviors in order to make appropriate decisions and maintain healthy habits throughout their lives. All students must wear appropriate footwear (athletic shoes) during Physical Education classes.

Intervention-Academic Support
Field Middle School is committed to ensuring all students have the support necessary to ensure academic success at their grade level in the areas of literacy, math and executive functioning. Based on a combination of teacher recommendations, final grades, work completion, and a variety of assessments, including the Measurement of Academic Progress (NWEA MAP), Reading Curriculum Based Measurements (AIMSweb), and classroom assessments, it may be determined that your student be provided with additional support classes. These classes are generally taken in lieu of Spanish or all or some of the arts rotation.

Guided Study-This course is designed to help students learn and apply executive functioning skills such as organization, study strategies, and goal setting. It also offers students the opportunity to get assistance in applying these strategies to homework in a guided study hall setting.

Math Strategies-This course is taught by a math teacher and is designed to provide math support, math strategies, and pre- and re-teaching opportunities to support success in the common core math class. Only students in the on-grade level math course are eligible for this support.

Literacy Intervention-This small group support is designed to help students improve their reading comprehension and writing skills through the use of direct research based interventions.

Math Intervention-This small group support is designed to help students improve their math problem solving and computation skills through the use of a direct research based intervention.

Multilingual Learner (EL)
The Multilingual Learner (ML) program is designed for the student with beginning to moderate proficiency in English. English is taught using science, social studies and literature materials appropriate for the student's age and level of English proficiency. Reading, writing, listening and speaking are emphasized.

Health and Social Work Access
The school provides a guidance and counseling program for students. The school's social worker and psychologist are available to those students who require additional assistance.

Dress Code

Personal Appearance and Dress

Field Middle School students are expected to use good judgment when dressing for school. Good grooming on the part of students is a factor in developing a desirable classroom climate and aids in promoting growth, pride and service, establishing self-esteem and developing respect in themselves and in our school. A student's dress is expected to not be distracting, unreasonable, immodest or unkempt. Any student whose dress or conduct is disruptive to the educational process or could constitute a threat to the safety, health, or welfare of self or others will cause school officials to deal with his/her situation individually.

Coats and garments designed as cold weather outerwear are to be placed in the lockers prior to 1st period. Hats are permitted in school. We recommend that students keep a sweater or sweatshirt in their locker in case a classroom is cool.

The wearing of buttons, badges, or clothing bearing pictures, slogans or sayings shall be permitted as a form of expression, unless such buttons, badges, sayings on shirts, etc., are inappropriate for school. Examples of inappropriate forms of expressions are those that offend other students, faculty or staff members, contain ethnic or racial slurs, or are obscene. The determination as to the above standards will rest solely with the administration.

While in attendance during the school day, students may not dress in an unacceptable manner. Though not limited to the following, this list provides examples of unacceptable attire:

- Clothing which depicts, advertises or promotes drugs, drug paraphernalia, alcohol, tobacco, violence, drugs, gangs, nudity, obscenity or profanity.
- Clothing that contains messages that are vulgar, offensive, obscene or libelous: that denigrate others on the basis of race, color, religion, creed, national origin, gender, sexual orientation, or disability
- Clothing or accessories that may pose a potential danger or threat, be readily used as a weapon, or pose a safety or health concern such as spiked jewelry, wallet chains, studded belts or unusually large chain necklaces, etc.
- Clothing which could reflect gang membership, gang activity, or gang affiliation or gang look-alike
- Shirts and tops should cover undergarments.

If a student were to wear clothing which is inappropriate based on these guidelines, he/she would be asked to change into more appropriate clothing. This may include a sweater to cover a shirt or changing into a gym uniform for the day. Chronic violations may be subject to discipline in accordance with the Field Middle School Behavior Plan. Keep in mind, if you are in doubt whether or not your outfit is appropriate for school, it is probably not. When in doubt, don't wear it out. Students whose dress causes a substantial disruption of the orderly process of school functions or endangers the health or safety of the student, other students, staff, or others may be subject to discipline.

Electronic Equipment

Although it is recommended that these items not be brought to school, electronic equipment including but not restricted to cell phones, earbuds, personal stereos, iPods, smart watches, digital cameras, pagers, PDAs, electronic games and any Bluetooth device must be turned off and placed in the student's locker between 8:30 a.m. and 3:30 p.m. Students are responsible for these items if they bring them to school. Such devices that are capable of sending and/or receiving text or electronic messages or images are also to be turned off during school and kept secured in a student’s locker. Under no circumstances are students permitted to take and/or

transmit digital images in school, on school property, or at school events, where students and/or staff have a reasonable expectation of privacy. Examples include, but are not limited to, locker rooms, washrooms, buses, athletic fields, and field trips. The only personal computing devices permitted for use during the school day are district owned Chromebooks, at the discretion of the District 31 staff. If phones or devices are visible, or emit sound, without permission on a student, the teacher will take it and bring it to the office. The student can retrieve it at the end of the day. If there are more than three infractions in a year, the student will be required to turn their phone into the office for safekeeping at the beginning of each day.

General Expectations & Information

Academic Expectations

Students are expected to achieve at their level of ability, and positive systems of recognition will be utilized to encourage students toward their highest potential. Students are expected to put forth a level of effort necessary to satisfactorily complete all required assignments. Students who are capable of doing acceptable work but do little or no work in class or at home may not be recommended for promotion.

Homework Guidelines

What is the purpose of homework?

Academic

- To review the standards included in a lesson
- Provide students time to practice new skills independently
- Provide background information in preparation for new learning
- Gather formative assessment data

Executive Functioning Skills

- Develop work completion and study habits

What are student responsibilities related to homework?

- Record in agenda when homework is assigned
- Complete assigned homework and submit on time per teacher directions
- Ask for help when needed
- Use any provided class time to begin homework assignments
- Use resources from class (example- notes) to complete homework assignments
- Check Skyward bi-weekly to track work completion and note any missing assignments

What are parent responsibilities related to homework?

- Provide a quiet environment free of distractions for students to complete homework assignments
- Help students manage their time and task completion
- Ask your student to share what they see in Google Classroom for more detail
- Check Skyward for student grades on a bi-weekly basis (click here to learn how to access grades in Skyward)
- Communicate with the teacher if the student is having difficulty with completing homework

What are the time parameters for homework?

Assignments should be designed so that the typical student can complete *all homework*, including time for studying and preparing for exams, in the average minutes shown below.

Students with incomplete and/or missing work may have longer nightly homework times until they are caught up. Students in the Advanced Learning Program courses may also have longer nightly homework times.

Grade 6 – 70 minutes daily
Grade 7 – 80 minutes daily
Grade 8 – 90 minutes daily

Grading and Promotion
The decision to promote or retain a student is based on Board Policy, *Grading and Promotion*.

Graduation
A student is eligible for graduation from District 31 after successfully completing the educational program adopted by the Board of Education. The graduation ceremony is held at Glenbrook North or South High School. The date is established by the administration in cooperation with other elementary school districts in the area. Information about graduation activities and the ceremony will be communicated to students and parents midway through the year.

Internet/Technology Use
All users of the District Technology Network (System) must comply with the District's Acceptable Use Guidelines. The use of the District's network, including the Internet, is a privilege, not a right, and inappropriate use will result in a cancellation of this privilege. Access to the District's network including the Internet must be for the purpose of education or research and be consistent with the educational objectives of the District.

Field Trips
Students are reminded that all school rules and regulations that exist in school are in effect on field trips. All students on field trips have the responsibility to uphold the positive reputation of our schools through their behavior. Students who choose not to follow school rules while on a field trip may be denied the opportunity to participate in other field trips. If this occurs, the student is expected to be at school the day of the field trip and will be required to complete an instructional activity that results in learning similar to the curricular purpose of the field trip. Additional information about field trips can be found in Board Policy, Field Trips.

Service Learning
A wide range of service projects plays a significant role in the advisory program at Field. These types of projects allow teachers to stress important curricular concepts while students deal first hand with real-world issues. Here are a few examples of the myriad of ways our students may focus on service to the local and global community.

- Sixth grade students, in addition to running the school recycling program, plan and implement a five-kilometer run/walk to raise money for the Dan Razes Memorial Scholarship. This scholarship is awarded to a GBS and GBN graduate who was a Field Tiger.
- Seventh grade students assist in the planning of the 5K and additional fundraising activities.
- Eighth grade students focus on opportunities for global service through participation in Feed My Starving Children where students prepare meals that are shipped across the world.

Fire and Disaster Drills

Routine fire and emergency drills are conducted for the safety of students. These drills familiarize students with the location of the nearest exits, the procedure for evacuating the building, and where to take cover in the building in case of a pending disaster, such as a tornado. In addition, students will practice emergency evacuation drills and strategies in case of an "Active Shooter" or other type of extreme emergency.

Candy and Food
Food, candy, and drinks are not permitted outside of the dining commons except for special, supervised classroom activities. Students found with open food, candy, or drinks outside of the dining commons will be asked to dispose of the items. Although chewing gum is a privilege extended to students, they must remember that any teacher has the right to designate his/her classroom as a gum free zone. Teachers may allow a brief nutrition break for a healthy snack during a morning class.

Detention
A detention is a consequence students receive for not complying with a teacher's expectations or with school rules. A student who is given a detention must spend time with a teacher or administrator during the lunch/recess period. Failure to serve a detention could result in further disciplinary action.

Telephone Calls
The school telephones are for school business. Students or teachers may not be called from classes to answer the phone except in emergency situations. Students may not make calls during class time without permission from the classroom teacher.

Lost and Found
Articles that are found around school or on the bus should be turned in to the school office. Most lost property is then placed in a designated area located in the hallway near the auditorium, with the exception of valuable items such as jewelry, eyeglasses, watches, and books, which are held in the school office. Students should check in the lost and found containers located in the designated area and at the school office several times if something is lost.

Bicycles, Skateboards and Rollerblades
Students are not allowed to ride bicycles, skateboard, or rollerblades on school property. Once on school property, students must walk their bicycles to designated parking areas and lock their bikes in the designated areas only. Students who ride skateboards or wear rollerblades to school must carry them as soon as they arrive on school property and should store them in their lockers during the school day.

Leaving School Grounds
No child will be allowed to leave the school grounds without the permission of the principal. In the event that parents must remove a child from school before the end of classes, a note should be sent to school. Parents must come to the office and check in with the school secretary when a child is being picked up prior to the regular dismissal time.

Guidelines for School Success - Field Pride

Field Middle School Behavior Plan

This page is meant to help you understand what is expected of you each school day. When students are not following expectations, it is investigated on a case-by-case basis. Therefore, the following list is not to be considered an all-inclusive list of expectations.

Students are expected to:

- Arrive to each class on time
- Keep their cell phones in their locker
- Wear clothes that are in compliance with the dress code
- Place trash and recycling in the appropriate garbage cans
- Use school items appropriately
- Follow technology usage guidelines
- Following reasonable requests from Field staff members
- Treat other students and Field staff with respect
- Contribute to a safe learning environment that is free of weapons, drugs, bullying, theft, and verbal aggression

For a more detailed explanation on each student expectation, please see the PRIDE Matrix

Staff will support the student behavior expectations by:

- Empowering them to achieve maximum growth, academically, socially, and emotionally
- Communicating the high expectations staff have for them, that we believe in them, and that we will never give up on them
- Communicating with parents/ guardians with student concerns in a timely manner
- Teaching and demonstrating the PRIDE Matrix as a model for students
- Providing positive reinforcement when behavior and academic expectations are met

Parents/ guardians will support student behavior expectations by:

- Discussing the PRIDE Matrix with their student
- Communicating with Field staff regarding any circumstances that might prohibit a student from meeting behavior expectations
- Providing an environment where students can complete homework assignments free of distractions
- Being a supportive partner with Field staff on decisions made to help improve student outcomes and achievement

When student expectations are not met, Field staff and administration focus on reflection and reteaching to help students understand what the expectations are. This can be done by:

- Formal reminder/ warning from a staff member
- Documentation through a Behavior Report Form and Skyward
- Student meeting with a staff member or member of school administration
- Home contact
- Parent-Teacher-Office conference
- Lunch detention

More serious incidents can be handled using:

- In-school isolation
- Suspension
- Expulsion
- Request to move to the problem solving process

Code of Conduct

Student Name:_____
Date:_____

I understand the following behavior expectations (please initial each one)

Part 1:

_____Arrival Expectations

	P	R	I	D	E
	Prepared	**Respectful**	**Independent**	**Dependable**	**Empathetic**
Arrival	*Bring all the materials you need *Come to school with a charged Chromebook	*Proceed to your designated wait area *Follow directions of the morning supervisors	*Go to location without reminders	*Arrive at school between 8:20 and 8:30	*If someone doesn't know where they are supposed to be, help them

_____Classroom

	P	R	I	D	E
	Prepared	**Respectful**	**Independent**	**Dependable**	**Empathetic**
Classroom	*Chromebook (charged), *Materials brought to class	*Communicate with adults and peers appropriately. *Use active listening skills. *Raise your hand to ask a question and wait to be called on.	*Follow classroom rules and routines *Read directions and ask peers for help before asking for teacher assistance	*Complete your work *Participate in class activities	*Consider how words/actions affect others

_____Dining Commons Expectations

	P	R	I	D	E
	Prepared	**Respectful**	**Independent**	**Dependable**	**Empathetic**
Dining Commons	*Bring lunch, money, or use your ID *Bring pass from teacher to leave location	*Wait patiently at your table until an adult says you can go purchase lunch *Use appropriate language. *Respond appropriately to adults (hand-up, polite tone etc)	*Clean up after yourself *If there is a spill/mess, help to clean it up or notify a custodian *Sign-out if attending academic lunch/math lab	*Arrive to lunch on time *	*Be appreciative to the lunchroom and custodial staff *Invite others who are eating alone to sit with you or your group

_____Learning Center Expectations

	P	R	I	D	E
	Prepared	**Respectful**	**Independent**	**Dependable**	**Empathetic**
Learning Center	*Return books	*Use a respectful voice level *Treat all materials with respect (return materials in good condition)	*Work on assignments without reminders *Use appropriate resources	*Help others in finding resources *Return materials to correct location	*Value your peer's learning environment

_____**Restroom Expectations**

	P	R	I	D	E
	Prepared	**Respectful**	**Independent**	**Dependable**	**Empathetic**
Restroom	*Receive permission from your teacher before leaving the classroom *Sign in/out and use a restroom pass	*Use the restroom appropriately. Throw away garbage, respect others' privacy, notify an adult immediately with concerns of misuse.	*Notify an adult with concerns of misuse	*Go directly back to class when finished *Clean up after yourself *Wash hands for at least 20 seconds	*Be considerate of classrooms surrounding the restrooms (voice level 0-1)

_____**Bus expectations (write n/a if you're not a bus rider)**

	P	R	I	D	E
	Prepared	**Respectful**	**Independent**	**Dependable**	**Empathetic**
Bus	*Bring all required materials	*Voice level 1-2 *Stay seated and out of the walkway *Sit in your assigned seat *Listen to the instructions of the driver at all times *No food on the bus	*Self-monitor your behavior *Keep track of your belongings	*Use appropriate language *Follow the same expected behaviors as in school	*Treat others with respect *Speak up for others who are mistreated

_____Hallway Expectations

	P	R	I	D	E
	Prepared	**Respectful**	**Independent**	**Dependable**	**Empathetic**
Hallways	*If during class time, have a pass *Have your materials organized and ready to go *Stay to the right to avoid collisions in the hallway	*Walk *Use voice level 1	*Go directly to your next class *Lockers are for individual use only *Lockers must be kept locked	*Walk on the right side of the hallway *Make sure you arrive to class on time	*Respect the personal space of others around you *Understand that other people may walk at a different pace

_____Recess (Indoor/Outdoor)

	P	R	I	D	E
	Prepared	**Respectful**	**Independent**	**Dependable**	**Empathetic**
Recess	*Follow the expectations set by your recess supervisor *Dress appropriately for weather	*Follow recess rules *Use the appropriate voice level (1-2) *Clean off mud before coming inside	*Self-monitor your own behavior	*Return recess equipment to bin when recess is over	*Invite others to play games with you

_____**Chromebooks**

	P	R	I	D	E
	Prepared	**Respectful**	**Independent**	**Dependable**	**Empathetic**
Chromebooks	*Arrive at school with a charged chromebook	*Remember Chromebooks are school property *Keep your hands to yourself; do not touch other student's chromebooks *Use chromebook appropriately in class	*Check your email/Google Classroom regularly	*Charge chromebook nightly *Visit the tech office when needed *Follow the Student Chromebook agreement	*Use appropriate language when communicatin g electronically

Part II: Student Handbook

_____A Field teacher/ staff member reviewed the Code of Conduct with me

_____A Field teacher/ staff member reviewed the dress code with me

_____A field teacher/ staff member reviewed the PRIDE matrix with me

Part III: Academic Integrity

_____A Field teacher/ staff member reviewed the following information about what Academic Integrity is and how it applies to my time at Field Middle School

<u>Key terms to define:</u>

Plagiarism- When you use someone else's words or ideas and pass them off as your own

Cheating- Taking or trying to have an unfair advantage on an assignment or assessment

- Examples include: accepting or stealing a copy of any test, copying another student's answers on a test/homework/assignment, providing answers to another student, using electronic devices or other unpermitted materials during a test or homework without permission, utilizing

electronic tools (ex: AI) inappropriately or without permission on an assignment

Honesty- Genuine, real and free from fraud or deception

Trust- A firm belief in the reliability, truth, ability, or strength of someone or something.

Fairness- Impartial and just treatment or behavior without favoritism or discrimination.

Respect- A feeling of deep admiration for someone or something elicited by their abilities, qualities, or achievements.

Responsibility- The state or fact of having a duty to deal with something or of having control over someone.

Courage- The mental or moral strength to venture, persevere, and withstand fear or difficulty

Field Middle School students commit to having academic integrity by upholding the pillars of honesty, trust, fairness, respect, responsibility, and courage. Students agree that cheating and plagiarism have no place at school. Students will work with teachers and staff, to the best of their ability, to create a culture where students are proud of their work and integrity.

Student Signature: _____

Parent Signature: _____

LEVEL 1 TYPES	LEVEL 2 TYPES	LEVEL 3 TYPES	LEVEL 4 TYPES
· Tardy · Cell Phone · Common Area GPS violations (hallway, restrooms, etc) · Dress Code · Littering · Non-compliance · Property Misuse ...etc	· Defiance · Academic Integrity Violations · Stealing · Technology Violations · Bullying · Profanity/Hurtful Language ...etc.	· Fighting · Harassment · Vandalism · Major Theft · Verbal Aggression ....etc	· Weapons · Drugs ...etc

EACH SITUATION IS INVESTIGATED THOROUGHLY THEN DEALT WITH ON A CASE-BY-CASE BASIS. THEREFORE, THE FOLLOWING GRIDS ARE NOT TO BE CONSIDERED AN ALL-INCLUSIVE LIST OF POSSIBLE INFRACTIONS NOR ASSOCIATED CONSEQUENCES.

LEAF Awards

The staff at Field School strives to recognize students for their unique contributions to our learning environment. The LEAF awards (Leadership, Effort and Achievement at Field), presented to students during special assemblies after each grading period, are designed to encourage students to distinguish themselves through academic achievement, improvement and effort, and/or through cooperation, leadership and service to our school.

Length of the School Day

Length of the School Day 8:30-3:30

Students are under school supervision beginning at 8:30 a.m. whether they are walking, bicycling, or being driven to school. For those students using bus transportation, the school day begins when they board the bus. On a normal school day, students should arrive at school after 8:20 a.m. unless they have band practice. Traditionally we have had scheduled school activities, or the opportunity to make a morning appointment with a teacher. Students are not permitted to wander the building unsupervised before the first bell at 8:30 a.m. Students who arrive before 8:20 must wait outside the building. At 8:20, students will be directed to an area of the building to wait for the 8:30 bell. The school day ends at 3:30. Traditionally, students may stay after school with a teacher for extra help, or to participate or watch a sporting event, or if they are involved in a scheduled school activity. The school day comes to an end when students leave the school property or are discharged from the bus.

Tardy to Class

Passing time is built into the Field School schedule. Students are expected to be in class on time. Attendance is taken every period. Students who are subsequently late to class may be asked to make up missed time before or after school or during lunch. Habitual tardiness to class may result in a referral to the principal's office, parent conference, and further disciplinary action.

Absenteeism/Make-Up Work

Students are expected to be in attendance each day that school is in session unless absent for a valid cause. A student who has been absent is responsible for obtaining and completing all missing assignments. It may not be possible for a teacher to prepare work in advance for a planned, extended absence. When a student has an unexcused absence as defined by the school code, teachers are not required to provide individual instruction outside of the student's normal instructional period. Students absent from school for a half a day or more are not permitted to attend and/or participate in any after school activities or events on the day of the absence. Students are encouraged to contact classmates, access the teacher webpage or e-mail the teacher when they are absent for less than a three-day period to be informed of any homework assignments.

Lockers

Students are assigned a locker by the office. Students must keep their locker locked. Students are given a combination lock and are encouraged to keep their locker combination private to ensure the safety of their belongings. Students may not share a locker with another student. Students must remember that lockers are the property of the school, and thus accessible by administration if necessary. Students have the responsibility to keep their lockers clean and in good working order. Some students enjoy decorating or personalizing the inside of their lockers.

Posters or slogans used to decorate lockers must be in good taste and appropriate to the school setting. Students may only use magnets when decorating lockers. The use of paint, pens, pencils, colored markers and the like are prohibited in decorating lockers. Students will be responsible for the cost of repair or replacement of lockers in cases of substantial damage. Only the student council is allowed to decorate the outside of lockers for birthday celebrations.

Student Activities

Clubs, Activities, and Sports

Field School offers some opportunities for before and after school activities. A late bus will be available to all students at no cost on Tuesdays, Wednesdays, and Thursdays during the school year. Please review the School Life section of the Field Website and select "Activities" for more information.

Field Middle School has established expectations for all activities which include:

- Academic work takes priority. Students who fall behind in their class, or who receive low grades in any of their classes, may have their participation limited until their schoolwork improves.
- Students are expected to take the late bus, be picked up by 4:40 p.m., or walk/bike home by 4:40 p.m. If students are picked up late more than three times in a semester they will either be required to take the late bus or not permitted to attend activities.
- Students are expected to follow school rules during the activities. If they are written up by a staff member more than three times in a semester during the after school time or have a major infraction (as determined by the principal) they will not be permitted to attend for the rest of the semester.

Visitors

Visitors

District 31 offices - Winkelman, Field, and District utilize a Visitor Management System. This System allows us to know which individuals are in our buildings at all times as well as to screen visitors, contractors, and volunteers against the national database of registered sex offenders.

Upon entering a District 31 building, visitors are required to present an ID, such as a Driver's License or another form of identification that includes the person's name and birthdate. This ID is scanned or manually entered into the system that checks the visitor's ID information against the national database of registered sex offenders. If entry is approved, we will issue a badge that identifies the visitor, the date, and the purpose of his/her visit. If entry is not approved, the visitor is required to immediately leave the premises.

A visitor's badge is not necessary for those who visit our schools simply to drop off or pick up an item in the office.

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 specific conditions are met. For a list of these conditions, please consult Board Policy, *Visitors to and Conduct on School Property*.

Former students must adhere to the district wide procedures when visiting Field and must have an appointment in order to be granted admittance.

Visits for Observation/Evaluation of Students with Disabilities
The parents/guardians of students with disabilities who attend District programs will be permitted reasonable visits to observe their child or their child's current or proposed educational placement per Board Policy, *School Visitation and Observation*.

Bike Safety

Students are welcome to ride their bikes or non-electric scooters to school as a healthy and environmentally friendly way to travel. However, to ensure safety and compliance with local laws, electric bikes and electric scooters are not permitted on school grounds. This reflects a recent ordinance from the Village of Glenview, information shared by the Village of Northbrook, and reinforces school and community-wide efforts to ensure safety for all pedestrians and drivers. You can also find more information here.

Students who ride to school should bring a personal lock and secure their bike or scooter at the designated racks. Please note that the school is not responsible for any lost or stolen property. To ensure the safety of pedestrians, all students must walk their bikes or scooters to the bike racks once they are on school property. We also remind everyone that helmets are an essential safety tool when riding a bike or scooter. In fact, wearing a helmet is required by law in Northbrook for individuals under the age of 16. The Village of Gleview offers a video demonstrating how to ensure a proper helmet fit.

Winkelman Elementary School Handbook

Welcome to Winkelman

Our Winkelman staff partner with our parents/guardians in the education of all of our students! As a team we value our rigorous curriculum, diverse population, and commitment to each student as a member of our community. Our Winkelman Wildcat Way guides all that we do:

R= Respect for all
O= Ownership- making safe choices for my actions
A= Achievement - working hard to learn
R= Responsibility - knowing what is expected of me, committed to the Winkelman Wildcat Way
S= School spirit - celebrating Winkelman and our community

Our school enhances the emotional and social well-being of students by creating an environment which fosters responsibility, accountability, respect for others, good citizenship, and an appreciation of our diversity.

We look forward to working with you! Please use this handbook as a guide, but always call our school office with any questions. Our main number is 847-729-5650.

Samantha Eiseman, Principal
Megan Breyer, Assistant Principal
Erin Kranz, Assistant Principal

Allergy Procedures

For more information about our District procedures and Winkelman lunchroom procedures, please see our District Health Services- Allergy/Food procedures in the District section of the handbook.

Attendance

Please call the Winkelman Attendance Line, 847-729-5650, Ext. 1, and leave a detailed message before 8 a.m. if your child is going to be late or absent from school.

For more information, please see our district guidelines on attendance and truancy on page 12.

Behavior Expectations

For more information regarding expected student behaviors at Winkelman, please refer to the Student Code of Conduct section of the District Handbook,

At Winkelman School, our staff utilizes a positive school-wide behavior system that takes a comprehensive approach to behavior support. This approach is positive, proactive, and utilizes instructional practices with the goal of reducing behavioral and motivational barriers to learning.

The Winkelman Wildcat Way focuses on behavioral expectations for both students and staff through teaching positive redirection and utilizing interventions when support is needed.

Our Guiding Principle - ROARS
Respect for all

Ownership-making safe choices of one's actions
Achievement-working hard to learn
Responsibility-knowing what is expected and committed to the Winkelman Wildcat Way
School spirit-celebrating Winkelman and our community

Voice Levels
Voice levels are identified and taught according to the following scale-

- 0 - silent
- 1 - whisper
- 2 - speaking with someone next to you
- 3 - speaking in front of a group
- 4 - outdoor voice

Classrooms
Students and teachers work together to set specific behavior expectations for their individual classrooms.

Lunch
Guidelines for Success Applied to Lunch Behavior. Supervising staff has the discretion to assign seats at lunch.

Respect	Ownership	Achievement	Responsibility	School Spirit
• Use kind words and actions towards others. • Include others. • Use good manner s.	• Walk in the lunchroom. • Keep hands and feet to oneself. • Stay seated. • Ask for permission to leave the table, if needed. • Keep food and drink to oneself.	• Use a voice level 2-partner talk. • Follow the adult's directions. • Be willing to take a risk and engage in new social experience s.	• Clean up after one's self. • Sit facing forward. • Line up quietly and be ready to go back to class.	

Outdoor Recess
Students must always dress for the weather. We go outside if the wind chill temperature is 15 degrees or warmer. Students may not bring toys or sports equipment from home to play with at recess. Supervising staff has the discretion to assign play areas. .

Guidelines for Success Applied to Outdoor Recess Behavior

Respectful	Ownership	Achievement	Responsibility	School Spirit

• Welcome others to play and share equipment. • Display good sportsmanship. • Use kind words and actions towards others.	• Walk safely to exit the building. • Play in a safe and kind manner according to the rules of the game. • Remain in a zone, if needed.	• Take risks to engage in new social experiences. • Listen to adults and peers to learn a new activity.	• Use the playground and equipment properly. • Solve problems calmly and ask for help when needed. • Be prepared to stop and line-up when the whistle blows.	• Show good sportsmanship • Be a team player • Celebrating your teammates • Show off your best self

Indoor Recess

Students will remain in their classroom for recess due to inclement weather such as rain showers and/or extreme cold.

Guidelines for Success Applied to Indoor Recess Behavior

Respect	Ownership	Achievement	Responsibility	School Spirit
• Use kind words and actions towards others. • Include others in games I am playing. • Share games, puzzles, and toys with classmates.	• Keep hands and feet to self. • Walk safely in the classroom. • Ask an adult for permission to leave the classroom, if needed.	• Use a voice level 2-partner talk. • Follow recess supervisor's directions. • Take risks to engage in new social experiences.	• Clean up after one's self. • Return all games, puzzles, and toys to the appropriate place. • Line up quietly and be ready to go to lunch.	• Show good sportsmanship. • Be a team player. • Celebrate the people you are playing with. • Show off your best self.

Hallways/Movement

Guidelines for Success Applied to Hallways/Movement Behavior

Respect	Ownership	Achievement	Responsibility	School Spirit

• Work in the hallway and use minimal space. • Follow the adult's directions. • Walk on the right side of the hallway in my assigned spot in line.	• Keep hands, feet, and personal belongings to self. • Keep belongings in cubbie. • Keep a voice level 1-a whisper, when in the hallway.	• Listen to and follow the adult's directions.	• Use walking feet. • Take the shortest route to a destination.	• Show respect for classrooms students and teachers. • Show respect to artwork by not touching it.

Restroom

Guidelines for Success Applied to restroom Behavior

Respect	Ownership	Achievement	Responsibility	School Spirit
• Respect one's privacy and the privacy of others. • Wash hands. • Use voice level 1-a whisper.	• Keep hands and feet to myself. • Use safe and respectful language.	• Use the restroom and return to class immediately.	• Keep the restrooms clean. • Dispose of items appropriately.	• Make choices you're proud of and want others to notice.

AM Car Arrival

Guidelines for Success Applied to AM Car Arrival Behavior

Respect	Ownership	Achievement	Responsibility	School Spirit

• Follow adult directions	• Use safe and respectful language. • Use voice level 2-partner talk, while entering the building.	• Wait for the vehicle to come to a complete stop before exiting. • Safely exit the vehicle.	• Keep belongings to oneself.	• Make choices you're proud of and want others to notice. .

PM Car Departure

Guidelines for Success Applied to PM Car Departure Behavior

Respect	Ownership	Achievement	Responsibility	School Spirit
• Listen to and follow the adult directions.	• Use a voice level 2-partner talk. • Use safe and respectful language with peers.	• Look for one's vehicle. • Stay in defined grade level area. • Wait for one's vehicle to come to a complete stop before getting inside.	• Keep hands and feet to self. • Keep food and drink inside of backpack. • Keep belongings to oneself.	• Make choices you're proud of and want others to notice. • Keep our school clean by leaving snacks in your backpack.

AM Bus Arrival

Guidelines for Success Applied to AM Bus Arrival Behavior

Respect	Ownership	Achievement	Responsibility	School Spirit
• Follow the bus driver's directions.	• Use a voice level 2-partner talk. • Use safe and respectful language. • Keep the aisle clear of	• Listen to and follow all directions given by an adult. • Stay seated. • Keep food and drinks in backpack. • Sit facing forward.	• Keep belongings to oneself.	• Make choices you're proud of and want others to notice.

	belongings. • Keep hands and feet to oneself.			

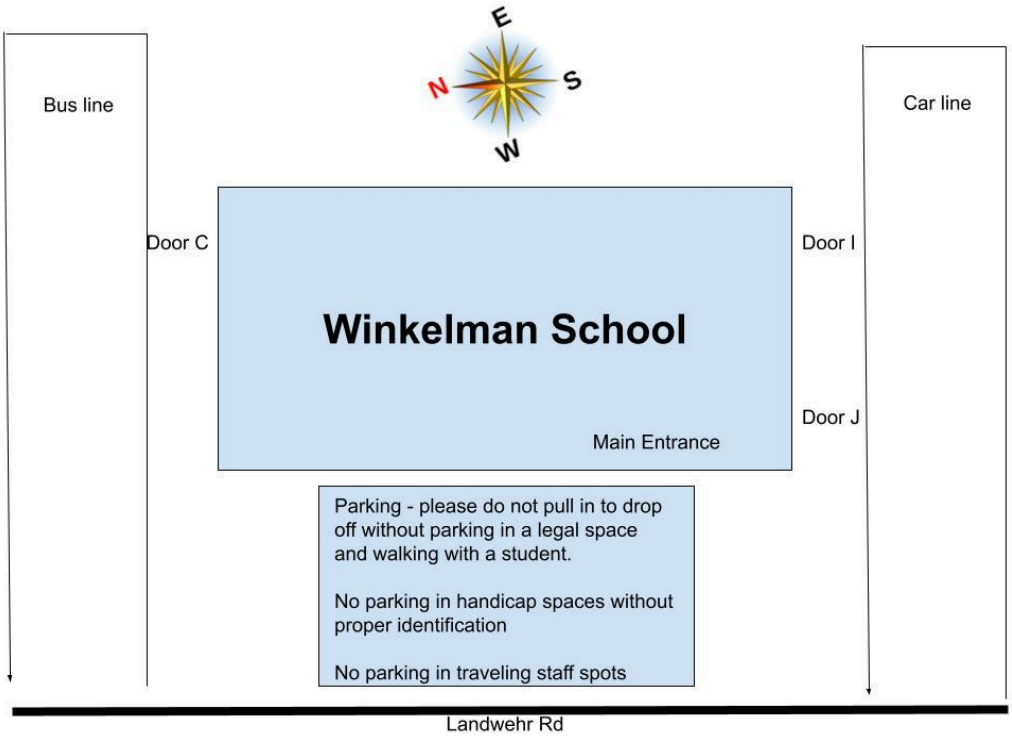
PM Bus Departure
Guidelines for Success Applied to PM Bus Departure Behavior

Respect	Ownership	Achievement	Responsibility	School Spirit
• Follow the bus driver's directions.	• Use a voice level 2-partner talk. • Use safe and respectful language. • Keep the aisle clear of belongings. • Keep hands and feet to oneself.	• Listen to and follow all directions given by an adult. • Remain seated once the bus departs. • Keep food and drinks in backpack. • Sit facing forward.	• Keep belongings to oneself.	• Make choices you're proud of and want others to notice.

Carpool Procedures

The safety of our students, parents, and staff is a top priority for us! We ask for your cooperation during student arrival and dismissal times. Please move along the car line as directed by the staff on duty. Do not leave your car while in line. Your child needs to enter and exit your car on the curb side only. After school, no students are permitted to leave the car line area without the adult picking them up to supervise them. Please see detailed carpool directions below.

Winkelman School Carpool Directions
Please follow these directions for the safe and most effective use of our carpool system. Please always follow the directions of our staff and the Cook County officers guiding our traffic. Thank you for your cooperation!

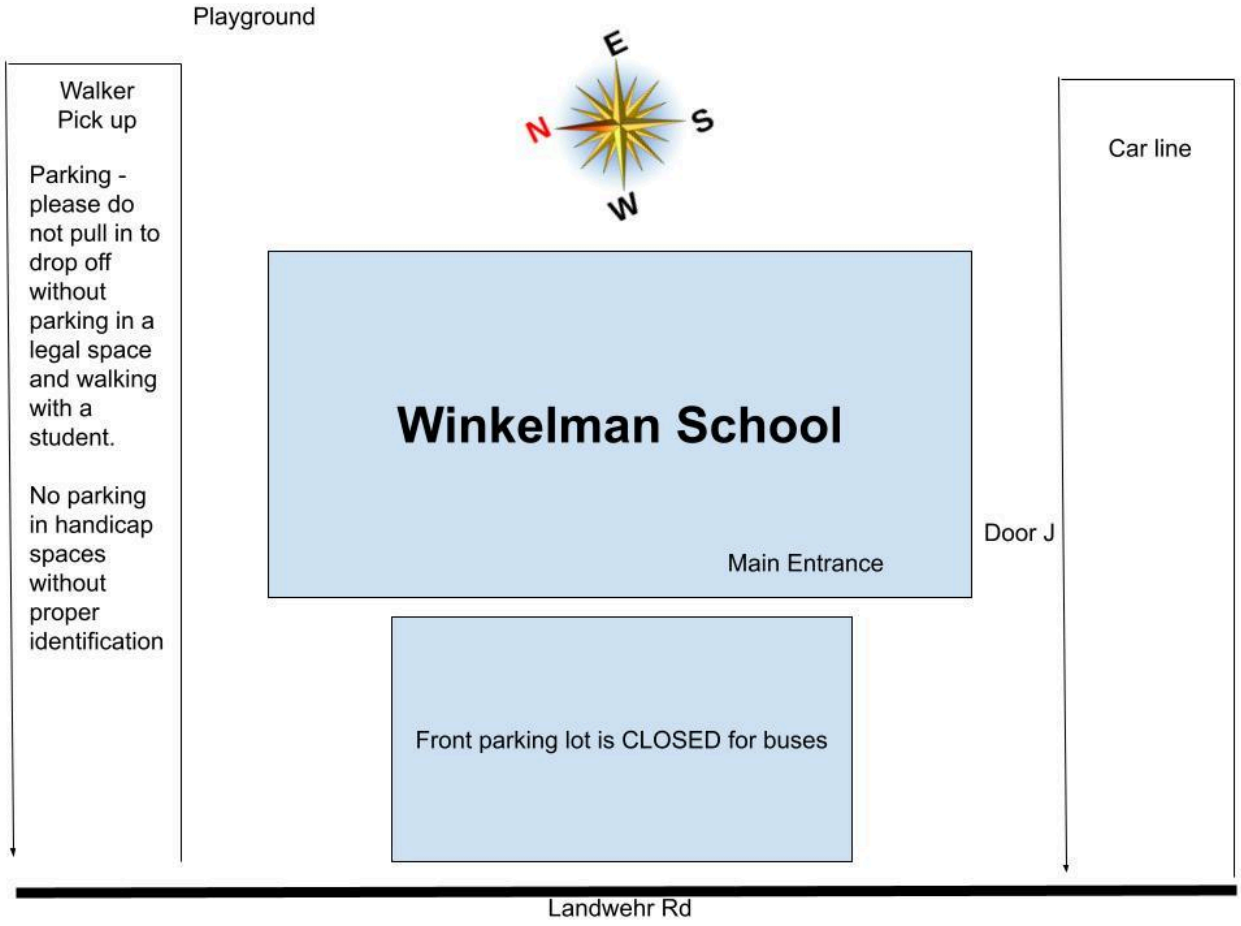


Morning Drop Off

- Car drop off is on the south side of the building. Please enter and exit at this location. We have a Cook County officer helping to direct traffic here.
- Please pull all the way up and allow students to enter from doors I and J.
- Preschool (PS) can arrive using the eastern doors (Door G at the turn around of the parent drop off/pick up line)
- If you'd like to park and get out of your car, please park in a legal parking space in our north parking lot. Do not park in the Handicap (unless you have proper identification) or Traveling Staff, or other marked spots. If you choose this option in the morning, you must exit your car and walk your child to the side door in the morning.
- If you have children that attend both our K-5 school as well as our Little Wildcat Preschool program, in the morning please drop off your older children during the K-5 carpool times. Then please re-enter the carpool line for the preschool drop off at the appropriate times.
- If your child arrives late or leaves early you must come inside and sign her/him in or out. Please park and enter through our front doors. If you are picking up your child from our Little Wildcat's program, please use door G to drop off and pick up your child.
- Please send a note to school if your child is leaving early, going home in an alternate way or missing school. The teacher will notify the office.
- If your child will be out of school, please call us by 8 a.m. at 847-729-5650 press 1 for the attendance line.
- Hours:
    - 7:50 a.m. Doors open for grades K-5
    - 8:05 a.m. K-5 school begins; If you arrive after 8:05 a.m., please park and sign your child in at one of the kiosks located in the office
    - 8:30 a.m. Morning preschool arrives (carpool may arrive at 8:20 a.m.)

- 11:00 a.m. Morning preschool dismisses
- 12:30 p.m. Afternoon preschool arrives (carpool may arrive at 12:20 p.m.)
- 3:00 p.m. Afternoon preschool dismisses

- See the property map below for morning drop off. Please note that parents may only enter our main entrance and follow our security guidelines for entering the building. Thank you for your cooperation.



Afternoon Pick-Up

- Car pick up is on the south side of the building. Please enter and exit at this location. We have a Cook County officer helping to direct traffic here.
- Please pull all the way up and allow students to exit from doors J.
- Preschool (PS) will dismiss using the eastern doors.
- If you'd like to park and get out of your car, please park in a legal parking space in our north parking lot. Do not park in the Handicap (unless you have proper identification), or other marked spots. If you choose this option in the afternoon, you must exit your car and pick up your child from the playground area.

- If you have children that attend both our K-5 school as well as our Little Wildcat Preschool program, in the afternoon please pick up your older children during the K-5 carpool times. Then please re-enter the carpool line for the preschool pick up at the appropriate times. In the afternoon (afternoon preschool) do not enter the carpool line until 2:45.
- Hours:
  - 2:40 p.m. K-5 dismisses

- 3:00 p.m. Afternoon preschool dismisses
- 3:00 p.m. If you are late and arrive after 3 p.m. please park and come into the office
- 3:40 p.m. After school activity pick up
- See the property map below for afternoon pick up. Thank you for your cooperation.

Curriculum

Early Childhood Program

District 31 Early Childhood Program provides educational support to preschool-aged children beginning when a child turns 3-years-old. Early childhood staff provide screening and evaluation support to identify preschoolers who may benefit from specialized instruction and related services such as speech-language, occupational or physical therapy. The staff also provide transition services for toddlers receiving specialized Early Intervention services who may need continued support as they turn three and enter preschool. Curriculum, instruction, and intervention services are informed by best practices in child development, social emotional growth, and service delivery for young children and their families. Early Childhood Services are provided within blended classrooms which have community peers who are typically-developing combined with students who have specialized needs and require an Individualized Educational Plan tailored to meet their unique needs.

Each Early Childhood classroom is a child-centered environment that is joyful, energetic, and respectful, addressing the needs of the whole child. Services center on intentional play and engaging students in learning through natural environment teaching. In alignment with early learning standards, staff use Creative Curriculum for Preschool as a guiding resource and Teaching Strategies Gold to benchmark growth. Children are taught in a transdisciplinary service model that integrates support from specialists in tandem with the classroom to maximize each child's learning.

Preschool Screenings

Preschool screenings are available to children from birth to five years old at the request of parents who have concerns about their development and/or to identify children ages 3-5 who may be eligible for special education and related services. These screenings are by appointment only. The pre-school screening focuses on speech/language motor, socialization, and school readiness skills. Please contact Anabel Santiago, Administrative Assistant for Early Childhood at asantiago@district31.net for additional information.

Please contact santiago@district31.net for 2025-2026 Early Childhood screening dates or to register your child for a screening if you feel he/she may have developmental delays.

English Language Arts

District 31 believes that high-quality literacy instruction should be rooted in evidence-based practices and offer comprehensive, explicit, and differentiated instruction for all learners. Engaging, student-centered instruction should include cross-curricular opportunities across grade levels to participate in diverse, relevant, and authentic literacy tasks which allow students to develop identities as readers and writers.

Our K-5 literacy instruction utilizes a structured literacy approach, emphasizing highly explicit and systematic teaching of all important components of literacy:

- Reading, writing, listening, and speaking
- Phonemic awareness, phonics, fluency, comprehension, and vocabulary/word study

- Whole-group standards-based instruction and small-group skill-based instruction to support students' strengths and needs
- Knowledge-building reading and writing units to develop background knowledge in science, social studies, and literature
- Types of writing taught and practiced including the different modes of writing: informative/explanatory, opinion, and narrative as well as writing about reading
- Varied assessment practices including formative, summative, and performance-based, with an emphasis on student-goal setting and ownership of learning

Our literacy instruction is based on the Common Core English Language Arts Standards.

Internet/Technology Use
All users of the District Technology Network (System) must comply with the District's Acceptable Use Guidelines. The use of the District's network, including the Internet, is a privilege, not a right, and inappropriate use will result in a cancellation of this privilege. Access to the District's network including the Internet must be for the purpose of education or research and be consistent with the educational objectives of the District. Please go to the District 31 1:1 Handbook for more technology information.

Technology
Students in the 3rd - 5th grades have 1:1 Chromebooks that are used across the curriculum during the school day. The 4th and 5th grade students can taken their devices home nightly to support the completion of homework assignments. The 3rd grade students will leave the devices at school, although sending home may happen on occasion. Kindergarten - 2nd grade students have 1:1 iPads that will also be used across curricular areas during the school day. Devices are not typically sent home at this grade level, although sending home may happen on occasion. In addition, classrooms have other technology to support instruction, including but not limited to, projectors and document cameras to support instruction.

For detailed information about the District's 1:1 Technology Program, please refer to the District 31-1:1 Technology Handbook.

Mathematics
The goal of the District 31 mathematics program is to empower students with deep conceptual understanding, strong number sense, and efficient, flexible problem-solving strategies so that they may grow into confident, proficient mathematicians. To that end, opportunities for critical thinking, problem-solving, and developing number sense as well as communicating about mathematics using precise, explicit language are embedded throughout the curriculum. Instruction is grounded upon a balanced focus on conceptual understanding, problem solving, and computational fluency. The math scope and sequence at all grade levels is based on the Common Core Standards for Mathematics, including the Standards for Mathematical Practices.

Art
The art program is a comprehensive program for kindergarten through fifth grade. Students meet twice in a five-day period. The art program is coordinated with the classroom teachers to afford the greatest amount of reinforcement of skills and relationships to concepts being taught in the academic areas whenever possible. Students study the language of art while practicing its use. The students talk about and create artwork that employ the basic elements of visual expression including line, shape, color and texture.

Social Studies

D31's K-5 Social Studies curriculum is designed around the Illinois Social Studies Standards and Illinois Instructional Mandates for Social Studies/History. These standards help prepare citizens who will be successful in college, career, and life in a diverse society. The vision of the standards is to produce students who are civically engaged, socially responsible, culturally aware, and financially literate. The standards focus on four areas: civics, economics, geography, and history. Inquiry is also an important part of the curriculum. Inquiry involves seeking knowledge and information, asking questions, investigating, researching, making discoveries, and pursuing individual interests. In addition, students engage in age-appropriate learning about current events.

Science
Learning in science is based on the Next Generation Science Standards (NGSS). The NGSS are composed of three components: Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts. Storylines in each unit are centered on scientific phenomena and include real-world problems. This allows for students to foster connections between their learning and own experiences. Hands-on investigations provide students the opportunity to explore, explain, and make sense of phenomena by collecting and analyzing data, building models, and using evidence to support their conclusions.

Physical Education
All Winkelman students enjoy daily physical education. Classes go outside, weather permitting. The physical education curriculum is an integral and valuable facet of the total school curriculum and is designed to provide learning experiences which will result in efficient body management in a variety of movement situations. Teachers foster perceptual motor development, basic motor and rhythmic skills and the importance of physical health and fitness.

Music
At Winkelman School, music instruction focuses on skills taught through singing and the use of rhythm instruments. Students meet twice in a five-day period for music. In music classes, each grade learns the music program for annual performances that are presented for the entire student body and their families.

Instrumental Music - Band and Orchestra
Fourth and fifth grade students have the opportunity to sign up to learn to play a band or orchestra instrument. No previous experience is necessary. At the beginning of the year students will be able to try the different instruments to select the one they want. Students participate in group lessons during the school day and meet as either band or orchestra one day each week after school. They participate in concerts throughout the year.

Library/Media
The District 31 Learning Centers offer a safe place for all students to learn and collaborate throughout the day. Winkelman Elementary School students have scheduled visits for library skills lessons and book checkout time to foster a love of literacy and beginning research skills, in alignment with the Illinois Standards-Aligned Instruction for Libraries (ISAIL) standards. The District 31 library program strives to foster an inclusive community of curious, collaborative learners through equitable access to a wide range of resources so all learners can inquire, discover, explore and create.

Field Trips

Throughout the year, opportunities are presented for enrichment excursions away from school grounds. Permission forms are sent home before these trips to let parents know the specific details of each trip. Students are responsible for field trip fees.

Gym Clothes

Students are required to wear either tie or Velcro gym shoes, with light colored soles for gym classes. The sole should provide for the heel and the ball of the foot to be well-cushioned (platforms or high-heeled shoes are not permitted). Normal school clothing may be worn for class. If girls are wearing skirts or dresses, they may bring shorts to wear under their clothing to permit freedom of movement.

Healthy Snack Breaks

Students are permitted to bring a nutritional snack to school that may be eaten during a daily class break time. These break times are different for each class. Classroom snacks should be healthy in nature and not include products that are peanut-based or made in a facility with peanut-based products.

Home-School Communication

Communication between the home and school is a vital component of each child's academic success. Teachers utilize a variety of ways to communicate with parents and students. Classroom teachers routinely communicate happenings in the classroom and curriculum with grade level newsletters. Google Classroom, See Saw, TalkingPoints, phone calls, emails, and classroom newsletters are just a few methods used for communication. Please contact the Winkelman office if you do not have access to the internet.

Homework

Many learning experiences may be enhanced by extending classwork through the assignment of work to be done at home. The type, frequency, and quantity of homework are based on the needs of the student as determined by the professional judgment of the teacher. Please check with your child's teacher for detailed expectations. Families are encouraged to read with their children every day.

Kindergarten Roundup

The Kindergarten Roundup program is held for incoming kindergarten students prior to the beginning of the new school year. Newly enrolled kindergartners participate in a screening with teachers and staff members to assess readiness for kindergarten in the areas of literacy and math. Parents will be notified about the dates for this annual program.

Preschool Roundup

The Preschool Roundup program is held for incoming preschool students prior to the beginning of the new school year. Newly enrolled preschoolers participate in a screening with teachers and staff members to assess readiness for preschool in the areas of play and early learner skills. Parents will be notified about the dates for this annual program.

Lost and Found

Articles that are found around school are placed in the Lost and Found containers located outside of the dining commons. Valuable items such as jewelry, eyeglasses, and watches are held in the school office. Students should check multiple times if something is lost. All unclaimed clothing items are donated to charity.

New Students to Winkelman School

Students new to District 31 must first prove residency at the District 31 Administrative Office, located at 3131 Techny Road in Northbrook. Residency documentation is required for all new students moving into the District, for entering kindergarten students, annually for all preschool-aged students, and for students who move to a different address within District 31. In order to attend the District on a tuition-free basis, a student is required to live within the boundaries or meet state law exceptions noted within Board Policy 7:005. A student's residence is the same as the person who has legal custody of the child. District 31 reserves the right to request documentation proving residency from all families, as needed.

For registration and enrollment information, please refer to District Handbook information on Admission and Fees.

Parents Delivering Forgotten Items

If students forget items at home such as books, lunch, musical instruments, and homework, parents/guardians may bring these items to the school office. Please label the item with your child's name, grade, and teacher. School staff will distribute these materials to the teacher.

Personal Appearance and Dress

While establishing acceptable standards of dress is a parental responsibility, the school must ensure the health and safety of each student and provide a proper learning environment for all students. Therefore, we expect children to be appropriately dressed on school property and to dress in such a way as not to disrupt the educational process.

A change of clothing should be available in each child's locker for accidents that may occur on the playground as a result of rain or snow. Boots and snow pants must be worn to play in the snow during recess. If students are in need of boots, coats, and/or snow pants, please contact the front office.

School Hours

Grades K-5
8:05 a.m. - 2:40 p.m.

The entrance bell rings at 7:50 a.m. Attendance is taken, and classes begin at 8:05 a.m. Students are expected to arrive at school on time.

Morning Preschool
8:30a.m. - 11:00 a.m.

Afternoon Preschool
12:30 p.m. - 3:00 p.m.

School Office and Security Procedures

Visitors
District 31 offices - Winkelman, Field, and District - utilize the Visitor Management System. This System allows us to know which individuals are in our buildings at all times as well as to screen visitors, contractors, and volunteers against the national database of registered sex offenders.

Upon entering a District 31 building, visitors are required to present an ID, such as a Driver's License or another form of identification that includes the person's name and birthdate. This ID is scanned or manually entered into the system that checks the visitor's ID information against the national database of registered sex offenders. If entry is approved, we will issue a badge that identifies the visitor, the date, and the purpose of his/her visit. If entry is not approved, the visitor is required to immediately leave the premises.

A visitor's badge is not necessary for those who visit our schools simply to drop off or pick up an item in the office.

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 specific conditions are met. For a list of these conditions, please consult Board Policy, *Visitors to and Conduct on School Property*.

All doors to the building will be locked except for the outer doors at the main west entrance. Parents/visitors wishing to enter the building should park in the west parking lot and enter through these main school doors. Visitors must identify themselves and will be "buzzed in" a second set of doors to go directly into the school office. All visitors must sign in and leave a driver's license or ID card to obtain a visitor's pass. No one can proceed into the main building unless cleared through the main office.

Students
- If your child arrives late or leaves early you must come inside and sign them in/out.
- Please send a note to school if your child is leaving early, going home in an alternate way or missing school. The teacher will notify the office.
- If your child will be out of school, please call us by 8:00 a.m. at 847-729-5650. Select "1" for the attendance line and leave a message.
- When sending notes and/or payments to school please make sure the child's name, teacher's name and purpose of the note is on the envelope. Please put the child's name on the memo line of the check.

Returning to School for Forgotten Items
Please help our students take responsibility for forgotten items. We cannot allow students back into the building without a staff escort after 3:00 p.m. Given our limited availability due to meetings and other obligations, please understand we are not always able to assist with this. Thank you for your understanding.

Student Activities

School Musicals

All students in kindergarten through fifth grade participate in a grade level musical each year. Parents and guests are invited to attend.

Winkelman Student Council
Students in grades 3 to 5 serve the school by planning school-wide functions, such as fundraisers to support community efforts, school spirit days, and special activities, to enhance what students study in class.

Student Progress Communication

Teachers regularly stay in contact with parents to relate information regarding student progress through parent-teacher conferences in fall and spring and three report cards that are sent home.

- October: Conference and Report Card
- February: Conference and Report Card
- June: Report Card

Parents are also encouraged to request an additional conference at any time they feel that one may be needed. Interim Progress Reports are sent home for at-risk students throughout the school year.

Valuables/Money at School

Students should not bring toys or expensive items to school, such as valuable jewelry or electronic devices, such as iPods, CD players, cell phones or electronic games. Money should only be brought to school for special purchases, such as lunch, field trips, school sales, etc. Please make sure that money brought to school is placed in an envelope with your child's name and teacher's name on it.

Bike Safety

Students are welcome to ride their bikes or non-electric scooters to school as a healthy and environmentally friendly way to travel. However, to ensure safety and compliance with local laws, electric bikes and electric scooters are not permitted on school grounds. This reflects a recent ordinance from the Village of Glenview, information shared by the Village of Northbrook, and reinforces school and community-wide efforts to ensure safety for all pedestrians and drivers. You can also find more information here.

Students who ride to school should bring a personal lock and secure their bike or scooter at the designated racks. Please note that the school is not responsible for any lost or stolen property. To ensure the safety of pedestrians, all students must walk their bikes or scooters to the bike racks once they are on school property. We also remind everyone that helmets are an essential safety tool when riding a bike or scooter. In fact, wearing a helmet is required by law in Northbrook for individuals under the age of 16. The Village of Gleview offers a video demonstrating how to ensure a proper helmet fit.