



PARK RIDGE-NILES
SCHOOL DISTRICT 64

2023-2024 Student-Parent Handbook



This handbook is intended as a convenience for District 64 families and staff by summarizing selected information about procedures, services and programs.

District 64 is governed by Board of Education policies, which are available publicly online at d64.org or at the District Office.

BOE policies and this handbook may be amended during the year without notice.

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2023-2024 School Calendar

Monday, August 21st, 2023	Teacher Institute Day - No Student Attendance
Tuesday, August 22nd, 2023	Teacher Institute Day - No Student Attendance
Wednesday, August 23rd, 2023	First Day of School for K-8 Students
Thursday, August 24th, 2023	First Day of School for Pre-K Students
Monday, September 4th, 2023	Labor Day - No School
Monday, October 9th, 2023	Indigenous People's Day/Columbus Day - No School
Monday, November 20th, 2023	Parent/Teacher Conference Day - No Student Attendance
Tuesday, November 21st through Friday, November 24th, 2023	Fall Break - No School
Monday, December 25th through Friday, January 5th 2024	Winter Break - No School
Monday, January 15th, 2024	Martin Luther King Day - No School
Friday, February 16th, 2024	Teacher Institute Day - No Student Attendance
Monday, February 19th, 2024	Presidents' Day - No School
Friday, March 8th, 2024	Potential Records Day (No Student Attendance) If Sufficient Emergency Days Remain
Tuesday, March 19th, 2024	Designated as FPT Day - No School
Monday, March 25th through Monday, April 1st, 2024	Spring Break - No School
Monday, May 27th, 2024	Memorial Day - No School
Friday, June 7th, 2024	Potential Records Day (No Student Attendance) If Sufficient Emergency Days Remain *

*In the event Friday, June 7th is designated as records/planning day, Thursday, June 6th will be the last day of school for students. *In the event more than four emergency days are used during the regular school year, the District will communicate about a possible extension of the school calendar.

Adopted 12/15/2022

District 64 Office

District 64 Administration Offices -

8182 Greendale Avenue, Niles, IL 60714

www.d64.org

Office Hours - 8:00 AM - 4:30 PM

Phone - 847-318-4300

Fax - 847-318-4351

Staff Email - First initial of first name followed by full last name @d64.org

District Administrators:

- Superintendent - Dr. Ben Collins
- Assistant Superintendent for Human Resources - Dr. Joel Martin
- Assistant Superintendent for Student Learning - Dr. Samantha Alaimo
- Chief School Business Official - Dr. Adam Parisi
- Director of Innovation and Technology - Matthew Tombs
- Director of Student Services - Alicia Schmeisser
- Assistant Director of Student Services - Elisa Leporini
- Director of Facility Management - Noel Mendoza
- Assistant Director of Facility Management - Frank Borkowski
- Communications Specialist - Chris Lilly

District 64 Schools

Preschool

Jefferson Early Childhood Center
<https://www.d64.org/jef>
8200 N. Greendale Ave., Niles, IL 60714
(847) 318-5360
Michele Barkley, Principal
Emergency Temporary Housing Sites:
Emerson Middle School (primary)
Prospect Park (secondary)

Elementary Schools

Carpenter School
<https://www.d64.org/ces>
300 N. Hamlin Ave., Park Ridge, IL 60068
(847) 318-4370
Brett Balduf, Principal
Sean Degman, Assistant Principal
Susie Shaba, Student Services Coordinator
Emergency Temporary Housing Site:
Maine Park Leisure Center

Field School
<http://www.d64.org/fie>
707 N. Wisner St., Park Ridge, IL 60068
(847) 318-4385
Dr. Courtney Goodman, Principal
Christa Donnelly, Assistant Principal
Becky McClaney, Student Services Coordinator
Emergency Temporary Housing Site:
First United Methodist Church of Park Ridge

Franklin School
<http://www.d64.org/fra>
2401 Manor Lane, Park Ridge, IL 60068
(847) 318-4390
Kristin Williams, Principal
Margaret Burke, Assistant Principal
Becky McClaney, Student Services Coordinator
Emergency Temporary Housing Site:
Maine East High School

Roosevelt School
<http://www.d64.org/res>
1001 S. Fairview Ave., Park Ridge, IL 60068
(847) 318-4235
Dr. Kevin Dwyer, Principal
Jacquelyn Peters, Assistant Principal
Alyssa Zommick, Student Services Coordinator
Emergency Temporary Housing Site:
Park Ridge Community Church

Washington School
<http://www.d64.org/wes>
1500 Stewart Ave., Park Ridge, IL 60068
(847) 318-4360
Angela Brito, Principal
Jennifer Adams, Assistant Principal
Toni Binz, Student Services Coordinator
Emergency Temporary Housing Sites:
Lincoln Middle School (primary)
Park Ridge Community Center (secondary)

Middle Schools

Emerson Middle School
<http://www.d64.org/ems>
8101 N. Cumberland Ave., Niles, IL 60714
(847) 318-8110
Tessa Shulman, Principal
Maria Soulias, Assistant Principal
Paul Csongradi, Assistant Principal
Susie Shaba, Student Services Coordinator
Emergency Temporary Housing Site: Field
Elementary School

Lincoln Middle School
<http://www.d64.org/lms>
200 S. Lincoln Ave., Park Ridge, IL 60068
(847) 318-4215
David Szwed, Principal
Tim Gleason, Assistant Principal
Toni Binz, Student Services Coordinator
Emergency Temporary Housing Sites:
Washington School (primary)
Park Ridge Community Center (secondary)

Welcome to the 2023-2024 School Year



PARK RIDGE-NILES SCHOOL DISTRICT 64

The annual Student-Parent Handbook is designed to be a resource for you to quickly find information throughout the school year. As an eight-school district, we aim to provide a cohesive and consistent experience for our students while also highlighting the unique features of each individual school.

This handbook includes information on policies, procedures, academic programs, and behavioral expectations that will help families navigate the day-to-day aspects of the district. It also contains useful health and safety guidelines. Please note that the Board of Education policies and the handbook may be subject to changes throughout the year without prior notice.

We ask that you read through this handbook and acknowledge your understanding in the Powerschool Parent Portal during registration or within 30 days of the start of the new school year.

In addition to this handbook, the communications department produces various content that celebrates the collective success of our District. Make sure to follow along on our social media channels for stories, videos and photos from all around the District.

[Subscribe to the District 64 eNewsletter](#)

[Follow D64News on Twitter](#)

[Like D64News on Facebook](#)

[Subscribe to D64 on YouTube](#)

District Information

Board of Education and Superintendent

District 64 is governed by a School Board consisting of seven members. The Board's powers and duties include the authority to adopt, enforce, and monitor all policies for the management and governance of the District's schools. Official action by the Board may only occur at a duly called and legally conducted meeting at which a quorum is physically present. As stated in the Board member oath of office prescribed by the School Code, a Board member has no legal authority as an individual.

The School Board employs and evaluates the Superintendent and holds her or him responsible for the operation of the District in accordance with Board goals, policies, and State and federal law. The Board considers the recommendations of the Superintendent as the District's Chief Executive Officer. The Board adopts policies necessary to provide general direction for the District and to encourage the achievement of District goals. The Superintendent develops plans, programs, and procedures needed to implement the policies and directs the District's operations.

The Board welcomes communications from staff members, parents, students, and community members. Individuals may submit questions or communications for the Board's consideration to [Superintendent Dr. Ben Collins](#) or may use the electronic link to Board member email addresses on the D64 website or shown below. Note that responses to such communications are covered by [Board Policy 2:140](#).

Board of Education Members

Matthew Doubleday • mdoubleday@d64board.org

Rachel Georgakis • rgeorgakis@d64board.org

Gareth Kennedy • gkennedy@d64board.org

Phyllis Lubinski • plubinsky@d64board.org

Monica Milligan • mmilligan@d64board.org

Dr. Denise Pearl • dpearl@d64board.org

Demetri Touzios • dtouzios@d64.org

Board of Education Meetings

Regular business meetings of the Board of Education are typically held monthly. Meetings are held at the Jefferson Early Childhood Center in Niles, IL. Community members are invited to attend these meetings, which are normally scheduled to begin at 7:00 p.m. Special meetings, and Committee-of-the-Whole meetings also are scheduled as needed during the year.

Please check the District 64 website for the schedule of all Board meetings. View the agenda, reports, minutes, and video of the meetings [here on our website](#).

In accordance with the Americans with Disabilities Act (ADA), the Board of Education will provide access to public meetings to persons with disabilities who request special accommodations. Any persons requiring special accommodations should contact the Director of Facility Management at 847-318-4313 to arrange assistance or obtain information on accessibility. It is recommended that you contact the District three business days prior to a school board meeting, so we can make every effort to accommodate you or provide for any special needs.

Freedom of Information Act (FOIA)

Requests made under the Illinois Freedom of Information Act for anyone desiring to inspect and/or copy a District public record should be directed to the District's FOIA officers. [Instructions can be found here](#).

District and School Report Cards

The District and individual School Report Cards prepared by the State of Illinois are available at [State Report Cards](#). The annual reports include a wide variety of information about our students, the instructional setting, finances, academic performance, performance on state assessments, and adequate yearly progress. A printed copy of the report card is available on request by phoning the Department of Student Learning 847-318-4300.

Returning Students Registration

To ensure that only District 64 residents benefit from the high-quality education provided in our schools, annual re-verification of residency for all students is required prior to registering for the next school year. District 64 uses a process for residency verification that screens all returning families through a security tool called Clear Batch. Clear Batch identifies which families will need to provide residency paperwork as part of the PowerSchool registration. In addition, families with leases that expire prior to the start of the new school year will still be required to provide a new lease to complete the registration process. Information about acceptable documentation and a timeline are provided each spring to currently registered families. Consult the [registration page of the District website](#).

PreSchool/Kindergarten/New Student Registration

State law requires that District 64 students reside with their parents or legal guardian within the boundaries of the school district. To comply with the Illinois School Code when registering your child, District 64 must verify the child's age, custody/guardianship, and location of residence.

The following items must be supplied at registration:

- **Age** — The child's certified birth certificate is required to register according to [Board Policy 7:50](#). This document must be produced within 30 days of registration to avoid referral to the local law enforcement authority for investigation pursuant to the Missing Children's Records Act and Missing Children Registration Law.
- **Custody/Guardianship** — The relationship to the child must be verified; court/guardianship documents must be provided if applicable.
- **Residency** — Legal documents are required to verify residency within District 64. A list of acceptable items may be found on the District's website or at school offices. According to [Board Policy 7:60](#), if a student's family has documented plans to move into the District within 60 days of the date of enrollment, the student will be allowed to attend school by submitting payment to District 64 on a per-diem basis for the number of anticipated attendance days. The family will be referred to the District 64 Business Office to complete these arrangements.

Please submit the above documents together with a pre-enrollment form via our website. Once your documents have been accepted, you will receive a notice to

complete the process via our online registration and fee payment system called PowerSchool. You must finish this step of the registration process as soon as possible for enrollment to be considered complete. A health packet also details the requirements for physical, dental, and vision exams and a record of immunizations. [Board Policy 6:140](#) and its administrative procedures govern the enrollment of students experiencing homelessness. Please contact your local school office if you have specific questions or consult the [registration link on the D64 website](#).

It is District 64's practice to place students age-appropriately at each grade level upon enrollment. If you have a preschooler at home, please keep the following in mind regarding enrollment in District 64 for the 2023-2024 school year.

- Students who will turn six before June 1, 2023 will be placed age-appropriately in first grade upon registration, regardless of prior enrollment in kindergarten.
- Students who turn six after June 1, 2023 may elect to enter kindergarten or first grade for the 2023-24 school year.

The District has adopted a policy for accelerated placement and early entrance procedures. In these cases, a student may be placed at a higher grade level. More information about this may be found on the [District 64 website](#).

Homeless Education Assistance

The McKinney-Vento Homeless Education Assistance Act ensures the educational rights and protection of homeless children and youth so that they may enroll in school, attend regularly, and be successful.

For information on which children are eligible and the rights they have under McKinney-Vento, please visit [this page on the District 64 website](#). If you have questions, [contact the Director of Student Services, Alicia Schmeisser](#).

Transfer Students

A student may transfer into or out of the District according to State law and procedures developed by the Superintendent. Please contact the Building Principal for details.

2021-2026 Strategic Plan

In April 2021, the Board of Education adopted a new five-year Strategic Plan. The plan was developed by a committee of parents, staff, administrators, community members, and School Board members. Even seventh and eighth-grade students were involved in this community-informed planning process. The public was also involved through two surveys in March and November of 2020.

The new motto, revised slightly from the previous strategic plan that ended in 2020, reads, *“Together we discover, learn, grow and care.”*

The plan offers an opportunity for our District to continue to improve our operations. It realigns our activities around the results we want to achieve, as expressed in our mission and vision. The plan is a powerful tool to help guide us toward reaching our goals over the next five years.

You can find the entire [Strategic Plan right here on our website](#).



Goals and Objectives

The Strategic Plan has five goals and 30 objectives under those goals. The five goals were not placed in any particular order because the committee felt strongly that each goal was equally important. The goals are:

- Maximize Resources for Sustainability
- Strengthen Relationships and Communication
- Broaden Best Practices
- Enhance Diversity, Inclusion, Equity, and Access
- Explore Program Expansion

Progress made on each of the goals will be tracked on the [District 64 website](#) allowing the community to track the Strategic Plan's implementation. Updates will also be presented to the Board of Education at the completion of each objective.

Goal Area: Maximize Resources for Sustainability

- Maintain financial responsibility while committing to the enhancement of student learning and providing necessary resources to sustain facilities.
- Increase the energy efficiency of facilities.
- Implement the next 5-year facility plan by continuing to enhance District facilities toward a 21st-century learning environment.
- Develop a comprehensive plan for ongoing data privacy and cybersecurity.
- Continue to assess and refine staffing models and define roles.
- Explore opportunities to expand the substitute pool in District 64.

Goal Area: Broaden Best Practices

- Complete a curriculum review to increase best practices in math instruction with a focus on rigor.
- Complete a curriculum review to increase inquiry-based, culturally inclusive instruction in K-5 social studies.
- Build capacity to ensure consistency across the District with MTSS, 504 plans, and the Special Education program.
- Expand staff capacity to design and implement differentiated lessons.
- Expand staff capacity to make data-informed decisions to improve instruction and interventions.
- Evaluate programming and develop training for non-tenured staff.

Goal Area: Explore Program Expansion

- Form a future-ready group focused on innovation.
- Explore full-day kindergarten options and determine outcomes.
- Develop and implement Pre-K-8 Standards-Based practices in grading and reporting.
- Review and enhance the District's crisis plan.
- Continue to review and implement any necessary changes in special education current programs and services.
- Review and implement school schedules and programs that best represent success for 21st-century learning.
- Continue enhancing the District's social-emotional learning program.

Goal Area: Enhance Diversity, Inclusion, Equity & Access

- Review and grow hiring practices for greater outreach.
- Implement age-appropriate anti-bias education.
- Ensure access to culturally inclusive materials in all subject areas.
- Expand school settings/events that honor and celebrate diversity.

Goal Area: Strengthen Relationships and Communication

- Review and enhance the District's social media guidelines.
- Review and grow a comprehensive communication strategy that guides all District 64 staff.
- Further, cultivate the organizational health of the District.
- Overhaul the District website to provide better navigation and user experience.
- Develop and build upon existing community partnerships.
- Promote the positive reputation of staff and learning in District 64.

Mission Statement

- At D64, our mission is to foster opportunities for discovery, engagement, and growth for all students. We accomplish this by nurturing interdependence, appreciation of differences, and care for self and others.

Vision Statement

- D64 seeks to provide an engaging curriculum, rooted in rigor, exploration, and innovation, while cultivating interdependent relationships to positively impact the community and the world.

Day-to-Day Essentials

School Security

District 64 is dedicated to maintaining a safe school environment. All doors to the school are locked. District 64 has security systems with outside cameras at the main entrance of each school that allows office staff to see anyone who wants to enter the building. At buildings without secure vestibules, inside cameras are used to view anyone who has been admitted as they travel to the office.

All visitors, including parents and volunteers, entering District 64 schools must check in directly at the office by presenting a driver’s license or state ID prior to receiving a visitor name badge lanyard. No exceptions will be made. The visitor name badge lanyard must be worn at all times while in the building and returned to the office on departure. On those occasions when large groups of parents and friends are invited onto school property, visitors must follow school officials’ instructions. All staff members also wear name badge lanyards for identification.

School Hours

		Monday, Tuesday, Thursday, Friday		Wednesday	
		Start	End	Start	End
Jefferson	AM	8:50 AM	11:25 AM	No change	11:00 AM
	PM	12:25 PM	3:00 PM	12:00 PM	2:10 PM
Kindergarten	Half-Day	8:50 AM	11:35 AM	No change	11:05 AM
	Full-Day	8:50 AM	3:30 PM	No change	2:40 PM
Elementary School		8:50 AM	3:30 PM	No change	2:40 PM
Middle School		8:05 AM	3:00 PM	No change	2:10 PM

District 64 schools maintain a regular school schedule weekdays, except Wednesday. On Wednesday, a shortened schedule is observed to allow for ongoing staff development.

Before and after school, District 64 staff members outdoors at these times wear fluorescent safety vests for easy identification.

Kindergarten — Students are assigned to attend either a half-day morning or full-day session. Morning kindergarten students may not remain at school after dismissal to play on school playgrounds during the lunch hour due to safety concerns.

Elementary School — Students are welcome to arrive at school or the playground 10 minutes before the warning bell rings; students then line up at their assigned door to enter the building. At the end of the day, they are welcome to remain for up to 10 minutes before returning home. There is no supervision before or after school. Please keep in mind that students may not enter the building before the first bell unless they have a note from a teacher, are obtaining patrol gear, or have a scheduled and supervised commitment. Child care before or after school is available for a fee through the Park Ridge Park District Beyond the Bell program.

Middle School — Staff members act as monitors at the main building entrance from 7:35 a.m.–7:45 a.m. daily. They check passes or notes for students who have permission to enter the building early. Each middle school will advise its families regarding early entry procedures. Students entering the building before 7:58 a.m. are required to have a dated pass that is signed in ink by a staff member (at Lincoln) or a parent/guardian (at Emerson). Instrumental music and choral students do not need passes to enter the building before 7:35 a.m. During inclement weather, all students are permitted to wait in designated areas until the bell rings. At the end of the day, students are to proceed to their after-school activity or leave the school grounds.

Tardiness

Maintaining a daily schedule is a very valuable lesson for children to learn. Therefore, the District asks for the assistance of all families in emphasizing responsibility to children for keeping to schedules and being punctual.

Elementary School

All students are expected to be in their classrooms and ready to work at 8:50 a.m. When arriving after 9 a.m., parents are asked to accompany the student to the office to check-in. Doctor appointments or school bus problems are excused tardies; all other reasons are unexcused. Exceptions must be approved by the principal. To help students learn about responsibility, the staff tracks, and monitors unexcused tardy arrivals at school. To assist students and parents in correcting this problem, a sequence of escalating interventions is followed after three unexcused tardies. These range from calls home, parent letters and conferences at school, detentions, tardy contracts, and possible legal action against the parents.

Middle School

All students are expected to be seated in homeroom at 8:05 a.m. Students who arrive at school after the homeroom period (8:05 to 8:10 a.m.) must report directly to the office before proceeding to class. A doctor's appointment or a bus problem are acceptable excused tardies. All other reasons will be considered unexcused. Exceptions must be approved by the principal. To assist students and parents in correcting this problem, a sequence of escalating interventions is followed after three unexcused tardies. These range from calls home, parent letters and conferences at school, detentions, tardy contracts, and possible legal action against the parents.

Early Check Out

Elementary School

If your child needs to leave school before the end of the day for a doctor's appointment or other urgent matter, please send a note with your child to the classroom teacher indicating the date and time of departure. If you email this message to the teacher, please be sure to include the school secretary as a recipient. Please enter the school building and pick up your child at the school office at the appointed time. You will be asked to sign your child out of school. If your child returns to school before the end of the day, please enter the school building and sign your child back in before he/she returns to class. Please note that students must arrive by 9:30 a.m. or be dismissed after 2:50 p.m. for their attendance to be counted as a full day.

Middle School

If a student needs to leave the school before the end of the day, a parent note giving the reason, date and time of departure, and person picking up the student should be given to the teacher whose class the student is leaving. If you email this message to the teacher, please be sure to include the school secretary as a recipient. The student should report to the office at the time of departure. The parent or guardian must come into the office to sign out the student for the length of time the student will be away from school. If your child returns to school before the end of the day, please enter the school building and sign your child back in before he/she returns to class. Please note that students must arrive by 9:20 a.m. or be dismissed after 1:45 p.m. for their attendance to be counted as a full day.

Absences

For safety reasons and in compliance with state law, a parent is requested to notify the school office in writing or by phone within the first hour of school. If notice is not received, the school secretary will call parents at home or work to confirm the absence. To report an absence, please call the school office anytime, day or night, to access the voicemail system.

When calling, please provide the student's name; classroom/homeroom; date of absence; and reason for absence. For illness, please share symptoms or diagnosis.

When reporting a case of influenza, please supply the following details: whether influenza was formally diagnosed by the healthcare provider, which type of influenza was diagnosed, and whether treatment (i.e., Tamiflu) was prescribed.

- **EXCUSED:** A valid cause for absence includes illness (including mental or behavioral health of the student), observance of a religious holiday or religious instruction, death in the immediate family, attendance at a civic event, family emergency, other situations beyond the control of the student, 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. For a student to be released from school as an excused absence to observe a religious holiday or for religious instruction, parents should give written notice to the Building Principal at least five calendar days before the student's anticipated absence. Teachers will provide the student with an

equivalent opportunity to make up any examination, study, or work requirement. Please see Board [Policy 7:80 Release Time for Religious Instruction/Observance](#) for additional information.

- **UNEXCUSED:** Absences due to vacations, attendance at a cultural or sporting event, or participation in a team sport, acting or fine arts performance are considered unexcused.

The Illinois School Code defines a chronic or habitual truant as a child who is absent without valid cause (i.e., unexcused absence) for 5% (nine days) or more of the previous 180 regular attendance days. District 64, therefore, monitors student attendance on a regular basis and conducts an absenteeism and truancy program to ensure the attendance of students at school. When your child accumulates absences equal to 5% of enrollment days, you will receive a letter from a school administrator. To address high rates of unexcused absenteeism, a sequence of escalating interventions is followed, leading to a Truancy Referral Form submitted to the North Cook Intermediate Service Center.

*A healthcare provider's note is required if your child is absent five or more consecutive days due to illness; please bring the note to the Health Office upon the child's return to school. In addition, consult **Procedures/School Absences - School Health Services** for detailed instructions about re-admittance to school following specific illnesses, injuries, and other health occurrences.*

Mental Health Days

The Illinois State Board of Education is committed to supporting the mental health of students, which includes their emotional, psychological, and social well-being.

In accordance with Public Act 102-0321, students may take up to five (5) mental or behavioral health days per school year. The Illinois State Board of Education (ISBE) defines these absences as “excused,” and does not require a medical note.

In District 64, our social work/counselor team will check in with a student after taking two (2) mental health days as part of our preventative approach to student social-emotional wellness. Our team is committed to supporting the overall success of our students. Please do not hesitate to reach out with any questions.

Vacations

Every school day is important, and the District strongly discourages scheduling family vacations on school days as these are considered unexcused absences. If your child will be absent from school for an extended period of time for a family trip, please inform the school office and your child's teacher. Work will be given upon return for students leaving the country or immediate District area when your children RETURN to school. It must be completed at home under a parent's supervision. Teachers are not expected to provide homework or assignments in advance for students who will be absent for an extended period of time for a family vacation and other activities.

Before or After School Hours

Children may be scheduled a specific time before or after school for reasons of discipline and conduct, assistance with school work, make-up work due to absence, or any other reasonable cause that the staff member or administrator deems advantageous to the child. Parents must be notified in advance in writing, by phone or by email, if their child is going to be scheduled before or after school and given a reasonable opportunity to make the necessary safety and/or transportation arrangements. Arrangements may have to be made for the child to stay after school on another date agreeable to the teacher and parents.

At elementary schools, a telephone call or written communication from the staff member or administrator, requiring a responsive signature from a parent or guardian, is mandatory to verify the scheduled before- or after-school arrangement.

Under normal circumstances, middle school students may be expected to notify their parents and make the necessary transportation and safety arrangements. However, the staff member or administrator must give notice to the student on the day prior, unless he or she has made specific arrangements with the parents by telephone or email. The staff member or administrator should assist the student to work around conflicting dates or other problems.

Lunch

District 64 partners with Quest Food Management Services to provide a high-quality hot lunch program for grades full-day kindergarten through 8th grade.

Students who need to go home for lunch must bring a note from a parent to the homeroom teacher each time this need arises; the parent must pick up the student at the school office. On return, the student and parent must report to the office and sign back in before returning to class.

Peanut/nut-safe lunch tables at the elementary schools are designated for allergic children and their friends who opt to abstain from those products. Arrangements at the middle schools are handled on an individual basis to accommodate student needs. *Peanut butter and other peanut products may be consumed freely by non-allergic students in each lunchroom.*

To promote disease prevention, parents are requested to enclose a hand sanitizer wipe in their child's lunch or backpack for use before eating.

Information on free lunch/milk waiver is available at the bottom of the [Pay Student Fees page](#).

Parents are discouraged from routinely delivering lunch to the office from local restaurants; lunches brought to the office should be reserved for emergency situations, such as a forgotten lunch. Parents are not permitted to send food or beverages to school to be shared with other children during lunch in accordance with the District's allergy management and wellness policies.

Elementary School

Parents use MyMealOrder to place their lunch choices for their students. You will be required to select a beverage. Since the lunches are being delivered to the students, there will be no option to switch beverages. If your student is on the Free Lunch Waiver, you will still need to place orders for your students. This is the only way we know that you want your student to get a meal in school. When you place your orders, your student will be coded as part of the program, and you will not be prompted for payment. They will NOT have the option to pick up another selection since meals are being made per orders received. Elementary lunch orders must be placed by Thursday

for the week ahead. Elementary students in grades full-day kindergarten through 5th grade remain at school during their scheduled lunch period. Students spend approximately half the lunch hour eating and the remainder at supervised recess outdoors, weather permitting. Students will have indoor recess once the temperature gets to 0 degrees.

Students may also choose to bring a lunch from home and either provide their own beverage in an unbreakable container (no cans or glass bottles) or preorder daily milk or water.

In addition, District 64 also conducts a food composting program in all school lunch rooms as part of our sustainability initiatives.

Middle School

All middle school students will select and purchase lunch on-site. Please load funds into your students' MySchoolBucks account if they would like to purchase meals or a la carte items in the cafeteria. Funds need to be loaded into your student accounts for them to purchase meals. They will need to have their student ID number to purchase meals. If parents do not have a way to load funds into their student account, they can send a check with their student, and we can manually process those funds for them. Please note, though, that it can take up to 24 hours for those funds to be available in their students' accounts. So if they add money in the morning, there is a chance that it may not be accessible come their students' lunchtime. If parents would like to review the menu in advance, they can go to FDMealplanner.com, and there the menu for rotating items will be available.

Staff members supervise the lunch rooms. Students spend approximately half the lunch period eating, and the remainder at supervised recess outdoors, weather permitting. Students will have indoor recess once the temperature gets to 0 degrees. Students are expected to stay in designated areas of the grounds, and report to their next class upon reentry. Restrooms in gym hallways are available for use during lunch periods.

How to Pack a Waste-Free Lunch

What is a waste-free lunch?

- ✓ Sandwiches in reusable containers
- ✓ Whole fruits without packaging
- ✓ Drinks in containers that can be reused, such as a plastic bottle
- ✓ Snacks purchased in bulk and brought in reusable containers
- ✓ Reusable silverware, napkins and ice packs

What is NOT in a waste-free lunch?

- ✗ Lunch packed in plastic bags, foil or wax paper
- ✗ Individually wrapped snacks
- ✗ Disposable forks and spoons
- ✗ Cans, bottles or cartons of drinks that are not reusable
- ✗ Straws

Waste-Free Lunches

- ✚ Are good for the environment.
- ✚ Reduce wasted food. Students are more likely to bring home food they did not finish in reusable containers.

When finished eating, students are encouraged to use the specially marked containers in the lunch rooms to sort for recycling and waste.

Behavior at Lunch for Elementary Students

Minimum expectations for student behavior are the same during lunch as the remainder of the school day. Students should follow the directions of the lunchroom and playground supervisors at all times. Chromebooks are not permitted to be brought outdoors during recess.

Playgrounds are not supervised before or after school or on weekends and holidays.

Elementary School

- Follow directions of the supervisor the first time given.
- Keep hands, feet, all body parts, and all objects to yourself at all times.

Behavior in the Lunchroom

- Use good manners, polite language, and indoor voices.
- Clean your area, including the floor, table, and bench.
- Do not share food.

Behavior on the Playground

- Share and include others in games.
- Take turns on equipment.
- Use sportsmanlike conduct.
- Use positive and respectful language.
- Use only approved equipment and return items to the cart.
- Bats may be used during Physical Education classes only.

Playground Equipment Areas

- No tag near or on the equipment.
- No walking on top of, jumping off, or hanging upside down from the equipment.
- No ball playing, jump ropes, or other toys are to be used in these areas.

Swings

- One person per swing.
- No standing, twisting, or “under dogging.”
- Never flip the swing over the top bar.
- Never jump off the swing.
- Keep a safe distance from other children swinging

Vertical Ladder

- Children should climb up and down; do not leap from any level.

Slide

- Slide down feet first, get off and walk away from the bottom.
- Sit on the slide, no standing.
- One person may slide down at a time.
- No running up the slide.

Lunch Program Potential Behavior Interventions

1. Verbal warning.
2. Remove the student to the “time out” area.
3. Student is out for the remainder of recess.
4. Receive behavior warning, a phone call home, and the principal notified.
5. Referral to the office.

Severe Misbehaviors

These are defined as: physical or verbal aggression; leaving school grounds without permission; and, overt defiance/blatantly disobeying a supervisor.

Consequences for multiple or severe misbehaviors are as follows:

1. The student will be brought to the head supervisor for immediate behavior warning.
2. Behavior warning, a phone call home, and the principal notified.
3. After three behavior warnings, a detention will be issued for the next offense.
4. Any of the above may be changed to a detention or suspension at the discretion of the head supervisor or principal.

Winter Guidelines

- Proper clothing is required to play in the snow (boots, snow pants, coat, hat, mittens/gloves).
- Never throw ice or snow.
- Never push on the snow mounds or dig tunnels into them.
- Stay off the ice.

Behavior at Lunch for Middle School Students

Staff members supervise both the Emerson and Lincoln lunchrooms. To operate the lunchroom efficiently, students sit at assigned tables and move from the cafeteria to the school grounds (or vice versa) in an orderly fashion. Students are expected to stay in designated areas of the grounds and report to their next class upon reentering the building. Students who violate lunchroom or lunchtime rules experience restriction of lunchroom privileges and/or other disciplinary measures.

Cell Phones & Personal Electronic Devices In School

All cell phones and other personal devices are to be powered off or silenced and out of sight during the school day. However, students in elementary school are allowed to have wearable smart devices with them if they follow the guidelines listed below.

Please do not communicate with your student via these devices while we are in school, as these communications should occur before and after school. If there is an emergency and you need to contact your child, call the school's main office for assistance.

There are different sets of guidelines for elementary and middle schools because students at Emerson and Lincoln have access to secure belongings in a locked locker.

Elementary Schools

- Students are permitted to have wearable smart devices like smartwatches **only** if they're being used to view the time, like a traditional watch. Any student using a smartwatch can't text, call, or use any apps during school. If a student is found using any apps on a smartwatch or communicating with it, they will be asked to put the watch/device in their locker.
- Parents can help ensure smartwatches are set to not allow notifications from other apps by placing the device in a mode that does more than silence it. For instance, with an Apple Watch, a parent can put the device in "Schooltime" mode, which limits how the student can use the watch during school. Schooltime mode also easily allows staff members to see that the watch is configured to not be a distraction during school. You can find steps on how to

set up [Schooltime mode here](#). Android users can find parental controls by [following these steps](#).

- Parents can configure wearable smart devices in other available ways as long as students cannot communicate with the device or use any apps during school.

Middle Schools

- Cell phones, personal electronic devices, and wearable smart devices are to be powered off and kept in the student's locker during the school day.

[Following Board Policy 7:190](#), using or possessing an electronic paging device, using a cellular telephone, video recording device, personal digital assistant (PDA), or other electronic devices in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Prohibited conduct specifically includes, without limitation, creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device, or cellular phone. Unless otherwise banned under this policy or by the Building Principal, all electronic devices must be kept powered off and out-of-sight during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student's individualized education program (IEP); (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.

Student Appearance

A student's appearance, including dress and hygiene grooming, must not disrupt the educational process, interfere with the maintenance of a positive teaching/learning climate, or compromise reasonable standards of health, and safety, and decency. Students who dress or groom inappropriately may be subject to disciplinary measures.

General guidelines include:

Decent and appropriate coverage of the body, including the midriff, is expected. Clothing must cover undergarments and must be opaque (i.e., not see-through).

Hats or hoods should not be worn in the school building. Students may wear a hat or hood at recess.

Student clothing and/or accessories may include numerals, logos, slogans, and drawings that are not offensive, obscene, or profane.

Health and safety standards require that clothing and shoes not have ornamentation that will damage furniture or floors, or create a safety hazard to the child or others.

Flip-flops are strongly discouraged, as they are unsafe for use on playground equipment and difficult for stairs. Roller shoes should not be worn on school grounds.

A sweatshirt or sweater should be kept at school for days when the weather changes unexpectedly.

Appropriate winter gear is essential. At the elementary schools, boots, snow pants, hats, and gloves/ mittens are required for play in the snow.

For students in kindergarten and grade 1, an extra set of clothing (shirt, pants, underwear and socks) are suggested to be kept in the student's locker in the event a change is needed during the school day.

Physical Education Requirements

Elementary School

A separate pair of athletic shoes must be kept at school for gym classes. Athletic shoes worn outdoors may not be worn in gym classes.

Middle School

Students change into uniforms (T-shirt and shorts) supplied by the school and paid through parent fees. Athletic shoes must be provided and kept in the student's locker. Teachers will also advise students on other athletic wear (sweatpants or sweatshirts) that may be worn.

Birthday and Holiday Celebrations

District 64 promotes good nutrition and healthy eating habits with students as part of the health curriculum. Parents should not send food treats to school for their children's birthdays. These treats also pose a health risk to children with food allergies. Instead, birthdays are recognized on elementary school announcements throughout the year. Elementary schools select two holidays per year to celebrate with a classroom party. The emphasis is on healthy, safe, and fun activities for students to enjoy. Consult the Food at School guidelines for more details.

Guidelines for Gifts to Teachers/Staff

Students and their families often look for ways to remember teachers and staff members during the year. Although this thoughtfulness is appreciated, District 64 has an Ethics & Gift Ban policy to avoid any appearance of impropriety or favoritism. [Policy 2:105](#) prohibits staff from receiving gifts if the cumulative total value is more than \$100 in any calendar year from one source. Please keep in mind that often the most cherished gifts to teachers and staff are simple, heartfelt notes and personal expressions of appreciation from students and their families during the holidays or at any time of year.

Enrichment/Childcare Options

Before and After School Child Care

The Park Ridge Park District offers its “Beyond the Bell” Program on-site at all five District 64 neighborhood elementary schools. Information is available on the [Park District website](#).

Vacation and Days Off of School

The Park Ridge Park District also provides programs on many of the days when District 64 schools are closed for holidays, staff development, and records days as well as winter 18 and spring breaks. Information is available at the [Park District](#). Parents must provide transportation for their children on these days.

21st-Century Learning and Digital Citizenship

Since 2014, District 64 has adopted a 1:1 Digital Learning Program. This program enhances learning for all students through technology integration in classrooms. For grades 2–8, the plan includes a 1:1 Chromebook device; grades K–1 have iPads in the classroom to assist their learning. These tools help support the learning goals of the Common Core State Standards and the District’s priority standards.

Under the plan, District 64 provides a computing device to every student in grades 2–8 for their individual use at school and home. Students are expected to bring the device to and from home daily, with it fully charged, to be ready for a full day of learning. As part of their day-to-day learning, therefore, students will practice responsible and productive digital citizenship as they learn to care for their devices and take increasing ownership for their learning.

District 64 is relying on a strong partnership with parents to ensure an innovative and safe learning experience for all students. The most current 1:1 Digital Learning Student-Parent Handbook v.8.0 provides all the guidelines, procedures, and other details in one handy place. It is available via the [Technology Department page here on the District website](#).

The Use of Digital Learning Tools: Guidelines for Parents and Students

In this digital age, it is important for our students to have opportunities to access information, contribute ideas, and share knowledge in ways that reflect our world

outside the classroom walls. District 64 uses a variety of “digital learning tools” to facilitate this type of learning. Students will access these tools through the Internet according to the guidelines described in the Authorization for Internet Access.

What is a Digital Learning Tool?

A “digital learning tool” is a dynamic, secure, web-based application that allows teachers and students to network online by sharing ideas and information. Information and activities are generally kept within a “walled garden,” and any information released to the public is facilitated or controlled by the teacher or principal in consultation with parents.

What are some examples of Digital Learning Tools?

Google Workspaces for Education), Schoology, Seesaw, WeVideo, Differentiated Learning platforms (iXL, Freckle, Raz Kids, Learning A-Z etc.), Online Textbooks, iPad apps and more are all digital learning tools.

What is the purpose of a Digital Learning Tool?

Digital learning tools allow students to demonstrate creative thinking; develop innovative products and processes; construct knowledge of classroom curriculum; participate in ongoing communication and collaboration; use critical thinking skills to conduct research, manage projects, solve problems, and make informed decisions; access a wide variety of class resources and learning opportunities both at school and home; and practice good digital citizenship in a safe, controlled environment.

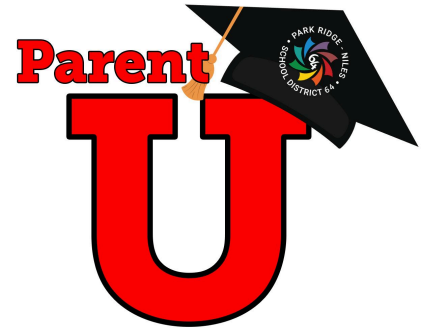
Are students protected?

Student’s personal information is limited and private. Student data privacy utilized by educational technology providers is governed by the Student Online Personal Protection Act (SOPPA). District 64's list of apps, extensions, and software are the respective data privacy agreements are made available to the public through our LearnPlatform library on the [District's Student Data Privacy webpage](#).

Student-to-student contact is limited and monitored by staff. Data will not be used for commercial purposes. Content is limited to school-related material. Periodically applications and websites utilized for classroom instruction require students to confirm they are 17 or 18 years of age in order to download or register. These include vetted digital course textbooks and other apps teachers request to be downloaded for class use. Parent/guardian agrees to the student’s use of these and other educational apps to participate and complete assignments.

Parent University

District 64 offers Parent University classes periodically to help parents and community members learn more about the power of 21st Century learning and extend their understanding of other education-related topics. Events are scheduled throughout the year; the calendar is available on the [Parent University webpage](#).



Communications and Safety

Communication with Parents

District 64 subscribes to an automated phone alert service, which allows a recorded message to be distributed to all parents and staff within a very short period of time. This system utilizes the phone numbers parents and staff have provided via the annual PowerSchool registration process as their official contact information. Please update your school office if your contact information changes during the year. This is the primary means of communication in an emergency.

Parents also receive email announcements on an ongoing basis for each school in which they have a child enrolled. Email addresses are collected during the PowerSchool registration annually. If your email changes during the year, please remember to update your new address with the school office.

In addition, all parents are provided with a subscription to the District 64 eNews, which offers brief emailed updates periodically about District happenings and Board meeting topics. Each school emails a newsletter with important updates from the school principal and District 64.

The District 64 website (www.d64.org) also has regularly updated news and information about local schools and Board of Education actions.

On social media, D64 maintains a District [Twitter account @D64News](#) and uses #engageD64 routinely. You can also find us on [Facebook at D64News](#).

To communicate with a teacher, parents may phone or send an email message. In most cases, the email is: first initial of first name followed by full last name @d64.org. The District 64 website has a complete staff directory with direct email links, too. By phone, call the main school phone number to be directed to the teacher's extension. Please allow time for teachers to respond to voicemail or emails, keeping in mind that time is limited during the school day to respond.

Emergency School Closings

The Superintendent is authorized to close school buildings in the event of hazardous weather or other emergencies that threaten the safety of students, staff members, or school property. Information will be posted on the District's website at www.d64.org, social media accounts, and are broadcast on most local TV and radio stations. District 64 also will activate the automated phone alert service to call all homes when a decision to cancel in-person learning is made for inclement weather, typically before 6:00 a.m. for snow emergencies.

Parent Alerts

When District 64 is notified by local police about suspicious incidents, we will send an email Suspicious Incident Announcement. If police believe the information has met its threshold for a formal alert, we will activate the phone message service and also send an email message.

Safety

When children feel physically and emotionally safe, they are better able to focus on learning. During the school year, District 64 teaches students how to prepare and be alert for unexpected situations. As part of our ongoing procedures, schools regularly: practice school and bus evacuation drills, severe weather and shelter in place drills, and law enforcement drills; and include safety topics as part of the regular health curriculum.

As much as we do not like to acknowledge it, there are potential dangers to children, even in our seemingly safe community. Parents can help prevent potentially dangerous situations:

- Be watchful of your child and all children in your neighborhood, and in and around school every day, not only when a threatening situation arises.
- Regularly check the Illinois Sex Offender database maintained by the Illinois State Police (www.isp.state.il.us/sor) for updates about individuals in this community. The database is updated daily and allows quick searching by name, city, county, zip code, compliance status, or any combination. In addition, an easy-to-use geographic feature presents an actual map of the offender's

location in relation to your home address and schools. The State Police also maintain information at the Illinois Murderer and Violent Offender Against Youth Registry (www.isp.state.il.us/cmvo); frequently asked questions concerning sex offenders also are available (www.isp.state.il.us/sor/faq.cfm).

- Tell your children to report suspicious activity or people. Advise them to tell you, a teacher, an adult family member, caregiver, or friend if they notice anything or anyone suspicious.
- If you notice suspicious activity or people in or around school, notify the school principal and the police if you feel it is warranted.

Comprehensive Safety and Security Plan

District 64 has a comprehensive, written plan. For security reasons, we do not post the plan on our District website. Working with the Park Ridge and Niles Fire and Police Departments, safety and emergency procedures have been developed for a wide range of situations and occurrences. Procedures are practiced with students (as described in the Safety section) as required by Board policy and state regulations.

District 64 relied on the Northeastern Illinois Public Safety Training Academy (NIPSTA) for guidance in developing the plan and to provide training on incident command management. Each school has its own Building Crisis Intervention Team, usually comprised of several teachers, a social worker, the secretary, a custodian and the principal. This team meets to refine and develop building-level procedures. A District-level Rapid Response Team is led by the Superintendent and comprised of other District level officials.

Each situation requires a unique kind of response. Experts tell us that on-the-spot decision-making and good communications—especially with parents—are critical to an effective response to a crisis. In addition, through the local police and fire departments, there also is an articulated plan for assistance from the metropolitan region.

District 64 has an emergency plan to provide safe shelter to students and staff. The plan will be implemented in situations that prevent students and staff from waiting inside or outside the building during an emergency/disaster. Each school has a designated emergency housing site. You can find those on the [District 64 Schools](#) page of this handbook.

Media Permission

Use of Student Photo/Video and Work

While at school, children and/or their school projects may be photographed or videotaped. Student photos/videos and work may be used in various ways, such as printed in District 64 publications, displayed in the school, used on the District/school/class website, printed in the school yearbook or posted to District/school pages on social media sites. These pictures will not be used for commercial purposes. It is the District's practice to only use a student's first name and first initial of last name, when identifying students for this use, except for the school yearbook where a student's full name will be used.

Note: If there are extenuating circumstances that would prevent your child's photo/video or work from being included in this practice, please contact your building principal **in writing** prior to the start of school to avoid any misunderstanding. Please see [Board Policy 7:340](#) Student Records for more information.

News Releases and Media: Identified Students

District 64 often celebrates the accomplishments of its students and in doing so, would like to identify students by full name, grade and school in the news release and any accompanying photo. This publicity can come in several forms, including but not limited to: written release to news media; use on the District/school websites; and posting to District/school pages on social media sites. To further share information about the District's educational programs and activities, District 64 occasionally permits outside news media to photograph students during instruction or while participating in events at school. In such cases, news media often request a student's full name for media usage both in print and online stories. Parents will be asked to authorize this identification each year. Please see [Board Policy 7:340](#) Student Records for more information.

Parents who record video or photograph school or classroom events for their own personal use should not post them for public access on the Internet to preserve the privacy of other students.

Internet Permission

District 64 facilitates and expands your child's education through the use of the Internet. The District's goal in providing this service is to promote educational excellence by facilitating sharing, innovation, and communication. Students and teachers may have access to: limited electronic mail communications with people all over the world; information from government sources, research institutions, and other sources; discussion groups; many libraries, including the catalog to the Library of Congress, and the Educational Resources Information Clearinghouse (ERIC).

Parents must sign an Authorization for Internet Access and discuss the rights and responsibilities with their child before a student may use this educational tool. Parents are legally responsible for their child's actions. In addition, students at all grade levels receive training annually on the proper handling of computers and student safety on the Internet and sign a "student pledge." Parents and students also are asked to sign an Educational Collaboration Site Agreement when students are asked to work with a teacher online as part of the learning experience for the class.

Community Use of Schools

Per [Board Policy 8:20](#), school facilities are available to community organizations during non-school hours when such use does not: (1) interfere with any school function or affect the safety of students or employees, or (2) affect the property or liability of the School District. The use of school facilities for school purposes has precedence over all other uses. The District reserves the right to cancel previously scheduled use of facilities by community organizations and other groups. The use of school facilities requires the prior approval of the Superintendent or designee and is subject to applicable procedures, which shall include providing applicants with a copy of this policy and requiring a signature to acknowledge receipt.

Persons or community organizations on school premises must abide by the District's conduct rules at all times, including, but not limited to [Board Policy 8:30](#), Conduct on School Property. Any person or organization that engages in conduct prohibited by this policy may be ejected from school property and/or may be denied use of school facilities in the future. In addition, any person who engages in conduct prohibited by

this policy is also subject to being denied admission to school events or meetings for up to one calendar year pursuant to the procedures set forth in [Board Policy 8:30](#), Conduct on School Property. Prohibited conduct involving violence, alcohol, illegal drugs or weapons shall result in ejection from school property and denial of requests to use school facilities in the future.

Student groups, school-related organizations, government agencies, and non-profit organizations are granted the use of school facilities at no cost during regularly staffed hours. Fees and costs shall apply during non-regularly staffed hours and to other organizations granted use of facilities at any time. A fee schedule and other terms of use shall be prepared by the Superintendent and be subject to annual approval by the School Board. Due to the extensive scope of work and the vacation schedule of custodial staff during the summer months as the District prepares the buildings for the start of school, use of the facilities is prohibited.

Equal Educational Opportunities

Per [Board Policy 7:10](#), equal educational and extracurricular opportunities shall be available for all students without regard to color, race, nationality, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender identity, status of being homeless, immigration status, order of protection status, or actual or potential marital or parental status, including pregnancy. Further, the District will not knowingly enter into agreements with any entity or any individual that discriminates against students on the basis of sex or any other protected status, except that the District remains viewpoint neutral when granting access to school facilities under [Board Policy 8:20](#), Community Use of School Facilities. Any student may file a discrimination grievance by using the [Uniform Grievance Procedure Board Policy 2:260](#).

Nondiscrimination Coordinators		Complaint Managers	
Assistant Superintendent Dr. Joel Martin	Assistant Superintendent Dr. Samantha Alaimo	Assistant Superintendent Dr. Joel Martin	Director of Student Services Alicia Schmeisser
8182 Greendale Avenue, Niles, IL 60714	8182 Greendale Avenue, Niles, IL 60714	8182 Greendale Avenue, Niles, IL 60714	8182 Greendale Avenue, Niles, IL 60714
847-318-4305	847-318-4303	847-318-4305	847-318-4332
jmartin@d64.org	salaimo@d64.org	jmartin@d64.org	aschmeisser@d64.org

Sex Equity

No student shall, based on sex, sexual orientation or gender identity, be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities. Any student or parent/guardian may file an equity complaint by using the [Uniform Grievance Procedure Board Policy 2:260](#). A student may appeal the Board of Education’s resolution of the complaint to the Regional Superintendent (pursuant to 105 ILCS 5/3-10 of The School Code) and, thereafter, to the State Superintendent of Education (pursuant to 105 ILCS 5/2-3.8 of The School Code).

Harassment Policy

As stated in [Board Policy 7:20](#) Harassment of Students Prohibited, no person, including a District employee or agent, or student, shall harass, intimidate or bully a student on the basis of actual or perceived: race; color; national origin; military status; unfavorable discharge 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.

For purposes of this policy, the term bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student that has or can be reasonably predicted to have the effect of one or more of the following;

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

Sexual Harassment Prohibited

Sexual harassment of students as defined in [Board Policy 2:265 Title IX](#), is prohibited. Any person, including a District employee or agent, or student, engages in sexual harassment whenever he or she makes sexual advances, requests sexual favors, and/or engages in other verbal or physical conduct, including sexual violence, of a sexual or sex-based nature, imposed on the basis of sex, that:

1. denies or limits the provision of educational aid, benefits, services, or treatment; or that makes such conduct a condition of a student's academic status; or
2. Has the purpose or effect of:
 - a. substantially interfering with a student's educational environment;
 - b. creating an intimidating, hostile, or offensive educational environment;
 - c. depriving a student of educational aid, benefits, services, or treatment; or
 - d. making submission to or rejection of such conduct the basis for academic decisions affecting a student.

The terms “intimidating”, “hostile”, and “offensive” include conduct that has the effect of humiliation, embarrassment, or discomfort. Examples of sexual harassment include touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, and spreading rumors related to a person’s alleged sexual activities. The term sexual violence includes a number of different acts. Examples of sexual violence include, but are not limited to, rape, sexual assault, sexual battery, sexual abuse, and sexual coercion.

Teen Dating Violence

According to [Board Policy 7:185](#), District 64 affirms that teen dating violence is unacceptable and prohibited, and that each student has the right to a safe learning environment.

Making a Complaint and Enforcement

Students are encouraged to promptly report claims or incidences of bullying, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, a Complaint Manager, or any employee with whom the student is comfortable speaking. A student may choose to report to a person of the student’s same sex. Reports under this policy will be considered a report under [Board Policy 2:260](#), Uniform Grievance Procedure, and/or [Board Policy 2:265](#), Title IX Sexual Harassment Grievance Procedure. Complaints will be kept confidential to the extent possible given the need to investigate. Retaliation against any person for bringing complaints or providing information about harassment is prohibited. Students should report allegations of retaliation to the Building Principal or Assistant Building Principal and/or Complaint Manager.

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 discipline policy. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to disciplinary action.

Bullying Policy

As stated in [Board Policy 7:180](#) 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 nonschool-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by the School District or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. This paragraph (item #4) applies only when a school administrator or teacher receives a report that bullying through this means has occurred; it does not require staff members to monitor any nonschool-related activity, function, or program.

Nondiscrimination Coordinators		Complaint Managers	
Assistant Superintendent Dr. Joel Martin	Assistant Superintendent Dr. Samantha Alaimo	Assistant Superintendent Dr. Joel Martin	Director of Student Services Alicia Schmeisser
8182 Greendale Avenue, Niles, IL 60714	8182 Greendale Avenue, Niles, IL 60714	8182 Greendale Avenue, Niles, IL 60714	8182 Greendale Avenue, Niles, IL 60714
847-318-4305	847-318-4303	847-318-4305	847-318-4332
jmartin@d64.org	salaimo@d64.org	jmartin@d64.org	aschmeisser@d64.org

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 (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 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. 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.
5. 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;
 - e. bystander intervention or participation.

The evaluation process may use relevant data and information that the District already collects for other purposes. Acceptable documentation to satisfy the re-evaluated policy submissions include one of the following:

- a. An updated version of the policy with the amendment/modification date included in the reference portion of the policy;
- b. If no revisions are deemed necessary, a copy of board minutes indicating that the policy was re-evaluated and no changes were deemed to be necessary or;
- c. A signed statement from the Board President indicating that the Board re-evaluated the policy and no changes to it were necessary

The Superintendent or designee must post the information developed as a result of the policy evaluation on the District's website, or if a website is not available, the information must be provided to school administrators, Board members, school personnel, parents/guardians, and students.

12. The Superintendent or designee shall fully implement the Board policies, including without limitation, the following:
 - a. [2:260, Uniform Grievance Procedure](#). A student may use this policy to complain about bullying.
 - b. [2:265, Title IX Sexual Harassment Grievance Procedure](#). Any person may use this policy to complain about sexual harassment in violation of Title IX of the Education Amendments of 1972.
 - c. [6:60, Curriculum Content](#). Bullying prevention and character instruction is provided in all grades in accordance with State law.
 - d. [6:65, Student Social and Emotional Development](#). Student social and emotional development is incorporated into the District's educational program as required by State law.
 - e. [6:235, Access to Electronic Networks](#). This policy states that the use of the District's electronic networks is limited to: (1) support of education and/or research, or (2) a legitimate business use.
 - f. [7:20, Harassment of Students Prohibited](#). This policy prohibits any person from harassing, intimidating, or bullying a student based on an identified actual or perceived characteristic (the list of characteristics in 7:20 is the same as the list in this policy).
 - g. [7:185, Teen Dating Violence Prohibited](#). This policy prohibits teen dating violence on school property, at school-sponsored activities, and in vehicles used for school-provided transportation.
 - h. [7:190, Student Discipline](#). This policy prohibits, and provides consequences for, hazing, bullying, or other aggressive behaviors, or urging other students to engage in such conduct.
 - i. [7:310, Restrictions on Publications](#). This policy prohibits students from and provides consequences for: (1) accessing and/or distributing at school any written, printed, or electronic material, including material from the Internet, that will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities, and (2) creating and/or distributing written, printed, or electronic material, including photographic material and blogs, that causes substantial

disruption to school operations or interferes with the rights of other students or staff members.

Abused and Neglected Child Reporting

Any District employee who suspects or receives knowledge that a student may be an abused or neglected child shall immediately report or cause a report to be made to the Illinois Department of Children and Family Services (DCFS) on its Child Abuse Hotline 800-25-ABUSE (within Illinois), 217-524-2606 (outside Illinois), or 1-800-358-5117 (TTY), and follow directions given by DCFS concerning filing a written report within 48 hours with the nearest DCFS field office. Any District employee who believes a student is in immediate danger or harm, shall first call 911. The employee also shall promptly notify the Superintendent or Building Principal that a report has been made, and follow other steps identified in [Policy 5:90](#).

Any District employee who discovers child pornography on electronic and information technology equipment shall immediately report it to local law enforcement, the National Center for Missing and Exploited Children's CyberTipline 800-843-5678, or online at www.report.cybertip.org/ or www.cybertipline.com.

The Superintendent or Building Principal shall also be promptly notified of the discovery and that a report has been made. Any District employee who observes any act of hazing that does bodily harm to a student must report that act to the Building Principal, Superintendent, or designee who will investigate and take appropriate action. If the hazing results in death or great bodily emotional or sexual harm, the employee must first make the report to law enforcement and then to the Superintendent or Building Principal.

Hazing is defined as any intentional, knowing, or reckless act directed to or required of a student for the purpose of being initiated into, affiliating with, holding office in, or maintaining membership in any group, organization, club, or athletic team whose members are or include other students.

Prevention of Child Abuse & Neglect

Erin's law in Illinois requires all school districts to educate children in public schools on sexual abuse prevention through age appropriate curriculum. The District has incorporated this curriculum into the existing Science and Health units at all of our

schools. The first step in helping abused or neglected children is learning to recognize the signs of child abuse and neglect. The presence of a single sign does not prove child abuse is occurring in a family, but a closer look at the situation may be warranted when these signs appear repeatedly or in combination. For help in recognizing child abuse or neglect, please visit [DCFS Safe Kids](#).

Child Sex Offender Notification

The Superintendent is the District's contact person according to [Board Policy 4:175](#) for purposes of the Sex Offender Community Notification Law and the Murderer and Violent Offender Against Youth Community Notification Law, and may at any time request information from law enforcement officials regarding child sex offenders. The names and addresses are used to screen all individuals who may come in contact with students at school or school events, according to [Board Policy 4:170](#) Safety and the accompanying administrative procedures.

Student and Family Privacy Rights

Under the Protection of Pupil Rights Act, parents have the right to inspect a survey or evaluation requesting personal information from students, and refuse to allow their child to participate. The selling or marketing of personal information concerning students also is prohibited. Further, parents may inspect any instructional material (other than academic tests or assessments) used as part of their child's educational curriculum. Parents should consult the school Principal to exercise their rights under [Board Policy 7:15](#).

Suicide Awareness and Prevention

Youth suicide and self-harm behavior/talk 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 mental health/depression awareness and prevention are important Board goals. District 64 maintains a suicide and depression awareness and prevention program that advances the Board's goals of increasing awareness and prevention of depression and suicide. The program is consistent with the requirements of Ann Marie's Law and School Code, as provided in [Board Policy 7:290 Suicide and Depression Awareness and Prevention](#).

Basic Rules of Online Safety

The most important thing to remember is that when you're online in any kind of a public forum, you're out in public and anyone can read whatever you post. You should never post anything on the internet that you wouldn't want known to the public at large. You should also remember that people you meet in cyberspace might not be who they seem to be.

For Children

- Keep your identity private
- Never get together with someone you "meet" online
- When in doubt, don't respond

For Parents

- Talk with your children about your expectations and ground rules for going online. It's important that you and your children are on the same channel when it comes to their online activities. This includes when they can go online, how long they can stay online, and what activities they can do online. Try to come to an agreement based on mutual trust and understanding.

Travel to and from School

Safety Patrol

At all elementary schools except Franklin, 5th grade students volunteer their time to serve on the school Safety Patrol. Safety Patrols can be identified by the bright vests or belts they wear. So that Safety Patrol members can focus on their responsibilities, friends are asked not to stand with them when on duty.

Safety Patrols at some schools are assigned only indoors, and at others are outdoors. Check with your school to see where your patrols are assigned. Patrols are on duty at the following times:

- 8:35 a.m. until morning bell
- 3:27 p.m. until 3:35 p.m. (or until responsibilities are fulfilled) (2:37 p.m. Wednesday)

At schools where Student Safety Patrol volunteers are assigned outdoors, they will NOT be on duty if there is the possibility of lightning or below zero temperatures. Parents need to cross their children at these times.

When Safety Patrols are assigned outdoors, they do not direct traffic or stand in the crosswalks. They will always wait until cars clear an intersection before crossing children. If you notice a Safety Patrol member doing a good job, please call the school office or write a note with the time and location. Encouragement is a great inspiration for students!

Walking and Biking

District 64 strongly encourages students to walk or bike to school. For safety and convenience, walking/biking routes have been established to guide students to each school along an approved route. These maps are available in all school offices. Adult crossing guards are provided by the City of Park Ridge and Village of Niles at busy traffic intersections.

Dismissal & Walking Home From School

All primary students K-2 will be dismissed by the classroom teacher to make sure a responsible older sibling or adult is taking them home.

Students in 3rd grade and above will be allowed to dismiss independently.

Biking, Boarding & Blading

Families may bike together to and from school, however, only students in 3rd grade and above may bike to school independently. Bicycles should be walked while on school grounds. Bike racks are available at all schools. Please lock all bikes to the rack.

Roller blades, skateboards, scooters and the like should also be walked while on school grounds. Students are not allowed to use motor-driven vehicles (such as motorized scooters or similar devices) on school property or at a school event.

Helmet Required

Students are **required to wear helmets** while riding and/or using bicycles, roller blades, scooters, skate boards and similar devices while going from home to school, while on school property, and while going from school to their first intended point of destination.

Car Safety

Congestion around school buildings is a tremendous safety issue. Carpooling is highly recommended, if students cannot ride the bus, bike or walk to school.

Drivers should be mindful of designated drop off and pick up areas, and to obey the traffic flow patterns put in place at each building. Drivers should be especially cautious when snow piles block visibility or reduce traffic lanes. Please observe signs prohibiting entry to staff parking areas. Also, have a back up plan for your child in the event you may be late. Your child should report to the school office to await your arrival.

Be a Safe and Civil Driver

Park Ridge and Niles Police are frequently present to help ensure student safety and enforce traffic laws.

- Do not compose, send, or read electronic messages (texts, emails, etc.) while driving.
- Park legally – don't block crosswalks or double park. ● Respect school neighbors – please do not park in or block their driveways.
- Do not make U-turns or turn around in driveways.
- Obey speed limits, posted signs and parking cones.
- "Attended" parkers must stay in their vehicles at all times. ● Obey "kiss 'n go" zones.
- Always unload or pick up children when properly parked curbside – never stop in the middle of the street.
- Never allow your child to cross between cars or buses, or wave them to cross in the middle of the block.
- Do not pass buses that are loading or dropping off children.
- Respect student Safety Patrol members and adult crossing guards or school staff.
- Be mindful that smoking is prohibited on school property.

Bus Safety Information for Drivers

If red lights are flashing on a school bus, STOP! They show that children are getting on or off the bus and may be crossing the street.

In neighborhoods, near schools, and at bus stops, drivers need to take special care because children:

- become easily distracted and may start across the street without warning.
- don't understand the danger of moving vehicles.
- can't judge vehicle speed or distance well.
- may be blocked from view by the bus.
- expect vehicles to stop for them at the school bus stop.

When a school bus is traveling on a two-lane road and is stopped to pick up or drop off students, vehicles in all lanes of traffic must stop.

When a school bus is traveling on a four-lane road with at least two lanes of traffic traveling in the opposite direction, those lanes of traffic traveling in the same direction as the bus must stop.

Bus

School District 64 prides itself on providing safe transportation to and from school for all students, and for students on field trips. We want every student to be safe and comfortable when riding a school bus.

Bus transportation is provided without cost to all children living at least a mile and a half away from school. Free transportation also is provided to children who must cross especially dangerous streets (as designated by the Board of Education and the Illinois Department of Transportation). For other riders, the District assesses a fee based on the cost to provide the service, if space allows. An annual or a “cold weather” pass may be purchased, if space allows. Bus fees may be paid online via the “[Pay Student Fees](#)” page of the website.

All students must register for bus service. Registration is conducted each spring for the upcoming school year through PowerSchool for eligible riders. District 64 uses a GPS based transportation program that automatically assigns the closest stop to a student’s home address. For further information, call the District 64 Transportation Assistant/Business Operations Specialist at 847-318-4325, call your school office, or visit the [Transportation page](#).

When Plans Change

Students are expected to follow a consistent mode of transportation each week. In the event of an emergency, and you need to change your child’s transportation home, please call the school office directly as soon as possible, but no later than 30 minutes before dismissal.

Do not assume that transportation changes made through email or voicemail have been received, until a response has been returned to you via email or phone call. At the

middle schools, students may alter their mode of transportation home without a parent/guardian notifying the office.

Students may only ride their assigned route, and may not switch bus routes or bus stops to go home with a friend.

Students' Responsibility

Students are responsible to behave appropriately on the school bus and to follow the bus safety rules each time they ride the bus, whether they ride regularly, occasionally or on a class field trip.

Good conduct is expected every time students ride the bus. Misconduct is a distraction to the bus driver and can also be a safety hazard to other children.

District 64 strives to provide on-time bus service for students. However, parents and children should have a plan in place and discuss what to do in the event the bus is late.

Riding the bus is a privilege, not a right.

Bus Safety Rules

- Be on time! Arrive at the bus stop 5-10 minutes before the scheduled bus arrival time to help keep the bus on schedule.
- Be careful when approaching bus stops. Cross streets only after the bus driver signals that it is safe to cross.
- When entering the bus, use the handrail, move quickly to a seat and buckle up the seat belt provided.
- In the event of an emergency, seat belts should remain buckled with students seated until instructions are given by the driver.
- Non-registered riders are never allowed to ride the bus on a regular bus route. Registered riders may only ride their assigned bus.
- On a regular bus route, only students in fourth grade and above are allowed to sit in the emergency seat next to the emergency door. Kindergartners and first graders are required to sit at the front, except when seated with a sibling.
- No food, gum, or drinks are allowed on the bus.
- No skateboards, scooters, or rollerblades are allowed on the bus.

- Cell phones, Chromebooks and other digital devices along with earbuds or headphones are not allowed to be used/played on the bus so that emergency directions can be heard at all times.
- For safety reasons, no items should hang off of backpacks.
- All regular school behavior expectations apply on the bus as well as in school.
- Students must:
 - speak in a conversational tone. Screaming, singing, or loud talking is not allowed.
 - remain seated at all times except when entering or exiting the bus.
 - not throw anything inside the bus or into or out of the bus window.
 - be quiet when the bus approaches and crosses railroad tracks.
 - keep hands and feet to yourself and inside the bus at all times.
 - keep musical instruments and personal items inside their case, holder, or backpack at all times, stored under the seat and never blocking the middle aisle.
 - not bully, tease, or harass other children.
 - not tamper with any part of the bus, including the emergency door handle inside the bus or the crossing control arm on the front of the bus.

Bus Conduct

According to [Board Policy 7:220](#), all students must follow the District's School Bus Safety Rules.

Bus riding privileges may be revoked indefinitely at any time for a serious infraction.

Gross disobedience or misconduct providing grounds for suspension from riding the school bus include:

- Prohibited student conduct as defined in the student discipline policy.
- 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.
- Throwing objects inside or out of the bus.
- Such other behavior as deemed by the administration to threaten the safe operation of the bus and/or its occupants.

Bus Discipline

Students who do not follow the rules will be reported to the principal or his/her designee. The following interventions may result from failure to follow the rules:

- The principal may speak with the student. Parents may or may not be informed.
- A conference with the student, parent(s), and principal may be held to discuss the problem and outline a plan to improve behavior.
- The student may be suspended from riding the bus for up to 10 consecutive school days as determined by the principal.
- 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.

Consequences for Throwing Objects Into or Out of the Bus Windows/Doors: First Offense – The student may receive up to a 10-day suspension of all bus riding privileges.

Second Offense – The student may not be allowed on the bus for the remainder of the year.

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 District 64 for any necessary repairs or replacement.

Middle School Bus Passes

Loss of a bus pass should be reported to the office immediately. A new pass will be issued upon receipt of the fee for replacement and a note from a parent indicating the date and place of the loss. Bus passes lost for the first time will be replaced with a note from a parent for a fee. Subsequent losses will be replaced for an additional fee. If a student misplaces his or her bus pass temporarily, a temporary pass will be issued for a fee. This pass can be purchased in the office before 2:00 p.m.

When a bus driver takes away a student's pass during an afternoon run for disciplinary purposes, the student may ride the bus in the morning without the pass. An administrator or designee will issue a temporary bus pass to the student and issue disciplinary consequences as necessary.

Middle School Activity Bus

The after school activity bus begins in September, and operates on school days (except Wednesday). All students may ride the bus with a properly marked school ID. Students may use this transportation to get home, to a friend's house or go to any destination where the buses stop.

Academics

Philosophy & Objectives

District 64's educational program seeks to provide an opportunity for each child to develop to his or her maximum potential. The objectives for the educational program are:

- To foster self-discovery, self-awareness, and self-discipline.
- To develop an awareness of and appreciation for cultural diversity.
- To stimulate intellectual curiosity and growth.
- To provide fundamental career concepts and skills.
- To help the student develop sensitivity to the needs and values of others and a respect for individual and group differences.
- To help each student strive for excellence and instill a desire to reach the limit of his or her potential.
- To develop the fundamental skills which will provide a basis for lifelong learning.
- To be free of any sexual, cultural, ethnic, or religious bias.

Educational Program

District 64 is committed to providing an exemplary program of instruction for students. Curriculum at each grade level has been designed to promote achievement of the Illinois Learning Standards.

Students in all grades receive instruction in the basics of language arts (which include reading, writing, language, speaking and listening skills), math, science, social studies and health. In addition, students in grades 2–5 learn Spanish. At grade 6, students select either Spanish or French for one semester. At grades 7 and 8, students can elect to take a two-year world language course (equivalent to a Freshman year high school class). The Building Principal is responsible for assigning students to classes.

District 64 is committed to providing instruction in physical education and the fine arts. Students in kindergarten and grade 1 receive physical education instruction three times per week, music three times per week and art twice per week. Students in grades 2–5 receive physical education instruction four times per week, music twice per week,

Spanish twice per week, and art once a week. At the middle schools, students participate in daily physical education. All middle school students also are required to participate in a health class each year. In both grades 6 and 7, students are required to take a trimester each of art and music. Additional elective courses in art and music are available to students in grades 7 and 8 as well as elective offerings in the practical arts (computer technology, family and consumer science, industrial technology) and core subjects of language arts, math, science and social studies.

The development of students' critical thinking, problem-solving, and social/emotional skills is also a high priority within our educational program. Students receive explicit instruction in various SEL topics over the course of the school year. Instruction in these areas is also accomplished using an integrated approach. Technology is interwoven into the classroom and curriculum. All schools are fully networked, allowing students and staff the opportunity to use technology to enhance learning.

More Resources

Access Illinois State Standards, grade level learner objectives and detailed information about all curricular areas in the Student Learning section of our website:

www.d64.org/learning

Promotion Requirements

Middle school students are expected to successfully complete a three-year program of study in the four core course areas (language arts, math, social studies, and science). 8th grade students must also complete state-required courses in Health and Constitution.

A problem-solving plan will be developed for students who earn a failing grade in one or more courses. This plan may include requiring a student to attend summer school at parent expense. Participation in the 8th grade promotion activities and/or ceremony also is jeopardized.

Middle School Distinction

8th grade students with a cumulative 4.00 (GPA) are recognized at the promotion ceremony.

Instructional Materials

According to [Policy 6:210](#) Instructional materials, all District classrooms and learning centers should be equipped with an evenly-proportioned, wide assortment of instructional materials, including textbooks, workbooks, audio-visual materials, and electronic materials. These materials should provide quality learning experiences for students and:

1. Enrich and support the curriculum;
2. Stimulate growth in knowledge, literary appreciation, aesthetic values, and ethical standards;
3. Provide background information to enable students to make informed judgments and promote critical reading and thinking;
4. Depict in an accurate and unbiased way the cultural diversity and pluralistic nature of American society; and
5. Contribute to a sense of the worth of all people regardless of sex, race, religion, nationality, ethnic origin, sexual orientation, disability, or any other differences that may exist.

The Superintendent or designee shall annually provide a list of textbooks and instructional materials used in the District to the School Board. Anyone may inspect any textbook or instructional material.

Teachers are encouraged to use supplemental materials only when they will enhance, or otherwise illustrate, the subjects being taught and to ensure they are age-appropriate. No child may view a R-rated movie (or portion of a movie) without written permission from the child's guardian. No R-rated R movie shall be shown to students unless prior approval is received from the Superintendent or designee, and no movie rated NC-17 (no one 17 and under admitted) shall be shown under any circumstances. These restrictions apply to television programs and other media with similar content.

Instructional Materials Selection and Adoption

The Superintendent shall approve the selection of all textbooks (as approved by the Board of Education as part of each curriculum review) and instructional materials according to the standards described in this policy. The School Code governs the adoption and purchase of textbooks and instructional materials.

Learning Resource Center (LRC)

District 64’s library program includes an organized collection of resources available to students and staff to supplement classroom instruction, foster reading for pleasure, and enhance information literacy and support research, as appropriate to students of all abilities in the grade levels served.

Each school maintains a collection of material that supports the curriculum and provides for a range of student interests, abilities, and maturity levels. Students may freely select resource center materials as well as receive guided selection of materials appropriate to specific, planned learning experiences.

Teachers often support students with book selection; parents are also encouraged to participate in their child’s book selection and discuss their independent reading choices.

Elementary School — The LRC is available for students every school day. Book exchange can be done at any time during the day (except lunch time) with the classroom teacher’s permission. No one must wait until “library day” to check out a new book. Students are responsible for returning books in good condition and on time. Books are due in two weeks, but may be renewed. Reminders are sent for overdue books. Students need only the teacher’s permission to visit the library before, during or immediately after school.

Middle School — The LRC is available for students every school day. Students can check out books for two-week periods. Fines are assessed for overdue materials. Students not accompanied by a classroom teacher must carry a pass to enter during class periods. Students may use the LRC before school with a note from their parents, and after school daily except Wednesday

Staff Development

Ongoing opportunities for staff development are an essential component of a successful educational program. Students at both elementary and middle school are dismissed one hour earlier than usual on Wednesdays to allow for this staff development to occur. Teachers participate in a variety of professional learning sessions and meetings that provide them the time to develop new knowledge and

competencies. In addition to Staff Development Wednesdays, three Professional Learning Days are scheduled during the course of the school year for further professional development. These dates are listed on the District calendar and noted in the school newsletters.

Multi-Tiered System of Support (MTSS)

The Multi-Tiered System of Support (MTSS) provides high-quality instruction through research-based or evidence-based interventions. The goal of the MTSS process is to improve the performance of students who may be struggling academically, behaviorally or socially.

Key Features of District 64's MTSS Program:

- Student achievement data and a problem solving approach are used to make instructional decisions and determine which students require more support.
- Targeted interventions, in addition to the core curriculum, are provided to students based on need.
- Student progress is monitored frequently to determine student response to instruction.

Please contact your school principal for additional information about MTSS.

Academic Support

District 64 offers a broad range of support to meet the varied academic and social/emotional needs of its students.

- **Differentiation**—Differentiation of instruction is a method for responding to the differing learning needs of students. While differentiation is based on the belief that children demonstrate individual learning abilities, learning styles and/or interests, differentiation is not individualized instruction. At the classroom level, instruction may be differentiated by content, pace of instruction, instructional strategies, or learning products. Differentiated instruction may include a blend of whole class, small group and individual instruction.
- **Academically Advanced Students** —The Channels of Challenge (C of C) program addresses the needs of academically advanced students. Students in grades K–2 who demonstrate a high academic achievement level receive

enrichment instruction from the Primary Challenge teacher 1–2 times per week. This enrichment is in addition to the student’s regular instructional program provided by the classroom teacher. Students in grades 3–8 are formally assessed and identified to participate in a daily C of C replacement program that takes the place of the student’s regularly scheduled reading and/or math instruction. These students return to their classroom for all other subjects.

- **General Education Support Programs** - In conjunction with the MTSS model, District 64 provides more intensive, small-group instruction to support students in elementary and middle school reading and math and in middle school organizational skills. Placement in these groups is based on assessment results with the guidance of a student’s instructional team.
- **English Learner Program (EL)**—District 64 provides support to students who need help learning English. This criteria-based service is offered in all buildings and provides small-group instruction to facilitate language and vocabulary development.
- **Social Work**—Students who demonstrate a social/emotional/behavioral need that interferes with learning may work with licensed social workers on an individual or small group basis. Groups for bereavement, divorce, self-esteem, social skills and suicide prevention are provided at both the elementary and middle school level.
- **Guidance**—Guidance counselors are employed at the middle school level to address the social-emotional needs of adolescent students. Students may be seen individually or in small groups.

Title I Parental Involvement

District 64 maintains programs, activities and procedures to involve parents/ guardians of students receiving services, or enrolled in programs, under Title I. Parents of participating students will be provided with specific information. Contact the Assistant Superintendent for Student Learning at 847-318-4300 with questions.

Special Education Programs

Special education services are available to meet the unique learning needs of eligible students. The District uses universal screeners for all students to determine if there are any academic or social-emotional concerns present. A Multi-Tiered System of Support (MTSS) is used to provide students identified by the screeners extra supports and services to bring performance levels to those of their peers. For information on the

MTSS process, [visit this page on the District 64 website](#). In some cases schools may choose to do an evaluation to determine if a student is eligible for special education services. If found eligible for special education, an Individualized Education Program (IEP) is developed and implemented.

Services provided under special education in the District include:

- **Specialized Programs** - D64 has begun to create specialized programs within the district thereby providing necessary services and supports within the least restrictive environment. Recently, D64 began a Structured Learning Community (SLC) program to provide a rigorous, structured, and predictable program to address the academic, social, communication, sensory, and emotional needs of students.
- **Instructional and Resource Services** - When students are identified as eligible for special education services, academic, social-emotional, motor, health, and speech/language learning needs are identified, goals are written, and services determined. When determining services and placement in classes, the least restrictive environment (LRE) is considered. We believe that the LRE for most students is the general education classroom. Some students, however, require more support from a special education teacher for their identified areas of need. When a student is in the general education class for the minority of the day, we describe the special education services as a “resource” level of support. For those students who require special education services for a minority of their school day, we describe the special education services as an “instructional” level of support.

Related Services are also provided to supplement Resource and Instructional levels of service. These may include the following:

- **Speech and Language Services**—Speech and language therapy services are provided for eligible students.
- **Physical/Occupational Therapy**—Physical and/or occupational therapy are provided for special education students whose gross and fine motor impairments have a documented educational impact. Students with sensory regulation needs may also benefit from service. Physical therapy is also based on a school-based evaluation, but also requires a prescription from an outside licensed medical examiner.
- **Early Childhood Diagnostic Team and Early Childhood Program**—A team based at Jefferson Early Childhood Center provides diagnostic services to 3-

and 4-year-old children to determine their need and eligibility for special education programs and services. Children found eligible are provided service at Jefferson in Blended Classrooms and an instructional classroom. The Blended classes are made up of students with special needs and tuition-paying community students. The Early Childhood program also provides itinerant speech services to eligible students.

- **Vision and Hearing Services**—Services for students with impaired vision, including special teaching, equipment, and supplies, needed for the student to develop to his or her educational potential are provided through an agreement with Des Plaines District 62. Services for students who are deaf and hard of hearing are provided through an agreement with the Northwest Suburban Special Education Organization (NSSEO), including diagnosis, instruction, supervisory case management, student and parent support services, professional growth activities and collaborative/ consultative services. 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.
- **School Psychologists**—School psychologists provide diagnostic information about individual students including their intelligence levels, learning styles, and personality patterns. They also confer with parents and teachers to interpret test results and offer recommendations for follow-up.
- **Social Work/Counseling**—All schools have social workers on staff to support the social emotional well-being of all students in general and special education through group, individual, and consultative services.
- **Private/Parochial Services**—Students attending private or parochial schools within the District 64 attendance area may be eligible for special education evaluation and support services.
- **Out of District Placements**—Placement in a specialized setting is made when a student receiving special education has identified needs that cannot be met in the public school setting. These placements are made in both public day and state-approved private day facilities within the Chicago area.
- **504 Plans**—District 64 provides services under Section 504 of the Rehabilitation Act of 1973. Students who may qualify under 504 must meet eligibility guidelines of: having a physical or mental impairment that substantially limits one or more major life activities; has a record of physical or mental impairment; or is regarded as having a physical or mental impairment. Additional information on 504 plans can be found on this page of the [District 64 website](#). Please

consult with the Building Administrator regarding further information on becoming eligible for a 504 plan.

SPARK (Seeking Positive and Responsible Kids)

This program for middle school students motivates and instructs students to be responsible for completing homework assignments on time. Through a highly structured program, students learn skills necessary to help them become self-disciplined, organized and responsible. A large segment of the program involves students working with teachers after school four days per week. Placement into SPARK is based on the recommendation of the student's team teachers and the approval of the Principal or designee.

Tutoring and Private Lessons

To safeguard students and protect teachers and the District from a potential conflict of interest, guidelines are in place for tutoring or giving private music lessons to students.

A teacher cannot tutor a child from his or her own classroom, including the summer after the child is in the class. Tutoring cannot take place during the school day, and must take place outside of school facilities.

Exceptions will be made for teachers who arrange for a paid monitor/supervisor and pay fees for the use of the District facility, or who have a parent or guardian sit in on the lesson or tutoring session. Teachers also may schedule times at the schools hosting the District 64 summer school program when in session. As a convenience to parents, a list of tutors is available at school offices.

Assessment and Continuous Improvement

Schools continuously build on their strengths and identify areas for growth to improve student learning. A careful analysis of data identifies areas where students can improve. Assessment of student learning is an integral part of the educational program.

A variety of both formal and informal assessments are utilized to measure student progress against local, state and national standards. Information from these assessments is used to guide instructional decision-making and evaluate our curriculum and instructional programs. Results from these standardized tests along

with locally developed assessments are used to document student growth and analyze curricular strengths and weaknesses.

Among the standardized assessments are:

- **ACCESS for English Learners** - The ACCESS test is administered annually to English Learners in grades K through 8. This assessment measures students' academic English language in Listening, Speaking, Reading, and Writing.
- **FAST Early Reading Subtests** - Administered to all students in grades K–1 three times per year (August/September, December/January and May) to measure key skills that underlie success in reading.
- **FAST Early Math Subtests** - Administered to all students in grades K-1 three times a year (August/September, December/January and May) to measure students' foundational mathematics skills.
- **MAP (Measures of Academic Progress)** - Administered to students in grades 2–8 three times per year to measure academic achievement and growth in reading and math. MAP testing will begin in late August/ September, December/January in the winter, and May in the spring.
- **IAR (Illinois Assessment of Readiness)** - The IAR is Illinois' state-wide assessment in English language arts and math. The IAR assessment is computer-based and is administered to students in grades 3–8 once per year in the spring.
- **Illinois Science Assessment** - Administered in spring to assess students' science achievement in grades 5 and 8.
- **Fitnessgram** - Administered in Physical Education class in fall and spring to grades 3-8 students to measure health-related fitness in the areas of aerobic capacity, flexibility, muscular endurance, and muscular strength. ISBE requires performance data be submitted from grades 5 and 7; no individual student names or assessment results are provided.

More complete information about standardized and other assessments may be found on the [Department for Student Learning website](#).

Reporting Student Progress

Student progress is formally reported to parents through report cards that are sent home three times per year at the end of each 12-week trimester. Parent-Teacher Conferences are held twice per year (fall and spring) according to the schedule

established for each building (please see each school's calendar for specific dates). Parents may also be kept apprised of their child's progress through written progress reports, informal notes and emails, phone conversations and parent-teacher meetings. Parents/guardians may request documentation for their employer of a necessary educational or behavioral conference from the building principal under the School Visitation Rights Act.

At the middle schools, parents and students may access grades for ongoing assignments and tests as well as attendance through the Internet. Information on how to access this information via the "Parent Portal" will be sent to all parents.

Each fall at the beginning of the school year, parents are invited to attend a Parent Curriculum Night at which time the teacher(s) explains the educational program for the year. Open Houses are held at each school in the winter or spring months to further inform parents about the instructional program and showcase student learning.

Field Trips

When individual classes, grade levels or activity groups leave the school to participate in school-sponsored programs, parents are notified in advance and are required to sign and return a Field Trip Release form to indicate their awareness and approval. Normally a fee is assessed to each student to cover costs unless the student qualifies for a free lunch waiver.

Outdoor Education Program—Fifth-grade students are given the opportunity to participate in an escorted day trip to an outdoor education facility. The program enhances the overall curriculum and provides significant opportunities in the areas of environmental awareness, social interaction, and interdisciplinary, cooperative learning. The program fee is paid by parents unless the student qualifies for a free lunch waiver. Scholarships also are available through the school principals.

District 64 does not sponsor or support official trips to Springfield, IL, Washington, D.C. or other locales. Student participation in such trips offered by agencies or individuals acting on their own behalf is entirely at the parent's discretion and is the parent's responsibility. District 64 holds no liability whatsoever for such trips.

Homework

Homework is a part of the District's instructional program and has the overarching goal of increasing student achievement. Homework is assigned to further a student's educational development and is an application or adaptation of a classroom experience. Homework is used to reinforce and apply previously covered concepts, principles, and skills; it is not assigned for disciplinary purposes. Homework serves as a communication link between the school and parents/guardians, and it encourages independent thought, self-direction, and self-discipline. The teacher will use his or her best judgment to ensure that homework is of appropriate frequency and length, and does not become excessive. The teacher will build in flexibility regarding homework so that it is developmentally appropriate and does not infringe on a student's or family's individual needs, responsibilities, and commitments. As students get older, homework involves more written work; it also involves more reading and studying.

Every school day is important, and the District strongly discourages scheduling family vacations on school days as these are considered unexcused absences. If your child will be absent from school for an extended period of time for a family trip, please inform the school office and your child's teacher. Work will be given upon return for students leaving the country or immediate District area when your children RETURN to school. It must be completed at home under a parent's supervision. Teachers are not expected to provide homework or assignments in advance for students who will be absent for an extended period of time for a family vacation and other activities.

Homework Checklist for Parents

- ✓ Provide quiet place to work
- ✓ Set daily study time
- ✓ Provide appropriate guidance and support (based on child's age/ ability)
- ✓ Promote a positive attitude
- ✓ Expect quality work

Elementary School

Homework expectations particular to your child's class will be explained by the classroom teacher at Parents' Night. Generally, students in grades 1 and 2 will have some homework each week. Students in grades 3–5 generally have homework nightly. How much time a child spends on home study will vary, but a rule of thumb is 10 minutes per night per grade level (e.g., 2nd grade—20 minutes, 4th grade—40

minutes). Homework is usually not given over the weekends, although long range or make-up assignments might require work on the weekends.

Middle School

At District 64 middle schools, students should expect to have nightly homework. Teachers of language arts, science, math, social studies, and world language may assign homework on a nightly basis. Elective or exploratory instructors may assign less frequent work that revolves around preparation for upcoming projects or tests. The quantity and frequency of homework will vary by teacher and unit of study.

Homework may include any or all of the following: completion of daily assignments; work on current projects; required or leisure reading; review of notes and class material; preparation for quizzes and tests; proofreading writing assignments; studying vocabulary; rehearsing for classroom presentations; or anything that pertains to classroom activities. The time it takes a student to complete such tasks will vary based on his or her ability and the type of assignment.

While students at the middle school level are encouraged to take primary responsibility for their own class work and assignments, parents are urged to keep the lines of communication open between themselves, their child, and the middle school staff.

Instrumental Music

Enrollment in the instrumental music program is available to all students in grade 4 and above. Students in grade 4 are eligible to play stringed instruments; students in grades 5 and above are eligible for instruction on any band or orchestra instrument. Children participate in small group lessons during the school day and rehearse with performing groups before or after school. Several levels of band or orchestra are offered. The fees for participation help pay for music, instructional materials, and maintenance of instruments and equipment. The Instrumental Music Department (847-318-4223) is ready to answer questions and provide additional information.

Worlds of Wonder Summer Program

District 64 offers a six-week morning program for summer learning and fun for students who will enter grades 1–8 in the fall. The fee-based program is operated at one elementary and one middle school; both enrichment and skill-building classes are

offered. It emphasizes creativity and critical thinking in a challenging and rewarding environment. Enrichment and skill-building classes The program is divided into two sessions, which begin shortly after school ends in June and conclude in July. Registration information and class descriptions are available in late winter at www.d64.org.

Extracurricular Activities

Elementary School

A variety of interesting activities are available at each school, as noted on the school rosters in this handbook. Watch newsletters for scheduling information and offerings.

Middle School

Middle school students are encouraged to become involved with their school, either during school hours or before/after school. A variety of activities are offered throughout the year. Each group has its own purpose, but they all share common goals: to foster school spirit, build friendships, develop self-esteem, and to encourage students' talents.

- Chorus**—There are two or more chorus groups at each school. Tryouts are held in September. Groups meet for practice before or after school on a weekly basis and perform at various school and community events.
- Student Government**—Each school has a student decision-making organization. Membership is on a volunteer and commitment basis. Members meet throughout the year and bring ideas and suggestions from homerooms to exchange. This group encourages student involvement in school activities and provides an opportunity for students to have their voices and ideas heard. Students build basic leadership and communications skills as well as a sense of responsibility.
- Yearbook**—Each school publishes a yearbook. A yearbook may be ordered when paying annual middle school student fees. Yearbooks are distributed in late Spring.
- Teen Leisure Clubs**—Clubs are designed to give students an opportunity to socialize while learning useful and fun ways to spend their time. Clubs vary from trimester to trimester according to the season and availability of adult sponsors.

Middle School Athletics

- **Intramural** - Intramural activities give all students a chance to participate in sports and recreational activities after school. Activities take place throughout the school year and coincide with the physical education program. Game schedules are posted for easy student reference.
- **Interscholastic** - The interscholastic sports program is designed to allow young athletes to competitively meet students from other schools. Competitive tryouts are held for team selection in basketball and volleyball; any student can participate on the cross country or wrestling teams. Practices, games and meets are scheduled with other area schools.

Academic Eligibility Requirements—Students with an overall grade below a C in two or more classes, in all subject areas, may be subject to academic suspension from practices and games for a specific period of time. Student/athletes' failure to demonstrate effort in improving academic standing may be subject to suspension from the team for the remainder of the season. More specific information will be provided to student/athletes at the beginning of the season.

Requirements for Participation—Middle school students who wish to participate in interscholastic basketball, volleyball, wrestling, or cross country must show proof of physical fitness as determined by a licensed physician, an advanced practice nurse or a physician assistant. In addition, students and parents will receive information regarding the District's student athlete concussion guidelines. Before a student will be allowed to participate in tryouts, practices or games, these items must be submitted: proof of a physical conducted within the past 12 months; a permission form indicating parent consent to participate and receipt of concussion information signed by both parent and student; and proof of accident insurance. The forms are distributed to students, and are available in the middle school offices and on the District 64 website.

Illinois legislation (Youth Student Concussion Safety Act) requires schools with athletic programs to implement procedures for managing student athlete concussions and head injuries, including: concussion training for coaches and other related staff; management guidelines for head injuries during sports events; and, implementation of Return to Play and Return to Learn protocols. Contact the building nurse in the school health office for more information (see Health - Chapter 5).

Attending Athletic Events—Students are encouraged to support their school’s sports teams by attending games. Please make arrangements for transportation on game days before coming to school. Students are asked to take care of personal needs before games and at halftime to avoid inconveniencing others. Leaving the bleachers during the game or at quarter breaks for drinks, to use the washroom, or move about is disruptive to other spectators. Food and drinks should remain outside the gym. Spectators are expected to pay attention to the games and support the teams and cheerleaders.

Sportsmanship—Good sportsmanship is stressed for both participants and spectators at school intramural and interscholastic events. Students are expected to set a good example for others who attend school games, show courtesy to visitors from competing schools, and abstain from booing either team or the officials’ decisions. There is no tolerance for negative comments or harassment of the visiting teams or fans. It is proper to applaud good plays by either team. Any person who does not exhibit good sportsmanship will be removed from the game and may lose attendance privileges.

Middle School Extracurricular Activity Code of Conduct

All students who participate in extracurricular activities are expected to abide by a Code of Conduct, which their coaches or sponsors will review with them annually. A student participating in an activity or athletic program will be subject to disciplinary action if he or she violates this Code. Violations will be treated cumulatively, with disciplinary penalties increasing with subsequent violations. The Conduct Code shall 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. A student may be excluded from activities or competition while the school is conducting an investigation.

The student shall not:

1. Violate the District’s policies or procedures on student discipline;
2. Use a beverage containing alcohol (except for religious purposes);
3. Use tobacco in any form;
4. Use, possess, buy, sell, barter, or distribute any illegal substance or paraphernalia;

5. Use, possess, buy, sell, barter, or distribute any object that is or could be considered a weapon or any item that is a “look alike” weapon. This prohibition does not prohibit legal use of weapons in cooking and in sports, such as archery, martial arts practice, target shooting, hunting, and skeet;
6. Attend a party or other gathering and/or ride in a vehicle where alcoholic beverages and/or controlled substances are being consumed by minors;
7. Act in an unsportsmanlike manner;
8. Vandalize or steal;
9. Haze other students;
10. Violate the written rules for the activity or sport;
11. Behave in a manner that is detrimental to the good of the group or school;
12. Be insubordinate or disrespectful toward the activity’s sponsors or team’s coaching staff;
13. Falsify any information contained on any permit or permission form required by the activity or sport.

All students remain subject to the [Board’s student discipline policy](#) and/or the school’s student handbook and the disciplinary measures listed in them

District Spectator Expectations

Sports are an excellent way to develop character and valuable life skills in our middle school students. Not only do athletics promote physical fitness, but it also allows students to show perseverance, self-motivation, and teamwork.

We encourage fan participation at our events and know our community takes pride in supporting our District 64 students. Our families’ support and positive engagement are vital in creating a safe and enjoyable environment for our student-athletes.

As a District, we have high expectations of our student-athletes in regard to behavior, and we expect our parents and fans to adhere to those same expectations at all sporting events.

1. SPORTSMANSHIP - All spectators should demonstrate good sportsmanship at all times. This includes respecting the decisions made by officials, treating opponents and their fans with courtesy, and refraining from negative comments or behavior that could detract from the game's spirit.

2. POSITIVE ENCOURAGEMENT - Cheer for our teams enthusiastically rather than negatively against the opposing team. Your cheers can lift the spirits of our student-athletes and make a significant difference in their performance.

3. APPROPRIATE LANGUAGE AND BEHAVIOR - Offensive language, gestures, or behavior will not be tolerated. We expect all spectators to maintain a respectful and inclusive atmosphere. Remember that your behavior sets an example for our young athletes. Show them how to win and lose gracefully, respect opponents, and work as a team.

4. BOUNDARIES AND EVENT AREAS - Please stay within designated spectator areas and avoid entering the playing field or court. This ensures the safety of everyone involved.

5. TOBACCO AND ALCOHOL USE - The use of alcohol or tobacco products is strictly prohibited at all middle school sporting events. This includes any electronic vaping devices. We aim to maintain a family-friendly atmosphere.

We believe adhering to these expectations will provide a positive and enjoyable experience for everyone involved. Our goal is to create an environment where our student-athletes can thrive and grow athletically and personally. Violating these expectations could result in removal from an athletic contest or revocation of spectator privileges at future events.

Student Fees

As a guiding principle, student fees are assessed to help defray costs, not to “make a profit.” The annual student registration fees support student learning by partially offsetting expenses for: instructional resources – core curriculum; instructional resources –encore curriculum (and at middle schools, for instructional materials in elective courses); and technology.

The annual student fee is due by June 1 and is paid as part of the annual PowerSchool registration and information update for all students.

Fees are approved by the Board of Education each spring; a complete list is posted on the [Student Fees page on the District 64 website](#). The proper care of textbooks and supplies is a component of student learning, and fines are charged for the misuse or

abuse of school property. A refund of student fees is only given during the first month of the school year.

1:1 Learning Chromebooks

District 64 has implemented a 1:1 learning environment in grades 2–8. It is expected that all students will bring their Chromebooks to and from school. Because of our evolving 21st century learning environment, the necessity to assure that students have a device at any moment of learning has increased as teachers have become more innovative in their approach to curriculum and instruction. It is now essential that each and every student have a device at their disposal at school and at home. To maintain the Chromebook as an essential student learning device, all students in grades 2–8 will contribute \$30 annually toward the maintenance and upkeep of their learning tool.

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

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

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

Depending upon the particular educational technology being used, our District may need to collect different types of student data, which is then shared with educational technology vendors through their online sites, services, and/or applications. Under SOPPA, educational technology vendors are prohibited from selling or renting a student's information or from engaging in targeted advertising using a student's information. Such vendors may only disclose student data for K-12 school purposes and other limited purposes permitted under the law.

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

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

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

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

Fee Waivers

In order that no student is denied educational services due to the inability of parents or guardians to pay, the District waives fees for students who meet certain eligibility criteria. Basically, a student is eligible if the family's income is below the levels established by the Federal government.

The waiver includes: the required grade level student fee; middle school interscholastic athletics fee; instrumental music and chorus fee; field trips; and, lunches.

Children who receive these benefits are treated the same as other students; there is no discrimination on the basis of race, color, national origin, age, sex or disability. The information parents provide is treated confidentially and used only to determine eligibility.

Fee waiver applications are available as part of the registration process on PowerSchool. Any family experiencing difficulty in paying annual student fees all at one time may request a payment plan. All fees are waived for students who qualify as homeless or who are experiencing a temporary living situation; for additional information, contact the Homeless Liaison at 847-318-4332.

Further information on fees or fee waivers may be obtained from the school office or by calling the District 64 Business Office at 847-318-4308.

Illinois School Lunch Program

District 64 serves free meals each day to qualifying students. If you now receive Supplemental Nutrition Assistance Program (SNAP) or Temporary Assistance for Needy Families (TANF) for your child(ren), your child(ren) can receive free milk/meals. A foster child may receive free meals regardless of your income. If your income meets certain guidelines at any time during the year, you also may qualify. You may apply for free meals during the school year on an ongoing basis. Please contact the District 64 Business Office at 847-318-4283 to apply.

Student Records

District 64 maintains student records in accordance with the Illinois School Student Records Act (ISSRA), implemented by Illinois State Board of Education (ISBE) rules, and the Family Educational Rights and Privacy Act (FERPA). These records are designed to contain only the information necessary to the education of the student and shall be maintained in two categories:

- The **permanent record** consists of the minimal personal information necessary to a school in the education of the student. Such information includes the

student's basic identifying information, including the student's name, birth date, address; academic transcripts, including grades, grade levels, and graduation date; parents' names and addresses; attendance record; health record; record of release of permanent record information; and such other entries as ISBE may require or authorize. Permanent records are maintained for at least 60 years from the date of transfer, graduation, or permanent withdrawal from school.

- The **temporary record** contains all information included in a school student record, but not contained in the student permanent record. The temporary record must include state assessment test scores, a home language survey, information provided under the Abused and Neglected Child Reporting Act, health-related information, accident reports, related service logs, record of release of temporary record information, and information regarding serious infractions (that is, those involving drugs, weapons, or bodily harm to another) that resulted in expulsion, suspension, or the imposition of punishment or sanction. It may also include family background information, intelligence/aptitude test scores, psychological and personality test results, teacher evaluations, achievement test scores, participating in extracurricular activities, honors and awards received, teacher anecdotal records, special education records, records associated with Section 504 of the Rehabilitation Act of 1973, and/or other information relevant to the education of the student that is not required to be in the permanent record. Temporary records must be maintained for at least five years after the date of transfer, graduation, or permanent withdrawal from school. No person may condition the granting or withholding of any right, privilege, or benefits or make as a condition of employment, credit, or insurance the securing by any individual of any information from a student's temporary record which such individual may obtain through the exercise of any right secured under state law.

Release of Student Record Information—A parent or his/her legal designee has the right to inspect and copy the student's permanent and temporary records. All students have the right to inspect and copy their own school student permanent record. To review records or to secure copies of records, parents must make a specific written request to the principal of the school in which the student is enrolled. Forms are available from the building principal. Copies of the records are available upon request with the costs of reproduction not to exceed \$0.35 per page. Records requests will be honored within 10 business days, with an additional five business days under certain circumstances.

No person who is prohibited by an order of protection from inspecting or obtaining school records of a student shall have any right of access to or inspection of the school records of that student. The District shall maintain a copy of any order of protection in the temporary records of the student enrolled in the District whose parent is the petitioner of an order of protection. In addition, the District prohibits the disclosure by school employees to any person against whom the District has received a certified copy of an order of protection, the location or address of the petitioner for the order of protection or the identity of the schools in the District in which the petitioner's child or children are enrolled.

The District may release information contained in student records without parental notice or consent to the following individuals or in the following circumstances: (1) District or ISBE employee or official with a demonstrable educational or administrative interest in the student, in furtherance of that interest; (2) any person for the purpose of research, statistical reporting, or planning, provided that no student or parent can be identified from the information released and the person to whom the information is released signs an affidavit agreeing to comply with all applicable statutes and rules pertaining to school student records; (3) to a governmental agent or social service agency contracted by a governmental agent in furtherance of an investigation of the student's attendance pursuant to the compulsory attendance laws of the State; (4) to juvenile authorities when necessary for the discharge of their official duties who request information prior to adjudication of the student and who certify in writing that the information will not be disclosed to any other party except as provided under law or order of court; (5) in an emergency situation if such information is necessary to protect the health or safety of the student or other persons; and/or (6) to other persons as required by state or federal law.

Student record information may be released without parental consent provided prior written notice of such release is given to the parents as follows: to the official records custodian in which the student has enrolled, or intends to enroll, upon the request of such official or student; pursuant to a court order; and/or to any persons as specifically required by state or federal law. Directory information may be released as permitted by ISSRA and FERPA and their regulations. Any release of information to persons other than the parents (or eligible students, if the rights and privileges accorded to the parents under ISSRA have transferred to the students) requires the prior specific dated and written consent of the parents designating to whom such records may be released.

Parents may inspect, copy, and challenge school student records prior to transfer of records to another school district, prior to the scheduled destruction of records, or by giving notice as described above. Parents have the right to insert in their child's school student record a statement of reasonable length setting forth their position on any disputed information contained in that record.

Challenge Procedures—Parents may also request a hearing to challenge any entry in their student's school records on the basis of accuracy, relevancy, or propriety, except for academic grades and the contact information of the records custodian. If the challenge is made at the time of the student's school records are being forwarded to another school to which the student is transferring, then parents shall not have the right to challenge references in those records to expulsions or out-of-school suspensions or to academic grades.

Requests for a records challenge hearing shall be submitted in writing to the **District's Official Records Custodian**, (847) 318-4300, and shall contain notice of the specific entry or entries challenged and the basis of the challenge. Within 15 school days of receipt of the request for a hearing, the District will hold an initial informal conference with the parents. If the challenge is not resolved by the informal conference, a formal hearing will be held before an impartial hearing officer consistent with ISSRA and its implementing regulations. Either party may appeal the hearing officer's decision to the Regional Superintendent within 20 school days after the decision is transmitted.

Destruction of Student Records—Upon graduation, transfer, or permanent withdrawal of a student from school, the District shall notify the parents and student, if the rights and privileges accorded to the parents under ISSRA have transferred to the student, of the destruction schedule for the student's permanent and temporary records and their 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, parents, and the official records custodian; and the scheduled destruction date of the temporary and permanent records. The District may provide reasonable prior notice to the parents or student through: (i) notice of the school's parent or student handbook; (ii) publication in a newspaper published in the District or, if no newspaper is published in the District, in a newspaper of general circulation within the District; (iii) U.S. mail delivered to the last known address of the

parents or student; or (iv) other means provided the notice if confirmed to have been received.

Student Directory Information—Throughout the school year, the District may release directory information to the general public regarding students, limited to: the student’s name, address, grade level, birth date and place; parents’ names and addresses, phone numbers, and email addresses; and, occasionally, information relating to awards, honors, school-sponsored activities, organizations, athletics, and period of attendance in school. Any parent may prohibit the release of any or all of the above student directory information by providing a written request to the building principal within 30 days of receipt of this handbook. No directory information will be released within this time period, unless the parents are specifically informed otherwise. Please see [Board Policy 7:340](#), Student Records, for more information.

Transfer of Student Records—The District may release a student’s records without parental consent to the official records custodian of another school within Illinois or an official with similar responsibilities of a school outside Illinois, in which the student has enrolled, or intends to enroll, upon the request of such official or student. This information can be released without parent consent provided prior written notice is given to the parent of the nature and substance of the records, as well as notice of the parent’s right to inspect, copy, or challenge the records. Where a student has unpaid fines or fees and is transferring to a public school located in Illinois or any other state, an unofficial record of the student’s grades in lieu of the student’s official transcript of scholastic records may be provided until payment is received.

Students Receiving Special Education Services—Under the Individuals with Disabilities Education Act (IDEA), the District must provide students with disabilities with appropriate special education and related services to address their education needs. Parents have the right to review and copy their student’s school student records prior to any special education eligibility or IEP program review meeting, subject to the requirements of applicable federal and state law. Parents may also request a copy of their student’s related service logs developed and maintained by the District for the following related services: speech and language services, occupational therapy services, physical therapy services, school social work services, school counseling services, school psychology services, and school nursing services. These related service logs include information regarding the type and duration of the related services

administered to their student. Please contact the Director of Student Services, at (847) 318-4300 if you have questions regarding your student's special education services.

In addition, the District must provide parents of students with disabilities with written materials that will be considered at the student's eligibility or IEP meeting no later than three school days prior to the eligibility or IEP meeting, or as soon as possible if an IEP meeting is scheduled within three school days with written consent of the student's parent. Parents have the right to choose the delivery method of these written materials, including through regular mail, email, or pick up at school. Please contact your child's case manager to provide your delivery preference

Eighth Grade Students—As part of our 8th graders' transition to high school, the District works with Maine Township High School District 207 to make the process as smooth and efficient as possible. To that end, District 207's official records custodian has requested copies of all official student records of our 8th grade students, including academic information required to determine what courses each student should take as a freshman. The District will transfer all existing records and any records created during your student's 8th grade year to District 207 beginning on September 15 each year, as well as communicate directly with District 207 staff regarding student information contained in your student's records. Parents have the right to inspect, copy, and/or challenge the contents of their student's records prior to this release. If you do not plan to enroll your student in District 207 and/or wish to inspect, copy, or challenge the records being transferred, please contact the Director of Student Services, by September 1 at 847-318-4300.

Student Data Privacy; Notice to Parents about Educational Technology

Vendors—The District contracts with different educational technology vendors for beneficial K-12 purposes, such as providing personalized learning and innovative educational technologies and increasing efficiency in school operations. Under the Illinois Student Online Personal Protection Act (SOPPA), 106 ILCS 85/, educational technology vendors and other entities that operate Internet websites, online services, online applications, or mobile applications that are designed, marketed, and primarily used for K-12 school purposes are referred to as operators. SOPPA is intended to ensure that student data collected by operators is protected and requires those vendors, as well as school districts and ISBE, to take a number of actions to protect online student data.

Depending upon the particular educational technology being used, the District may need to collect different types of student data, which is then shared with educational technology vendors through their online sites, services, and/or applications. In general terms, the types of student data that may be collected and shared include personally identifiable information (PII) about students or information that can be linked to PII about students, such as, but not limited to: basic identifying information, including student or parent/guardian name and student or parent/guardian contact information, username/password, student ID number; demographic information; enrollment information; assessment data, grades, and transcripts; attendance and class schedule; academic/ extracurricular activities; special indicators (e.g., disability information, English language learner, free/reduced meals, or homeless/foster case status); conduct/behavioral data; health information; food purchases; transportation information; in-application performance data; student generated work; online communications; application metadata and application use statistics; and permanent and temporary school student record information. Under SOPPA, educational technology vendors are prohibited from selling or renting a student's information or from engaging in targeted advertising using a student's information. Such vendors may only disclose and collect data for K-12 school purposes (which are purposes that aid in the administration of school activities, such as: instruction in the classroom or at home (including remote learning); administrative activities; collaboration between student, school personnel, and/or parents/guardians; and other activities that are for the use and benefit of the District) and other limited purposes permitted under the law. You can find more information regarding SOPPA and a written description of the procedures you may use to exercise your rights under SOPPA on the [District's website](#).

Complaints—District [Board Policy 7:340](#), Student Records, is available online at the [District's website](#). Parents have the right to file a complaint with the U.S. Department of Education/Family Policy Compliance Office (400 Maryland Ave SW, Washington, DC, 20202), concerning alleged failures by the District to comply with the requirements of FERPA, and in the Circuit Court of the County for any alleged violations under ISSRA.

School Health Services

This section of the handbook contains a guide to the health services offered to your child in School District 64. Students are in school to learn, and because they must be healthy to learn, their health is an important focus.

Although a child's health is primarily the responsibility of the parents, health services are provided at our schools to support and enhance that endeavor. For students with known medical conditions, and as health concerns arise during the school year, we work with parents and school staff to make the necessary accommodations to support the child's successful performance in the school setting.

We encourage you to become familiar with the school health services described in this section. Communication with your school's building nurse is encouraged. We invite you to join our efforts to provide a safe and healthy learning environment for all children of District 64.

Check our [Health Services page](#) for frequent updates.

Program Overview

Vision

The District 64 School Health Staff work together with parents, students, staff, and community to promote individual responsibility for healthy lifestyles in the interest of achieving and maintaining the personal well-being necessary for enjoying successful, satisfying lives.

Mission

The purpose of the District 64 School Health Program is to advance disease prevention and encourage health promotion among parents, students, and staff in an effort to promote increased health awareness and responsible behavior by each and every individual.

Beliefs

- Good health promotes good learning.

- Students are our primary focus.
- The health office is a safe, supportive, inviting place.
- Responsibility for student health is shared among parents, staff, community, and students themselves.
- Students must come to school physically and emotionally ready to learn.
- Students and staff must take an active, personal interest in their health.
- Students can learn to make informed, healthy lifestyle choices.
- The overall health status of the nation depends on individuals' responsibility for their own health destiny.

Staff

To provide optimum health services to District 64 students, families and staff, health services are provided in each school during the school day. A Certified School Nurse oversees care at all schools to address concerns regarding student health care that are within the scope of school nursing practice. A Building Nurse is assigned to each school health office to respond to student and staff health concerns.

Certified School Nurse

Certified School Nurse (CSN) training includes both Professional Educator and Registered Nursing. School nursing applies medical and nursing knowledge to all children in a school setting. It requires awareness of public health regulations and a scope of practice that extends beyond the children to the family, staff, and community.

In accordance with these requirements, Certified School Nurses:

- identify students with medical conditions
- collaborate with parents, healthcare providers and Building Nurses to develop individual healthcare plans
- attend parent/staff meetings to address student medical concerns
- interview parents to obtain student/family health information for educational evaluations
- obtain community resources for students/families with financial need
- coordinate vision/hearing screenings
- participate in the special education process
- provide training and implementation of OSHA directives regarding health delivery safety measures
- assist in classroom presentations and discussions

- facilitate presentations for health-related topics

Building Nurses

Building Nurses have a range of responsibilities, including to:

- provide routine and emergency care to ill and injured students/staff
- administer medications and treatments to students as needed
- develop individual student health care plans as needed
- maintain the school health office and health records
- organize and participate in health screenings
- compile statistical data for state year-end reports
- prepare for and attend Outdoor Education trips (elementary schools)
- coordinate field trips with teaching staff to plan for student health care needs
- consult with the Certified School Nurse as needed

Health Office Contacts

- School Health Services Facilitator and Certified School Nurse
 - Andrea Zito, R.N., PEL-CSN - 847-318-5439 - azito@d64.org
- Carpenter School - CA-nurse@d64.org
 - Phone: 847-318-4371 Fax: 847-318-4201
- Field School - FI-nurse@d64.org
 - Phone: 847-318-4386 Fax: 847-318-4202
- Franklin School - FR-nurse@d64.org
 - Phone: 847-318-4391 Fax: 847-318-4203
- Jefferson Early Childhood Center - JE-nurse@d64.org
 - Phone: 847-318-5441 Fax: 847-318-5442
- Roosevelt School - RO-nurse@d64.org
 - Phone: 847-318-4236 Fax: 847-318-4205
- Washington School - WA-nurse@d64.org
 - Phone: 847-318-4361 Fax: 847-318-4247
- Emerson Middle School - EM-nurse@d64.org
 - Phone: 847-318-8115 Fax: 847-318-8701
- Lincoln Middle School - LI-nurse@d64.org
 - Phone: 847-318-4219 Fax: 847-318-4210

Automated External Defibrillators available at all schools and the District 64 offices. District 64 encourages parents and staff to learn more about AEDs and hands-only cardiopulmonary resuscitation (CPR) by [viewing a short video](#) available thanks to the Illinois High School Association (IHSA).

Health and Illness Guidelines

District 64 follows Illinois Department of Public Health and Cook County Department of Public Health guidelines in matters of communicable disease. The Health Department determines procedures for physician referral, school exclusion, and parent notification. Notification of the health office when your child is ill is helpful in determining concerns for the school population, and for your child's prompt return to school.

Students requiring care in the school health office will be evaluated, treated, and monitored by the Building Nurse, based on Illinois Department of Health Guidelines and according to the scope of their nursing practice. Further monitoring in the health office and/or throughout the school day, in collaboration with teaching staff, may be necessary. The Building Nurse will notify parents, principal, the Certified School Nurse, and Emergency Medical Services, as needed.

Illness and Injury at School

Students who become ill or are injured at school will be referred to the school health office. **Students should not leave the building or call, text or email home themselves. Injured or ill students must be dismissed from the school health office.**

Accidents occurring on the bus, on school grounds, or in the school building should be reported to the Building Nurse, a teacher, or the office immediately. Accidents that occur after school during school-sponsored activities should be reported to the office the following day.

Head Injuries: Health staff members follow specific protocol for assessment and treatment of head injuries. All students injured at school, no matter how minor the head injury, should be evaluated in the health office. Based on nursing assessment and the severity of the injury, the Building Nurse may refer the student for further evaluation and/or call 911. Minor injuries may require application of an ice pack, and rest. Parents will be notified of the injury, receive a Head Injury Notice detailing the incident (when appropriate) and signs/symptoms to monitor. A student who has suffered a concussion, whether at school or outside of school, must return with a completed Concussion Healthcare Plan (Return to Learn/Return to Play) by a physician documenting academic and physical restrictions and dates for returning to activity.

Return to physical activity/sports participation cannot be implemented until academic restrictions have been cleared by the physician. These forms can be located on our [District 64 Health Services page](#).

Student Accident Insurance

District 64 offers student accident insurance to all District 64 students at no additional cost. The plan provides medical coverage for all accidents occurring during school-sponsored and supervised activities, including all sports. This supplemental plan pays the reasonable and customary charges not paid by other insurance for any covered accidental bodily injury. If there is no other family medical insurance, this plan will provide the primary insurance for the covered accident. There is no deductible.

In the event of an accident during the school day or a school activity, claim forms can be accessed through www.k12specialmarkets.com

- select Claim Forms
- select Illinois
- select Park Ridge-Niles District 64

It is the responsibility of the parent/guardian to obtain the form and complete the process.

In addition, parents may purchase non-school related accident coverage as well as dental accident coverage that goes beyond the school day. Enrollment forms may be accessed through www.k12specialmarkets.com.

- select Enroll Now
- select Illinois
- select Park Ridge-Niles District 64.

Sick or Well? Helpful Hints for Parents

A common problem confronting parents occurs when their child complains of not feeling well on a school day. A decision must be made to keep the child at home or to send him or her to school. The following guidelines are designed to assist parents in caring for a child with common symptoms until a healthcare professional can be contacted for consultation.

Fever: A fever is a warning that all is not right with the body. A child with an oral temperature of 100 degrees or higher should be kept at home. Your child will not be allowed to return to school until he or she has been free of fever for 24 hours without fever-reducing medication (e.g., Tylenol, Advil, etc.).

Stomach and Abdominal Discomfort: If your child has a persistent stomach ache and/ or abdominal pain, keep him or her home until you have consulted the health care professional. A child with vomiting or diarrhea cannot return to school until they are 24 hours free of vomiting or diarrhea without the use of medication. Although a child may feel better immediately afterwards, further monitoring at home is important.

Colds: A child with a significant sore throat, persistent cough, excessive nasal discharge, and/or irritated, draining eyes should recuperate at home. Contact your healthcare professional for advice.

Rash: A rash may be the first sign of one of many childhood illnesses, allergic reaction, or a more serious condition. A rash may cover the entire body or may appear in only one area. Do not send a child with a rash to school until your healthcare provider has seen and diagnosed the rash. A child with a rash at school will be sent home and must be evaluated by a medical professional, according to Health Department rules and regulations. Safety for all in the school setting is accomplished by diagnosis of the cause of the rash and determination that it is not contagious to others. A note from the healthcare provider is required for the child to return to school. If your child has a chronic skin condition, a note from your healthcare provider describing this diagnosis will help to avoid requests for future evaluations.

Communicable Diseases: District 64 follows communicable disease guidelines from the Illinois Department of Public Health and Cook County Department of Public Health. Students presenting with symptoms of illness such as rash, eye drainage, or fever, and influenza symptoms will be sent home. Exclusion from school will depend on health department criteria and a healthcare provider's determination that the student is sufficiently recovered. Please refer to the [Communicable Disease Information chart](#), and consult with your child's health care provider. Certain communicable diseases are reportable to the local health department, and in some cases schools must inform the child's school contacts (other students and staff) about the disease. Illnesses such as influenza, strep throat, chicken pox, conjunctivitis, and Fifth Disease should be reported to your child's school office. When reporting a case of influenza, please be

prepared to supply the following details to school staff: whether influenza was formally diagnosed by the healthcare provider, which type of influenza was diagnosed, and whether treatment (i.e., Tamiflu) was prescribed.

Communicable Disease Information Chart

DISEASE & SYMPTOMS	INCUBATION/ COMMUNICABILITY	SCHOOL EXCLUSION	SPECIAL INFORMATION
CHICKEN POX: Red rash, characterized by blister like lesion in center which becomes a scab; mild elevation in temperature; malaise.	10-21 days/ 5 days before, through 6 days after first lesions appear.	May not return to school sooner than 5 days after appearance of first lesions and/or before all lesions are scabbed.	The use of aspirin-containing compounds is not recommended as there has been a statistical relationship between its use and the occurrence of Reye's Syndrome.
CONJUNCTIVITIS : Inflammation and swelling of mucous membranes surrounding eye; purulent discharge from eye	24-72 hours/ Duration of active infection.	May not return to school sooner than 24 hours after initiation of medical treatment and/or before all drainage is cleared up. Physician note indicating clearance to return to school is required.	Extreme contagion during acute phase of infection; mode of transmission consists of direct and indirect contact with eye and nasal discharges of infected persons. Good hygiene, especially hand washing and sanitary disposal of eye and nasopharyngeal secretions, cannot be overemphasized.
STREPTOCOCCAL INFECTIONS: (Strep Throat/Scarlet Fever) Fever, sore throat, exudates on tonsils, swelling of anterior cervical lymph nodes of neck. Fine bright red rash is indicative of Scarlet Fever.	1-3 days/ Untreated cases 10-21 days; once on antibiotics first 24-48 hours.	Child may return to school following 24 hours of antibiotic therapy providing accompanying symptoms have subsided.	Necessity for completing a full course of antibiotic therapy cannot be overemphasized.
VIRAL GASTROENTERITIS: Stomach ache, nausea, vomiting, diarrhea, fever	Incubation variable, usually 1-4 days. Communicability: variable, during diarrheal illness, and for one to several days following resolution of symptoms. Transmitted person-to-person via fecal-oral route; also spread by sharing contaminated food/drinks.	Child should remain home from school until free of symptoms for 24 hours.	Reinforce proper hand hygiene: washing with soap and water after using restroom, and whenever hands are visibly soiled.
MRSA (Methycillin Resistant Staphylococcus Aureus)	Incubation variable, commonly 4-10 days. Communicability: as long as lesions drain, or a carrier state persists. Transmitted person to person by direct contact with nasal discharges or purulent skin lesions.	Child must remain home from school until 24 hours after treatment begins.	Keep lesions covered; reinforce importance of proper handwashing and emphasize strict personal hygiene.
FIFTH DISEASE: Low grade or no fever and a distinct facial rash (slapped-cheek appearance); frequently associated with lace-like rash on trunk and extremities. Sore throat, respiratory symptoms and abdominal complaints may precede onset of rash.	4-21 days/ Period of infectiousness generally 1 week before appearance of a rash.	Child must be fever-free for 24 hours before return to school. If rash was present, physician must provide a written confirmation that the rash was due to Fifth Disease.	Should use good hand and sneeze/ cough hygiene. Women who are pregnant should be advised of possibility of acquiring the infection, with potential risk to the fetus. People with certain anemias are also at risk for developing

			serious illness.
CORONAVIRUS (COVID-19): Fever, chills, cough, shortness of breath/difficulty breathing, fatigue, muscle/body aches, headache, loss of taste or smell, sore throat, congestion, runny nose, nausea, vomiting, diarrhea	Incubation variable, commonly 2-14 days after exposure. Communicability: varies, generally 5-10 days after onset of symptoms/positive test. Date of symptoms/positive test=day 0.	Exclusion from school for 24 hours until both are true: fever-free without using fever reducing medications and symptoms are improving overall. Upon return and for the next 5 days, CDC recommends enhancing hygiene practices, wearing a well-fitted mask and physical distance from others when indoors as much as possible.	Positive individuals can be contagious up to 10 days and should wear a mask days 6-10 if returning to school. Children must be free of fever, vomiting, and diarrhea for 24 hours without the use of medication and symptoms must be improving before they can return to school.

Your child will be evaluated if any of the above described communicable disease symptoms exist. You will be notified if it is determined that your child must be taken home for treatment/recovery. Mild to moderate temperature elevations are considered along with accompanying symptoms when a decision is made to send a child home from school. A child with an elevated temperature should remain at home until the temperature has been in the normal range **for 24 hours without fever-reducing medication (e.g., Tylenol, Advil, etc.)**.

For your child’s complete recovery from illness, to prevent the spread of communicable diseases in the school setting, and to foster positive attitudes about academic achievement in our children: **ill children must remain at home, and well children should be in school.**

Procedures

Picking Up a Sick Child from School

Sick children need to go home as soon as possible, for their comfort and safe observation, and for the health of well children. We understand that coming to school to pick up a sick child may cause an inconvenience and require a parent to leave work immediately. We thank you for your cooperation in this matter. Please give careful consideration to the selection of people who can act as emergency contacts should your child need to be picked up and make sure their information is entered into Powerschool when registering. If those contacts change, please notify your school office.

School-Sponsored Activities

If your child plans to participate in a school-sponsored activity (for example, clubs, sports in which the student is a participant, musical groups) before or after regular school hours and requires accommodations for health-related issues, please notify the School Health Office at least two weeks prior to the start of the activity. Doing so will allow school health staff ample time to arrange for supervision of your child.

Activity Restriction

Students who require any kind of activity restriction due to illness or injury will be excused, upon written parent request, for a period of up to three days. Recess participation will be restricted. Beyond that time, it is necessary to have a written request from the healthcare provider detailing the health concern, the extent of the restriction, and the date that full physical activity may be resumed. Children restricted from physical education by a healthcare provider (M.D., D.O., A.P.N., or P.A.) must have written authorization to be outdoors during recess. They will be confined to a designated “safe area” on the playground, if available. Otherwise, students will remain indoors with the lunch supervisor during the lunch recess and with an adult during school recess. Middle school students will be advised of activity modifications on an individual basis. Appropriate arrangements will be made for the student during recess and physical education. In addition, students restricted from physical education due to illness or injury also may not participate in school-sponsored sports/physical activity (such as Field Day, Walkathons/Track-a-thons, etc.). Students with a physical education restriction in place from a healthcare provider must provide written permission to resume physical education in order to participate in the extracurricular activity.

Students with, but not limited to: casts, splints, sutures, boot, crutches or wheelchairs/scooters, may not participate in physical education, recess, or school-sponsored sports/physical activities until such appliance or sutures are removed and written clearance is provided by the healthcare provider. Students wearing soft splints and soft braces for preventative purposes may participate in physical education with written permission from the healthcare provider. Students on crutches or scooters or in wheelchairs must have healthcare provider documentation outlining parameters for use and devices must be provided by parents. These restrictions also apply to school-sponsored activities such as Field Day, Walkathons/Track-a-thons, etc.

School Absence

When a child is absent, for safety reasons and in compliance with state law, a parent is requested to notify the school office within the first hour of school. If this information is not communicated, school personnel will call parents to confirm the absence. Please make certain that all phone numbers on file at school are correct and kept up to date.

Absence from school for five consecutive school days requires a healthcare provider's note to return to school. In addition, children will not be readmitted to school without such a note following any serious injury or illness, eye infections, skin rashes, hospitalization, surgery, or emergency room visit due to illness or injury at school. The healthcare provider must document the reason for the absence, provide written permission for the student to return to school, and detail any restrictions and necessary accommodations. If needed, a meeting may be held with you and school staff to develop a plan for your child's transition back to school. In addition, school staff may request healthcare provider documentation when ongoing, frequent absences occur. Your healthcare provider may fax or email required documentation to the school health office. Please see page 86 for email addresses, phone, and fax numbers.

For your child's complete recovery from illness, to prevent the spread of communicable diseases in the school setting, and to foster positive attitudes about academic achievement in our children, please keep ill children at home and send well children to school.

A student who is or will be absent for an extended period of time because of a medical condition may be eligible for instruction at home or in the hospital. Please contact your school principal for details.

Chronic Health Conditions

If your child has a chronic health condition that may require special care or accommodations at school, please notify the Building Nurse in the school health office. If needed, an Individual Health Care Plan will be developed. The basis of the care plan may serve as the basis for a Section 504 plan or as part of an Individualized Education Program.

Examples of chronic health conditions include epilepsy, respiratory and cardiac conditions, orthopedic impairments, and diabetes. District 64 has procedures in place to implement the Care of Students with Diabetes Act. Forms for various health conditions and medication/treatment authorization are available on the [District 64 Health Services page](#).

School Policies: Medication

The purpose of administering medications in school is to help students maintain an optimal state of health in conjunction with their academic program. Most medications can be timed to be taken at home. If it becomes necessary for your child to take medication at school, a Medication Authorization Form (MAF) must be completed by you and by your healthcare provider in order for all medication (prescription or over-the-counter) to be administered at school. In addition to the MAF, students with food allergies who require emergency medication must have an Food Allergy Action Plan on file, students with asthma must provide a completed Asthma Action Plan, and students requiring emergency seizure medication must submit a completed Seizure Action Plan. Medication Authorization Forms, Food Allergy Action Plans, Asthma Action Plans, and Seizure Action Plans may be obtained from the health office or the [District website's Health Services page](#).

Medication must be provided in a labeled prescription bottle or in the original packaging in the case of over-the-counter medications. Illinois law requires that the prescription label (on the box) of the asthma inhaler be provided to the school, which will serve as healthcare provider authorization. The pharmacy label must include the student name, medication name, dose, and time of dose. All medication will be kept in the health office (except for authorized self-administered asthma and allergy medications described below). The intent of these guidelines is to reduce the number of medications given in school, and at the same time, ensure safe and therapeutic administration for students who require them. Medication prescribed for the duration of the school year will require a new School Medication Authorization Form, and, if indicated, an Allergy Action Plan, Asthma Action Plan, or Seizure Action Plan at the beginning of each new school year. Please note that making changes to medication dosages or discontinuing medications requires written authorization by the prescriber. Parents are responsible for delivering and picking up medication when it is no longer required in school. Medication not picked up by the parent will be disposed of in the

presence of a witness. Controlled-substance medication must be dropped off/picked up by a parent/guardian, and a medication count verified with the building nurse.

Undesignated Medication

EpiPen Supply

The District maintains a supply of undesignated epinephrine autoinjectors (“UEAs”) at each school. These UEAs may be administered by trained personnel to treat a student who has a diagnosed life-threatening allergy, but whose own epinephrine auto injector has expired or is not available. In addition, a UEA may be administered to any student that the Building Nurse or trained personnel in good faith believes is experiencing an anaphylactic reaction, even though the parent has not provided a signed Medication Authorization Form, or otherwise granted permission to administer the epinephrine auto injector. The District, its staff and agents, and the physician authorizing the stock supply are to incur no liability, except for willful and wanton conduct, as a result of any injury arising from the use of the UEA. Parents wishing to opt out of the use of UEAs should contact the school health office.

Asthma Medication

The District maintains a supply of undesignated asthma medication in the name of the District and provides or administers them as necessary according to State law. Undesignated asthma medication means an asthma medication prescribed in the name of the District or one of its schools. A school nurse or trained personnel, as defined in State law, may administer an undesignated asthma medication to a person when they, in good faith, believe a person is having respiratory distress. Respiratory distress may be characterized as mild-to-moderate or severe. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law.

Opioid Antagonists

The District maintains a supply of undesignated opioid antagonists in the name of the District and provides or administers them as necessary according to State law. Opioid antagonist means a drug that binds to opioid receptors and blocks or inhibits the effect of opioids acting on those receptors, including, but not limited to, naloxone hydrochloride or any other similarly acting drug approved by the U.S. Food and Drug Administration. Undesignated opioid antagonist is not defined by the School Code; for purposes of this policy it means an opioid antagonist prescribed in the name of the

District or one of its schools. A school nurse or trained personnel, as defined in State law, may administer an undesignated opioid antagonist to a person when they, in good faith, believe a person is having an opioid overdose. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law. See the [website for the CCDPH](#) for information about opioid prevention, abuse, public awareness, and a toll-free number to provide information and referral services for persons with questions concerning substance abuse treatment.

Opting Out of Undesignated Medication Use (Epinephrine, Asthma Medicine, Opioid Antagonists)

Parents requesting that his or her student shall not be administered any or all of these drugs under any circumstances must submit a written request to the health office.

Cough drops are considered over-the-counter medication, and must be treated as any other medication in school. If your child is coughing enough to require medicated lozenges for relief, he/she may be contagious to others and may be unable to focus on academic work. Please discuss this with your healthcare provider and provide the necessary documentation to administer medication in school. A bottle of water is an acceptable substitute and is safer and healthier than cough drops.

Illinois law allows students to possess and self-administer an epinephrine injector and/or asthma medication prescribed for use at the student's discretion, provided the student's parent/guardian has completed and signed a Medication Authorization Form (MAF). A student may also self-administer medication required under a qualifying plan, provided the MAF has been completed and signed. A qualifying plan includes an Asthma Action Plan, an Individual Health Care Action Plan, an IL Food Allergy Action Plan, a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973, or a plan pursuant to the federal Individuals with Disabilities Education Act.

In the case of an asthma inhaler, the parents/guardians must provide the school with the prescription label, which must include the name of the asthma medication, the prescribed dosage, and the time at which or circumstances under which the asthma medication is to be administered. For students to be able to self-carry and/or self-administer an epinephrine auto-injector, written authorization from the student's physician/physician assistant/advanced practice nurse must be on file in the school health office. The written authorization must include the name and purpose of the

epinephrine auto-injector, the prescribed dosage, and the time(s) at which or the special circumstances under which the epinephrine auto-injector is to be administered. Written authorization must be submitted by the parent/guardian every year before students will be allowed to self-carry and/or self-administer asthma medication or an epinephrine auto-injector. Because children sometimes forget to bring this medication with them, it is recommended that a backup supply be provided to the school health office.

The District and its employees and agents are exempt from liability or professional discipline from any injury arising from a student's self-administration of medication, including asthma medication or epinephrine injectors, or medication required under a qualifying plan. In the event that an epinephrine injector or Narcan is used, 911 will be called and parents will be notified.

School Policies: Food Safety and Food Allergy Management

District 64 recognizes the increasing prevalence of severe allergic reactions among students and staff. Every food-allergic reaction has the possibility of developing into a life-threatening reaction and even with proper treatment, complications can occur. Anaphylaxis (severe allergic reaction) can occur within minutes or hours after exposure to the allergen. Some individuals may react to just touching the substance, while for others, consumption of a minute amount of that food can cause a reaction.

Symptoms of food allergy reactions vary by individual, and may include: itching, skin rash (hives), skin flushing, hoarse voice, throat tightness, coughing, sneezing, runny nose, difficulty breathing, wheezing, vomiting, diarrhea, stomachache, and a sense of fear.

Our Medical Advisory Board cautions that it is necessary for staff, students, and parents to understand that a peanut/nut-free environment is impossible to achieve, and to expect it to harbor a false sense of security where allergenic substances are concerned. The measures described below represent the District's efforts to provide a safe learning environment, and to promote awareness and mutual support for critical health issues among students, staff and parents.

The District's Food Allergy Management and Wellness guidelines state that the no peanut/nut policy applies to any food served to students in the classroom as part of

the curriculum. No peanut/nut products will knowingly be served or used during class/instructional time. In keeping with these guidelines, no food will be served during classroom events or for rewards or incentives. Food served during a school-sponsored event before or after school hours must follow the food allergy guidelines (peanut/nut free). Guidelines for serving these foods must conform to the City of Park Ridge environmental health policy, which directs that only foods prepared by a commercial establishment, such as a bakery, grocery store, or other licensed establishments, or prepared in a commercial, licensed kitchen may be served. Homemade, home-baked or home-prepared items may not be served to students at school.

Cooperation from parents is essential. Therefore:

- Parents should not send peanuts/nuts and their products to the classroom for snack time or times when lunch is eaten in the classroom. Unlike the lunch room, classroom desks are not cleaned daily and peanut/nut residue could pose a problem for a highly sensitive child. Labels must be read to check for listing of peanuts/nuts, and for disclaimers such as “processed on shared machinery,” or “manufactured in/ with peanuts/nuts,” etc.
- In the lunchroom: Children may continue to bring lunches with nut products (such as peanut butter and jelly sandwiches) to school. Peanut/nut-safe lunch tables at the elementary schools are designated for allergic children and their friends who opt to abstain from those products. Arrangements at the middle schools are handled on an individual basis to accommodate student needs.
- The availability of food served in the District 64 elementary hot lunch program and the middle school cafeterias requires that parents decide which foods are appropriate for their child. Nutritional information for food offered by Quest (the District 64 food service provider) is available on the menus provided by Quest for each school. Please use this information to guide your choices. In addition, elementary school PTO/As may contract with vendors other than Quest for their fundraiser pizza days; please contact those vendors directly to obtain information on the nutritional content of their products.
- Field trips present special challenges to maintain a safe environment outside of school grounds. Parents are strongly encouraged to pack a no-nut lunch if possible.
- Parents should not send food treats to school for their children’s birthdays.

School Policies: Animals in the Classroom

Pets and children can be a wonderful combination. We know that a great deal of learning can take place as children observe and care for animals and that these real life experiences can provide meaningful learning opportunities for students. However, we also know that animals and reptiles can carry disease and that increasing numbers of children and staff members have allergies that are aggravated by the presence of animals or reptiles. Therefore, animals will be kept in classrooms only for a specific period of time when related to a particular unit of study. Parents will be notified in advance to ask if their children have any allergies to a proposed animal. Teachers will follow specific guidelines to ensure the desired learning activity will result in a positive experience for all.

School Screenings

No school official or staff member shall subject a student to a non-emergency, invasive physical examination or screening as a condition of school attendance. The term "invasive physical examination" means any examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing/vision screening according to [Board policy 7:15](#).

Vision Screening

The purpose of a school vision screening program is to identify students with visual impairments. Visual problems can and do affect the educational, social and emotional development of children. Early detection of vision problems assures the child the opportunity to take the best advantage of his/her educational program. Impaired vision is most damaging in primary grades because it is at these grade levels that the foundations for learning are taught. Elementary children in grade 2 are screened annually, as are students in grade 8 and other mandated groups. Kindergarten students are required to submit documentation of a [complete vision examination](#) by a licensed eye-care provider.

Vision screening is not a substitute for a complete eye and vision evaluation by an eye doctor. Your child is not required to undergo vision screening if an optometrist or ophthalmologist has completed and signed a report form indicating that an examination has been administered within the previous 12 months, and that evaluation

is on file in your child's health record. Children determined to need further vision evaluation will be referred in a letter sent home to the parent, indicating the area of visual deficit identified.

Hearing Screening

The purpose of a hearing screening and threshold testing is to identify students with hearing losses that may affect their educational, emotional, social, speech and/or language development. Five to ten percent of the school population does not pass hearing tests. Even mild hearing losses may be educationally and medically significant. Elementary children in grades K-3 are screened annually, as are students in other mandated groups. Children who require further hearing evaluation will be referred in a letter sent home to the parent, indicating the area of hearing deficit identified.

Toileting

District 64 is committed to a safe and healthy learning environment that supports positive experiences for students. All children who meet the age and residency requirements are welcomed in the classroom, regardless of their mastery of toileting and self-care skills. Students may enter school with varying toileting skills and District 64 is supportive in meeting individual toileting needs and developing the capacity to use the bathroom independently. Staff will maintain student privacy and dignity for all students, including those that require assistance.

District 64 Wellness Plan

In the past 30 years, the number of overweight children has increased significantly. Recognizing the role school can play in addressing fitness, federal law requires every public school district to formulate and implement a local wellness policy. In 2008, the District 64 Board of Education adopted [Policy 6:50 School Wellness](#) that addresses goals in these key areas:

- Quality of food served at school
- Increased physical activity
- Teaching good nutrition
- Encouraging staff wellness
- Engaging parents

Teachers and staff members, students, Board members, District and school administrators, PTO/As and families all have important roles in making wellness goals a reality. Community feedback regarding the Wellness Plan and its goals is welcomed.

The District Wellness Council meets to set wellness goals, evaluate activities, seek ways to promote health and wellness, and identify ways to support the School Wellness Teams. School Wellness Teams, which include teachers and other school staff, are the action-oriented groups that make the implementation of the District Wellness Plan and other health priorities possible.

School Health Requirements

Download copies of exam forms at our [District 64 Health Services page](#). Forms must be uploaded into Powerschool under Health Office Document Submission.

Physical Examinations

In order to comply with state legislation for school enrollment, all children entering early childhood, speech therapy program, kindergarten, sixth grade or students new to the District must present proof of a current physical exam prior to admission. All components of the [Certificate of Child Health Examination](#) including the parent portion must be completed in order to be accepted by the school. Failure to comply with these requirements by **October 15** will result in a student's exclusion from school until the required health forms are presented to the District.

Immunization Schedule

All children without established contraindications should receive diphtheria-tetanus-pertussis (DTP), polio, measles-mumps-rubella (MMR), Haemophilus influenza type B, and Pneumococcal vaccines in accordance with recommended schedules. A tetanus-diphtheria (TD) booster should be administered at age 4 to 6 years and every 10 years thereafter. All students entering grades 6, 7, or 8 shall show proof of receiving one dose of Tdap (defined as tetanus, diphtheria, acellular pertussis) vaccine regardless of the interval since the last DTaP, DT or Td dose. Children entering school at any grade level must show proof of having received two doses of live mumps vaccine and two doses of live rubella vaccine. Hepatitis B series, administered at the state-designated intervals, is required for students entering preschool and grade 6. Any child entering kindergarten or grade 6 for the first time shall show proof of having received two doses of varicella (chicken pox) vaccine. The first dose must have been

given on or after the child's first birthday, and the second dose no less than 28 days after the first dose. In lieu of vaccine, healthcare provider documentation of the known disease is acceptable. All students entering grade 6 must show proof of having received one dose of Meningococcal Conjugate Vaccine (MCV4), with dose administered on or after the 11th birthday. While influenza vaccination is not required for school entry, annual immunization is recommended for everyone 6 months of age and older. The complete immunization schedule and additional information on these vaccines [is on the website](#).

Why Immunize? - The benefits of vaccines to prevent these diseases are greater than the possible risks for most people. A person who receives vaccines benefits from the protection they provide. When many people are vaccinated, everyone benefits because the chance for spread of disease is reduced. For those who do not receive immunizations, the risk of contracting disease is very real. Vaccines are available for viruses that still exist, and for the non-immunized person there is significant possibility of becoming seriously ill as well as a carrier of contagious disease.

Dental Requirement - All Illinois children in kindergarten, second, and sixth grades are required to have an [oral health examination](#). The examination must be performed by a licensed dentist. Proof of examination, conducted within 18 months, must be submitted **by May 15** of the school year. This requirement may be waived due to undue burden or lack of access to a dentist; a waiver form is available on the District Health Services web page.

Vision Requirement - All children enrolling in kindergarten and all students new to Illinois public schools for the first time are required to have [an eye examination](#). Each child is to present proof of having been examined by a physician licensed to practice medicine in all its branches or a licensed optometrist, within one year prior to enrollment. Presentation of a completed eye examination report must be submitted before October 15 of the school year. Failure to present proof by October 15 requires proof of an appointment for a scheduled eye examination within the next 60 days following October 15. This requirement may be waived due to undue burden or lack of access to an eye care professional. A waiver form is available on the District Health Services web page.

Special Health Notifications

Further information on the following programs can be obtained from the Director of Facility Management (847-318-4313):

- **Lawn Care Management**— Illinois law (Structural Pest Control Act, Child Care Act and Lawn Care Products Application and Notification Act) requires all school districts and day care centers to offer employees and parents/guardians an opportunity to opt in to a notification system when pesticides and lawn care chemicals are being used outside around the school facilities and grounds. If you elect to opt into the program, you will be notified at least four business days in advance of a chemical application for either pest control or lawn care. District 64 is committed to minimizing the use of chemicals for both pest control and lawn care, but at times it may be necessary for the proper maintenance of the facility. If you would like to receive written notification via email prior to the application of any pest control materials subject to the notification requirements, please select this option on the annual PowerSchool/Infosnap student registration or notify District 64 at 847-318-4308.
- **Integrated Pest Management Program**— The Illinois legislature passed SB0527 and SB0529 amendments to the Structural Pest Control Act and the Illinois Pesticide Act that affect how pests, mice, ants, etc. are controlled in schools. The legislation affects the schools in basically two ways: 1. All Illinois schools are required to adopt a pest control process called Integrated Pest Management or IPM. 2. Schools are required to notify staff, students and parents prior to certain types of pest control applications. Integrated Pest Management places emphasis on inspection and communication with the school administration. The focus of the program is to identify and eliminate conditions in the school that could cause pests to be a problem. Applications of pest control materials are made only when necessary to eliminate a pest problem. Spraying is not part of the program. If it becomes necessary to use any pest control products other than traps or baits, notice will be posted two business days prior to the application. The only exception to the two-day notice would be if there was an immediate threat to health or property. If you would like to receive a written notification via email prior to the application of any pest control materials subject to the notification requirements, please select this option on the annual PowerSchool/Infosnap student registration or notify District 64 at 847-318-4308. District 64 has contracted with Anderson Pest Control to provide IPM services. Anderson has had IPM programs in place in schools they

service since 1991. If you have any questions about the information and procedures from Anderson Pest Control, you may contact them at 847-998-0100.

- **Asbestos Hazard Response Act**—In accordance with the Asbestos Hazard Emergency Response Act you are being notified that all District 64 facilities house various amounts and types of asbestos-containing building materials. These materials do not pose any hazard to individuals unless they are disturbed. District 64 maintains compliance with all applicable governmental and regulatory asbestos rules and regulations. The District also maintains compliance with the Illinois Department of Public Health guidelines for operations and maintenance activities. District 64 routinely performs operations and maintenance activities, required inspections and surveillance activities to verify that the materials are being managed according to Illinois Department of Public Health guidelines. Each school and the Facility Management Department have on file copies of the Asbestos Hazard Emergency Response Act Asbestos Management Plans, which describe the locations of all asbestos-containing building materials. These plans are available for viewing by all interested parties.

Universal Precautions

To maintain health promotion and disease prevention in school, students, staff and parents are reminded to use Universal Precautions at all times. Organisms that contribute to the spread of contagious and communicable disease are microscopic in size. Therefore, it is important to realize that they are ever present in our daily activities. Anyone may be a carrier of infectious disease. Carriers do not always demonstrate outward signs of infection and/or often are not aware of being infected. Because it is not always possible to know who may be a carrier of infectious disease, the use of Universal Precautions as a regular practice was developed to protect all persons from exposure to many infectious diseases in order to avoid illness and promote health. **The practice of Universal Precautions is the personal responsibility of everyone for the benefit of everyone.** Ordinary daily contact with one another should include modeling of appropriate self-care, maintenance of a healthy environment, and provisions for safety protection when assisting one another in circumstances of ill health and/or injury.

The practice of Universal Precautions includes:

- frequent hand washing

- use of gloves (carried on person at recess/physical education) in the administration of first aid for scrapes, cuts, nosebleeds
- covering open, weeping lesions
- allowing students/staff to provide self-care of blood or body fluids whenever possible
- frequent cleaning/disinfection of surfaces, toys, articles touched or mouthed
- use of regulated waste containers for disposal of contaminated articles
- appropriate clean up of body fluid spills

Head Lice

Head lice are a nuisance best avoided by common sense prevention measures, frequent inspection, and effective treatment when necessary. Head lice are often found in the hair around the ears and base of the neck, but may be present on other areas of the scalp. Children are often without symptoms, but may have an itchy scalp. If close contact results in the transferring of lice, eggs that are laid may hatch in 7–10 days. As long as live lice remain on an infested person’s clothing, linens, combs or hair accessories, they can be transferred to another host. Transmission occurs by direct contact with an infested person, or by indirect contact with an object that has been contaminated with lice.

Although we cannot prevent the incidence of students who bring head lice to school, we can assist in the control of their spread. All household members should be checked for the presence of lice. Reminding students not to share hats, combs, clothing or hair accessories are all preventative measures that can be implemented.

If your child is identified to have:

- Live head lice, you will be called to take him or her home for treatment.
- Nits (eggs) only, you will be notified by the end of the school day.

In either case, instructions and guidance will be provided to assist you in lice/nit removal and home maintenance. District 64 does not recommend specific products or services to treat head lice, and urges parents to contact their health care professionals for advice. Your child will be rechecked by health staff upon returning to school, and periodically as needed, and will be permitted to return to the classroom if no live lice are found. When an active case (live head lice) is identified, all parents in that grade level will be notified by email. Only one notice per week will be sent.

Please advise your school health office immediately if you become aware that your child has head lice. For more information about identifying and treating head lice on our [Health Services Health & Safety Tips Page](#).

E-Cigarettes and Vaping

The use of e-cigarettes is a rapidly emerging trend, popular with teens and young adults. [According to the 2022 National Youth Tobacco Survey](#), more than 2.5 million high school and middle school students currently use e-cigarettes. More than 1 in 4 use e-cigarettes daily. These devices deliver nicotine, flavorings and other substances through an inhaled aerosol. E-cigarettes are also referred to as “e-cigs, vape pens, vapes, mods, e-hookahs, and tank systems.”

A very popular brand of vaping device, the JUUL vaporizer, looks like a flash drive, is small enough to fit into the palm of the hand, and can even be charged on a computer. These devices can be filled with marijuana, and JUUL flavor pods — such as fruits flavors or cartoon-themes — can deliver more than double the amount of nicotine of other vaping products. Overwhelmingly, current users (nearly 85%) used flavored e-cigarettes with fruit flavors being the most popular, followed by candy, desserts, or other sweets. Companies are also developing vaping devices disguised as everyday items such as looking like a pen, highlighter, phone case, hoodie, backpack, or smartwatch that allow them to vape undetected.

Research continues regarding the dangers of e-cigarettes specifically to youth. The vapor is not safe, because it contains nicotine, a drug that can cause addiction and harm to an adolescent’s developing brain, including lasting cognitive and behavioral impairments. In addition, the aerosol may contain other dangerous chemicals and heavy metals that can affect the lungs and other body systems.

Everyone shares the role of preventing youth from using e-cigarettes. Please consider using the following resources to learn the facts about e-cigarettes, and to guide you in talking to your child about the dangers of their use:

- [Talk with your teen about e-cigarettes, a Tip Sheet for Parents](#) (U.S. Surgeon General)
- [That's Just Nasty - Cook County Tobacco Campaign](#) (Cook County Department of Public Health)

In 2019, the State of Illinois raised the legal age for purchasing cigarettes, e-cigarettes and other tobacco products from 18 to 21 statewide, effective July 1.

Student Behavior

Social-Emotional Learning

Meeting the academic as well as social-emotional health needs of all students is an important objective within the 2020 Vision Strategic Plan. District 64 helps students develop awareness and the skills needed to be respectful and caring members of their homes, schools, and communities. Our efforts are aligned with the State of Illinois social-emotional learning standards, and include reinforcing the traits of respect and responsibility in our preschool/elementary students and in developing self-awareness, self-motivation and social skills for middle school students.

Each school has a program that includes instruction in these skills and concepts at times when they occur naturally in the curriculum. Teachers and staff determine how to best incorporate these into the curriculum and culture at each school. Life skills related to behavior are taught in the classroom through natural connections to the curriculum in all subjects as well as in every part of the school environment.

Schools have a specific explicit curriculum to address social skills development. This curriculum is now common across all the classrooms in our District and includes bullying prevention units. To reinforce these expectations, each school has developed an acronym that reflects its building's culture and has created a program to recognize exemplary behavior. School acronyms are shown on the individual roster pages.

Student Behavior

The goals and objectives of [Board policy 7:190 Student Behavior](#) are to provide effective discipline practices that:

- Ensure the safety and dignity of students and staff
- Maintain a positive, weapons-free, and drug-free learning environment
- Keep school property and the property of others secure

- Address the causes of a student’s misbehavior and provide opportunities for all individuals involved in an incident to participate in its resolution, and
- 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:

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

Prohibited Student Conduct

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

1. Using, possessing, distributing, purchasing, or selling tobacco or nicotine materials, including without limitation, electronic cigarettes.
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, selling or offering for sale:
 - a. Any illegal drug or controlled substance, or cannabis (including medical cannabis, marijuana and hashish unless the student is authorized to be administered a medical cannabis infused product under Ashley’s Law).
 - b. Any anabolic steroid unless it is being administered in accordance with a physician’s or licensed practitioner’s prescription.

- c. Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician or licensed practitioner's prescription.
 - d. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician 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.
 - e. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a 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.
 - f. Any substance inhaled, injected, smoked, consumed, or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in tablet or powdered form.
 - g. "Look-alike" or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a student believes to be, or represents to be, an illegal drug, 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 or controlled substance, or other substance that is prohibited by this policy.
 - h. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.
4. 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.

5. 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.
6. 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 bathrooms, cheat, or otherwise violate student conduct rules. Prohibited conduct specifically includes, without limitation, creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device, or cellular phone. Unless otherwise banned under this policy or by the Building Principal, all electronic devices must be kept powered-off and out-of-sight during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student’s individualized education program (IEP); (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.
7. Using or possessing a laser pointer unless under a staff member’s direct supervision and in the context of instruction.
8. 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.
9. 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.
10. 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 (as described in [Board Policy 7:180](#), Prevention of and Response to Bullying, Intimidation, and Harassment), bullying using a school computer or a school computer network, or other comparable conduct.
11. 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.
12. Teen dating violence, as described in [Board Policy 7:185](#), Teen Dating Violence Prohibited.
 13. Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's personal property.
 14. Entering school property or a school facility without proper authorization.
 15. 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.
 16. Being absent without a recognized excuse; State law and School Board policy regarding truancy control will be used with chronic and habitual truant.
 17. 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.
 18. Being involved in gangs or gang-related activities, including displaying gang symbols or paraphernalia.
 19. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism, and hazing.
 20. Making an explicit threat on an Internet social media site against a school employee, a student, or any school-related personnel if the 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 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.
 21. Operating an unmanned aircraft system or drone for any purpose on school grounds or at a school event unless granted permission by the Superintendent or designee.
 22. 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 intervention 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:

1. Notifying parent(s)/guardian(s).
2. Disciplinary conference.
3. Withholding of privileges.
4. Temporary removal from the classroom.
5. Return of property or restitution for lost, stolen, or damaged property.

6. In-school suspension. The Building Principal or designee shall ensure that the student is properly supervised.
7. After-school study provided the student's parent/guardian has been notified. If transportation arrangements cannot be agreed upon, an alternative disciplinary measure may be used. The student must be supervised by the detaining teacher or the Building Principal or designee.
8. Community service with local public and nonprofit agencies that enhances community efforts to meet human, educational, environmental, or public safety needs. The District will not provide transportation. School administration shall use this option only as an alternative to another disciplinary measure, giving the student and/or parent/guardian the choice.
9. Seizure of contraband; confiscation and temporary retention of personal property that was used to violate this policy or school disciplinary rules.
10. Suspension of bus riding privileges in accordance with [Board policy 7:220, Bus Conduct](#).
11. Out-of-school suspension from school and all school activities in accordance with [Board policy 7:200](#), Suspension Procedures. A student who has been suspended will also be restricted from being on school grounds and at school activities.
12. Expulsion from school and all school activities for a definite time period not to exceed 2 calendar years in accordance with [Board policy 7:210](#), Expulsion Procedures. A student who has been expelled may also be restricted from being on school grounds and at school activities.
13. Transfer to an alternative program if the student is expelled or otherwise qualifies for the transfer under State law. The transfer shall be in the manner provided in [Article 13A](#) or [13B](#) of the School Code.
14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, including but not limited to, illegal drugs (controlled substances), "look-alikes" alcohol, or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies.
15. D64 maintains behavioral intervention procedures in accordance with the Illinois Administrative Code. Current behavioral intervention procedures [can be found here](#).

The above list of disciplinary measures is a range of options not always 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.

Search Policy and Procedure

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. Though permission is not necessary, in the event a search is necessary, an attempt will be made to inform parents, as referenced in [Board Policy 7:140](#).

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 5/1020.33](#) State Board of Education rules ([23 Ill. Admin. Code 1.280, 1.285](#)) and the District's procedure(s).

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 may be expelled for a period of at least one calendar year, but not more than two calendar years:

1. A firearm, meaning any gun, rifle, shotgun, weapon or “look alike” as defined by Section 921 of Title 18 of the United States Code (18 USC 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).
2. A knife, brass knuckles, or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm, including “look-alikes” of any firearm as defined above.

The expulsion requirement under either paragraph 1 or 2 above may be modified by the Superintendent, and the Superintendent’s determination may be modified by the Board on a case-by-case basis. The Superintendent or designee may grant an exception to this policy, upon the prior request of an adult supervisor, for students in theater, cooking, ROTC, martial arts, and similar programs, whether or not school-sponsored, provided the item is not equipped, nor intended, to do bodily harm. 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, Illinois State Police, and any involved student's parent/guardian. "School grounds" includes 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 or Assistant Building Principal, or designee 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) from riding the school bus for 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 PTO/A Presidents 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.

Out-of-School Suspension

According to [Board policy 7:200](#), the Superintendent or designee shall implement out-of-school suspension procedures that provide, at a minimum, for each of the following:

1. A conference during which the charges will be explained and the student will be given an opportunity to respond to the charges before he or she may be suspended.
2. A pre-suspension conference is not required, and the student can be immediately suspended when the student's presence poses a continuing danger to persons or property or an ongoing threat of disruption to the educational process. In such cases, the notice and conference shall follow as soon as practicable.
3. A phone call to the student's parent(s)/guardian(s) is made.
4. A written notice of the suspension to the parent(s)/guardian(s) and the student, which shall:
 - (a) Provide notice to the parent(s)/guardian(s) of their child's right to a review of the suspension;
 - (b) Include information about the opportunity to make up work missed during the suspension for equivalent academic credit;
 - (c) Detail the specific act of gross disobedience or misconduct resulting in the decision to suspend;
 - (d) Provide rationale or an explanation of how the chosen number of suspension days will address the threat or disruption posed by the student or his or her act of gross disobedience or misconduct; and
 - (e) Depending upon the length of the out-of-school suspension, include the following applicable information:
 - (i) For a suspension of 3 school days or less, an explanation that the student's continuing presence in school would either pose:
 - a) A threat to school safety, or
 - b) A disruption to other students' learning opportunities.
 - (ii) For a suspension of 4 or more school days, an explanation:
 - a) That other appropriate and available behavioral and disciplinary interventions have been exhausted,
 - b) As to whether school officials attempted other interventions or determined that no other interventions were available for the student, and
 - c) That the student's continuing presence in school would either:
 - i) Pose a threat to the safety of other students, staff, or members of the school community, or
 - ii) Substantially disrupt, impede, or interfere with the operation of

the school. (iii) For a suspension of 5 or more school days, the information listed in section 4.e.ii above, along with documentation by the Superintendent or designee determining what, if any, appropriate and available support services will be provided to the student during the length of his or her suspension.

5. A summary of the notice, including the reason for the suspension and the suspension length, must be given to the Board by the Superintendent or designee.
6. Upon request of the parent(s)/guardian(s), a review of the suspension shall be conducted by the Board or a hearing officer appointed by the Board. At the review, the student's parent(s)/guardian(s) may appear and discuss the suspension with the Board or its hearing officer and may be represented by counsel. Whenever there is evidence that mental illness may be the cause for the suspension, the Superintendent or designee shall invite a representative from the Department of Human Services to consult with the Board. After presentation of the evidence or receipt of the hearing officer's report, the Board shall take such action as it finds appropriate. If the suspension is upheld, the Board's written suspension decision shall specifically detail items (a) and (e) in number 4, above.

Expulsion

According to [Board policy 7:210](#), the Superintendent or designee shall implement expulsion procedures that provide, at a minimum, for the following:

1. Before a student may be expelled, the student and his or her parent(s)/guardian(s) shall be provided a written request to appear at a hearing to determine whether the student should be expelled. The request shall be sent by registered or certified mail, return receipt requested. The request shall: a) include the time, date, and place for the hearing; b) briefly describe what will happen during the hearing; c) detail the specific act of gross disobedience or misconduct resulting in the decision to recommend expulsion; d) list the student's prior suspension(s); e) 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; f) ask that the student or parent(s)/guardian(s) or attorney inform the Superintendent or Board Attorney if the student will be represented by an attorney and, if so, the attorney's name and contact information.

2. Unless the student and parent(s)/guardian(s) indicate that they do not want a hearing or fail to appear at the designated time and place, the hearing will proceed. It shall be conducted by Board approved hearing officer. The hearing officer 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 Department of Human Services to consult with the Board.
3. During the expulsion hearing, the Board or hearing officer shall hear evidence concerning whether the student is guilty of the gross disobedience or misconduct as charged. School officials must provide: (1) testimony of any other interventions attempted and exhausted or of their determination that no other appropriate and available interventions were available for the student, and (2) evidence of the threat or substantial disruption to the educational environment would make it difficult to educate students posed by the student. The student and his or her parent(s)/ guardian(s) may be represented by counsel, offer evidence, present witnesses, cross examine witnesses who testified, and otherwise present reasons why the student should not be expelled. After presentation of the evidence or receipt of the hearing officer's report, the Board shall decide the issue of guilt and take such action as it finds appropriate.
4. In determining the length of the student's expulsion, the Board also shall consider: a) the egregiousness of the student's conduct; b) the history of the student's past conduct; c) the likelihood that such conduct will affect the delivery of education for other students; d) the severity of the punishment; and e) the student's best interests.
5. If the Board acts to expel the student, its written expulsion decision shall: a) Detail the specific reason why removing the student from his or her learning environment is in the best interest of the school; b) Provide a rationale for the specific duration of the recommended expulsion, as well as the rationale for any suspension that preceded the expulsion; c) Document how school officials determined that all behavioral and disciplinary interventions have been exhausted by specifying which interventions were attempted or whether school officials determined that no other appropriate and available interventions existed for the student; d) Document how the student's continuing presence in school would (1) pose a threat to the safety of other students, staff, or members of the school community, or (2) substantially disrupt, impede, or interfere with the operation of the school; e) 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.

6. Upon expulsion, the District may refer the student to appropriate and available support services.

Restrictions on Publications

School-Sponsored Publications and Websites

School-sponsored publications, productions, and websites 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 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, and (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 on-line (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 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, or sexting as defined by School Board policy and Student Handbooks;
4. Is reasonably viewed as promoting illegal drug use; or
5. Is distributed in kindergarten through eighth grade and is primarily prepared by nonstudents, 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 7:180](#) Prevention of and Response to Bullying, Intimidation, and Harassment in addition to any response required by this [policy 7:310](#).