



**SCHOOL POLICIES AND DISCIPLINE GUIDELINES  
STUDENT HANDBOOK  
Berwyn South School District 100**

**2017- 2018  
INTRODUCTION**

The vision for Berwyn South School District 100 is to rank within the top 25% of districts in the State of Illinois as evidenced by state testing. The mission of D100 is to provide positive, appropriate learning opportunities for each student. These opportunities shall foster the development of basic values, good citizenship and a sense of self-worth to enable students to be productive citizens in a rapidly changing world. Each school will enhance learning by supporting:

- A creative, comprehensive and effective curriculum
- A safe, orderly and stimulating environment
- A competent and caring staff who strive to teach by example
- An informed and collaborative community.

This handbook is to help students and their parents become aware of school policies and expectations. Our district recognizes that each student has rights and responsibilities in a democratic society. However, there may be times when individual rights must be restricted so they do not interfere with the rights of others. Expectations and regulations are needed to ensure that each student who attends school receives the best possible education. The administration and teachers have the authority to take action and make decisions for the safety and well-being of the students and staff. While it is not possible to anticipate all situations, these are the some of the school policies and disciplinary guidelines.

**Please read this handbook carefully with your child. Your electronic signature of receipt and understanding of the guidelines is completed during the registration process. For future reference you can find this document on the district website [www.bsd100.org](http://www.bsd100.org) under parent resources. In addition, you may request a copy of it from your school principal. Further, the district's board policy manual contains additional information affecting your child. The board policy manual may be found on the district's website under Board of Education.**

## ATTENDANCE

One important way to help students be successful is for our students to be here on time each and everyday. All of our schools have positive incentives for students with regular attendance. If our students are not in school they lose teaching instruction, physical activity and socialization.

**REPORTING AN ABSENCE**-In an effort to further improve safety for your children, District 100 utilizes an absence reporting system. Parents/Guardians should call school by 8:30am to report an absence and the reason for the absence. According to the Illinois School Code, Schools must attempt to make contact with the Parents/Guardians of all absent students that they have not heard from by 9:00am. Schools will initiate calls to home, work, or emergency numbers. If possible, staff will do home visits if phone contact is not made. If no contact is made absence will be considered unexcused.

**VALID REASONS FOR ABSENCES**-(Illinois School Code 105 ILCS 5/26-a)

- 1) Illness
- 2) Observance of a Religious Holiday
- 3) Death in the Immediate Family
- 4) Family Emergency
- 5) Other situations beyond the control of the student as determined by the Board of Education in each district or circumstance, which cause reasonable concern to the parent for the safety or health of the student

**TARDINESS**-Students are responsible, with the help of their parents, to come to school on time. All student tardies are recorded and generally unexcused. Students in PK-5 schools need to be signed in by their parents when they are late. Tardiness may result in loss of school privileges. Repeated tardiness is considered truancy and will result in disciplinary action.

**ATTENDANCE WATCH LIST** -Our support staff assists families with problem solving ideas and interventions to help their child get to school if necessary. Students who have been absent 15 or more days during the previous school year may be put on an Attendance Watch List. This will be based on the circumstances surrounding the absences. Parents will receive a letter prior to the start of the school year. Parents of students on this list will need to provide the school with a note from a physician for any absences after 9 days in order for the absences to be considered excused for the current school year.

**TRUANCY**- According to the Illinois School Code a student who is absent without valid cause from such attendance for a school day or a portion thereof is considered truant. A “chronic truant” is a student who is truant 5% or more days. When this occurs, the district may refer the guardians and students (older than 11 years of age) to the Berwyn Police Department. The City of Berwyn has recently passed an ordinance focusing on truancy. The consequence may be a fine not less than \$75 and or community service not less than 10 hours. Students who continue to be truant can also be reported to the Regional Superintendent Truancy Office and parents/guardians can be subject to court and/or fines up to \$500. (Illinois School Code 105 ILCS 5/26-2a and 26-10).

**VACATIONS**-A student who is absent from school for a vacation is unacceptable and the school district does not support or condone this. Absences will be marked as unexcused. Homework will not be provided since classroom instruction for assignments will be missed. Students who miss **5 consecutive days** that are unexcused for any reason will be dropped from school and must register to re-enter. If this occurs and classes are closed at the specific grade level, the student will have to attend another school in the district.

**MEDICAL APPOINTMENTS**-All medical appointments, if possible, need to be made during non-school hours. If a medical appointment occurs during school hours it will be considered UNEXCUSED unless a physician's note is provided. Students who are absent 3 or more consecutive days for an illness will also need a physician's note to excuse the absences.

**RELEASE DURING SCHOOL HOURS**-Students having to leave during the school day should be kept to a minimum. This is very disruptive to the learning environment and should only be for an explained family emergency or a necessary physician's appointment (physician's note needed upon return)

### **SCHOOL DAY AND SUPERVISION**

The entry bell will ring at 8:25 a.m. with students in their seats at 8:30 am for elementary schools. The entry bell will ring at 8:10 a.m. with students in their seats at 8:15 am for the middle school. Students in the elementary schools may not enter the building prior to 8:25 unless they are under supervision of a teacher. Please check with your school for early morning access times. Students in the middle school may enter at 7:50 a.m. For security reasons, only the main door of our schools will be open after the start of school. This door has a visual monitoring system. After arriving at school, students must remain in school until the final dismissal bell. Students will be released only to a parent or an individual designated by the parent to pick up the child. A note should be provided with documentation of a visit to the student's physician if pertinent. The school staff does not take responsibility for supervision of students on the playgrounds except the following periods before and after school, recess times, at lunch and for special school activities on school grounds. Dismissal time for elementary schools is 3:00 p.m. and for middle schools is 3:17 p.m.

### **WEATHER ALERT**

Though district schools seldom close due to severe weather conditions, each school PTA, PTSA and Chicago radio stations will be notified of any school closings. In the event schools are closed, radio stations begin at 6:00 AM and list closed school districts in numerical order. School closings will be broadcasted through phone, text and email. The announcement will be posted on the district and school web sites [www.bsd100.org](http://www.bsd100.org) posted on Facebook, PowerSchool, online student platform and other media sources. School administrators will utilize the Illinois State Board of Education's weather chart to make appropriate decisions regarding outside morning supervision, recess, and current playground conditions. The chart is located on the district and school websites.

### **MEDICAL/ HEALTH POLICY**

School personnel will administer medication that is prescribed to be given on a daily basis. We encourage parents to make every attempt to give medication before and after school. Frequently antibiotics can be given during non-school hours. When it is necessary to give medication in school, the medication must be supplied in a pharmacy labeled container and must be locked in the health or school office. No medication will be given to students and no child may self-administer

medication without written parental permission and a written physician's order for medications prescription and over-the-counter.

**The following items are not allowed in school without a physician's note:** aspirin, Tylenol, cold tablets, cough drops, etc. which another child can take accidentally.

The Illinois Emergency Epinephrine Act, PA 97-0361, allows schools to stock a supply of epinephrine auto-injectors, authorizes schools to enter into an agreement with a physician to provide the school with a prescription to obtain the auto-injectors, and gives school nurses (RN) or trained school administrators the power to administer the epinephrine to any student whom the registered nurse/administrator believes is having an anaphylactic reaction.

### **ILLNESS OR INJURY OF STUDENTS**

A student who becomes ill at school will be made comfortable and the parent will be notified as soon as possible. An injured child will be given first aid. If the school nurse decides expert care or home rest is needed, the parent will be called. It is the responsibility of the parent to pick up the child or make necessary arrangements. **It is critical to have updated emergency information on file. In an emergency, 911 will be called.**

### **WHEN TO KEEP YOUR CHILD HOME**

Children with symptoms of illness are not in the best frame of mind for learning. Remember your child's illness has an impact on all students learning. Please do not send a child to school if any of the following are present:

- Constant coughing
- Vomiting
- Temperature of 100 or higher
- Diarrhea
- Rashes or any scratching for unknown reasons, with or without fever
- Red watery eyes that were crusted shut upon awakening

Continue to keep your child home after an elevated temperature until he/she has a normal temperature for 24 hours without the use of anti-fever medication. Please do not call your child's school requesting that your child stay indoors at lunch/recess. If the weather is too cold or it is rainy, all the children stay indoors. If your child is too sick to go outdoors, the school requires a physician's note. In order to be excused from P.E./gym, a physician's note is required.

### **HOME/HOSPITAL STUDENT SERVICE**

If it is anticipated that a student will be absent two weeks or more due to illness or injury, the parent should call the principal to make arrangement for district-provided home or hospital tutoring. Students with chronic illnesses with ongoing treatment or symptoms may also qualify for these tutoring services. Paperwork can be obtained from the nurse to be completed by your physician.

### **HEALTH EXAMINATIONS**

Illinois law requires all students to have a complete health examination, which includes a current immunization list and complete medical history BEFORE entering kindergarten and again BEFORE sixth grade. For transfer students, the physical examination report may be from a former school. If a student has not submitted a medical examination certificate by October 15th, the child will be excluded from attending school until requirements for such examinations have been met. It should be noted that kindergarten, 6th grade, and transfer students who do not have a current

physical will not be able to participate in physical education classes. Sports physicals are required prior to tryouts for sports teams at the middle schools.

Concussions are caused by a bump, blow, or jolt to the head. They can range from mild to severe and can disrupt the way the brain works. All concussions are potentially serious and may result in complications if not recognized and managed properly. Any athlete even suspected of suffering a concussion will be removed from the game or practice immediately. Close observation should continue for several hours. IHSA policy requires athletes to provide their school with written clearance from a physician or athletic trainer. Parent and athlete will sign agreement to this policy before participating in sports.

### **IMMUNIZATIONS**

Each student should have the immunizations against preventable and communicable diseases required by the Illinois Department of Public Health Rules, have an authorized waiver and give appropriate notification to the principal. If a student does not have the necessary shots or waivers, the principal may remove the student or require compliance with a set deadline. This is for the safety of all students and in accordance with State Law. Any questions about immunizations or waivers should be directed to the office of the school principal. Parents or legal guardians who object, for religious reasons, to their child being immunized for school entrance must submit a Certificate of Religious Exemption, which now must be signed by a health care provider. Signed into law on August 3, 2015, this new legislation requires a health care provider to sign the certificate confirming they have provided education to the parents or legal guardians about the benefits of immunizations and the health risks of not vaccinating students.

<http://dph.illinois.gov/topics-services/prevention-wellness/immunization>

### **DENTAL EXAMINATIONS**

All students in kindergarten and 2nd grade and 6th grade are required to have an oral health examination. Each student is required to present proof of examination by a dentist prior to May 15<sup>th</sup> of the school year. The examination must have been completed within the 18 months prior to the May 15<sup>th</sup> deadline. The Proof of School Dental Examination Form and the Dental Examination Waiver form, and related information about these requirements, can be obtained at the following IDPH or ISBE links:

[Dental Examination Form](#)

[School Dental Examination Information Sheet](#)

### **HEARING SCREENINGS**

Nurses will do a state mandated hearing screening on all preschool, kindergarten, 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> grade students. When the screening process is complete, only parents of children in need of further assessment will be contacted.

### **VISION SCREENINGS AND EYE EXAMINATIONS**

Students enrolling in kindergarten or for the first time in an Illinois school are required by Illinois law to have an eye examination performed by an optometrist or ophthalmologist by October 15 of the school year. The required eye examination must be completed within 1 year prior to the first day of the school year in which the child enters kindergarten, or enters the Illinois school system for the first time. Nurses will do state mandated vision screening on all preschool, first, second and eighth

grade students. 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. When the screening process is complete, only parents of children in need of further professional evaluation will be notified.

The school Eye Examination Report Form, Eye Examination Waiver Form and related information about these requirements, can be obtained at the following IDPH or ISBE links:

[Eye Examination Form](#)

[School Eye Examinations Information Sheet](#)

### **INSURANCE**

School District 100 is insured against liabilities that may arise through its acts or omissions and/or acts or omissions of its employees. However, the district does not insure students against injuries from accidents or other occurrences for which the district or its employees do not have potential liability.

### **DISTRICT AND SCHOOL WELLNESS GUIDELINES**

Student wellness, including good nutrition and physical activity, shall be promoted in the district's educational program, school activities, and meal programs. A Wellness Committee is established with representation from each school to participate in Healthy Hotspot activities and focus on the well being of students and school community.

**Goals for Nutrition Education and Nutrition Promotion.** The goals for addressing nutrition education and nutrition promotion include the following:

- Schools will support and promote good nutrition for students. Celebrations/birthday parties, no food items (baked or purchased) are allowed for students due to food allergies and nutritional school policies. Schools will foster the positive relationship between good nutrition and physical activity. Schools will support and promote an active lifestyle for students. Schools will support and promote an active lifestyle for students. Schools will support and promote an active lifestyle for students.
- Physical education will be taught in all grades and shall include a developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health related fitness, and attitude for a healthy lifestyle.

### **ERIN'S LAW**

Erin's Law was passed in January 2013 requiring all public schools to implement an age-appropriate, prevention-oriented child sexual abuse program for preschool through 12th grade. Students will learn techniques to keep themselves safe and to tell adults if they have concerns

### **SUICIDE AND DEPRESSION AWARENESS AND PREVENTION**

Youth suicide impacts the safety of the school environment. It also affects the school community, diminishing the ability of surviving students to learn and the school's ability to educate. Suicide and depression awareness and prevention are important goals of the school district. The school district maintains student and parent resources on suicide and depression awareness and prevention. Much of this information, including a copy of school district's policy 7:290, is posted on the school district website.

## **COURSE PERMISSION FOR MIDDLE SCHOOL**

During the year, District 100 will provide state mandated instruction regarding abduction and sexual abuse prevention and avoidance and dating violence. In addition, students will receive information about sexually transmitted diseases as part of the Health curriculum. A student's parents/guardians will be given notice of the course(s) at least 5 days in advance of the course beginning and must submit a written objection to the classroom teacher if the he/she does not want his/her child to participate in the class during the presentation. Objections should be submitted to the principal early in the school year.

### **SCHOLASTIC ELIGIBILITY**

Many extracurricular activities are offered to District 100 students. Extracurricular activities are not usually associated with an academic program. Extracurricular activities include clubs at the elementary schools.

It is the district's philosophy that academic work takes priority over extracurricular activities. Participation in extracurricular activities is dependent on satisfactory progress in academics, behavior and attendance.

### **ACTIVITIES –EXTRACURRICULAR**

Students attending before or after school activities are expected to follow all school rules. Students may be asked to leave the activity by the school personnel. Inappropriate behavior during a school activity may result in a detention, suspension, removal and or restriction from further activities.

- Students are expected to bring all belongings to the event. They will not be allowed to return to their locker after the event.
- If a student is not in school by noon, they may not attend or participate in after school activities.
- Students are expected to stay in the gym or designated area during the activity.
- Students found loitering in any hallway may be asked to leave the building.
- Any student on "No Privileges" may not attend.
- Students must follow the dress code and wear an ID at all after school events
- Students who participate in extracurricular activities must be in good academic standing in every subject as determined by their team teachers. Students who are not in good academic standing may be placed on an extracurricular contract.
- Students must have appropriate use of cellphones in after school activities
- Students may not use their d100 devices while in the stands during athletic events

### **FIELD TRIP/ASSEMBLY BEHAVIOR**

A student who attends a school-sponsored field trip is responsible for following all of the school expectations while participating on the field trip. In addition, students are responsible for completing a field trip permission form and securing a parent's/ guardian's signature allowing them to participate. **Verbal permission** will not be accepted. Inappropriate behavior on a school trip may result in a detention, suspension, or restriction from further field trips. Any negative remarks during an assembly will not be tolerated.

**Middle School:** field Trips, assemblies, dances and graduation ceremony are not a required aspect of the curriculum. Students who have displayed appropriate choices regarding their behavior and are in good academic standing will be invited to attend. Attendance on all above activities is subject to the final approval of teachers and administration.

## **Transportation Safety Guidelines**

During the first month of school, students will receive training in bus safety, evacuation procedures and appropriate conduct. The following are the rules of safe behavior:

Students shall enter the bus in an orderly manner and go directly to a seat and remain seated until the destination is reached. The bus driver is authorized to assign seats if necessary.

1. Students shall keep their hands, arms and heads inside the bus.
2. Students shall not throw objects in, around or out of the bus.
3. All articles such as athletic equipment, books, musical instruments, etc., must be out of the aisles. All aisles of the bus must be kept clear for safety reasons.
4. The school bus shall be tobacco, drug and weapon free.
5. Students shall follow all directions given by the bus driver, be courteous to other students and refrain from the use of profane language.
6. There shall be no eating or drinking on the bus.
7. Students must only get on their assigned bus – unless pre-approval is obtained from the principal or transportation department
8. It is the responsibility of the parent or guardian to review with their student on a timely basis the rules for bus ridership. It is expected that the parent or guardian will support the school in enforcement of this policy.
9. Intentional damage to a school bus could result in disciplinary action including restitution.

## **HOMEWORK**

- To provide practice and strengthen skills introduced in class
- To complete unfinished assignments or long term assignments
- To add experience to those provided by the teacher
- To involve the family in student learning

The following procedures will apply for homework or assignments for excused absences:

- Students are responsible for logging into the online student platform and completing homework
- Any questions pertaining to the work can be communicated electronically to the teacher.
- Students will have the same number of days to complete the work as the number of days the student was absent.
- Provided the student is healthy enough to complete work, it is the parent's responsibility to ensure that his/her child has turned in all completed work to the teacher electronically or upon return to school.

## **REPORT OF PROGRESS**

All reports of progress will be sent home quarterly including standards based progress reports and Individualized Education Plan goal updates. The purpose of reports of progress are to provide accurate feedback and reflect on student growth based on current levels of proficiency as students work toward specific learning goals developed from grade level standards. Behaviors that promote learning, such as social development and work habits, are included but reported separately. Parents/Guardians have access to their child's progress and grades through the online student platform on an ongoing basis. Please contact your child's teacher if you have questions about accessing the parent portal on the Internet.

The school state report cards are on the district web site and can be found on [www.isbe.net](http://www.isbe.net). A printed copy of the report card will be sent to parents upon request. This report provides information about the performance of our students and statistics by comparison with other districts.

### **PROMOTION/RETENTION/GRADE ADJUSTMENT**

School District 100 will make every effort to meet the needs of all our students. Members of the school's instructional teams and the administrators shall determine promotion of students to the next higher grade or level based on demonstrated academic progress. Decisions to promote students will be based on factors, which include, but are not limited to; attendance, individual subject area grades, daily classroom participation, and state and local assessment performance including nationally standardized achievement test results. Remedial assistance including modified instructional programming and/or support services will be provided to those students at risk of not being promoted and not making adequate progress. Response to Intervention (RTI) plans and instructional strategies will be discussed with you and your child's teachers to create a specific plan for teaching and monitoring their progress. Parents/ Guardians are an important part of the team.

### **ELEMENTARY DRESS CODE**

Clothing items that are distracting to the learning environment or disruptive to the educational process shall not be worn. Clothing should be weather appropriate.

Some examples of clothing not allowed are:

- Halter tops, bare midriffs, mesh clothing, snap pants (except when there are shorts underneath)
- Hats, caps, sunglasses are prohibited inside the building.
- Hoods must be worn down while in school.
- Bandannas, hairnets, short shorts, dresses or skirts, shoes with wheels and chain wallets
- Items of clothing, including jewelry that advertises illegal substances, weapons, vulgar messages, gang identification and promotion.
- Elaborate graphic on head and/or any eyebrow "etching"

When the student's dress has been determined inappropriate, the parent may be notified to bring a change of clothes or be asked to change into clothes provided.

### **MIDDLE SCHOOL DRESS CODE**

The dress code is mandatory and applies to all 6th -8th graders on the first day of school.

- All students shall wear a school approved plain/solid navy blue collared polo shirt. The polo may be long or short sleeve and must be properly fitted. Any T-shirts worn underneath polo shirts may not be visible below approved polo.
- Students shall wear plain, solid khaki colored pants, skirts or shorts. Pants may not be sweat or velour and may not have oversized pockets. Shorts and skirts must be an appropriate length deemed by the administration.
- Plain, solid navy sweaters/sweatshirts or schools branded sweatshirts are allowed. When worn, there must be a school-approved shirt underneath.
- IDs must be worn and visible at all times if required by school. Students must pay to replace lost or defaced ID's. Students may only wear school issued lanyards. District lanyards have "break away" hooks to avoid choking hazard.
- Elaborate graphic on head and/or any eyebrow "etching" is not allowed

- For safety reasons, shoes must have backs. Flip-flops and slippers are not allowed.
- School approved spirit wear may be worn during out of uniform days and at the discretion of the administration. Some examples of clothing not allowed are:
- Halter tops, bare midriffs, mesh clothing, snap pants
- Hats, caps, sunglasses, hairnets and bandanas are prohibited inside the building.
- Hoods must be worn down while in school.
- Short shorts, dresses or skirts, shoes with wheels and chain wallets
- Items of clothing, including jewelry that advertises illegal substances, weapons, vulgar messages, gang identification and promotion.
- Any child's personal appearance, which is disruptive to the educational environment, will be handled on an individual basis. These guidelines are not intended to cover all of the constantly changing styles and fads. The definition of "proper dress and grooming" is highly controversial and opinion among people varies. The school and parents will work together to encourage students to take responsibility for their appearance, and to work within the guidelines set by the school.

### **CELLULAR PHONE USAGE**

- All cell phones must be turned off and kept in the locker during school hours unless being used for educational purposes
- Unless being used for educational purposes during the school day, they will be confiscated they may be picked up from a staff member or administrator at the end of the day.
- Students should not use cell phones for personal use
- Students will be permitted to use the phones in the office or classroom with adult permission
- Texting, taking pictures or video, or any other type of cell phone use is prohibited unless permitted by teachers
- Cell phones may be used in emergency situations with permission from school staff.

### **BICYCLES**

Students within grades 3 to 8 may ride their bikes to school. Bikes need to be secured to district provided bike racks. Berwyn South School District 100 is not liable for damage or stolen bikes that are on school property.

### **MEAL PROGRAM**

All 8 of our schools will participate in the Community Eligible Provision (CEP)-federally funded direct certification process for the distribution of breakfast and lunch at no cost to the students/families. Families are requested to complete a Family Income Form to fulfill the requirements of the program. A summary of the program requirements, eligibility criteria and benefits can be accessed at the following U.S. Department of Agriculture link:

[www.fns.usda.gov/cnd/Guidance/eligibility.guidance.pdf](http://www.fns.usda.gov/cnd/Guidance/eligibility.guidance.pdf)

Students may also bring their own lunch.

- **Students are expected to follow PBIS lunchroom expectations.**
- Disruptive lunchroom behavior may result in loss of the privilege to eat in the cafeteria. Other consequences may include time out, assigned seating, assisting in cleaning the lunchroom, detention or quiet lunch.

## **STUDENT FEES/WAIVER OF FEES**

The district charges fees for certain non-curricular activities and programs. The fees are \$60 for registration and \$50 for technology usage for the 17-18 school year. Fees may be waived pursuant to the district fee waiver policy and procedures, in situations where there is qualifying financial hardship. The district policy and procedures regarding fee waivers are available upon request.

## **CARE OF SCHOOL PROPERTY**

Each student is responsible for keeping an orderly locker. Student lockers are school property and remain such at all times. **Although lockers may be assigned to students for their convenience, students and parents are advised that the school retains the right to inspect lockers whenever it is deemed reasonable and appropriate to do so.** Lockers may be inspected with the use of specially trained dogs. Students will be penalized by loss of privileges, cost of repair and/or suspension from school for any damage done to school property. Cost of repairing student-initiated damage to school property is the responsibility of the parent/ guardian.

Instructional materials are provided free of charge to School District 100 students. However, in the event that materials are damaged or lost by students, an appropriate charge will be assessed. Students are also expected to respect the rights of property owners in the vicinity of the schools.

Backpacks/book bags/gym bags not issued by the district are not allowed in the classroom. Please keep in mind that the lockers are small. Book bags with wheels and oversized purses will not fit in the cubbies or lockers.

All students will receive a locker assignment and students purchase their combination lock from the school. It is important to keep lockers locked (after door is closed, spin dial). Keep your combination private.

Students may not share or store belongings in another student's locker. Misuse or tampering with a locker may result in loss of locker privileges.

Locker decorating: students must get permission from their teacher to decorate lockers for special occasions. Students are responsible for any clean up. Markers may never be used on lockers.

Interior of lockers may include magnetized mirrors, note pads and appropriate pictures. No stickers may be used. Lockers should be only used for clothing items. All valuables should be left at home.

## **HARASSMENT OF STUDENTS PROHIBITED**

No person, including a Berwyn South School District 100 employee or agent, or student, shall harass or intimidate another student based upon a student's sex, color, race, religion, creed, ancestry, national origin, physical or mental disability, sexual orientation, or other protected group status. The District will not tolerate harassing or intimidating conduct, whether verbal, physical, or visual, that affects tangible benefits of education that interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Students are prohibited from engaging in hazing or any kind of aggressive behavior that does physical or psychological harm to another or any urging of other students to engage in such conduct; prohibited conduct includes any use of violence, force, noise, coercion, threats, intimidation, fear, harassment, bullying, hazing or other comparable conduct. Students are also prohibited from (1) accessing and/or distributing at school any written 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 or electronic material, including Internet material and blogs, that causes substantial disruption to school operations or interferes with the

rights of other students and staff members. Full implementation of the above includes: (1) conducting a prompt and thorough investigation of alleged incidents of bullying, intimidation, or harassing behavior (2) providing each student who violates one or more of these policies with appropriate consequences and remedial action, and (3) protecting students against retaliation for reporting such conduct.

### **SEXUAL HARASSMENT PROHIBITED**

Sexual harassment of students is prohibited. Any person, including a Berwyn South School District 100 employee, or agent, or student, engages in sexual harassment whenever he or she makes sexual advances, requests sexual favors, and engages in other verbal or physical conduct 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;
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
  - d. Making submission to or rejection of such unwelcome 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.

Students, who believe they are victims of sexual harassment or have witnessed sexual harassment, are encouraged to discuss the matter with the building principal, assistant building principal or a complaint manager. Students may choose to report to a person of the student's same sex. Complaints will be kept confidential to the extent possible given the need to investigate. Students who make good faith complaints will not be disciplined. An allegation that one student was sexually harassed by another student shall be referred to the building principal or assistant building principal for appropriate action.

### **LGBTQ**

Berwyn South School District 100 is committed to fostering an inclusive environment for all students, families and staff regardless of sexual orientation, gender identity or gender expression. The district pledges to continually review our policies, procedures, and professional development opportunities. We will implement a curriculum that is inclusive and affirming to all students. District 100 is committed to ensuring a safe and healthy school environment where every child can learn and all families feel welcome.

Up to date information can be obtained on the district website under the Welcoming Schools subcategory, the link is:

[Gender Support Policy](#)

[Welcoming District Resolution](#)

## BULLYING

Berwyn South School District 100 is committed to promoting a safe, positive, nurturing environment.

Bullying is an act of disrespect toward others and will not be tolerated.

In order to be considered bullying, the behavior must be aggressive and include:

- An imbalance of power: Kids who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviors happen more than once or have the potential to happen more than once.

Bullying by a student that takes place outside of school may be subject to school level consequences and in extreme or dangerous situations may be referred to the police department. To ensure safety for all of our students and staff, any child who has engaged in behavior that could be considered bullying may be placed on an intervention plan that will last for the duration of their District 100 enrollment. The district follows the Illinois School Code 105 ILCS 5/27-23.7 as stated on the District policy 7:180

## GANG VIOLATIONS

To ensure safety for all of our students and staff any child who has engaged in behavior that could be considered gang related might be placed on an intervention plan that will last for the duration of their District 100 enrollment.

Gang related behavior may include but is not limited to the following: Old English/Gothic/Tag style writing, tagging, crowns, playboy bunny, 5 or 6 pointed stars in combination with other gang symbols, the number 26, letters LK (etc.), jokers, swastikas, shaved or notched eyebrows, elaborate graphic designs, bandannas, hairnets, wristbands, upside down letters, certain color combinations, flashing of gang signs, verbal representation, etc.

## ARTICLES PROHIBITED IN SCHOOL

Problems arise occasionally because students bring articles or objects that are hazardous to the safety of children or disruptive to the school program.

**The presence of any weapon, contraband or “look alkies” may result in notification to the police department and possible suspension/ expulsion. Any of the following items will be confiscated:**

- Permanent markers and white out.
- Any sprays, oils, and scented grooming products.
- Items, which pose a risk to safety (such as laser items, rollerblades/non-motorized scooters, shoes with wheels, or other objects which may be harmful: swords, spray cans).
- Items, which offend (gross or inappropriate books/items, prank items).
- No pets are allowed at school unless written an administrator grants permission.
- Some items may require timely parent retrieval only. Items not retrieved will be disposed of in June.
- All medications including over the counter medication must be kept at home unless given to the school nurse with doctor’s note.

## **DRUG-FREE SCHOOLS**

Consistent with federal law, the Board of Education prohibits the use, possession, concealment, or distribution of drugs by students on school grounds or at any school-related event. Drugs include any alcoholic beverage, anabolic steroid, any unlawful controlled substance as defined by Illinois law, and any substance that could be considered a "look-a-like" controlled substance. Any student who

violates this policy is subject to discipline, up to and including expulsion. When appropriate the district will refer the student and family to resources that can assist the student in addressing drug or alcohol related abuse problems.

## **SMOKING**

The possession, use, distribution, purchase, or sale of tobacco or nicotine materials, including without limitation, electronic cigarettes or lookalikes is strictly prohibited in school buildings, on school property, and in school vehicles at any time, by any person, for any reason. State law prohibits smoking on school grounds.

## **BEHAVIOR INTERVENTIONS AND SUPPORTS**

Berwyn South School District 100 utilizes Positive Behavior Intervention and Supports and/or Responsive Classroom in order to teach students what is expected of them behaviorally. "Positive Behavior Interventions and Supports (PBIS) is a proactive systems approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional, and academic success" (Illinois Statewide Technical Assistance Collaborative).

## **UNIVERSAL PBIS**

Staff is consistently monitoring student behavior to determine trends and areas that need to be addressed at a Universal Level. At the Universal Level, each school focuses on 3-5 school-wide behavioral expectations. These expectations are taught monthly with scripted lesson plans for teachers that feature modeling and role-playing.

Universal Interventions are classroom-based interventions that are led by the teacher. Some examples of Universal Interventions are Morning Meetings, Clip Charts, 3-point system, Falcon Fouls, Class Dojo, etc.

As PBIS teams meet to review individual student behavior, students are recommended or referred for various interventions based on referral data, teacher and/or parent recommendations.

## BEHAVIORAL T-CHART

The Behavioral T-Chart below lists some examples of minor and major behavior offenses. Typically, the classroom teacher handles minor offenses, where the office handles major offenses.

Minor Behavior Offenses	Major Behavior Offenses
<ul style="list-style-type: none"> <li>- Inappropriate Language</li> <li>- Defiance/Noncompliance</li> <li>- Physical Contact/Shoving/Horseplay</li> <li>- Property Misuse</li> <li>- Disruptive Behavior</li> <li>- Dress Code/ID Violation</li> <li>- Repeated Tardiness</li> <li>- Technology Violation</li> <li>- Other Minor Offense</li> </ul>	<ul style="list-style-type: none"> <li>- Inappropriate Language/Profane Language/Gestures</li> <li>- Physical Aggression</li> <li>- Defiance/Insubordination/Gross Disrespect</li> <li>- Use/possession of weapons or look-alikes</li> <li>- Harassment/Bullying/Skipping class</li> <li>- Fighting</li> <li>- Repeated Classroom Disruption</li> <li>- Property Damage/Vandalism/Arson</li> <li>- Forgery/Theft/Cheating/Lying</li> <li>- Technology Violation</li> <li>- Gang Related Behavior/Tagging</li> <li>- Use/Possession/Concealment/Distribution of Alcohol, Tobacco, or Drugs (including look-alikes)</li> <li>- Use/Possession of Combustibles</li> <li>- Bomb Threat/False Alarm-Threats to cause harm or danger to staff and/or students</li> </ul>

### Secondary PBIS

When a student is identified as needing a secondary intervention, parents/guardians will be contacted via phone, letter, or in person to discuss their child's behavior and need for a more intensive intervention. Some examples of secondary interventions are:

Check-In/Check-Out (CICO): Check in/Check out is an intervention where a student checks in with a staff member every morning and is given a few words of encouragement. The student also receives a point sheet to track their behavior throughout the school day. At the end of the day, the student checks out with a staff member to go over their point sheet. Check in/Check out lasts for 20 school days. In order for a student to no longer require this intervention, they must average a score of 80% or higher on their point sheets.

Social Academic Intervention Groups (SAIGs): Social Academic Intervention Groups is an intervention where a student participates in a small social skills group that teaches/builds pro-social replacement behavior. This intervention takes place for 6 weeks. In order for a student to no longer require this intervention, they must average a score of 80% or higher on their point sheets.

Some possible SAIG groups include:

- 1) Pro-social skills (replacement behaviors for avoidance, withdrawal, etc.) Friendship Skills/Social Awareness/Relationship Building
- 2) Problem-solving skills (replacement behaviors for fighting, arguing, etc.) Conflict Resolution Skills/Anger Management Skills/Self Management

3) Academic Behavior skills (replacement behaviors for getting out of seat, poor study habits, talking out during instruction, etc.) Study/Organizational Skills/Focus/Self-Management Skills/Responsible Decision-Making

Check-In/Check-Out (CICO) with Individualized Features: CICO with Individualized Features is an intervention that adds individualized supports to generic CICO. Used after generic CICO has been tried for a set time (for example 4-6 weeks) and the student has not met the predetermined goal set for all children. Teachers are given the option to choose from these features after CICO was not enough support for a student. The different options are predetermined in each school.

Examples of CICO with individualized features:

**Example one:**

Extra check in time before/after lunch with secretary in office

**Example two:**

Peer accompanies student to check in at beginning of day and check out at end of day

**Example three:**

Check in with supportive adult prior to a difficult class period

## **Tertiary PBIS**

Functional Behavioral Assessment: Students are referred to an individual problem solving team by the Secondary Systems Team typically when lower level and do not result in adequate progress. Any student not responding adequately to CICO, SAIG and/or Mentoring will have a Functional Behavioral Assessment completed. This focuses on determining problem behaviors, why the behavior is occurring, and how the student perceives they are being reinforced for the behavior.

Behavioral Intervention Plans: Once a Functional Behavioral Assessment is completed, the team will create either a Brief or Complex Behavior Intervention Plan. In these plans, students are taught replacement behaviors that are more acceptable than the current problem behavior with hopes that the student will eventually use appropriate behaviors to function within the school environment.

Wraparound Plans: When a student continues to struggle to meet behavioral expectations with a complex behavior plan in place, a team will start the wraparound process. Wraparound is a philosophy of care with a defined planning process used to build constructive relationships and support networks among students and youth with emotional or behavioral disabilities (EBD) and their families. It is community based, culturally relevant, individualized, strength based, and family centered. Wraparound plans are comprehensive and address multiple life domains across home, school, and community, including living environment; basic needs; safety; and social, emotional, educational, spiritual, and cultural needs. Another defining feature of wraparound is that it is unconditional; if interventions are not achieving the outcomes desired by the team, the team regroups to rethink the configuration of supports, services, and interventions to ensure success in natural home, school, and community settings.

## CRISIS PREVENTION INTERVENTION

When students become unsafe and pose a threat to themselves or others, staff may have to implement Crisis Prevention Intervention. This is a hands-on approach that keeps students safe while utilizing team members that are trained in the appropriate restraint models.

Parents/Guardians will be notified in writing with a copy of the Behavioral Intervention/Time Out sheet that was completed by the staff involved with the intervention if a student's behavior warrants physical intervention.

## DETENTION

Even though Berwyn South School District 100 focuses on Positive Behavior Interventions, at times, an after school or lunch detention may be used with students as a corrective disciplinary measure, to complete school assignments, or for purposes of student counseling. Notification that a detention was issued along with specific reasons will be sent home with the student or parents/guardians will be called. Parents/Guardians will be notified if the student is staying after school for a detention.

Parents/Guardians will be notified in advance in situations where the school provides transportation for the student. The parent/guardian shall be responsible for the student's transportation

## SUSPENSION

While detention is effective in most cases, some behaviors that are repeated or are of a more serious nature may result in an in-school or out-of-school suspension. Suspensions are serious consequences designed to ensure that our students comply with legitimate and necessary school rules.

- **In-school** suspension restricts the students to a time out room in the school or another location. During their in-school suspension, students will complete class work, do makeup work, or read quietly. Students on in-school suspension do not attend regular classes; however, they are expected to keep up with their regular class work. The students are not eligible for after school activities and must leave school grounds at dismissal.
- **Out-of-school** suspension is another measure, which may be used by the school administration when all other appropriate and available disciplinary interventions have been exhausted. Students on out-of-school suspension do not attend school during the time of the suspension but are afforded the opportunity to make up the work they missed. Parental or adult supervision is expected. **Students who are serving an out-of-school suspension are not allowed to attend any school activities during their suspension, nor are they permitted to be on Berwyn South School District 100 property.**

## EXPULSION

Expulsion is the most severe measure and can only be determined by the Board of Education. A student who faces expulsion will be required to leave the school after the school board determines that he/she will be expelled. **In addition, expelled students are not allowed on District 100 property for the term of their expulsion.**

## **VOLUNTARY ADMISSION**

If a student voluntarily reports an infraction of the substance abuse rules prior to the public record, no suspension will be issued; however, the student may be required to attend an educational substance abuse program. The purpose of this provision is to allow a student to seek help. A student may NOT use voluntary admission if the school already knows the rule infraction. The student may use voluntary admission only one time.

## **MISCONDUCT BY STUDENTS WITH DISABILITIES**

Behavioral interventions shall be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. The district will establish and maintain a parent-teacher advisory committee to plan procedures for using behavioral interventions with children with disabilities. The procedures shall conform to the ISBE guidelines on the use of behavioral interventions, including that each student receiving special education services who requires the use of a restrictive behavioral intervention should have a written behavioral management plan developed by the IEP team and included in the student's IEP.

The superintendent may designate at least one staff member as a behavioral intervention consultant who shall assist staff with the proper use of behavioral interventions. This policy and the behavioral intervention procedures shall be furnished to all parent(s)/guardian(s) of students with Individual Education Plans at the beginning of the school year or at the time an IEP is written. The specific behavior intervention plan for the student will be a part of the IEP. Students and parents will be informed of the procedures and plans annually.

## **DEPARTMENT OF LANGUAGE ACQUISITION LANGUAGE LEARNERS**

The mission of the language acquisition is to empower and instill pride in children's bilingual, bi-literate, and bicultural identity in order for them to be successful global citizens who will be college and career ready. We commit to redefining bilingual education through the use of an additive model that includes the integration of effective bi-literacy and bicultural practices that embrace the whole child. The department offers students three types of language programs that integrate language and content area instruction:

Dual Language Program – Allows students to acquire two languages through an additive model in which students learn to read, write, and speak in two languages. Cultural instruction is integrated so that children gain an appreciation of language and culture. Currently, the program is offered to students in several elementary schools beginning in kindergarten and is expected to reach eighth grade. The ultimate goals of the program-are to have students become high academic achievers in Spanish and English thus becoming bilingual, bi-literate, and bicultural in Spanish and English.

Transitional Bilingual Program – Allows students to acquire English by supporting student's instruction through the use of their native language. The program begins in kindergarten and is available through third grade. The ultimate goal of the program is to have students reach proficiency in English.

Transitional Bilingual Program (ESL only) and Transitional Program of Instruction – Allows students to acquire English while they are learning content through the use of explicit language strategies. The program is offered to students from Kindergarten through eighth grades. The ultimate goal of the programs is to have students reach proficiency in English.

### **HIGH ACHIEVING, TALENTED, AND GIFTED STUDENT IDENTIFICATION OF STUDENTS IN NEED OF ACCELERATED LEARNING**

Identification procedures using multiple criteria are used to make sure that all students are identified who are in need of accelerated learning. The accelerated learning model is tiered through three levels.

Students will be identified as early as kindergarten by utilizing multiple assessments and criteria including but not limited to:

- Early admittance to kindergarten
- Demonstrated proficiency of grade level standards
- Above grade level performance on F and P, NWEA MAP and PARCC assessments
- Teacher, parent/ guardian, and student nomination
- Identification checklist with qualifying information

Using this data, qualification decisions are made. A student profile will be created and analyzed. When students are determined to need accelerated learning parents are notified, teachers are informed, and the focused differentiation process begins.

Level I children, top 10% of their class, get additional attention through differentiation in the classroom. Tier II children, top 5% of their class also receives expansion of learning in during/before/after school clubs. Tier III children, students who exhibit high-level abilities or behaviors that substantially surpass those of others of their age, experience and perform within the top 2-3% on the MAP; top 2-3% will qualify to take the WISC-V (intelligence test administered by a school psychologist). An overall IQ score on this assessment of 120 or above may qualify a student for a Differentiated Education Plan. The differentiated plan is created with the classroom teachers, school accelerated coach, administrators, and parents of the child. Specific goals for the child are drafted and the plan is reviewed annually with the team members. During the DEP meetings, parents are encouraged to give input as the student's academic progress is discussed.

### **SPECIAL EDUCATION SERVICES**

All children with disabilities have the right to a free appropriate public education as provided under Illinois and federal law. It is the obligation of the school district to properly identify, evaluate and place such disabled children. For children aged 3-21, a child with a disability could include a condition resulting in some kind of developmental delay, or identification of one or more of the following: autism, deaf-blindness, visual impairment, other health impairment, specific learning disability, serious emotional disturbance, hearing impairment, speech or language impairment etc. Parents of disabled students are also entitled to a copy of procedural safeguards once a year, as well as with the initial referral of a student, or request by a parent, for an evaluation or request for a due process hearing. Any questions regarding the proper identification, evaluation or placement of any such children may be directed to the Director of Special Education, Colleen Cook at 708-795-2300 ext. 4430. A copy of a notice of procedural safeguards and parent/guardian rights is available to parents/guardians at the following links:

[https://www.isbe.net/Documents/nc\\_proc\\_sfgrds\\_34-57j.pdf](https://www.isbe.net/Documents/nc_proc_sfgrds_34-57j.pdf)

## **SECTION 504/AMERICANS WITH DISABILITIES ACT**

The Americans with Disabilities Act (ADA) and the Rehabilitation Act require the school district to ensure that no individual will be discriminated against based upon a disability. Under federal law, qualified students with disabilities may be entitled to certain services or accommodations related to their school programming. Parents/Guardians who believe their child may have a disability that substantially limits their child's ability to function properly in school should contact the District 504/ADA Coordinator Colleen Cook at 708-795-2300 ext. 4430

## **PARENT/GUARDIAN INVOLVEMENT COMPACT - NCLB TITLE 1 PROGRAM**

Berwyn South School District 100 parents/guardians should be partners in their children's education by participating in the following activities:

- Communicate on a regular basis with the school on academic, social, and emotional issues by phone, writing, E-mail, or in person.
- Develop an awareness of the school district's curriculum and the skills taught at each grade.
- Attend school meetings, provide input on district and school issues, and volunteer for school activities and events.
- Read and return all required communications and forms from school.
- Monitor and assure completion of homework and assignments.
- Attend conferences designed to report student progress
- Provide encouragement and support to promote your child's achievement.
- Report problems and concerns as soon as they appear.
- Become personally involved in activities designed to strengthen your child's learning such as trips to libraries, zoos, museums, etc.
- Arrange family activities around the school calendar so they don't interrupt the education of your child.

## **PARENT/GUARDIAN CONTRACT - NCLB TITLE 1 PROGRAM**

Parents/Guardians are important partners in the Title I Program in Berwyn South School District 100. Working together, we hope to improve your child's ability to read and write. We also hope to give your child a lifelong love of reading.

We ask for your help in the following ways:

- Read to your child daily.
- Listen to your child read daily.
- Set aside a special time and quiet place for schoolwork.
- Turn off the television during "schoolwork" time.
- Praise your child's efforts honestly.
- Talk with your child about school.
- Visit the public library with your child.
- Encourage your child to check out and bring home books from the library

## **PARENT/GUARDIAN COMPACT DISTRICT RESPONSIBILITIES**

The district agrees to encourage parent participation and student involvement by monitoring the students' progress to achieve individualized learning expectations. The district agrees to:

- Maintain an Internet dashboard to provide parents access to their child/children's absences, tardies, grades, assessments, upcoming projects, and assignments to allow the parents to continue to be knowledgeable about the progress of their child.

- Evaluate the reading ability of each child in Kindergarten through eighth grade-
- Hold parent teacher conferences annually to permit the teachers and parents to cooperate on increasing the child's achievement; parent teacher conferences will be held as necessary when a child is experiencing problems throughout the year.
- Conduct grade level parent meetings at the beginning of the year to explain the curriculum expectations of the teachers
- Carry out PBIS Universal Behavioral Trainings at the beginning of the school year and focus on monthly behavioral expectations, knowing that a safe and caring learning environment is important for student achievement.
- Establish interventions to insure that a child's program is modified to meet the individual student needs.
- Encourage student participation in reading to increase the time spent using Accelerated Reader (AR) and other means to promote student self-selected reading.
- Offer access to computerized instructional programs to diagnose and prescribe reading instruction.
- Provide 90 minutes per day of reading instruction.
- Lead small-guided instruction reading groups to encourage the development of their reading skills.
- Assess using the Common Core Illinois Learning Standards in reading and math for grades second through eighth; appropriate staff will reteach any standards, benchmarks or indicators in which a child is deficient.
- Promote the participation of the parent and child to establish goals for his/her learning.
- Support engaged learning through technology and project based learning.
- Uphold open lines of communication with the parents and the community.

### **TEACHER QUALIFICATION**

Under the No Child Left Behind Act, and Illinois law, teachers are required to be highly qualified. You can request information about the professional qualifications of your child's classroom teacher, including:

- If the teacher has met state certification standards for this grade level and for the subject matter taught
- If the teacher is functioning under special certification standards or approval
- College major, certification of graduation status, and area of competence.
- If student is served by paraprofessional, the qualifications of that individual

### **PARENT/GUARDIAN TEACHER ASSOCIATION**

The PTA and PTSA and parent led groups are active organizations, and each parent/guardian is urged to join and participate in its planning, programs and discussions. Information and publicity are sent home to parent/guardian prior to PTA meetings announcing the scheduled program or activity.

## **BUILDING VISITATION**

Parents/Guardians are always invited to confer with teachers or administrators concerning the educational program or a child's progress. Opportunities for parents/guardians and teachers to meet are planned periodically throughout the school year. Parent/guardian conferences are always welcomed with advanced notifications.

Visits to the building and observation in the classroom are subject to the reasonable regulation and policies of the district. In order to properly monitor the safety of students and staff, each visitor must report to the office upon entering any building, show a state picture id to check in and obtain a pass. Any visitor found in the building without permission shall be reported to the main office. Requests to visit the school or a class shall be directed to the office of the principal. We have a visitor identification system. All visitors must bring a picture ID with them and provide it to the office clerk who will scan it through the Raptor Security System for visitor badge.

Students may not bring visitors or guests to school without first contacting the office of the principal and obtaining permission.

Parents/Guardians attending school events may take photos or videos of their own children. We request that photos or videos that include other children not be posted to social media sites. The school and the school district are not responsible for photographs posted on the Internet by private parties. Classes to which student teachers are assigned may have lessons videotaped as a requirement of the cooperating universities. If your child is in a class with a student teacher, lessons may be videotaped for the use of the student teacher and their university supervisor.

## **VOLUNTEER INFORMATION FORM**

All volunteers in the Berwyn South School District 100 schools are required to complete and sign the District Volunteer Information Form and Waiver of Liability. Forms are available in the school office. All volunteers are subject to criminal background checks.

## **OFFENDER COMMUNITY NOTIFICATION**

State law requires notification to parents/guardians that information about sex offenders and violent offenders against youth is available to the public. The Sex Offender Database can be accessed at the following Illinois State Police link:

<http://isp.state.il.us>

## **CONCEALED CARRY ACT POLICY**

Under school district policy, all school district property, buildings, and vehicles, are designated as "Prohibited Areas". No concealed carry licensees may possess or carry their firearms on such Prohibited Areas. All Prohibited Areas that are buildings will clearly and conspicuously display a 4" x 6" sign on the premises, which states that concealed firearms are prohibited. All school district students, staff and visitors, regardless of whether they are licensed under Illinois law, are strictly prohibited from carrying a concealed firearm into any Prohibited Area.

Any individual visiting or conducting business on a Prohibited Area found to have carried a firearm may be banned from school district property, buildings, and vehicles, and may be referred to law enforcement agencies for investigation and prosecution.

The provisions of the Berwyn South School District 100 Policy do not apply to the possession of firearms in any Prohibited Area if the firearm is carried by: (1) a sworn law enforcement officer, or (2) a private security personnel may carry their firearms in a Prohibited Area only if employed by, and with the express permission of the school district, provided such private security personnel are otherwise properly licensed/authorized to carry a firearm under 24-2 of the Criminal Code of 2012.

### **RESIDENCY REQUIREMENTS**

No student will be permitted to attend the schools of Berwyn South School District 100 unless the student is a legal resident of the area served by the school district and is able to furnish a permanent address within the district's boundaries. A minimum of four documents will be required to establish residency. The four types of proofs that are acceptable are indicated on the online registration portal. A person seeking to enroll a child who cannot produce a lease, purchase property agreement or other similar document can have the individual responsible for the residence sign in person (or have it notarized) the—Attestation Form. This individual will need to provide a copy of real estate document or lease.

Residency information will be verified. If a student is determined to be a nonresident of the Berwyn South School District 100 for whom tuition must be charged, the persons enrolling the student are liable for nonresident tuition from the date the student began attending a Berwyn South School District 100 school as a non-resident.

A person who knowingly enrolls or attempts to enroll in Berwyn South School District 100 on a tuition free basis as student known by that person to be a nonresident of Berwyn South School District 100 is guilty of a Class C misdemeanor, except in very limited situations as defined in State Law (105 ILCS 5/10-20.12b(e)).

A person who knowingly or willfully presents to Berwyn South School District 100 any false information regarding the residency of a student for the purpose of enabling that student to attend any school in that district without payment of a nonresident tuition charge is guilty of a Class C misdemeanor (105 ILCS 5/10-20.12b(f)).

The only exceptions to this requirement are for families who may qualify for homelessness under the McKinney Vento Act. The residency, enrollment and attendance rights of students who are homeless are established under federal (McKinney-Vento Act) and Illinois (Illinois Education for Homeless Children Act) laws. Homeless students include children sharing housing with others due to loss of housing, financial hardship, or those who lack a regular, fixed and adequate nighttime residence. A homeless student is generally entitled to immediately enroll in the school where they enrolled when they were permanently housed, the school in which student was last enrolled or the school in the attendance area where the homeless student currently lives. The district may be responsible for comparable services, including transportation, education and meals for the student, based on the student's circumstances. For any questions or issues related to the enrollment of a homeless student, the parent should contact the homeless liaison official for Berwyn South School District 100. – Jane Bagus at 708-795-2300 ext. 4021

## STUDENT RECORDS ACT

The school district is required to notify parents of the following rights provided under this act:

Permanent records shall consist of basic identifying information including student's and parent's names, address, birth date and place, gender, attendance record, accident reports, health records and academic achievement. The permanent record will be kept for 60 years after graduation or permanent withdrawal from the district. Health Records are part of the permanent record and kept 60 years.

- Temporary records shall consist of all information not required to be placed in the student permanent record.

- Parents/Guardians have the right to inspect and copy permanent and temporary records. An appointment should be made with the school secretary. Copies will be made at the school at a cost of thirty-five (35) cents per page.

- If parents/guardians wish to challenge the record contents, an appointment should be made with the school principal. A form must be completed and then the principal will discuss the information with the parents/guardians.

- Only district staff members and other education officials with a legitimate right to see these records shall be permitted access without parent's consent.

- Parents/Guardians have the right to copy records before the records are destroyed. If you would like copies of material from your child's record, please send your request to the school office by May 15.

- District 100 permanent records will be transferred to high school upon graduation or will be transferred to another elementary school upon transfer of the child.

- Parents/Guardians may prohibit release of directory information, which includes child's name, address, and phone number by notifying the school in writing by Sept. 30. District policy restricts use of such directory information to staff members and parents with a legitimate need for such information.

- No person may condition the granting or withholding of any right, privilege, or benefit or make as a condition of employment, credit or insurance the securing of any information from a student's record obtained through the exercise of any right secured under the Act.

- Special Education Records containing psychological evaluations, special education files and all other temporary record information which may be of continued assistance to a student may, after five years of the student's graduation or permanent withdrawal, be transferred to the parent/guardian (or student if he or she has succeeded to the rights of the parent), or be destroyed.

The intention of the District 100 staff is to maintain open communication with the parents of every child in the district. We want the parent to know what information we are using and to provide us with any additional information that will help us develop the best possible educational program for each child.

## **PARENTS/GUARDIANS AND STUDENTS RIGHTS CONCERNING A STUDENT'S SCHOOL INFORMATION**

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy interests of parents and students with regard to education records. It affects every public elementary and secondary school, including Berwyn South School District 100.

FERPA defines the term “educational records” broadly to include all records, files, documents, and materials, such as films, tapes, or photographs-containing information directly related to a student that an education agency or institution maintains. For example, education records include information that schools maintain on students in report cards, surveys and assessments, health unit records, special education records, and correspondence between the school and other entities regarding students.

For elementary and secondary school students, FERPA restricts the release of their school records or information from their records that could identify the student (“personally identifiable information”). Before releasing such records or information to a party outside the school system, the school must obtain the consent of the student’s parents unless the student is 18 or over, in which case only the student can consent to the release, or unless the release falls under one of the exceptions to the consent requirement.

Some Common Exceptions to the Prior Consent Requirement:

All of the statutory exceptions applicable to the prior consent requirement are set forth in detail in the FERPA regulations. Some common exceptions, however, include the following:

1. A disclosure made to other school officials within the school or school district who have a legitimate educational interest in the information
  - a. A school official includes a person or company with whom the district has contracted to perform a special task such as an attorney, auditor, consultant, or therapist, for example. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibilities.
2. A disclosure made in connection with a health or safety emergency. (The health and safety emergency provision is a commonsense acknowledgement that there may be situations when the immediate need for information to avert or diffuse certain unusual conditions or disruptions requires the release of information.)

### **FREEDOM OF INFORMATION**

Any person requesting records of School District 100 may make a request in person orally or in writing to LaVergne Education Center located at 3401 Gunderson Avenue in Berwyn, IL. 60402. A person may mail or email a written request listing the specific records to be disclosed and copied. FOIA officers are Ms. Jenny Hosty and Ms. Jane Bagus.

## **ASBESTOS**

This notice is to inform interested parties that School District 100, in accordance with the requirements of the Asbestos Hazard Emergency Response Act (AHERA), has on file in the district office and the principal's office of each individual school an Asbestos Management Plan for each building. These plans are available for public review during normal business hours. The district has conducted testing and inspection and all buildings are in compliance with AHERA. You can access additional information about AHERA and the federal requirements related to asbestos and schools at the following link:

[http://www.epa.gov/asbestos/pubs/asbestos\\_in\\_schools.html](http://www.epa.gov/asbestos/pubs/asbestos_in_schools.html)

## **PESTICIDE EXPOSURE**

In conformance with the Structural Pest Control Act the district follows procedures to control structural and landscape pests, while working to minimize the exposure of students and staff to pesticides. Issues or questions regarding the district integrated pest management program should be directed to the school principal. Students or parents can submit a written request to the school principal if they would like to be notified 2 days prior to the application or use of any non-bait pesticide application. The parent or student must provide reliable contact information. The district will make several good faith efforts to provide actual notice to the parent. If the notice is not provided prior to application, the district will provide the notice as soon as it is possible to reach the parent. For further information regarding the Pest Control Act and its requirements you can access the following-Illinois Department of Public Health link:

<http://www.idph.state.il.us/envhealth/structuralpest.htm>

## **UNIFORM GRIEVANCE PROCEDURES**

Students, parents/guardians, employees, or community members should notify any District Complaint Manager if they believe that the School Board, its employees, or agents have violated their rights guaranteed by the State or Federal Constitution, State or federal statute, or Board policy, or have a complaint regarding:

1. Title II of the Americans with Disabilities Act;
2. Title IX of the Education Amendments of 1972;
3. Section 504 of the Rehabilitation Act of 1973;
4. Individuals With Disabilities Education Act, 20 U.S.C. §1400 *et seq.*;
5. Title VI of the Civil Rights Act, 42 U.S.C. §2000d *et seq.*;
6. Equal Employment Opportunities Act (Title VII of the Civil Rights Act), 42 U.S.C.
7. Sexual harassment (Illinois Human Rights Act, Title VII of the Civil Rights Act and Title IX of the Education Amendments of 1972);
8. The misuse of funds received for services to improve educational opportunities for educationally disadvantaged or deprived children;
9. Curriculum, instructional materials, programs;
10. Victims' Economic Security and Safety Act, P.A. 93-591;
11. Illinois Equal Pay Act of 2003, P.A. 93-0006; or
12. Provision of services to homeless students.

The Complaint Manager will attempt to resolve complaints without resorting to this grievance procedure and, if a complaint is filed, to address the complaint promptly and equitably. The right of a person to prompt and equitable resolution of a complaint filed hereunder shall not be impaired by the person's pursuit of other remedies. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies and use of this grievance procedure does not extend any filing deadline related to the pursuit of other remedies.

### 1. Filing a Complaint

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

### 2. Investigation

The Complaint Manager will investigate the complaint or appoint a qualified person to undertake the investigation on his or her behalf. If the Complainant is a student, the Complaint Manager will notify his or her parent(s)/guardian(s) that they may attend any investigatory meetings in which their child is involved. The complaint and identity of the Complainant will not be disclosed except: (1) as required by law or this policy, or (2) as necessary to fully investigate the complaint, or (3) as authorized by the Complainant. Within 10 school days of the date the complaint was filed, the Complaint Manager shall file a written report of his or her findings with the superintendent. The Complaint Manager may request an extension of time.

If a complaint of sexual harassment contains allegations involving the superintendent, the written report shall be filed with the School Board, which will make a decision in accordance with Section 3 of this policy. The superintendent will keep the Board informed of all complaints.

### 3. Decisions and Appeal

Within 5 school days after receiving the Complaint Manager's report, the superintendent shall mail his or her written decision to the Complainant by U.S. mail, first class, as well as the Complaint Manager.

Within 5 school days after receiving the superintendent's decision, the complainant may appeal the decision to the School Board by making a written request to the Complaint Manager. The Complaint Manager shall promptly forward all materials relative to the complaint and appeal to the school board. Within 10 school days, the school board shall affirm, reverse, or amend the superintendent's decision or direct the superintendent to gather additional information for the Board. Within 5 school days of the board's decision, the superintendent shall inform the Complainant of the Board's action. The Complainant may appeal the school board's decision to the regional superintendent pursuant to Section 3.10 of The School Code and, thereafter, to the state superintendent pursuant to Section 2-3.8 of The School Code.

This grievance procedure shall not be construed to create an independent right to a school board hearing. The failure to strictly follow the timelines in this grievance procedure shall not prejudice any party.

## Complaint Managers

Jane Bagus

LaVergne Education Center

3401 S. Gunderson Ave.

Berwyn, IL 60402

708-303-4021

Jim Calabrese

Freedom Middle School

3016 S. Ridgeland

Berwyn, IL 60402

708-303-4705

## **EQUITY POLICY & AMERICANS WITH DISABILITIES ACT**

### **ADA NOTIFICATION**

It is the policy of school District 100 not to discriminate on the basis of sex in its educational and extracurricular programs, activities, or employment policies as required by Illinois PA 79-597 and Title IX of the 1972 Education Amendments. Also, the district is in compliance with the requirements of the Americans with Disabilities Act of 1990. Inquiries regarding compliance with the Illinois Sex Equity Rules, Title IX, and Americans with Disabilities Act may be directed to the Director of Human Resources.

The district also promotes a policy that states all students have a right to attend school in an environment free of sexual harassment. These rights are defined in the 1980 EEOC Title VII Amendment to Guidelines on Discrimination Because Of Sex and Title IX Federal Education Amendment. The Sexual Harassment Officers are Jane Bagus at 708-303-4021 and James Calabrese at 708-303-4705. The district has established formal grievance policies in these areas and the policies can be found in the Board of Education Policy Manual located in each of the schools and the district offices.

### **Responsible Use Guidelines for Technology**

My student and I are committed to the Responsible Use Guidelines. By signing this, we commit to discussing and reviewing the following guidelines as it pertains to technology use throughout the district.

Our staff and students use technology to learn. Technology is essential to facilitate the creative problem-solving, information fluency, communication and collaboration that we see in today's global economy. While we want our students to be active contributors in our connected world, we also want them to be safe, legal, and responsible. The Responsible Use Guidelines (RUG) support our visions of responsible technology use and promote a strong sense of digital citizenship. The RUG applies to all Berwyn South School District 100 computer networks (including the devices made available by them) and all devices connected to those networks (whether they be student owned or otherwise)

With the ability to use technology comes responsibility. It is important that you read and discuss the District Responsible Use Guidelines, ask questions if you need help in understanding them, and sign the agreement form. It will be your responsibility to follow the rules for appropriate use.

Irresponsible system use will result in the loss of the privilege of using this educational and administrative tool. Please review the guidelines, which break down in greater detail responsible use expectations for students in the areas of Internet safety & security, digital citizenship, and research & information literacy.

Please note that the Internet is a network of many types of communication and information networks. It is possible that you may run across some material you may find objectionable. While Berwyn South School District 100 will use filtering technology to restrict access to most questionable material, it is not possible to restrict access to all.

It will be your responsibility to follow the rules for appropriate use. We require that students use the district-issued tablet as a baseline for instruction in the classroom. These responsibilities can extend beyond the school grounds when working on district platforms and systems from home. The school is not responsible for students who bring their own internet connectivity via cell phone or device with hotspot.

### **RESPONSIBLE USE AND DIGITAL CITIZENSHIP**

Any use described below is deemed “responsible” and consistent with the Berwyn South School District 100 Responsible Use Guidelines for Technology. The final decision regarding whether any given use of the network or Internet is acceptable lies with the superintendent or designee.

- Use promotes the educational and administrative purposes, goals, and objectives of Berwyn South School District 100.
- Use is limited to your own individual account - you and only you should use that account. You should not share your password with others.
- Use furthers research related to education and instruction
- Use does not violate the student code of conduct
- Use of appropriate online names as well as use of polite and appropriate language/content on all online posts in critical.
- Use of websites, content, and media is properly cited with respect to copyright.

### **UNACCEPTABLE AND IRRESPONSIBLE USE**

Any of the following uses is deemed “unacceptable and irresponsible” and a violation of the Berwyn South School District 100 Responsible Use Guidelines for Technology. This list does not include all possible violations. The final decision regarding whether any given use of the network or Internet is acceptable lies with the superintendent or designee.

Disciplinary action may be taken for unacceptable and irresponsible use of the network or Internet:

- Unauthorized use of copyrighted material, including violating district software licensing agreements
- Posting of videos or photos without permission of the individual or group
- Sending or posting messages and/or content that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another’s reputation, illegal, or intended to bully
- Use of technology resources such as chat rooms, social sites, and games in a manner that causes disruption to the educational program
- Use of school technology resources to encourage illegal behavior or threaten school safety
- Use of any means to disable or bypass the district’s Internet filtering system or other security systems

- Attempting to destroy, disable or gain access to district technology equipment, district data, the data of other users, or other networks connected to the district's system, including uploading or creating computer viruses
- Encrypting communications or files to avoid security review
- Posting personal information about yourself or others (such as addresses and phone numbers) other than as needed to conduct school operations
- Forgery of email messages or transmission of unsolicited junk e-mail
- Use related to commercial activities or for commercial gain
  
- Use that violates the student code of conduct or is unlawful
- Wasting school resources through the improper use of the computer system

One or more of the following consequences may be imposed:

- Suspension of access to the system
- Revocation of the network or online account(s)
- Removal of device access
- Other action, including disciplinary action, in accordance with Board policy and/or the Student Code of Conduct (as applicable)

## **INTERNET SAFETY**

**Staying Safe Online** - BSD100 has filters in place to help steer students clear of inappropriate content; however, students may encounter some inappropriate information. Students will contact their teacher if they encounter a website that could be inappropriate.

**Communicating Safely Online** - There are many great ways to collaborate online. Either via discussion boards, posts, comments, chat, email, etc. With that collaboration, comes caution. Students will not do any of the following

- Post private information (such as full name, address, phone number, etc.) without the permission of a trusted adult;
- Share passwords or usernames;
- Post negative or harassing comments.

**Digital Citizenship** - The Internet is a powerful community of connected people. That connection requires levels of responsibilities to one another. Part of being a good digital citizen is using technology in a responsible, appropriate way. Below are some specific areas to address with elementary-age children.

**Email etiquette** - Students may have access to a school email account after receiving basic training on email etiquette. Please know that teachers, administrators or parents can view all emails. Emails should be written with thought of the audience and purpose. Abuse or misuse of district emails may require disciplinary action.

**Commenting Responsibility** - Students will be able to make comments on age-appropriate websites or collaborative online workspaces. These comments, like anything else on the Internet, have a certain amount of digital permanence. Students will display respect and thoughtfulness online by not posting comments that are negative, inappropriate, or personal about others or themselves.

**Digital Footprints** - Information you post on the Internet can affect your future. The Internet can be powerful collaborative tool, but any information you post on it is accessible by anyone. If you have a question about posting something, you should always consult with your teacher or parent before posting.

**Digital Ethics** - Students will use the Internet and digital tools to produce content for the classroom. Students will not present the work of others as their own work (known as plagiarism) There may be times when other students have left their own work on a computer or that students will collaborate on a digital project. Students will not delete or damage other students' work intentionally. Students will ask for permission prior to posting videos or photos of other students and staff. When working on projects or any other work with online resources, students will follow copyright and creative commons laws.

**Cyber bullying** - Cyber bullying is the use of digital technologies or mobile devices to harass, threaten, embarrass, or torment another student. This can happen both directly and indirectly. Students will practice "think before you send" and will report any cyber bullying they become aware of to a trusted adult.

**Research and Information Literacy** - Students will use a variety of search engines to search for information and content. Students will understand the functions of effective keywords and categories to find useful and relevant information online.

**Research and Evaluation** - Students will choose websites with quality information and, when possible, use multiple sources to find their information. Students will be able to identify online advertisements and spam on websites and understand the purpose behind those advertisements.

### **Responsible Use Guidelines Acknowledgement**

I understand that my technology use with District provided resources, is not private and may be viewed by district officials. I understand that the school district will provide me with third party accounts (such as Google Apps) that must also adhere to these Responsible Use Guidelines. Any other third party accounts that I use for educational purposes must also adhere to these Responsible Use Guidelines. I understand that the Berwyn South School District 100 will monitor my activity on the computer system.

I have read the Berwyn South School District 100 Responsible Use Guidelines for technology and agree to abide by its provisions. I have read and agree with the guidelines for elementary and middle school responsible use. In consideration for the privilege of using the Berwyn South School District 100 electronic communications system and in consideration for having access to the public networks, I hereby release the district, its operators, and any institutions with which they are affiliated from any and all claims and damages of any nature arising from my use of, or inability to use the system, including without limitation, the type of damages identified in the District's policy and administrative regulations.

**For more detailed information about the 1:1 Instructional Program regarding the protection plan for devices, messenger bags, guides for disciplinary actions, costs for repair/replacement please visit: <http://bit.ly/1to1BSD>**  
**Student Handbook Revised April 2017**