

North Chicago Community Unit School District #187
2000 Lewis Avenue
North Chicago, IL 60064
(847) 689-8150



Parent/Student Handbook
Student Rights, Responsibilities, and Conduct
2017-2018

Welcome to North Chicago Schools!
We are “On the Move Together”

North Chicago Community Unit School District 187 is a highly diverse community of learners. We believe that diversity is one of our greatest assets. Our purpose is to prepare all students for success in college, careers, and global citizenship. In order to accomplish this, we are committed to implementing a collaborative instructional approach through operating, within our district and with all partners, as a Professional Learning Community. We are committed to providing all students an equitable and high quality educational experience through implementing a Guaranteed and Viable Curriculum. We are committed to supporting all students as individual learners through a data-driven problem solving approach.

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❖ (To be signed by student and parent/guardian and turned in at registration)

***Note that this handbook is a summary of board policies governing the district and the handbook may be amended as needed throughout the year without notice. The most updated handbook and board policies will always be available on the district website.**

INFORMATION DIRECTORY			
CONCERN	CONTACT PERSON	PHONE NUMBER	E-MAIL ADDRESS
504 Coordinator	Dr. Carol Du Clos	847-689-6333	cduclos@d187.org
Academic Chief Academic Officer	Mrs. Yesenia Sanchez	847-775-1320	ysanchez@d187.org
After School Programs	Building Principal	See Directory	
Parent Engagement & Data Specialist	Mrs. Angela Ramirez	847-775-1325	angelaramirez@d187.org
Building Facilities/Maintenance/Rental	Mr. John Benedetti, Director, Finance & Operations	847-689-8150	jbenedetti@d187.org
BPAC (Bilingual Parent Advisory Council)	Mrs. Angela Ramirez	847-775-1325	angelaramirez@d187.org
College Support	Mr. Trendelle Vaughn	847-578-7400	tvaughn@d187.org
Counselors	Building Principal	See Directory	
Deputy Superintendent	Mr. Oscar Hawthorne	847-775-1319	ohawthorne@d187.org
District Homeless Liaison	Mrs. Tammy Thompson Mr. Oscar Hawthorne	847-505-7227 847-775-1319	tthompson@d187.org ohawthorne@d187.org
English Language Learners	Mrs. Lissette Brito, Director of ELL Services	847-505-7308	lbrito@d187.org
Emergency Message to Child	School Secretary	See Directory	
Enrollment Information	Ms. Jackie Silva, Registrar	847-505-7249	jsilva@d187.org
Grades/Report Cards	Teacher- Subject Area	See Directory	
Home or Hospital Instruction	Dr. Carol Du Clos, Director, SPED	847-689-6333	cduclos@d187.org
Human Resources	Mrs. Kathleen Kelly Colgan, Director of Human Resources	847-689-8150	kkellycolgan@d187.org
Navy School Liaison		847-688-5700 (office)	
Nutrition Service Organic Life	Mrs. Susan Oglesby	847-689-8150	soglesby@d187.org

CONCERN	CONTACT PERSON	PHONE NUMBER	E-MAIL ADDRESS
Parent Liaison	Mrs. Ebony Wilson	847-578-7400 X7210	ewilson@d187.org
PTO (Parent Teacher Organization)	Building Principal	See Directory	
Residency	Ms. Jackie Silva	847-505-7249	jsilva@d187.org
S.A.V.E. (Students Against Violence Everywhere)	Ms. Mey Spencer, Outreach Specialist	847-223-3400	mspencer@lake.k12.il.us
School Health Services	Ms. Kim Baumann	847-689-6333	kbauman@d187.org
School Homeless Liaison	Assigned by school	See Directory	
School Safety	Mr. Ryan Domeracki	847-689-8150 x1332	rdomeracki@d187.org
Special Education Co-Directors	Dr Carol Du Clos Dr. Paula Miller	847-689-6333	cduclos@d187.org pmiller@d187.org
Superintendent	Mr. John P. Price	847-689-8150	jprice@d187.org
Technology Services	Mr. David Collins, Dir. of Technology	847-689-8150	dcollins@d187.org
Transportation (outplaced students)	Mrs. Erica May	847-689-6333	emay@d187.org
Transportation	Mrs. Tasha Coleman	847-689-8150	tjohnson@d187.org
Truancy	Mrs. Joyce Coleman	847-689-8150	jcoleman@d187.org

NORTH CHICAGO COMMUNITY UNIT SCHOOL DISTRICT 187 ADMINISTRATION
(847) 689-8150

John P. Price _____ Superintendent
Linda Stephens _____ Executive Assistant to Superintendent
Oscar Hawthorne _____ Deputy Superintendent
Yesenia Sanchez _____ Chief Academic Officer
Kathleen Kelly Colgan _____ Director of Human Services
John Benedetti _____ Director of Finance & Operations
Dr. Carol Du Clos _____ Director of Special Education
Lissette Brito _____ Director of ELL Services
Richard Medina _____ Assistant Director of Special Education
David Collins _____ Director of Technology
Ryan Domeracki _____ Assistant Director of Finance and Safety & Security

INDEPENDENT AUTHORITY

Dora King _____ Chairman
Evelyn Alexander _____ Member
Joel Sensenig _____ Member
Dr. Sylvia Johnson Jones _____ Member
Dr. C. Myra Gaytan-Morales _____ Member
Command Master Chief Samuel Robinson _____ Naval Station Great Lakes Representative

FINANCIAL OVERSIGHT PANEL

David Agazzi _____ Chairman
Allen Albus _____ Member
Hillarie Siena _____ Member
Hornsby Kneeland _____ Member
Inette Coleman _____ Member
Command Master Chief Samuel Robinson _____ Naval Station Great Lakes Representative

SCHOOL DIRECTORY

<p style="text-align: center;">Forrestal (K – 3rd) 2833 Washington Street Great Lakes, IL 60088-1914 (847) 689-6310 (847) 689-3501 FAX Inez Mitchell, Principal imitchell@d187.org Edith Lopez, Secretary</p>	<p style="text-align: center;">Evelyn Alexander School (K – 3rd) 1210 Adams Street North Chicago, IL 60064-1317 (847) 689-7345 (847) 578-6018 FAX Andres Orbe, Principal aorbe@d187.org Zoyla Lopez, Secretary</p>
<p style="text-align: center;">A J Katzenmaier Academy(4th - 5th) 1829 Kennedy Drive North Chicago, IL 60064-2335 (847) 689-6330 (847) 689-2818 FAX Michael Grenda, Principal mgrenda@d187.org Louise Sanders, Assistant Principal lsanders@d187.org Sofia Anguiano, Secretary Bint Bayan-Darr, Secretary</p>	<p style="text-align: center;">Green Bay Early Childhood Center 2100 Green Bay Road North Chicago, IL 60064 (847) 775-7100 (847) 775-7233 FAX Nicole Johnson, Principal njohnson@d187.org Terra Hooks, Secretary</p>
<p style="text-align: center;">Neal Math & Science Academy (6th – 8th) 1905 Argonne Drive North Chicago, IL 60064-2500 (847) 689-6313 (847) 689-6332 FAX Vanessa Campos, Principal vcampos@d187.org Patrick Reget, Assistant Principal – 7th Grade preget@d187.org Angelique Robinson, Asst. Principal – 8th Grade arobinson@d187.org Mariela Nunez, Secretary</p>	<p style="text-align: center;">North Chicago High School (9th – 12th) 1717 17th Street North Chicago, IL 60064-2052 (847) 578-7400 (847) 689-7473 FAX Venessa Simmons -Woods, Principal vwoods@d187.org Keith Turner, Assistant Principal kturner@d187.org Zackary Livingston, Assistant Principal zlivingston@d187.org Catherine Zahari, Assistant Principal czahari@d187.org Jesus Tirado, Dean of Students jtirado@d187.org Victoria Lopez, Secretary</p>
<p style="text-align: center;">LEARN 6 Charter School 601D Street, Building 130H Great Lakes, IL 60088 (847) 473-3845 (847) 473-2988 FAX Kelly Tyson, Principal ktyson@learncharter.org Sarah Grigsby, Office Manager</p>	<p style="text-align: center;">LEARN 10 Charter School 1811 Morrow Avenue North Chicago, IL 60064 (847) 693-5021 Christian Cigan, Principal Sandra Rojas, Office Manager</p>

North Chicago Community Unit School District 187 - 2017-2018 School Year Calendar

STUDENT ATTENDANCE SCHEDULE:

Early Childhood (Green Bay): Mon., Tues., Thurs., Fri. – 8:00am-2:45pm, Wednesday 8:00am-1:45pm

Kindergarten-Third Grade (Forrestal and North): Mon., Tues., Thurs., Fri. – 8:00am-2:45pm, Wednesday 8:00am-1:55pm

Fourth-Fifth Grade (AJK Academy): Mon., Tues., Thurs., Fri. – 7:50am-2:35pm, Wednesday 7:50am-1:45pm

Middle School (Neal Math and Science Academy): Mon., Tues., Thurs., Fri. - 8:30 am–3:30 pm, Wednesday 8:30am-2:45pm

High School (North Chicago Community): Mon., Tues., Thurs., Fri. - 8:10 am - 3:30 pm, Wednesday 8:20am-2:45pm

Day	Month	Date	E
Monday	July	31	10-month Building Secretaries Report to Work
Monday-Tuesday	August	14-15	District Institute Days – All Staff Report to Work (8:00am-3:30pm)
Wednesday	August	16	First Day of School, K-12 Students (Regular Wednesday Schedule)
Monday	August	28	First Day of School, Early Childhood Students
Monday	September	4	Non-Attendance Day (District Closed) - Labor Day
Friday	September	22	First Quarter Progress Reports Sent Home
Friday	October	6	Non-Attendance Day (District Offices Open*)
Monday	October	9	Non-Attendance Day (District Closed) - Columbus Day
Friday	October	13	End of First Quarter (40 Days of Instruction)
Wednesday	October	18	First Quarter Final Grades Due
Thursday	October	19	Non-Attendance Day for Students – District Institute Day 8am-2pm First Quarter Conferences (Report Cards Distributed) 3pm-7pm
Friday	October	20	Non-Attendance Day for Students – First Quarter Conferences - Report Cards Distributed -
Friday	November	17	Second Quarter Progress Reports Sent Home Early Dismissal (Follow Wednesday Schedule)
Monday-Friday	November	20-24	Thanksgiving Break - November 20 th & 21 st - District Offices Open* November 22-24 District Closed (22 nd in Observance of Veteran's Day)
Monday	November	27	Classes Resume
Friday	December	22	End of Second Quarter (43 Days of Instruction) Early Dismissal (Follow Wednesday Schedule)
Monday	December	25	Winter Break Begins (Dec. 25-Jan. 5)
Monday	January	8	Classes Resume
Wednesday	January	10	Second Quarter Final Grades Due
Friday	January	12	Second Quarter Report Cards Sent Home
Monday	January	15	Non-Attendance Day (District Closed) - Dr. Martin Luther King Jr.
Friday	February	9	Third Quarter Progress Reports Sent Home
Friday	February	16	Non-Attendance Day (District Offices Open*)
Monday	February	19	Non-Attendance Day (District Closed) - Presidents' Day
Monday	March	5	Casimir Pulaski Day- Non-Attendance Day (District Closed)
Friday	March	16	End of Third Quarter (46 Days of Instruction)
Wednesday	March	21	Third Quarter Final Grades Due

Thursday	•	March	•	22	•	Non-Attendance Day for Students – District Institute Day 8am-2pm Third Quarter Conferences – Report
Friday	•	March	•	23	•	Non-Attendance Day for Students – Third Quarter Conferences - Report Cards Distributed - 8am-11am
Monday-Friday	•	March	•	26-30	•	Spring Break
Monday	•	April	•	2	•	Non-Attendance Day (District Offices Open*)
Tuesday	•	April	•	3	•	Classes Resume
Friday	•	April	•	27	•	Fourth Quarter Progress Reports Sent Home
Thursday	•	May	•	24	•	North Chicago Community High School Graduation
Friday	•	May	•	25	•	SIP/Records Day (Four-hour attendance day for students)
Monday	•	May	•	28	•	Memorial Day - Non-Attendance Day (District Closed)
Thursday	•	May	•	31	•	Last Day of School - Early Dismissal (Follow Wednesday Schedule) End of Fourth Quarter (45 Days of Instruction)
Thursday	•	June	•	7	•	Last day of school if ALL emergency days are used (5)

*12 month employees report to work

North Chicago Community Unit School District 187

2017-2018 SCHOOL-PARENT/GUARDIAN COMPACT

PURPOSE:

This compact is designed to:

1. Identify the collective responsibility of parents, legal guardians and the school district in supporting the academic achievement of all students
2. Emphasize the importance of parent and family engagement in the life and academic success of every student and in our school district
3. Comply with Section 6318 of the Every Student Succeeds Act (ESSA) (20 U.S.C. §6318) regarding the establishment of a school-parent compact

The school and the parents of the students in the district agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during the **2016-2017** school year.

SCHOOL RESPONSIBILITIES

The school will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

The district will:

- provide an Articulated and Unified PreK-12 Curriculum in Math and ELA with Aligned Units of Study
- fully implement all curricular materials
- develop Common Core State Standards (CCSS) aligned units of study in natural and social sciences and non-core
- provide high quality classroom and school environments
- provide a respectful culture with high expectations
- clearly articulate and consistently follow expectations and consequences
- consistently use high-impact instructional strategies
- apply technology in use to drive instruction forward
- focus on student engagement and differentiation
- utilize Common Formative assessments at all levels
- utilize interim and summative data to make programmatic and instructional decisions
- implement timely, research-based interventions
- create a culture of feedback throughout the district
- provide Professional Learning Communities (PLC) teams at every level (including administrators and central office) engaged in discussion and action planning in response to student data
- provide a continuous cycle of job-embedded, differentiated professional development

2. Hold parent/teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Conferences will be held:

10/19-10/20/17 Parent/Teacher conferences/reports cards distributed (District Calendar)

1/12/18 Report cards sent home (District Calendar)

3/22-3/23/18 Parent/Teacher conferences/reports cards distributed (District Calendar)
 6/7/18 Report cards sent home w/students

Provide parents/guardians with frequent reports on their children’s progress. The school will provide reports as follows:

9/12/17	<i>Progress report due to building Principals</i>
9/22/17	<i>Send home progress reports</i>
11/10/17	<i>Progress reports due to building Principals</i>
11/17/17	<i>Send home progress reports</i>
2/9/18	<i>Progress reports due to building Principals</i>
2/19/18	<i>Send home progress reports</i>
4/17/18	<i>Progress reports due to building Principals</i>
4/27/18	<i>Send home progress reports</i>
6/7/18	<i>Report cards sent home w/students</i>

3. Provide parents/guardians reasonable access to staff.

- a. *Staff will be available for consultation with parents during scheduled appointments before or after school*
- b. *Staff may be reached via email using the first initial of their name followed by their last name @d187.org(e.g. Daniel Smith...dsmith@d187.org)*
- c. *Staff, unless in meetings or otherwise unavailable, may be reached before and after school by calling the following main numbers:*

<i>A.J. Katzenmaier</i>	<i>847.689.6330</i>
<i>Forrestal School</i>	<i>847.689.6310</i>
<i>Neal Math & Science Academy</i>	<i>847.689.6313</i>
<i>North Chicago Community High School</i>	<i>847.578.7400</i>
<i>Evelyn Alexander School</i>	<i>847.689.7345</i>
<i>Green Bay Early Childhood Center</i>	<i>847-775-7100</i>

Please note that staff will not be available to take calls from parents during instructional time.

4. Provide parent/guardians opportunities to volunteer and participate in their child’s class and to observe classroom activities, as follows:

- *Volunteer opportunities will be coordinated through school principals or designee.*

PARENT/GUARDIAN RESPONSIBILITIES

As a parent or guardian, I commit to supporting my child’s learning by:

- engaging in daily conversations with him/her about their day at school and what was learned
- communicating with my child’s teacher if my child has any problems with learning
- staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate
- making every effort to attend Parent/Teacher Conferences, parent meetings, school functions/activities

- providing a distraction free place at home where homework and reading assignments can be completed
- reviewing homework assignments and offering assistance when needed
- implementing and reinforcing bedtime routines to maximize his/her ability to arrive at school on time and to perform well
- limiting entertainment screen time to less than one or two hours a day and only allowing exposure to age appropriate programming
- volunteering in my child's classroom or school and, to the extent possible, serving on a parent committee, Parent Teacher Organization (PTO) or policy advisory group such as the Title I Parent Steering Committee

STUDENT RESPONSIBILITIES

As a student, I will share the responsibility to improve my academic achievement and achieve the state's high standards. Specifically, I will:

- follow directions and guidance of all school staff members
- always put forth my best effort
- behave responsibly and treat others with respect
- complete classroom assignments as instructed
- complete my homework and return it to my teacher when it is due
- ask for help when needed
- inform my parent, the adult who is responsible for my well-being, or teacher when I am having problems with learning
- read at least 20-30 minutes every day outside of school time
- give my parents or the adult who is responsible for my well-being all notices and information received by me from my school every day
- talk with my parents or the adult who is responsible for my wellbeing about my day at school and what I learned
- respect and follow home guidelines and/or routines established to insure that I:
 - attend school every day
 - arrive to school on time
 - limit how much time I spend watching television and use technology (E.g. computers, gaming devices, cell phones, social media)

School

Date

Parent

Date

Student

Date



2017-2018 Districtwide Parental/Guardian Involvement Policy Summary

Purpose:

1. Support and secure an effective partnership among parents, guardians, schools and the community
2. Establish the district's expectations for parent/guardian involvement and describe how it will implement the policy to help insure that all students meet academic standards
3. Comply with Title I requirements

Part I. General Expectations

The district will...

- Institute programs, activities and procedures for the involvement of parents which are planned and operated with meaningful consultation with parents
- Work with its schools to ensure parent involvement policies meet requirements and include a school-parent compact
- Where practicable, provide full opportunities for the participation of parents with limited English proficiency, disabilities and parents of mobile children
- Involve and include parents when possible to assist schools in increasing student achievement
- Work to provide reasonable support for parental involvement activities
- Insure that parents are informed about their schools and their children's education

Part II. How District Will Implement Required Components

The district will...

- Present, discuss and solicit feedback to the policy during the first Districtwide Parent Meeting of each school year
- Invite and encourage parent participation in the development and evaluation of the policy utilizing parent steering and parent advisory committee
- Provide parents with access to the policy
- Provide the following to support to assist schools in planning and implementing effective parental involvement activities
 - Training to staff and parents involved in Title I Committees, in parental engagement and leadership
 - ELL support when coordinating parent involvement programs/activities
- With the involvement of parents, annually evaluate the content and effectiveness of the policy, and use results to improve strategies for parental involvement

The district, with the help of schools, will...

- Provide access to information and resources
- Provide assistance to parents in understanding

- State academic achievement standards and assessments
- How to monitor their child's progress
- Provide materials and training to help parents work with their children to improve academic achievement

The district, with the help of schools and parents will

- Educate its teachers, principals and staff in how to reach out to, communicate with and work with parents as equal partners

Part III. Discretionary Policy Components

In an effort to build parents' capacity for involvement, the district may choose to...

- Involve parents in various workshops and trainings to assist staff
- Pay reasonable and necessary expenses associated with parental involvement activity
- Host school meetings at varied times or conduct in-home conferences to maximize parental involvement
- Develop appropriate roles for community-based organizations and businesses

(For a complete copy of the policy, visit <http://d187.org/2017-18-district-wide-parental-guardian-involvement-policy/>)

North Chicago Community Unit School District 187

2017-2018 District-Wide Parental/Guardian Engagement Policy

PURPOSE:

This policy is being adopted in order to:

1. Support and secure an effective partnership among parents, legal guardians, families, schools and the community,
2. Establish the district's expectations for parent/guardian and family involvement and describe how it will implement policy components to help ensure that all students meet state academic standards, and
3. Comply with the Title I, Part A requirements regarding the establishment of a parental involvement policy according to Section 6318 of the Every Student Succeeds Act (ESSA). (20 U.S.C. §6318).

Parent and family engagement

(a) Local educational agency policy

(1) In general

A local educational agency may receive funds under this part only if such agency conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of

parents and family members in programs assisted under this part consistent with this section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

(2) Written policy

Each local educational agency that receives funds under this part shall develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. The policy shall be incorporated into the local educational agency's plan developed under section 6312 of this title, establish the agency's expectations and objectives for meaningful parent and family involvement, and describe how the agency will--

(A) involve parents and family members in jointly developing the local educational agency plan under section 6312 of this title, and the development of support and improvement plans under paragraphs (1) and (2) of section 6311(d) of this title.

(B) provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the local educational agency in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;

(C) coordinate and integrate parent and family engagement strategies under this part with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs;

(D) conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying--

(i) barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);

(ii) the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and

(iii) strategies to support successful school and family interactions;

(E) use the findings of such evaluation in subparagraph (D) to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies described in this section; and

(F) involve parents in the activities of the schools served under this part, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.

(3) Reservation

(A) In general

Each local educational agency shall reserve at least 1 percent of its allocation under subpart 2 to assist schools to carry out the activities described in this section, except that this subparagraph shall not apply if 1 percent of such agency's allocation under subpart 2 for the fiscal year for which the determination is made is \$5,000 or less. Nothing in this subparagraph shall be construed to limit local educational agencies from reserving more than 1 percent of its allocation under subpart 2 to assist schools to carry out activities described in this section.

(B) Parent and family member input

Parents and family members of children receiving services under this part shall be involved in the decisions regarding how funds reserved under subparagraph (A) are allotted for parental involvement activities.

(C) Distribution of funds

Not less than 90 percent of the funds reserved under subparagraph (A) shall be distributed to schools served under this part, with priority given to high-need schools.

(D) Use of funds

Funds reserved under subparagraph (A) by a local educational agency shall be used to carry out activities and strategies consistent with the local educational agency's parent and family engagement policy, including not less than 1 of the following:

(i) Supporting schools and nonprofit organizations in providing professional development for local educational agency and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.

(ii) Supporting programs that reach parents and family members at home, in the community, and at school.

(iii) Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.

(iv) Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.

(v) Engaging in any other activities and strategies that the local educational agency determines are appropriate and consistent with such agency's parent and family engagement policy.

(b) School parent and family engagement policy

(1) In general

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f) of this section. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable,

provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

(2) Special rule

If the school has a parent and family engagement policy that applies to all parents and family members, such school may amend that policy, if necessary, to meet the requirements of this subsection.

(3) Amendment

If the local educational agency involved has a school district-level parent and family engagement policy that applies to all parents and family members in all schools served by the local educational agency, such agency may amend that policy, if necessary, to meet the requirements of this subsection.

(4) Parental comments

If the plan under section 6312 of this title is not satisfactory to the parents of participating children, the local educational agency shall submit any parent comments with such plan when such local educational agency submits the plan to the State.

(c) Policy involvement

Each school served under this part shall--

(1) convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved;

(2) offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;

(3) involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school-wide program plan under section 6314(b) of this title, except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;

(4) provide parents of participating children--

(A) timely information about programs under this part;

(B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and

(C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and

(5) if the schoolwide program plan under section 6314(b) of this title is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.

(d) Shared responsibilities for high student academic achievement

As a component of the school-level parent and family engagement policy developed under subsection (b) of this section, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. Such compact shall--

(1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and

(2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum--

(A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;

(B) frequent reports to parents on their children's progress;

(C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and

(D) ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

(e) Building capacity for involvement

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part--

(1) shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;

(2) shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement;

(3) shall educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in

how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;

(4) shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;

(5) shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;

(6) may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;

(7) may provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training;

(8) may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;

(9) may train parents to enhance the involvement of other parents;

(10) may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;

(11) may adopt and implement model approaches to improving parental involvement;

(12) may establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section;

(13) may develop appropriate roles for community-based organizations and businesses in parent involvement activities; and

(14) shall provide such other reasonable support for parental involvement activities under this section as parents may request.

(f) Accessibility

In carrying out the parent and family engagement requirements of this part, local educational agencies and schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 6311 of this title in a format and, to the extent practicable, in a language such parents understand.

(g) Family engagement in education programs

In a State operating a program under part E of subchapter IV, each local educational agency or school that receives assistance under this part shall inform parents and organizations of the existence of the program.

(h) Review

The State educational agency shall review the local educational agency's parent and family engagement policies and practices to determine if the policies and practices meet the requirements of this section.

PART IV. ADOPTION

This *district-wide* Parental/Guardian Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by Joel Pollack, Deputy Superintendent.

This policy was adopted by the North Chicago Community Unit School District 187 on July 21, 2016, and will be in effect for the period of August 18, 2017, to June 7, 2018. The school district will provide a copy of the policy to all parents of participating Title I, Part A children on or before October 16, 2017.

(Independent Authority Board Chairman)

(Date)

PARENT INVOLVEMENT

SCHOOL VISITS

All family members, guardians or guests are to enter using the main school entrance. They should report directly to the main office and register with the office staff. You will be asked to provide a photo ID and we will provide you with a name tag for your visit. All visitors must sign in and sign out at the front desk. District and or Building staff will be available to escort you to the location of your visit. If you are there to see your child, we will call the student to the main office. If you would like to meet with a teacher or visit your child's classroom, please call and make an appointment ahead of time with the building administrator or your child's teacher.

SCHOOL VOLUNTEERS

All school volunteers must complete a volunteer application form and background check prior to participating in any school activity. Volunteer application forms are available in your school's main office, at the Board of Education Office or on the district website.

PTO (PARENT TEACHER ORGANIZATION)

One way for parents to support their child's school is to join their Parent Teacher Organization (PTO). PTOs are nonprofit organizations formed by parents, teachers, and school staff to support their local schools. Whether it is recruiting volunteers to help at the school or fundraising to support programs and activities, PTOs are one way for a community to rally around a school.

The purpose of the PTO is to enhance and support the educational experience at District 187 Schools, to develop a closer connection between school and home by encouraging parent involvement, and to improve the environment at District 187 Schools through volunteer and financial support.

TITLE I PARENT LIAISON

Parental involvement is critical to the success of every student. The Title I Parent Liaison is responsible for developing and maintaining an active cohort of parents, community partners, and stakeholders to participate in Title I parent communities. The parent liaison will also:

- Work with teachers, parents, and community members to support academic learning.
- Work with parents and teachers to facilitate strong communication between school and home.
- Support efforts to increase parental engagement within the district.

- Serve as a mentor for parents to enrich their experience within the district and encourage their participation in their child’s school experience.

The Title I Parent Liaison will offer support to parents of students within the elementary, middle, and high school levels.

ELL PARENT LIAISON

Our ELL Parent Liaison facilitates the BPAC council meetings. The Liaison is the point person in contacting community to help meet the goals of the BPAC. She/he also interprets and translates for our parents and District. The ELL Parent Liaison will also:

- Work with teachers, parents, and community members to support academic learning.
- Work with parents and teachers to facilitate strong communication between school and home.
- Support efforts to increase parental engagement within the district.
- Serve as a mentor for parents to enrich their experience within the district and encourage their participation in their child’s school experience.

The ELL Parent Liaison will offer support to parents of students within the elementary, middle, and high school levels.

BILINGUAL PARENT ADVISORY COUNCIL (ISBE 23 Article 228.30 of Illinois School Code)

In addition to language services, the ELL Department proudly supports the Bilingual Parent Advisory Council (BPAC). This council is composed of a team of parents, teachers, and community members invested in the education of their children with the goal of making a genuine contribution to our learning community. The council plans and coordinates meetings and parent events, such as community fairs, social gatherings, inviting guest speakers, workshops, and classes.

BPAC Mission

The Bilingual Parent Advisory Committee at NCCUSD 187 wants to be a respected, pro-active organization that represents the interests and needs of its bilingual community through participation in both school and district activities, and take actions that will have a positive impact in the education of our children.

PARENT ENGAGEMENT POLICY 6:170, 8:95

The Superintendent or designee shall pursue funding under Title I, Improving the Academic Achievement of the Disadvantaged, of the Every Student Succeeds Act, to supplement instructional services and activities in order to improve the educational opportunities of educationally disadvantaged or deprived children.

All District schools, regardless of whether they receive Title I funds, shall provide services that, taken as a whole, are substantially comparable. Teachers, administrators, and other staff shall be assigned to schools in a manner that ensures equivalency among the District’s schools. Curriculum materials and instructional supplies shall be provided in a manner that ensures equivalency among the District’s schools.

Parent Engagement

The District maintains programs, activities, and procedures for the involvement of parents/guardians of students receiving services, or enrolled in programs, under Title I. These programs, activities, and procedures are described in District-Level and School-Level compacts.

District-Level Parental Engagement Compact

The Superintendent or designee shall develop a District-Level Parental Involvement Compact according to Title I requirements. The District-Level Parental Involvement Compact shall contain: (1) the District’s expectations for parental involvement, (2) specific strategies for effective parent involvement

activities to improve student academic achievement and school performance, and (3) other provisions as required by federal law. The Superintendent or designee shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

School-Level Parental Engagement Compact

Each Building Principal or designee shall develop a School-Level Parental Involvement Compact according to Title I requirements. This School-Level Parental Involvement Compact shall contain: (1) a process for continually involving parents/guardians in its development and implementation, (2) how parents/guardians, the entire school staff, and students share the responsibility for improved student academic achievement, (3) the means by which the school and parents/guardians build and develop a partnership to help children achieve the State's high standards, and (4) other provisions as required by federal law. Each Building Principal or designee shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

SCHOOL VISITATION RIGHTS NOTICE

An employer must grant any parent/guardian who is an employee a leave of up to eight (8) total hours during any school year (no more than four (4) hours of which may be taken on any given day) to attend necessary educational and behavior conferences regarding an employee's child if those conferences cannot be scheduled during non-work hours. The parent/guardian, however, must have exhausted all accrued vacation leave, personal leave, compensatory leave and any other leave that is available to him/her by the employer, except sick leave and disability leave before the employee is allowed to leave under the Act. Parent/Guardians must make prior arrangements with their employers. The District Office will provide the parent(s)/guardian(s) with documentation of the school visitation, and, upon request a complete copy of the law. This documentation shall include, but not be limited to, the exact time and date the visitation began and ended.

ACHIEVEMENT

PROGRAM OVERVIEW

The North Chicago Community Unit School District 187 is refining curriculum to conform to the new Illinois Learning Standards, adopted in 2011-12, for English Language Arts and Math. We adopted the Next Generation Science Standards in the 2014-2015 school year.

We are also defining instructional models for K-8 and high school after extensively researching optimal learning for ALL students, in ALL environments, for children of ALL ages and academic levels.

The district has focused on becoming a Professional Learning Community District, which is a proven leadership and instructional model that has demonstrated strong student success throughout the country in recent years.

The district is also developing a universal model for Interventions for students who need additional time and support, or for those who can extend their learning when they already possess the knowledge presented by the teacher in given units of instruction.

Key components of our programming include the following:

- Highly Collaborative Teachers in All Grade Levels and Content Areas
- A Focus on Student Learning
- A Focus on Results and the Use of Data to Drive Teaching and Learning for ALL Students
- Technology Use as a Tool for Learning
 - English Language Learners Programming and Support
 - Community Support for Students
 - Student-Centered Programming

- Interventions for Struggling Learners
- Parent/Learning Opportunities Through Community/School Partnerships

CURRICULUM

The District adopted an English Language Arts (“ELA”) Curriculum in 2011-12 for Grades K-8, and curriculum work is ongoing in ELA in order to conform to the new Illinois Learning Standards for English Language Arts.

For the 2014-2015 school year, the District adopted a new Math Curriculum for Grades K-8. There is continued work focused on the new Illinois Learning Standards for Math.

Next Generation Science Standards have been published, and our district continues to work on adopting them during the 2015-2016 school year.

Social Studies Common Core will be the last of the new Learning Standards to come to us in the not too distant future.

In the meantime, the district is investigating and researching potential products that will best serve our students in placing them on a path to College and Career Readiness in all content areas, with all of the new State Standards as a guide.

ALTERNATIVES TO CORE CURRICULUM AND SEQUENCE

All students are expected to participate in the core curriculum and sequence of academic courses. At the discretion of the Principal for grades K-12, course substitutions may occur for students who would benefit from additional academic assistance.

Alternative supports and programs may be considered by the Multi-Tiered Systems of Support district leadership team and Principal in grades K-12 based on student educational need.

For 9-12 grades, students with the support of the Multi-Tiered Systems of Support district leadership team and Principal may be enrolled in one of the Alternative Graduation Pathways Program. These programs are Twilight School, Youth Build (Alternative Learning Opportunity), and a School Within a School.

Credit Recovery is available to students in grades 9-12 in the NCCHS after-school program and runs throughout the school year. These courses are appropriate for a student who has failed classes and will allow him/her to get back on track for graduation. Please contact your child’s school counselor for more information regarding Credit Recovery program.

ELL PROGRAM (ENGLISH LANGUAGE LEARNERS)

English language learners in public schools constitute the fastest growing student population in the United States. Our school district is home to over 900 ELL students. We are devoted to providing opportunities for success to all our students.

The mission of the ELL Program is to help students develop into contributing members of the 21st Century who are: multilingual, culturally diverse, globally successful, and independent thinkers. We empower our students with the necessary English language skills to be successful in academic content areas and in society, while respecting their cultural and ethnic identity. Our English Language Learners program provides a variety of services across the district. Services include self-contained bilingual, sheltered English instruction, and content-based ESL.

Upon enrollment in the District, parents will complete a Home Language Survey that will be used as initial identification for possible services. The Home Language Survey is part of the District’s enrollment process, as required by Illinois State law. If the student is identified as qualifying for services based on the Home Language Survey, they will be screened for English language proficiency using the Pre-IPT, WIDA Model, or WIDA W-APT assessments.

The student will be screened within 30 days of enrolling in the District. If the student has already been tested at his/her previous school district, all efforts will be made to locate the results of their language proficiency screening. If unable to locate scores, the student will be screened. Only teachers and other certified District staff may administer the test. The screening instrument will help determine whether or not the student is eligible to receive language support services.

All students scoring below a 5.0 level on the screener are designated as limited English proficient and are eligible for language services in the English Language Learners Program. Students scoring between 4.0 and 3.0 are eligible for placement in part-time or sheltered English classrooms. Students scoring at level 5.0 or above do not qualify for services in the TBE/TPI programs. Results will be documented on the NCSD 187 Registration Card.

Parents have the right to refuse services from the ELL Program. As a parent or custodian of an English Language Learner you have the right to:

- Refuse TBE/TPI services before services begin.
- Withdraw your child from the program even if the student has less than 4.8 composite and 4.2 literacy scores on the WIDA-ACCESS. This action requires a consultation with the director and signature for verification.

Student placement decisions will be made at the District Office by the program director and/or program specialists. The school district will notify the parent or legal guardian of an eligible child that enrollment in the English Language Learners Program is being recommended. This notification must be made no later than 30 days after the beginning of the school year, or 14 days after the enrollment of any child in the TBE or TPI program during the middle of the school year. Notice must be given in English and in the student's home language. Each ELL student shall have an ELL folder as part of their student record. Initial screening information, yearly ACCESS scores, reviews, and other pertinent data will be found in this folder.

Below are sample notices to parents regarding ELL services:

Parent Notice Enrollment 1-3 years of Age
Department of English Language Learners
2017- 2018 School Year

August 1, 2017

Dear Parent,

Your child, _____, is enrolled in grade ____ in the program checked below based on his/her English language proficiency test scores or screeners.

_____ Transitional Bilingual Education (TBE) _____ Transitional Program of Instruction (TPI)

_____ Full Time _____ Part Time

This program will help your child learn English and the subjects required for grade promotion. We believe that this program is the best option to meet your child's instructional needs and promote academic success in school. Information about this program, as well as other programs available for ELL students, is attached.

Your child's English language proficiency test scores are indicated below:

TEST: _____ W-APT / Model _____ ACCESS for ELLs™

Area Tested	Student Score
Listening	
Speaking	
Reading	
Writing	
Composite	

You may accept or reject this placement. To accept this placement you do not need to take any action. As a parent, you have the right to:

- Visit the classes in which your child is enrolled and to meet with staff to learn more about the program.
- Decline enrollment in a program or withdraw your child immediately from the program. Declining the recommended program will mean that your child will be placed in a General Education Class with no ELL Support.

If you have any questions please contact us at 847-689-8150.

Lissette Brito
 Director of English Language Learners Department

Parent Notice Enrollment 3 years of Age and Beyond
 Department of English Language Learners
 2017- 2018 School Year

Date _____

Dear Parent or Legal Guardian,

Your child, _____, is enrolled in grade _____ in the program checked below based on his/her English language proficiency test scores or screener.

_____ Transitional Bilingual Education (TBE) _____ Transitional Program of Instruction (TPI)
 _____ Full Time _____ Part Time

This program will help your child learn English and the subjects required for grade promotion. We believe that this program is the best option to meet your child’s instructional needs and promote academic success in school. Information about this program, as well as other programs available for ELL students, is attached.

Your child’s English language proficiency test scores are indicated below:

TEST: _____ W-APT / Model _____ ACCESS for ELLs™

Area Tested	Student Score
Listening	
Speaking	
Reading	
Writing	
Composite	

We need your written approval to enroll your child in this program beyond three years. To indicate your approval, please sign the attached form and return it to the school. If you do not sign this form, we cannot enroll your child in the program.

As a parent, you have the right to:

- Visit the classes in which your child is enrolled and to meet with staff to learn more about the program.
- Decline enrollment in a program or withdraw your child immediately from the program. Declining the recommended program will mean that your child will be placed in a General Education Class with no ELL Support.

If you have any questions please contact us at 847-689-8150.

Lissette Brito
 Director of English Language Learners Department.

Check one:

_____ Yes, I give the district permission to keep my child in the ELL program checked above beyond the three year period.

_____ No, Please remove my child from all services provided by the ELL Department.

_____ I request a meeting to discuss the recommendation before I make a decision.

 Parent Signature

 Date

TALENTED AND GIFTED SERVICES

The District currently uses differentiation to meet all students' needs in the general education classroom.

SEX EDUCATION INSTRUCTION

Students will not be required to take or participate in any class or course in comprehensive sex education if his/her parent/guardian submits a written objection. The parent/guardian's decision will not be the reason for any student discipline, including suspension or expulsion.

Parents of students in Grades K through 8 will be provided at least 5 days written notice before any class or course providing instruction in recognizing and avoiding sexual abuse begins. Parents may opt their child out of this instruction and should contact the school Principal or teacher immediately upon receipt of such a notice if they want to exercise this right.

Nothing in this section prohibits instruction in sanitation, hygiene or traditional courses in biology. Parents/Guardians may examine the instructional materials to be used in any District sex education class or course. If you would like to review any of the documents, please contact, the principal or the Deputy Superintendent of Instruction if a parent wants to examine these documents.

STANDARDIZED TESTING

Students and parents/guardians should be aware that students in Grades 3 through 8 will take standardized tests. Students that are currently enrolled in Algebra 2 and English 3 at the high school will also partake in standardized assessments. Parents are encouraged to cooperate in preparing students for the standardized testing, because the quality of the education the school can provide is partially dependent upon the school's ability to continue to prove its success in the state's standardized tests. Parents can assist their students achieve their best performance by doing the following:

1. Encourage students to work hard and study throughout the year;
2. Ensure students get a good night's sleep the night before exams;
3. Ensure students eat well the morning of the exam, particularly ensuring they eat sufficient protein;
4. Remind and emphasize for students the importance of good performance on standardized testing;
5. Ensure students are on time and prepared for tests, with appropriate materials, including number 2 pencils;
6. Teach students the importance of honesty and ethics during the performance of these and other tests;
7. Encourage students to relax on testing day.

NO CHILD LEFT BEHIND REQUIREMENTS

In compliance with ESSA Section 6312(e) PARENTS RIGHT-TO-KNOW, the District will provide parents information, upon request, regarding the professional qualifications of their student's classroom teachers to include: the following information about their degrees and major areas of study and whether they have met state qualification and licensing criteria for the grade levels and subject areas in which they provide instruction. Parents will be notified whenever their child is to be or has been taught for four or more consecutive weeks by a teacher who has not met the NCLB qualifications for being "highly qualified". A copy of this information is kept on file in the school office. Parents will also be notified of their child's achievement level on each Illinois academic assessment.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES (SECTION 504)

North Chicago Community Unit School District 187 provides an appropriate education for all students with disabilities and prohibits any discrimination against students with a disability. A student with a disability is anyone who has a mental or physical impairment which substantially limits one or more major life activities. Eligibility is determined through identification and evaluation procedures specified in the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. An appropriate education for eligible students may consist of education in regular courses with reasonable accommodations and/or supplementary services / programs designed to meet the unique needs of a particular student. Adjustment in academic requirements and exceptions may be necessary in some situations. Section 504 applies to a broader range of students than the Individuals with Disabilities Act (IDEA) which governs the delivery of special education services. While all special education students are qualified under Section 504, not all qualified Section 504 students meet special education eligibility requirements. For additional information, please contact the Building Administrator.

SPECIAL EDUCATION

North Chicago School District 187 is responsible for actively identifying, locating, and evaluating all children with disabilities who reside within district boundaries. If it is determined that a child requires an evaluation for possible special education services, a referral for a case study evaluation will be initiated.

A full and individual evaluation, conducted only with the cooperation and written permission of the student's parents or guardian, may include the following:

- A consultation with parents
- An interview with the student
- A social developmental study
- An assessment of adaptive behavior and cultural background
- A review of medical history
- A vision and hearing screening
- Any specialized evaluations such as a psychological examination or speech/ language evaluation
- Data collected via the problem-solving team process

The District provides a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the school. The term "children with disabilities" means children between ages 3 and the day before their 22nd birthday for whom it is determined that special education services are needed. It is the intent of the District to ensure that students with disabilities are identified, evaluated, and provided with appropriate educational services.

A copy of the publication "Explanation of Procedural Safeguards Available to Parents of Students with Disabilities" may be obtained from the Special Education Department, 847-689-6333.

If you believe your child is experiencing significant school problems which should be investigated, put your concerns in writing or call the school and share them with your child's principal. Questions regarding the identification, assessment and placement of children can also be referred to the Department of Special Education Services 847-689-6333.

Notification to parents or guardians of children who are deaf, hard of hearing, blind, or visually impaired.

If the child is deaf, hard of hearing, blind, or visually impaired and he or she might be eligible to receive services from the Illinois School for the Deaf or the Illinois School for the Visually Impaired, the school district shall notify the parents or guardian, in writing, of the existence of these schools and the services they provide. This notification shall include without limitation information on school services, school admissions criteria, and school contact information. Written fact sheets can be provided to parents upon request to the Department of Special Education.

Participation in Graduation Ceremony (Also known as Brittany's Law)

It is the policy and procedure that allows any child with a disability who will have completed 4 years of high school at the end of a school year to participate in the graduation ceremony of the student's high school graduating class and receive a certificate of completion if the student's individualized education program prescribes special education, transition planning or services or related services beyond the student's 4 years of high school.

Annual Notification Regarding School District Access to Medicaid or Other Public Benefits or Insurance Programs to Provide or Pay for IEP Services

1. With a parent's consent, the School District may access Medicaid or other public benefits or insurance programs in which the parent's child participates, and provide the child's personally identifiable information to Medicaid or other public benefits or insurance programs in order to provide or pay for IEP services, to the extent permitted under the other public benefits or insurance programs;

2. The School District may not require a parent to sign up for or enroll in public benefits or insurance programs in order for the parent's child to receive IEP services;
3. The School District may not require the parent to incur out-of-pocket expenses such as the payment of a deductible or co-pay amount incurred in filing a claim for services, other than any cost that the parent would otherwise be required to pay;
4. The School District may not use a child's benefits under a public benefits or insurance program if that use would decrease available lifetime coverage or any other insured benefit; or result in the family paying for services that would otherwise be covered by the 76 public benefits or insurance program and that are required for the child outside of the time he/she is in school; or increase premiums or lead to the discontinuation of benefits or insurance; or risk loss of eligibility for home and community-based waivers, based on aggregate health-related expenditures;
5. A parent's refusal to allow the School District to access Medicaid or other public benefits or insurance programs does not relieve the District of its responsibility to ensure that all required IEP services are provided to the child at no cost to the parent. Likewise, the withdrawal of consent or refusal to provide consent under 34 C.F.R. Part 99 and Part 300 to disclose personally identifiable information to Medicaid or other public benefits or insurance programs does not relieve the School District of its responsibility to ensure that all required services are provided at no cost to the child.
6. A parent has the right under 34 C.F.R. Part 99 and Part 300 to withdraw his/her consent to access Medicaid or other public benefits or insurance programs and/or to disclose his/her child's personally identifiable information to Medicaid or other public benefits or insurance programs at any time.

ATTENDANCE/TARDY/TRUANCY POLICY

STUDENT ATTENDANCE

Absences shall be entered in the student's permanent record. Unless the school has been previously notified, the school will attempt to contact the parent/guardian with regard to an absence of a student enrolled in *pre- Kindergarten through grade eight (8) within two (2) hours of the start of school. Parents of high school students will be notified the morning of their absence.*

TRUANCY POLICY

Academic progress is improved by regular school attendance. Illinois State Law requires those children between the ages of 6 (if the student has turned 6 by September 1st) and 17 to attend school regularly. Additionally, any child below the age of 6 or older than 17 who is enrolled in the District must also attend school regularly.

When a student is absent, a parent should call the school between 7:30 a.m. and 9:00 a.m. If no phone call is received, the school will attempt to contact the parent or guardian. *(No notes will be accepted at the high school level.)* If no contact is made between the parent and the school, the absence will be unexcused. The student is expected to make up all work missed during an absence. This may require the student to stay after school with the teacher to make up work or tests that cannot be completed at home.

A student will be allowed ten (10) excused absences per school year without a doctor's note. After 10 days, all absences without a doctor's excuse are considered unexcused. Doctor's notes must verify that the student was unable to attend school and give exact times when the student was seen in the doctor's office. If a parent cannot arrange for the student to be seen by a doctor, the parent should bring the student to the school nurse for an evaluation. If the nurse excuses the student, the absence will be excused. If the nurse does not excuse the student and the parent takes the student home, the student will not be excused. Parents please note: Nine (9) days (or portion thereof) of unexcused absence is considered "Truant" (105 ILCS 5/26-2a), absences

of 5% or more of the previous 180 school attendance days is considered “Chronic Truant” and may result in court action (705 ILCS 405/3-33.5).

ABSENCES ARE EXCUSED FOR:

1. Illness of a student .
2. Death in the immediate family.
3. Serious family emergency.
4. Dental or medical appointment when prior arrangements have been made.
5. Absences beyond the student’s control as determined by the Principal and Independent Authority.
6. Observance of a religious holiday.
7. Other circumstances which cause reasonable concern to the parent for the safety and health of the student.
8. *Other reasons as approved by the Superintendent or designee*

UNEXCUSED ABSENCES INCLUDE, BUT NOT LIMITED TO, THE FOLLOWING:

1. Running errands for the family.
2. Staying home to care for younger children.
3. Working at or away from home.
4. Visiting friends or relatives without parents or guardians.
5. Shopping with parents.
6. Minor aches and pains (persistence may indicate a more serious problem) .
7. Ordinary weather hazards.
8. Planned absences

RELEASE TIME FOR RELIGIOUS INSTRUCTION/OBSERVANCE

A student will be released from school, as an excused absence, to observe a religious holiday or for religious instruction. The student’s parent/guardian must give written notice to the building Principal at least 5 calendar days before the student’s anticipated absence(s). Students excused for religious reasons will be given an opportunity to make up any examination, study, or work requirement.

SPECIAL LEAVES

The Illinois School Code under the compulsory attendance provisions does not recognize family vacations as a valid cause for student absence. As a result, North Chicago Schools encourages all parents/guardians to coordinate vacation plans to coincide with those days on which school is not in session and discourages vacation plans during those days on which school is in session. If a student is aware in advance of the absence that he/she is going to be out of school on a family vacation, the parent/guardian should notify the building Principal. Parents/Guardians are responsible for making contact with the building Principal prior to any pre-planned absence to discuss these educational issues. Those days not approved will be considered unexcused.

PERFECT ATTENDANCE

Perfect attendance is defined as no absences from school or class (excused or unexcused), unless the absence is explicitly approved by the Administration or is part of a school-approved, school-sponsored activity.

PARTICIPATION IN SCHOOL ACTIVITIES WHEN ABSENT

In order to participate in any school activity, practice, rehearsal, or performance, after school or in the evening - a student must be in attendance a minimum of four hours on that day, unless a special arrangement has been made with the Principal or Assistant Principal. If an absence is because of unusual circumstances, the student may request to participate by making arrangements with the Principal or Assistant Principal. **IN NO CASE** will the student be allowed to participate if his/her absence has not been excused.

PROCEDURES FOR LEAVING SCHOOL GROUNDS DURING SCHOOL HOURS

1. Prior to leaving the school grounds, the student's parent/guardian must come into the Main Office to secure an off-campus pass or send notification, in writing. This notice must contain a telephone number where a parent or guardian can be reached. If the parent or guardian cannot be reached, the student CANNOT leave. All written notices will be verified. Students will not be released with a phone call. Students will be released when a parent comes to the Main Office if they do not have a written note. All parties must have current I.D. and be on the student's information in PowerSchool.
2. The student must sign out at the main entrance. If the student returns before the end of his/her school day, he/she should sign in at the Main Office and get a pass to class.
3. If the student is ill, and has seen the nurse, he/she will be issued a dismissal pass from the Nurse's Office and must sign out in the Main Office. If the student returns to school, he/she must sign in again in the Main Office.
4. Any student leaving school grounds during the school day without following these procedures will be considered truant and will not be allowed back into the building without a parent/guardian and will be subject to disciplinary action.

NON-DISCRIMINATION ACT: POLICY 7:10

EQUAL OPPORTUNITY AND SEX EQUITY

Equal educational and extracurricular opportunities are available to all students without regard to race, color, nationality, sex, sexual orientation, gender identity, ancestry, age, religious beliefs, physical or mental disability (including any mental, psychological or developmental disability, and including any autism spectrum disorder) immigration status, order of protection status, military status, unfavorable discharge from military service, status as homeless, or actual or potential marital or parental status, including pregnancy.

No student shall, based on sex or sexual orientation or gender identity, be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities.

Any student or parent/guardian with a sex equity or equal opportunity concern should contact: John P. Price
District Non-Discrimination Coordinator & Human Rights Compliance Officer: John P. Price

John P. Price
Superintendent
Board of Education Office
2000 Lewis Avenue
North Chicago, Illinois 60064
847-689-8150

Reporting Discrimination or Sexual Harassment

Students and/or parents who believe students have experienced an act of discrimination or sexual harassment are encouraged to notify the Principal of the school in which the alleged act or acts occurred, the District's Non-Discrimination Coordinator, or the District's Complaint Managers. In the event that the Principal is alleged

to have committed the act of discrimination or sexual harassment, students/parents are encouraged to notify the Human Resources Department at 847-689-8150.

Upon receipt of any complaint of discrimination or sexual harassment the Principal or representative of the Administrative Offices shall notify the District's Human Rights Compliance Officer. The Compliance Officer shall contact the student and/or parent filing the complaint within 24 hours in order to prepare a written record and to assist in the investigation of the complaint. Students and/or parents also may choose to initiate a complaint of discrimination or sexual harassment directly to the Compliance Officer at the Administrative Offices. Students and/or parents have the right to choose to initiate their complaint with a complaint manager of the same gender. The following administrators serve as complaint manager for the schools listed, unless a parent or student exercise their gender preference or there is a conflict with one of the complaint managers investigating the complaint.

NCCHS and Neal Complaint Manager: Kathleen Kelly Colgan

847-689-8150

AJK, Forrestal, Green Bay, and Alexander Complaint Manager: Kathleen Kelly Colgan

847-689-8150

MILITARY RESOURCES

We are happy to serve our Great Lakes military families and look forward to new students joining our district throughout the year. Please feel free to call the district office or the office of the School Liaison Officer if you have any further questions.



The Student 2 Student Initiative

Our school district is proud to partner with the Military Child Education Coalition in offering a welcome program aimed at transitioning students. A team of Neal Math & Science Academy students and advisors were trained and take a leadership role in the Junior Student 2 Student program, aimed at middle schoolers. The Student 2 Student peer program has also been established at North Chicago High School to support mobile students.

School Liaison Officer

John Sheppard, (847) 688-2430 x359 (office)

As School Liaison Officer for Naval Station Great Lakes and CNRMW, role is to help parents make their child's educational transition to the Great Lakes area a smooth one. You may reach at the phone number above, or visit her office in the Family Welcome Center at Forrestal Village.

SLO Website:

Visit the SLO website for more information on transitioning families, teen resources, special education, and school liaison quarterly newsletters.

Navy SLO Facebook Page

For current articles that focus on educational issues affecting military-connected families, check out the Navy SLO Facebook page.

Tutor.com

Tutor.com is a free online tutoring company that offers one-to-one help from certified teachers 24/7. Learning takes place in a secure, online classroom using an interactive whiteboard, file sharing and instant messaging to work through your problem. This web site offers students of all ages the help they need to succeed in school and beyond.

Military Youth on the Move

A wonderful resource that reaches out to youth with creative ways to cope with issues that arise in the face of a move, such as transitioning to a new school, saying goodbye to friends, and getting involved in a new community.

Free SAT/ACT Prep

eKnowledge donates free SAT and ACT PowerPrep™ Programs to Military families worldwide. In alliance with the Department of Defense, and supported by professional athletes from the NFL and MLB, over the past 6 years, eKnowledge has donated over 145,000 DVDs with a value of \$36 Million.

Other Helpful Naval Station Great Lakes Contacts:

- Child & Youth Placement Program: (847) 688-3100
- Fleet and Family Support Center: (847) 688-3603
- EFMP Liaison: (847) 688-3603 ext. 119
- Great Lakes Youth Center: (847) 688-5581/55
- For more information about MWR and CYP programs, please visit: www.mwrgl.com

GENERAL POLICIES AND PROCEDURES

CHANGE OF ADDRESS OR PHONE

If at any time a student changes his/her residence as a result of his/her family moving or for any other reason, regulations require that this information must be reported to the school office immediately. Additionally, documentation must be presented. Also, any changes that affect the student's school record or school statutes should be reported to the school secretary. This would include such changes as: marriage, family status, telephone number, people to contact in case of emergencies, and other similar information.

INSTRUCTIONAL MATERIAL FEES AND FEE WAIVERS

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

Each pupil is required to pay an Instructional Materials Fee at the time of registration. The Instructional Materials Fee is used to purchase basic and supplemental texts (hardcover and paperback), periodicals, workbooks, and materials and supplies used in science, music, art, and career education. There is no Instructional Materials Fee for children enrolled in the Preschool or Early Childhood Program.

The District can waive fees at the request of the parent/guardian for students who meet the eligibility requirements for a fee waiver. Fees that can be waived include textbook fees, instructional materials fees, and driver education fees (District only). Students receiving a waiver are not exempt from charges for lost or damaged books, lost ID's, locks, or lost materials, supplies and equipment. A Fee Waiver Form must be completed and submitted to the building or district office prior to the payment of fees. Fees will be waived at 100% for students who qualify for free lunch and 50% for students who qualify for reduced lunch when a fee waiver is completed and approved. The School Principal may give additional consideration where one or more of the following factors are present: Illness in family; unusual expenses such as fire, flood or storm damage, unemployment, and other emergency situations. Within 30 calendar days after the receipt of a waiver request, the Superintendent or designee shall mail a notice to the parent/guardian whenever a waiver request is denied. The denial notice shall include: (1) the reason for the denial, (2) the process and timelines for making an appeal, and (3) a statement that the parent/guardian may reapply for a waiver any time during the school year if circumstances change. If the denial is appealed, the District shall follow the procedures for the resolution of appeals as provided in the Illinois State Board of Education rule on waiver of fees.

ENROLLMENT REQUIREMENTS

Anyone seeking to enroll a student must present proof of residency within the district by providing the following documentation:

- Category 1 - (One Document from this category required): most recent tax bill with proof of payment, mortgage papers, a signed and dated lease with proof of last month's payment, a notarized District Residency Affidavit to be used when the person seeking to enroll a student is living with a District Resident.
- Category 2 - (Two Documents showing the appropriate address from this category required): voter registration card, current public aid card (within 60 days), current homeowners/renters insurance policy with payment receipt (within 60 days), cable, gas, electric, water bill and/or waste management bill.
- Military Residents Only - Housing Agreement, Military Identification (Not to be copied)

Other documents that will be required at registration include: A photo ID to verify identity of person registering student, student's original birth certificate with seal from state or county, current health information, and a student transfer form if transferring from within the state of Illinois. Please note that a certified copy of the student's birth certificate must be provided within 30 days of the date of enrollment. It is also highly recommended that a copy of a student's Individual Education Plan (IEP), Section 504 Plan, High School withdrawal grades and/or transcript, and any guardianship agreements be presented at the time of registration to help facilitate timely registration. Where the high school aged student was not previously enrolled in a school where credits were earned, an Acknowledgement of No Transfer Documentation Form must be completed.

PARENT, STUDENT, AND GUEST ARRIVAL TO A SCHOOL

1. All students must enter the building through the main doors and follow the directives of security.
2. All visitors must enter the building through the main doors and sign in at the main office, where a visitor's pass shall be issued.
3. All persons entering the building must have a picture ID, which must be presented before a visitor's pass will be issued.
4. Any person attempting to pick a student up must be on the student's contact list. Anyone not on an emergency contact list or PowerSchool family list **WILL NOT** be allowed to leave the building with the student.
5. All visitors should wear the visitor's pass in plain sight, while in the building.

STUDENT SURVEYS

Any request from a member of the public, another unit of government, a corporate entity and/or institution to conduct a survey among students will be denied except in circumstances where the Superintendent has determined that the results of such survey will advance the District's educational mission. Upon approval of any survey request, the requesting party and the District will comply with the Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. Section 1232h. PPRA requires that no student shall be required to submit to a survey that reveals information about private matters without prior written parental consent. Parents/guardians must be given notice of their right to inspect any such approved survey before the survey is administered by or through a District school, and may opt out of participating in same. Please see PPRA Notice of Rights printed toward the end of this booklet. Please also note that marketing activities involving the collection, use, or disclosure of students' social security numbers will not be permitted in District 187.

Surveys by Third Parties

Before a school official or staff member administers or distributes a survey or evaluation created by a third party to a student, the student's parent/guardian may inspect the survey or evaluation, upon their request and within a reasonable time of their request. This applies to every survey: (1) that is created by a person or entity other than a district official, staff member, or student, (2) regardless of whether the student answering the questions can be identified, and (3) regardless of the subject matter of the questions. Parents who object to disclosure of information concerning their child to a third party may do so in writing to the building principal.

Surveys Requesting Student Information

School officials and staff members will not request, nor disclose, the identity of any student who completes any survey or evaluation (created by any person or entity, including the school or District) containing one or more of the following items:

1. Political affiliations or beliefs of the student or the student's parent/guardian.
2. Mental or psychological problems of the student or the student's family.
3. Sexual behaviors or attitudes.
4. Illegal, anti-social, self-incriminating, or demeaning behavior.
5. Critical appraisals of other individuals with whom students have close family relationships.
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers.
7. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian.
8. Income other than that required by law to determine program eligibility.

The student's parent/guardian may inspect the survey or evaluation upon, and refuse to allow their child to participate in the survey. The school will not penalize any student whose parent/guardian exercised this option.

SCHOOL FOOD SERVICE /MEAL PROGRAM

We are pleased to inform you that North Chicago Community School District 187 has implemented a new option available to schools participating in the National School Lunch and School Breakfast Programs called the Community Eligibility Provision (CEP) for the current school year.

What does this mean for you and your children?

All students in North Chicago Community School District 187 is eligible to receive a healthy breakfast and lunch at school at no charge to your household each day of the this school year. No further action is required of you. Your child(ren) will be able to participate in these meal programs without having to pay a fee or submit an application.

We are in the NSLP program:

The National School Lunch Program is a federally assisted meal program operating in public and nonprofit private schools and residential child care institutions. It provides nutritionally balanced, low-cost or free

lunches to children each school day. The program was established under the National School Lunch Act, signed by President Harry Truman in 1946.

Children need healthy meals to learn. **North Chicago Community School District 187** offers healthy meals every school day.

IN LOCO PARENTIS

“In loco parentis” means in place of the parent. Principals, teachers, other certified personnel, and other employees who provide a related service for a student stand in an *in loco parentis* capacity with students and act as the parent in the supervision and discipline of students in the schools. School personnel may use reasonable force as needed to maintain safety for the other students and staff. The *in loco parentis* authority of the school may be exercised over students on all school premises and in all school activities, including:

1. On school grounds or commencing on school grounds but occurring off school grounds, before, during, or after school hours or at any other time the student is participating in or attending a school related activity;
2. Off school grounds at a school sponsored activity or event, or any activity or event which bears a reasonable relationship to school;
3. Traveling to or from school or a school activity, function or event in school provided and/or school authorized transportation;
4. Anywhere, if the conduct may reasonably be considered to be a threat or attempted intimidation of a staff member or a student;
5. Anywhere, if the conduct may reasonably be viewed as bullying or hazing of a student where such conduct causes (or is likely to cause) substantial and material disruption during school hours, on school premises, or at a school sponsored activity or event.

This concept of *in loco parentis* clearly sets school personnel apart from law enforcement officials. School administration and staff have the right to conduct searches without warrants. Such searches may be conducted based on considerably less evidence than required by the police. The school district reserves the right to use all legal means to maintain a safe and secure school environment.

ACCOMMODATING INDIVIDUALS WITH DISABILITIES AT DISTRICT EVENTS

Individuals with disabilities will be provided an opportunity to participate in all school sponsored services, programs, or activities. Individuals with disabilities should notify the superintendent or building principal if they have a disability that will require special assistance or services and, if so, what services are required. This notification should occur as far in advance as possible of the school-sponsored function, program, or meeting.

STUDENT ABUSE/NEGLECT REPORTING

School personnel are required under penalty of a statute of the State of Illinois to report to the Department of Children and Family Services any child’s injury or condition which reasonably appears to be child abuse or neglect. Further, school authorities are required to cooperate with DCFS staff responsible for conducting investigations. All North Chicago School District staff must comply with this requirement.

PARENT RIGHT TO KNOW: KNOWN SEX OFFENDERS

Sex Offender Registration Act

The Sex Offender Registration requires a principal or teacher of a public or private elementary or secondary school to notify the parents of children attending the school during school registration or during parent-teacher conferences that information about sex offenders is available to the public as provided under this Act.

The full text of this Act can be found via the following website address:

<http://www.ilga.gov/legislation/publicacts/fulltext.asp?Name=094-0994&print=true>

Sexual Predator Notification Law

State law prohibits a convicted child sex offender from being present on school property when children under the age of 18 are present, except for in the following circumstances as they relate to the individual's child (ren):

1. To attend a conference at the school with school personnel to discuss the progress of their child.
2. To participate in a conference in which evaluation and placement decisions may be made with respect to their child's special education services.
3. To attend conferences to discuss issues concerning their child, such as retention or promotion.

In all other cases, convicted child sex offenders are prohibited from being present on school property unless they obtain written permission from the superintendent or school board.

Anytime that a convicted child sex offender is present on school property for any reason - including the three reasons above - he/she is responsible for notifying the principal's office upon arrival on school property and upon departure from school property. It is the responsibility of the convicted child sex offender to remain under the direct supervision of a school official at all times he/she is in the presence or vicinity of children.

A violation of this law is a Class 4 felony.

Sex Offender & Violent Offender Notification Law

State law requires that all school districts provide parents/guardians with information about sex offenders and violent offenders against youth.

You may find the Illinois Sex Offender Registry on the Illinois State Police's website at:

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

You may find the Illinois Statewide Child Murderer and Violent Offender Against Youth Registry on the Illinois State Police's website at: <http://www.isp.state.il.us/cmvo/>

ASBESTOS HAZARD EMERGENCY RESPONSE ACT

In compliance with the U.S. Environmental Protection Agency's Asbestos Hazard Emergency Response Act, the District performed thorough inspections of each of the school buildings for asbestos containing building materials (A.C.B.M.) in 1985. The inspections' findings and Asbestos Management Plans have been on file in each school's administrative office since that time. The U.S. Environmental Protection Agency requires the District to perform re-inspections of the asbestos materials every three (3) years, and conduct periodic reviews of the buildings between re-inspections. Accredited asbestos inspectors have performed these re-inspections and an accredited management planner reviewed the results and recommended actions that the District needed to take to safely manage or remove each A.C.B.M. According to federal law, no asbestos containing building materials have been allowed to be used in the construction or renovation of any school since 1967. Additionally, since 1985 significant portions of the identified "asbestos containing building materials" have been removed by licensed professionals in accordance with the plans approved by the Illinois Environmental Protection Agency and the Illinois Department of Public Health. Please direct additional questions to the District Executive Director of School Finance.

PESTICIDE APPLICATION NOTICE

Illinois law requires school districts to adopt a pest control process called Integrated Pest Management or "IPM" and to notify staff, students, and parents prior to certain types of pest control applications. IPM emphasizes inspection and communication with the school administration. The focus of the program is to identify and eliminate conditions in the school that could cause pests to be a problem. Applications of pest control materials are made only when necessary to eliminate a pest problem. Regular spraying is not part of the program. If it becomes necessary to use any pest control products other than traps or baits, written or telephonic notice will be provided at least four (4) business days prior to the application. The only exception to the four-day notice would be an immediate threat to health or property. Then notice will be provided as soon

as practical. If you would like to receive written or telephonic notification prior to the application of any pest control materials subject to the notification requirements, please contact the District Office at 847-689-8150.

If you have any questions about the information and procedures related to pest control, you may contact the District office at 847-689-8150.

TRANSITIONAL AND HOMELESS STUDENTS

Illinois and federal law define “homeless” as persons lacking a “fixed, regular and adequate nighttime” abode. It includes “the hidden homeless” doubled-up in housing and people living in a shelter, transitional housing, temporary shelters or foster placements, welfare institutions, hotels, or places not ordinarily used by humans for sleeping. The parents or guardians of homeless children may choose either the school they attended before becoming homeless (the school of origin), or the school that non homeless students who live in the attendance area in which the homeless student is actually living are eligible to attend. The school must enroll the child immediately, even without records or proof of residence; assist the family in getting all necessary records, examinations and immunizations; transport the child to school if the family cannot afford it; and foster consistent attendance, understanding and eliminating barriers, and solving problems.

TRANSPORTATION POLICY

Students living more than 1 ½ miles from their assigned school or who have to cross a recognized hazard zone in walking to school are eligible for district bussing to and from school. A student who attends a school on a permissive transfer (parent has requested and been approved for a school placement other than the student’s resident school), must be transported at the parents’ expense. Unless the Superintendent or designee establishes new routes, pick-up and drop-off locations for students in day care must be along the District’s regular routes. This District will not discriminate among types of locations where day care is provided, which may include the premises of licensed providers, relatives’ homes, or neighbors’ homes.

The District provides student transportation to and from all school-sponsored events. All students involved in these activities are required to use school transportation. Student participants may NOT participate in an away contest if they are driven to the event without prior permission from the administration. This means that if your child rides the bus to an event, he/she must return from an event on the bus. Students not following this rule may not be allowed to attend or participate in events. This includes: attending field trips, playing sports, riding the PEP bus, etc. In extenuating circumstances, parents may need to drive their own children to or from a contest, but written notification must be given to the coach or sponsor and approved in advance. Under no circumstances are students allowed to ride with anyone other than their parents to or from an event and then only with prior approval. In setting the routes, the pick-up and discharge points should be as safe for students as possible.

TEXTBOOKS

Students are responsible for returning textbooks in the same condition as they are issued. If a book is NOT returned or is damaged beyond use, the student will be charged the replacement fee for the book.

WITHDRAWAL OF STUDENTS

A student will be removed from the rolls when he/she transfers, withdraws or is expelled. The student must be accompanied by his/her parent and report to the Registrar’s office for the High School and main office for Elementary and Middle School. The student should bring all property belonging to the school. This includes textbooks, library books, sporting equipment, NJROTC uniform/materials/equipment etc. The Registrar’s office for the High School and main office for Elementary and Middle School will then give the student a withdrawal card which the student then takes to individual teachers. At this time, the student turns his/her books into the teacher and the teacher signs the card. A student owing money should be prepared to pay balances at the time of withdrawal in order to have official records released.

The parent/guardian must come into the school and present proper identification to the secretary to verify that he/she is the parent/guardian. The secretary will date and sign the Request for Withdrawal Form, which will coincide with the date the student entered into the computer as the date the student actually withdrew

from school. The secretary will release a copy of the student's transcript, all medical records, and a copy of the form letter from the Illinois State Board of Education indicating the status of the student upon leaving the school when all obligations are met by the student and the parent/guardian.

A student can be withdrawn from school when another school informs us that the student is in attendance at their school. The school will be required to send us the proper forms filled out. If a student leaves without returning books or owing an outstanding obligation, every effort will be made to collect the outstanding obligation before records are sent out.

VIDEO SURVEILLANCE MONITORING

The District uses overt video surveillance cameras and monitors on District property, which includes school buildings, parking lots and grounds. These cameras are not audio and are designed to promote the health, safety and welfare of all students, staff and visitors. Video cameras will be located in areas of the school where there is no reasonable expectation of privacy. These areas may include hallways, cafeterias, parking lots, administrative offices, exits, entrances and other locations deemed appropriate by the building principal. Video cameras will **not** be used in washrooms, locker rooms, changing areas or showers.

The District also uses video surveillance on the interiors of school buses when transporting students to and from school and school sponsored events. Notices for buses using this surveillance will have it clearly posted on the door of, and inside the school bus.

HEALTH POLICIES AND PROCEDURES

MEDICATION ADMINISTRATION

Taking medication during school hours or during school-related activities is prohibited unless it is necessary for a student's health and well-being. When a student's licensed health care provider and parent/guardian believe that it is necessary for the student to take a medication during school hours or school-related activities, the parent/guardian must request that the school dispense the medication to the child by completing a "Student Medical Authorization Form."

No school or District employee is allowed to administer to any student, or supervise a student's self-administration of, any prescription or non-prescription medication until a completed and signed School Medication Authorization Form is submitted by the student's parent/guardian. No student is allowed to possess or consume any prescription or non-prescription medication on school grounds or at a school-related function other than as provided for in this procedure. The school and district shall incur no liability, except for willful and wanton conduct, as a result of any injury arising from the administration of asthma medication, an epi-pen (whether or not undesignated), or opioid antagonist, or the storage of any medication by school personnel. A student's parent/guardian must agree to indemnify and hold harmless the school district and its employees and agents, against any claims, except a claim based on willful and wanton conduct, arising out of the administration asthma medication, an epi-pen (whether or not undesignated), or opioid antagonist, or the storage of any medication by school personnel.

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

school personnel. Undesignated epinephrine auto-injector has been added to all district schools. A school nurse or trained personnel, as defined in State law, may administer an undesignated epinephrine auto-injector to a person when they, in good faith, believe a person is having an anaphylactic reaction. This policy does not guarantee the availability of an epinephrine auto injector; students and their parents/guardians should consult their own physician regarding this medication.

The parent/guardian will be responsible at the end of the treatment for removing from the school any unused medication which was prescribed to their child. All medication will be discarded immediately after the last student attendance day of the school year.

REQUIRED HEALTH EXAMINATIONS AND IMMUNIZATIONS

All students are required to present appropriate proof that the student has received a health examination and the immunizations against, and screenings for, preventable communicable diseases under the following time-lines:

1. Within one year prior to entering Kindergarten or the first grade.
2. Upon entering the sixth and ninth grades.
3. Immediately prior to or upon enrolling in an Illinois school for the first time, regardless of the student's grade.

The required health examinations must include a diabetes screening (diabetes testing is not required) and a statement from a physician assuring "risk-assessed" or screened for lead poisoning.

Failure to comply with the above requirements by **October 15** of the current school year may result in the student's exclusion from school until the required health forms are presented to the school, subject to certain exceptions. New students who register mid-term shall have 30 days following registration to comply with the health examination and immunization regulations. However, if the student is an out-of-state transfer student and does not have the required proof before October 15, then the student may only attend classes if he or she has proof that an appointment for the required vaccinations has been scheduled with a party authorized to submit such proof. If the proof of a health examination is not submitted within 30 days after the student is permitted to attend classes, then the student will be excluded from school until the proof is submitted. If a medical reason prevents a student from receiving a required immunization by October 15, the student must present, by October 15, an immunization schedule and a statement of the medical reasons causing the delay. The schedule and statement of medical reasons must be signed by an appropriate medical professional. For students who show an undue burden or lack of access to an optometrist, physician or dentist waivers are available from the Illinois Department of Public Health.

EYE EXAMINATION

All students entering Kindergarten or the school for the first time must present proof before October 15 of the current school year of an eye examination performed within one year prior to entry of Kindergarten or the school.

DENTAL EXAMINATION

All children entering Kindergarten and the second and sixth grades must present proof of having been examined by a licensed dentist at least 60 days before May 15 of the current school year.

VISION AND HEARING SCREENING

Vision and hearing screenings are completed annually on students in the grade levels listed below. The vision and hearing screening programs are for the purpose of the identification and prevention of vision and hearing impairments in students. Screenings are a limited process and do not diagnose visual or auditory problems, but rather indicate a potential need for further evaluation.

Vision screening is not a substitute for a complete eye and vision evaluation by an eye doctor. Children are not required to undergo the 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.

The screenings are a school health requirement of the Illinois Department of Public Health. Parents wishing to object to this examination for religious reasons must submit to the school a written statement that fully sets forth the religious belief that is the basis for the objection.

The following students will be screened for:

VISION	HEARING
All pre-school	All pre-school
Kindergarten	Kindergarten
2nd	1st
8th	2nd
Students in special education	3rd
Teacher referrals	Students in special education

STUDENT ILLNESS

Illness or injury at school may make it desirable that a student return home. If such is the case, parents/guardians will be contacted by school authorities to explain the circumstances so the parent/guardian can make arrangements for getting the student home. In case parents cannot be reached, the school will contact the person the parent/guardian has listed as an alternate contact on the student’s emergency card. Students will remain at school until such a contact is made. The person picking up the student will be asked to present a photo ID to ensure the safe delivery of the student to the appropriate caretaker. The following list is such illness/incidents warranting a student to return home:

- **Temperature of 100 degrees or higher (Students who have a temperature of 100 degrees or higher should not be in attendance at school).**
- Vomiting and/or diarrhea
- Skin infection
- Eye drainage, suspicion of conjunctivitis (pink eye)
- Allergic reaction
- Discretion of the school nurse or school administrator

Student will not be able to return to school until the student is fever free for 24 hours without the use of fever reducing medications. If student is absent 3 or more days due to illness, a return to school note will be recommended from a medical professional.

STUDENT INJURY OR LOSS

Should an accident occur on North Chicago Community Unit School District 187 property, the District is not liable for related medical bills. Therefore, it is imperative that parents make sure their student is covered by some type of health/accident insurance that will cover costs for injuries that occur as a result of an accident.

HOME AND HOSPITAL INSTRUCTION

A student who is absent from school for 10 consecutive days or on an “ongoing intermittent basis” and has a doctor’s note explaining the reason for the absence and extent of the absence, may be eligible for instruction in the student’s home or hospital. An “ongoing intermittent basis” means that the student’s medical condition is of such a nature or severity that it is anticipated that the student will be absent from school due to the medical condition for periods of at least 2 days at a time multiple times during the school year totaling at least 10 days or more of absences. There shall be no requirement that a student be absent from school a minimum number of days before the child qualifies for home or hospital instruction. Home or hospital instruction may commence upon receipt of a written physician’s statement, but instruction shall commence not later than 5 school days after the school district receives the physician’s statement.

A student who is unable to attend school because of pregnancy will be provided home instruction, correspondence courses, or other courses of instruction before the birth of the child when the student’s physician indicates, in writing, that she is medically unable to attend regular classroom instruction as well as for up to 3 months after the child’s birth or a miscarriage.

For information on home or hospital instruction, contact the Principal.

COMMUNICABLE DISEASES

1. The school will observe recommendations of the Illinois Department of Public Health regarding communicable diseases
2. Parents are required to notify the School Principal if they suspect their child has a communicable disease
3. In certain cases, students with a communicable disease may be excluded from school or sent home from school following notification of the parent or guardian
4. The school will provide written instructions to the parent and guardian regarding appropriate treatment for the communicable disease
5. A student excluded because of a communicable disease will be permitted to return to school only when the parent or guardian brings to the school a letter from the student’s doctor stating that the student is no longer contagious or at risk of spreading the communicable disease

STUDENTS WITH FOOD ALLERGIES

Illinois law requires the District to annually inform parents of students with life-threatening allergies or life-threatening chronic illnesses of the applicable provisions of Section 504 of the Rehabilitation Act of 1973 and other applicable federal statutes, state statutes, federal regulations and state rules.

If your student has a life-threatening allergy or life-threatening chronic illness, please notify the building principal or school nurse.

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

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

CARE OF STUDENTS WITH DIABETES

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

1. Inform the school in a timely manner of any change which needs to be made to the Diabetes Care Plan on file with the school for their child
2. Inform the school in a timely manner of any changes to their emergency contact numbers or contact numbers of health care providers
3. Sign the Diabetes Care Plan. Provide all needed supplies for diabetes care while in school, including snacks
4. Grant consent for and authorize designated School District representatives to communicate directly with the health care provider whose instructions are included in the Diabetes Care Plan
5. For further information, please contact the Building Principal

STUDENT RECORDS

The *Illinois Student Records Act* (“ISSRA”), the *Family Educational Rights and Privacy Act* (“FERPA”), and the regulations issued pursuant to these laws require the District to adopt a Student Records Policy (“Policy”). The District’s Policy and implementing procedures are available upon request from the Office of the Superintendent or Building Principal, as well as on the District website at www.d187.org.

RECORDS CUSTODIAN

The Superintendent or Designee is the official records custodian.

ANNUAL NOTIFICATION OF RIGHTS

School student records are confidential and information from them will not be released other than as provided by law.

The school and district routinely discloses “directory” type information without consent. The District has designated the following as Directory Information: the student’s name, address, gender, grade level, birth date and place and his/her parents’ names, mailing addresses, electronic addresses, and telephone numbers and academic awards, degrees and honors received, information relating to school-sponsored activities, organizations, and athletics, major field of study and period of attendance in the school. Directory Information also includes photographs, videos, or digital images used for informational or news-related purposes of a student participating in school or school-sponsored activities, organizations and athletics that have appeared in school publications. However, photographs highlighting individual faces and used for commercial purposes require prior, specific, dated, and written consent of the parent or student, as applicable, and an image on a school security videotape recording is not Directory Information. The District will release Directory Information to the general public from time to time, including by way of a school newsletter (issued monthly or quarterly), the school website and a student yearbook, to be issued in the spring. If a parent wants to prohibit or limit the District’s release of any or all of his/her child’s Directory Information, the parent must inform the District in writing that information concerning his/her child should not be released, or that the parent desires that some or all of this information not be designated as District Information. In addition, the District will release a high school student’s name, address, and telephone listings to military recruiters and institutions of higher education upon their request unless a parent advises the District to the contrary in writing.

The District maintains both a permanent and temporary record for each student. The Permanent Record consists of basic identifying information concerning the student, his or her parents’ names and addresses, the student’s gender and date/place of birth, academic transcript, attendance record, health record, unique student identifier, scores received on all State assessment tests administered in grades 9-12, and a record of release of this information. It may also contain a record of honors and awards received, information concerning participation in school sponsored activities and organizations.

The Temporary Record consists of all other records maintained by the District concerning the student and which by the student may be individually identified. It must contain a record of release of information contained in the Temporary Record, scores received on the State assessment tests administered in the elementary grade levels (K-8), a completed home language survey form, information regarding serious disciplinary infractions (i.e., those involving drugs, weapons, or bodily harm to another) that resulted in punishment or sanction of any kind, biometric information, information regarding an indicated report pursuant to the *Abused and Neglected Child Reporting Act*, 325 ILCS 5/8.6, health-related information, and accident reports.

No person may condition the granting or withholding of any right, privilege or benefit or make as a condition of employment, credit or insurance the securing by any individual of any information from a student's temporary record which such individual may obtain through exercise of any right secured under the Illinois *School Student Records Act* or regulations.

Illinois and federal law gives parents and eligible students certain rights with respect to their student records. These rights are:

1. A parent, or any person designated as a representative by a parent, has the right to inspect and copy the student's permanent and temporary records except as limited by policy or Illinois or federal law. A student has the right to inspect or copy his or her permanent record.
2. The right to inspect and copy the student's education records within 15 school days of the day the school receives a request for access. There may be a small charge for copies, not to exceed \$.35 per page. This fee will be waived for those unable to afford such cost. A school administrator or student services staff member will be present to assist a parent/guardian as they inspect and view the student record.
3. The right to request the amendment of the portion student's education record that the parent/guardian or eligible student believes is inaccurate, misleading, irrelevant, or improper.
4. The right to permit disclosure of personally identifiable information contained in the student's education records, except in certain circumstances. Disclosure is permitted without consent in the case of directory information and to school officials with legitimate educational or administrative interests. Disclosure is also permitted without consent to: any person for research, statistical reporting or planning, provided that no student or parent/guardian can be identified; any person named in a court order; appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons; juvenile authorities when necessary for the discharge of their official duties who request information before adjudication of the student; and in other cases permitted by law.
5. Parents will be notified of the destruction schedule of the student's records at the time of graduation, transfer, or permanent withdrawal from the District. Permanent records are kept for sixty (60) years. Temporary records are kept for the period of their usefulness to the school, but in no case less than five (5) years after the student leaves the District. Student temporary records are reviewed by the District every four (4) years or when a student changes attendance centers. A parent has the right to copy any student record, or information contained in it, proposed to be destroyed or deleted.
6. Parents also have the right to request, in writing, the removal from the student's academic transcript of one or more scores received on college entrance examinations; and the right to inspect and challenge information in a student record prior to its transfer to another school district.
7. The right to complain to the U.S. Department of Education if the school or district fails to comply with the above. Federal officials can be contacted at:

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

RECORD OF ACCESS

Each school and department keeps a record of parties obtaining access to education records collected, maintained, or used, including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

CHALLENGE TO RECORDS

Parents have the right to challenge the accuracy, relevancy or propriety of any entry in the school student records, exclusive of i) academic grades of their child, ii) the name and contact information of the Official Records Custodian, and iii) references to expulsions or out-of-school suspensions, if the challenge is made at the time the student's school student records are forwarded to another school to which the student is transferring.

The District shall decide whether to amend the information in accordance with the request within 15 school days from the date of receipt of the request. If the District decides to refuse to amend the information in accordance with the request, it shall inform the parent of the refusal and advise the parent of his or her right to a hearing as set forth below.

The District shall, on request, provide an opportunity for a hearing to challenge information in education records.

If, as a result of the hearing, it is decided that the information is inaccurate, misleading or otherwise in violation of the rights of the child, the District shall amend the information and so inform the parent in writing.

If, as a result of the hearing, it is decided that the information is not inaccurate, misleading, or otherwise in violation of the rights of the child, the District shall inform the parent of the right to place in the records it maintains on the child a statement commenting on the information or setting forth any reasons for disagreeing with the decision of the District. Any explanation placed in the records of the child must be maintained by the District as part of the records of the child as long as the record or contested portion is maintained by the District. If the records are disclosed by the District to any party, the explanation must also be disclosed.

TRANSFER OF PARENTAL RIGHTS

At the age of 18, a child becomes an adult student. All parental rights will transfer to the adult student at the time, unless the School District is notified otherwise. Parents have the right to receive required prior written notice and the school will provide these notices to both parent and student.

For students who receive special education: On or before the child's 17th birthday, any IEP must include a statement that the parent and child were informed that these rights will transfer at the student's 18th birthday. Additionally, parents will receive a Delegation of Rights to Make Education Decisions form. The adult student may decide to use this form to designate a parent or other individual to represent his/her educational interests upon his or her reaching the age of majority. This form must then be presented to the school district. The Delegation of Rights form must identify the individual designated to represent the student's educational rights and include both the individual's signature as well as the student's signature (or authorization by other means, such as audio or video format compatible with his/her disability). The adult student may terminate the Delegation of Rights at any time and begin making his/her own educational decisions. The Delegation of Rights will remain in effect for one year after signing it and may be renewed annually.

STUDENT BIOMETRIC INFORMATION

Before collecting biometric information from students, the school must seek the permission of the student's parent/guardian or the student, if over the age of 18. Biometric information means information that is collected from students based on their unique characters, such as a fingerprint, voice recognition or retinal scan.

STUDENT SAFETY AND RESPONSIBLE BEHAVIOR CODE: CODE OF CONDUCT

PHILOSOPHY OF DISCIPLINE

North Chicago Community Unit School District 187 is committed to providing an environment that allows every student to reach his or her potential, both as a scholar and as a citizen. This can only be accomplished through the actions and encouragement of staff, fellow students, families and community members. By providing positive environments that teach and support effective personal skills, we prepare our students to become tomorrow's leaders.

All North Chicago students and staff are entitled to a safe, secure and orderly environment in which to work and learn. Students are prohibited from engaging in behavior that will endanger - or threaten to endanger - the safety of others, that will damage property, or that will impede the orderly conduct of the school program. Students, staff, and families are expected to become familiar with the rules, regulations and consequences declared in this code.

DISCIPLINARY GUIDELINES

Based on the official policy of the North Chicago School Board (Policy 7:190) , certain types of conduct are prohibited. **The rules, regulations, and procedures, as indicated in this booklet are, for the safety and convenience of everyone, enforced immediately before, during, and after school hours.** Disciplinary action may occur whenever the student engages in gross disobedience or misconduct, reasonably related to school or school activities, including but not limited to conduct occurring:

- (1) On, or within sight of, school grounds or commencing on school grounds but occurring off school grounds, before, during, or after school hours or at any other time the student is participating in or attending a school related activity;
- (2) Off school grounds at a school sponsored activity or event, or any activity or event which bears a reasonable relationship to school;
- (3) Traveling to or from school or a school activity, function or event in school-provided and/or school-authorized transportation;
- (4) Anywhere, if the conduct interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including, but not limited to, conduct that may reasonably be considered to be a threat or attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property;
- (5) Anywhere, if the conduct may reasonably be viewed as bullying or hazing of a student where such conduct causes (or is likely to cause) substantial and material disruption during school hours, on school premises, or at a school sponsored activity or event.

Appropriate disciplinary actions will be imposed on students violating these rules. Violations are divided into discipline violations and law violations. (Law violations may also result in court action.)

In addition to the above jurisdiction, the administration is authorized to establish a Code of Conduct that imposes progressive loss of privileges by reason of any conduct by a student in violation of these policies wherever the conduct or event occurs. Students who participate in extracurricular activities such as interscholastic athletic, drama, fine arts and other competitions or who participate in clubs and activities are representatives of our schools, and as such are expected to conform their behavior to these policies as a condition to continued enjoyment of these privileges.

FORTY-FIVE (45) DAY INTERIM ALTERNATIVE EDUCATIONAL SETTING

Special education students may be unilaterally placed in an Interim Alternative Educational Setting (IAES) for up to 45 school days, without regard to whether the conduct was a manifestation of the student's disability,

if they commit one of the following three discipline infractions at school, on school premises or at a school function:

1. *Carries to school, school premises or a school function or possesses a weapon;*
2. *Knowingly possesses, or uses, illegal drugs, sells or solicits the sale of a “controlled substance; or*
3. *Inflicts serious bodily injury upon another person.*

For purposes of this section only, “weapon” is defined as, device, instrument, material, or substance, animate or inanimate, that is used for or is readily capable of causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2.5 inches in length. Students with weapons that do not meet this definition may not be placed in a 45 day IAES, absent parental consent, but still shall be subject to the District’s discipline procedures regarding weapons offenses, which includes recommendation for expulsion.

Within ten (10) school days of the decision to place a student in an IAES, the District must hold an IEP conference to review and/or revise the student’s Functional Assessment and Behavior Intervention Plan, or develop one if none existed previously, to address the student’s behavior and determine the appropriate placement.

DISCIPLINE INFRACTIONS / BEHAVIORAL INTERVENTIONS: SUPPORTS AND RESPONSES

Misconduct that results in Administrative action will automatically result in parent/guardian notification. School Administration reserves the right to determine appropriate disciplinary actions for offenses that are not contained in the following lists. Administrators reserve the right on a case by case basis to deviate from the specified disciplinary actions when such deviation is determined to be necessary for the proper and efficient operation of the school. Students are expected to cooperate with Administrators during an investigation. The Administration and District have complete discretion in determining the level of the infraction and the appropriate consequence. **Any infraction, depending on the surrounding circumstances, may warrant discipline up to and including expulsion.** Misconduct includes but is not limited to:

Level 1	Potential Supports and Responses for any level 1 behavior
Arson Assault/Battery Drugs, Controlled Substances, and Alcohol Gang Activity Gross Disobedience Sexual Misconduct Weapons Bomb/Terrorist Threat	Confiscation of Items Loss of Privilege Parent Conference Police Intervention Request for Expulsion <i>Out-of-School Suspension</i> Alternative Programming
Level 2	Potential Supports and Responses for any level 2 behavior

Bullying (including Cyber Bullying) Disrespect to Staff Failure to Report to Office Fighting Forgery Gambling Insubordination Harassment/ Intimidation Hazing Inciting others to violence Misrepresentation Profanity/Obscenity Sexual Harassment Smoking and/or use of Tobacco Products Theft Threats Trespassing Vandalism	Alternative Programming Behavior Plan Community Service Confiscation of Items Counseling Detention(s) (Lunch, in school, after school, Saturday) Learning Adjustment Center Loss of Privilege Parent Conference Police Intervention Removal from Class Request for Expulsion Restitution ISS and OSS
Level 3	Potential Supports and Responses for any level 3 behavior
Academic Dishonesty Amorous Behavior Bus Misconduct Cafeteria Violation Computer/Technology Misconduct Disruptive /Uncooperative Behavior Dress Code Violation Electronic Devices Food/Drink in Unauthorized Areas Pushing, Shoving, Horseplay No Hall Pass/Unauthorized Areas No Identification Card Parking/Auto Violation Tardiness Unauthorized Leaving/Entering Campus Unexcused Absence/Cutting/Skipping/Truancy	Behavior Plan Community Service Confiscation of Items Counseling Detention(s) (Lunch, in school, after school, Saturday) Learning Adjustment Center Loss of Privilege Parent Conference Police Intervention Restitution In/Out of School Suspension Removal From Class Student Conference

DISCIPLINE: DEFINITION OF OFFENSE

Academic Dishonesty

Academic dishonesty refers to cheating, copying, plagiarizing, or representing the work of others as your own through verbal, written, graphic, electronic or other means.

Amorous Behavior

Students are expected to use good judgment and refrain from open displays of affection.

Arson

The deliberate and malicious burning of, or attempting to burn, school property.

Assault/Battery

Battery is the act of inflicting physical contact upon another by any means and without the victim's consent, including incidents of bodily harm or physical contact of an insulting, aggressive, violent or provoking nature. Assault is any threat or suggestion of physical violence which create a reasonable apprehension of imminent physical injury to another person.

Bomb/Terrorist Threat

The act of communicating, verbally, electronically, or in writing, information about the existence of an explosive device or other life threatening attack, whether true or false.

Bullying (Including Cyber Bullying)

No student should be subjected in school to bullying, aggression, and violence. Accordingly, aggressive student behavior including bullying in all forms is prohibited. Aggressive behavior is defined as assertive words and/or actions intended to threaten, injure, harass, provoke, or incite another person or as hostile works and/or actions toward the property of another. Bullying is defined as student behavior, which hurts, frightens, threatens, or tyrannized students who are either physically or psychologically smaller or weaker than the person engaging in bullying. Examples of bullying may include, but not limited to:

- **Physical Bullying** - may include punching, shoving, poking, hair pulling, or other similar behaviors
- **Verbal Bullying** - may include name-calling, teasing, gossip, humiliation, intimidation, or other similar behaviors
- **Emotional bullying** - refers to the cases where a person is made to feel isolated and ridiculed large through mechanism such as teasing, shouting, mocking and ignoring Please refer to the district's Bullying Policy (Policy 7:180) in this handbook on page 63.
- **Cyber Bullying** -"Cyber-bullying" means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. "Cyber-bullying" includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of bullying in this Section. "Cyber-bullying" also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of bullying in this Section. School Code at 105 ILCS 5/27-23.7(b)

Bullying is any severe or pervasive physical, verbal, social, and/or psychological act or conduct, including communications made in writing or electronically, directed toward a student(s) and/or teacher(s) that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing the student or students and/or teacher or teachers in reasonable fear of harm to the student's or students' and/or teacher's or teachers' person or property
- Causing a substantially detrimental effect on the student's or students' and/or teacher's or teachers' physical or mental health
- Substantially interfering with the students' or student's and/or teachers' or teacher's academic performance
- Substantially interfering with the students' or student's and/or teachers' or teacher's ability to participate in or benefit from the services, activities or privileges provided by a school

Bullying behaviors may consist of or involve conduct that also is a separate offense under the District’s Discipline Code and/or civil and/or criminal laws. Examples include but are not limited to harassment, threats, intimidation, physical violence, bias related incidents and/or sexual harassment. School administrators are not limited in exercising their discretion in determining how to charge an offense that amounts to bullying and another offense, and may be subjected to one or more applicable offenses.

Bus Misconduct

All students are under the supervision of the bus driver while on the bus. Students must have their ID (Grades 6-12) on while riding the bus. Riding the bus is a privilege, not a right, and a student may be removed from riding the bus or suspended out-of-school by the superintendent of the district or the principal, assistant principal, or dean of students for up to 10 consecutive days for engaging in gross disobedience or misconduct including, but not limited to the following:

1. Prohibited student conduct as defined in School Board policy, 7:190 - Student Behavior.
2. Willful injury or threat of injury to a bus driver or to another rider.
3. Willful and/or repeated defacement of the bus.
4. Repeated use of profanity.
5. Repeated willful disobedience of a directive from a bus driver or other supervisor.
6. Such other behavior as the Superintendent or designee identified in the School Code deems to threaten the safe operation of the bus and/or its occupants, including, but not limited to:

<ul style="list-style-type: none"> - Talking to bus driver while bus is in motion - Disrespect to bus driver - Putting any part of the body out of the bus window - Loud or distracting behavior - Throwing objects in or off the bus - Offensive/vulgar language - Destruction of bus property - Bullying 	<ul style="list-style-type: none"> - Unlocking emergency door except at direction of bus driver - Leaving seat while bus is in motion - Reserving seat for other students - Indecent behavior - Drinking, eating, or using tobacco - Excessive littering - Fighting - Spitting in the bus
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Cafeteria Violation

Students who fail to comply with the PBIS cafeteria rules and expectations for safe, responsible, and respectful conduct are subject to disciplinary action.

Computer/Technology Misconduct

Unauthorized or improper use of, or access to, the District’s computers, computer system, e-mail, internet access, or other information system applications and components, including violation of the “Acceptable Use Policy.”

Inappropriate site use, misuse of computer hardware/software, applications, and deliberately changing network or system settings will not be tolerated. Students will not use the school’s computers, computer network, computer access, telephone lines, etc., to harass, intimidate or threaten other persons, engage in illegal activity, hack into the School District’s computer network or the networks of others, or create or deliver computer viruses.

Disrespect to Staff

To respond in a rude and/or impertinent manner to any school personnel. To dishonor directly/indirectly and/or to abuse verbally, electronically, in writing or pictorially, irrespective of the method used to produce the writing or picture, any member of the school staff or its contractual agents, school board members, student body or guests.

Disruptive/Uncooperative Behavior

Any act that interferes with or disrupts the educational process, setting, or any school sponsored activity or activity reasonably related to school. Failure to comply with rules and expectations of the staff member or school.

Dress Code Violation

The District expects each student's attire and grooming to promote a positive, safe, and healthy environment within the school. Although the District recognizes that individual students have a right to free expression, that right must be balanced with the District's responsibility to provide a safe, secure, and orderly educational environment for all students. Clothing must conform to the North Chicago Community Unit School District 187 dress code and the building dress code. Please refer to the Dress Code in this handbook at page *[insert page number]*.

Drugs, Controlled Substance, and Alcohol

The manufacture, transportation of, use, possession, delivery, sale, purchase of, or intent to sell/purchase of illicit drugs, controlled substances, look-alike substances, drug paraphernalia, or alcohol is prohibited. Students may not be under the influence of illicit drugs, controlled substances or alcohol. A student is "under the influence" for purposes of this rule if they have ingested, injected, imbibed, or otherwise introduced into their body any quantity of such substances, even though not necessarily legally intoxicated. This applies to all school properties, school sponsored events, school sponsored transportation, or school sponsored trips.

The school will cooperate with all law enforcement agencies in educating students to the dangers of drugs and alcohol. Additionally, students found to have violated this rule may be referred to local law enforcement authorities for violation of state and local laws and ordinances.

Electronic Devices

Electronic devices, including but not limited to: pagers, cell phones, gaming devices, camera phones, two-way radios, mp3/music players, etc., may not be used on school property during the school day. Devices must be stored in the off mode (or otherwise incapable of receiving an active signal). Violations may result in disciplinary action, including confiscation of the item. The items will be returned to the parents/guardian of the student.

Failure to Report to Office

Failure to report to the office when referred by any staff member will result in disciplinary consequences over and above those imposed for the conduct for which the referral was made.

Fighting

The threat or use of physical force by any student towards another student is not permitted under any circumstances. If physically assaulted by another student, the assaulted student is expected to seek assistance from school staff and limit his or her physical response solely to the minimum physical contact necessary to protect his or her physical safety. Physical contact, even if taken in self-defense, may constitute physical assault within the meaning of this Code if the response exceeds that contact necessary to protect one's physical safety.

Food/Drink in Unauthorized Areas

Students are not allowed to have any food from outside vendors in the cafeteria. No food and/or drinks are allowed in the academic corridors and classrooms without permission. Only drinks and/or snacks will be allowed in the Commons or Courtyard area if student(s) have obtained privileges.

Forgery

Forging or altering passes, I.D.'s or other school-related documents is prohibited. Students who misrepresent their identity or fail to identify themselves upon request of any staff member will be subject to disciplinary action.

Gambling

Students may not gamble or possess gambling paraphernalia. Gambling paraphernalia will be confiscated.

Gang Activity

The presence of gangs, gang activity, or undesirable groups that by their very nature interfere with and/or disrupt the school and school activities are prohibited. A "gang" is defined as any group of two or more persons not affiliated with the school or school-sponsored activities whose purposes or functions include the disruption of the learning environment and/or the commission of illegal acts. The following activities are prohibited:

1. Wearing, possessing, using, distributing, displaying or selling any clothing, jewelry, emblem, badge, symbol, sign, tattoo (tattoos must be covered at all times at any school-related event) or other item which is evidence of membership or affiliation in any gang.
2. Committing any act, or use of any speech, either verbal or nonverbal (gestures, handshakes, etc.) showing membership in or affiliation with a gang.
3. Use of any speech or commission of any act to further the interests of any gang or gang activities, including but not limited to: A) soliciting others for membership in any gangs; B) requesting any person to pay protection or otherwise intimidating or threatening any person; C) committing any other illegal act or other violation of school district policies; D) inciting other students to act with physical violence upon any other person.

Gross Misconduct or Disobedience

Any conduct, behavior, or activity as defined in Board Policy 7:190. Acts of gross misconduct or disobedience constitute grounds for an out-of-school suspension or expulsion.

Harassment/Intimidation

All students, employees, and non-employee volunteers are strictly prohibited from engaging in any form of harassment or intimidation. Harassment, intimidation, and bullying includes, but is not limited to, verbal and physical conduct, epithets, slurs, gestures, or graffiti, even in jest, that are targeted toward an individual because of race, color, religion, gender, age, national origin, marital status, veteran status, sexual orientation, or disability (mental or physical). What may seem harmless, trivial or "all in good fun" to one person, may be extremely offensive to the person to whom the comments or actions are directed.

Any student who is or has been subjected to harassment, intimidation, or bullying by another student, or knows of any student who is, or has been, subjected to harassment, intimidation, or bullying should report all such incidents to his/her building administrator, counselor, school personnel or teacher. All harassment, intimidation, or bullying complaints will be investigated. For further information refer to the Harassment/Intimidation procedure posted at every school site.

Hazing

Engaging in any type of behavior that is aggressive and does physical or psychological harm to a staff person, student, or urging other student(s) to engage in such conduct. Prohibited conduct specifically includes, without limitation, any use of violence intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation or other comparable product. It is not a defense to a charge of violation of this rule that the person subject to the hazing activities consented or otherwise volunteered to be hazed.

Inciting Others to Violence and/or Disobedience

To cause disruption of the educational environment by words, acts, deeds, including but not limited to the use of electronic devices or other technology, to encourage others to fight, assault others, participate in gang activity, or commit criminal or other acts in violation with District policy.

Insubordination

The willful failure to respond to or carry out reasonable requests by authorized school personnel or the refusal to follow and adhere to school rules and directions (e.g. removal of hat, coat, failure to serve detentions, etc.).

Misrepresentation

Purposefully misleading or misrepresenting the truth to any staff member.

No Hall Pass/Unauthorized Areas

Failure to move to assigned area in a timely fashion or otherwise going into unauthorized areas during the school day when provided a pass or when moving between locations. Students present in halls or other areas during class time or after school hours without the consent (hall pass) or presence of an authorized adult.

No Identification Card

(Grades 6-12 only) All students are expected to have the identification card worn visibly around their neck on a school-issued lanyard. Students may not trade or loan their identification cards to other persons. A temporary I.D., good only for one day, can be purchased for \$2.00. Lost identification cards must be replaced immediately. A fee of \$5.00 will be charged for each replacement.

Parking/Auto Violation

Students who drive vehicles on school property must comply with all state and local laws. Parking on campus is a privilege, and students must meet the assigned criteria by the administration in order to qualify for a parking permit. The privilege of parking on campus may be suspended or revoked by the administration for the following, including but not limited to:

1. Reckless Driving on School Grounds
2. Illegal Parking
3. Leaving campus without permission
4. Driving underclassmen or those students who have not been granted privileges off-campus during the school day.

Profanity/Obscenity

Obscene words, materials, gestures, utterances, or appearance, or behavior which exhibits or concerns vulgar, indecent, lewd conduct or sexually suggestive acts, or concerns nudity and

excretory functions. The uses of technology to access, distribute, or otherwise communicate indecent or obscene information is included in this offense.

Pushing/Shoving/Horseplay

Consensual physical activity such as pushing, shoving, or wrestling where no ill will is intended but which presents a safety risk or disruption to others.

Sexual Harassment

Sexual harassment is a form of sex discrimination that involves sexual advances, requests for sexual favors, the distribution or transfer of images or words, or other conduct of a sexual nature when such conduct interferes with an individual's educational performance or creates an intimidating, hostile or offensive educational environment. This includes the act of deliberately showing or touching private body parts/organs in a public place, intentional sexual contact, offensive touching, and indecent exposure.

Sexual Misconduct

Engaging in inappropriate sexual activity on school property or at school related activities, including but not limited to, showing or touching private body parts/organs in a public place, intentional and consensual sexual contact, and indecent exposure.

Smoking/Tobacco Products

All District facilities are tobacco free. It is against state law for persons under the age of 18 to possess tobacco or tobacco products. The act of using/having tobacco products on school property, including but not limited to cigarettes, cigars, pipes, chewing tobacco, electronic devices whose purpose is to assist in inhaling tobacco products etc. The possession, use, or distribution or sale of tobacco products on school grounds, at school-sponsored events, on transportation to and from school, or on other school transportation. Students caught in possession of tobacco will be subject to discipline procedures by the school and fines by the North Chicago Police Department.

Tardiness

Students are expected to be in the classroom and at school when the bell rings at the beginning of a class period. A tardy is defined as a student arriving to class after the bell or starting time without a pass.

Theft

The unlawful control or possession of property without the owner's permission or consent, including the possession of stolen items and the possession of tools that are used to gain possession of another person's property.

Threats

Actions (verbal, physical, written, electronic, or otherwise intimidated) that threaten the well-being of school district employees, students, volunteers, guests, or other persons.

Trespassing

Entering any school property or into any school facility without proper authority, including any entry during suspension or expulsion.

Unauthorized Leaving/Entering Campus

No student who has arrived on school property will be allowed to leave the school building or premises during the school day without a pass signed by an administrator. All students who enter/leave the building and/or school premises during the school day must be excused and signed out through the school office. All students must enter and exit through the Main doors unless explicit permission otherwise has been granted by administration.

Unexcused Absence/Cutting/Skipping/Truancy

Absence for a whole day, part day, or one class period of school without the submission of this absence by the parent/guardian and the approval of the absence by District administration per the North Chicago Community Unit School District 187 attendance policy.

Vandalism

The act of willful destruction or damage to property; including vehicles parked on school grounds. This includes cutting, defacing, or otherwise damaging property belonging to the District. Students and their parents are responsible for the cost of repairing or replacing intentionally damaged school property.

Weapons

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

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

The expulsion requirement under either paragraph 1 or 2 above may be modified by the Chief Educational Officer and his/her determination may be modified by the Board on a case-by-case basis. The Chief Educational Officer or designee may grant an exception to this policy, upon the prior request of an adult supervisor, for students in theatre, cooking, ROTC, martial arts, and similar programs, whether or not school-sponsored, provided the item is not equipped, nor intended, to do bodily harm.

In evaluating whether objects or devices could reasonably be considered “look alike” weapons, for purposes of the imposition of discipline, any one of the following criteria may be relied upon:

- Appearance, e.g., extent of resemblance between an actual weapon and the “look alike,” and
- The reaction of other students and adults who are confronted with or otherwise observe the “look alike” weapon

If the appearance of or reaction to a “look alike” or toy weapon are inconsistent with the foregoing definition, then consideration may be given to the use of other infractions to impose discipline for the student’s conduct. Administrators are obligated by law to notify local law enforcement of any incident involving possession of a Firearm.

BEHAVIORAL INTERVENTIONS: SUPPORTS AND RESPONSES

Positive Behavior Intervention Continuum of Support

Positive Behavior Interventions and Supports (PBIS) is a proactive systems approach to establishing behavioral supports for all students in a school to achieve social, emotional, and academic success. As a Response to Intervention model, PBIS applies a three-tiered system of support and a problem-solving process to enhance the capacity of schools to effectively educate all students.

TIER 1

All students receive Tier 1 support which may include but is not limited to the following:

- Formal Behavior Teaching
- School Wide Expectations
- Acknowledgments for Appropriate Behavior

TIER 2

Students who are in need of additional support will continue to receive Tier 1 support and may add one or more of the following:

- Check in Check Out (provides positive feedback and specific behavior teaching)
- Small Group Instruction
- Mentoring
- Behavior Intervention Plan

TIER 3

Students who need Tier 3 support will continue to receive Tier 1 and 2 support and add one of the following:

- Complex Functional Behavioral Assessment (individual plan to support families and students by linking community, home, and school)
- WRAP (individual plan to support)

Behavior and Discipline Interventions

Any systematic response to reduce problem behaviors or increase desired behaviors. Behavior Plans include but are not limited to the following:

1. Referral to Student Intervention Team (SIT)

The SIT is made up of the student's teachers, support staff, and administration that address the needs of students having academic or behavioral problems in school through a six-step process. These steps include: 1) discussions and identification of needs, 2) informal assessment and formal assessment, if necessary, 3) development of an intervention plan, 4) implementation and refinement of the intervention plan, 5) follow-up, support, feedback, and recycling of

the process, and 6) continuous monitoring and evaluation. The plan may include daily behavior sheets, checking in with a staff member at the beginning and ending of each day, or any other interventions within the continuum of support.

The SIT may meet on any student that displays chronic behavioral problems and/or behaviors that prevent the students from succeeding.

2. Additional Graduation Pathways

A change of program or schedule based on team recommendations by the administration based on behavior, grades, and/or other factors. This may be achieved in conjunction with other agencies or community supports, including the North Chicago Community High School Additional Graduation Pathways program, and Youth Build Lake County.

3. Confiscation of Items

Unauthorized objects, inappropriate clothing, or headwear, may be confiscated by a teacher or administrator. These items will be taken to the school office, inventoried, and stored in a secure location. This also includes wireless telecommunication devices being used during the school day. Parent or guardian of the student may be requested to pick up confiscated items.

4. Counseling

Students may be assigned to meet with student services staff to learn proper ways to socialize and to manage their own behavior. Student services staff use a positive approach to correct problems and create change rather than applying negative consequences. Replacement behaviors are taught, modeled and reinforced in individual or small group counseling sessions. The emphasis is on the behavior, not the person, and on how to be personally, socially and academically successful.

5. Detention/Administrators

An administrator's detention is a period usually served by a student before or after school or during lunch. The failure of a student to serve a detention becomes an act of insubordination, requiring more severe disciplinary action. Students will not be excused from detention because of work, family, extracurricular commitments, or sport commitments.

6. Detention/Teachers

A teacher's detention is a period usually served by a student before or after school. A detention will be spent with the teacher who assigned it. The teacher's detention will normally be held in the assigning teacher's room. The failure of a student to serve a detention becomes an act of insubordination, requiring more severe disciplinary action. Students will not be excused from detention because of work, family, extracurricular commitments, or sport commitments.

7. Detention/Saturday

Secondary: A Saturday morning detention session meets from 8:00 a.m. to 11:00 a.m. This is assigned by an Administrator. Students are expected to be on time, bring their ID and school books, and follow school expectations. Failure to attend a Saturday detention will result in additional consequences.

8. Learning Adjustment Center

A silent supervised study hall where the student spends either a class period or the entire day working on specific assignments from his/her teachers. This is an intervention for students who pose a problem to others or who interfere with the educational process. Students, at the discretion of the Administration, can be assigned to the Learning Adjustment Center. Students will be given the opportunity to do work and obtain credit for their individual classes while assigned. It's the student's responsibility to bring necessary materials to the Learning Adjustment Center and return all completed work to his/her teacher after the assigned length of time in the Learning Adjustment Center. Any test or quiz missed while in the Learning Adjustment

Center must be made up by scheduling and appointment with his/her teacher. Students in this program may also be required to complete an assignment that allows them to focus on their various behaviors and responses to situation to teach them to better succeed academically and socially.

9. Loss of Privilege

Students will have the opportunity to earn privileges through positive self-management, achievements, and acts that add to a positive culture in the school. Undesirable behavior may result in a student losing a specific privilege for a set period of time (i.e. social probation, reward activities, parking on campus).

10. Parent Conference

(By phone or in person at the discretion of the school official) A conference between the parent/guardian, student, and a school official and possibly other school staff to gain insight on alternatives to inappropriate behavior, express possible consequences, and identify desired outcomes.

11. Police Intervention

Law enforcement authorities will be notified whenever conduct involves illegal actions such as drugs, look-alikes, alcohol, weapons or any violation of criminal laws or ordinances.

12. Restitution

The act of compensating for loss, damaged property, offenses against others and for not following school expectations. This includes logical consequences for behaviors, such as cleaning up the lunchroom for throwing food or for repeatedly leaving your tray or a mess at your table, monetary compensation for property damage, etc. This offers a means for the student to be held accountable to repair or compensate for some of the harm caused by his or her actions.

13. Student Conference

A conference between the student and an administrator to gain insight on alternatives to inappropriate behavior, express possible consequences, and desired outcomes.

14. In-School Suspension

This program shall include, at a minimum, each of the following:

1. Before assigning a student to in-school suspension, the charges will be explained and the student will be given an opportunity to respond to the charges.
2. Students are supervised by licensed school personnel.
3. Students are given the opportunity to complete classroom work during the in-school suspension for equivalent academic credit.]

15. Out-of-School Suspension

In cases of gross disobedience or misconduct, including the persistent and repetitive violation of school rules, a student may be suspended from school. An out-of-school suspension will be for one school day at the minimum and no longer than ten school days. The procedures for suspending a student are:

1. A conference during which the charges will be explained and the student will be given an opportunity to respond to the charges before he or she may be suspended.

2. A pre-suspension conference is not required, and the student can be immediately suspended when the student's presence poses a continuing danger to persons or property or an ongoing threat of disruption to the educational process. In such cases, the notice and conference shall follow as soon as practicable.
3. An attempted phone call to the student's parent(s)/guardian(s).
4. A written notice of the suspension to the parent(s)/guardian(s) and the student, which shall:
 - a. Provide notice to the parent(s)/guardian(s) of their child's right to a review of the suspension;
 - b. Include information about an opportunity to make up work missed during the suspension for equivalent academic credit;
 - c. Detail the specific act of gross disobedience or misconduct resulting in the decision to suspend;
 - d. Provide rationale or an explanation of how the chosen number of suspension days will address the threat or disruption posed by the student or his or her act of gross disobedience or misconduct; and
 - e. Depending upon the length of the out-of-school suspension, include the following applicable information:
 - i. For a suspension of 3 school days or less, an explanation that the student's continuing presence in school would either pose:
 - a) A threat to school safety, or
 - b) A disruption to other students' learning opportunities.
 - ii. For a suspension of 4 or more school days, an explanation:
 - a) That other appropriate and available behavioral and disciplinary interventions have been exhausted,
 - b) As to whether school officials attempted other interventions or determined that no other interventions were available for the student, and
 - c) That the student's continuing presence in school would either:
 - i) Pose a threat to the safety of other students, staff, or members of the school community, or
 - ii) Substantially disrupt, impede, or interfere with the operation of the school.
 - iii. For a suspension of 5 or more school days, the information listed in section 4.e.ii., above, along with documentation by the Superintendent or

designee determining what, if any, appropriate and available support services will be provided to the student during the length of his or her suspension.

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

A student may lose the privilege of using school transportation, as well as receiving possible disciplinary consequences, for inappropriate conduct on school transportation. Students suspended out-of-school cannot attend any District sponsored activities, nor is the student to be on district property until the suspension is completed.

16. Expulsion

Gross disobedience or misconduct, repetitive violation of school rules, or a single highly serious incident may warrant consequences beyond suspension. In such a case, a student will receive a ten day out-of-school suspension and an administrative recommendation for expulsion from school.

Before a student may be expelled, the student and his or her parent(s)/guardian(s) shall be provided a written request to appear at a hearing to determine whether the student should be expelled. The request shall be sent by registered or certified mail, return receipt requested.

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

- a. Detail the specific reason why removing the student from his or her learning environment is in the best interest of the school.
- b. Provide a rationale for the specific duration of the recommended expulsion, as well as the rationale for any suspension that preceded the expulsion.
- c. Document how school officials determined that all behavioral and disciplinary interventions have been exhausted by specifying which interventions were attempted or whether school officials determined that no other appropriate and available interventions existed for the student.
- d. Document how the student's continuing presence in school would (1) pose a threat to the safety of other students, staff, or members of the school community, or (2) substantially disrupt, impede, or interfere with the operation of the school.

- e. Document whether available and appropriate support services were offered or provided during the suspension and, if they were not offered or provided, document that none were available.

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

DISCIPLINE: OVERVIEW OF THE PROCEDURES

Decision Making

Fair and equitable discipline is intended to protect the rights and privileges of all persons, in all matters relating to the conduct of the school. Principals, teachers, and certified personnel stand in *loco parentis* (Principals, Teachers, and other certified personnel, act as the parent in the supervision of students in the absence of parent/guardians) in the supervision of students in the absence of parent/guardian. A teacher, other certificated employee, and any other person, whether or not a certificated employee, providing a related service or with respect to a student may use reasonable force as needed to maintain safety for the other students and staff. A teacher may remove a student from the classroom for disruptive behavior.

With very young children, application of discipline consequences should focus more on care for the child and holding caregivers responsible than consequences to the child. Student safety is a primary concern when transporting students. Laws and regulations have been established to insure the safety of students and drivers on school vehicles. Misbehavior on school vehicles poses a threat to the safety of everyone on the roadway.

The teaching of self-discipline (responsibility for a person's own actions) is a goal of the North Chicago Community Unit School District 187's Student Code of Conduct. It is the school's responsibility to implement a program for teaching a system of essential expectations and to administer just and constructive corrective measures. Should corrective measures be necessary, the following will be considered:

- Student's age
- Ability-functioning level
- Seriousness of the occurrence
- Frequency of inappropriate behavior
- Circumstances and intent
- Effect of the misconduct on the school environment
- Relationship of the behavior to any disability
- Relationship of the behavior to alcohol or drug influence

Addressing Violations

When it has been determined by a Principal, Assistant Principal, or Dean that a student is in violation of the provisions of this Student Code of Conduct, the Principal, Assistant Principal, or Dean shall impose appropriate supports and responses. It is the intention of the Board of Education that this Code be viewed as cumulative so that repeat or persistent violations result in increased interventions or progressive discipline.

A discipline record will be maintained on each student. This record will include Student Code of Conduct violations, interventions designed to assist the student in correcting behavior, and consequences assigned for inappropriate behavior. Whenever a child is found in violation of major behaviors indicated in the code, the Principal, Assistant Principal, or Dean will determine appropriate consequences for the offense based on recommendations from the Student Code

of Conduct. If a child continues to violate the Student Code of Conduct, appropriate consequences will continue to be dispensed as well as a behavior plan being put in place for the child. A parent may request, at any time, to review behavioral records, and the District shall provide access as provided under law.

Discipline of Students with Disabilities under IDEA, 504 and ADA:

If a student is subject to the provisions of IDEA (The Individuals with Disabilities Education Act), Section 504 of the Rehabilitation Act and/or the ADA (Americans with Disabilities Act), discipline not involving a change of placement for a period of longer than ten (10) days cumulatively may be imposed without regard to whether the behavior requiring discipline is a manifestation of the student's disability. Thus, in such cases the Principal, Assistant Principal, or Dean may impose appropriate discipline not to exceed a ten (10) day suspension cumulatively. A proposed exclusion of a student with a disability for more than ten (10) consecutive school days constitutes a change of placement, as may a series of suspensions less than ten (10) school days but cumulating to more than ten (10) school days in a given school year. The determination of whether a series of suspensions constitutes a change of placement must be made on a case by case basis.

A functional behavioral analysis must be conducted and behavior management plan must be reviewed or considered once an act occurs which subjects the student to suspension for more than 10 cumulative days in a school year or expulsion. To implement a change of placement based on discipline, generally it must be determined if the behavior is, or is not, a manifestation of a student's identified disability. If the behavior is a manifestation of the student's disability, the school must address the behaviors through the IEP (Individual Education Program) or 504 plan. If the behaviors are not related to the disability, then the student may be disciplined in the same manner as students without disabilities. Special education eligible students must continue to receive appropriate educational services.

A change of placement for up to 45 school days, however, may be initiated by the school district without regard to the student's disability when the student's misconduct involves carrying or possessing a weapon at school, on school premises, or to or at a school function; the knowing use, possession, selling or solicitation of controlled substances at school, on school premises or at a school function; or the infliction of serious bodily injury upon another at school, on school premises or at a school function. For purposes of this section, "school function" has the same meaning as "school activity." When the placement of a student with a disability is changed for disciplinary reasons, the procedural protections of IDEA or Section 504 apply. Please refer to the Special Education Parent Rights or Section 504 Student Rights Summary for further information on disciplining a student with disabilities.

Limited English Proficient Students

In any contact involving either a student or parents with limited English skills, a District Translator or employee shall be provided.

Isolated Time Out and Physical Restraint

District Schools will not employ Isolated Time Out as defined by Illinois School Code. Students whose behavior presents an imminent physical danger to self or others may be subjected to Physical Restraint. Physical Restraint will be employed only when necessary, to prevent greater harm or prevent continuation of a serious school disturbance, and shall not be used for disciplinary reasons. Such actions will be keeping with 23 IL Admin. Code 1.280 & 1.285. This provision does not apply to momentary periods of physical restriction by direct person to person contact designed to prevent a student from harming himself, others or property or removing a disruptive student who is unwilling to leave the area voluntarily. Also, this provision does not apply to use of non-isolated time out.

Corporal Punishment

Corporal punishment as prohibited under Illinois law includes slapping, paddling or the prolonged maintenance of students in physically painful positions and the intentional infliction of bodily harm upon an individual for disciplinary purposes. However, reasonable force to prevent bodily harm to one's self or others or to defend property is not prohibited.

Legal Authority

The Board of Education may directly or through its designees suspend or expel any student for conduct constituting gross disobedience or misconduct that occurs at school, on school property, on a school bus, or at a school supervised or school related activity (including internet activity). Conduct deemed to be gross disobedience or misconduct includes the following:

1. Violation of any published regulation for student conduct adopted or approved by the Board of Education;
2. Conduct which is disobedient and/or which substantially disrupts, impedes, or interferes with the operation of any public school or the operation of any public school bus;
3. Conduct which endangers the safety of others (or which substantially impinges upon or invades the rights of others).

Student Expulsion

Expelled students may not enroll in or attend any educational program operated by the school district. The Board of Education may expel a student up to two **calendar** years. At the discretion of the Superintendent or his/her designee, the student may be offered the opportunity to voluntarily enroll in the Regional Learning Center's alternative school in lieu of expulsion for non-weapon-related offenses. Expelled students may be readmitted to a North Chicago Schools after the period of expulsion.

Out-of-School Suspension (OSS)

Out of school suspension (OSS) is the temporary (1 to 10 school days) exclusion of students from District grounds and all District activities. Suspended students who violate this requirement may be subject to police intervention. OSS may be imposed by the Superintendent, Building Principals, Assistant Principals, or Deans. Suspension becomes effective after the informal suspension hearing, except as required in an emergency situation impacting the health and safety of students or staff, and notification of the parent/guardian, emergency person, or at the end of the school day or release from official custody, whichever is later.

Emergency Removal

The Principal may remove a student from school or from a school bus without an informal hearing if the student's continued presence is an immediate danger or an ongoing threat of disruption. In such cases, the notice and informal hearing shall follow as soon as practical.

DUE PROCESS PROCEDURES

INFORMAL MEETING

Students will receive an informal meeting with the Principal, Assistant Principal, or Dean before a decision to suspend. The meeting process may be postponed if a student's presence poses a danger to people or property or an ongoing threat of disruption to the education process. The Principal, Assistant Principal or Dean - must attempt to inform the student personally of the charge(s). The student is given an explanation of the evidence. The Principal has authority to decide if the explanation will identify witnesses. The student is given a reasonable opportunity to state his/her position before a decision is made to suspend. After weighing the evidence, the administrator determines if the charge is supported by the evidence and if so, the appropriate disciplinary action will be taken in accordance with District policies, guidelines, and professional judgment.

NOTIFICATION OF SUSPENSION

Administration will call all numbers provided by the parent, to notify the parent/guardian/emergency person of the suspension. No student is to be sent home from school prior to the close of school before a parent/guardian/emergency person contact is made. It is the responsibility of the parent/guardian to update the school as to telephone numbers/changes. A Notice of Suspension is presented to the student and mailed to the parent/guardian, which shall include:

1. The date and specific reasons for the suspension
2. The length of the suspension
3. The rationale for the length of the suspension
4. What behavioral interventions were attempted or if none were available (suspensions of four days or more)
5. Whether appropriate and available support services are to be provided or if none were available (suspensions of 5 days or more and expulsion)
6. The parents right to appeal the suspension
7. Whether expulsion is recommended
8. Notice that the parent/guardian contacts the administrator to arrange a mutually agreeable time for a conference prior to the readmission date to discuss, among other things, a re-engagement plan

During a period of suspension a student may not participate in any district-related activity and the student is not to be present on any District owned property without prior authorization of the Principal.

HOMEWORK DURING SUSPENSION

To ensure continuation of learning, students who are serving an out-of-school suspension are expected to complete schoolwork during their time of suspension. Upon 24 hour notice, a suspended student shall be given assignments during the period of suspension. The parent/guardian is responsible for picking up homework materials from the school. Students shall not automatically suffer a loss of grade, solely due to suspension. Students must complete all homework assignments and make up any missed tests in a timely manner upon return from suspension. During a period of suspension a student may not come on grounds to collect homework, even if accompanied by parent/guardian, without the prior authorization of the Principal.

LOSS OF BUS RIDING PRIVILEGE

Students are expected to attend school for the duration of the bus suspension. During the time of a school bus suspension, parents are responsible for transporting their student. *In the event a parent cannot transport a student during a suspension, the parent must notify the District and the absence will be excused. The student remains responsible for making up all work when the parent cannot transport the student as the result of a bus suspension.*

STUDENT REINSTATEMENT CONFERENCE FOR PARENT/GUARDIAN

The parent/guardian, student and administrator should arrange a mutually satisfactory time for a conference. If the parent finds it difficult because of working hours, family responsibilities, or distance from school to come to the school for a conference, the school administrator will work to find some alternative means for the conference. During the conference the student's achievements as well as difficulties will be reviewed to determine additional steps to be taken by the school, student and parent/guardian to ensure future success and safety when reinstated. *All suspended and expelled students shall be given a re-engagement plan to*

facilitate their return to school. Such plan shall be discussed during this conference and revisited with the student upon return.

LEARNING ADJUSTMENT CENTER

The Learning Adjustment Center is the temporary exclusion of a student from his or her regular classroom, lunch area and other regular school day activities and assignment to a designated place in the school for one or more hours in a school day, or days. Appeal of this placement or assignment may be taken to the school principal whose decision shall be final.

APPEAL PROCEDURE/HEARINGS

Parents/guardians have the right to appeal to the Board of Education any out of school or bus suspension. A suspension shall be served, however, while any appeals are pending. As outlined below, there are multiple levels of appeal available to parents who seek to contest any out of school or bus suspension.

A. Out of School Suspension

Step 1: A parent/guardian/adult student shall have the right to request a review of an out of school suspension. The parent/guardian/adult student should first meet with the school administrator who initiated the suspension.

Step 2: If the parent/guardian/adult student still desires to appeal the suspension, they may contact the Principal and/or the Superintendent for an informal hearing.

Step 3: If the informal hearing does not resolve the matter, then the parent/guardian/adult student may appeal the suspension to Board. This appeal must be submitted in writing within 5 days of the informal hearing with the school administration. Upon receipt of the properly executed appeal form, the District will schedule a hearing before the Board's Hearing Officer. Failure to attend a hearing on an out of school suspension without good cause may result in waiver of appeal and in a confirmation of suspension.

B. Expulsions

In the event of a recommendation for expulsion, the District will schedule a hearing before the Board's Hearing Officer.

C. Bus Suspensions

Step 1: A parent/guardian/adult student shall have the right to request a review of a bus suspension. The parent/guardian/adult student should first meet with the school administrator who initiated the suspension.

Step 2: If the parent/guardian/adult student still desires to appeal the suspension, they may contact the Principal and/or the Superintendent for an informal hearing.

Step 3: If the informal hearing does not resolve the matter, then the parent/guardian/adult student may appeal the suspension to Board. This appeal must be submitted in writing within 5 days of the informal hearing with the school administration. Upon receipt of the properly executed appeal form, the District will schedule a hearing before the Board's Hearing Officer. Failure to attend a hearing on a bus suspension without good cause may result in waiver of appeal and in a confirmation of suspension.

D. Hearing Process

The following procedures apply to hearings before the Board's Hearing Officer on appeals of out of school suspensions and recommendations for expulsion.

1. The student shall have an opportunity for a hearing which is conducted by a Hearing Officer appointed by the School Board.

2. The Board shall provide written notice to the parent/guardian of the time, place, and purpose of the hearing by registered or certified mail and request the appearance of the parent/guardian and student at the hearing.
3. During the hearing, the student and parents/guardian may be represented by legal counsel at their own expense; present witnesses and other evidence and cross-examine adverse witnesses. The officer shall hear evidence on the issue of suspension, and recommendation for expulsion, if any.
4. The principal will identify and state a valid rationale for masking witness names based upon real evidence and legitimate fear of retaliation.
5. The Hearing Officer will allow the parties to clearly explain their respective points of view and to submit whatever evidence they have available that is relevant to the suspension or recommendation for expulsion.
6. The Hearing Officer shall prepare a written summary of the information presented at the hearing including such information and commentary as the Hearing Officer deems relevant.
7. After receipt of the administrative recommendation and the Hearing Officer's report, the Board shall render a decision. If the Board finds the student in violation of the Student Code of Conduct, it shall determine the appropriate level of discipline, up to and including expulsion.
8. The decision of the Board shall be in writing with a copy provided to the parents/guardian of the student.¹

2

NOTIFICATION REGARDING SCHOOL SEARCHES

School lockers, desks, storage facilities and other school property are owned by the District and are subject to searches at any time for any reason. Furthermore, students must understand that they have very limited rights of privacy on school property. To further the District's interest in the educational needs and safety of all students, the school may search any student's person or property, including bags, backpacks, clothing, purses, automobiles, any electronic device including computers, tablets, telephones, cameras or other electronic devices that have the ability to take, store, display, or send images, videos, or text messages with embedded images whenever the administration has a reasonable suspicion that a student is violating the District's Code of Conduct.

Metal detectors are used to search students for weapons. Students found in possession of illegal materials will be reported to the appropriate law enforcement authorities. All bags, purses, etc. are to be placed in student lockers upon arriving to school. Students will NOT be allowed to carry bags, purses, etc. throughout the school day.

REQUIRED NOTICES

A school staff member shall immediately notify the building principal as soon as possible in the event that he or she (1) observes any person in possession of a firearm on or around school grounds (2) observes or has reason to suspect that any person on school grounds is or was involved in a drug-related incident, or (3) observes a battery committed against any staff member. Such action may be delayed if immediate notice would endanger students under his or her supervision. Upon receiving such a report, the building principal or designee shall immediately notify the student's parent(s)/guardian(s), the State Police and the local law enforcement agency.

RECIPROCAL REPORTING

The Superintendent is authorized to follow the provisions of the School Code of Illinois to create administrative regulations which include guideline procedures to establish and maintain a reciprocal reporting system between the School District and local law enforcement agencies regarding criminal offenses committed by students.

DRESS CODE

STUDENT ATTIRE/GROOMING

The District expects each student's attire and grooming to promote a positive, safe, and healthy environment within the school. **Students transferring into the District for the first time** will have 20 calendar days from the day they are enrolled to comply with the uniform policy. **Students returning to the District after a temporary leave due to a move out of District** will have five (5) calendar days to comply with the uniform policy. Indigent families may contact the school principal or social worker for support in obtaining school uniforms.

Elementary:

Solid navy or dark blue or black bottom garments; solid white or light blue tops; solid black, navy, brown or white shoes.

Middle/High School:

Pants, Shorts and Jeans

Blue, red, black, white, or any D187 spirit wear pants, shorts and jeans are permitted. They must be without any holes or frays exposing skin and must be within the color guidelines. Shorts must also be within the color guidelines and reach at or below the middle of thigh. Sagging is not permitted. Students are not permitted to wear jeggings, leggings, sweatpants, pajama bottoms or workout attire during the school day.

Shirts

Blue, red, black, white, or any D187 spirit wear shirts, sweaters, and blouses that do not expose chest, shoulders, or undergarments may be worn.

Dresses, Skirts, Skorts

Modest in length, fit (no exposed chest shoulders or undergarments), reach at or below middle of thigh, and be blue, black, red, white, or D187 spirit wear.

Footwear

Students can wear running shoes, sandals or dress shoes. Heels over ½", slippers, and flip flops are not permitted. Shoelaces must be the same color as shoes.

THE FOLLOWING DECORATIONS AND/OR DESIGNS (INCLUDING TATTOOS, AND/OR BRANDS EITHER TEMPORARY OR PERMANENT) IMPRINTED UPON OR ATTACHED TO THE BODY OR CLOTHING ARE PROHIBITED

- Symbols, mottos, words or acronyms that convey crude, vulgar, profane, violent, death-oriented, gang-related, sexually explicit, or sexually suggestive messages
- Symbols, mottos, words or acronyms advertising tobacco, alcohol, or illegal drugs / drug paraphernalia
- Symbols, mottos, words or acronyms identifying a student as a member of a secret or overtly anti-social group or gang or that identifies a student as a member of an organization that professes violence or hatred toward one's fellow man

In Addition

Excessively large or baggy clothes are prohibited. Approved garments must be of a length and fit that are suitable to the build and stature of the student.

Permitted garments shall be clean, in good repair, and shall have no holes worn through, slashes or rips.

Permitted clothing shall be worn as designed/manufactured to include the following:

Shirts/blouses must be buttoned.

Zippers must be zipped.

Belts must be fastened and cannot be draped to one particular side. School team apparel, school organizational uniforms, and school spirit wear are allowed on Fridays or any other day deemed by school administration. Game and practice jerseys must have a white t-shirt worn underneath.

All students participating in approved school activities are expected to comply with required dress and personal appearance regulations of the activity in which they are participating. Students who refuse to dress as required by the school or sponsor will not be permitted to participate in the activity or to represent the school in any way.

Outerwear

Students must store outerwear (coats, hoodies, hats, gloves, scarves, etc.) in their lockers or other designated area upon arrival at school. Outerwear will not be permitted in classrooms, cafeterias, libraries, corridors or other areas of the school building after arrival unless authorized by the school's administration.

Head Coverings/Sunglasses

Scarves, curlers, bandanas, sweatbands, or other similar head coverings or adornments shall not be worn to class or within school buildings.

Caps, hats or other similar head coverings shall not be worn to class or within school buildings unless prescribed by a physician, previously approved by the school's administration for religious reasons, or approved by the school's administration for a special school activity.

Sunglasses (unless prescribed by a physician) shall not be worn to class or within school buildings.

Upper Garments

Garments must have sleeves.

Bare midriffs, immodestly low-cut necklines, off-the-shoulder, or bare backs are prohibited. Garments must be of appropriate length, cut and/or fit to meet these requirements while sitting and/or bending.

Lower Garments

Undergarments shall not be visible.

Pants and shorts shall be worn at the waist, and shall not extend below the heel of the shoe in length.

Tights worn as outerwear, spandex bike shorts, bathing/swimming wear, sleepwear (including pajamas), etc., are not permitted.

Leggings are permissible only if worn underneath long shirts and/or skirts.

Shorts and skirts must be of modest length defined as a maximum of 6" above the knee of the wearer or not above the fingertip of the wearer with the arm fully extended, whichever is longer.

Footwear

Students shall wear footwear for protection and hygienic reasons while on school grounds, participating in school activities, or on school transportation. House slippers, flip flops or backless sandals are not acceptable footwear.

Accessories

Jewelry and other accessories shall not convey prohibited messages as defined within the general rules of the dress code.

Visible jewelry/accessories that pose a safety concern for the student or others are prohibited.

Religious and Health Accommodations

Where a bona fide religious belief or health need of a student conflicts with the school dress code, reasonable accommodations shall be provided. Any student desiring accommodation shall have his/her parent/guardian notify the school principal in writing of the requested accommodation and

the factual basis for the request. Approved coverings worn as part of a student's bona fide religious practices or beliefs shall not be prohibited under this policy.

Unusual Circumstances

If any unusual situation relative to dress or grooming arises which is not specifically covered in this policy, the building administration shall have the authority and discretion to rule on the appropriateness of the attire.

BULLYING POLICY 7:180

STUDENTS: PREVENTING BULLYING, CYBER BULLYING, INTIMIDATION, AND HARASSMENT

Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors is an important District goal.

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

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

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

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

Bullying, intimidation, and/or harassment may take various forms, including without limitation: threats, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. The Superintendent or designee shall develop and maintain a program that:

1. Fully implements and enforces each of the following Board policies:
 - a. 7:20, *Harassment of Students Prohibited*. This policy prohibits any person from harassing intimidating, or bullying a student based on an actual or perceived characteristic that is identified in the policy. Each of those characteristics is also identified in this policy's second paragraph.
 - b. 7:190, *Student Discipline*. This policy prohibits students from engaging in hazing, bullying, 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, or other comparable conduct.
 - c. 7:310, *Restrictions on Publications and Written or Electronic Material*. This policy prohibits students from: (i) accessing and/or distributing at school any written, printed, or electronic material, including material from the Internet, that will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities, and (ii) creating and/or distributing written, printed, or electronic material, including photographs and Internet material and blogs,

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

- d. 6:235, *Access to Electronic Networks*. This policy states that the use of the District's electronic networks is limited to: (1) support of education and/or research, or (2) a legitimate business use. It subjects any individual to the loss of privileges, disciplinary action, and/or appropriate legal actions for violating the District's *Authorization of Electronic Network Access*.
 - e. Full implementation of the above policies includes: (a) conducting a prompt and thorough investigation of alleged incidents of bullying, intimidation, harassing behavior, or similar conduct, (b) providing each student who violates one or more of these policies with appropriate consequences and remedial action, and (c) protecting students against retaliation for reporting such conduct.
1. Examines the appropriate steps to understand and rectify conditions that foster bullying, intimidation, and harassment; this contemplates taking action to eliminate or prevent these disruptive behaviors beyond traditional punitive disciplinary actions.
 2. Includes bullying prevention and character instruction in all grades in accordance with State law and Board policy 6:60, *Curriculum Content*. This includes incorporating student social and emotional development into the District's educational program as required by State law and in alignment with Board policy 6:65, *Student Social and Emotional Development*.
 3. Fully informs staff members of the District's goal to prevent students from engaging in bullying and the measures being used to accomplish it. This includes: (a) communicating the District's expectation - and the State law requirement - that teachers and other certificated employees maintain discipline, and (b) establishing a process for staff members to fulfill their obligation to report alleged acts of bullying, intimidation, harassment, and other acts of actual or threatened violence.
 4. Encourages all members of the school community, including students, parents, volunteers, and visitors, to report alleged acts of bullying, intimidation, harassment, and other acts of actual or threatened violence.
 5. Actively involves students' parents/guardians in the remediation of the behavior(s) of concern. This includes ensuring that all parents/guardians are notified, as required by State law, whenever their child engages in aggressive behavior.
 6. Communicates the District's expectation that all students conduct themselves with a proper regard for the rights and welfare of other students. This includes a process for commending or acknowledging students for demonstrating appropriate behavior.
 7. Annually communicates this policy to students and their parents/guardians. This includes annually disseminating information to all students and parents/guardians explaining the serious disruption caused by bullying, intimidation, or harassment and that these behaviors will be taken seriously and are not acceptable in any form.
 8. Engages in ongoing monitoring that includes collecting and analyzing appropriate data on the nature and extent of bullying in the District's schools and, after identifying appropriate indicators, assesses the effectiveness of the various strategies, programs, and procedures and reports the results of this assessment to the Board along with recommendations to enhance effectiveness.
 9. Complies with State and Federal law and is in alignment with Board policies. This includes prompting the Board to update the policy beginning every 2 years after its initial adoption and filing this policy with the Illinois State Board of Education after the Board adopts or updates it.

This policy is not intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment to the U.S. Constitution or under Section 3 or 4 of Article 1 of the Ill. Constitution.

ACCEPTABLE USE POLICY FOR TECHNOLOGY 7:310

ACCEPTABLE USE

All users of the District Computer System must comply with the District's Acceptable Use Guidelines, as amended from time to time. All use of the District's System must be: (i) in support of education and/or research, or (ii) for a legitimate school business purpose. Each student and his/her parent or guardian must

sign the District's Authorization for Electronic Network Access before being granted the unsupervised use of the System.

The System shall include all computer hardware and software owned or operated by the District, the District electronic mail, the District web site, and the District online services and bulletin board systems. "Use" of the System shall include use of or obtaining access to the System from any computer terminal whether owned or operated by the District.

1. Students have no expectation of privacy in their use of the System.
2. The District has the right to access, review, copy, delete, or disclose, as allowed by law, any message sent, received, or stored on the District's electronic mail system.
3. The District has the right to and does monitor use of the System by students, including student access to the Internet, as part of System maintenance to determine whether the use is consistent with Federal and State laws and District policies and Guidelines.

PRIVILEGES

Access to the system is provided as a privilege by the District and may be revoked at any time. Inappropriate use may result in discipline, including the loss of System use privileges. The System, including all information and documentation contained therein, is the property of the District, except as otherwise provided by law.

PROHIBITED USE

Uses of the System listed below are prohibited and may result in discipline or other consequences provided in the District's Student Discipline Code and rules. The System shall not be used to:

1. Engage in activities, which are not related to District educational purposes or which are contrary to the instructions from supervising District employees as to the System's use.
2. Access, retrieve, or view obscene, profane, or indecent materials. "Indecent materials" are those materials, which, in context, depict or describe sexual content in terms patently offensive, as measured by contemporary community standards. "Obscene materials" are those materials which, taken as a whole, appeal to the prurient interest in sex, which portray sexual conduct in a patently offensive way in which, taken as a whole, do not have any serious literary, artistic, political, or scientific value.
3. Access, retrieve, view, or disseminate any material in violation of any Federal or State laws or regulations or District policy or rules. This includes, but is not limited to: improper use of copyrighted material, improper use of the System to commit fraud, or with the intent to commit fraud; improper use of passwords or access codes; or disclosing the full name, home address, or phone number of any student, District employee, or user.
4. Transfer any software to or from the System without authorization from the System Administrator.
5. Engage in for-profit or non-school sponsored commercial activities, including advertising or sales.
6. Harass, threaten, intimidate, or demean an individual or group of individuals because of sex, color, race, religion, disability, national origin, or sexual orientation.
7. Disrupt the educational process, including use that is reasonably foreseeable to result in a disruption, or interfere with the rights of others at any time, either during school days or after school hours.
8. Disrupt or interfere with the System.
9. Gain unauthorized access to or vandalize the data or files of another user.
10. Gain unauthorized access to or vandalize the System, or the computer system of any other individual or organization.
11. Forge or improperly alter electronic mail messages, use an account owned by another user, or disclose the user's individual password or that of another user.
12. Invade the privacy of any individual, including violating Federal or State laws regarding limitations on the disclosure of student records.
13. Download, copy, print, or otherwise store or possess any data, which violates Federal or State copyright laws or these Guidelines.
14. Send nuisance electronic mail or other online messages such as chain letters, pyramid schemes, or obscene, harassing, or other unwelcome messages.
15. Send mass electronic mail to multiple users without prior authorization by the appropriate District administrator.

16. Post materials on the District's web site without the authorization of the appropriate District administrator.

WEBSITES

Unless otherwise notified in writing, the District web sites may display information about or photographs or works of students. Notify the District in writing if you do not want any of the items listed above published on the District website.

Any web site created by a student using the System must be part of a District-sponsored activity, or otherwise be authorized by the appropriate District administrator. All content, including links, of any web site created by a student using the System must receive prior approval by the classroom teacher or an appropriate District administrator.

All contents of a web site created by a student using the System must conform to these Acceptable Use Guidelines.

The District may discipline a student whose personal web site causes, or can reasonably be expected to cause, a substantial disruption of the school environment without regard to whether the web site was created using the System.

DISCLAIMER

The District makes no warranties of any kind, whether express or implied, for the System. The District is not responsible for any damages incurred, including the loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions. Use of any information obtained via the System is at the user's own risk. The District is not responsible for the accuracy or quality of information obtained through the System. The District is not responsible for any user's intentional or unintentional access of material on the Internet, which may be obscene, indecent, or of an inappropriate nature.

SECURITY AND USER REPORTING DUTIES

Security in the System is a high priority and must be a priority for all users. Students are prohibited from sharing their log-in ID's or passwords with any other individual. Any attempt to log in as another user will result in consequences as set forth in the District's Discipline Code and Rules. A user who becomes aware of any security risk or misuse of the System must immediately notify a teacher, administrator, or other staff member.

VANDALISM

Vandalism or attempted vandalism to the System is prohibited and will result in discipline as set forth in the District's Discipline Code and Rules, and in potential legal action. Vandalism includes, but is not limited to, the downloading, uploading, or creating computer viruses.

CONSEQUENCES FOR VIOLATIONS

A student who engages in any of the prohibited acts listed above shall be subject to discipline which may include: (1) suspension or revocation of System privileges, (2) other discipline including suspension or expulsion from school, and (3) referral to law enforcement authorities or other legal action in appropriate cases.

Misuse of the System by a student may be considered gross misconduct as that term is defined by the District Student Discipline Policy and rules, and may be disciplined pursuant to the Student Discipline Policy and rules. A student who believes that his/her System use privileges have been wrongfully limited may request a meeting with the building principal to review the limitation. The decision of the building principal shall be final.

COPPA (Children's Online Privacy Protection Act)

GOOGLE APPLICATIONS FOR EDUCATION, ONLINE DOCUMENTS, CALENDAR, AND SITES

North Chicago Community Unit School District 187 is actively integrating 21st century educational technology tools into the curriculum through a suite of secure online applications called *Google Apps for Education*. These tools will better engage students in developing their literacy skills by making it easier for students to work together online for projects, access their files outside of the classroom, and communicate at both the local and global level.

The National Educational Technology Standards for students (NETS*S) in grades K-12 stress the importance of this type of learning environment in order to demonstrate mastery of those standards. (www.iste.org/standards.aspx). However, District 187 students require written permission from a parent or legal guardian to gain access to *Google Apps in Education*.* This document explains the specific tools available and includes a form for you to give (or withhold) permission for your student to use these tools.

Google Apps for Education:

Google Apps for Education is a free web-based suite of applications for schools to use. Students and staff can easily create, share, and store documents online to collaborate on projects and turn in assignments electronically. All of the *Google Apps for Education* tools can be accessed from any Internet connection at school, home, smart phones, etc. North Chicago Community Unit School District 187 will support the main three Google applications: Calendars, Docs, and Sites.

Google Calendar:

- Maintain multiple calendars for all your needs, e.g. homework, activities, etc....
- Keep calendars private, or share them with others as you determine.

Google Docs include the following programs:

- Google Documents - a word processor similar to Microsoft Word
- Google Presentations - a multimedia presentation tool similar to Microsoft PowerPoint
- Google Spreadsheets - a spreadsheet program similar to Microsoft Excel
- Google Drawings - a graphic design program
- Google Forms- a tool to create online surveys or polls and automatically collate the responses into a spreadsheet.

Google Sites:

- Google Sites - create and edit simple websites

◆ Access to a student North Chicago Community Unit School District 187 *Google Apps for Education* account requires an active District 187 email account. Students in grades K-12 automatically have their North Chicago Community Unit School District email accounts activated unless a parent fills out a “denial of email account” form.

CO-CURRICULAR STUDENT CODE

ACADEMIC AND OTHER ELIGIBILITY EXPECTATIONS

1. Participation in school-sponsored, school supported athletic and extracurricular activities is a privilege, NOT a right.
2. In order to be eligible for participation in a school-sponsored, school-supported athletic and extracurricular activity, a student must meet the academic requirements for participation (2.0 GPA). This means a teacher would submit a passing grade if the student were to transfer on that day.
3. The administration and coaches/sponsors will monitor students' academic progress. Students who fail to meet the eligibility requirement will be notified by the administration and/or coach/sponsor and shall be suspended from participation until the academic requirement is satisfactorily met.

4. Annual physical and permission slips must be on file in the athletic office before one can participate. For athletics and other applicable activities, the student may participate in practice but may be suspended from competition until the academic requirement is satisfactorily met.
5. Students with disabilities participating in co-curricular activities shall receive reasonable accommodations as provided by law.

ATTENDANCE ELIGIBILITY GUIDELINES

Success in school is directly related to school and class attendance. Students must attend a minimum of five (5) consecutive class periods in order to participate in any practice, competitions or school sponsored activities after school or during the evening the day(s) of the absence. The only exception, which allows student to participate, is if the absence is excused (i.e., court, funeral, medical, field trip, religious holidays).

NORTH CHICAGO COMMUNITY UNIT SCHOOL DISTRICT 187

PARENT/STUDENT HANDBOOK

I have received and will abide by the North Chicago Community Unit School District 187 Parent/Student Handbook for the 2017-2018 school year. I further acknowledge that I have read, understand, and agree to comply with the rules and regulations contained within this document including, but not limited to, the following:

- Acceptable Use Policy
- COPPA
- Code of Conduct
- Student/Parent/District Compact

I understand that if I have any questions at any time during the school year I can ask any school administrator.

The information in this Handbook is subject to any revisions or changes that may be needed to ensure continued compliance with federal, Illinois or local laws. It is subject to review and alteration as may become necessary for the routine operation of the school.

Student name (print) _____

Student name (signature) _____ Date _____

Parent/guardian (signature) _____ Date _____

School _____ Grade _____

This Handbook has been prepared for students and parents of North Chicago Community Unit School District 187. It is hoped that the handbook will give students and parents a better understanding of the District's policies, procedures, regulations, and expectations. The faculty, staff, and administration of North Chicago Schools look forward to working with parents during this school year in a common effort to provide students with the finest educational experience possible. This handbook is only a summary of the board policies governing the District. Board policies are available on the District website at www.d187.org or at the District Office. Note that this handbook may be amended as needed throughout the year without notice. The most current handbook will always be available on the district website.