

FLOSSMOOR SCHOOL DISTRICT 161

Student-Parent Handbook

2018 - 2019



**2018-2019
Parent and Student
Handbook**

Flossmoor School District 161
“21st Century Learners Today, Leaders Tomorrow”

This handbook contains a summary of essential and up-to-date information about District 161 procedures, practices and expectations for parents and students and is distributed each year as a convenience for families and staff. A complete list and full wording of all policies and procedures can be found in the Board of Education’s Policy Manual which is available on the District’s website at www.sd161.org, at the District’s Administrative Offices, and in the principal’s office in each school.

This handbook may be amended during the school year without notice.

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FLOSSMOOR SCHOOL DISTRICT 161
2018-2019 Calendar

Day	Date	Event
Monday	August 20	Teacher Institute Day
Tuesday	August 21	Teacher Institute Day
Wednesday	August 22	Teacher Institute Day
Thursday	August 23	First Day of School
Tuesday	August 28	Elementary Open Houses
Wednesday	August 29	Parker Jr. High Open House
Friday	August 31	School Improvement Day (Early release)
Monday	September 3	Labor Day (Schools closed)
Wednesday	September 5	Pre-K/ECC Open House
Tuesday	September 18	School Improvement Day (Early release)
Wednesday	September 19	Non-Attendance Day (No classes)
Friday	October 5	Parent Visitation Day
Monday	October 8	Columbus Day (Schools closed)
Monday	October 29	End of 1 st Quarter (45 school days)
Wednesday	October 31	School Improvement Day (Early release)
Monday	November 12	Veterans Day Observed (Schools closed)
Monday	November 19	Parent/Teacher Conferences (No classes)
Tuesday	November 20	Parent/Teacher Conferences (No classes)
Wednesday	November 21	Non-Attendance Day (Schools closed)
Thursday	November 22	Thanksgiving Holiday (Schools closed)
Friday	November 23	Thanksgiving Holiday (Schools closed)
Monday	November 26	End of 1st Trimester (59 school days)
Wednesday	December 5	School Improvement Day (Early release)
Friday	December 21	Winter Break Begins (Schools closed)
Monday	January 7	Teacher Institute Day (No classes)
Tuesday	January 8	Winter Break Ends / Classes Resume
Monday	January 21	Martin Luther King Holiday (Schools closed) – Day of Service
Thursday	January 24	End of 2 nd Quarter (44 School days)
Monday	February 18	Presidents’ Day (Schools closed)
Monday	March 4	Casimir Pulaski Holiday (Schools closed)
Thursday	March 7	End of 2 nd Trimester (58 School days)
Monday	March 25	Spring Break Begins
Monday	April 1	Spring Break Ends / Classes Resume
Thursday	April 4	End of 3 rd Quarter (43 School days)
Friday	April 19	Non-Attendance Day (Schools closed)
Monday	May 27	Memorial Day (Schools closed)
Monday	June 3	8 th Grade Graduation- H-F High School (Tentative)
Thursday	June 6	End of 4 th Quarter (43 School days) / End of 3 rd Trimester (58 School days)

If emergencies occur, the calendar will be extended as needed (June 7, 10, 11, 12, 13)
Board of Education approved on February 12, 2018

Welcome to the 2018-2019 School Year!

Dear Parent/Guardian,

Flossmoor Elementary School District 161 provides students with a quality academic program that promotes high levels of achievement and academic excellence. The *Elementary Student-Parent Handbook* is provided to ensure order and safety.

Please take some time to review the handbook and discuss it with your student. It contains classroom and school expectations necessary to create an atmosphere conducive to learning. Teachers will spend time discussing pertinent information in the handbook with the students.

Parents and students are encouraged to make choices align with the District 161 Positive Behavioral Interventions and Support (PBIS) and Social-Emotional Learning (SEL) behavioral expectations that are:

BE RESPECTFUL
BE RESPONSIBLE
BE READY TO LEARN

Please complete the release form distributed by your school and return it to your student's teacher by Friday, September 7, 2018.

Your support of Flossmoor School District 161 is vital to the success of the schools.

Sincerely,

Haley Marti
Principal
Flossmoor Hills

Ashley Holland
Principal
Heather Hill

Dr. Shari Demitrowicz
Principal
Serena Hills

Dr. Lisa Dallacqua
Principal
Western Avenue

INTRODUCTION AND GENERAL INFORMATION

Board of Education & Superintendent

District 161 is governed by a Board of Education made up of seven residents of the school district elected to serve staggered four-year terms without pay. The Board of Education determines the policies which guide the operation of the school district and establishes the desired outcomes, for the district to achieve. The Superintendent and administrators then carry out those policies by overseeing the management, operation and procedures of the school district.

Board of Education 2018-19

President - Michelle Hoereth	mhoereth@sd161.org
Vice President - Stephen Paredes	sparedes@sd161.org
Secretary - Merle Huckabee	mhuckabee01@sd161.org
Misha Blackman	blackman@sd161.org
Carolyn Griggs	cgriggs@sd161.org
Cameron Nelson	cnelson@sd161.org
John Simmons	jsimmons1@sd161.org

2018-2019 Board Meeting Schedule

The Board of Education generally meets on the second and fourth Monday of each month, unless otherwise announced, at the Normandy Villa Administrative Center, 41 E. Elmwood Drive. Public attendance is welcome. Meetings begin at 7:00 p.m. Please refer to the District 161 website www.sd161.org.

2018

August 27
September 10
September 24
October 9
October 29
November 13
December 10

2019

January 14
January 28
February 11
February 25
March 11
April 8
April 22
May 13
May 28
June 10
June 24

Administrative Staff

Dr. Dana Smith, Superintendent	647.7030
Ms. Frances A. LaBella, Associate Superintendent/CSBO	647.7032
Ms. Amabel Crawford, Director of Learning and Instruction	647.7016
Ms. Robin Latman, Director of Special Education	647.7028
Mr. Tony Le, Director of Instructional Technology	647.7046
Mr. Scott Stachacz, Director of Buildings and Grounds	647.7005

Changes in Student Information

Should you move, change employers, get a new phone number, or change the emergency contact person, please let the school office know immediately. Your address and telephone numbers are critical in assisting us with keeping in contact with you and are important to your student's health safety.

Grievance Procedure

A process is in place for addressing concerns in a constructive manner. Please refer to Board Policy 2:260.

If we work together, listen carefully, and focus on solutions, we can find common ground and act in the best interest of students.

Mission Statement

The mission of School District 161 is to work to create a strong community of young learners in an environment that is safe, diverse, and challenging for all students. In partnership with our community of stakeholders, our mission is to provide critical thinking skills as a necessary set of tools to help prepare students for high school, college, and beyond.

School Times

Students may not arrive at school before 8:05 a.m. There is no staff supervision until this time. Parents are expected to provide supervision before 8:05 a.m. and refrain from dropping students off at school until 8:05 a.m.

8:15 a.m. Students enter the building.

8:20 a.m. Tardy bell will ring.

8:30 a.m. Instructional day begins: Students are expected to be in school and in their classrooms ready to begin learning.

11:30 a.m. School ends for AM Kindergarten only.

3:05 p.m. Students are dismissed.

Student's lunch period will be reflected on their daily schedule.

Before & After School Supervision

Children should arrive at school **no more than 20 minutes** before classes begin. The playgrounds are supervised only before school, during recess periods, during the lunch hours, and after school until the busses are loaded. Students may not be left unattended on the school grounds after 3:05 p.m. In cases of emergency when a student is left beyond the school day, parents/emergency contacts will be called to pick up the student. The late student pick-up policy referenced on page 14 will apply.

Emergency Closings and Evacuations

In extremely severe weather, schools may be closed. District 161 employs several methods of informing families about school closures:

- Emergency call system. Please make sure District 161 has your current home and cell phone numbers on file.
- Media. The announcement of closing will be on Stations WGN Radio 720 am/WBBM Newsradio 780 am; CBS 2/NBC 5/ABC 7/WGN 9/Fox and CLTV News. If the schools are closed, Flossmoor will be announced. If the schools are not closed, no comment will be made.
- School District website - SD161.org - and Facebook page

Occasionally, it is necessary to close a single building because of heating or other problems. The same procedure will be followed.

First Days Of School

Children enrolled in grades 1-8 will report to school on Thursday, August 23, 2018 at the designated time.

Preschool and Kindergarten pupils and their parents will attend an orientation on August 21. Teachers will contact families. The orientation will give parents and the students a chance to meet the teacher. On August 23, the preschool and kindergarten students will enter the classroom alone.

Residency Requirement

Only students who are residents of District 161 may attend a District school. A student's residence is the same as the person who has legal custody. Further information about school admission and student residency is contained in Board of Education Policies 7:50 and 7:60.

Lost and Found

Lost and found centers are located in each school. Students and parents should occasionally look through these centers if clothing is missing. Eyeglasses, watches, and other delicate items are retained in the school offices and may be claimed there. Personal belongings should be labeled in some way to facilitate their return if lost.

Parent Questions And Concerns

If parents have questions or concerns about the program or activity in which their child is enrolled, they should schedule a conference with the staff member in charge. If the concern is not resolved, parents may discuss the problem with the building principal.

Parents may contact the superintendent, and subsequently, the Board of Education if their concerns are still not resolved.

Parent Teacher Organization (PTO)

The District 161's Parent Volunteer Program, coordinated by the PTO, has always relied on the rich resources of its talented and willing community, inviting residents to come to the school to share time, talent, hobbies, travel experiences, and other enriching activities with students. Adults who would like to devote a few hours per week on a regular basis to educational programs are always encouraged. For further information, please contact the principal of the school in which you would like to help.

The PTO is an organization of parents and staff members who work together to promote the best possible education for School District 161 students.

The PTO Executive Board provides leadership for all five schools in District 161. Its officers, elected for two-year terms, include a President, First Vice President, Second Vice President, Membership Secretary, Recording Secretary, and Treasurer. Each school is represented by Building Chairs who function as the liaisons between the school and the PTO Executive Board.

The Executive Board oversees a number of committees which are either educationally based, such as Fine Arts and Junior Great Books, or focused on raising money for the schools through activities. Funds to provide enrichment activities and additional materials for students are raised and distributed on the District level by the PTO Executive Board. Additional activities are organized at each school by the school's Building Chairs. Money raised through these school-based fundraisers is funneled directly back to the school. The PTO is an important part of the School District. We hope you will join the PTO.

2018/2019 PTO OFFICERS

President	Mary Murray
First Vice President	Cassandra Lickert
Second Vice President	Lisa Kauffman
Recording Secretary	Leslie Kimmons
Treasurer	Dominique Bristol

Physical Education/Recess

All physical examinations must include physical education approval. A physician must verify in writing any condition that would cause your student to be restricted from participating in physical education classes or recess. A physician's statement is required to return to physical education or recess after the given period of time.

Students excused from participation in physical education shall not participate in recess. Students may be excused from participation in physical education/recess for up to three consecutive days with a note from the parent. Non-participation for either physical education or recess beyond three days will require a medical statement from a physician with a diagnosis and intended date of return. Returning to participation earlier than prescribed will require written consent from the person who originally issued the note of excuse. Students may be expected to go outdoors for physical education/recess and should be prepared with appropriate clothing. A physician's note

restricting physical education/recess may result in a student's inability to participate in athletic extra-curricular activities for the duration of the written excuse.

Visiting Our Schools

Parents and community members are welcome to visit our school. We love to show off our achievements! For the safety of all, we ask that everyone use the office entrance. Visitors going beyond the office must provide a government issued photo ID which will be scanned, generating a visitor's pass. Anyone wanting to visit their child's classroom needs to contact the classroom teacher prior to the visit and complete an observation form. We appreciate your help in avoiding unnecessary classroom disruptions. Please note - while visiting during school hours, cell phones, including texting, are prohibited.

ATTENDANCE AND ABSENCES

Attendance

Students who are absent, for any reason, outside of the designated lunchtime, will be counted absent as follows:

Attendance - Instructional minutes, exclusive of lunchtime.

- **Half-Day Kindergarten** - Required attendance is 120 minutes or more. Less than 120 minutes will be counted as absent.
- **Full Day Kindergarten and Grade One** - Required attendance is 240 minutes. Less than 120 minutes is counted as absent for the day; between 121 and 240 minutes is counted as one-half day of attendance.
- **Second through Eighth Grade** - Required attendance for full day is 300 or more minutes. Required attendance to be counted as one-half day is at least 150 minutes. Less than 150 minutes is counted as an absence for the day.

These timelines will be followed based on state requirements. Excessive absences or tardies without valid cause may subject students to the consequences associated with these actions.

Absences

Regular attendance is the key to successful learning. If your student is ill and will not be in school, please call the school attendance line listed below. If a student is absent for five consecutive days, a physician's note is required for re-admittance to school. **Students who are absent for the entire school day may not attend after school activities.**

When calling to report an absence, please call the school's attendance line:

Flossmoor Hills

Mrs. Haley Marti, Principal
ATTENDANCE: 709-7699 ext. 2053

Heather Hill

Mrs. Ashley Holland, Principal
ATTENDANCE: 709-7699 ext. 2055

Serena Hills

Dr. Shari Demitrowicz, Principal
ATTENDANCE: 709-7699 ext. 2052

Western Avenue

Dr. Lisa Dallacqua, Principal
ATTENDANCE: 709-7699 ext. 2054

and provide the following information:

- Student's name
- Student's teacher
- Date of absence
- Reason for absence

In compliance with state attendance guidelines, accumulated minutes resulting from tardies and/or early dismissals may be reported as an absence. In cases of excess absences, attendance letters will be mailed home each trimester.

If a student is absent for one day of school, arrangements for missed work will be made upon return to school. When a student is absent for more than one day, arrangements for work may be made by calling the school office before 10:00 a.m. on the second day the student is absent. The work may be picked up at 3:05 p.m.

Every day of school is important and we discourage the scheduling of family vacations on school days. If, however, a student will be absent from school for an extended period of time for a family trip, please report the absence using the attendance line. Students are to complete missed schoolwork in the same number of days that were missed due to the absence. Student work will not be made available in advance.

Students needing to leave school before the end of the day for a doctor's appointment or some other urgent matter are requested to provide written notice. Please pick the student up in the school office at the appointed time. At that time you will be asked to sign the student out of school. If the student returns to school before the end of the day, please sign the student in at the office before returning to class. This procedure also applies to those parents/guardians who take their students from the building during lunch. We ask that students not be picked up between 2:35 p.m. and 3:05 p.m. Students will be dismissed at 3:05 p.m. at all District schools.

Tardiness

District 161 views tardiness as a serious concern. Tardy students miss important instruction and can be a distraction to other students and the learning process. Excessive tardies will result in administrative intervention. Punctuality and consistent attendance are important qualities that affect student achievement. Students arriving late to school (after 8:30 a.m.) must check-in at the office before proceeding to class. Additionally, students arriving after 8:45 a.m. must be checked into the office by a parent or guardian. Flossmoor School District 161 has guidelines regarding attendance. These guidelines may be found in Board Policy 7:70.

FEES AND LUNCHESES

Student Fees

The District assesses fees to cover the cost of textbooks, workbooks, technology, and other classroom materials. Books damaged or lost will be assessed a fee. In addition, parents have the option of paying for milk and/or joining the PTO. Fees are due prior to the start of the school year. Students who un-enroll before winter break receive a 50 percent refund. No refunds will be given for students who un-enroll after winter break.

Hot Lunch

CERES Foods provides hot lunch for K-5 students. Menu choices are selected one month in advance. The cost is \$2.85 per lunch including milk. Milk purchased separately will be at a cost of \$0.35.

Breakfast (Breakfast for Title 1 Elementary Schools)

Due to the number of students receiving Free or Reduced Lunch Waivers, we are required to have a breakfast program in identified schools. The procedures for all identified schools will be as follows:

- Breakfast will be served from 8:05-8:15 for students in Kindergarten-5th grades.
- Students will enter through the front entrance doors and be directed to the gym.
- Students must sit in an orderly manner at the available tables.
- Our district food provider will distribute the breakfast items.
- For students who incur a cost for breakfast, the fee will be deducted from the student's lunch account.
- A reduced rate or waived fee will be in effect for all students who qualify.
- Students will not be allowed to be on school grounds before 8:05, and breakfast will end at 8:15.
- All students will be expected to follow the universal school responsibilities of being respectful, responsible, and ready to learn.

Free Lunch/Waiver Of Fees

No student will be denied educational services or academic credit due to the inability of parents/ guardians to pay student fees. Fee waivers for textbooks and other instructional materials may be available to students who currently live in a household that meets the free lunch or breakfast eligibility guidelines established by the federal government pursuant to the National School Lunch Act or under certain other conditions as described in Board Policy 4:140. The Superintendent will recommend to the Board which additional fees, if any, the District will waive for students who meet the eligibility criteria for fee waiver.

Students receiving a fee waiver are not exempt from charges for lost and damaged books, locks, materials, supplies, and equipment.

Each year the State of Illinois establishes economic guidelines whereby students qualify for free lunches and the waiver of fees. These guidelines and forms are available at registration and from the school office. Forms must be complete and approved for students to receive a free lunch and/or a fee waiver.

TRANSPORTATION

Bus Service

The following guidelines will be utilized for the 2018-2019 school year:

Bus Transportation: Provided free to all students who live beyond 1-½ miles from school and to students who would have to walk along or cross roads which constitute a serious safety hazard as determined by the Board of Education.

Students are expected to ride the same morning and afternoon bus unless special arrangements have been made with the Business Office.

Bus stop locations are selected to serve the children from central locations near their homes. Your child should ride the bus to and from the stop location closest to his/her home. **Note: Parents may not request bus route changes or an additional bus stop to provide a convenience stop at their driveway.**

Weather conditions may affect the bus time schedules. If buses are 10 or more minutes late, you will receive an email notification. Please note that Paige Bus Enterprises now uses the ***Bus Bulletin*** notification system to notify parents and students of any bus delays. (There is no cost for this service; You can opt out to receive text messages instead of phone calls; All contact information is stored securely and will not be shared or sold - your privacy is protected).

For more information and to read a complete copy of the privacy statement, please visit this website: www.BusBulletin.com or <https://app.busbulletin.com/register.php>

On the Bus Bulletin home page, click on the Register link. Enter your information to create your account.

- Once you have created your account, you will select your notification methods. You may enter up to 7 phone numbers and/or e-mail addresses.
- You only need one account per family, just enter all the contact information for everyone.
- When you add a phone number or email address, you will be sent a verification code, to enter on the screen.
- You will have the option to test the contact information you supplied with a generic message.
- Once your notification methods are complete, you will select all the bus routes for your student(s).
- There are separate routes for morning and afternoon routes.
- When you have entered all your information, click the Save changes button.
- Your Bus Bulletin has now been activated!

Student Bus Expectations

Bus safety is everyone's responsibility. By following these procedures, all students can expect a safe ride.

- When waiting at the bus stop, stand away from the road and do not board the bus until it has come to a complete stop.
- Stay seated while the bus is in motion and remain seated until the bus has come to a complete stop at the appropriate destination.
- Keep your hands and your head inside the bus at all times. Pushing, tripping, fighting, throwing objects, or delaying the bus are considered to be inappropriate and improper bus conduct.
- Loud talking, unacceptable language or gestures, discourteous or annoying conduct will not be tolerated as it distracts the driver from transporting students safely.
- Treat the bus equipment with care and help keep the bus clean.
- No eating or drinking will be allowed on the bus.
- Keep the aisles clear at all times. Backpacks, books, coats, and other objects should be kept on your lap to allow for a safe exit in case of emergency.
- In case of emergency, remain in the bus until the driver or another adult gives instructions
- Students are under the supervision of the bus driver while on the bus.
- Students are to remain seated at all times until a school staff member/bus driver allows them to exit the bus.
- Only eligible students may ride the school bus. Students are expected to ride only their assigned bus and should board and exit at their assigned stop.
- Parents/guardians may not board or ride a school bus without prior authorization.
- Improper bus conduct may result in disciplinary action and possible loss of bus privileges.
- Video monitors and equipment may be present on the school bus and used when transportation is provided for any school related activity.
- **Kindergarten students must be received by an adult at their designated stop.**

Picking Up And Dropping Off Your Student

- Observe all posted parking and traffic signs, including the bus zone. Take extra precaution around the crosswalks.
- When dropping off or picking up students, please follow your school's specific safety procedures.
- Insist that your student cross at the corner. Never allow crossing between the cars or buses.
- Respect school neighbors. Do not park in or block their driveways.
- The District has a no idling policy in effect for all vehicles.
- If your student's after school routine will be different than usual, a written notice is requested. At no time may a student ride a bus that is different than the bus that is assigned to the student.
- Students will not be released to persons other than those listed on the student information form, without written notice from parent or guardian. Proof of identification is required.
- Ensure your child is picked-up from school at dismissal.
- After two (2) late pickups of 20 minutes or more, the parent is requested to attend a conference with school administration regarding the Late Student Pick Up Policy 7:320. Upon the 3rd late pickup the parent will receive written correspondence outlining the late pickup fee schedule and a copy of the policy. For each succeeding

occurrence, a fee will be assessed according to the terms of the letter as set forth in the Late Student Pick Up Policy.

- Illinois law states that passing a school bus with its stop arm extended and its lights flashing may result in a mandatory suspension of a driver's license from three to six months and a fine between \$250 and \$750. Your efforts in observing the signals and lights of the school buses will help keep the student safe when boarding or exiting the school buses. The local police departments will cite motorists who do not adhere to these important bus safety laws.
- Illinois law prohibits the use of cell/smart phones while driving in a school zone.

These guidelines should be shared with relatives and caregivers who might also pick up your student from school.

HEALTH AND SAFETY

Immunizations/Physicals

It is mandatory under Illinois law that all school students be immunized before entering school. It is also required that all students have a completed physical examination when they enter early childhood, pre-kindergarten, kindergarten and sixth grade. All areas of the physical must be complete including health history and physical education approval. New students to the District must provide evidence of a physical exam and a current immunization record regardless of their grade level prior to attendance. Transfer students from out of state/country must have a health examination on the required Certificate of Child Health Examination form. Health examinations are recommended for students under five years of age (Early Childhood, Pre-K) every two years. Physical, Dental, Eye Examination and Authorization of Medication forms are available on the District website.

Dental

Illinois state law requires a dental examination for all students entering kindergarten, second, and sixth grades. The examination must be performed and signed by a licensed dentist and returned to school.

Vision

Illinois State law requires proof of an eye examination for all students entering kindergarten or the year the student is first enrolled in the State of Illinois. The examination must be performed and signed by an optometrist or physician who provides complete eye examinations.

Medications

These guidelines cover both prescription and non-prescription medications including Tylenol, cough syrups, cough drops, eye drops, and cold medications. When a student requires daily or regular medication, parents/guardians should make every effort to give the prescribed doses of medication at home. If at any time your student needs to take medication at school, the following guidelines must be adhered to.

1. A physician's authorization (District form) shall be provided to the school detailing the name of the student, the name of the drug and any side effects, dosage, time interval in which the medication is to be taken, and a number where the physician/dentist can be reached.

2. A parent/guardian must provide to the school a written request (District form) authorizing the administration of the prescribed medication at school.
3. Medication must be brought to the school by an adult, in a closed, properly labeled container from the pharmacy. The label should include name of student, physician, pharmacy, medication, dosage, prescription number, date filled, and number of refills. Over the counter medication should be in the manufacturer's original package. The medication is to be given to the Health Coordinator or school administrator. Medications must be stored in a locked cabinet that is used for medication storage only.
4. Medications must be administered in the school's Health Office.
5. For the safety of your student and others, students are not allowed to carry with them, or have in their possession, prescription or non-prescription medications, without approval for self-medication, with the exception of a prescribed epipen.
6. Parents may request that their student carry and self-administer emergency medications for asthma (inhalers) or anaphylaxis (epinephrine auto-injectors). Parents/guardians who request their student to carry and self-administer their emergency medications for asthma and anaphylaxis must complete necessary additional consent forms. This request must be approved by the District Nurse or Health Coordinator.
7. When on a field trip, the teacher in charge will carry daily and emergency medications on his/her person and supervise the student taking the medication at the appropriate time. Medication for students participating in after-school trips and activities is the responsibility of the parents and will not be transported from the school health office. There will be no access to medications locked in the health office after dismissal. Over the counter medications will not routinely be sent on a field trip unless the parent has requested the medication be sent by notifying the Health Coordinator.
8. Medication will not be transported from the school health office for students attending Parker Junior High for before or after school group lessons, or between elementary buildings and the junior high for other activities (band, orchestra, choir). Arrangements must be made with the District Nurse for emergency medications.
9. School officials may reject requests for the administration of medication if, in the judgment of the building principal and District Nurse/Health Coordinator, such administration requires specialized skills not possessed by school personnel, or it interferes with the orderly function of the school. It is the Health Coordinator's responsibility to clarify any medication order, which is deemed inappropriate or ambiguous. They have the right and responsibility to decline to administer a medication if they feel it jeopardizes student safety. In such instances, the District Nurse/Health Coordinator must notify the parent/guardian, student's physician and administrator. Medications will only be administered at the prescribed time.
10. Physician and parent authorization for medication must be updated at the beginning of each school year and during the school year if there is a change, in any way, in the prescription.
11. Parent/guardian is responsible for picking up all medications at the end of the school year. All medications will be disposed of on the last day of school at dismissal time. Students are not permitted to transport medications at any time with the exception of self-medication.

12. Stock epi-pens are available for emergency use as authorized by physician. Parents must contact the District Nurse and provide a written statement for refusal of this emergency medication. District 161, its employees and agents, Cook County Department of Public Health (CCDPH), and CCDPH COO or designee, are to incur no liability or professional discipline, except for willful and wanton conduct, as a result of any injury arising from the administration of an epinephrine auto-injector.

Student Health

The following information is intended to assist parents in making decisions about health and illness.

- A student with a temperature of over 100.0 degrees or above, will not be allowed to attend school. A student must be fever-free for twenty-four hours without the aid of fever reducing medication before returning to school.
- If a student has a persistent stomach ache, vomiting, and/or diarrhea, the student will not be allowed to remain in school.
- If a student is absent from school due to illness, or if it is necessary for a student to leave school due to illness, the student may not return to the school to participate in after-school activities. If a student comes to school ill, or becomes ill during school, they will be sent home. If a student is ill, it is the parent's responsibility to pick up their student or notify school if another adult will pick up the student.
- A student with a sore throat, hacking cough, thick nasal discharge, and/or irritated, draining eyes should not attend school.
- A student with a rash may be sent home from school, until it is determined by a healthcare provider, that the rash is not contagious.
- A student with nits/head lice must be treated prior to re-admittance to the classroom.
- Communicable diseases such as chicken pox, ringworm, fifth disease, streptococcal infections, conjunctivitis, and head lice must be reported to school. In cases of certain infectious diseases, a physician's re-admission slip is required. Please contact the Health Coordinator or District Nurse for cases of communicable disease and head lice.
- Adults listed as emergency contacts should be within a reasonable distance in order to reach the school in a timely manner. These contacts will be called if we are unable to reach a parent/guardian in the event a student is ill, or in an emergency situation.
- If a student needs emergency care and is transported to the hospital via ambulance, it will be a medical determination whether care will be given prior to parent consent.
- If a student is hospitalized, it is recommended that a school re-entry meeting be held prior to the student's return. This may include the school nurse, social worker, and administrator.
- It is imperative that school has accurate telephone numbers for parents and emergency contacts.
- If a student is absent for five consecutive days, a physician's note is required before returning to school. Also, students who have injuries such as sprains and fractures need to have a physician's note stating any restrictions of activity and the recommendations to allow equipment (crutches) in the school setting. A note will be required to allow the student to participate again after the injury is healed and/or the cast and/or the crutches are no longer needed. Students will not be allowed to participate again until the release from the physician is received by the health office.

- The annual health information sheet should be filled out prior to the start of the school year with current health information, and updated with changes. It is important for parents to note all health concerns. Health information is shared with only those staff members who have a legitimate interest to know the information for the safety of your student.
- Hospital or homebound instruction is provided for students who are not able to attend school due to a health condition, which in the opinion of a licensed healthcare provider will cause an extended absence or frequent absences from school.
- An asthma action plan is requested for all students with a diagnosis of asthma.

Vision/Hearing Screening

Vision and hearing screening will be done as mandated during the school year. Vision screening is not a substitute for a complete eye and vision evaluation by an eye doctor. Your student is not required to undergo this vision screening *if* an optometrist or ophthalmologist has completed and signed a report form indicating that an examination has been administered within the previous twelve months and that evaluation is on file at the school. Vision screening is *not* an option. If a vision examination report is not on file at the school for your student, your student in the mandated grade will be screened.

2018-2019 Student Accident Insurance Options

For more information, please contact the District Office at 708.647.7000.

THE INTERNET AND TECHNOLOGY

Acceptance Use Policy

Flossmoor District 161 has a network of computers that are connected to the Internet for educational purposes. Students will have the opportunity to have supervised access on the Internet and the ability to communicate with email. However, this privilege is only granted to those students who have read with their parents/guardians the District's Acceptable Use Policy 6:235, signed and returned the consent form the school provides. Failure to meet the expectations established in this policy may result in loss of computer access, privileges, and other consequences for the student. See Board Policy 6:235.

EDUCATIONAL PROGRAMS AND SERVICES

Preschool and Early Childhood Programs

The District has a Preschool At-Risk Program that is supported by a state grant. This program is open to all students ages 3-5, that are not yet eligible for kindergarten. To be considered for the program, children must be participate in preschool screening or transition from Early Intervention services and meet eligibility criteria. The program is a half day program lasting two and one half hours per day. There are morning and afternoon sessions. To inquire about screenings, please contact the Special Education Department.

Students may qualify for a more specialized preschool experience based on their eligibility for special education. The Early Childhood Classroom is designed for students with an Individual Education Plan (IEP) that require more support.

ACE (Acceleration, Challenge & Enrichment) Program

Statement of Philosophy

The ACE program will support the District 161 Philosophy on Instruction by providing comprehensive services which modify, supplement, and support the core education program in all fundamental areas of learning for those children who excel in either specific intellectual ability or specific aptitude or talent. Flossmoor District 161's ACE program is in alignment with the current IL School Code 14A Part 227 (2007).

ACE Mission Statement

The mission of the District 161 ACE Program, a K-8 support system, is to provide appropriate Acceleration, Challenge & Enrichment to maximize growth of all students through a Level of Services (LoS) Model.

ACE Program Gifted Education Component - Definition of Gifted and Talented

One component of the ACE program includes those students identified as "Gifted and Talented" in a specific academic area. For this component, "Gifted and Talented" refers to *"those students with outstanding talent who perform or demonstrate the ability to perform at remarkable high levels of accomplishment when compared with others of their age, experience, or environment. A child will be considered gifted and talented in any area, and, specifically, in language arts and mathematics by scoring in the top 5% locally in that area of aptitude."* (Derived from IL School Code 14A and the National Association for Gifted Children (NAGC) Gifted Program Standards definition, from the U.S. Department of Education).

Levels of Services (LoS) Approach

The Levels of Service (LoS) approach is a research-supported, field-tested model to gifted programming and talent development, based upon the work of Dr. Don Treffinger, Grover C. Young, Carole A. Nassab, and Carol V. Wittig. This approach is intended to nurture talent through "appropriate, challenging, and developmental programming experiences" (Treffinger, Young, Nassab, & Wittig, 2004).

The LoS approach is centered around 5 essential elements; it is: flexible, inclusive, responsive, proactive, and unifying. Therefore, the LoS approach offers a wide array of opportunities or services to develop all students' strengths and talents.

Special Education

Flossmoor School District 161 offers special education and related services to meet the varying needs of students with disabilities. Any concerned person, including District personnel, the parent(s) of a student, or an employee of a community service agency may refer students for a special education evaluation. The department has the resources of psychologists, social workers, nurse, health coordinators, speech pathologists, special education teachers, case managers, itinerant staff and special education paraprofessionals to provide services to students who are identified as eligible for special education and related services under the Individuals with Disabilities Education Act.

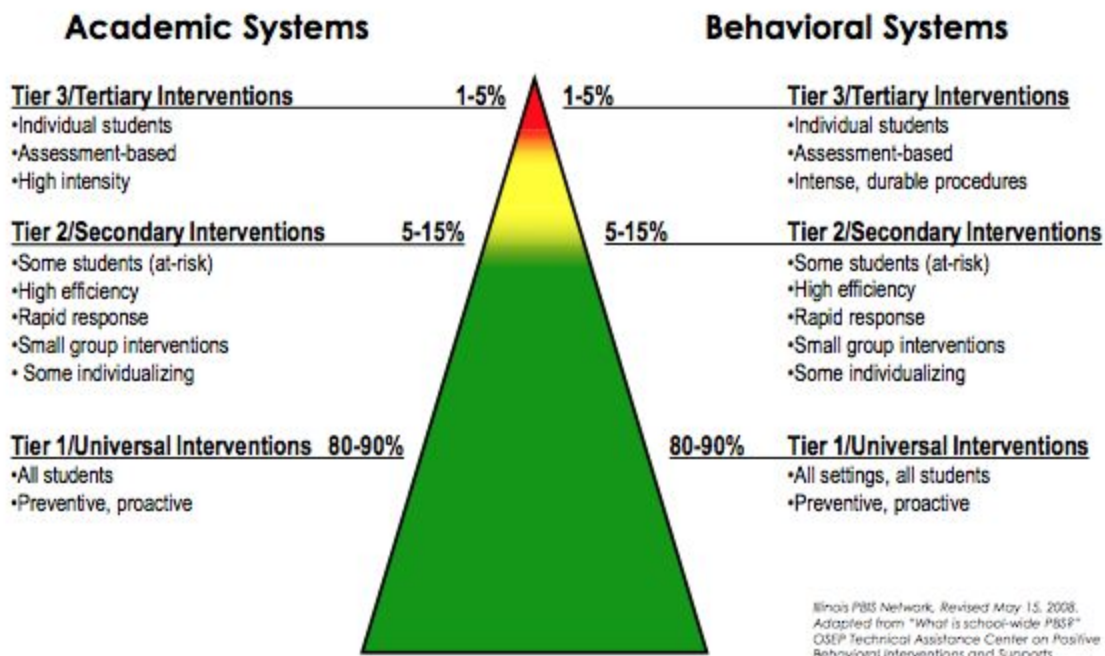
In addition, the District conducts regularly scheduled Child Find Screenings for students 3 to 5 years old. The District provides special education and related services to eligible students starting at three (3) years of age. There are some students whose needs cannot be met by District programs. These students may be referred to other special education cooperative units such as SPEED or ECHO and in some instances to state or private programs. Most students attend school at their home school and receive instructional support and/or related services. Contact your school for further information.

Special education students with an Individual Education Plan have procedural safeguards as listed in this document provided by Illinois State Board of Education: https://www.isbe.net/Documents/nc_proc_sfgrds_34-57j.pdf.

Multi-Tier System Of Support (MTSS)

Flossmoor School District 161 has a continuum of supports to meet the needs of students. If student data indicates lack of response to Tier 1 differentiated instruction, time-limited Tier 2 or Tier 3 reading and/or math interventions will be implemented. Data used for intervention placement includes AIMSWEB, MAP, and classroom performance. Progress in assigned interventions will be monitored and reviewed on a regular basis. Parental consent is not required for placement into Tier 2 or Tier 3 interventions. Parents will be notified if data indicates interventions are necessary.

**School-Wide Systems for Student Success:
A Response to Intervention (RtI) Model**



Illinois PBS Network, Revised May 15, 2008.
Adapted from "What is school-wide PBS?"
OSEP Technical Assistance Center on Positive
Behavioral Interventions and Supports.
Accessed at <http://pbis.org/schoolwide.htm>



Positive Behavior Intervention and Supports (PBIS)

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

The school-wide PBIS process emphasizes the creation of systems that support the implementation of evidence-based practices and procedures. PBIS is supported by our CHARACTER COUNTS! initiative, which is an approach to character education focusing on the ethical values of trustworthiness, respect, responsibility, fairness, caring and citizenship. Students are taught these six values throughout the year and focus on designated pillars each month.

Flossmoor School District begins the PBIS process by establishing clear expectations for behavior that are taught, modeled and reinforced across all settings and by all staff. This is the primary focus of the Universal Team. The Universal team also develops school-wide behavioral expectations that include clear, identifiable behaviors, how the behaviors will be taught and how the behaviors will be consistently and systemically encouraged and acknowledged.

School District 161's expectations are: Be Respectful, Be Responsible, and Be Ready to Learn.

The school-wide behavioral matrix defines the expected behaviors for specific classroom settings such as: hallways, gym, cafeteria, buses, bathrooms, and assemblies.

	Be Respectful	Be Responsible	Be Ready to Learn
Classroom	<ul style="list-style-type: none"> • Use appropriate language, tone, & volume • Listen attentively & wait your turn to speak • Follow adult directions • Honor the property of others 	<ul style="list-style-type: none"> • Actively participate in your education • Be on task & organized • Work appropriately • Be on time • Recycle • Do your own work • Turn in homework on time • Use assignment notebook 	<ul style="list-style-type: none"> • Be on time and in your assigned seat • Bring all required materials • Listen attentively to instructions and engage in class discussions • Complete all assignments
Restroom	<ul style="list-style-type: none"> • Respect others' space & privacy • Be patient and wait your turn • Enter & exit washroom quietly • Use quiet voices 	<ul style="list-style-type: none"> • Wash your hands with soap & water • Keep water in the sink • Get permission to use the washroom • Report problems to an adult 	<ul style="list-style-type: none"> • Use passing period and lunch times for bathroom breaks

		<ul style="list-style-type: none"> ● Respect school property ● Clean up after yourself ● Flush toilet after use 	
Hallway/ Locker	<ul style="list-style-type: none"> ● Use appropriate language, volume, & tone ● Speak politely when addressed ● Follow directions ● Treat others as you wish to be treated 	<ul style="list-style-type: none"> ● Stay to the right side of the hallway ● Walk with your hands at your side ● Go directly to destination ● Use only your locker ● Keep belongings organized 	<ul style="list-style-type: none"> ● Have clean and organized locker ● Get to class on time
Lunchroom	<ul style="list-style-type: none"> ● Use appropriate language, tone, & volume ● Eat & touch only your food ● Listen when instructions are being given from an adult ● Use please and thank you when talking to others ● Be considerate of personal space at the table ● Enter and exit lunchroom quietly 	<ul style="list-style-type: none"> ● Keep food on the table ● Clean up after you are finished eating ● Use good table manners ● Recycle ● Sit at your assigned lunch table 	<ul style="list-style-type: none"> ● Observe time limits ● Be on time to your class after lunch
Bus/Bus Stop	<ul style="list-style-type: none"> ● Use appropriate language, tone, & volume ● Follow adult directions 	<ul style="list-style-type: none"> ● Get on your assigned bus ● Be alert to traffic at your bus stop ● Keep windows at the designated line ● Keep track of your belongings ● No food/drink on the bus ● Put trash in trash bags 	<ul style="list-style-type: none"> ● Enter and exit bus appropriately ● Go directly to your seat ● Be at your bus stop on time
Assemblies	<ul style="list-style-type: none"> ● Sit quietly ● Eyes forward ● Listen attentively 	<ul style="list-style-type: none"> ● Follow adult directions 	<ul style="list-style-type: none"> ● Attend programs with an open mind, ready to

	<ul style="list-style-type: none"> • Use appropriate applause • Be a good participant • Show appreciation 	<ul style="list-style-type: none"> • Walk with your class in a single file line to designated area • Wait to be dismissed by an adult 	<p>experience new and different things</p> <ul style="list-style-type: none"> • Turn off phones and put away headphones
Media Center	<ul style="list-style-type: none"> • Obey school rules, no food, or drinks • Treat other students and Media staff politely • Use quiet voices 	<ul style="list-style-type: none"> • Have your ID to check out books • Return library materials on time • Have a pass from a teacher to use the media center or lab • Bring necessary accessories if applicable (headphones) 	<ul style="list-style-type: none"> • Bring all necessary materials with you

Our social and emotional learning curriculum will guide the teaching of the expected behaviors. This curriculum includes “Cool Tools”. Cool Tools are behavioral lesson plans that structure how staff teach and reteach the expected behaviors from the school-wide behavioral matrix. Cool Tools include teaching examples, student activities, adult modeling, opportunities for practice, and reinforcement.

A critical component of the PBIS program is to praise students when they are caught modeling expected behaviors. When inappropriate behavior is displayed, an office discipline referral (ODR) may be initiated. This form is used to document behavior and collect data regarding the type of behavior, location, and time of day.

Flossmoor School District 161 has a continuum of supports to meet the students’ needs. If student data indicates a lack of response to school-wide universal PBIS supports, Tier 2 PBIS supports are considered. Data that is monitored for entry into PBIS supports includes office discipline referrals, suspension reports, nurse referrals, teacher referrals, truancy reports, parent reports, and universal screening data.

Flossmoor School District 161 has a continuum of supports to meet the students’ needs. If student data indicates a lack of response to school-wide universal PBIS supports, Tier 2 and/or Tier 3 PBIS supports are implemented. Data that is monitored for entry into PBIS supports includes office discipline referrals, suspension reports, nurse referrals, teacher referrals, student referrals, attendance/truancy reports, parent reports, and universal screening data. Participation in these interventions will be based on student needs as determined by the data and while parent consent is not required for this level of support, teachers and parents are encouraged to discuss, collaborate and problem solve all opportunities for improvement.

Our first level of support is Check In-Check Out (CICO). CICO is a positive approach to checking in with students as they arrive and before they leave school each day.

Students are selected to be in a Check In-Check Out group to help support academic, organization, and/or behavior needs and to build positive relationships with an adult at school. CICO is not a disciplinary or negative response to student behavior but rather the goal is to surround students with positive support throughout the day. Students participating in CICO will carry a Daily Progress Report (DPR). Through this DPR, students will be given constant feedback regarding their behavior as it relates to the school wide expectation of being respectful, responsible, and ready to learn.

Time of Day	Be Safe			Be Respectful			Be Ready to Learn			Teacher Initials
A.M.	2	1	0	2	1	0	2	1	0	
P.M.	2	1	0	2	1	0	2	1	0	
Art, Music, P.E.	2	1	0	2	1	0	2	1	0	
Lunch/Recess				2	1	0				
A.M. Check In 2 Daily Points Possible: 24	P.M. Check out 2 Daily Goal: 19			Points Earned:			Daily Goal Reached?			Y N

Individualized CICO

Individualized CICO is the next level of support and this intervention consists of adding additional features/supports to traditional CICO. With individualized CICO, a DPR is carried by the student and personalized features are added to the intervention. These features may include extra motivators/incentives, ongoing positive adult interaction, additional adult check-in times, mentoring, and/or peer support.

Social Academic Instructional Groups (SAIG)

All students will receive thirty (30) minutes of instruction from classroom teachers in the following program.

Second Step (K-8)

Second Step: A Violence Prevention Curriculum is a research-based curriculum that teaches social and emotional skills for violence prevention. It aims to reduce impulsive and aggressive behaviors and increase protective factors and social competence in children from preschool through junior high. Children learn how to respond empathetically to others and practice skill steps for calming down, reducing anger, and solving problems. Lessons are organized into three skill-building units that focus on: (1) empathy, (2) impulse control and problem solving, and (3) anger management. Lessons are sequential, developmentally appropriate and provide opportunities for modeling, practice, and skill reinforcement. The curriculum includes discussion, teacher modeling, coaching skills, and role plays. Stories are used to demonstrate important peer relationship skills, and to teach affective, cognitive, and behavioral social skills. Lessons can be incorporated into health, science, math, social studies, and language arts.

SAIG is a short-term (4-8 weeks) social academic group that will focus on skill sets that will support our students in our Positive Behavioral and Intervention Supports (PBIS)

and CHARACTER COUNTS! initiatives. Groups are usually facilitated by a school social worker, resource teacher, or psychologist and students within these groups receive direct instruction in pro-social, academic, organization, and problem solving skills. Group lessons include opportunities for structured practice and adult feedback.

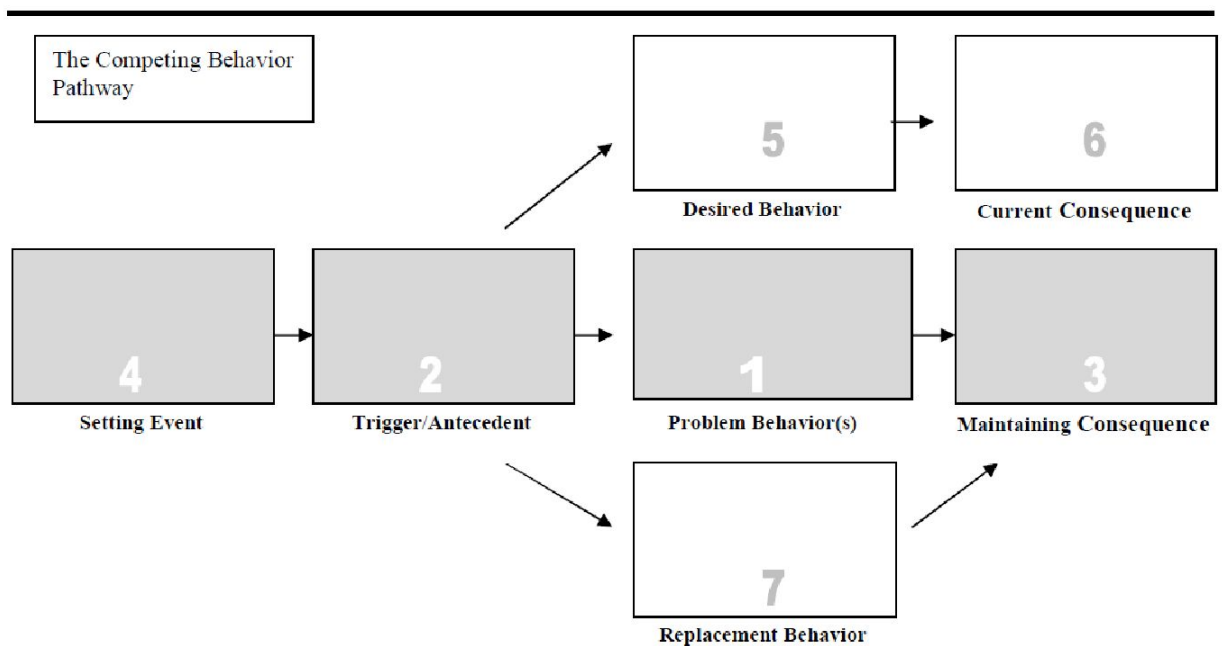
Students within a SAIG will also be required to carry a Daily Progress Report (DPR) throughout the school day for the time length of the group with a focus on group or school goals. Students are considered for SAIG based on their response to CICO or teacher/parent referral. Groups may last 4-8 weeks and students are dismissed from the group once new skills are learned and demonstrated on a consistent basis.

Several groups are provided on an ongoing basis and are listed below:

- Problem-Solving groups focus on how to solve situations that occur throughout the student's day by using strategies to make positive choices.
- Pro-Social Skills groups focus on appropriate social skills that are necessary throughout the school setting, friendship skills, positive adult and peer interactions, etc.
- Academic/Organization groups focus on learning to be prepared for class, study skills, homework and time management.

Functional Behavioral Assessment and Behavior Intervention Plans (FBA/BIP)

Students are identified for the FBA/BIP process after a lack of response to intervention such as CICO, ICICO, and/or SAIG. This process includes gathering data regarding problem behavior. These data sources include parent interviews, student interviews, and teacher interviews. Data is reviewed to create a competing behavioral pathway which looks at the function behind misbehavior and how to offer strategies to encourage appropriate behavior.



Once a behavioral pathway is completed, individualized interventions will be chosen based on the function of the behavior. Furthermore, all BIPs will include strategies for prevention of behavior, strategies for teaching appropriate behavior, strategies for reinforcing desired behavior, and strategies for minimizing rewards for problem behaviors. Behavior plans are reviewed on a bi-weekly basis and constantly updated to meet the needs of individual students.

Wraparound

Wraparound is a strength based family centered problem solving approach to support students' social emotional and academic needs. Areas of support including school, family and community are developed by considering the following life domains: physical needs/living situation, family, safety, socialization, cultural/spiritual, emotional/psychological, health, and educational/vocational.

The Wraparound process is appropriate when a student needs a non-traditional and highly individualized plan to support multiple life domains. Wraparound plans will also be initiated when a student is at risk for a change of school, community, or home placement. Wraparound consists of an identified facilitator engaging a family to develop a unique team consisting of the family and a balance of school professionals, community representation, and natural supports. The focus is on the "big need" of the family and increasing the quality of life, as defined by the family.

The team meets frequently to develop, refine and monitor a variety of interventions based on strengths and needs. The team may help the family access financial support to receive tutoring or participate in extracurricular activities, assistance with locating housing, linking families with outside agencies, navigating the human services system and other resources. Data collection tools are used regularly to guide planning, assess progress and to ensure that individual needs are being met. Wraparound plans are discontinued when the team mutually agrees that the "big need" has been met.

There are a small number of students who do not respond to interventions. They are subject to the consequences associated with their actions. These consequences are designed to educate the student and modify the behavior, not merely to punish the student.

There is a range of consequences that will be administered when behavior does not meet District expectations. **The range of possible consequences may include, but are not limited to:**

- Verbal warning
- Behavioral Intervention
- Restorative Practices
- Loss of recess, loss of school or class privileges
- Restricted lunch
- Note home to the parents/guardians
- Telephone conference with parents/guardians
- Conference with teacher, parent/guardian, and student
- Conference with the principal/designee and a call to a parent/guardian
- Suspension from bus transportation
- In-school suspension
- Suspension from school

- Expulsion from school

STUDENT RECORDS AND PRIVACY

The Right Of Parents/Guardians And Students

1. The student permanent record consists of basic identifying information, academic transcript, attendance record, accident reports and health record, record of release of permanent information, and honors and awards received. The permanent record shall be kept for sixty (60) years after graduation or permanent withdrawal.
2. The student's temporary record consists of all information not required to be in the student permanent record including family background information, test scores, psychological evaluation, special education files, teacher anecdotal records, disciplinary information, any verified reports or information from non-educational persons, agencies or organizers and records of release of temporary record information.
3. Parents/guardians have the right to:
 - a. Inspect and copy any and all information contained in their student's record in the presence of an administrator. There may be a small charge for copies, not to exceed 25 cents per page. The fee will be waived for those unable to pay such costs.
 - b. Challenge the contents of the records by notifying the principal or records custodian of an objection to information contained in the record. An informal conference will be scheduled with the principal to discuss the matter. If satisfaction is not obtained, a formal conference will be scheduled with a hearing officer who may be a member of the administration of another school district.
 - c. Receive copies of records proposed to be destroyed. The school will notify the parent/guardian of the destruction schedule.
 - d. Inspect and challenge information proposed to be transferred to another school district in the event of a move to another school district.
4. Local, state and federal educational officials have access to student records for educational and administrative purposes without parent/guardian consent. Students' records shall also be released without parent/guardian consent pursuant to a court order or in connection with an emergency where the records are needed by law enforcement or medical officials to meet a threat to the health or safety of the student or other persons. All other releases of information require the informed, written consent of the parent/guardian or eligible student.
5. The following is designated as directory information and shall be released to the general public, unless the parents/guardians request that any or all such information should not be released: student's name and address, grade, information or participation in school sponsored activities and athletics, the student's major field of study, period of attendance in the school, weight and height of members of athletic teams, telephone listing, and most recent previous educational agency or institution attended.
6. A parent/guardian may not be forced by any person or agency to release information from the temporary record in order to secure any right, privilege or benefit, including employment, credit, or insurance.

7. All temporary records in School District 161 will be maintained for at least five (5) years for those students who have transferred, graduated, or otherwise permanently withdrawn from school.
8. Full and complete copies of the laws, rules, and regulations on student records are on file with the records custodian of each school and the Superintendent of Schools.

PARENTS

Parents Right To Know

At the beginning of each school year, a local educational agency that receives Title I funds shall notify the parents of each student attending Title I schools that the parents may request, and the LEA will provide in a timely manner, information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, the following:

- Whether the teacher has met state qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under emergency or other provisional status through which state qualifications or licensing criteria have been waived.
- The baccalaureate degree major of the teacher, and the field of discipline of the certification or degree.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Title 1 Parental Involvement Compact

Parents of students attending a Title 1 school will be provided with a Parental Involvement Compact which includes information that explains how parents/guardians, the entire school staff, and students share responsibility for improved student academic achievement. It also contains the means by which the school and parents/guardians build and develop a partnership to help children achieve the States' high standard and other provisions as required by federal law. Flossmoor School District 161 has additional guidelines regarding parental involvement in Title 1 schools. These guidelines may be found in Board Policy 6:170.

Under federal law, students who are homeless have equal access to a free, appropriate public education. A "homeless student" is defined by the *McKinney Homeless Assistance Act*. Under the law, homeless students may attend the school the students attended when permanently housed or the school in which the students were last enrolled.

Homework

In our commitment to excellence, Flossmoor School District 161 acknowledges the importance of homework as a continuation of the learning process. Homework provides practice that helps expand academic achievement, self-discipline and responsibility. The effectiveness of homework is based on the coordinated efforts of the schools, parents, teachers and students. The following guidelines were developed by the Homework Task Force based on current research and input from the school community. Odyssey is made available to students year round.

Homework Time Guidelines

The following are the suggested guidelines for time allotted for daily homework:

Grades K-2	10 to 20 minutes
Grades 3-5	20 to 60 minutes

- Every student is expected to spend additional time reading independently and practicing math facts.

Types of Homework

Preparation: Introduction of new materials that enable students to obtain background information, or allows teachers to assess students' background knowledge.

Practice: Reinforces prior knowledge and newly acquired skills/concepts taught in the classroom.

Extension: An opportunity for students to apply acquired skills/concepts to other situations.

Project/Product: An extension of skills and concepts taught in classrooms that may require research. Project expectations and timeframe(s) are communicated to the students. Project should reflect student's work.

Grading and Promotion

The Superintendent shall establish a system of grading and reporting academic achievement to students and their parents/guardians. The system shall also determine when the promotion and graduation requirements are met. The decision to promote a student to the next grade level shall be based on successful completion of the curriculum. A student shall not be promoted based upon age or any other social reason not related to academic performance. The administration shall determine remedial assistance for a student who is not promoted. Flossmoor School District 161 has additional guidelines regarding parental involvement in Title 1 schools. These guidelines may be found in Board Policy 6:280.

Student Grades

Parents may access current grades in the District's Skyward program (www.sd161.org) and are encouraged to use this to monitor his/her child's school progress. Additionally, report cards may be accessed online. Report cards are intended to provide you with an assessment of your student's work during the trimester; they should be used by students, parents, and teachers to set goals for improvement. Midterm and trimester reports may be viewed on Skyward online. Midterm reports may be viewed on Skyward online each trimester for grades 3-5.

Student Assessments

Flossmoor School District 161 uses assessment information to guide instruction, and make decisions concerning programs. Assessments given are mandated by both the state and District. The District's assessments provide normed information and

information about individual student growth over time. Students in grades K-5 are assessed in the areas of reading, and math.

New students to the District participate in assessments to provide information to assist with student placement decisions.

Parent/Guardian Expectations

We believe that the most important influence in a student's life is the adults he/she lives with. To ensure your student's success at school, please:

- Provide the school with accurate, updated, current contact information.
- All visitors must enter through the main entrance, sign-in at the school office, show a government issued ID, and wear a visitor/volunteer badge.
- Parents should model courteous and respectful behavior while in the building.
- Encourage your student to come to school on time, prepared to learn, appropriately dressed, fed, and with proper rest.
- Expect that your student will conduct herself/himself in a safe and orderly manner at all times.
- Support the fair and consistent enforcement of Flossmoor District 161 behavioral expectations.
- Monitor student learning by reviewing homework and reading with your student.
- Monitor school issued electronic devices.
- Attend school conferences and respond to school correspondence in a timely manner.
- Drop off and pick up your student from school at the designated dismissal times.
- Respond to the school's request to pick up your student due to illness.
- When in the school buildings, parents are expected to model the Acceptable Use Policy for technological devices.
- Parents should use all communication resources to keep abreast of information shared by the school or district.

Parent-Teacher Conferences

Parents/guardians are encouraged to contact teachers for conferences if there is a concern about a student's progress. All teachers have voicemail and email and may be contacted. Since teachers frequently engage in staff development, collaboration, and other professional activities before and after school, we request that you schedule a conference in advance. These scheduled conferences will generally be held before or after school.

Textbooks/Materials

Students are expected to take proper care of all books, electronic devices, and any other materials issued to them. They will be charged the replacement cost for lost books. A fee will be assessed for excessive wear and/or unnecessary damage to the book or electronic device. If the book or device is damaged beyond use, the student will be required to pay the cost of replacement.

Summer Academy

Due to the accelerated nature of the summer academy, and the need for students to be present each day, the summer academy attendance procedure is as follows:

Students who accumulate three (3) absences will be withdrawn from summer academy and will not receive a grade.

An absence can be obtained in the following ways:

- Being absent from summer academy for any reason.
- Leaving summer academy early for any length of time or reason.
- Accumulating three (3) tardies.

Please note, (3) tardies is equivalent to (1) absence. A tardy is assigned when a student arrives late to school after 8:30 a.m.

Any combination totaling three (3) absences from the above list will result in the student being withdrawn from summer school. The student will not be eligible for a refund of summer school fees.

Third, fourth, and fifth grade students who are required to attend summer academy, due to an overall failing grade in reading, language arts, and/or math must also adhere to this policy. A student in this category that receives 3 absences or the equivalent number of tardies will be removed from summer academy and will not be promoted to the next grade. Board Policy 7.70.

STUDENT SAFETY, BEHAVIOR & DISCIPLINE

We work with our local police and fire departments to protect the safety of our students. Teach your student the following safety guidelines. They are important when walking to and from school or the bus.

1. Teach your child the importance of staying with a friend when walking to and from school, or around the neighborhood.
2. Teach your child that adults ask other adults for help; they don't ask students. Don't talk to people you do not know.
3. Remind your child that if they see something or someone suspicious, they should report it to their teacher immediately.
4. Remind your child to not get into any vehicle if he/she does not know the driver.

Finally, we teach the students that if something scares them, the school is a safe place to go. School personnel are in the school office from 7:30 a.m. - 3:45 p.m. every school day.

Emergency Drills And Crisis Interventions

District 161 helps to ensure that our schools are safe places for students to learn. In order to support security, surveillance cameras are located inside and outside of the school buildings. Each year exiting the building in the case of a fire or other emergency is practiced. Weather-related emergencies are practiced by organizing drills each school year. Each school has a crisis intervention team to help implement the District's Crisis Intervention Plan.

Bullying, Harassment, And Intimidation

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

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

1. During any school-sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities.
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
4. Through the transmission of information from a computer that is accessed at a non school-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by the School District or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. This paragraph (item #4) applies only when a school administrator or teacher receives a report that bullying through this means has occurred; it does not require staff members to monitor any non school-related activity, function, or program.

Student Dress

Students are expected to dress appropriately when attending school. A student's dress must not be distracting, unreasonable, immodest or unkempt. Some examples of inappropriate dress would include:

- Attire, jewelry, pins, or other apparel or accessories that distracts the learning environment and/or advertises, promotes, or depicts alcoholic beverages, tobacco products, drugs, gangs, nudity, obscenity, harassment, violence or profanity.
- Beach wear, tank tops (straps must be three fingers wide), bare midriffs or backs, or extremely brief attire. Shorts and skirts must be fingertip length.
- Outlandish haircuts or styles that disrupts the learning environment.
- Head attire of any kind other than that necessitated by health or religious/cultural reasons.
- Combs/hair picks worn in the hair.
- Chain or studded belts, or unusually large neck chains with or without medallions.
- Jackets, coats, hats, gloves, sunglasses, and other forms of outerwear apparel worn in school.
- Pants worn below the waist with or without a belt.
- Heelies may not be worn in school as shoes.

Student Expectations

At all times and in all circumstances, students are expected to be safe, be responsible and be respectful. To provide a productive, orderly and positive learning environment for all, District 161 relies upon Positive Behavior Interventions and Supports (PBIS) and Social-Emotional Learning (SEL) as a framework for behavioral and academic expectations. The District utilizes a combination of philosophies that include but are not limited to restorative practices.

- Students are expected to follow the discipline guidelines established by the Board of Education Policy.
- Students are expected to respect the rights and property of every member of the school community.
- Students are expected to engage in learning and respond appropriately to the instructions and directions of all adults in the school community.
- Students are expected to play safely on the playground equipment and use the equipment properly.
- Any form of harassment, aggressive behavior, and/or bullying will not be tolerated. Students may not exhibit physical aggression, including rough play such as tackling, wrestling, pushing, hitting, play fighting or retaliation.
- Use of profanity/inappropriate language is not acceptable.
- Buying and selling of items is not allowed on school grounds.
- Cellular phones and smart watches must be kept powered off and out of sight throughout the school day. All other electronic devices should not be brought to school. The school district is not responsible for personal electronic devices brought to school.
- SMART watches should be used for time keeping purposes only.
- Toys are not allowed in school.
- The use of skateboards, scooters, skates hoverboards, and hee-ees are not permitted on school grounds.
- Fidget devices that cause disruption to the learning environment will not be allowed.

For further reference concerning student discipline, please see Board Policy 7:190. The steps and guidelines described in Policy 7:190 will be strictly adhered to.

Legislation now requires all students to report acts of bullying and aggressive behavior to the Principal.

Cyberbullying is using electronic information and communication devices to threaten, harass or intimidate. Means of cyberbullying may include e-mail messages, instant messaging, text messaging, Internet blogs, chat room postings, Web sites, or any other form of electronic communications. In addition, if you or your child feels like they have been bullied, please go to the resources tab and bullying hotline information and call the number listed to report the incident. The phone system is checked daily. Once received, the appropriate administrator will begin an investigation.

Students who are victims of cyberbullying should report the incident to a teacher, social worker, school administrator or any school staff member. Additionally, students may report cyberbullying using the District 161 website. Cyberbullying in any form will not

be tolerated. District 161 has guidelines for investigating and managing sexting allegations. These procedures may be found in Policy 6:235.

District 161 also follows the practices of Senate Bill 100 in regards to its discipline policies and practices. Homework will be provided in cases of out of school suspensions with an opportunity to make up work. Re-entry conferences will also occur when an out of school suspension occurs.