



**SCHOOL POLICIES AND DISCIPLINE GUIDELINES
STUDENT HANDBOOK
Berwyn South School District 100
2020-2021**

INTRODUCTION

The vision of Berwyn South School District 100 is to inspire a passion for learning in every child. Our mission is to create inclusive learning environments where students take ownership of their academic and personal growth, embrace diversity, and strive to be positive influencers in our changing world.

- We believe in providing students with rigorous and personalized learning opportunities that prepare them for academic excellence and future success.
- We believe in utilizing innovative instructional practices that encourage collaboration, creativity, and exploration.
- We believe in student-centered classrooms and schools that are supportive, safe, and responsive to the social and emotional needs of students, staff, and families.
- We believe in using several measures to determine student success and to make informed decisions that lead to continuous student growth.
- We believe in engaging with families and community members to create partnerships that actively support students' development and learning.
- We believe in creating and maintaining a culture where students and staff learn from each other, share ideas, and build supportive, collaborative relationships.
- We believe in enhancing our academic program by providing a variety of extra-curricular opportunities for students to develop and explore individual interests and talents.

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

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

ATTENDANCE

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

Reporting an Absence: In an effort to further improve safety for your children, School District 100 utilizes an absence reporting system. Parents/Legal Guardians should call school by 8:30 a.m. to report an absence and the reason for the absence. According to the Illinois School Code, schools must attempt to make contact with the Parents/Legal Guardians of all absent students that they have not heard from within two hours from the start of day. Schools will initiate calls to home, work, or emergency numbers. If possible, staff will do home visits if phone contact is not made. If no contact is made absence will be considered unexcused.

Valid Reasons for Absences: (Illinois School Code 105 ILCS 5/26-a)

- 1) Illness
- 2) Observance of a Religious Holiday
- 3) Death in the immediate family
- 4) Other situations beyond the control of the student as determined by the Board of Education or circumstances which cause reasonable concern to the parent for the safety or health of the student.

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

Attendance Watch List: Our support staff assist families with problem solving ideas and interventions to help their child get to school when needed. Students who have been absent 9 or more days during the previous school year may be put on an Attendance Watch List. This will be based on the circumstances surrounding the absences. Parents/Legal Guardians will receive a letter at the start of the school year. Parents/Legal Guardians of students on this list will need to provide the school with a note from a physician for any absences after 9 days in order for the absences to be considered excused for the current school year.

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

Vacations: Prolonged absences are a detriment to student learning. The school district does not approve of absences for vacations. Absences will be marked as unexcused. Homework will not be provided since classroom instruction for assignments will be missed.

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

Release During School Hours: Leaving during the school day is very disruptive to the learning environment and should only be for an illness, explained family emergency or a necessary Physician's appointment (Physician's note needed upon return). Students will be released only to a parent or an individual designated by the parent to pick up the child.

SCHOOL DAY AND SUPERVISION

In elementary schools, the entry bell will ring at 8:25 a.m. with students in their seats at 8:30 a.m. In middle schools, the first entry bell will ring at 8:10 a.m. with students in their seats at 8:15 a.m. Dismissal time for elementary schools is 3:00 p.m. and for middle schools is 3:17 p.m. Students in the elementary schools may not enter the building prior to 8:25 a.m. unless they are under supervision of a teacher. Please check with your school for early morning access times. Students in the middle school may enter at 7:50 a.m. After arriving at school, students must remain in school until the final dismissal bell. The elementary school staff is responsible for supervision of students on the playgrounds beginning at 8:20 a.m. before school begins and until 3:10 p.m. after school. For security reasons, only the main door of our schools will be open after the start of school. This door has a visual monitoring system.

WEATHER ALERT

In the event schools are closed, the Superintendent will notify the staff, families and community as early as possible. Emergency Closing Information will be given to TV and Radio Stations. School closings will be broadcasted to families through phone, text and email. The announcement will be posted on the district and school web sites www.bsd100.org posted on PowerSchool, online student and social media platforms. School administrators will utilize the Illinois State Board of Education's Weather Chart to make appropriate decisions regarding outside morning supervision, recess, and current playground conditions. The chart is located on the district and school websites.

MEDICAL/HEALTH POLICY

School personnel will administer medication that is prescribed to be given on a daily basis. We encourage parents to make every attempt to give medication before and after school. When it is necessary to give medication in school, the medication must be supplied in a pharmacy labeled container and must be locked in the health or school office. No medication will be given to students and no child may self-administer medication without a written physician's order which includes prescriptions and over-the-counter medications. **The following items are not allowed in school without a physician's note:** aspirin, Tylenol, cold tablets, cough drops, etc.

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

PA 100-726 allows schools to maintain undesignated asthma medication prescribed in the name of the school district to be used in accordance with a student's Individual Health Care Action Plan, asthma action plan, or in good faith for students who may be experiencing respiratory distress.

ILLNESS OR INJURY OF STUDENTS

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

WHEN TO KEEP YOUR CHILD HOME

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

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

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

HOME/HOSPITAL STUDENT SERVICE

If it is anticipated that a student will be absent 10 days or more due to illness or injury, the parent/legal guardian should call the principal to make arrangement for district-provided home or hospital tutoring. Students with chronic illnesses with ongoing treatment or symptoms may also qualify for these tutoring services. Paperwork can be obtained from the nurse to be completed by your physician.

HEALTH EXAMINATIONS

Illinois law requires all students to have a complete health examination, which includes a current immunization list and complete medical history before entering kindergarten and again before sixth grade. **(ADD BOE Policy)** For transfer students, the physical examination report may be from a former school. Sports physicals are required prior to tryouts for sports teams at the middle schools. Concussions are caused by a bump, blow, or jolt to the head. They can range from mild to severe and can disrupt the way the brain works. All concussions are potentially serious and may result in complications if not recognized and managed properly. Any athlete even suspected of suffering a concussion will be removed from the game or practice immediately. Close observation should continue for several hours. IHSA policy requires athletes to provide their school with written clearance from a physician or athletic trainer. Parent/Legal Guardian and athlete will sign agreement to this policy before participating in sports.

IMMUNIZATIONS

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

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

DENTAL EXAMINATIONS

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

[Dental Examination Form](#)

[School Dental Examination Information Sheet](#)

HEARING SCREENINGS

Nurses will do a state mandated hearing screening on all preschool, kindergarten, first, second, and third grade students. When the screening process is complete, only parents/legal guardians of children in need of further assessment will be contacted.

VISION SCREENINGS AND EYE EXAMINATIONS

Students enrolling in kindergarten or for the first time in an Illinois school are required by Illinois law to have an eye examination performed by an optometrist or ophthalmologist by October 15 of the school year. The required eye examination must be completed within 1 year prior to the first day of the school year in which the child enters kindergarten, or enters the Illinois school system for the first time. Nurses will do state mandated vision screening on all preschool, first, second and eighth grade students. Your child is not required to undergo vision screening if an optometrist or ophthalmologist has completed and signed a report form indicating that an examination has been administered within the previous 12 months. When the screening process is complete, only parents/legal guardians of children in need of further professional evaluation will be notified.

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

[Eye Examination Form](#)

[School Eye Examinations Information Sheet](#)

INSURANCE

Berwyn South School District 100 does not provide student insurance covering injuries resulting from accidents or other occurrences on District 100 property. Parents or Legal Guardians accept full responsibility for any injuries to their child occurring while the student is on school property, including but not limited to medical transports and property damage or loss. Parents or Legal Guardians are strongly advised to acquire individual student insurance for their children.

DISTRICT AND SCHOOL WELLNESS GUIDELINES

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

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

- Schools will support and promote good nutrition for students. In the event of celebrations, no food items (baked or purchased) are allowed for students due to food allergies and nutritional school policies. Schools will foster the positive relationship between good nutrition and physical activity. Schools will support and promote an active lifestyle for students.

- Physical education will be taught in all grades and shall include a developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health related fitness, and attitude for a healthy lifestyle.

Classroom Physical Activity Breaks:

- The District recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Thus, students will be offered periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. The District recommends teachers in elementary and middle schools provide short (3-5-minute) physical activity breaks to students during and between classroom times at least three days per week. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.
- The District will provide resources and links to resources, tools, and technology with ideas for classroom physical activity breaks. Resources and ideas are available through [USDA](#) and the [Alliance for a Healthier Generation](#). The book Refocus and Recharge 50 Brain Breaks from Responsive Classroom aligns well with the PBIS and Responsive Classroom/Morning Meeting programs

Active Academics:

- Teachers will incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible (e.g., science, math, language arts, social studies and others) and do their part to limit sedentary behavior during the school day.
- The District will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement.
- Teachers will serve as role models by being physically active alongside the students whenever feasible.

Celebrations and Rewards:

All foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards, in particular:

1. Celebrations and parties: Schools are prohibited from celebrating birthdays and other parties with food items. Non-food celebration ideas are available from the [Alliance for a Healthier Generation](#) and from the [USDA](#).
2. Rewards and incentives: The District will provide teachers and other relevant school staff a [list of alternative ways to reward children](#). Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

ERIN’S LAW

Erin’s Law was passed in January 2013 requiring all public schools to implement an age-appropriate, prevention-oriented child sexual abuse program for preschool through 12th grade. Students will learn techniques to keep themselves safe and to tell adults if they have concerns. Parental education and awareness is a key part to sexual abuse prevention. Every year, a parent/legal guardian education workshop will be held at the school/district level to educate parents/legal guardians on warning signs of sexual abuse and how to prevent sexual abuse in their families.

SUICIDE AND DEPRESSION AWARENESS AND PREVENTION

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

COURSE PERMISSION FOR MIDDLE SCHOOL

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

SCHOLASTIC ELIGIBILITY

Many extracurricular activities are offered to District 100 students. Extracurricular activities are not usually associated with an academic program. Extracurricular activities include clubs at the elementary schools. It is the district's philosophy that academic work takes priority over extracurricular activities. Participation in extracurricular activities is dependent on satisfactory progress in academics, behavior and attendance.

ACTIVITIES –EXTRACURRICULAR

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

- Students are expected to bring all belongings to the event. They will not be allowed to return to their locker after the event.
- If a student is not in school by noon, they may not attend or participate in after school activities unless the student has a scheduled physician's appointment with documentation.
- Students are expected to stay in the gym or designated area during the activity.
- Students found loitering in any hallway may be asked to leave the building.
- Students must follow the dress code at all after school events.
- Students who participate in extracurricular activities must be in good academic standing in every subject as determined by their team teachers.
- Students must have appropriate use of cellphones in after school activities.

FIELD TRIP/ASSEMBLY BEHAVIOR

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

Middle School: Field Trips, assemblies, dances and promotion ceremony are not a required aspect of the curriculum. Students who have displayed appropriate choices regarding their behavior and are in good

academic standing will be invited to attend. Attendance on all above activities is subject to the final approval of teachers and administration.

TRANSPORTATION SAFETY GUIDELINES

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

1. Students shall enter the bus in an orderly manner and go directly to a seat and remain seated until the destination is reached. The bus driver is authorized to assign seats if necessary.
2. Students shall keep their hands, arms and heads inside the bus.
3. Students shall not throw objects in, around or out of the bus.
4. All articles such as athletic equipment, books, musical instruments, etc., must be out of the aisles. All aisles of the bus must be kept clear for safety reasons.
5. The school bus shall be tobacco, drug and weapon free.
6. Students shall follow all directions given by the bus driver, be courteous to other students and refrain from the use of profane language.
7. There shall be no eating or drinking on the bus.
8. Students must only get on their assigned bus – unless pre-approval is obtained from the principal or transportation department.

It is the responsibility of the parent or legal guardian to review with their student on a timely basis the rules for bus ridership. It is expected that the parent or guardian will support the school in enforcement of this policy. Intentional damage to a school bus could result in disciplinary action including restitution.

HOMEWORK

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

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

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

REPORT OF PROGRESS

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

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

PROMOTION/RETENTION/GRADE ADJUSTMENT

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

ELEMENTARY DRESS CODE

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

Some examples of clothing not allowed are:

- halter tops, bare midriffs, mesh clothing, snap pants (except when there are shorts underneath)
- hats, caps, sunglasses are prohibited inside the building
- hoods must be worn down while in school.
- bandanas, hair nets, short shorts, dresses or skirts, shoes with wheels and chain wallets
- items of clothing, including jewelry that advertises illegal substances, weapons, vulgar messages, gang identification and promotion

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

MIDDLE SCHOOL DRESS CODE

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

- All students shall wear a school approved plain/solid navy blue collared polo shirt. The polo may be long or short sleeve and must be properly fitted. Any T-shirts worn underneath polo shirts may not be visible below approved polo.
- Students shall wear plain, solid khaki colored pants, skirts or shorts. Pants may not be sweat or velour and may not have oversized pockets.
- Plain, solid navy sweaters/sweatshirts or school branded sweatshirts are allowed. When worn, there must be a school-approved shirt underneath.
- IDs must be worn and visible at all times if required by school. Students must pay to replace lost or defaced I.D.'s. Students may only wear school issued lanyards. District lanyards have "break away" hooks to avoid choking hazard.
- Elaborate graphic on head and/or any eyebrow "etching" is not allowed
- For safety reasons, shoes must have backs. Flip-flops and slippers are not allowed.
- School approved spirit wear may be worn during out of uniform days and at the discretion of the administration. Some examples of clothing not allowed are:
 - Halter tops, bare midriffs, mesh clothing, snap pants
 - Hats, caps, sunglasses, bandanas are prohibited inside the building.
 - Hoods must be worn down while in school.
 - Short shorts, dresses or skirts, shoes with wheels and chain wallets
 - Items of clothing, including jewelry that advertises illegal substances, weapons, vulgar messages, gang identification and promotion.

Any child's personal appearance, which is disruptive to the educational environment, will be handled on an individual basis. These guidelines are not intended to cover all of the constantly changing styles and fads. The definition of "proper dress and grooming" is highly controversial and opinion among people varies. The

school and parents/legal guardians will work together to encourage students to take responsibility for their appearance, and to work within the guidelines set by the school.

CELLULAR PHONE USAGE

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

BICYCLES

Students within grades 3 to 8 may ride their bikes to school. Helmets are encouraged to be worn and should be kept in the student's locker during the day. Bikes need to be secured to district provided bike racks. Berwyn South School District 100 is not liable for damage or stolen bikes that are on school property.

MEAL PROGRAM

All 8 of our schools will participate in the Community Eligible -Federal funded direct certification process for the distribution of breakfast and lunch at no cost to the students/families. Families are requested to complete a Family Income Form to fulfill the requirements of the program. A summary of the program requirements, eligibility criteria and benefits can be accessed at the following U.S. Department of Agriculture link: www.fns.usda.gov/cnd/Guidance/eligibility.guidance.pdf
Students may also bring their own lunch.

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

STUDENT FEES/WAIVER OF FEES

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

CARE OF SCHOOL PROPERTY

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

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

- Backpacks/book bags/gym bags not issued by the district are not allowed in the classroom. Please keep in mind that the lockers are small. Book bags with wheels and oversized purses will not fit in the cubbies or lockers.
- All students will receive a locker assignment and students purchase their combination lock from the school. It is important to keep lockers locked (after door is closed, spin dial). Keep your combination private.
- Students may not share or store belongings in another student's locker. Misuse or tampering with a locker may result in loss of locker privileges.
- Locker decorating: students must get permission from their teacher to decorate lockers for special occasions. Students are responsible for any clean up. Markers may never be used on lockers.
- Interior of lockers may include magnetized mirrors, note pads and appropriate pictures. No stickers may be used. Lockers should be only used for books and clothing items. All valuables should be left at home.

HARASSMENT OF STUDENTS PROHIBITED

No person, including a Berwyn South School District 100 employee/agent, or student, shall harass or intimidate another student based upon a student's sex, color, race, religion, creed, ancestry, national origin, physical or mental disability, sexual orientation, gender expression, or other protected group status. The District will not tolerate harassing or intimidating conduct, whether verbal, physical, or visual, that affects tangible benefits of education that interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Students are prohibited from engaging in hazing or any kind of aggressive behavior that does physical or psychological harm to another or any urging of other students to engage in such conduct; prohibited conduct includes any use of violence, force, noise, coercion, threats, intimidation, fear, harassment, bullying, hazing or other comparable conduct. Students are also prohibited from (1) accessing and/or distributing at school any written or electronic material, including material from the Internet, that will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities, and (2) creating and/or distributing written or electronic material, including Internet material and blogs, that causes substantial disruption to school operations or interferes with the rights of other students and staff members. Full implementation of the above includes: (1) conducting a prompt and thorough investigation of alleged incidents of bullying, intimidation, or harassing behavior (2) providing each student who violates one or more of these policies with appropriate consequences and remedial action, and (3) protecting students against retaliation for reporting such conduct. The District follows requirements of Title VI of the Civil Rights Act 42 U.S.C. 2000; Illinois Human Rights Act 775 ILCS 5/1-101.

SEXUAL HARASSMENT PROHIBITED

Sexual harassment of students is prohibited. Any person, including a Berwyn South School District 100 employee/agent, or student, engages in sexual harassment whenever he or she makes sexual advances, requests sexual favors, and engages in other verbal or physical conduct of a sexual or sex-based nature, imposed on the basis of sex, that:

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

The terms "intimidating," "hostile," and "offensive" include conduct that has the effect of humiliation, embarrassment, or discomfort. Examples of sexual harassment include but are not limited to touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, and spreading rumors related to a person's alleged sexual activities.

Students, who believe they are victims of sexual harassment or have witnessed sexual harassment, are encouraged to discuss the matter with the Building Principal, Assistant Building Principal a Complaint Manager, or any staff member with whom the student is comfortable speaking. Students may choose to report to a person of the student's same sex. Complaints will be kept confidential to the extent possible given the need to investigate. Students who make good faith complaints will not be disciplined. An allegation that one student was sexually harassed by another student shall be referred to the Building Principal or Assistant Building Principal for appropriate action.

SEXUAL ORIENTATION, GENDER EXPRESSION, AND GENDER IDENTITY

Berwyn South School District 100 is committed to fostering an inclusive environment for all students, families and staff regardless of sexual orientation, gender identity or gender expression. The district pledges to continually review our policies, procedures, and professional development opportunities. We will implement a curriculum that is inclusive and affirming to all students. District 100 is committed to ensuring a safe and healthy school environment where every child can learn and all families feel welcome. Up to date information can be obtained on the district website under the Welcoming Schools subcategory, the links are: [Gender Support Policy](#)
[Welcoming District Resolution](#)

BULLYING

Berwyn South School District 100 is committed to promoting a safe, positive, nurturing environment. Bullying is an act of disrespect toward others and will not be tolerated.

In order to be considered bullying, the behavior must be aggressive and include but is not limited to the following:

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

Bullying that takes place outside of school may be subject to school level consequences and in extreme or dangerous situations may be referred to the police department. To ensure safety for all of our students and staff, any student who has engaged in behavior that could be considered bullying may be placed on an intervention plan that will last for the duration of their District 100 enrollment. The district follows the Illinois School Code 105 ILCS 5/27-23.7; 105 ILCS 5/27 - 13.3 and Internet Safety Cyber-Bullying.

GANG VIOLATIONS

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

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

ARTICLES PROHIBITED IN SCHOOL

Students are prohibited to bring articles or objects that are hazardous to the safety of children or disruptive to the school program.

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

- Permanent markers and white out.
- Any sprays, oils, and scented grooming products.
- Items which pose a risk to safety (including, but not limited to, laser items, rollerblades/non-motorized scooters, shoes with wheels, or other objects which may be harmful: swords, spray cans).
- Items which offend (including, but not limited to, gross or inappropriate books/items, prank items).
- No pets are allowed at school unless written permission is granted by an administrator.
- All medications including over the counter medication must be kept at home, unless given to the school nurse with doctor’s note.

DRUG-FREE SCHOOLS

Consistent with federal law, the Board of Education prohibits the use, possession, concealment, or distribution of drugs by students on school grounds or at any school-related event. Drugs include any alcoholic beverage, anabolic steroid, the possession or unlawful use of a controlled or illegal

substance as defined by Illinois law, and any substance that could be considered a look-alike controlled substance. Any student who violates this policy is subject to discipline, up to and including expulsion. When appropriate, the district will refer the student and family to resources that can assist the student in addressing drug or alcohol related abuse problems as outlined in School Code 105 ILCS 5/2-3.4.

SMOKING

The possession, use, distribution, purchase, or sale of tobacco or nicotine materials, including without limitation, electronic cigarettes, vape paraphernalia or look-alikes is strictly prohibited in school buildings, on school property, and in school vehicles at any time, by any person, for any reason. Smoking on school grounds is prohibited by state law. Any student who violates this policy is subject to discipline, up to and including expulsion.

BEHAVIOR INTERVENTIONS AND SUPPORTS

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

UNIVERSAL PBIS

Staff is consistently monitoring student behavior to determine trends and areas that need to be addressed at a Universal Level. At the Universal Level, each school focuses on 3-5 school-wide behavioral expectations.

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

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

BEHAVIORAL T-CHART

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

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

SECONDARY PBIS

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

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

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

Some possible SAIG groups include:

1. Pro-social skills (replacement behaviors for avoidance, withdrawal, etc.). Friendship Skills/Social Awareness/Relationship Building
2. Problem-solving skills (replacement behaviors for fighting, arguing, etc.). Conflict Resolution Skills/Anger Management Skills/Self-Management
3. Academic Behavior skills (replacement behaviors for getting out of seat, poor study habits, talking out during instruction, etc.). Study/Organizational Skills/Focus/Self-Management Skills/Responsible Decision-Making

Check-In/Check-Out (CICO) with Individualized Features: Check-In/Check-Out (CICO) with Individualized Features is an intervention that adds individualized supports to generic CICO. This

intervention will be utilized after the generic CICO has been tried for a set time (for example 4-6 weeks) and the student has not met the predetermined goal set for all children. Teachers are given the option to choose from these features after CICO was not enough support for a student. The different options are predetermined in each school.

Some possible CICO with Individualized Features include:

1. Extra check-in time before/after lunch with secretary in the office
2. Peer accompanies student to check-in at beginning of day and check-out at end of day
3. Check-in with supportive adult prior to a difficult class period

TERTIARY PBIS

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

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

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

NONVIOLENT CRISIS INTERVENTION

When students become unsafe and pose a threat to themselves or others, staff may have to implement Nonviolent Crisis Intervention. This is a hands-on approach that keeps students safe while utilizing team members that are trained in the appropriate physical management models. If a student's behavior warrants physical intervention, parents/guardians will be notified via phone and in writing with a copy of the ISBE Physical Restraint and Time-out Form that was completed by the staff involved with the intervention. School staff will also convene within 48 hours of the incident to review behavioral supports.

DETENTION

Even though Berwyn South School District 100 focuses on Positive Behavior Interventions, at times, and after school or lunch detention may be used with students as a corrective disciplinary measure, to complete school assignments, or for purposes of student counseling. Notification that a detention was issued along with specific reasons will be sent home with the student or parents/legal guardians will be called. Parents/Legal Guardians will be given 24 hours of notification if the student is staying after school for a detention. The parent/legal guardian shall be responsible for the student's transportation.

SUSPENSION

Suspensions are serious consequences designed to ensure that our students comply with legitimate and necessary school rules.

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

EXPULSION

Expulsion is the most severe measure and can only be determined by the Board of Education and is considered under Policy 7:210 Expulsion Procedures. A student who faces expulsion will be required to leave the district after the school board determines that he/she will be expelled. **In addition, expelled students are not allowed on District 100 property or attend any school activities for the term of their expulsion.**

VOLUNTARY ADMISSION

If a student voluntarily reports an infraction of the substance abuse rules to staff or administration, no suspension will be issued; however, the student may be required to attend an educational substance abuse program. The purpose of this provision is to allow a student to seek help. Voluntary admission may NOT be used by a student if the rule infraction is already known by the school. Voluntary admission may be used by the student only one time.

MISCONDUCT BY STUDENTS WITH DISABILITIES

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

The superintendent may designate at least one staff member as a behavioral intervention consultant who shall assist staff with the proper use of behavioral interventions. This policy and the behavioral intervention procedures shall be furnished to all parent(s)/guardian(s) of students with Individual Education Plans at the beginning of the school year or at the time an IEP is written. The specific behavior intervention plan for the student will be a part of the IEP. Students and parents will be informed of the procedures and plans annually and aligned with Individuals With Disabilities Education Improvement Act of 2004, 20 U.S.C. 1412,1413 and 1415.

DEPARTMENT OF LANGUAGE ACQUISITION LANGUAGE LEARNERS

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

The department offers students three types of language programs that integrate language and content area instruction:

- **Dual Language Program:** Allows students to acquire two languages through an additive model in which students learn to read, write, and speak in two languages. Cultural instruction is integrated so that children gain an appreciation of language and culture. Currently, the program is offered to students in several elementary schools beginning in kindergarten and is expected to reach eighth grade. The goals of the program are to have students become high academic achievers in Spanish and English while becoming bilingual, literate, and bicultural by the time they reach eighth grade.
- **Transitional Bilingual Program:** Allows students to acquire English by supporting student's instruction through the use of their native language. The program begins in preschool and is available through third grade with some Spanish support provided as students need through eighth grade. The ultimate goal of the program is to have students reach proficiency in English.
- **Transitional Program of Instruction:** Allows students to acquire English while they are learning content through the use of explicit language strategies. The program is offered to
- students from preschool through eighth grade. The ultimate goal of the program is to have students reach proficiency in English.

GIFTED, ACCELERATED, AND ENRICHMENT PHILOSOPHY, IDENTIFICATION, AND OPPORTUNITIES

Berwyn South District 100 provides students with various learning opportunities in both academic and non-academic areas to accelerate and enrich their learning.

- We believe that there are many facets of a gifted and talented learner.
- We believe in personalizing learning opportunities for all of our students.
- We believe in maximizing students' talents and interests in both academic and non-academic areas.
- We believe in providing students with rigorous and personalized learning opportunities that prepare them for academic excellence and future success.
- We believe in utilizing innovative instructional practices that encourage collaboration, creativity, and exploration.
- We believe in using several measures to determine student success and to make informed decisions that lead to continuous student growth.
- We believe in engaging with families and community members to create partnerships that actively support students' development and learning.

Berwyn South School District 100 currently implements the following requirements of the Accelerated Placement Act:

- Early entrance to kindergarten
- Early entrance to 1st grade
- "Whole grade" acceleration (AKA "grade skipping" or "early grade promotion")
- Opportunities for acceleration in individual subject areas (e.g. a 3rd grader taking 5th grade math but studying other subjects at her regular grade level)

Identification procedures using multiple criteria are used to make sure that all students are identified who are in need of accelerated learning. The accelerated learning model is tiered through three levels. Students may be identified as early as kindergarten by utilizing multiple assessments and criteria including but not limited to:

- Assessment results for early admittance into Kindergarten/1st grade
- Demonstrated proficiency of grade level standards
- Above grade level performance on Fountas and Pinnell, NWEA MAP, STAR, and PARCC assessments
- Teacher, parent/legal guardian, and self-nomination
- Identification checklist with qualifying information

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

Structure of Programming K-8:

- **Tier 1: Classroom Enrichment:** Classroom teachers collaborate with their accelerated coaches to provide accelerated learning opportunities inside the classroom for students who are working above grade level expectations.
- **Tier 2: Support with Accelerated Coach before/after school:** Building principals identify a coach per building who provides students with enrichment and accelerated opportunities before, during, or after school.
- **Tier 3: Differentiated Education Plan or Possible Grade Level Acceleration:** WISC-IV is administered by school psychologist. Students with an IQ of 120 or above are eligible for a Differentiated Education Plan. Classroom teachers, the school coach, and the Director of Accelerated and Gifted Learning meet to discuss the strengths, areas of growth, and specific goals for the student that are written in a formal plan. Goals are created and reviewed annually from the NWEA MAP Learning Continuum in reading, math, and language.

Non-Academic Enrichment Opportunities provided throughout the district may include: choir, speech and drama, musical, STEM/Robotics, OAV and other service clubs, Art Clubs, iSWAT, athletics, summer enrichment camps, partnerships with Illinois Colleges and Universities.

SPECIAL EDUCATION SERVICES

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

https://www.isbe.net/Documents/nc_proc_sfrgrds_34-57j.pdf

SECTION 504/AMERICANS WITH DISABILITIES ACT

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

PARENT/LEGAL GUARDIAN INVOLVEMENT COMPACT - TITLE 1 PROGRAM EVERY STUDENT SUCCEEDS ACT

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

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

PARENT/GUARDIAN CONTRACT - TITLE 1 PROGRAM EVERY STUDENT SUCCEEDS ACT

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

We ask for your help in the following ways:

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

PARENT/GUARDIAN COMPACT DISTRICT RESPONSIBILITIES

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

- Maintain an Internet Dashboard to provide parents access to their child/children's absences, tardiness, grades, assessments, upcoming projects, and assignments to allow the parents/legal guardians to continue to be knowledgeable about the progress of their child.
- Evaluate the reading ability of each child in kindergarten through eighth grade.
- Hold parent teacher conferences annually to permit the teachers and parents to cooperate on increasing the child's achievement; parent teacher conferences will be held as necessary when a child is experiencing problems throughout the year.
- Conduct grade level parent meetings at the beginning of the year to explain the curriculum expectations of the teachers.
- Carry out PBIS Universal Behavioral Trainings at the beginning of the school year and focus on monthly behavioral expectations, knowing that a safe and caring learning environment is important for student achievement.
- Establish interventions to ensure that a child's program is modified to meet the individual student needs.
- Offer access to computerized instructional programs to diagnose and prescribe reading instruction and provide 90 minutes of English Language Arts instruction.
- Lead small guided instruction reading groups to encourage the development of their reading skills.

- Assess using the Common Core Illinois Learning Standards in reading and math. Appropriate staff will reteach any standards, benchmarks or indicators in which a child is deficient.
- Promote the participation of the parent and child to establish goals for his/her learning.
- Support engaged learning through technology and project based learning.
- Uphold open lines of communication with the parents and the community.

TEACHER QUALIFICATION

Every Student Succeeds Act and Illinois law requires teachers to be highly qualified. You can request information about the professional qualifications of your child’s classroom teacher, including:

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

PARENT/LEGAL GUARDIAN TEACHER ORGANIZATION/ASSOCIATION

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

BUILDING VISITATION

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

Visits to the building and observation in the classroom are subject to the reasonable regulation and policies of the district. In order to properly monitor the safety of students and staff, each visitor must report to the office upon entering any building, show a state picture id to check in and obtain a pass. Any visitor found in the building without permission shall be reported to the main office. Requests to visit the school or a class shall be directed to the office of the principal. We have a visitor identification system. All visitors must bring a picture ID with them and provide it to the office clerk who will scan it through the Raptor Security System for visitor badge. Students may not bring visitors or guests to school without first contacting the office of the principal and obtaining permission.

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

VOLUNTEER INFORMATION FORM

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

OFFENDER COMMUNITY NOTIFICATION

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

CONCEALED CARRY ACT POLICY

Under School District policy, all school district property, buildings, and vehicles, are designated as “Prohibited Areas.” No concealed carry licensees may possess or carry their firearms on such Prohibited Areas. All Prohibited Areas that are buildings will clearly and conspicuously display a 4”x6” sign on the premises, which states that concealed firearms are prohibited. All school district students, staff and visitors, regardless of whether they are licensed under Illinois law, are strictly prohibited from carrying a concealed firearm into any Prohibited Area. A firearm meaning any gun, rifle, shotgun, or weapon as defined by Section 921 of Title 18 of the United State Code (18 U.S.C. 921), firearm as defined in Section 1.1 of the Firearm Owners Identification Act (430 ILCS 65/), or firearm as defined in Section 24-1 of the Criminal Code of 1961 (720 ILCS 5/24-1).

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

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

RESIDENCY REQUIREMENTS

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

Residency information will be verified. If a student is determined to be a nonresident of Berwyn South School District 100, tuition will be charged to the persons enrolling the student from the date the student began attending a Berwyn South School District 100 school.

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

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

The only exceptions to this requirement are for families who may qualify for homelessness under the McKinney Vento Act. The residency, enrollment and attendance rights of students who are homeless are established under federal (McKinney-Vento Act) and Illinois (Illinois Education for Homeless Children Act) laws. Homeless students include children sharing housing with others due to loss of housing, financial hardship, or those who lack a regular, fixed and adequate nighttime residence. A homeless student is generally entitled to immediately enroll in the school where they enrolled when they were permanently housed, the school in which student was last enrolled or the school in the attendance area where the homeless student currently lives. The district may be responsible for comparable services, including transportation,

education and meals for the student, based on the student's circumstances. For any questions or issues related to the enrollment of a homeless student, the parent should contact the homeless liaison official for Berwyn South School District 100.

STUDENT RECORDS ACT

The school district is required to notify the legal parent or legal guardian of the following rights provided under the Family Educational Rights and Privacy Act and the Children's Privacy Protection and Parental Empowerment Act.

- Permanent records shall consist of basic identifying information including students and parents' names, address, birth date and place, gender, attendance record, accident reports, health records and academic achievement. The permanent record will be kept for 60 years after graduation or permanent withdrawal from the district. Health Records are part of the permanent record and kept 60 years.
- Temporary records shall consist of all information not required to be placed in the student permanent record.
- Parents/Legal Guardians have the right to inspect and copy permanent and temporary records. An appointment should be made with the school secretary. Copies will be made at the school at a cost of thirty-five (35) cents per page unless other arrangements are made or such payment would cause an unnecessary hardship and inability to receive such records.
- If parents/legal guardians wish to challenge the record contents, an appointment should be made with the Building Principal. A form must be completed and then the principal will discuss the information with the parents/guardians.
- Only district staff members and other education officials with a legitimate right to see these records shall be permitted access without parent's consent.
- Parents/Legal Guardians have the right to copy records before the records are destroyed. If you would like copies of material from your child's record, please send your request to the school office by May 15th of the current school year.
- District 100 permanent records will be transferred to high school upon graduation or will be transferred to another elementary school upon transfer of the child.
- Parents/Legal Guardians may prohibit release of directory information which includes child's name, address and phone number by notifying the school in writing by September 30th of the current school year. District policy restricts use of such directory information to staff members and parents with a legitimate need for such information.
- No person may condition the granting or withholding of any right, privilege, or benefit or make as a condition of employment, credit or insurance the securing of any information from a student's record obtained through the exercise of any right secured under the Act.
- Special Education Records containing psychological evaluations, special education files and all other temporary record information which may be of continued assistance to a student may, after five years of the student's graduation or permanent withdrawal, be transferred to the parent/legal guardian (or student if he or she has succeeded to the rights of the parent/legal guardian), or be destroyed, if possible pursuant to statutory requirements.

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

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

The Family Educational Rights and Privacy Act (FERPA) and the Children's Privacy Protection and Parental Empowerment Act are federal laws that protects the privacy interests of legal guardians, parents and students with regard to education records. It affects every public elementary and secondary school, including Berwyn South School District 100.

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

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

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

FREEDOM OF INFORMATION

Any person requesting records of Berwyn South School District 100 may make a request in person orally or in writing at LaVergne Education Center located at 3401 Gunderson Ave. in Berwyn. A person may mail or email a written request listing the specific records to be disclosed and copied.

ASBESTOS

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

PESTICIDE EXPOSURE

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

UNIFORM GRIEVANCE PROCEDURES

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

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

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

Filing a Complaint:

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

Investigation:

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

Decision and Appeal:

Within 5 school days after receiving the Complaint Manager's report, the superintendent shall mail his or her written decision to the Complainant by U.S. mail, first class, as well as the Complaint Manager. Within 5 school days after receiving the superintendent's decision, the Complainant may appeal the decision to the School Board by making a written request to the Complaint Manager. The Complaint Manager shall promptly forward all materials relative to the complaint and appeal to the school board. Within 10 school days, the school board shall affirm, reverse, or amend the superintendent's decision or direct the Superintendent to gather additional information for the Board. Within 5 school days of the board's decision, the superintendent shall inform the Complainant of the Board's action. The Complainant may appeal the

school board's decision to the Regional Superintendent and State Superintendent pursuant to The School Code 105 ILCS5/2-3.8, 105 ILCS 5/2-3.10.

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

EQUITY POLICY & AMERICANS WITH DISABILITIES ACT ADA NOTIFICATION

It is the policy of Berwyn South School District 100 not to discriminate on the basis of sex in its educational and extracurricular programs, activities, or employment policies as required by the American With Disabilities Act, 42 U.S.C. 120101; Equal Employment Opportunities Act (Title VII of the Civil Rights Act, 42 U.S.C. 2000; Title VI of the Civil Rights Act, 42 U.S.C. 2000; and Title IX of the Education Amendments, 20 U.S.C. 1681 105 ILCS. Inquiries regarding compliance with the Illinois Sex Equity Rules, Title IX, and Americans with Disabilities Act may be directed to the Director of Staff and Student Services

The district also promotes a policy that states all students have a right to attend school in an environment free of harassment or intimidation based on actual or perceived: race, color, national origin, 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, parental status including pregnancy. These rights are defined in the 1980 EEOC Title VII Amendment to Guidelines on Discrimination Because Of Sex and Title IX Federal Education Amendment. The district has established formal grievance policies in these areas and the policies can be found in the Board of Education Policy Manual located in each of the schools and on the Berwyn South School District 100 website at www.bsd100.org under the Board of Education tab.

RESPONSIBLE USE GUIDELINES FOR TECHNOLOGY

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

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

With the ability to use technology comes responsibility. It is important that you read and discuss the District Responsible Use Guidelines, ask questions if you need help in understanding them, and sign the agreement form. It is the student and parent/guardian's responsibility to follow the rules for appropriate use. Irresponsible system use will result in the loss of the privilege of using this educational and administrative tool. Please review the guidelines which breaks down in greater detail responsible use expectations for students in the areas of Internet Safety & security, digital citizenship, and research & information literacy.

Please note that the Internet is a vast, worldwide network, and often provides access to objectionable content. While Berwyn South School District 100 uses filtering technology to restrict access to most questionable material while the student is on the school network, no technology has the ability to filter everything. The best filter is your student's responsible behavior.

It will be your responsibility to follow the rules for appropriate use, (outlined below). We require that students use the district-issued tablet as a baseline for instruction in the classroom. These responsibilities can extend beyond the school grounds when working on district platforms and systems from home. The responsible use of District 100 technologies also applies when outside the district, for example, at home or while using public WiFi. District 100 does not remotely filter the Internet or remotely monitor the student use of technology while outside district schools. It is the students' and parents' responsibilities to practice good digital citizenship by maintaining an appropriate and safe learning environment while outside District 100 walls. These expectations shall remain consistent inside and outside of District 100.

The following District issued items will be provided to your student and are their responsibility:

- iPad
- iPad charger (Cable and A/C Adaptor)
- iPad case
- Messenger bag

RESPONSIBLE USE AND DIGITAL CITIZENSHIP

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

- Use promotes the educational mission, goals, and objectives of Berwyn South School District 100
- Use is limited to the student’s individual account; passwords will not be shared with others
- Students will follow appropriate PBIS expectations
- Students will use appropriate conduct and online language
- Use of websites, content, and media is properly cited with respect to copyright

UNACCEPTABLE AND IRRESPONSIBLE USE

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

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

- Unauthorized use of copyrighted material, including violating district software licensing agreements
- Posting of videos or photos without permission of the individual or group
- Sending or posting messages and/or content that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another’s reputation, illegal, or intended to bully
- Use of technology resources such as chat rooms, social sites, and games in a manner that causes disruption to the educational process
- Use of school technology resources to encourage illegal behavior or threaten school safety
- Use of any means to disable or bypass the district’s Internet filtering system or other security systems
- Attempting to destroy, disable or gain access to district technology equipment, district data, the data of other users, or other networks connected to the district’s system, including uploading or creating computer viruses
- Email impersonation or the transmission of unsolicited junk e-mail
- Any use related to commercial activities or for commercial gain
- Any use that violates the student code of conduct or is unlawful
- Any other inappropriate activity as deemed by the district

Appropriate consequences for the above actions will be determined by District Administration.

INTERNET SAFETY

Cyber Safety: Berwyn South School District 100 has filters in place to help steer students clear of inappropriate content; however, no technology has the ability to filter everything. The best filter is your student’s responsible behavior. Students will contact their teacher if they encounter a website that could be inappropriate.

Communicating Safely Online: There are many great ways to collaborate online, such as discussion boards, posts, comments, chat, etc. With that collaboration, comes caution.

Students are not allowed to do the following that may jeopardize their safety:

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

Digital Citizenship: The Internet is a powerful community of connected people. That connection requires levels of responsibilities to one another. Part of being a good digital citizen is using technology in a responsible, appropriate way. The District will provide students with a Student Digital Guide on their devices. Parents/Legal Guardians are expected to review this guide with their child(ren).

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

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

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

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

Research and Informational Literacy: Students will use a variety of search engines to search for information and content. Students will understand the functions of effective keywords and categories to find useful and relevant information online. Students will discriminate to determine the validity and usefulness of information.

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

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

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

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