

Elementary School District 159

6202 Vollmer Road, Matteson, IL 60443

(708) 720-1300



“Excellence in Education Since 1869”

2010-11

Parent/Student Handbook

**Barbara Suggs Mason
Superintendent of Schools**

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GENERAL INFORMATION OF ELEMENTARY SCHOOL DISTRICT 159

Elementary School District 159 Mission Statement

By developing a partnership with staff, parents and community, and by using the most current technology in a safe, loving, healthy environment, the mission of Elementary School District 159 is to educate children academically and socially so that they can function successfully in an ever-changing society.

Elementary School District 159 Board of Education

Seven elected representatives comprise the Elementary School District 159 Board of Education and represent all community and school stakeholders. The Board of Education will meet regularly each month at 6:00 p.m. at Colin Powell Middle School for Open Session unless otherwise noted. The Closed Session portion of the regularly scheduled meetings will be convened immediately following the Open Session. All meetings are open to the public except during closed sessions when collective bargaining, negotiations, acquisition and/or the sale of real estate, personnel matters, pending court proceeding involving the District, or student discipline matters are discussed. Please consult the District 159 school calendar for specific meeting dates and locations.

Members, Board of Education

Dr. Rose Lee, President
Russell Johnson, Vice-President
Asia Norwood, Secretary
Cheryl Mallard, Member
Stacey Neat, Member
Pamela Walker, Member

District Office Administrative Staff

Barbara Suggs Mason, Superintendent of Schools
Daniel Thompson, Director of Pupil Services
Melody Ellington, Business Manager
Sonya Norwood, Director of Human Resources
Edward Short, Director of Technology
Kenneth Carr, Director of Building and Grounds

Administration Office Support Staff

Janet Lewis, Administrative Assistant to Deputy Superintendent
Beth Brophy Administrative Assistant to Director of Pupil Services
Jameika Southern, Senior Accountant
Nanette Woods, Administrative Assistant tot the Business Manager
Dana Holman, Administrative Assistant to the Director of Human Resources
Benita Booker, Accounts Payable, Business Office
Traycee Fox, Payroll Clerk, Business Office
Sandy Grimaldi, Assistant, Director of Building and Grounds
Kathie Ice, Receptionist

Administration Center
6202 Vollmer Road
Matteson, Illinois 60443
(708) 720-1300
(708) 720-3218 Fax
www.dist159.com

Administration regular office hours:
Monday thru Friday, 8:00 a.m. - 4:00 p.m.

Summer office hours:
Monday thru Thursday, 8:30 a.m. - 3:30 p.m.

ELEMENTARY SCHOOL DISTRICT 159

SCHOOL DIRECTORY

Daily school schedule: K-5 Buildings 8:45 a.m. – 3:00 p.m.
Colin Powell Middle School 7:55 a.m. – 2:25 p.m.

Mary Yates School

Dr. Lisa Woods, Principal (708) 720-1800
6131 Allemond Drive, Matteson, IL 60443 (708) 720-0199 (Fax)

Neil Armstrong School

Ms. Pamela Woods, Principal (708) 481-7424
5030 Imperial Drive, Richton Park, IL 60471 (708) 481-7476 (Fax)

Sieden Prairie School

Mrs. LaTonya McCaskill, Principal (708) 720-2626
725 Notre Dame Drive, Matteson, IL 60443 (708) 720-4640 (Fax)

Woodgate School

Dr. Nina Gregory-King, Principal (708) 720-1107
101 Central Avenue, Matteson, IL 60443 (708) 720-3225 (Fax)

Colin Powell Middle School

Mrs. Mary Ann West, Principal (708) 283-9600
20600 Matteson Avenue, Matteson, IL 60443 (708) 283-0718 (Fax)

Residency Requirements and School Attendance Boundaries

Elementary School District 159 welcomes all school-age children who reside within the boundaries of the District. District 159 has a Student Residency Policy that does require non-resident enrolled students to pay tuition costs that are established annually by the Illinois State Board of Education. Further, it is a criminal offense, as outlined in the Illinois School Code, as well as a “Class C” misdemeanor in Illinois to fraudulently enroll a non-resident pupil in a school district. District 159 has retained National Investigations Inc. Agency to assist with residency verification that may include, but not limited to, home visits and document verification upon request to ensure all enrollments comply with the district policy.

The Board of Education has established attendance boundaries for each of its schools. Students may only attend the school that is in their attendance boundary unless otherwise approved by the District Administrator. Because school attendance boundaries can be confusing, parents and perspective residents are encouraged to contact the Administrative Center to inquire about the school to which a particular address is assigned.

Any changes in the student’s registration information form (i.e. address, phone, emergency contacts) during the course of the year must be reported immediately to the school office in a timely manner. Any changes in address will require additional proof of residency as it relates to the student enrollment requirements.

Accreditation and School Improvement Plan

The Superintendent, along with the Deputy Superintendent of Curriculum and Instruction, shall supervise the District's participation in the Illinois Public School Accreditation process that includes the following:

- Reporting of the extent to which each of its school meets the law's operational requirements and Illinois State Board of Education rules as identified in "The Illinois Program for Evaluation, Supervision, and Recognition of Schools."
- Reporting of the extent to which each of its schools meets student performance and school improvement standards through the development of a School Improvement Plan which addresses these areas:
 - Learning outcomes, standards, and expectations
 - Analysis of student achievement data
 - Implementing activities to increase student achievement
 - Reporting to the public.

Educational Philosophies and Objectives

The District's educational philosophies and objectives are to provide opportunities for each child to develop his or her maximum potential. We believe that:

- All children can learn.
- Children are our future and deserve the best.
- Every child is entitled to a quality education that provides for academic, social, and physical growth.
- All children deserve a safe and healthy environment.
- The curriculum should reflect current technological demands in today's society.
- Learning begins at home. Parental involvement is essential.
- Learning requires participation of the Board of Education, staff, students, family and community.
- Individual differences must be recognized so that everyone realizes their full potential.
- Children should be constantly presented with rising expectations and standards.

Closing of School/Early Dismissal

Occasionally, severe weather or other conditions makes it necessary to close school. When this happens, before the opening of school in the morning, local radio and TV stations will announce the school closing. In addition, parents may call any of our schools or the Administrative Center at the numbers listed on the inside front cover of the calendar and listen to the automated message. The District 159 website will indicate school closing information at www.dist159.com. Parents may also call 1-900-407-SNOW, a commercial number that connects you to the Emergency Closing center operated by WGN radio. The local community police departments also have information regarding emergency school closings.

Occasionally, bad weather conditions occur and/or a loss of power which can affect our efforts to get information to parents. We strongly suggest that parents exchange their phone numbers with their child's room parents to provide another method of communication. Classroom teachers will make every effort to contact their room parents to advise them of the closing of school. In rare cases when school is dismissed early (for example, due to power failure), parents or their emergency designees will be immediately notified of the decision. No student will be released early unless permission has been granted. The Village of Matteson and/or Richton Park Police and Public Safety Departments and the news media will be notified about the early dismissal. Sufficient school personnel will remain to supervise the children who are unable to go home. Transportation will be provided for children who ordinarily receive this service.

Elementary School District 159 utilizes an electronic Emergency Contact Data System, Global Connect, which will alert parents/guardians to emergency situations, school closings and related pertinent information. To that end, it is the parent/guardian's responsibility to ensure that all contact information is correct and current with the school. Any changes to the student's contact information and emergency contact information should be presented immediately to the school office.

Discipline Committee

Illinois School Code recommends that the District assembles a committee annually to review the Board's discipline policies and student handbooks. This committee assists in the development of student discipline policy and procedure. Its members are parents/guardians and teachers, and may include persons whose expertise or experience is needed. The committee reviews such issues as administering medication in the schools, reciprocal reporting between the School District and local law enforcement agencies regarding criminal offenses committed by students, student discipline, disruptive classroom behavior, school bus safety procedures, and the dissemination of student conduct information.

Discipline Procedures

Maintaining an orderly learning environment is an essential part of each teacher's instructional responsibilities. A teacher's ability to foster appropriate student behavior is an important factor in the teacher's educational effectiveness.

When a student's behavior is unacceptable, the teacher should first discuss the matter with the student. If the unacceptable behavior continues, the teacher should consult with the Building Principal and/or discuss the problem with the parent(s)/guardian(s). A teacher may remove any student from the learning setting whose behavior interferes with the lessons or participation of fellow students; a student's removal must be in accordance with Board policy and administrative procedures.

Teachers shall not use disciplinary methods, which may be damaging to students, such as ridicule, sarcasm, or excessive temper displays. Corporal punishment (including slapping, paddling or prolonged maintenance of a student in physically painful positions, and intentional infliction of bodily harm) may not be used. Teachers may use reasonable force as needed to keep students, school personnel, and others safe, or for self-defense or defense of property

Discrimination

It is the policy of School District 159 not to discriminate based on race, sex or disabling condition in its education program, activities, or employment policies as regarded by Title IX of the 1972 Education Amendments. Inquiries regarding compliance with Title IX may be directed to the Director of Pupil Services.

Dress Code

In June 2010, the Board of Education approved a Student Uniform policy that requires students to wear school uniforms on all school attendance days, in order to maintain and promote an orderly school climate, uniformity, positive learning environment and student safety.

The Board of Education reserves the right to periodically review and revise said rules and requirements associated with the student uniform policy as deemed necessary. The Administration shall take appropriate steps to inform parents/guardians and students about the requirements of the student uniform requirement and changes therein. The Building Administration is authorized to designate days on which this uniform policy is relaxed.

Each school shall develop incentives and positive reinforcement measures to encourage full compliance of this policy. Students violating this policy may be subject to discipline, including suspension or expulsion. Other disciplinary action may be taken by the School Administration for failure to comply with the requirement of this policy. Prohibited earrings, body piercings and jewelry that is disruptive to the educational process may be taken from the student and returned to the parent/guardian. Before initiating any disciplinary action, a meeting with the parent/'guardian shall be requested in order to solicit support and cooperation.

Additionally, a student's appearance, including dress and grooming, must not disrupt the educational process, interfere with the maintenance of a positive teaching/learning climate, or compromise reasonable standards of health, safety and decency. Dress for all students should fit appropriately. To this end, the Districts' general expectations regarding student dress are as follows: Students shall wear pants and other clothing that fit appropriately, belts are to be worn with shirts tucked in, shoes are to be of one color as noted in the policy, male students are prohibited from wearing earrings; females may wear earrings only in the earlobe. Please refer to the approved School Uniform Policy 7:165 located on the district's website under the Board of Education Policy Manual link for specific details of the uniform requirement.

Eighth Grade Graduation

The end of the school year for eighth graders culminates with graduation. Requirements of graduation are included in the Promotion and Retention Policy and Procedures that are included in this handbook. Participation in the graduation ceremony and all related activities is a privilege. Detailed information regarding student requirements and subsequent participation in these additional graduation activities will be presented to the parent/guardian of respective graduates during the 2010-11 school year by the CPMS Administration and faculty.

English Language Learners

The district provides support and services to assist students who have limited proficiency in English. Services provided enable students to progress in academic subjects while receiving supported instruction in English. Eligible students may be enrolled in the program for four years or until assessment information determines that they are eligible to participate in the regular education program without assistance. Please contact Mrs. Miriam McCoy, ELL Coordinator, at the Sieden Prairie Elementary School, for additional information related to the program and related services at 720-9235 or 720-2626, Additional information can be obtained at the Department of Pupil Services at 720-6638.

Enrichment and Co-Curricular Activities

Various enrichment programs are offered to District 159 students. A well-rounded co-curricular schedule affords all students with an opportunity to develop skills and talents outside their classroom experience. Please contact your school for the full listing of extra-curricular activities that may be offered. Please refer to the district calendar of scheduled activities and athletic events.

Excused Absences

Students will be permitted to leave school during the regular day ONLY when authorized by the principal. If students must leave school, a written note requesting permission should be presented to the building administrator. Students are to be picked up in the school office by the parent/guardian or designated adult as noted in the written permission.

Extended Absences

Parents are discouraged from taking children out of school for a family vacation or for other reasons. Sending work home prior to periods of absence does not solve the problem; teachers need to be involved with children in a consistent manner to promote and sustain learning. Students absent from school for more than five (5) school days should present a physician's note upon re-entry into the school. School assignments for this extended absence shall be completed by the student in an agreed upon plan by parent, teacher and principal. Please note that extended absences can impact the students' promotion to the next grade level and will be evaluated by the building principal.

Goals for Learning

The primary purpose of schooling is the transmission of knowledge and culture through which students learn in areas necessary to their continuing development and entry into the world of work. The Board of Education gives priority to the allocation of resources, including funds, time, personnel and facilities, to fulfill this purpose.

Homeless Education: McKinney-Vento Homeless Assistance Act

Each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education, as provided to other children and youths, including a public pre-school education. A homeless child may attend the District school that the child attended when permanently housed or in which the child was last enrolled. A homeless child living in any District school's attendance area may attend that school.

The Superintendent or designee shall review and revise rules or procedures that may act as barriers to the enrollment of homeless children and youths. In reviewing and revising such procedures, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. Transportation shall be provided in accordance with the McKinney Homeless Assistance Act and State law. The Superintendent or designee shall give special attention to ensuring the enrollment and attendance of homeless children and youths who are not currently attending school. If a child is denied enrollment or transportation under this policy, the Liaison for Homeless Children shall immediately refer the child or his or her parent/guardian to the ombudsperson appointed by the Regional Superintendent and provide the child or his or her parent/guardian with a written explanation for the denial.

Homework

Homework assignments will be given regularly in keeping with the student's grade level and needs to foster competence in basic skills and to enrich the instructional program. The three general purposes for homework assignments shall prevail. The three purposes are: practice, which provides reinforcement or application; preparation, which readies students for the next learning activity; and extensions, which may be long-range assignments for individual application, research, and study outside the classroom. In primary grades, careful consideration shall be given to the nature and frequency of homework assignments. Teachers shall provide homework expectations to both students and parents. Written homework assignments will be corrected and returned to students in a timely manner and will constitute a part of the student's grade. Please contact the building principal and classroom teacher for more information about the homework activities for your school.

Institute and In-Service Days

The Illinois School Code provides Institute Days for the District. These dates are non-attendance days for students, but full-day attendance for staff for the purpose of professional staff development.

In-Service Days are required by the Illinois School Code and are evaluated by the Regional Superintendent. The Institute and In-Service Days serve as valuable opportunities for staff to meet, communicate, plan and work together to insure the successful implementation of local school and District educational initiatives. Please consult the District 159 school calendar for the specific dates and times of these prescribed institute and in-service days.

Lockers

Student lockers are assigned by the building principal. Lockers should be locked at all times. The school is not responsible valuables left in locker; however, anyone involved in a "locker break-in" will face disciplinary action, including suspension. Additionally, breaking or kicking lockers will be the financial responsibility of the student's parent/guardian. Lockers should not be shared with other students unless approved by the building principal. Lockers are the property of School District 159. The District Administration and building principals have the right to search such lockers and book bags as needed to ensure the safety of all District 159 students and staff.

Lost and Found

Lost and found articles are on display daily. If items are not claimed after a substantial time and proper notice, they may be donated to a local charitable organization. The loss of student valuables and money should be reported promptly to the teacher. All lost books, money, or other valuables should be turned in, and may be picked up from the school office.

Lunch Program

MealTime Online is the gateway to your student's MealTime Point of Sale Cafeteria Account at participating schools. The MealTime online account allows you to make a deposit into your student's MealTime Point of Sale Account or simply view account activity and balance. Please consult the District's website at www.dist159.com for additional information on student lunch accounts and payments. Information regarding free/reduced lunch may be obtained by calling the District's Business Office. Money will not be collected at the schools for this purpose. All payments will only be accepted through this on-line service.

Midterm Performance Notices

Mid-term Performance Notices are distributed to students in grades three through eight. The notices are sent home at the mid-point in a grading quarter (approximately four weeks into the quarter). Mid-term Performance Notices are not designed to be report cards. The notices give parents a quick check on current performance and effort by their children. The exact dates of Mid-term Performance Notices are noted in the calendars.

National Junior Honor Society

Colin Powell Middle School will participate in the National Junior Honor Society program. Chosen during the final months of seventh grade, students are inducted into the NJHS based on academic excellence and service. Under the guidance of a faculty sponsor, NJHS members participate in various activities throughout the school year that promote civic responsibility and leadership skills. Requirements for selection and participation in this society are highly competitive, both in terms of academic requirements and with respect to citizenship traits. Selection will be based on the four quarters of grade 6 and the first three quarters of grade 7 in which the student must maintain a GPA of 3.5 or above for each of these quarters to be considered for selection to the NJHS.

Notification of Speech Screening

All students new to the State of Illinois, and any student referred by either a staff member or a parent, will receive a brief Speech and Language screening test by certified staff at each of the local schools. If it appears that your child requires further testing, the designated personnel will contact you to arrange such evaluations upon your approval.

Organization of Instruction/Student Classroom Assignments

The School District has instructional levels for grades Pre-K through eight. The grouping and housing of instructional levels in school facilities shall be according to plans developed by the Superintendent and approved by the Board of Education.

Students, for instructional purposes, may be placed in groups within the school that do not necessarily follow grade level designations. Actual student classroom assignments are the responsibility of the building principal, in consultation with the appropriate instructional staff. Final classroom assignments are the responsibility of, and are designated by, the building principal.

Parent Involvement and Volunteers

Parents and community members are encouraged to be active participants in their school system. Volunteerism can take on many different forms and provide support to the district. Parents and community members who are interested in helping the schools should contact the building principals to complete the required volunteer information request form. Volunteers within the school buildings are subject to background checks through the Department of Human Resources to protect and safeguard the school community. Anyone wishing to observe a classroom must call the school to arrange an appropriate time with the building principal in conjunction with the classroom teacher. All visitors are required to report to the school office upon arrival within the school building.

Parent-Teacher Conferences

District 159 is committed to maximizing communication among parents, teachers and students. The District schedules formal parent-teacher conferences twice a year (fall and spring). Parents should feel free to contact or meet with their child's teacher whenever there is a need. Anyone wishing to observe a classroom must call the school, minimally twenty (24) hours in advance, to arrange such visit. Observations and visits to individual classrooms will be at a time that is mutually agreed upon by the building administrator, parent/guardian and teacher in an attempt to avoid disruptions to the educational process. Anyone wishing to observe a classroom must call the school to arrange an appropriate time with the building principal,

Parent Teacher Organizations (PTO)

The Parent-Teacher Organizations assist in the betterment of the school programs. Our schools can be proud of our PTO's because they foster good citizenship and harmony in our communities. PTO support has made many school activities and programs possible. There are many opportunities to serve in these organizations. Parents are encouraged to promote the work of the PTO through membership, volunteering for PTO office and attendance at meetings. Slating committees typically meet in April of the preceding school year to name new officers and board members. PTO activities and dates are noted in the regular school calendar.

Pre-Kindergarten At-Risk /Pre-School for All Programming

The Pre-Kindergarten At-Risk and Pre-School for All programs are available for three to five-year old children. The five days a week program provides opportunities and activities that will prepare children to learn and succeed in the classroom setting. For more information about the program and related services, please contact the Department of Pupil Services at (708) 720-6638 and/or (708) 720-6291. Pre-School Screenings are scheduled to be conducted in August 2010 and January 2011 timeframes. School District 159 operates three (3) such classrooms which are located at the Woodgate School.

Positive Behavior Intervention and Supports

All five district schools are actively engaged in the PBIS strategies, interventions and professional development to further promote positive school climate. PBIS is a systems approach whose purpose is to enhance and increase awareness and efforts to minimize student behavioral problems. PBIS is not an “add-on curriculum”, rather it is a school-based systems approach based on data collection, system responses and best practices designed to ensure sustained use of appropriate strategies and interventions targeted at student behavior. PBIS is based on the following:

Team Based Planning and Problem Solving; Instructional Approach to Behavior and Classroom Management; Active Administrator Support and Participation; Long Term Action Planning; Establishment of Staff Commitment; and On-going Professional Development. Additional information can be viewed at www.pbisillinois.org.

Project CHOICES

Project CHOICES, a Least Restrictive Environment initiative of the Illinois State Board of Education, has provided technical assistance to school districts in Illinois since 1988. Project CHOICES partners with school districts in an integrated systems approach. As a partner in the Illinois Statewide Technical Assistance Center (ISTAC), CHOICES collaborates with other state board funded ISTAC projects to provide access and equity for all students through general education.

The main work of Project CHOICES is to ensure the following: All children have access to general education curriculum; All children and youth are assigned to general education classrooms and are treated by all staff as full participating members of the school community; Schools address social emotional development as a key part of academic outcomes; Schools develop and use data for decision making and problem solving; Schools make a concerted effort to involve family members and School districts are committed to system change and developing an effective educational system for all students. Additional information can be viewed at www.projectchoices.org.

Pupil Attendance, Notification of Absence

To assure the safety of our students, parents are requested to telephone the school on the day(s) that their child will not be in school. Parents may use the automated answering system to call in an absence at anytime during the evening or morning hours. To phone in a child's absence please call your school. PARENTS ARE ASKED TO CALL NO LATER THAN 7:00 A.M. ON THE DAY THE STUDENT IS ABSENT AT COLIN POWELL MIDDLE SCHOOL, AND 8:00 AM AT THE K-5 SCHOOLS. This “same day” notification is vital and a protection for children who may be absent from school without the knowledge or permission of their parent/guardian. If the school is not contacted and a child is absent, the parent/guardian will be called as soon as possible to verify the whereabouts of the child. Your support and cooperation with the absence notification program is appreciated. The district follows the Illinois School Code regarding student truancy. After three consecutive days of absence or eight accumulated days of absence, the school may ask for documentation from a physician regarding the absences. Absences, which are in violation of the school compulsory attendance law, will be referred to the Cook County Educational Service Region Truancy Officer for possible legal action. Finally, students who are absent more than ten percent (10%) of the school year may be subject to a recommendation by the building principal for consideration of retention based on student attendance.

Report Card Distribution

Report cards will be issued four times during the school year. At the time of the first and third report cards, parents are required to attend a parent conference at which time the report cards are distributed. These conferences are designed to help answer any questions parents may have regarding their child's school progress. Further, the conferences are used to help establish student goals for the next grading quarter. Conferences emphasize that a student is only successful in school if the teacher, parents, and student work together to help achieve his/her educational goals. Additionally, parents/guardians can now monitor their child's progress online through the program "Information Now" that will be instituted for the current school year.

Report cards will be issued on the following dates: *PENDING FINAL CALENDAR APPROVAL*

- October 28-29, 2010 Parent/Teacher Conferences
- January 19, 2011 Student Issued Report Card
- March 24-25, 2011 Parent/Teacher Conferences
- June 2, 2011 Student Issued Report Card

The reporting to parents of a child's school progress occurs in the number of ways such as: report cards, mid-term performance notices, and grades. The written report card is not a stand-alone instrument; it is designed to be used in conjunction with parent/teacher/student conferences, student work, assessment data, and other parent/teacher/student communications. The report card serves as a document, which informs parents and students of academic and personal expectations, while describing strengths, weaknesses, progress and concerns.

Grading Scale:

NOTE: The Grading Scale was approved by the Board of Education at the May 8, 2007 Board of Education meeting for students in grades 3 thru 8.

District 159 – 12 point Grading Scale*

Letter Grade	Complete Range
A	92.50 – 105.00
B	84.50 – 92.49
C	69.50 – 84.49
D	59.51 – 69.49
F	00.00 – 59.50

Letter Grade	Minus Range	Letter Grade	Straight Range	Letter Grade	Plus Range
A-	92.50 – 94.99	A	95.00 – 100.99	A+	101.00 – 105.00
B-	84.50 – 86.49	B	86.50 – 89.99	B+	90.00 – 92.49
C-	69.50 – 72.49	C	72.50 – 81.49	C+	81.50 – 84.49
D-	59.51 – 61.49	D	61.50 – 66.49	D+	66.50 – 69.49

In addition to the above grading scale, students may also receive the grades of W (Withdrawn) and I (Incomplete).

A District administrator cannot change the final grade assigned by the teacher without notifying the teacher. Reasons for changing a student's final grade include:

- A miscalculation of test scores,
- A technical error in assigning a particular grade or score,
- The teacher agrees to allow the student to do extra work that may impact the grade,
- An inappropriate grading system used to determine the grade, or
- An inappropriate grade based on an appropriate grading system.

Should a grade change be made, the administrator making the change must sign the changed record.

Response to intervention: RTI

RTI integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities or other disabilities. The main components of RTI are: A school-wide, multi-level instructional and behavioral system for preventing school failure; Screening; Progress Monitoring; and Data-based decision making for instruction, movement within the multi-level system, and disability identification (in accordance with state law).

Additional information on RTI can be viewed on the district's website and/or <http://www.rti4success.org>.

School Improvement Teams

Each school has a School Improvement Plan Team (SIPT) composed of identified stakeholders. The focus of SIP is to plan for improved student academic growth and school climate, most commonly referred to as School Improvement Plans (SIP). The SIP serves as a vehicle for staff, parents and administrators to develop a school improvement plan, which is designed to make our schools more effective. Toward this end, teams gather and analyze data, develop goals and objectives, create an action plan, implement strategies, and evaluate the effectiveness of the plan.

School Resource Officer (SRO):

The Village of Matteson Police Department employs a full-time SRO that is shared between the two school districts of Matteson, 159 and 162. The SRO provides numerous supports and services to all District 159 schools on a variety of levels. The main duties of the SRO is as follows: 1. Provide law enforcement and police services to the school, school grounds and areas adjacent to the school. Investigate allegations of criminal incidents per police department policies and procedures. Enforce state and local laws and ordinances. Make appropriate referrals to juvenile authorities or other governmental agencies. 2. Work to prevent juvenile delinquency through close contact and positive relationships with school staff, parents and students. 3. Establish and maintain a close partnership with school administrators in order to provide for a safe school environment. Assist school officials with their efforts to enforce Board Of Education policies and procedures. Ensure school administrator safety by being

present during school searches, which may involve weapons, controlled dangerous substances or in such cases that, the student's emotional state may present a risk to the administrator. 4. Assist school administrators in emergency crisis planning and building security matters. 5. Provide a course of training for school personnel in handling crisis situations as needed. 6. Provide a course of support for students in the area of law related education as outlined with the National Association of School Resource Officers. 7. Be visible within the school community and participate in school functions. 8. Work with administration, social workers, and other student support staff to assist students and to provide services to students involved in situations where referrals to service agencies are necessary. 8. Assist in conflict resolution efforts. Initiate interaction with students in the classroom and general areas of the school building. 9. Promote the profession of police officer and be a positive role model and to increase the visibility and accessibility of police to the school community.

Sex Equity (Equal Educational Opportunities)

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

Special Education Services

District 159 provides a variety of specialized services for students with disabilities through a consultation process that identifies children with special needs as outlined in the Individual with Disabilities Education Act of 2004. Each building has a team of educators, which meets with classroom teachers, to help students who are experiencing difficulties. Each building has staff available to evaluate students if there is a suspected disability. If a student is found eligible for services, the assessment team, classroom teacher, building administrator, and parents meet to develop an individualized educational plan (IEP). Services are provided to students through a variety of program options within the district boundaries, and specialized services through outside educational agencies as a component of South West Cook County Cooperative Association for Special Education (SWCCCASE). Contact the Department of Pupil Services at 720-6638 with any questions related to special education and related services.

Student Bus Transportation

The District shall provide free transportation for all students in the District: (1) residing at a distance of one and one-half miles or more from their assigned schools, unless the Board has certified to the Illinois State Board of Education that adequate public transportation is available or (2) residing within one and one-half miles from their

assigned schools where walking to school or to a pick-up point or bus stop would constitute a serious hazard due to vehicular traffic or rail crossing, and adequate public transportation is not available. A student's parent/guardian may file a petition with the School Board requesting transportation due to the existence of a serious safety hazard.

Free transportation services and vehicle adaptation for special education students shall be provided if included in the students' IEP. Non-public school students shall be transported in accordance with State law. Homeless students shall be transported in accordance with the McKinney Homeless Assistance Act.

Students are expected to behave appropriately on the bus. Any student who cannot behave appropriately will be subject to disciplinary action, including suspension from the bus. Students who are suspended from the bus are required to attend school, with parents providing transportation to and from school during the period of suspension.

Student ID Cards (CPMS):

The student is expected to wear his/her current student I.D. card while at school at all times and is expected to present it to a staff member upon request. If a violation occurs, the student will be considered insubordinate and the following will occur:

Violation 1: The staff will confer with the student and may assign detentions.

Violation 2: The administration will confer with the student and may assign additional detentions and will send written notice to the student's parent(s) or legal guardian as needed.

Violation 3: The administration may assign additional detentions or suspend the student as outlined in this handbook.

Student Information Reports

On a monthly and/or quarterly basis, Elementary School District 159 may release student information rosters to TAMES Health Services Inc. for purpose of Medicaid related services. Such release is for the purpose of determining whether the student is eligible for Medicaid services. No other identifying information regarding student will be disclosed to the TAMES Health Services Inc. If you have additional questions please contact the Department of Pupil Services for additional information at (708) 720-6638.

Student Medication

School District 159 has a policy with procedures concerning the administration of medicine to students during the school day. They provide for the supervision and administration of all non-prescription and prescription medication taken by any student in school.

- A student may not take any prescription or non-prescription medication in school unless the Elementary School District 159 Medication Authorization Form is completed by both the physician and parent and brought to school.
- All medication must be brought to school in a closed container and given to the nurse or principal. The medication must be appropriately labeled by the pharmacy or physician, clearly stating the name of the child, the dosage, and expiration date of the medication.
- Parents should contact the school nurse regarding any special health information or medication.

- Medication is only administered in school because the child cannot take it at home at another time.
- Parents may choose to come to school and administer medication to their child. The school principal or nurse may ask the parent to provide a picture I.D. for identification and explain what type of medication is being administered and why it is needed. Only a parent or legal guardian has the right to personally administer medication.

Please contact the school nurse or building principal if you have any questions or need assistance with the policy. Your cooperation with our medication policy is appreciated. Please contact your school office or nurse to receive a School District 159 Medication Authorization Form.

Additionally, no student may be disciplined solely because of the refusal of his/her parents/guardian to administer or consent to the administration of psychotropic or psycho-stimulant medication to the student. To assist school staff with current information certified school personnel and administrators will receive in-service training on the current best practices regarding the identification and treatment of attention deficit disorder and attention deficit hyperactivity disorder, the application of non-aversive behavioral interventions in the school environment, and the use of psychotropic or psycho-stimulant medication for school-age children at least once every two years.

Student Media Release

From time to time, the district will publish students' names and or pictures in connection with school events and announcements as it relates to public relations articles, video tapes, television education programs, web page announcements and school highlight information. These publications are authorized by the Illinois School Code and are for providing general information to the public. Your signature on the form at the back of this booklet authorizes the district to use these media materials in accordance with Illinois School code.

Student Records

School student records are confidential and information from them shall not be released other than as provided by law. Any record that contains personally identifiable information or other information that would link the document to an individual student is a school student record if maintained by the District, except: (1) records that are kept in the sole possession of a school staff member, are destroyed not later than the student's graduation or permanent withdrawal, and are not accessible or revealed to any other person except a temporary substitute teacher, and (2) records kept by law enforcement officials working in the school.

State and federal law grant students and parent(s)/guardian(s) certain rights, including the right to inspect, copy, and challenge school records. The information contained in school student records shall be kept current, accurate, clear and relevant. All information maintained concerning a student receiving special education services shall be

directly related to the provision of services to that child. The District may release directory information as permitted by law, but parent(s)/guardian(s) shall have the right to object to the release of information regarding their child. However, the District will comply with an ex parte court order requiring it to permit the U.S. Attorney General or designee to have access to a student's school records without notice to, or the consent of, the students' parent(s)/guardian(s).

The Superintendent shall implement this policy with administrative procedures. The Superintendent shall also designate a records custodian who shall maintain student records. The Superintendent or designee shall inform staff members of this policy, and shall inform students and their parent(s)/guardian(s) of it, as well as their rights regarding student school records.

Student Textbook Fees

Textbooks shall be provided on a loan basis. It is expected that students shall return textbooks to the school in good condition except for ordinary wear. Students shall be assessed fines for lost, damaged or defaced books (including those checked out from the library), materials or equipment. The fines will be for the amount of the loss. In computing a fine a percentage of the original cost of a book will be deducted for each year it has been used.

Superintendent's Advisory Council

The Superintendent's Advisory Council is composed of parents and community members. The Council meets periodically with the Superintendent for the purpose of sharing information. The Council adds to District 159's continuing efforts to inform and engage the entire community about school programs and events and become aware of the community's concerns and opinions.

Technology and Curriculum

The District goal has been to create an environment where students, teachers, staff and administrators can readily use technology. We have sought to enhance and simplify the tasks of learning, teaching, and/or producing tangible results in the computer lab, the classroom, or at home.

District 159 is proud to offer unending learning opportunities to its students and families through technology. District 159 has built a technology infrastructure that truly meets the needs of our schools. Guided by recently approved ISBE Technology Plan, the district has created a "state of the art", affordable, and dependable system. The collection of carefully selected software creates an environment that supports and enhances the District User's educational workday.

Telephones

Telephone messages should be left in the office on an emergency basis only. Students may be taken out of class to come to the phone for a message if deemed appropriate and necessary by the building principal. Phone usage by a student in the office is for emergency use only and will be determined necessary by office staff.

Vision and Hearing

Vision and hearing screenings shall be conducted in accordance with the rules and regulations of the Department of Public Health. Vision screening is not a substitute for a complete eye and vision evaluation by an eye doctor. Your child is not required to undergo this vision screening if an optometrist or ophthalmologist has completed and signed a report form indicating that an examination has been administered within the previous twelve (12) months.

Hearing screening is not a substitute for a complete ear evaluation by an audiologist or ear doctor. Your child is not required to undergo screening if an audiologist or ear doctor has completed and signed a report form stating that an audiogram has been done within the previous twelve months. This notice is not a permission to screen. Vision and hearing screenings are not an option.

Student Behavior/School Discipline

To ensure a unified purpose among schools, School District 159 developed the Student Behavior Code. It sets forth a firm foundation for students, parents/guardians, administration and teachers to build effective classroom and school-wide behavior management systems. Teachers will distribute and review the Student Behavior Code to all students during the first week of school to ensure understanding and responsibilities as they relate to student behavior. Additionally, parents/guardians will be asked to review the Student Behavior Code with their child (ren) at home to ensure understanding by and with all stakeholders.

Parents and guardians have the responsibility for the behavior of their children as determined by law and common practice. They are expected to exercise the direction necessary to promote appropriate student behavior and self-discipline necessary for learning in the school setting. Cooperation between the school and home is essential for effective student behavior. Education thrives when parents, students and teachers work together toward established common goals.

The Board of Education recognizes the importance of parental cooperation in dealing effectively with student behavior and discipline. Student conduct should reflect consideration and respect for the rights and privileges of others, which are required of citizens in a democracy. Students are expected to cooperate with all members of the school community. High standards of courtesy, honesty and respect for real and personal property are expected of all staff and students. All district employees should exercise sound professional judgment in employing disciplinary measures in a consistent and confidential manner. Such measures shall be aimed at stimulating respect for the school, for self and fellow students, and to develop in students the power of self-control. Teachers, other certificated employees and any other person, whether or not a certificated employee, who provides a related service for or with respect to a student, have a statutory duty to maintain discipline in school, on school grounds, at extra-curricular events, and with respect to all school programs.

Neither isolated time out nor physical restraint shall be used in administering discipline to individual students, i.e., as a form of punishment. The use of isolated time out and physical restraint by any staff member shall comply with the Illinois State of Education rules, Section 1.285, “Requirements for the Use of Isolated Time Out and Physical Restraint.” Isolated time out and physical restraint are defined as follows:

- Isolated time out - the confinement of a student in a time-out room or some other enclosure, whether within or outside the classroom, from which the student’s egress is restricted.
- Physical restraint - holding a student or otherwise restricting his or her movements.

Restraint does not include momentary periods of physical restriction by direct person-to-person contact, without the aid of material or mechanical devices, accomplished with limited force and designed to: (1) prevent a student from completing an act that would result in potential physical harm to himself, herself, or another or damage to property; or (2) remove a disruptive student who is unwilling to leave the area voluntarily. Teachers or administrators may use their hands to direct, restrain, or control students. The Board of Education prohibits the use of corporal punishment.

Student Responsibilities

- Strive to achieve excellence in academics and citizenship
- Contribute to a positive learning environment in the classroom, school and community
- Be honest, respectful and courteous to both students and staff alike
- Report incidents or activities that threaten or disrupt the school environment
- Respect the rights of fellow students and school staff
- Seek assistance from school staff to resolve conflicts and problems
- Be regular in school attendance and punctual for school and class

Parent Responsibilities

- In the best interest of the student, work with the school on disciplinary issues
- Visit the school regularly and keep communication with the administration and staff consistent
- Assume responsibility for your child’s prompt and regular attendance at school
- Recognize the authority and responsibility of the teacher in the classroom
- Present to school officials your case/cause in a respectful manner
- Attend all required conferences

Teacher Responsibilities

- Use professional ethics in relationships with ALL students, parents, community and other school personnel
- Know, understand and enforce school rules consistently and fairly Inform parents/guardians about the academic/socio-emotional progress and conduct of their children as required
- Plan and conduct a program of instruction that captures the interest and meets the needs of all students
- Manage classroom routines to benefit and support the development of student achievement and civic responsibility

Principal Responsibilities

- Use professional ethics in all relationships with students, parents, staff and community;
- Provide appropriate orientation for new staff members and continuing assistance to all staff;
- Review, monitor and evaluate the program of instruction as outlined in the Teachers Professional Contract and articulate the program to parents and community on an on-going basis;
- Review, monitor and evaluate school wide student data to assess appropriateness of instructional program and climate;
- Establish a discipline committee, in conjunction with the Positive Behavior Interventions and Supports (PBIS) to assess school climate and appropriate responses while working with staff to improve identified areas of concern;
- Demonstrate through attitude and actions a genuine concern and respect for all;
- Confer with appropriate central office administration as needed;

Disciplinary Action

All disciplinary actions for misconduct should include a conference between the principal, teacher and the student, followed by notification to the parent or guardian. The disciplinary process is intended to be instructional and corrective, not punitive. The policies and administrative procedures apply to actions of students during school hours, before and after school, while on school property, while traveling to and from school, on school funded transportation, school sponsored activities, and when the actions affect the mission or operation of the school.

Efforts shall be made by the staff to resolve disciplinary problems within the school setting. The following actions are suggested for dealing with behavioral problems. The list does not imply a certain order of action:

Teacher/Student Conference - A conference involves student and staff members for the purpose of discussing and solving behavioral problems.

Administrator/Parent/Teacher/Student Conference - A conference coordinated by the building principal involving the parent/guardian, staff member and student for the purpose of discussing and solving behavioral problems. At times it may be necessary for students to remain at home until the conference takes place. The emphasis is on enlisting the assistance of the parent/guardian to resolve occurring issues.

Detention - A student who violates a school rule or policy may be required to spend a specific period of time after school, before school or during an unassigned class period at a specific location assigned by the principal or teacher. A staff member will actively supervise such detention. Students are expected to complete the assigned task during this time. Detentions are cumulative during the regular quarter marking period and may result in an out of school suspension if the misbehavior continues.

Alternative Disciplinary Action - The building administrator may offer an alternative form of disciplinary action; such action will be defined by the building administrator.

Referral - Referral to an in-school or out-of-school agency or person may be made when it is felt it might help solve a behavioral problem.

Behavioral Probation - A principal may place a student on behavioral probation for a specific period of time. This may include a written contract with the student. The contract represents an agreement between the student and the administrator concerning the specific changes expected. Failure to fulfill the contract or a further infraction of the school rules will result in the imposition of further disciplinary action as set forth in the contract. Parents/guardians will be encouraged to discuss and assist in assuring that the intent and terms of the probation are fulfilled. The student may be placed on probation under the supervision of an administrator with the selection by mutual consent of the student, parent and administrator. If agreement cannot be reached, the principal will assign a probation supervisor

Friday and Saturday School – Friday and Saturday School may be assigned to students for a variety of infractions in lieu of an out-of-school suspension. Saturday School lasts approximately three (3) to four (4) hours. Failure to comply with the requirements of Saturday School Detention may result in a recommendation for an out-of-school suspension. Friday and Saturday School Detention is designated for grades 6-8 only.

Suspension from School - When other procedures fail to attain satisfactory behavioral changes, or where specifically required by the nature of the problem, a student may be excluded from school. Such exclusion may involve any of the following actions:

- Suspension for 10 days or less
- Suspension pending expulsion

Suspension for Ten (10) days or less - A principal may suspend a student for a period not to exceed ten (10) consecutive school days for a violation of school rules or regulations or persistent disobedience as defined in the handbook. In order to determine if a suspension is merited, the administrator will thoroughly investigate the situation and assure the student's right to due process by:

- Meeting with the involved staff member(s) to review incident, assess infraction and proposed disciplinary infraction and gather other needed documentation related to the incident.
- Conducting an informal hearing with the accused student at which time the student is presented with the exact charges and supporting evidence. The student shall also be made aware that the charges could be the basis for disciplinary action.
- Accepting information from all persons having knowledge of the situation. The accused student has an opportunity to speak in his own defense.
- To protect witnesses, the administrator is not required to release the names of individuals who witnessed the event.

Having made the decision, that a suspension is merited, the administrator shall:

- Inform the suspended student of his/her right to appeal and the procedure for the appeal.
- Notify the parent/guardian verbally of the suspension, confirming the action in writing within twenty four (24) hours. The notification shall include:
 - a) A complete description of the regulation(s) violated by the student.
 - b) A statement of the facts leading to the decision to suspend.
 - c) The student's right to appear before the principal at anytime during the suspension period.
 - d) An explanation of the steps necessary to cause the student's return to school.

A suspended student will be required to complete all assignments and tests missed during the suspension period. Suspended students shall not be allowed to participate in any curricular or extracurricular activities. Suspended students may not appear on school grounds or at school sponsored functions. A parent/ guardian conference may be required as a condition of re-admission to the school setting. Administrative discretion will be used to determine the discipline of the student pending appeal.

Alternative School Placement/ Disciplinary Reassignment

Repeated violations of misconduct of the Discipline Code for students in grades 6-8 may result in a referral for a placement within one of the Safe School Alternative Programs of Intermediate Service Center (SCISC 4) or a similar Alternative Educational Placement, for a period up to forty five (45) school days. This school program support will provide specialized curriculum, smaller teacher-student ratios and additional support services as deemed necessary. While a student is placed within such a program, other applicable student restrictions related to participation in school sponsored activities and involvement on school grounds will be enforced during this period.

Expulsion from School

The Board of Education may expel a student from school for up to two calendar years for gross disobedience or misconduct in accordance with state law. These infractions include possession of weapon or weapon facsimile, drug possession or repeated acts of gross misconduct and repeated acts of Level II and III. The Superintendent shall ensure that the rights of parents with respect to proper notification and appearance are protected. The Superintendent on a case-by-case basis may modify the expulsion period. The following procedural guidelines will govern the expulsion process:

1. Written notice of charges will be supplied to the student and his/her parent/guardian, accompanied by notice of a reasonable time and place for the hearing.

2. Parents/guardians will have the opportunity to be present at the hearing.
3. Legal counsel may represent students and parents/guardians.
4. The student will be given an opportunity to give his/her version of the facts and their implication. The student also will be allowed to offer testimony of other witnesses and other evidence.
5. The student will be allowed to observe all evidence offered against him/her.
6. The hearing will be conducted by the Board of Education that will make its determination solely upon the evidence presented at the hearing.

Procedural Guide for Students with Disabilities

School officials may suspend a student with disabilities and cease educational services for up to the (10) consecutive days or ten (10) cumulative school days in one year without providing special education procedural safeguards or services. When school administration anticipate a referral for expulsion or a recommendation for an alternative school placement, or anticipate that the suspensions may exceed ten (10) cumulative days, the following apply:

- Provide written notice to the parent/guardian of the disciplinary action being considered and the date of the Individual Education Plan (IEP) meeting which must be held within ten (10) days of the infraction.
- At this Manifestation Determination *Review* meeting, the IEP team must determine
 - 1.) If the misconduct was caused by, or had a direct and substantial relationship to, the child's disability and
 - 2.) If the misconduct was a direct result of the school district's failure to implement the IEP
- If there is a determination that the misconduct was a manifestation of the child's disability, the IEP team must:
 - 1.) Conduct a Functional Analysis of Behavior and implement a Behavior Intervention Plan (BIP) if this in not already done.
 - 2.) If an BIP has already been developed, review and modify it, as necessary, to address the misconduct in question; and
 - 3.) Except with respect to students subject to a forty five (45) school day Interim Alternative Education Setting (IEAS) placement, return the student to the placement from which he or she was removed, unless the parent and the school district agree to a change of placement as part of the modification of the IEP or BIP.

If the behavior is not a manifestation of the disability, school officials may apply the general discipline code while taking into consideration the student's disability and prior educational record. In no event, however, may the student

be suspended without providing educational services for more than ten (10) consecutive or cumulative days in a school year. If the student's behavior is a manifestation of the disability, the student's placement may be changed to an appropriate Interim Alternative Educational Setting (IAES) if the student's misbehavior involved a weapon offense, use and/or selling of a controlled substance, or has inflicted serious bodily injury upon another person while at school or at a school function. If the parent/guardian requests a due process hearing, the alternative placement shall be limited to forty five (45) school days unless the student is substantially likely to cause injury to himself/herself or to others as documented through a current evaluation. Students with disabilities, even if expelled, must be provided with an appropriate education in an alternative educational setting. In order to determine the correct disciplinary action to take in cases with special education students please contact the Director of Pupil Services for assistance.

Appeals procedures

All suspensions are reviewed by the Board of Education. In addition to the review, a parent/guardian may request a formal hearing regarding the suspension before the Principal and, if necessary, the Board's hearing officer. A letter will be sent to inform the parent/guardian of his/her right to be present at a hearing to review the suspension with each letter of suspension. A parent/guardian may call the Principal to discuss the suspension. If the issues surrounding the suspension or other disciplinary action cannot be resolved at the local building level through a meeting, the parent/guardian may contact the Director of Pupil Services for additional consultation.

Dress Code

A student's appearance, including dress and grooming, must not disrupt the educational process, interfere with the maintenance of a positive teaching/learning climate, or compromise reasonable standards of health, safety and decency. Dress for all students should fit appropriately. To this end the Board of Education approved a Student Uniform Policy in May 2010.

Students will not be allowed to attend regularly scheduled classes until the mode of dress is acceptable for the educational environment and the parent/guardian will be contacted to supply appropriate dress and attire for the student. The building principal will determine the appropriateness of student dress in the building.

Electronic Devices and Cell Phone Use

In order to maintain a quiet and orderly learning environment, cell phone and any other electronic device usage within the school building during school hours is forbidden. Student operated cell phones and electronic devices must be turned off and not displayed on their personal belonging upon entering the school building upon arrival and boarding the bus on departure. Failure to comply with this requirement will result in the confiscation of the item and its return to the parent/guardian after an administrator/parent meeting. Student must surrender the cell phone upon request by school staff. A second violation of this requirement by the student will result in the student's inability to have an electronic device within the school setting for a

designated period of time established by the building administration. Cell phones and electronic devices are the responsibility of the student and the school district shall not assume any responsibility for the damage or loss of such items that are brought to the school and/or school related activities. School administration reserves the right to view all contents of a cell phone or similar device (i.e. Camera as part of a disciplinary investigation).

CPMS Addendum

Many of our students are involved in extra-curricular activities and the need for a cell phone to contact parents/guardians at the conclusion of the activity as needed. Students bringing cell phones to school will be required to adhere to the following stipulations for cell phone possession at Colin Powell.

- Cell phones are not to be “powered on” or visible at any time during school hours, or anytime after entering school grounds.
- A student who uses a cell phone, or there is evidence that the cell phone was used (i.e. call history on the cell phone) will be suspended as outlined in the handbook. Any student who allows another student to use his/her cell phone, both students will be suspended.
- The cell phone should be maintained within the student’s locker during the school day.
- The cell phone will be confiscated if it is found on the student during the school day.
- Only the parent/guardian may retrieve a confiscated cell phone from the school administration. The office will not return the phone to anyone but the parent/guardian.
- A student may use the cell phone during school hours if permission is given by a member of the Colin Powell Middle School administration or staff. Staff must be in the presence of the student when the phone is being used.

Gangs and Gang Activity Prohibited

District 159 prohibits the presence of gangs and gang activities on school property or at school-sponsored activities. “Gang” is defined as any group, club or organization of two or more persons whose purposes include the commission of illegal acts. No student on or about school property or at any school activity or whenever the student’s conduct is reasonably related to a school activity, shall: (1) wear, possess, use, distribute, display or sell any clothing, jewelry, paraphernalia or other items which reasonably could be regarded as gang symbols; commit any act or omission, or use either verbal or non-verbal (gestures, handshakes, etc.) showing membership or affiliation in a gang; or (2) use any speech or commit any act or omission in furtherance of the interest of any gang or gang activity, including, but not limited to, soliciting others for membership in any gangs; requesting any person to pay protection or otherwise intimidating, harassing or threatening any person; committing any other illegal act or other violation of District policies, or inciting other students to act with physical violence upon any other person. Elementary School District 159 will work closely with the various Village Police Departments with respect to gang involvement and related activity.

Search and Seizure

School officials maintain the right to seize items in a student's possession. School authorities are authorized to conduct searches of students, their personal effects and District 159 property (*i.e. cell phones, cameras, etc.*). School administrators may search a student and/or the student's personal effects such as purses, wallets, book bags, knapsacks and lunch boxes when there are reasonable grounds for suspecting that the search will produce evidence the student has violated or is violating the law or District policies or rules. A search warrant is not required. The search shall be conducted in a manner that is reasonably related to its objectives and not excessively intrusive in light of the age and sex of the student and the nature of the suspected violation. School authorities may request the assistance of police authorities, if deemed necessary. (Illinois Public Act 89-610).

Student Tardiness

Because school must open on an orderly basis each day, students must report to school on time. Students who arrive after the official start of their school day must report in at the designated area established by the school immediately upon arrival. Tardiness is a form of absenteeism that disrupts the learning process for the individual student as well as the learning environment for the entire classroom. It is the responsibility of every parent/guardian to have the student arrive to school on time and prepared to learn. Students are to be at the school no later than five (5) minutes prior to the start of the school day. A student is considered tardy if he/she is not in his/her assigned class by the first bell. For the K-5 schools this time is 8:55 a.m.; for Colin Powell Middle School this time is 7:55 a.m. Consequences are:

- Tardy 1: Verbal warning to student by school administration.
- Tardy 2: Written notification from a building administrator. Written notice will be sent home with student with parental signature required.
- Tardy 3: After-school Detention will be given to the student. A Parent/Administrator meeting will be arranged to address issue and develop plan.
- Tardy 4: After School Detention (K-5). Saturday School/Friday After-school Detention
- Tardy 5: Mandatory Friday and/or Saturday School Detention

Note that the above accumulations of tardies are for a quarter period (nine to ten weeks). Please refer to the school calendar for the specific dates of the quarter periods within the district. Each school is responsible for developing and maintaining communication with the parent/guardian related to tardiness and truancy issues.

Colin Powell Addendum

A student is considered tardy if he/she is not in their assigned class by the 7:55 a.m.

- Tardy 1: Verbal warning to student by school administration.
- Tardy 2: Written notification to the parent sent home with student with parental signature required.
- Tardy 3: After-school detention. Parent contact will be made.
- Tardy 4: Friday and/or Saturday School Detention at CPMS. Student may not return until after parent meeting with school administration regarding an action plan.

Tardy 5: Possible student suspension as outlined in the Student Behavior Code.

Note that the above accumulation of tardies is for a quarter period (ten weeks). Tardies are to be accumulated only during a quarter marking period. Please refer to the school calendar for the dates of the quarter periods within the district.

Student Assemblies, Award Presentations and Graduation Ceremonies

The Student Behavior Code will apply to all participants of student assemblies, award presentations, and graduation ceremonies of Elementary School District 159. The audience, both student and adult alike, will be expected to demonstrate appropriate respect and related behaviors during the course of all district-sponsored assemblies. No individual student award/recognition will be compromised based on the conduct of the audience.

Detention Procedures for Elementary School District 159

A student receiving a detention from staff has been identified in engaging in behavior that is detrimental to the learning process for the individual and/or class. Detentions are recognized as a legitimate form of student discipline, and time in detention is planned as a learning experience.

- Detention 1: Written notification sent home with signature required. After-school detention to be served within a forty-eight hour (48) timeframe.
- Detention 2: Written notification sent home with signature required. After-school detention to be served within a forty-eight (48) hour timeframe.
- Detention 3: A Parent/Administrator/Teacher meeting will be required. Friday/Saturday School for grades 6-8.
- Detention 4: The fourth detention will result in an out-of-school suspension.

Vandalism

Parents/guardians are responsible for any damage to school, personal or bus property caused by their child. When school, personal or bus property is damaged by a student, the Superintendent, or his/her designee, shall invoke those provisions of the Illinois Parental Responsibility Laws (Section 70-51) to recover financial losses.

Weapons Prohibited

Weapons of any and all kinds which may be used to cause bodily harm including, but not limited to, knives, guns, firearms, rifles, shotguns, brass/ceramic knuckles, billy clubs, laser pointers, facsimiles of weapons, and instruments, substances or any other object that reasonably can be considered a weapon to cause bodily harm are prohibited in the school building, on school grounds, on school property, at school activities, or at school-related events. A student who uses, possesses, distributes, purchases or sells a weapon in the school building, on school grounds, on school property, at school activities, at school-related events or on school sponsored transportation shall be referred for disciplinary action and may be expelled for up to two calendar years and shall be reported to the Villages of Matteson and/or Richton Park Police Departments.

DISTRICT 159 STUDENT BEHAVIOR CODE

Category I: Possible Suspension	Category II: Suspension and/or Possible Expulsion	Category III: Suspension and/or Possible Expulsion
Students are governed by the Student Behavior Code in school, on school grounds, on school transportation and at school sponsored events, Forgery, Plagiarism, Cheating, Falsification of information to school administration and/or staff	Students are governed by the Student Behavior Code in school, on school grounds, on school transportation and at school sponsored events. Tampering with safety apparatus, Falsification of information to administration regarding staff actions	Students are governed by the Student Behavior Code in school, on school grounds, on school transportation and at school sponsored events. Battery of school employee
Gambling and related paraphernalia	Assault, Verbal threats to staff	Selling or dispensing of drugs
Leaving classroom or school grounds without permission	Extortion, Coercion, Bullying, Cyber-Bullying,	Possession of a weapon, a facsimile of a weapon, or a dangerous instrument or object.
Possession of tobacco and/or smoking paraphernalia	Indecent exposure	
Disruptive behavior	Fighting	Bomb threat (verbal or written)
Disrespect, Verbal abuse, Profanity	Possession, Use or delivery of fireworks and/or explosives	Use of fireworks and/or explosives.
Student and staff safety Failure to Display of Student ID (CPMS)	Theft, Possession of stolen property, Burglary.	Robbery
Possession of electronic devices Use of electronic devices	Vandalism, Defacing and/or destruction of personal, school or bus property.	
Harassment, Intimidation	Gang Related Activity/Identification	Gang harassment/Intimidation
Violation of dress code		Sexual harassment, Sexual assault
Excessive tardiness (to school and class)	Defiance of authority	Gross Acts of Misconduct
Failure to attend a class without valid cause. Failure to attend school without a valid cause.	Alcohol possession or use.	Drug possession, use or distribution.
Possession of match or lighter	Use of match or lighter	Arson

The consequences of violating the District 159 Behavior Code do not preclude the use of other methods or approaches that are reasonable and purposeful. Mitigating factors that should be considered when administering disciplinary action include, but are not limited to: age, health, maturity and academic placement of student; prior conduct; attitude of student; cooperation of parent and guardian; willingness to make restitution; and seriousness of offense.

Category I

First Offense: Teacher/Student Conference, Teacher/Student/Parent Conference, Detention, Suspension of 0-3 days

Second Offense: Administrator/Parent/Student Conference, Suspension, 1-5 days

Category II

First Offense: Administrator/Student Conference, Administrator/Parent/Student Conference, Suspension, 3-5 days

Second Offense: Administrator/Student Conference, Administrator/Parent/Student Conference Suspension, 5-10 days

Category III

First Offense: Suspension, 5-10 days, and/or possible expulsion hearing; notification of proper authorities (e.g., police department)

Second Offense: Suspension 6–10 days, Disciplinary reassignment, Recommendation for Expulsion hearing

Repeated acts of misconduct in any of the categories of the Discipline Code may result in a request for a Disciplinary Hearing with the District Office. Repeated acts of misconduct in Categories II and III of the Discipline Code may result in a referral for an Expulsion Hearing. Students in grades 6-8 who engage in repeated acts of misconduct in Categories II or III may be referred to a placement in a Safe School Alternative Program.

DISTRICT 159 STUDENT BEHAVIOR CODE GOVERNING STUDENT TRANSPORTATION

Category I	Category II	Category III
Students must remain seated at all times while the bus is moving.	Distracting behavior, including loud general rowdiness, is not permitted.	Battery of a school employee or related personnel (i.e. teachers, aides, bus drivers, etc.)
Students must have seat belts properly fastened at all times.	Nothing may be thrown inside the bus.	Possession of a weapon, or a facsimile of a weapon, dangerous instrument or object.
Students must keep heads, hands, and objects inside the bus window at all times.	Bullying Fighting	Arson, bomb threat
Students must aid in keeping the bus neat, safe and orderly. Eating, drinking and gum chewing on the bus are not permitted.	Gross disruptive behavior that interferes with transportation services	Selling or dispensing drugs in school, on school property, or on buses.
All applicable Category I offenses established in the General Student Behavior Code.	All applicable Category II offenses established in the General Student Behavior Code.	All applicable Category III offenses established in the General Student Behavior Code.

The consequences of violating the District 159 Student Behavior Code do not preclude the use of other methods or approaches that are reasonable and purposeful.

Category I Accumulation of five (5) Bus Disciplinary Notices of Category I offenses within a designated *quarter* will result in the termination of bus service for that quarter.

First Offense: Verbal warning from bus driver and disciplinary reports to administrator. Administrator/Student Conference. Parent notification

Second Offense: Administrator/Student Conference. Bus driver issues written disciplinary report to administrator and school administrator will issue a written warning to student, and send a follow up letter to parent. Possible removal from bus for 0 – 5 days.

Third Offense: Administrator/Student Conference 0-5 days suspension from bus and/or school depending on the nature of infraction.

Category II Accumulation of three (3) Bus Disciplinary Notices of Category II offenses within a designated ~~semester~~ *quarter* may result in the termination of bus service for that quarter.

First Offense: Bus driver issues written disciplinary report to administrator and school administrator will issue a written warning to student, and send a follow up letter to parent; Administrator/Student Conference; Possible 3-5 days suspension from bus; Administrator/Parent/Student Conference

Second Offense: Administrator/Parent/Student Conference; 5-10 days suspension from bus or school depending on the nature of infraction; possible loss of bus privileges for the remainder of present quarter

Category III

First Offense: Administrator/Parent/Student Conference; Suspension, 5-10 days from the bus, possible loss of bus privileges for the remainder of the school year; and/or possible expulsion; notification of proper authorities (e.g., police department)

Second Offense: Possible loss of bus privileges for the remainder of present quarter and/or school year.

DISTRICT 159 STUDENT BEHAVIOR CODE GOVERNING CO-CURRICULAR ACTIVITY PARTICIPATION

Category I	Category II	Category III
General Attendance: unexcused absences and tardiness.	General Attendance: unexcused absences and excessive tardiness	General Attendance: unexcused absences and excessive tardiness
Academic related issues, Failure to Meet Eligibility Criteria	Academic related issues, Failure to Meet Eligibility Criteria	Academic related issues, Failure to Meet Eligibility Criteria
Infractions associated with the Student Behavior and School Discipline Code	Multiple infractions associated with the Student Behavior and School Discipline Code. Infraction associated with Category II or III of the Discipline Code.	Infractions associated with Category II and/or Category III of the Student Behavior and School Discipline Code.
Disruptive and distractible behavior detrimental to team or club.	Defiance of Authority and School Personnel	
All applicable Category I offenses established in the General Student Behavior Code.	All applicable Category II offenses established in the General Student Behavior Code.	All applicable Category III offenses established in the General Student Behavior Code.

Consequences of Violating District 159 Behavior Code: The consequences of violating the District 159 Behavior Code do not preclude the use of other methods or approaches that are reasonable and purposeful.

Category I

First Offense: Staff/Student Conference; Verbal warning; written notification to parent.

Second Offense: Administrator/Staff/Parent/Student Conference; Written notification; Parent/guardian conference; Possible suspension from activity.

Category II

First Offense: Staff/Student Conference; Written notification; Parent/guardian conference; Possible suspension from activity for the remainder of the activity schedule.

Second Offense: Administrator/Staff/Parent/Student Conference; Written notification; Possible suspension from participation and activity for the remainder of the activity schedule.

Category III

First Offense: Administrator/Staff/Parent/Student Conference; Possible suspension from activity/participation for 5-10 days; Possible loss of participation privileges for the remainder of the activity schedule.

Second Offense: Removal from activity and participation for remainder of semester and/or school year.

CO-CURRICULAR STUDENT ELIGIBILITY ADMINISTRATIVE GUIDELINES

General

Students who participate in extra-curricular, both athletic and non-athletic, will be subject to the Elementary School District 159 Eligibility Guidelines and appropriate Illinois Elementary Athletic Association by-laws. Beginning with the second week of school, a weekly evaluation of student performance, both academically and behaviorally, will be monitored to determine student eligibility for participation in the program/activity in which they are enrolled. Students who cannot comply with the Student Behavior Code established by the Board of Education will be prohibited from participation in the co-curricular activity schedule.

Co-curricular Eligibility Status and Procedures

The district administration, along with the building administration, will insure that only eligible students are participating in co-curricular activities. Teachers are requested to update student academic records weekly to assist with the student eligibility status. Weekly monitoring and collaboration by all involved school staff will be in place to ensure student eligibility compliance. Students who do not meet the eligibility

requirements must meet with the building administration to develop corrective actions to regain/maintain eligibility status. Any student who does not maintain eligibility as outlined below, or who has engaged in violations associated with the Student Behavior Code, will be considered ineligible and not allowed to participate. Failure to comply with all outlined requirements may result in termination from the activity and/or team. Finally, students must be in school for a minimum of three (3) class periods on the day of any activity in order to participate in that activity that day.

Student Academic Eligibility

Students must have a passing grade in all academic classes. Grades are cumulative during any marking period. At the conclusion of the quarterly grading period, students participating in extracurricular activities must have a *minimum of* a 2.0 grade point average and be passing all classes to be eligible to participate. This evaluation period will include students who are participating in the District sponsored intramural activities and other identified co-curricular activities. Students who do not meet this eligibility requirement at the conclusion of the quarterly/semester grading period will be removed from the activity for the remainder of the program's calendar season.

Procedures and Implementation of Student Eligibility

- The administration will then meet with each student who does not meet eligibility requirements and advise them that they have a two-week period to reach eligibility status or they will be removed temporarily from the activity. During this period students may participate in practices but will not be allowed to participate in district competition. The administrator shall contact the parent/guardian to inform them of such action. In turn, coaches will be advised by the administration of any students who are so affected.
- At the conclusion of the second two-week period, a status report will be reviewed by the administration. If progress is not noted, the student will be removed from the activity, to include all practices and competition. The principal shall contact the parent and advise the parent/guardian of such action. In turn, coaches and/or moderators will be advised of any pupils who are so affected. At this time, a corrective plan, agreed to by school, student and parents will be developed, to ensure student progress and related success. If the student's progress is deemed satisfactory, as a result of completed assignments or recent test scores, then that student may have his/her eligibility restored after a review of the information by the school administrator.
- At the conclusion of the third two-week probationary period, if progress is not noted, the student will be removed from the activity for the remainder of the semester or activity season. Participation in a second semester activity program may be contingent on student performance, both academically and behaviorally, during the preceding semester.
- Students who fail coursework at the conclusion of the second semester may be required to participate in additional summer school obligations, or similar to, prior to their being deemed eligible for participation in activities during the ensuing school year.

DISTRICT 159 STUDENT BEHAVIOR CODE GOVERNING TECHNOLOGY USE

Category I	Category II	Category III
Typing inappropriate names or words in any software used (i.e. -MS Word or any other word processing program owned by the District)	Attempting to break through school security codes, or attempting to hack into or disrupt servers.	Deleting or tampering with any files or applications.
Accessing personal email from district computers unrelated to schoolwork and activities.	Entering unauthorized areas of security programs.	Viewing inappropriate material on the Internet (i.e. pornography, violent, hateful, illicit material.
Inappropriate use of scanner or digital camera (If used for pornographic material, refer to Category III).	Sharing or manipulation of passwords and/ or using others' of-passwords	Vandalizing or destroying technology equipment including but not limited to computers, laptops, digital cameras, scanners, wiring, wall ports, mini-hubs, and/or printers.
Uploading or downloading of copyrighted material without prior permission. Plagiarizing material or using copyrighted material from the internet for school assignments.	Linking the school district web page to any personal or professional web page without written consent of the school board.	Inserting foreign material or an inappropriate item into any ports, hubs, CD-ROM drives or disks drives.
Revealing any full name, personal address, digital photograph, scanned or streamed image, phone number or password to an online source.	Cyber-bullying and related use of the internet	Breaking through school computer security codes or hacking into school servers. Intentionally uploading / downloading viruses, worms or other forms of network, server or computer damaging software.
Using the Internet without staff permission. Using the internet for personal purposes and / or using school resources for personal reasons without staff permission.	Using on-line proxies to bypass school security to open blocked sites on the internet.	Theft of technology equipment, including but not limited to computers, laptops, digital cameras, scanners, printers, and/or printer cartridges.

Category I

First Offense: Documented written warning with notice to parent, stating AUP Code violation.
Use of computer restricted to LAN services for specified time.
Use computer only under direct supervision (one on one) of staff for specified time.

Second Offense: Communication with all involved parties (student, teachers(s), parent(s), and administrator).
Use of computer restricted to LAN services for specified time.
Use computer only under direct supervision (one on one) of staff for specified time.
Possible loss of computer privileges 3-5 days.

Category II

First Offense: Documented written warning and phone contact with parent.
Conference with all involved parties (student, Teacher(s), parent(s), and administrator).
Use of computer restricted to LAN services for specified time-
Possible loss of computer privileges for specified time.
Possible school suspension.
Second Offense: Conference with all involved parties.
Use of computer restricted to LAN services for specified time.
Possible loss of computer privileges for specified time.
Possible school suspension.

Category III

Any Offense: Loss of computer privileges for specified time.
Possible School suspension of 5-10 days.
Possible recommendation to Board of Education for expulsion hearing.
Contact with proper authorities (e.g., police department) for restitution for damages and any losses incurred as outlined in the Illinois School Code.

WIDE AREA NETWORK ACCEPTABLE USE POLICY

The Board of Education recognizes that telecommunication and other technologies shift the ways information may be accessed, communicated and transferred by members of society. Those changes may also alter instructional strategies. The Board of Education supports appropriate access by students and staff to diverse informational resources. The development of appropriate skills to analyze and evaluate such resources by all users is also supported.

The Elementary School District 159 Wide Area Network is designed to facilitate the exchange of information for academic, educational, and research purposes. It is part of the curriculum and not a public forum for general use. The network is not intended for commercial use or personal entertainment. The Superintendent shall determine authorized users of the network.

The use of the District's network is a privilege, not a right. The failure of any user to follow the terms of this policy will result in the loss of privileges, disciplinary action and/or appropriate legal action. Electronic communications may be monitored or read by school officials. Messages relating to, or in support of, illegal activities will be reported to the authorities.

Acceptable & Unacceptable Network Uses

Acceptable

The following are acceptable uses for the network:

1. Use of the network for class assignments or in support of the same.
2. Use of the network for educational research activities.
3. Use of the network to support the development and implementation of curriculum.

Unacceptable

Examples of unacceptable uses for the network include, but are not limited to, the following:

1. Interfering with the ability of others to use the network.
2. Using the network for any illegal purpose or for the unauthorized access to systems, sites, software or data.
3. Attempting to harm or destroy the data of another user.
4. Using the network for commercial or private advertising.
5. Using the network for private or financial personal gain.
6. Uploading or downloading copyrighted materials such as computer programs, without appropriate authorization from the copyright holder.
7. Accessing services illegally or gaining unauthorized access to resources or entities.
8. Using the network for other than academic, educational or research purposes.
9. Invading the privacy of individuals, including revealing the address and telephone numbers of others, using others' passwords or trespassing on others' folders, work or files.
10. Accessing submitting, posting, publishing or displaying any defamatory, abusive, obscene, profane, offensive, harassing, threatening or illegal material.

11. Using the network while access privileges are suspended or revoked.
12. Revealing your full name, personal address, phone number or password.

Network Etiquette

Users are expected to abide by the accepted network etiquette rules. They are:

- Be polite. Use appropriate language.
- Protect your privacy and the privacy of others.
- Do not use the network in a way that would disrupt its use by other users.

The District is not responsible for any information that may be lost, damaged, or unavailable when using the network, or for any information that is retrieved through the network.

DEFINITION OF TERMS

Alternative School Placement –Disciplinary reassignment to a Safe School Program or similar placement that offers a specialized curriculum and appropriate supports to the student for a defined period of time.

Appeal - Requesting a review of a case by the next highest appropriate authority.

Arson - The act of intentionally setting a fire in school or on school grounds.

Assault - Intentionally engaging in conduct that places another in reasonable danger of bodily harm/injury including threats and verbal assaults.

Battery - Physical attack on another person.

Battery of a School Employee -Physical attack on any employee of District 159.

Bomb Threat - Giving false information about the existence of explosives on school property.

Bullying – The act of presenting fear of injury or violence upon another by an individual or group, including cyber-bullying associated with internet usage.

Cheating/Plagiarism -Violation of accepted academic ethics.

Coercion - The act of using forcible means to dominate or restrain another person.

Cyber-bullying - Defined by the use of the internet, cell phones or other electronic devices are used to send or post text or images intended to hurt or embarrass another person. A form of bullying that utilizes technology.

Defiance of Authority - Refusal to listen or cooperate with adult in charge of student activity.

Disrespect-The act of insulting, calling derogatory names, dishonoring or verbally abusing another.

Disruptive Behavior -The act of being involved in behavior, which disrupts the educational process of other students in the classroom, or disregarding the suggestions and corrective effort of the certificated employee and any other person who provides a related service. Engaging in distracting or rowdy behavior on school buses also constitutes disruptive behavior.

Due Process - An established course of proceedings designed to insure that the legal rights of each student has been afforded when dealing with disciplinary issues.

Electronic Devices – Items such as personal cell phones, CD players, hand held video games; MP3 Players, etc.

Expulsion - Removal of a student from school for gross disobedience or misconduct for a period of time ranging from in excess of 10 days to a definite period of time not to exceed two school years.

Extortion -The obtaining of money or information from another by coercion or intimidation.

Falsification – Stating or presenting false or misleading information to school personnel. This infraction will include the presentation of false information to school administration or related authorities involving school personnel.

Facsimile of a Weapon – A copy or look-a-like instrument or devise used for offense or defense.

False Fire Alarm -Tampering with fire alarm apparatus.

Fighting -The act involving hostile bodily contact in or on school property, or going to or from school, including any activity under school sponsorship (e.g., dance, athletic event, etc.).

Fireworks/Explosives - Substance or prepared chemicals that explode or cause explosion and are capable of inflicting bodily injury or damage to school facilities.

Forgery -The act of fraudulently using in writing the name of another person, or falsifying times, dates, grades, addresses, or other data on school forms or records.

Gambling - The act of performing any game of chance for money or gambling.

Gangs/Gang Activity - A “gang” is defined as any group, club or organization of two or more persons whose purposes include the commission of illegal acts.

Gross Acts of Misconduct - This concept shall be defined, but not limited to, the following: 1.) Disruptive behavior in the classroom, on school property, on a school bus, or at any school-sponsored activity or school-related activity. 2.) Repeated aggressive behaviors, verbal or physical confrontation at school, school sponsored or school-related activities, or when under the supervision of school staff. 3.) Acts that obstruct or interrupt the instruction process in the classroom, endanger the well being of students, teachers, or any school employee and any other acts which have an unsettling effect on the educational process of instruction.

Harassment – To trouble one by repeated comments, attacks, etc. To torment, pester or tease in a malicious manner.

Indecent Exposure - The act of baring parts of one’s body in ways contrary to commonly recognized standards of propriety, behavior, decency and/or morality.

Intimidation - Deliberately frightening, disturbing or inhibiting another person by threatening, coercing or stalking him or her.

Leaving the School Grounds Without Permission - “School grounds” school building and school property adjacent to the building.

Possession of Alcohol and/or Drugs - Possessing any mood-altering chemicals on school property or at a school related activity.

Possession of Tobacco and/or Smoking - Possessing or using any tobacco product.

Safety - Any action that endangers the property or life of any student or staff member.

Selling Drugs - Intent to sell or dispensing of mood-altering chemical including alcohol, narcotics, controlled substances, look-alike substances, etc.

Sexual Harassment - Any unwelcome and/or unwanted verbal or physical conduct or communication of a sexual nature between individuals or groups which is sufficiently severe, persistent or pervasive as to limit a student’s ability to participate in or benefit from the educational program or which creates a hostile or abusive school environment.

Sexual Violation - Sex crimes which include the use of force such as criminal sexual assault, aggravated criminal sexual assault, criminal sexual abuse and aggravated criminal sexual abuse.

Suspension - The involuntary removal of a student from class and school attendance for ten (10) days or less. Suspension may not be used serially for a single act of misconduct. Schools should attempt to ensure the student’s receipt of class assignments for the period of suspension, and the academic grade will not be affected when the class assignments are completed satisfactorily.

Theft and/or Possession of Stolen Property - The act of taking, possessing or acquiring the property of others without their consent. The school does not assume responsibility for lost or stolen items. Students are responsible for properly securing all personal belongings.

Trespassing – Entrance onto school grounds when previously prohibited or remaining on school grounds after receiving a request to depart by a district employee.

Vandalism, Defacing and/or Destruction of Personal, School or Bus Property - Destroying or defacing personal, school, or bus property, including graffiti. The offender will be required to pay for damages.

Verbal Abuse/Profanity - Vulgarity and offensive or abusive language and/or disrespect by words and/or gestures.

Weapon -. Any object that is commonly used to inflict bodily harm, and/or an object that is used or intended to be used in a manner to inflict bodily harm, even though its normal use is not a weapon, or “look-alikes” of such objects.

ABOUT THIS HANDBOOK

This handbook is written as a reference guide to answer questions you may have regarding school rules and procedures. School procedures and policies are not stated in their entirety *within this handbook*. If you have any questions *regarding the contents of this handbook* please contact your building principal. Please read this handbook *carefully, taking time to discuss its purpose* with your child and return the acknowledgment statement in the section below with your signature to your child's teacher as required.

ACKNOWLEDGMENT STATEMENT

Please sign and date the "acknowledgment statement" below and return it to your child's teacher.

✂ _____

PARENT/GUARDIAN:

SIGN AND DATE THIS SECTION AS ACKNOWLEDGMENT OF RECEIVING THE PARENT/STUDENT HANDBOOK. IT IS NECESSARY TO COMPLETE ONE FORM FOR EACH OF YOUR CHILDREN.

I have received and read the Parent/Student Handbook and agree to follow the guidelines and rules it contains including the internet acceptable use policy.

Child's
Name _____ Grade _____ Room # _____

Signature of
Parent/Guardian _____ Date _____

MEDIA RELEASE

Check below to indicate your permission to use your student's name, picture and school work to be used for publicity purposes.

_____ Yes, I authorize Elementary School District 159 to use my student's name, picture or school work for publicity purposes.

Parent/Guardian Name: _____ (please print)

Student's Name: _____ (please print)

Parent/Guardian Signature: _____

Date: _____ School: _____

