



SCHOOL POLICIES AND DISCIPLINE GUIDELINES

STUDENT HANDBOOK

Berwyn South School District 100

2023-2024

Vision and Philosophy

The vision of Berwyn South School District 100 is to inspire a passion for learning in every child.

Our mission is to create inclusive learning environments where students take ownership of their academic and personal growth, embrace diversity, and strive to be positive influencers in our changing world.

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

This handbook is to help students and their parents/legal guardians become familiar with the District 100 community and district and school policies and expectations. Our district recognizes that each student has rights and responsibilities in a democratic society. However, there may be times when individual rights must be restricted so they do not interfere with the rights of others. Expectations and regulations are needed to ensure that each student who attends school receives the best possible education. The administration and teachers have the authority to take action and make decisions for the safety and wellbeing of the students and staff. While it is not possible to anticipate all situations, these are some of the school policies and disciplinary guidelines.

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

The District may have to make modifications to parts of this handbook based on the latest local health conditions and guidance. Under those circumstances, the district will make every effort to communicate that new information to families as soon as possible.

District Contact Information

La Vergne Educational Center
3401 Gunderson Avenue
708-795-2300

Berwyn South School District 100 Schools

Emerson Elementary School
6850 West 31st Street
708-795-2322

Hiawatha Elementary School
6539 W. 26th Street
708-795-1270

Irving Elementary School
3501 S. Clinton Avenue
708-795-2336

Komensky Elementary School
2515 Cuyler Avenue
708-795-1254

Pershing Elementary School
6537 W. 37th Street
708-795-1277

Piper Elementary School
2435 S. Kenilworth Avenue
708-795-0140

Heritage Middle School
6850 W. 31st Street
708-749-6110

Freedom Middle School
3016 S. Ridgeland Avenue
708-795-5800

GENERAL INFORMATION	8
BUILDING VISITATION	8
VOLUNTEER INFORMATION FORM	8
PARENT/LEGAL GUARDIAN TEACHER ORGANIZATION/ASSOCIATION	8
SEXUAL ORIENTATION, GENDER EXPRESSION, AND GENDER IDENTITY	8
MEAL PROGRAM	8
ELEMENTARY DRESS CODE	9
MIDDLE SCHOOL DRESS CODE	9
CARE OF SCHOOL PROPERTY	9
INSURANCE	10
ILLNESS OR INJURY OF STUDENTS	10
CELLULAR PHONE USAGE	10
FREEDOM OF INFORMATION	10
DRUG-FREE SCHOOL	10
SMOKING AND USE OF TOBACCO, E-CIGARETTES	11
<u>REGISTRATIONS AND RESIDENCY</u>	11
REGISTRATION	11
RESIDENCY REQUIREMENTS	11
STUDENT FEES/WAIVERS OF FEES	12
STUDENT RECORDS ACT	12
<u>ABSENCE AND TRUANCY</u>	13
ATTENDANCE	13
SCHOOL DAY AND SUPERVISION	13
REPORTING AN ABSENCE	14
TARDINESS	14
CHRONIC ABSENTEEISM	14
TRUANCY	14
EXCUSED ABSENCES	15

MEDICAL APPOINTMENTS	15
RELEASE DURING SCHOOL HOURS	15
WHEN TO KEEP YOUR CHILD HOME	15
HOME/HOSPITAL STUDENT SERVICE	13
<u>HEALTH SERVICES REQUIREMENTS</u>	16
REQUIRED HEALTH EXAMINATIONS AND IMMUNICATIONS	16
EYE EXAMINATION	16
DENTAL EXAMINATIONS	17
HEARING SCREENINGS	17
EXEMPTIONS	17
ADMINISTERING MEDICATIONS TO STUDENTS	17
<u>TRANSPORTATION</u>	17
TRANSPORTATION SAFETY GUIDELINES	18
BICYCLES	18
<u>CURRICULUM AND INSTRUCTION</u>	18
COURSE PERMISSION FOR MIDDLE SCHOOL	18
SCHOLASTIC ELIGIBILITY	18
ACTIVITIES-EXTRACURRICULAR	19
FIELD TRIPS AND ASSEMBLIES	19
HOMEWORK	19
REPORT OF PROGRESS	19
PROMOTION/RETENTION/GRADE ADJUSTMENT	20
LANGUAGE ACQUISITION/LANGUAGE LEARNERS	20
FULL-TIME TRANSITIONAL BILINGUAL/DUAL LANGUAGE PROGRAM	20
PART-TIME TRANSITIONAL BILINGUAL PROGRAM	20
TRANSITIONAL PROGRAM OF INSTRUCTION	20
GIFTED, ACCELERATED, AND ENRICHMENT	21
ERIN’S LAW (CHILD SEXUAL ABUSE PREVENTION)	22
DISTRICT AND SCHOOL WELLNESS GUIDELINES	22
CLASSROOM PHYSICAL ACTIVITY BREAKS	22

ACTIVE ACADEMICS	23
CELEBRATIONS AND REWARDS	23
TITLE I DISTRICT COMPACT	23
SCHOOL - PARENT COMPACT	24
STUDENT RESPONSIBILITIES	25
PARENT/LEGAL GUARDIAN AND STUDENT RIGHTS CONCERNING A STUDENT’S SCHOOL INFORMATION	25
<u>SPECIAL EDUCATION</u>	25
SPECIAL EDUCATION SERVICES	25
SECTION 504/AMERICANS WITH DISABILITIES ACTS	26
BEHAVIORAL INTERVENTIONS FOR STUDENTS WITH DISABILITIES	26
EQUITY POLICY & AMERICANS WITH DISABILITIES ACT: ADA NOTIFICATION	26
<u>POSITIVE BEHAVIOR INTERVENTION SUPPORTS (PBIS)</u>	27
BEHAVIOR INTERVENTIONS AND SUPPORTS	27
UNIVERSAL BEHAVIORAL SUPPORT	27
BEHAVIORAL T-CHART	27
SECONDARY PBIS	28
CHECK-IN/CHECK-OUT (CICO)	28
SOCIAL ACADEMIC INTERVENTION GROUPS (SAIGs)	28
CHECK-IN/CHECK-OUT (CICO) WITH INDIVIDUALIZED FEATURES	28
TERTIARY PBIS	29
FUNCTIONAL BEHAVIORAL ASSESSMENT	29
BEHAVIORAL INTERVENTION PLANS	29
WRAPAROUND PLANS	29
NONVIOLENT CRISIS INTERVENTION	29
<u>STUDENT CONDUCT</u>	29
HARASSMENT OF STUDENT PROHIBITED	29
SEXUAL HARASSMENT PROHIBITED	30
BULLYING	30
GANG ACTIVITY PROHIBITED	31

ARTICLES PROHIBITED IN SCHOOL	31
VAPING-RELATED PRODUCTS & ILLEGAL SUBSTANCES	31
WEAPONS PROHIBITION	32
VOLUNTARY ADMISSION	33
AFTER-SCHOOL SUPPORT/DETENTION	33
SUSPENSION	33
EXPULSION	33
RE-ENGAGEMENT OF RETURNING STUDENTS	33
ISOLATED TIME OUT, TIME OUT, AND PHYSICAL RESTRAINT	34
CORPORAL PUNISHMENT	34
<u>TECHNOLOGY</u>	34
RESPONSIBLE USE GUIDELINES FOR TECHNOLOGY	34
RESPONSIBLE USE AND DIGITAL CITIZENSHIP	35
ACCEPTABLE USE POLICY AND AUTHORIZATION FOR ELECTRONIC ACCESS	35
CURRICULUM AND APPROPRIATE ONLINE BEHAVIOR	35
ACCEPTABLE USE	36
INTERNET SAFETY	36
CYBER SAFETY	36
SECURLY	36
AUTHORIZATION FOR ELECTRONIC NETWORK ACCESS	36
CONFIDENTIALITY	37
VIOLATIONS	37
COMMUNICATING SAFELY ONLINE	37
DIGITAL CITIZENSHIP	37
RESPONSIBLE COMMENTING	37
DIGITAL FOOTPRINTS	37
DIGITAL ETHICS	37
CYBERBULLYING	37
RESEARCH AND INFORMATIONAL LITERACY	38
RESPONSIBLE USE GUIDELINES ACKNOWLEDGEMENT	38

STUDENT ONLINE PERSONAL PROTECTION ACT (SOPPA)	38
EMPLOYEE CONDUCT STANDARDS	39
<u>GRIEVANCE PROCEDURES</u>	39
UNIFORM GRIEVANCE PROCEDURES	39
FILING A COMPLAINT	40
INVESTIGATION	40
DECISION AND APPEAL	40
<u>HEALTH AND SAFETY</u>	40
SEX OFFENDER NOTIFICATION	41
SUICIDE AND DEPRESSION AWARENESS AND PREVENTION	41
CONCEAL AND CARRY ACT POLICY	41
WEATHER ALERT	41
E-LEARNING	41
ASBESTOS	42
PESTICIDE EXPOSURE	42

General Information

Building Visitation

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

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

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

Volunteer Information Form

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

Parent/Legal Guardian Teacher Organization/Association

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

Sexual Orientation, Gender Expression, and Gender Identity

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

[Gender Support Policy](#)

Meal Program

All eight schools will participate in the Community Eligible -Federal funded direct certification process for the distribution of breakfast and lunch at no cost to the students/families. Families are requested to complete a Family Income Form to fulfill the requirements of the program. Students may also bring their own lunch.

A summary of the program requirements, eligibility criteria and benefits can be accessed at the following link.

[U.S. Department of Agriculture National School Lunch Program](#)

Elementary Dress Code

Clothing items that are distracting to the learning environment or disruptive to the educational process shall not be worn. Clothing should be weather appropriate. Items of clothing, including jewelry that advertises illegal substances, weapons, vulgar messages, gang identification and promotion are not allowed. Unless otherwise communicated by school staff, hats, caps, hoods, sunglasses should not be worn inside the building.

When the student's dress interferes with the maintenance of a positive teaching/learning climate, or compromise reasonable standards of health, safety, and decency, the parent/legal guardian may be notified to bring a change of clothes or be asked to change into clothes provided.

Middle School Dress Code

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

- All students shall wear a school approved plain/solid navy blue collared polo shirt. The polo may be long or short sleeve and must be properly fitted. Any t-shirts worn underneath polo shirts may not be visible below approved polo.
- Students shall wear plain, solid khaki or black colored pants, skirts or shorts. Pants may not be sweat or velour and may not have oversized pockets.
- Plain, solid navy sweaters/sweatshirts (non-hooded) or school branded sweatshirts are allowed.
- IDs should be worn and visible at all times if required by school. Students must wear school-appropriate lanyards.
- For safety reasons, shoes must have backs. Flip-flops and slippers are not allowed.
- Items of clothing, including jewelry that advertises illegal substances, weapons, vulgar messages, gang identification and promotion are not allowed.
- Unless otherwise communicated by school staff, hats, caps, sunglasses should not be worn inside the building.
- School approved spirit wear may be worn during out of uniform days and at the discretion of the administration.

When the student's dress interferes with the maintenance of a positive teaching/learning climate, or compromise reasonable standards of health, safety, and decency the parent/legal guardian may be notified to bring a change of clothes or be asked to change into clothes provided.

Care of School Property

Each student is responsible for keeping an orderly locker. Student lockers are school property and remain such at all times. Although lockers may be assigned to students for their convenience, students and parents/legal guardians are advised that school authorities are authorized to conduct reasonable searches of school property in compliance with Board policy. Students will be penalized by loss of privileges, cost of repair and/or disciplinary action from school for any damage done to school property. Cost of repairing student-initiated damage to school property is the responsibility of the parent/legal guardian.

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

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

Insurance

Berwyn South School District 100 does not provide student health insurance. Parents or Legal Guardians are strongly advised to acquire individual student health insurance for their student(s).

Illness or Injury of Students

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

Cellular Phone Usage

The possession and use cell phones, and other electronic devices, are subject to the following rules:

- They must be out of sight and turned off or silenced during the regular school day unless the supervising teacher grants permission for them to be used or if needed during an emergency.
- They may not be used in any manner that will cause disruption to the educational environment or will otherwise violate student conduct rules.
- They may not be used for creating, sending, sharing, viewing, receiving, or possessing indecent visual depictions or non-consensual dissemination of private sexual images as defined in state law (i.e., sexting). Possession is prohibited regardless of whether the depiction violates state law. Any cellular phone or electronic device may be searched upon reasonable suspicion of sexting or other violations of policy.
- All usage violations will require school administrators to follow student discipline policies in addition to contacting the police and reporting suspected child abuse or neglect when appropriate.

Freedom of Information

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

Drug-Free School

Consistent with federal law, the Board of Education prohibits the use, possession, concealment, or distribution of drugs by students on school grounds or at any school-related event. Drugs include any alcoholic beverage, anabolic steroid, the possession or unlawful use of a controlled or illegal substance as defined by Illinois law, and any substance that could be considered a look-a-like controlled substance. Any student who violates this policy is subject to discipline, up to and including expulsion. When

appropriate, the district will refer the student and family to resources that can assist the student in addressing drug or alcohol related abuse problems as outlined in School Code 105 ILCS 5/2-3.4.

Smoking and use of tobacco, e-cigarettes

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

Registrations and Residency

Registration

All students will be registered online through a secure, online registration program. Each returning student will be assigned a unique “SnapCode” (access code), which is sent to families. Once received, parents and/or guardians can begin the registration process by creating an account with a password. Parents and/or guardians will use the individual “SnapCode” to register each child in the family under this account. Students are not fully enrolled until parents/guardians complete the full online form and submit the information. Payment may be made online or by personal check at the school office.

Residency Requirements

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

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

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

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

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

The district may be responsible for comparable services, including transportation, education and meals for the student, based on the student's circumstances. For any questions or issues related to the enrollment of a homeless student, the parent should contact the homeless liaison official for Berwyn South School District 100.

Student Fees/Waivers of Fees

The District establishes fees and charges to fund certain school activities. The fees are \$60 for registration and \$50 for technology usage for the current school year. Students will not be denied the opportunity to participate in curricular and extracurricular programs of the school district due to the inability of their parent or guardian to pay fees or certain charges. Students whose parent or guardian is unable to afford student fees may receive a fee waiver. A fee waiver applies to all fees related to school, instruction, and extracurricular activities.

Applications for fee waivers may be obtained from the school office and may be submitted by a parent or guardian of a student who has been assessed a fee. As student is eligible for a fee waiver if at least one of the following prerequisites is met:

1. The student currently lives in a household that meets the same income guidelines, with the same limits based on household size, that are used for the federal free meals programs;
2. The student's parent is a veteran or active-duty military personnel with income at or below 200% of the federal poverty line;
3. The student is homeless, as defined by the Mc-Kinney-Vento Homeless Assistance Act.

The building principal will give additional consideration where one or more of the following factors are present:

- An illness in the family;
- Unusual expenses such as fire, flood, storm damage, etc.;
- Unemployment;
- Emergency situations; or
- When one or more of the parents/guardians are involved in a work stoppage.

The building principal will notify the parent/guardian promptly as to whether the fee waiver request has been granted or denied. Questions regarding the fee waiver application process or an appeal of the District's decision to deny a fee waiver should be addressed to the Building Principal. Pursuant to the Hunger-Free Students' Bill of Rights Act, the school is required to provide a federally reimbursable meal or snack to a student who requests one, regardless of whether the student has the ability to pay for the meal or snack or owes money for earlier meals or snacks. Students may not be provided with an alternative meal or snack and the school is prohibited from publicly identifying or stigmatizing a student who cannot pay for or owes money for a meal or snack.

Fines for loss or damage to school property are waived for students who meet certain eligibility guidelines.

Student Records Act

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

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

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

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

Absence and Truancy

Attendance

Regular school attendance is essential to student success. The attendance policy applies to individuals who have custody or control of a child: (a) between the ages of six (on or before September 1) and 17 years (unless the child has graduated from high school), or (b) who is enrolled in any grades kindergarten through 8 in the public school regardless of age. Subject to specific requirements in State law, the following children are not required to attend public school: (1) any child attending a private school (including a home school) or parochial school, (2) any child who is physically or mentally unable to attend school (including a pregnant student suffering medical complications as certified by a physician), (3) any child lawfully and necessarily employed, (4) any child over 12 and under 14 years of age while in confirmation classes, and (5) any child absent because their religion forbids secular activity on a particular day.

School Day and Supervision

In elementary schools, the entry bell will ring at 8:25 a.m. with students in their seats at 8:30 a.m. In middle schools, the first entry bell will ring at 8:10 a.m. with students in their seats at 8:15 a.m. Dismissal time for elementary schools is 3:00 p.m. and for middle schools is 3:17 p.m. Students in the elementary

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

Reporting an Absence

The parent/guardian of a student who is enrolled must authorize all absences from school and notify the school by 8:30 a.m. to report an absence and the reason for the absence. Valid reasons for absences include (Illinois School Code 105 ILCS 5/26-2a):

- 1) Illness, including mental or behavioral health of the student;
- 2) Observance of a religious holiday;
- 3) Death in the immediate family or family emergency;
- 4) Other situations beyond the control of the student as determined by the Board of Education; or
- 5) Circumstances which cause reasonable concern to the parent for the mental, emotional, or physical health or safety of the student.

According to the Illinois School Code, schools must attempt to make contact with the Parents/Legal Guardians of all absent students that they have not heard from within two hours from the start of day. Schools will initiate calls to home, work, or emergency numbers. If possible, staff will do home visits if phone contact is not made. If no contact is made absence will be considered unexcused.

Tardiness

Students are responsible, with the help of their parents/legal guardians, to come to school on time. All student tardies are recorded and generally unexcused. Students in PK-5 schools need to be signed in by their parents/legal guardians when they are late. Repeated tardiness will be addressed with individual students and families.

Chronic absenteeism

Chronic absenteeism is defined as students who miss 10% (approximately 17 days) or more of the school days per year with or without a valid excuse. Per Section 26-18 of the School Code, every school district is required to collect and review chronic absenteeism data and determine what systems of support and resources are needed to engage with families of chronically absent students and to encourage the habit of daily attendance and student success. This includes an analysis of absence data from each school in District 100.

The school will contact the student and their parents/guardians if accumulated absences become excessive to identify the causes of unexcused absences. The district will track and provide early identification or potentially harmful attendance practices, and will work with students and parents to create a progressive, multi-level plan toward remediation of the problem as defined in the Illinois School Code, Section 26-2a. Student and parent meetings will be held with appropriate school and/or district staff and home visits will be made, if necessary. If absences continue to be excessive after supportive services have been provided, a medical note signed by a physician licensed to practice medicine in all its branches, may be required in order to have the absence excused. The note must state the dates that the student was unable to attend school and the date the doctor saw the student.

Truancy

According to the Illinois School Code a student who is absent **without valid cause** from such attendance for a school day or a portion thereof is considered truant. Chronic truancy is defined as a student who is

absent without a valid cause for 5% (approximately 8 days) or more days. In addition to the multi-level, individualized plan implemented for chronically absent students, truant or chronically truant students will receive interventions and supportive services including, but not limited to, parent conferences, student counseling, family counseling, and information relevant to their needs about existing community services that are available to truant and chronically truant students. Truant or chronically truant students will check-in directly with a staff member at their school and may be referred for additional support services through the West 40 Intermediate Service Center.

Excused Absences:

The importance of regular school attendance is vital to the learning continuity needed to promote maximum opportunities for achievement and success. State law lists valid causes for keeping your child home from school. Valid causes include: Illness, including mental or behavioral health of the student, observance of a religious holiday; death in the immediate family or family emergency; other situations beyond the control of the student as determined by the Board of Education; or circumstances which cause reasonable concern to the parent for the mental, emotional, or physical health or safety of the student. Additionally, a student will be excused for up to five days in cases where the student's parent/guardian is an active-duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat-support postings. The Board may excuse a student for additional days relative to such leave or deployment. A student and the student's parent/guardian are responsible for obtaining assignments from the student's teachers prior to any excused absences and for ensuring that such assignments are completed by the student prior to their return to school. The school may require documentation explaining the reason for the student's absence. In the event of any absence, the student's parent or guardian is required to call the school to explain the reason for the absence. If a call has not been made to the school by 10 a.m., a school official will call the home to inquire why the student is not at school.

Medical Appointments:

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

Release During School Hours:

Leaving during the school day can be disruptive to the learning environment and should only be for an illness, family emergency or a necessary physician's appointment (physician's note needed upon return). Students will be released only to a parent or an individual designated by the parent to pick up the child.

When to Keep your Child Home:

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

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

Continue to keep your child home after an elevated temperature until they have a normal temperature for 24 hours without the use of anti-fever medication. Upon returning to school, a physician's note is required in order to be excused from P.E./gym or recess.

Home/Hospital Student Service

A student who is absent from school, or whose physician, physician assistant, or advanced practice registered nurse anticipates that the student will be absent from school, because of a medical condition may be eligible for instruction in the student's home or hospital. Eligibility shall be determined by State law and the Illinois State Board of Education rules governing (1) the continuum of placement options for students who have been identified for special education services or (2) the home and hospital instruction provisions for students who have not been identified for special education services. Appropriate educational services from qualified staff will begin no later than five school days after receiving a written statement from: (1) a physician licensed to practice medicine in all of its branches, (2) a licensed physician assistant, or (3) a licensed advanced practice registered nurse. Instructional or related services for a student receiving special education services will be determined by the student's individualized education program.

Health Services Requirements

Required Health Examinations and Immunizations

All students are required to present appropriate proof of a health examination and the immunizations against, and screenings for, preventable communicable diseases within one year prior to:

1. Entering kindergarten or the first grade;
2. Entering the sixth and ninth grades; and
3. Enrolling in an Illinois school for the first time, regardless of the student's grade.

Proof of immunization against meningococcal disease is required for students in grades 6 and 12. A diabetes screening must be included as part of the health exam (though diabetes testing is not required). Students between the age of one and seven must provide a statement from a physician assuring that the student was "risk-assessed" or screened for lead poisoning. Beginning with the 2017-2018 school year, an age-appropriate developmental screening and an age-appropriate social and emotional screening are required parts of each health examination.

Failure to comply with the above requirements by October 15 of the current school year¹ will result in the student's exclusion from school until the required health forms are presented to the school, subject to certain exceptions. A student will not be excluded from school due to his or her parent/guardian's failure to obtain a developmental screening or a social and emotional screening.

New students who register mid-term have 30 days following registration to comply with the health examination and immunization requirements. If a medical reason prevents a student from receiving a required immunization by October 15, the student must present, by October 15, an immunization schedule and a statement of the medical reasons causing the delay. The schedule and statement of medical reasons must be signed by an appropriate medical professional.

Eye Examination

All students entering kindergarten or the school for the first time must present proof by October 15 of the current school year of an eye examination performed within one year. Failure to present proof by October 15, allows the school to hold the student's report card until the student presents: (1) proof of a completed eye examination, or (2) that an eye examination will take place within 60 days after October 15.

Dental Examination

All students entering kindergarten, second, sixth and ninth grades must present proof by May 15 of the current school year of having been examined by a licensed dentist within the last 18 months. Failure to present proof allows the school to hold the child's report card until the student presents: (1) proof of a completed dental examination, or (2) that a dental examination will take place within 60 days after May 15.

Hearing Screenings

Berwyn South School District 100 will do a state mandated hearing screening on all preschool, kindergarten, first, second, and third grade students. When the screening process is complete, only parents/legal guardians of children in need of further assessment will be contacted.

Exemptions

A student will be exempted from the above requirements for:

1. Medical grounds if the student's parent/guardian presents to the building principal a signed statement explaining the objection;
2. Religious grounds if the student's parent/guardian presents to the building principal a completed Certificate of Religious Exemption;
3. Health examination or immunization requirements on medical grounds if a physician provides written verification;
4. Eye examination requirement if the student's parent/guardian shows an undue burden or lack of access to a physician licensed to practice medicine in all of its branches who provides eye examinations or a licensed optometrist;
5. or Dental examination requirement if the student's parent/guardian shows an undue burden or a lack of access to a dentist.

Administering Medications to Students

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

In order to allow a student's self-administration of asthma medications, a parent must provide the school a written authorization and the prescription label, which must contain the name of the medication, the prescribed dosage, and the time at which or circumstances under which the medication is to be administered. The information shall be kept on file in the office of the school nurse, or in the absence of a nurse, the school's administrator.

In order to allow a student's self-administration of an EpiPen, the parent must provide the school a written authorization as well as written authorization from the student's physician, physician assistant, or advanced practice nurse, which shall provide: 1) the name and purpose of auto injector, 2) the prescribed dosage, and 3) the time or times at which or the special circumstances under which the auto-injector is to be administered. Provided that the student is authorized to do so pursuant to a diabetes care plan, the school shall allow a student to self-manage their diabetes.

The Illinois Emergency Epinephrine Act, [PA 97-0361](#), allows schools to supply epinephrine autoinjectors and authorizes schools to enter into an agreement with a physician to provide the school with a

prescription to obtain the auto-injectors. This gives school nurses (RN) or trained school administrators the power to administer the epinephrine to any student whom the registered nurse/administrator believes is having an anaphylactic reaction.

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

Transportation

Transportation Safety Guidelines

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

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

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

Bicycles

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

Curriculum and Instruction

Course Permission for Middle School

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

Scholastic Eligibility

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

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

Activities-Extracurricular

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

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

Field Trips and Assemblies

Academic field trips are part of the curriculum and all students should be encouraged to attend. A student who attends a school-sponsored field trip is responsible for following all of the school expectations while participating on the field trip. In addition, students are responsible for completing a field trip permission form and securing a parent's/legal guardian's signature allowing them to participate.

Homework

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

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

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

Report of Progress

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

The school state report cards are on the district web site and can be found on [Illinois Report Card website](#). A printed copy of the report card will be sent to parents/legal guardians upon request. This report provides information about the performance of our students and statistics by comparison with other districts.

Promotion/Retention/Grade Adjustment

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

Language Acquisition/Language Learners

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

The Department of Language Acquisition offers students three types of language programs that integrate language and content area instruction:

Full-Time Transitional bilingual/Dual Language Program

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

Part-Time Transitional Bilingual Program

Allows students to acquire English by supporting student's instruction through the use of their native language. The ultimate goal of the program is to have students reach proficiency in English. EL's are placed in a monolingual classroom and receive some or all of the required components of instruction from an ESL and/or bilingual endorsed teacher (in the form of differentiation, small-group, co-teaching, and/or push-in). Intentional and meaningful collaboration between teachers serving EL's is required.

Transitional Program of Instruction

Allows students to acquire English while they are learning content through the use of explicit language strategies. The program is offered to students from preschool through eighth grade. The ultimate goal of the program is to have students reach proficiency in English. EL's are placed in a monolingual classroom and receive some or all of the required components of instruction from an ESL and/or bilingual endorsed teacher (in the form of differentiation, small-group, co-teaching, and/or push-in). Intentional and meaningful collaboration between teachers serving EL's is required.

Gifted, Accelerated, And Enrichment

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

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

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

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

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

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

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

Structure of Programming K-8:

Tier 1: Classroom Enrichment

Classroom teachers collaborate with their accelerated coaches to provide accelerated learning opportunities inside the classroom for students who are working above grade level expectations.

Tier 2: Support with Accelerated Coach before/after school

Building principals identify a coach per building who provides students with enrichment and accelerated opportunities before, during, or after school.

Tier 3: Differentiated Education Plan or Possible Grade Level Acceleration

WISC-IV is administered by a school psychologist. Students with an IQ of 120 or above are eligible for a Differentiated Education Plan. Classroom teachers, the school coach, and the Director of Accelerated and Gifted Learning meet to discuss the strengths, areas of growth, and specific goals for the student that are written in a formal plan. Goals are created and reviewed annually from the NWEA MAP Learning Continuum in reading, math, and language.

Non-academic enrichment opportunities provided throughout the district may include: choir, speech and drama, musical, STEM/robotics, Our American Voice (OAV) and other service clubs, art clubs, iSWAT, athletics, summer enrichment camps, partnerships with Illinois colleges and universities.

Erin's Law (Child Sexual Abuse Prevention)

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

District and School Wellness Guidelines

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

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

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

Classroom Physical Activity Breaks

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

- The District is supporting a campaign to encourage a healthy lifestyle because it supports student learning and increases the quality of life. *Andale 150 and Let's Move 150*, as the campaign is called, encourages activity from 150 - 300 minutes per week. Activity can include walking, running, jumping rope, skipping, weight training or basically anything that encourages movement. The following benefits are seen:
- Improved bone health and weight status for children ages 3 through 5 years.
- Improved cognitive function for youth ages 6 to 13 years.
- Brain health benefits, including possible improved cognitive function, reduced anxiety and depression risk, and improved sleep and quality of life.

Active Academics

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

Celebrations and Rewards

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

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

Title I District Compact

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

The District agrees to:

- Maintain a Learning Management System and Parent Portal to provide parents access to their child/children's absences, tardies, grades, assessments, upcoming projects, and assignments to allow the parents to continue to be knowledgeable about the progress of their child through our Power School Program.
- Evaluate the reading and math ability of each child in Kindergarten through eighth grade through *MAP/NWEA and/ STAR assessments*.
- Hold parent teacher conferences annually to permit the teachers and parents to cooperate on increasing the child's achievement; parent teacher conferences will be held as necessary when a child is experiencing problems throughout the year.
- Conduct grade level parent meetings *and open house events* at the beginning of the year to explain the curriculum expectations of the teachers.

- Carry out PBIS Universal Behavioral Trainings at the beginning of the school year and focus on monthly behavioral expectations, knowing that a safe and caring learning environment is important for student achievement.
- Establish interventions to ensure that a child's program is personalized to meet the individual student needs.
- Encourage student's *stamina in reading to increase the time spent using MYON Program and other means to promote student self-selected reading.*
- Offer access to computerized instructional programs to diagnose and prescribe reading and math instruction.
- Provide 90 minutes per day of reading instruction.
- Lead small guided instruction reading groups to encourage the development of their reading skills.
- Assess using the Illinois Learning Standards in reading and math for grades Kindergarten through eighth; appropriate staff will reteach any standards, benchmarks or indicators in which a child needs additional support.
- Promote the participation of the parent and child to establish goals for their learning.
- Support engaged learning through technology and project-based learning.
- Uphold open lines of communication with the parents and the community.
- Differentiate instruction to develop the strengths of the students in reading and math.
- Provide high-quality, standards-based curriculum and instruction in a supportive environment.

School - Parent Compact

We, District 100 parents/guardians, will support our children's education by participating following ways:

- Communicate on a regular basis with the school on academic, social, and emotional issues by phone, writing, Email, or in person.
- Develop an awareness of the school district's curriculum and the skills taught at each grade.
- Attend school meetings of the school's district's curriculum and the skills taught at each grade.
- Attend school meetings, provide input on district and school issues, and volunteer for school activities and events.
- Read and return all required communications and forums from school.
- Monitor and assure completion of homework and assignments.
- Attend conferences designed to report student progress and participate, as appropriate, in decisions relating to your child's education.
- Provide encouragement and support to promote your child's achievement.
- Report problems and concerns as soon as they appear.
- Become personally involved in activities designed to strengthen your child's learning such as trips to libraries, zoos, museums, etc.
- Arrange family activities around the school calendar so they don't interrupt the education of your child.
- Read Emails and Listen to phone messages about school events/activities.
- Check the Learning Management System: Schoology or Seesaw to stay up-to-date on your student's activities.
- Ensure your child attends school daily.
- Promote 30 minutes or more of reading daily while limiting television and video games.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent/guardian representative on the school's School Improvement team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities

We, students, will share the responsibility to improve our academic achievement and achieve the state's high standards. Specifically, we will:

- Do my homework every day and ask for help when I need it.
- Read at least 30 minutes every day outside of school time.
- Give my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

Parent/Legal Guardian and Student Rights Concerning a Student's School Information

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

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

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

- A disclosure made to other school officials within the school or school district who have a legitimate educational interest in the information
- A school official includes a person or company with whom the district has contracted to perform a special task such as an attorney, auditor, consultant, or therapist, for example. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill their professional responsibilities.

A disclosure made in connection with a health or safety emergency. (The health and safety emergency provision is a commonsense acknowledgement that there may be situations when the immediate need for information to avert or diffuse certain unusual conditions or disruptions requires the release of information.)

Special Education

Special Education Services

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

Any questions regarding the proper identification, evaluation or placement of any such student may be directed to the Director of Special Education. A copy of a notice of procedural safeguards and parent/legal guardian rights is available to parents/guardians at the following link.

[Procedural Safeguards](#)

Section 504/Americans with Disabilities Acts

The Americans with Disabilities Act of 1990 (ADA) and the federal Rehabilitation Act require the school district to ensure that no individual will be discriminated against based upon a disability. Under federal law, qualified students with disabilities may be entitled to certain services or accommodations related to their school programming. Parents/Legal Guardians who believe their child may have a disability that substantially limits their child's ability to function properly in school should contact the District 504/ADA Coordinator.

Behavioral Interventions for Students with Disabilities

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

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

Equity Policy & Americans with Disabilities Act: ADA Notification

It is the policy of Berwyn South School District 100 not to discriminate on the basis of sex in its educational and extracurricular programs, activities, or employment policies as required by the American with Disabilities Act of 1990, 42 U.S.C. 120101; Equal Employment Opportunities Act (Title VII of the Civil Rights Act, 42 U.S.C. 2000; Title VI of the Civil Rights Act, 42 U.S.C. 2000; and Title IX of the Education Amendments, 20 U.S.C. 1681 105 ILCS. Inquiries regarding compliance with the Illinois Sex Equity Rules, Title IX, and Americans with Disabilities Act may be directed to the Director of Staff and Student Services

The district also promotes a policy that states all students have a right to attend school in an environment free of harassment or intimidation based on actual or perceived: race, color, national origin, sex, sexual orientation, gender identity, gender -related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, parental status including pregnancy. These rights are defined in the 1980 EEOC Title VII Amendment to Guidelines on Discrimination Because Of Sex and Title IX Federal Education Amendment. The district has established formal grievance policies in these areas and the policies can be found in the Board of Education Policy Manual located in each of the schools and on the Berwyn South School District 100 [website](#) under Board of Education tab.

**Positive Behavior Intervention Supports (PBIS)
Behavior Interventions and Supports**

Berwyn South School District 100 utilizes Positive Behavior Intervention and Supports, Second Step, and/or Responsive Classroom in order to provide students with rich learning experiences that foster social awareness and relationship skills, responsible decision making as well as assessment and self-management.

Universal Behavioral Support

The first tier of our universal behavior support system includes three to five clearly defined behavior expectations. These expectations serve as a common language in all areas of the school both structured and unstructured. This tier is supported by a universal PBIS coach in each school. The coach provides the staff and students with monthly lessons and foci that relate to our other universal support of Second Step

In addition to PBIS, we utilize an evidence based Social-Emotional Learning Curriculum called Second Step. In conjunction with PBIS, students and staff engage in weekly lessons around skills for learning, empathy, emotion management, and problem-solving skills. As PBIS teams meet to review individual student behavior, students are recommended or referred for various interventions based on referral data, teacher and/or parent recommendations.

Behavioral T-Chart

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

Teacher Managed Behaviors (Minors) *Handled by teachers	Office Managed Behaviors (Majors) *Handled by Administration
Disruption	Disruption (repeated/extreme)
Disrespect	Disrespect (repeated/extreme)
Defiance	Defiance (repeated/extreme)
Inappropriate Language	Bullying
Physical Contact	Fighting/Physical Aggression
Lying	Lying/cheating/Forgery (repeated/extreme)
Property Misuse	Property Misuse
Failure to complete homework	Harassment
Cheating	Property Damage (repeated/extreme)

Property Damage	Theft
Tardy	Eloping/Skipping Class
Uniform Violation	Use or possession of drugs/alcohol or weapons
Physical Contact	Harm to self
	Arson, Vandalism

Secondary PBIS

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

Check-In/Check-Out (CICO)

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

Social Academic Intervention Groups (SAIGs)

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

Some possible SAIG groups include:

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

Check-In/Check-Out (CICO) with Individualized Features

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

Some possible CICO with Individualized Features include:

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

- Peer accompanies student to check-in at beginning of day and check-out at end of day
- Check-in with supportive adult prior to a difficult class period

Tertiary PBIS

Functional Behavioral Assessment

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

Behavioral Intervention Plans

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

Wraparound Plans

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

Nonviolent Crisis Intervention

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

Student Conduct

Harassment of Student Prohibited

No person, including a Berwyn South School District 100 employee/agent, or student, shall harass or intimidate another student based upon a student's sex, color, race, religion, creed, ancestry, national origin, physical or mental disability, sexual orientation, gender expression, or other protected group status.

The District will not tolerate harassing or intimidating conduct, whether verbal, physical, or visual, that affects tangible benefits of education that interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment.

Students are prohibited from engaging in hazing or any kind of aggressive behavior that does physical or psychological harm to another or any urging of other students to engage in such conduct; prohibited

conduct includes any use of violence, force, noise, coercion, threats, intimidation, fear, harassment, bullying, hazing or other comparable conduct.

Students are also prohibited from (1) accessing and/or distributing at school any written or electronic material, including material from the Internet, that will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities, and (2) creating and/or distributing written or electronic material, including Internet material and blogs, that causes substantial disruption to school operations or interferes with the rights of other students and staff members.

Full implementation of the above includes: (1) conducting a prompt and thorough investigation of alleged incidents of bullying, intimidation, or harassing behavior (2) providing each student who violates one or more of these policies with appropriate consequences and remedial action, and (3) protecting students against retaliation for reporting such conduct. The District follows requirements of Title VI of the Civil Rights Act 42 U.S.C. 2000; Illinois Human Rights Act 775 ILCS 5/1-101.

Sexual Harassment Prohibited

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

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

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

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

Bullying

Berwyn South School District 100 is committed to promoting a safe, positive, nurturing environment. Bullying is an act of disrespect toward others and will not be tolerated. Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important District goals.

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

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

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

Gang Activity Prohibited

Students are prohibited from engaging in any gang activity, including but not limited to:

- Wearing, using, distributing, displaying, or selling any clothing, jewelry, emblem, badge, symbol, sign, or other thing that are evidence of membership or affiliation in any gang;
- Committing any act or omission, or using any speech, either verbal or non-verbal (such as gestures or handshakes) showing membership or affiliation in a gang;
- Using any speech or committing any act or omission in furtherance of any gang or gang activity, including but not limited to: (a) soliciting others for membership in any gangs, (b) requesting any person to pay protection or otherwise intimidating or threatening any person, (c) committing any other illegal act or other violation of school district policies, (d) inciting other students to act with physical violence upon any other person.

Articles Prohibited in School

Students are prohibited from bringing articles or objects that are hazardous to the safety of children or are offensive or disruptive to the learning environment. No pets are allowed at school unless written permission is granted by an administrator.

Vaping-related Products & Illegal Substances

Students are prohibited from:

1. Using, possessing, distributing, purchasing, selling or offering tobacco or nicotine materials, including electronic cigarettes, e-cigarettes, vapes, vape pens or other vaping-related products.
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages.
3. Using, possessing, distributing, purchasing, selling or offering for sale:
 - Any illegal drug, controlled substance, or cannabis (including marijuana, hashish, and medical cannabis unless the student is authorized to be administered a medical cannabis infused product under Ashley’s Law).
 - Any anabolic steroid unless it is being administered in accordance with a physician’s or licensed practitioner’s prescription.
 - Any performance-enhancing substance on the Illinois High School Association’s most current banned substance list unless administered in accordance with a physician’s or licensed practitioner’s prescription.
 - Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician’s or licensed practitioner’s instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited unless the student is authorized to be administered a medical cannabis infused product under Ashley’s Law.
 - Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student’s use of asthma or other legally prescribed inhalant medications.
 - “Look-alike” or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a student believes to be, or represents to be, an illegal drug, controlled substance, or other substance that is prohibited by this policy; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug, controlled substance or other substance that is prohibited by this policy.
 - Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.
 - Any substance inhaled, injected, smoked, consumed or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in a tablet or powdered form.

Students who are under the influence of any prohibited substance are not permitted to attend school or school functions. Emergency medical attention may be requested by school personnel if a student is under the influence of a prohibited substance. Possession of illegal substances may result in notification to the police department.

Weapons Prohibition

A student who is determined to have brought one of the following objects to school, any school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school shall be expelled for a period of not less than one year but not more than 2 calendar years:

- (1) A firearm, meaning any gun, rifle, shotgun, weapon as defined by Section 921 of Title 18 of the United States Code, firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act, or

firearm as defined in Section 24-1 of the Criminal Code of 1961. The expulsion period may be modified by the superintendent, and the superintendent's determination may be modified by the board on a case-by-case basis.

(2) A knife, brass knuckles or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm, including "look alike" of any firearm as defined above.

The expulsion requirement may be modified by the superintendent, and the superintendent's determination may be modified by the board on a case-by-case basis.

The presence of any weapon or "look alike" may result in notification to the police department.

Voluntary Admission

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

After-school support/detention

District 100 is committed to providing support for students in all areas of their education. We focus on utilizing Positive Behavior Interventions and Supports and, at times, after school or lunch support/detention may be used with students as a corrective disciplinary measure, to complete school assignments, or for purposes of student counseling. Notification that a detention was issued along with specific reasons will be sent home with the student or parents/legal guardians will be called. Parents/Legal Guardians will be given 24 hours of notification if the student is staying after school for detention. The parent/legal guardian shall be responsible for the student's transportation.

Suspension

If a student refuses to cooperate with school authorities, and in so doing interferes with the safety or the learning opportunities of others, the District may suspend a student from attending classes. Suspension, whether in-school or out-of-school may be appropriate when less restrictive measures have not worked or the student has put himself or others in physical danger. Careful consideration must be given as to which type of disciplinary measure will be most helpful to the student. In-school suspensions should be utilized to teach or re-teach appropriate behaviors and support academic needs. Whenever a suspension occurs, either in-school or out-of-school, the school will activate a team process to work with the student and parent/guardian to develop a plan to learn appropriate self-discipline measures.

Expulsion

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

Re-engagement of returning students

The building principal or designee shall meet with a student returning to school from an out-of-school suspension, expulsion or alternative school setting. The goal of this meeting shall be to support the student's ability to be successful in school following a period of exclusion and shall

include an opportunity for students who have been suspended to complete or make-up missed work for equivalent academic credit.

Isolated Time Out, Time Out, and Physical Restraint

Isolated time out, time out, and physical restraint shall only be used if the student's behavior presents an imminent danger of serious physical harm to the student or others and other less restrictive and intrusive measures were tried and proven ineffective in stopping it. The school may not use isolated time out, time out, and physical restraint as discipline or punishment, convenience for staff, retaliation, a substitute for appropriate educational or behavioral support, a routine safety matter, or to prevent property damage in the absence of imminent danger of serious physical harm to the student or others.

Corporal Punishment

Corporal punishment is illegal and will not be used. Corporal punishment is defined as slapping, paddling, or prolonged maintenance of students in physically painful positions, or intentional infliction of bodily harm. Corporal punishment does not include reasonable force as needed to maintain safety for students, staff, or other persons, or for the purpose of self-defense or defense of property. The use of prone restraint is prohibited.

Technology

Responsible Use Guidelines for Technology

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

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

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

Please note that the Internet is a vast, worldwide network, and often provides access to objectionable content. While Berwyn South School District 100 uses filtering technology to restrict access to most questionable material while the student is on the school network, no technology has the ability to filter everything. The best filter is your student's responsible behavior. It will be your responsibility to follow the rules for appropriate use, (outlined below).

We require that students use the district-issued tablet as a baseline for instruction in the classroom. These responsibilities can extend beyond the school grounds when working on district platforms and systems from home.

The responsible use of District 100 technologies also applies when outside the district, for example, at home or while using public WiFi. District 100 does not remotely filter the Internet or remotely monitor the student use of technology while outside district schools. It is the students' and parents' responsibilities to practice good digital citizenship by maintaining an appropriate and safe learning environment while outside District 100 walls. These expectations shall remain consistent inside and outside of District 100.

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

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

Responsible Use and Digital Citizenship

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

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

Acceptable Use Policy and Authorization for Electronic Access

Electronic networks are a part of the District's instructional program and serve to promote educational excellence by facilitating resource sharing, innovation, and communication.

The term *electronic networks* include all of the District's technology resources, including, but not limited to:

- The District's local-area and wide-area networks, including wireless networks (Wi-Fi), District issued Wi-Fi hotspots, and any District servers or other networking infrastructure;
- Access to the Internet or other online resources via the District's networks or to any District issued online account from any computer or device, regardless of location;
- District-owned or District-issued computers, laptops, tablets, phones, or similar devices.

The School District is not responsible for any information that may be lost or damaged, or become unavailable when using the network, or for any information that is retrieved or transmitted via the Internet. Furthermore, the District will not be responsible for any unauthorized charges or fees resulting from access to the Internet.

Curriculum and Appropriate Online Behavior

The use of the District's electronic networks shall: (1) be consistent with the curriculum adopted by the District as well as the varied instructional needs, learning styles, abilities, and developmental levels of the students, and (2) comply with the selection criteria for instructional materials and library resource center materials. As required by federal law and Board policy 6:60, *Curriculum Content*, students will be educated about appropriate online behavior, including but not limited to: (1) interacting with other individuals on social networking websites and in chat rooms, and (2) cyberbullying awareness and

response. Staff members may, consistent with the Superintendent's implementation plan, use the Internet throughout the curriculum.

The District's electronic network is part of the curriculum and is not a public forum for general use.

Acceptable Use

All use of the District's electronic networks must be: (1) in support of education and/or research, and be in furtherance of the goals stated herein, or (2) for a legitimate school business purpose. Use is a privilege, not a right. Users of the District's electronic networks have no expectation of privacy in any material that is stored on, transmitted, or received via the District's electronic networks. General rules for behavior and communications apply when using electronic networks. The District's administrative procedure, *Acceptable Use of the District's Electronic Network* contains the appropriate uses, ethics, and protocol. Electronic communications and downloaded material, including files deleted from a user's account but not erased, may be monitored or read by school officials.

Internet Safety

While no internet content filter is 100% effective, Internet protection measures shall be used on each District device and network. They shall include a filtering device that protects against Internet access by both adults and minors to visual depictions that are: (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by federal law and as determined by the Superintendent or designee. The Superintendent or designee shall enforce the use of such filtering devices. An administrator, supervisor, or other authorized person may disable the filtering device for bona fide research or other lawful purpose, provided the person receives prior permission from the Superintendent or system administrator.

The Superintendent or designee shall include measures in this policy's implementation plan to address the following:

- Ensure staff supervision of student access to online electronic networks,
- Restrict student access to inappropriate matter as well as restricting access to harmful materials,
- Ensure student and staff privacy, safety, and security when using electronic communications,
- Restrict unauthorized access, including "hacking" and other unlawful activities, and
- Restrict unauthorized disclosure, use, and dissemination of personal identification information, such as, names and addresses.

Cyber Safety

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

Securly

Securly is CIPA-compliant (Children's Internet Protection Act), cloud-based filtering applied to all D100 student devices. Securly helps block inappropriate Internet content from students whether they are on or off campus by using a combination of URL/keyword scanning technology, artificial intelligence, and human review. Securly also flags Internet activity related to violence and self-harm. Securly is a comprehensive solution that helps keep D100 students safe and focused on learning.

Authorization for Electronic Network Access

Each user must sign the *Authorization for Access to the District's Electronic Networks* as a condition for using the District's electronic network. Each student and their parent(s)/guardian(s) must sign the *Authorization* before being granted unsupervised use.

Confidentiality

All users of the District's computers to access the Internet shall maintain the confidentiality of student records. Reasonable measures to protect against unreasonable access shall be taken before confidential student information is loaded onto the network.

Violations

The failure of any user to follow the terms of the District's administrative procedure, *Acceptable Use of the District's Electronic Networks*, or this policy, will result in the loss of privileges, disciplinary action, and/or appropriate legal action.

Communicating Safely Online

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

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

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

Digital Citizenship

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

Responsible Commenting

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

Digital Footprints

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

Digital Ethics

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

Cyberbullying

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

Research and Informational Literacy

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

Responsible Use Guidelines Acknowledgement

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

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

For more detailed information about the 1:1 Instructional Program regarding the protection plan for devices, messenger bags, guides for disciplinary actions, costs for repair/replacement please visit:

[1:1 Wireless Device Program](#)

Student Online Personal Protection Act (SOPPA)

School districts throughout the State of Illinois contract with different educational technology vendors for beneficial K-12 purposes such as providing personalized learning and innovative educational technologies, and increasing efficiency in school operations.

Under Illinois' Student Online Personal Protection Act, or SOPPA (105 ILCS 85/), educational technology vendors and other entities that operate Internet websites, online services, online applications, or mobile applications that are designed, marketed, and primarily used for K-12 school purposes are referred to in SOPPA as *operators*. SOPPA is intended to ensure that student data collected by operators is protected, and it requires those vendors, as well as school districts and the Ill. State Board of Education, to take a number of actions to protect online student data.

Depending upon the particular educational technology being used, our District may need to collect different types of student data, which is then shared with educational technology vendors through their online sites, services, and/or applications. Under SOPPA, educational technology vendors are prohibited from selling or renting a student's information or from engaging in targeted advertising using a student's information. Such vendors may only disclose student data for K-12 school purposes and other limited purposes permitted under the law.

In general terms, the types of student data that may be collected and shared include personally identifiable information (PII) about students or information that can be linked to PII about students, such as:

- Basic identifying information, including student or parent/guardian name and student or parent/guardian contact information, username/password, student ID number
- Demographic information

- Enrollment information
- Assessment data, grades, and transcripts
- Attendance and class schedule
- Academic/extracurricular activities
- Special indicators (e.g., disability information, English language learner, free/reduced meals or homeless/foster care status)
- Conduct/behavioral data
- Health information
- Food purchases
- Transportation information
- In-application performance data
- Student-generated work
- Online communications
- Application metadata and application use statistics
- Permanent and temporary school student record information

Operators may collect and use student data only for K-12 purposes, which are purposes that aid in the administration of school activities, such as:

- Instruction in the classroom or at home (including remote learning)
- Administrative activities
- Collaboration between students, school personnel, and/or parents/guardians
- Other activities that are for the use and benefit of the school district

Employee Conduct Standards

School districts are required to include in their student handbook notification of the District’s Employee Code of Professional Conduct. These standards, in part, define appropriate conduct between school employees and students. A copy of these standards can be found on the District’s website or requested from the Superintendent’s office.

Grievance Procedures

Uniform Grievance Procedures

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

- Title II of the Americans with Disabilities Act;
- Title IX of the Education Amendments of 1972;
- Section 504 of the Rehabilitation Act of 1973;
- Individuals With Disabilities Education Act, 20 U.S.C. §1400 *et seq.*;
- Title VI of the Civil Rights Act, 42 U.S.C. §2000d *et seq.*;
- Equal Employment Opportunities Act (Title VII of the Civil Rights Act), 42 U.S.C.
- Sexual harassment (Illinois Human Rights Act, Title VII of the Civil Rights Act and Title IX of the Education Amendments of 1972);
- The misuse of funds received for services to improve educational opportunities for educationally disadvantaged or deprived children;
- Curriculum, instructional materials, programs;

- Victims' Economic Security and Safety Act, P.A. 93-591; • Illinois Equal Pay Act of 2003, P.A. 93-0006; or
- Provision of services to homeless students.

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

Filing a Complaint

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

Investigation

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

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

Decision and Appeal

Within 5 school days after receiving the Complaint Manager's report, the superintendent shall mail their written decision to the Complainant by U.S. mail, first class, as well as the Complaint Manager. Within 5 school days after receiving the superintendent's decision, the Complainant may appeal the decision to the School Board by making a written request to the Complaint Manager. The Complaint Manager shall promptly forward all materials relative to the complaint and appeal to the school board. Within 10 school days, the school board shall affirm, reverse, or amend the superintendent's decision or direct the Superintendent to gather additional information for the Board. Within 5 school days of the board's decision, the superintendent shall inform the Complainant of the Board's action. The Complainant may appeal the school board's decision to the Regional Superintendent and State Superintendent pursuant to The School Code 105 ILCS 5/2-3.8, 105 ILCS 5/2-3.10.

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

Health and Safety

Sex Offender Notification

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

[Illinois State Police Website](#)

Suicide and Depression Awareness and Prevention

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

Conceal and Carry Act Policy

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

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

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

Weather Alert

In the event schools are closed, the Superintendent will notify the staff, families and community as early as possible. Emergency Closing Information will be posted on school and district websites, Facebook, and Twitter and will be available to local television and radio stations. Families will be notified through phone, text and email.

School administrators will utilize the Illinois State Board of Education's Weather Chart to make appropriate decisions regarding outside morning supervision, recess, and current playground conditions. The chart is located on the district and school websites.

E-Learning

Public Act 101-0012 allows school districts to take advantage of e-learning when school would otherwise be canceled due to inclement weather or for other reasons. E-learning days are similar to traditional school days in most ways: attendance will be recorded and students will engage in learning activities

provided by teachers. Learning activities will be provided through the use of school issued iPads or other resources.

Virtual e-learning days are an opportunity for learning to continue when students are not physically in our schools. District 100 students have access to a wide variety of learning resources and our staff have been trained on effectively utilizing technology to enhance learning experiences at school and to extend learning beyond the school day. E-learning days count as student attendance days and do not require days to be made up as emergency days at the end of the school year. While we recognize that instruction facilitated in classrooms by teachers is essential for our students, continuing those learning experiences at home is also a valuable component of our current instructional program. The goals for e-learning days are as follows:

- Provide continuity of learning for students at home in the event school closures are necessary due to severe weather or other circumstances.
- Utilize learning management platforms to provide students with learning resources, assigned work and/or projects, and access to teachers throughout the day.
- Engage students in learning experiences that address learning standards in multiple content areas for a minimum of five hours.
- Provide opportunities for students to check in with their teachers during the day and to the extent possible, continue with lessons/topics as planned for a regular school day.

Staff and families will be notified of e-learning days in the same manner that we communicate school closing information. E-learning information will be posted on school and district websites, Facebook, and Twitter, and emails/texts/phone call notifications will be sent to families. The decision will be made as early as possible based on the circumstances, with notification coming by 6 a.m. at the latest on the day e-learning would be implemented.

Asbestos

This notice is to inform interested parties that Berwyn South School District 100, in accordance with the requirements of the Asbestos Hazard Emergency Response Act (AHERA), has on file in the district office and the principal's office of each individual school an Asbestos Management Plan for each building. These plans are available for public review during normal business hours. The district has conducted testing and inspection and all buildings are in compliance with AHERA. All questions concerning the asbestos management plans should be directed to the Director of Buildings and Grounds.

You can access additional information about AHERA and the federal requirements related to asbestos and schools at the following link:

[Asbestos Laws and Regulations](#)

Pesticide Exposure

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

For further information regarding the Pest Control Act and its requirements you can access the following link

[Illinois Department of Public Health.](#)