The mission of the Glencoe School District is to provide each child with an educational foundation for life-long learning as a socially responsible member of a global society by dedicating resources toward the development of the whole child within a secure school environment.
This handbook is intended to provide information about Glencoe School District 35. It represents a summary of Board policies governing the District. A complete library of Board Policies is available to the public in the District 35 Board Office. Throughout the school year this handbook may be amended as necessary. For additional information or clarification, please contact the District or school office staff.
Board of Education

Mrs. Melissa Estes, *Vice President* [EstesBOE@glencoeschools.org](mailto:EstesBOE@glencoeschools.org)

Mr. Marc Gale, [GaleBOE@glencoeschools.org](mailto:GaleBOE@glencoeschools.org)

Mrs. Kelly Glauberman, *President* [GlaubermanBOE@glencoeschools.org](mailto:GlaubermanBOE@glencoeschools.org)

Mrs. Ashley Kain Silver, [SilverBOE@glencoeschools.org](mailto:SilverBOE@glencoeschools.org)

Mr. Jason Kunreuther, [KunreutherBOE@glencoeschools.org](mailto:KunreutherBOE@glencoeschools.org)

Mr. Dev Mukherjee, [MukherjeeBOE@glencoeschools.org](mailto:MukherjeeBOE@glencoeschools.org)

Mr. David Napier, [NapierBOE@glencoeschools.org](mailto:NapierBOE@glencoeschools.org)

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2019-2020 Meeting Schedule

<table>
<thead>
<tr>
<th>August 8</th>
<th>January 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 5</td>
<td>February 6</td>
</tr>
<tr>
<td>October 3</td>
<td>March 5</td>
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<tr>
<td>November 7</td>
<td>April 2</td>
</tr>
<tr>
<td>December 5</td>
<td>May 7</td>
</tr>
</tbody>
</table>

Meetings are held in Young Auditorium at Central School beginning at 7:00 p.m.

Community members are invited to Board of Education meetings. Each agenda provides time for *Public Comments* when citizens may address the Board.

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District Office

Dr. Catherine Wang, Superintendent
E-Mail: [wangc@glencoeschools.org](mailto:wangc@glencoeschools.org)

Mr. Jason Edelheit, Director of Finance and Operations
E-Mail: [edelheij@glencoeschools.org](mailto:edelheij@glencoeschools.org)

Ms. Roseanne Nelson, Secretary/Data Manager
E-Mail: [nelsonr@glencoeschools.org](mailto:nelsonr@glencoeschools.org)

Mrs. Johanna Urban, Bookkeeper
E-Mail: [urbanj@glencoeschools.org](mailto:urbanj@glencoeschools.org)

Mrs. Amy Holaday, Director of Curriculum
E-Mail: [holadaya@glencoeschools.org](mailto:holadaya@glencoeschools.org)

Mrs. Gayle Stone, Secretary
E-Mail: [stoneg@glencoeschools.org](mailto:stoneg@glencoeschools.org)

Mrs. Kaitlin Eden, Secretary/Communication Support
E-Mail: [edenk@glencoeschools.org](mailto:edenk@glencoeschools.org)

Mrs. Jeanne Conte, Payroll Manager
E-Mail: [contej@glencoeschools.org](mailto:contej@glencoeschools.org)

Mrs. Valerie Lamberti, Director of Pupil Services
E-Mail: [lamberty@glencoeschools.org](mailto:lamberty@glencoeschools.org)

Mr. Randy Saeks, Network Manager
E-Mail: [saeksr@glencoeschools.org](mailto:saeksr@glencoeschools.org)

Mr. Ben Baird, Asst. Director of Pupil Services
E-Mail: [bairdb@glencoeschools.org](mailto:bairdb@glencoeschools.org)

Glencoe School District 35
620 Greenwood Avenue
Glencoe, IL 60022
Telephone: 847-835-7800
Fax: 847-835-7805
School Buildings and Office Staff

**Central School**  
Grades 5-8  
620 Greenwood Avenue  
Glencoe, IL 60022  
847-835-7600  
Fax 847-835-7605  
[www.glencocentral.org](http://www.glencocentral.org)

School Hours:  
First Bell: 8:15 a.m.  
Classes: 8:20 a.m.-3:25 p.m.  
Grade 5 Lunch: 10:39 a.m. – 11:21 a.m.  
Grade 6 Lunch: 11:25 a.m. – 12:07 p.m.  
Grade 7 Lunch: 12:11 p.m. – 12:55 p.m.  
Grade 8 Lunch: 12:59 – 1:39 p.m.  
Dr. Ryan Mollet, Principal  
[smollet@glencoeschools.org](mailto:smollet@glencoeschools.org)

Mr. Eddy Kim, Assistant Principal  
[kime@glencoeschools.org](mailto:kime@glencoeschools.org)

Mrs. Elizabeth Budge, Secretary  
Mrs. Dawn Kaminski, Secretary  
Mrs. Susan Ross, School Nurse  
847-835-7640

**South School**  
Grades K-2  
266 Linden Avenue  
Glencoe, IL 60022  
Phone: 847-835-6400  
Fax: 847-835-6405  
[www.glencoesouth.org](http://www.glencoesouth.org)

School Hours:  
8:50 a.m.-3:00 p.m.  
Kindergarten Lunch: 11:00 a.m. – 11:45 a.m.  
Grade 1 Lunch: 11:35 a.m.-12:20 p.m.  
Grade 2 Lunch: 12:10 p.m.-12:55 p.m.  
Dr. Kelly Zonghetti, Principal  
[zonghetk@glencoeschools.org](mailto:zonghetk@glencoeschools.org)

Mrs. Jennifer Schuer, Secretary  
847-835-6411  
Mrs. Bridget Joyce, School Nurse  
847-835-6440  
Ms. Selene Gomez, Transportation/Secretary  
847-835-6414

**West School**  
Grades 3-4  
1010 Forest Way Drive  
Glencoe, IL 60022  
Phone 847-835-6600  
Fax: 847-835-6605  
[www.glencowest.org](http://www.glencowest.org)

School Hours:  
8:45 a.m.-3:15 p.m.  
Grade 3 Lunch: 11:30 a.m.-12:15 p.m.  
Grade 4 Lunch: 12:15 p.m.-1:00 p.m.  
Dr. David Rongey, Principal  
E-Mail: [rongeyd@glencoeschools.org](mailto:rongeyd@glencoeschools.org)

Ms. Nancy Boggs, Secretary  
Mrs. Marilyn Lobo, Secretary  
Mrs. Marlene Balling, School Nurse  
847-835-6640
General Overview

Glencoe School District is a child-centered school system dedicated to providing each student with a sound educational foundation for life-long learning in a global society. The underlying goal is preparation of students for the next step in their academic lives.

The District 35 curriculum is broad-based, while reflecting an interest in the academic, social, emotional, artistic and physical development of children. Integrated, multi-disciplinary units are key elements of the program, making the learning skills and factual information relevant to each student's experience. Problem-solving and decision-making are encouraged. The District views elementary education as a liberal arts experience best served by the coordinated efforts of parents and the schools.

Behavior Principles For Students, Staff & Parents
At District 35 our goal is to provide a learning environment that encourages students to be courteous with others, responsible for their actions, active participants in the learning process and respectful to themselves and others. It is our intent to assist and teach each child to attempt all tasks to the best of their ability. In a positive and safe school environment students can learn about themselves and continue to develop those skills needed to be responsible citizens.

The positive learning environment at District 35 is promoted in part by a structure that:

1. Allows all students the opportunity for uninterrupted learning time
2. Provides reasonable expectations
3. Encourages students to demonstrate problem-solving skills
4. Utilizes natural, logical, and appropriate consequences

We ask for everyone’s assistance in reinforcing the District 35 Rights and Responsibilities to ensure a successful school year.

District 35 Rights And Responsibilities

WE HAVE THE RIGHT TO LEARN IN A SAFE ENVIRONMENT.
I have the responsibility to treat others fairly and with equality, and not to hurt or threaten anyone.

WE HAVE THE RIGHT TO RESPECT OURSELVES AND OTHERS.
I have the responsibility to respect others’ differences and seek help for others or myself when needed.

WE HAVE THE RIGHT TO SHARE OUR THOUGHTS AND IDEAS.
I have the responsibility to express myself in a proper manner and at an appropriate time, to listen to others, and to allow others these same privileges.
Accelerated Placement Program (APP)

District 35 seeks to provide educational programs with opportunities for each student to develop to his or her maximum potential. If a parent is concerned about the educational experience of their child, we encourage the parent to communicate with the teacher as a first step in the process.

As required by Board Policy 6:135, the District shall review a request for an Accelerated Placement Program and implement decision-making processes that are fair, equitable, and involve multiple individuals. To request an Accelerated Placement Program, a parent must submit a request in writing to the building principal. This request must include the specific area of acceleration requested. APP options may include, but are not limited to: (a) accelerating a student in a single subject; (b) other grade-level acceleration; and (c) early entrance to kindergarten or first grade.

As appropriate, an Accelerated Placement Program (APP) may be enacted to provide an educational experience with curriculum options usually reserved for students who are older or in higher grades. Participation in the APP is open to all students who demonstrate high ability and will benefit from accelerated placement.

Attendance

Students are expected to attend school on a regular and punctual basis. They are permitted to leave school during the day only with the approval of the building principal. Permission will be granted to leave early in the case of illness, a medical appointment, which cannot be changed to non-school hours, or when a parent request is presented. Parents are asked to schedule family vacations during school holidays to minimize disruptions to student learning.

If a student will be absent from school for any reason, the parent should call the school nurse. Reasons include illness, family emergency, and appointments that cannot be scheduled during non-school hours. Please leave a message on the voicemail system before 9:15 a.m. for Central School students and before 9:30 a.m. for South and West School students.

If a student is absent from school and the school has not been previously notified by the parents, the school nurse will attempt to call parents within two hours of the beginning of the school day.

If a student must be dismissed early from school, parents should send a note to the teacher indicating the reason for the dismissal, the time of dismissal, and who will pick up the student from school. At South School, this information is submitted via the online dismissal form. At the time of dismissal, the student must go to the office and sign out. Students must sign out any time they leave during the school day. At South, West and Central School, students must be released to a parent or other designated adult.

Communication

The Glencoe Public Schools recognize the importance of open and informative communication with students, staff, parents, and community members. Good communication between home and school is a key to maximizing each student’s school experience. Parents receive information about their student’s progress and other school-related information in a variety of ways:

- Go-To-School or Curriculum Nights are held at each school.
- All regular meetings of the Board of Education are open with time on the agenda for public comments.
- A variety of publications are sent to parents with community and local newspapers invited to school events.
- The District web page, www.glencoeschools.org, and weekly eNews blasts provide updated information.
- Family Access and Teacher web pages can be found on the District web site, www.glencoeschools.org

Parent-teacher conferences are held in November and February. The conference provides an opportunity to share information related to the academic, social, emotional and personal growth of students. This information gives parents and teachers a basis for planning a student’s total educational growth. When appropriate, a student may be included in a parent-teacher conference. Parents or teachers may also request additional conferences.

Student progress reports provide formal feedback to parents four times a year. The Fall progress report coincides with parent-teacher conferences and gives parents and teachers an opportunity to discuss progress in the first months of school.

We value ongoing, respectful communication between home and school to ensure a strong partnership for the benefit of our students. Questions regarding assignments, student’s progress or other school-related issues should be directed to the classroom teacher, the primary source of information. Contact can be made by letter, e-mail, or telephone; parents may leave a voicemail message for staff throughout the day and after school hours. When issues arise, in order for us to work together in a constructive manner, we encourage parents to use a positive problem-solving approach. We will not interrupt class to take phone calls unless there is an emergency. Teachers are expected to check their e-mail and voicemail each day. Every effort will be made to respond within one business day.

We treasure and rely heavily on parent volunteering to enhance the educational environment. We ask each volunteer to please be mindful of their role and focus for the time period.

Voicemail may also be left for the school office staff or principal(s). When a parent has a concern about their student or the classroom environment, the parent should first contact the student’s classroom teacher. If after that meeting concerns remain, the parent should then contact the building principal(s). If a parent shares a verbal or written concern about a classroom situation or teacher with the principal, by contractual agreement that communication is then shared with the staff member. Information can then be utilized to better meet the needs of the student.

Communication Devices
A cellular telephone or other electronic device that is otherwise not banned by Board Policy 7:190 cannot be used in any manner that disrupts the educational environment, including using the device to cheat, signal or communicate with others, or otherwise violate student conduct rules. Unless otherwise banned by Board Policy 7:190, all electronic devices must be kept off and out of sight during the regular school day unless: (a) the supervising teacher grants permission, (b) use of the device is provided on a student’s IEP, (c) the student has a signed Bring Your Own (BYOD) device agreement and the agreement is on file at the school, or (d) it is needed in an emergency that threatens the safety of students, staff or other individuals.
**Crawford Learning Centers/Computer Labs**
Each building maintains a fully equipped Crawford Learning Center (CLC). Books may be checked out for two weeks and renewed as often as necessary. Many other print and on-line resources are available for student use. Students are responsible for paying for any lost materials. The CLC is open daily at Central School from 7:30 a.m.-4:00 p.m. The computer labs are open to students between 7:30-8:15 a.m. and 3:25-4:00 p.m. at Central School. Students need a pass to enter Central School between 8:00 a.m.-8:15 a.m. During these times, students may work on assignments requiring computer software. Students are welcome to explore the educational software on the network. Computer labs are not available for video games or other non-school usage. Specific procedures for student use are issued at the beginning of the school year.

**Emergency Information**
Each school nurse maintains a file of emergency information for students attending that school. Emergency situations may arise involving the welfare of a student when a parent is not available. The telephone number of a friend, a neighbor, or a family member, who will be able to take over care and responsibility for the child, should be noted in the emergency information. The school nurse should be notified immediately of any changes to the emergency information.

**Emergency School Closings**
The Superintendent may close school because of inclement weather, contagious disease, or other emergencies. School closings will be announced on AM Radio: WMAQ 670, WGN 720, WBBM 780, and WLS 890. On television: Fox 32, WGN 9, CBS 2, WMAQ 5, and CLTV. This information is also posted on the District website, [www.glencoeschools.org](http://www.glencoeschools.org) and broadcast using the Instant Alert System.

**Instant Alert System**
Glencoe School District 35 uses Blackboard Connect and SchoolRush, school-home communication systems. These web-based communication services allow for the delivery of a single, clear message with school information, using a variety of communication devices - Telephone, Cell Phone, E-Mail, and Text Messaging.

The system uses the primary phone number and e-mail in the school district’s Student Information System. Parents should modify and update their contact information as necessary to ensure the school district has the most current information in the event of an emergency. Please contact Roseanne Nelson at 847-835-7816 to update your contact information. The District uses the Blackboard Connect communication system for school closings and notifications.

For assistance contact: Roseanne Nelson at 847-835-7816 or nelsonr@glencoeschools.org

**Fees**
A fee determined annually by the Board of Education is charged for each student. The student fees collected each school year are used to assist in defraying the cost of consumable educational materials and supplies. Examples of these student materials include but are not limited to items such as: mathematics journals, multiple copies of guided reading books, modern languages workbooks, word study/grammar/vocabulary workbooks, print and non-print materials for the Crawford Learning Centers, Social Studies Alive student journals, etc. Additionally, a portion of the South School fee is designated to assist in defraying the costs associated with a transportation secretary.
Field Trips
In addition to educational benefits, field trips offer students opportunities for social growth, experiencing new situations, and extending learning beyond the classroom. Parents are notified of all field trips including: time, location, method of transportation, and purpose. A permission slip signed by the parent(s) is necessary for field trip participation. Verbal permission will not suffice; a permission slip signed by the parent/guardian is required. Whenever entrance fees, food, lodging, or other costs are involved, the parent shall assume these costs unless otherwise stipulated by the Board of Education. No student shall be excluded from any field trip due to lack of funds. A bus fee for field trips may be set by the Superintendent or designee to help defray the cost of transportation.

Financial Assistance
Family Service of Glencoe assists the District in determining the fees for those families requesting assistance. Financial assistance may be given based on income. In order to maintain confidentiality, Family Service of Glencoe staff serves as the interviewer of the family and recommends to the School District the level of scholarship to be awarded. Applications may be obtained from the School District Business Office.

The PTO contributes annually to the McKeon Scholarship Fund to assist families. The fund is administered through the District Business Office. For more information, inquiries may be made to the Director of Finance and Operations, building principal or social worker. All inquiries will remain confidential.

Food in Our Schools
In an effort to stay in line with the growing health and allergy concerns of our students, schools must be extremely mindful of food items brought into the school building and classrooms. In addition to limiting sugar/fat intake, student safety issues have caused our school district to implement procedures restricting food brought to school. In order to provide a healthy and safe environment NO FOOD may be brought into school for class activities; advisories; class parties held at Halloween, Winter Break, Valentine’s Day, and Field Day/End of School Year; birthday celebrations, etc. Each student is able to continue bringing their own personal snack, however students should not give their snacks to others or bring food for others. Our goals are to:

• Allow parents to select the food their child consumes during the school day
• Safely manage student allergies and the classroom routines
• Optimize instructional time during the school day
• Refrain from using food as an incentive

We ask for your assistance in eliminating food as a component of celebrations and activities. As you work with the classroom teacher to plan an event or celebration please provide students with opportunities to participate in activities, centers or service learning stations.

Glencoe Educational Foundation
The Glencoe Educational Foundation (GEF), established in 1996, is a not-for-profit organization governed by a Board of Directors and assisted by volunteers made up of community members, parents of District 35 students, educators and business professionals. The GEF is dedicated to raising funds to enhance academic opportunities, encourage innovative educational practices, support enrichment activities, and foster civic engagement to support under-resourced schools in the Chicagoland area.
Health Guidelines
The Glencoe School District works with families and physicians to promote the health of each student. The screenings provided by the District nurses are listed in the table at the end of this section. Parents will be notified if their child does not pass a screening. If a parent does not wish to have their child participate, they are asked to notify the school nurse in writing.

Vision Examinations and Screening
By State law all children enrolling in kindergarten or any student enrolling for the first time in our school district is required to provide proof of an eye examination. An eye exam at a minimum shall include: a history, visual acuity, subjective refraction to test visual acuity near and far, as well as any other tests or observations that in the professional judgment of the doctor are necessary. The form needs to be submitted to the school nurse by October 1. Vision screening by the school nurse is not a substitute for a complete eye and vision evaluation by an eye doctor. Your child is not required to undergo this vision screening if an optometrist or ophthalmologist has completed and signed a report form indicating that an examination has been administered within the previous 12 months. Religion is the only reason that a family may legally opt out of a screening. If a family opts out due to religious objections, official documentation must be provided to the school nurse. Screenings provided by the District include:

<table>
<thead>
<tr>
<th>Vision</th>
<th>Hearing</th>
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</thead>
<tbody>
<tr>
<td>Grades 1, 2, 5, and 8</td>
<td>K, 1, 2, 3 Annually</td>
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<tr>
<td>Annually</td>
<td></td>
</tr>
<tr>
<td>New Students</td>
<td>New Students</td>
</tr>
<tr>
<td>Students with IEPs and Case Study Evaluations</td>
<td>Students with IEPs and Case Study Evaluations</td>
</tr>
<tr>
<td>Teacher Referral</td>
<td>Teacher Referral</td>
</tr>
</tbody>
</table>

Physical Examinations/Immunizations
Students entering kindergarten, sixth grade, and new students are required to have a physical examination recorded on a Certificate of Child Health Examination Form. The diabetic screening portion of the physical is also required. All students entering school are required to show proof of a second measles vaccination by the first day of school. All students entering sixth grade are required to show proof of the Hepatitis B immunization. All children entering kindergarten must show proof of lead screening. Children entering sixth grade shall show proof of receiving one dose of Tdap (defined as tetanus, diphtheria, acellular pertussis) vaccine regardless of the interval since the last DTaP, DT or Td does. Students entering grades six through 12 who have not already received Tdap are required to receive 1 Tdap dose regardless of the interval since last DTaP, DT or Td dose. Additionally, students entering 6th grade must show proof of 1 dose of meningococcal conjugate vaccination (MCV) on or after 11 years of age.

Students entering any school-operated program for the first time at the Kindergarten level and below, sixth grade, or ninth grade are required to show proof of receiving two doses of chickenpox vaccine (varicella), the first received on or after their first birthday and the second dose no less than four weeks (28 days) after the first dose. A physician can confirm past history of the disease – in lieu of vaccination – by having examined the infected child, documenting the parent’s description of the child’s history, or reviewing lab results.
<table>
<thead>
<tr>
<th></th>
<th>Physical Exam &amp; All Immunizations Due by October 1st or 30 days After Transfer</th>
<th>Dental Exam Due May 15th</th>
<th>Eye Exam by Optometrist or M.D. Due by October 15th or 30 Days After Transfer</th>
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</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>✓</td>
<td>✓</td>
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</tr>
<tr>
<td>Second Grade</td>
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<tr>
<td>Sixth Grade</td>
<td>✓</td>
<td>✓</td>
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</tr>
<tr>
<td>Transfer Students from Illinois School</td>
<td>✓</td>
<td>Only in Kindergarten, 2&lt;sup&gt;nd&lt;/sup&gt; and 6&lt;sup&gt;th&lt;/sup&gt; Grades</td>
<td>Only in Kindergarten, 2&lt;sup&gt;nd&lt;/sup&gt; and 6&lt;sup&gt;th&lt;/sup&gt; Grades</td>
</tr>
<tr>
<td>Transfer Students From Out of State</td>
<td>✓</td>
<td>Only in Kindergarten, 2&lt;sup&gt;nd&lt;/sup&gt; and 6&lt;sup&gt;th&lt;/sup&gt; Grades</td>
<td>✓</td>
</tr>
</tbody>
</table>

**Immunization Requirements:**

Visit our Nurses and Healthcare Website for all Forms

**Hepatitis B**

Hepatitis B requirements required for all children entering 6<sup>th</sup> Grade.

**Rubella and Mumps**

All children in all grade levels must show proof of having received two doses of rubella and mumps vaccine. Laboratory evidence of immunity is acceptable if only one was given.

**Varicella**

Any child entering Kindergarten, 6<sup>th</sup> grade, and 9<sup>th</sup> grade must show proof of two doses of varicella or have shown they have had prior varicella disease. Laboratory evidence of immunity is acceptable if only one was given.

**Meningococcal Conjugate Vaccine (MCV)**

Any child entering 6<sup>th</sup> grade must show proof of 1 dose of meningococcal conjugate vaccination (MCV) on or after 11 years of age.

Any child who resides in Cook County may obtain free immunizations. For more information, please call the school health office.

Dental health exams are required for all children in Kindergarten, 2nd grade and 6th grade of any public, private or parochial school. Each of the children shall present proof on the appropriate form of having been examined by a dentist before May 15 of the school year. If a child in grade 2 and 6 fails to present proof by May 15<sup>th</sup>, then the school may hold the child’s report card until one of the following occurs:

- The child presents proof of a completed dental examination;
- The child presents proof that a dental examination will take place within 60 days;
- The parents obtain a waiver from the Department of Public Health or
- The parents provide objection to the dental examination on religious grounds.
For public health reasons, parents are asked to report to the school nurse any cases of strep throat, chicken pox, head lice or other communicable disease.

Students should not be sent to school with an illness that could be spread to others. Please consider your child’s comfort and the welfare of other students when determining whether your child is well enough to attend school.

Indications to Keep Your Child at Home
1. Appearance/behavior: Unusually tired, pale, difficult to wake, confused or irritable with lack of appetite.
2. Common Cold: A long-term (chronic) greenish nose discharge and/or chronic cough are symptoms that should be seen by a doctor.
3. Sore Throat: Especially with fever or swollen glands in the neck.
4. Ear Infection: After receiving medical treatment a student may attend school. Untreated ear infections can cause permanent hearing loss and even more serious problems.
5. Fever: Temperature of 100 degrees or higher, confusion, diarrhea, earache, irritability, rash, sore throat, vomiting, cough or headache. A student may return to school when they are fever free for 24 hours.
6. Vomiting: One or more times within the past 24 hours.
7. Diarrhea: Three or more watery stools in a 24-hour period, especially if the student acts or looks ill.
8. Eyes: Thick mucus or pus draining from the eye or pink eye. A student may return to school 24 hours after starting treatment.
9. Lice/Scabies: Students can return after the school nurse verifies their hair has been treated with lice shampoo. If significant evidence of eggs or live lice remains, the school nurse will encourage that the student return home for additional treatment or more aggressive combing. Students with scabies can return to school after treatment has started.
10. Rash: Especially with fever or itching.

Student Medications
The District 35 Board Policy 7:270 - Administering Medicine to Students states: Students should not take medication during school hours or during school-related activities unless it is necessary for a student’s health and well-being. When a student’s licensed health care provider and parent(s)/guardian(s) believe that it is necessary for the student to take a medication during school hours or school-related activities, the parent/guardian must request that the school dispense the medication to the child and otherwise follow the District’s procedures on dispensing medication.

No School District employee shall administer to any student, or supervise a student’s self-administration of, any prescription or non-prescription medication until a completed and signed “School Medication Authorization Form” is submitted by the student’s parents(s)/guardian(s). No student shall possess or consume any prescription or non-prescription medication on school grounds or at a school-related function other than as provided for in this policy and its implementing procedures.

A student may possess an epinephrine auto-injector (EPI-Pen®) and/or medication prescribed for asthma for immediate use at the student’s discretion, provided the student’s parent(s)/guardian(s) have completed and signed a “School Medication Authorization Form”. The School District shall incur no liability, except for willful and wanton conduct as a result of any injury arising from a student’s self-administration of medication or an epinephrine auto-injector or the storage of any medication by school.
personnel. A student's parent(s)/guardian(s) must indemnify and hold harmless the School District and its employee and agents, against any claims, except a claim based on willful and wanton conduct, arising out of a student's self-administration of an epinephrine auto-injector and/or medication, or the storage of the medication by school personnel.

Nothing in this policy shall prohibit any school employee from providing emergency assistance to students, including administering medication.

**Medication Requirements**
Written permission to dispense prescription medicine and non-prescription medicine must be obtained from both the physician and parent. Medication must be brought to school by the parent in a container with pharmacy label clearly marked with the student’s name, physician's name, name of medication, dosage and any pertinent instructions. Students should not have medications in their possession. Prior authorization must be obtained to self-administer medications. Parents must assume responsibility for informing the school nurse of any change in medication. Please contact the school nurse to obtain medication permission forms.

**Readmission After Illness**
After having contracted a contagious disease, the student must bring a release slip from the Health Department or the family physician before being readmitted. All contagious diseases should be reported to the school by parents. This enables the school nurse to notify parents of students who may have been exposed. If absent for three or more consecutive days due to illness, a release from the physician may be requested for readmission to school.

**Emergency Situations**
In the event of an emergency, every effort will be made to contact the parent/guardian at the telephone number provided on the Emergency Information Forms. In the event a student requires emergency healthcare, Glencoe Public Safety will be contacted. Paramedics will transport patients directly to the Highland Park Hospital.

**Illness/School Activities**
Students must attend a full day of school in order to participate in after school activities, unless approved by the administrator.

**Homework**
Homework is an important part of the educational process. It helps students learn through reinforcement and practice; develop study skills and habits essential in academic learning; and improve responsibility, self-direction, and enhance independent learning. Each year builds upon the last, encouraging a continuity of experiences. Homework is assigned to:

- Reinforce learning within the class
- Complete unfinished work
- Study for tests
- Prepare oral and written reports
- Create projects
- Provide enhancement activities
- Create extra credit opportunities
- Extend learning
✔ Make up work missed during absence
✔ Prepare students for future activities

Students are held accountable for homework assignments. Each teacher provides a means of evaluating assigned work. In some cases students may receive grades, while in other instances, their work may receive a check mark. Incomplete, late or missed homework may require a student to work before or after school, or during recess. In some cases, missing homework may affect a student’s grade or progress report.

No Homework Nights
At times circumstances may dictate that No Homework Nights be recommended by the administration for the entire school or by grade level. Notification of these nights will be made through the weekly newsletter and/or the classroom teachers. Some circumstances that cause a recommendation would include musical performances at school or religious holidays.

Items Not Allowed In School
Students are asked to refrain from bringing large amounts of money to school.

Any music playing devices (such as MP3 or iPods), laser pointers, televisions, remote controls, and noisemakers are not allowed in school buildings before, during or after school without written permission from the principal(s). Those found in the building will be confiscated and returned only to parents at a conference with the principal(s). Roller blades, skateboards, and non battery-powered scooters must be carried into the building and securely locked in lockers during the school day.

Students are prohibited from using or possessing any cellular communication device in any manner that disrupts the educational setting, including using the device to cheat, signal or communicate with others, or otherwise violate student conduct rules. Unless otherwise banned under Board Policy 7:190, all electronic devices must be kept off and out of sight during the regular school day unless: (a) the supervising teacher grants permission, (b) the use of the device is provided in a student’s IEP, or (c) it is needed in an emergency that threatens the safety of students, staff or other individuals. Cell phones may not be used for creating, sending, sharing, viewing, receiving, or possessing indecent visual depictions as defined in State law, i.e., sexting. Any necessary requests for an exception to these prohibitions should be directed to the building principal.

Bringing to school any weapon (workable or not, antique or new), replica of a weapon, or any object which may be used to cause bodily harm is FORBIDDEN in school. Appropriate disciplinary action will be taken, up to and including suspension and/or expulsion from school. Notification to the Glencoe Public Safety Department may also occur. State and Federal laws require that a student who is determined to have brought a weapon, as defined in Section 921, of Title 18, United States Code, to school, shall be expelled for a period not less than one year, except that the expulsion period may be modified by the Board of Education on a case-by-case basis.

The possession, use or distribution of, or any attempt to use or distribute any illegal or controlled substance, including alcohol, drugs or vaping products, is prohibited on the school grounds before, during or after school or at any school-related activity. Appropriate disciplinary action will be taken for such gross disobedience or misconduct, up to and including suspension and/or expulsion from school. Notification to the Glencoe Public Safety Department may also occur.
Gang Activity Prohibited
Students are prohibited from engaging in any gang activity. A “gang” is any group of 2 or more persons whose purpose includes the commission of illegal acts.

No student shall engage in any gang activity, including, but not limited to:
1. Wearing, using, distributing, displaying, or selling any clothing, jewelry, emblem, badge, symbol, sign, or other thing that may show membership or affiliation in any gang.

2. Committing any act or omission, using any speech, either verbal or non-verbal (such as handshakes and gestures) showing membership or affiliation in a gang, and,

3. Using any speech or committing any act or omission in furtherance of the interests of any gang activity, including but not limited to: (a) soliciting others for membership in any gangs, (b) requesting any person to pay for 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.

Students engaging in any gang-related activity will be subject to one or more of the following actions: removal from extracurricular and athletic activities, conference with parent(s)/guardian(s), referral to Glencoe Public Safety, suspension for up to 10 days, or expulsion not to exceed 2 calendar years.

Kindergarten Eligibility
For school attendance purposes, state law requires the child and parent(s) to maintain their residence within the District attendance boundaries. Residence is defined as the place the family sleeps and eats regularly, and where they spend their weekends and summers regularly. A student will be able to attend Kindergarten if they will have reached their fifth birthday before September 1 of the academic year of enrollment. Evidence of age must be presented at the time of enrollment by birth certificate, passport or baptismal certificate. Please contact the school office for a detailed list. Proof of residence, as identified in our Residency section, a physical examination, and evidence of immunizations, as required by state law, must be received by the first day of school.

Lost-and-Found
Each building maintains a lost-and-found area. Parents and students are encouraged to check this area as soon as they notice an item missing. Due to the large number of items that accumulate throughout the year, it is necessary to periodically clear unclaimed items. Parents are notified of these dates at each school. Unclaimed items are donated to charity.

Non-Custodial Parents
Unless prohibited by a court order to the contrary, the District will, upon the request of either parent of a student whose parents are separated or divorced, provide the requesting parent with copies of any documents relating to: the student’s academic progress; the student’s emotional and/or physical health; notices of school-initiated parent-teacher conferences; notices of major school-sponsored events which involve parent-student interaction; and the school calendar. The weekly newsletter for each school is also available for sign-up on the District web page at www.glencoeschools.org. In the event the right of one parent to visit or have contact with a child has been prohibited by court order, it is the responsibility of the custodial parent to provide the school principal with a copy of the court order and to ensure that the order is kept current. This is required to provide school personnel with a legal basis for restricting such
contact in the school setting. If a court order has expired, and another order prohibiting contact has been entered, the custodial parent should provide the principal with a copy of the new order.

Parent Absence From Home
Parents are asked to inform the school, in writing, if they will be out of town for an extended period of time. The classroom teacher needs to know of parental absences in case of emergency. The office staff also needs the name of the person caring for the student. If the student is not staying at home, please include the name, address and telephone number of where the student can be reached. Parents should also include how they may be contacted in case of emergency.

Parent Teacher Organization (PTO)
The Glencoe PTO is a nonprofit educational organization. In Glencoe, the PTO believes in and demonstrates a strong partnership among parents, school staff and administration, while also maintaining an important connection among the schools, family and community resources. The PTO provides unique cultural arts programming and activities for students, support and assistance to staff, and parent education and community avenues for families, all of which contribute to a healthy, challenging and rewarding Glencoe School experience.

Placement Information
The placement process considers each student’s academic, social and personal needs and is designed to create balanced classrooms. The process includes the following components:

1. The instructional staff at each student’s current grade level (including support staff, special teachers, and the principal) work together as a team to place students into instructional groups.
2. The support staff, special teachers, and the principal review the instructional groupings and suggest changes.
3. The teachers at each student’s current grade level review the instructional groups and suggest additional changes.
4. Principals from receiving schools participate in discussions and decision-making regarding the creation of instructional groupings. The instructional team makes final placement decisions, including teacher match.

Parents may provide information concerning a student’s social, emotional or academic development. This information is also considered in creating class assignments. Parents are asked to refrain from making requests for specific teachers or friendship requests. Negative requests may only be honored if a parent has had previous experience with a staff member. Parents should not feel obligated to write a letter concerning placement. As a result of the careful and thoughtful process followed in formulating class placements, we do not make changes once the placements are completed and notifications made to parents.

District 35 seeks to provide educational programs with opportunities for each student to develop to his or her maximum potential. If a parent is concerned about the instructional match, we encourage the parent to communicate with the teacher as a first step in the process. As required by Board Policy 6:135, the District shall review a request for an Accelerated Placement Program and implement decision-making processes that are fair, equitable, and involve multiple individuals. To request an Accelerated Placement Program, parents must submit a request in writing to the building principal. This request must
include the specific area of acceleration requested.

**Registered Sex Offenders**
In accordance with P.A. 94-994 parents of children attending school may access information regarding registered sex offenders and violent offenders against youth through the following Illinois State Police websites:
- the Illinois Sex Offender Registry: [http://www.isp.state.il.us/sor/](http://www.isp.state.il.us/sor/)
- the Illinois Statewide Child Murderer and Violent Offender Against Youth Registry: [http://www.isp.state.il.us/cmvo/](http://www.isp.state.il.us/cmvo/)

**Release of Students**
Students will not be released to anyone other than their parent(s)/guardian(s) or other authorized individuals. A parent/guardian must notify the school if any court-approved custodial agreement impacts the release of a student to a non-custodial parent. Written documentation must be provided to the school.

**Release Time for Students**
All requests for release time for students are to be made by parents through the principal or nurse’s office. Medical and dental appointments for chronic conditions should first be sought during out-of-school hours. When it cannot be handled in this manner, release time will be arranged on a schedule, which offers the least interference with the student’s normal school day.

Requests for release time for non-medical reasons must be considered on their individual merits. Private lessons and other personal appointments during school hours will be considered only in cases of emergency and after every effort has been made to schedule them during out-of-school hours. When such requests are considered, the following shall apply:
- The principal(s) will discuss the matter with the teacher to determine the student’s school status and the possible effect the request might have on schoolwork.
- Parent(s)/Guardian(s) are to submit a written request to the Superintendent of Schools.
- The school will assume no responsibility for lost school time, work missed, or make-up time.

A parent request made over the telephone for the dismissal of students may be confirmed by a return call to the home to ensure the request is bona fide.

When students are excused from school to take trips with parents, the school will **not** send work for the purpose of having the students “keep up with the class”. The student's absence changes the learning environment and deprives them of the learning experiences provided in a classroom setting.

Teachers may wish to suggest learning activities related to the trip such as: letters to the class, a daily journal, collections of relevant items, reading and map-work about places visited, mathematics dealing with costs, time, or mileage involved in travel, etc.

**Religion/Religious Holidays**
The Supreme Court has ruled that public schools may not sponsor religious practices, but may teach about religion. In the Glencoe Public Schools, the historical and contemporary significance of religious holidays may be included in the curriculum when such study serves the District’s academic goals of educating students about history and cultures and when it is presented in an unbiased and objective
manner. Students may ask to be excused from classroom discussions or activities related to particular holidays, even when these are treated from an academic perspective. Students may be excused from school to observe a religious holiday within their tradition. A parent/guardian should give written notice to the building principal five school days before the student’s anticipated absence. Students may be asked to complete makeup assignments or examinations relating to these absences.

Residency
Board Policy 7:60 states that a person asserting legal custody over a student, who is not the child’s natural or adoptive parent, shall complete a signed statement, stating: (a) that they have assumed and exercised legal responsibility for the child, (b) the reason the child lives with them, other than to receive an education in the District, and (c) that they exercise full control over the child regarding daily educational and medical decisions in case of emergency. In addition, the child’s natural or adoptive parent, if available, shall complete a signed statement or Power of Attorney stating: (a) the role and responsibility of the person with whom their child is living, and (b) that the person with whom the child is living has full control over the child regarding daily educational and medical decisions in case of emergency.

A student who has been a permanent resident of the District during any school year whose family moves out of the District during that school year will be permitted to attend school for the remainder of that school year without the payment of tuition. A student who has been a permanent resident of the District whose family temporarily vacates their residence within the District for the renovation, repair or reconstruction of that residence that makes the residence uninhabitable will be permitted to continue to attend school in the District without the payment of tuition during such time as is reasonable required for the renovation, repair or reconstruction of a residence. The Superintendent or designee on behalf of the Board may require, as a condition to qualifying for the benefits afforded under this paragraph, that the family of any student seeking to attend school in the District without the payment of tuition under the provisions of this paragraph periodically provide the District with documentation and other evidence required by the Superintendent or designee from time to time, including a sworn affidavit, that (a) details the extent of the renovation, repair or construction of the residence undertaken, (b) establishes that the renovation, repair or construction of the residence has or will render the residence temporarily uninhabitable, (c) establishes that the family is continuously pursuing the renovation, repair or construction of the residence with reasonable diligence, (d) provides an estimate indicating the time for completion of the renovation, repair or construction of the residence, and (e) affirms and evidences the intent of the family to return to and reestablish their permanent residence in the residence undergoing renovation, repair or reconstruction upon the completion of the renovation, repair or reconstruction of the residence.

When a student’s change of residence is due to the military service obligation of the student’s legal custodian, the student’s residence is deemed to be unchanged for the duration of the custodian’s military service obligation if the student’s custodian made a written request. The District, however, is not responsible for the student’s transportation to or from school.

If, at the time of enrollment, a dependent child of military personnel is housed in temporary housing located outside of the District, but will be living within the District within 60 days after the time of initial enrollment, the child is allowed to enroll, subject to the requirements of State law, and must not be charged tuition.

Requests for Non-Resident Student Admission
Non-resident students may attend District schools upon the Superintendent’s recommendation,
approval of the School Board, and subject to the following:

1. The student will attend on a year-to-year basis. Approval for any one year is not authorization to attend the following year.
2. The student will attend the school designated by the School Board.
3. The student will be accepted only if there is sufficient room and sufficient available educational resources.
4. The student’s parent/guardian will be charged the maximum amount of tuition as allowed by State law.
5. Transportation to and from school shall be the responsibility of the parent/guardian.

If the person seeking to enroll a student intends to move into the District but will not physically reside in the District until after the student would be scheduled to begin classes, enrollment will be permitted only upon the tender of a deposit equal to the tuition for the balance of the current semester, and delivery to the District of proof of such person’s intent to move into the District as required by the Superintendent.

To qualify a student for enrollment in District 35, the person seeking to enroll the student must furnish to the Superintendent or their designee one of the following:

- An agreement to purchase residential property in District 35, signed by seller and such person as buyer, which recites a closing date no later than the end of the semester of student’s enrollment;
- A copy of a lease, signed by landlord and such person as tenant, giving such person occupancy of a house or apartment in District 35 no later than the end of the semester of student’s enrollment; or
- Such other evidence as is required by the Superintendent to demonstrate that the person will reside in District 35 no later than the end of the semester of student’s enrollment.

If the person and the student move into the District and present proof of residence in the District required by the Superintendent within 60 calendar days of their beginning classes, the District will return the tuition deposit in full.

If the person and student move into the District after the expiration of the 60 calendar day period, they will be charged tuition from the date the student began classes until the date on which they established their residency in the District, and any unapplied amount of their tuition deposit will be refunded.

If the person seeking to enroll a student has still not moved into the District by the end of the semester during which they enrolled the student, they may appear before the Board prior to the start of the next semester to request permission to continue enrollment of the student in the District. Permission to continue enrollment of the student in the District may be granted or withheld by the Board at its discretion.

In the event the Board grants permission to continue enrollment of the student in the District, continued enrollment will be permitted only upon tender of a deposit equal to the tuition for the entire next semester. If the person and the student move into the District during the subsequent semester they will be charged tuition from the first day of the semester until the date on which they established their residency in the District, and any unapplied amount of their tuition deposit will be refunded. Under no circumstances may enrollment pursuant to this section be extended beyond the end of the current school year, or the completion of two consecutive semesters, whichever applies.
**Establishing Student Residency**

### Requirements and Actions that Must Be Completed

<table>
<thead>
<tr>
<th>Person Seeking to Enroll a Student:</th>
<th>Must present a certified or registered birth certificate for the student and must present proof of residency within the District by providing the required number of documents from each of the following categories:</th>
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<tbody>
<tr>
<td>One From Category I</td>
<td><strong>Category I (one document required)</strong></td>
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<tr>
<td>AND</td>
<td>- Most recent property tax bill and proof of payment, e.g. cancelled check or form 1098 (homeowners)</td>
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<td></td>
<td>- Mortgage Papers (homeowners)</td>
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<td>- Signed and dated lease and proof of last month’s payment, e.g. cancelled check or receipt (renters)</td>
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<td></td>
<td>- Letter from manager and proof of last month’s payment, e.g. cancelled check or receipt (trailer park residents)</td>
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<td>- Letter of residence (military personnel)</td>
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<td>- Letter of residence from landlord in lieu of lease</td>
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<td></td>
<td>- Letter of residence is to be used when the person seeking to enroll a student is living with a District resident. (7:60-E2)</td>
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<tr>
<td>Three From Category II</td>
<td><strong>Category II (3 documents showing proper address are required)</strong></td>
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<tr>
<td></td>
<td>- Driver’s License</td>
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<td>- Vehicle Registration</td>
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<td></td>
<td>- Voter Registration</td>
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<td>- Most recent cable television bill and/or credit card bill</td>
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<td>- Current public aid card</td>
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<td>- Most recent gas, electric, and/or water bill</td>
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<td>- Receipt for moving van rental</td>
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<td>- Mail received at new residence</td>
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If one exists, must present court order, agreement, judgment or decree that awards or gives custody of the child to any person (including divorce decrees that award custody to one or both parents).

Non-Parent Seeking to Enroll a Student by a Non-Parent: Must complete and sign a “Statement of Custody, Control and Responsibility of a Student by a Non-Parent” form (7:60-E3).

Enroll a Student: Must present a completed “Statement of Transfer of Custody, Control and Responsibility to a Non-Parent.” (Not required if the natural or adoptive parents are unavailable.)

**IMPORTANT:** The School District reserves the right to evaluate the evidence presented, and merely presenting the items listed in the enrollment procedure does not guarantee admission.

**WARNING:** If a student is determined to be a nonresident of the District for whom tuition must be charged, the persons enrolling the student are liable for non-resident tuition from the date the student began attending the District as a non-resident. A person who knowingly enrolls or attempts to enroll in this School District on a tuition-free basis a student known by that person to be a non-resident of the District 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 any false information regarding residency of a student for the purpose of enabling that student to attend any school in that district without the payment of a nonresident tuition charge is guilty of a Class C misdemeanor (105 ILCS 5/10-20.12b(f)).
Respect For School Property
Students are expected to be respectful of all school property including but not limited to: school furniture, walls, ceiling, floors, doors, windows, or equipment and should not tamper with fire alarms, fire extinguishers, or electrical systems. The Board will seek restitution from students and their parent(s)/guardian(s) for vandalism or other student acts which cause damage to school property.

Response to Intervention (RTI)
In accordance with the Individuals with Disabilities Education Act 2007 (IDEA), all school districts in Illinois are required to implement “Response to Intervention” programs. RTI matches a leveled response of instruction and intervention with the needs of the individual student. Leveled instruction is categorized into three tiers of support. A determination of the level of support needed is based on student monitoring and on-going data collection. More intensive intervention strategies are provided to students based on their ability to progress in the general education curriculum. Parents work collaboratively with their educational team throughout the RTI process. Educational teams will meet to review a student’s response to intervention and determine the supports necessary for the student to continue to progress.

Responsible Citizenship/Behavior
The District maintains high standards of behavior in the classroom, in the hallways, in the lunchrooms and on school premises by reinforcing and teaching the following objectives:
1. Respect for one’s education and the education of others
2. Development of self-esteem
3. Respect and consideration for others; the rights of others including teachers, staff, peers, and all students within the school
4. Respect for one’s own personal property, other students’ property and the school’s property
5. Development of a safe, clean, and caring environment within each class and school.

Discipline in the schools should represent the highest values and principles held within the family and throughout society. As such, the school should complement good citizenship, positive modeling, and the teaching of self-respect at home and in the community. Cooperation and communication between the school and home are essential in the development of these values and behaviors. All members of the school community will serve as role models in helping students attain these objectives. We support our students in developing skills across the 5 Social and Emotional competencies.

Behavior problems or situations not specifically addressed will be resolved with reference to the District’s objectives. A student with a disability who violates student disciplinary rules shall be disciplined in accordance with federal and state law. All procedural safeguards required by the IDEA and Section 504 of the Rehabilitation Act shall be in place. The District has Behavior Intervention Guidelines for students who require an individual behavior management plan that complies with Public Act 87-1103. Copies of the guidelines are available from the Director of Pupil Services.

Discipline Procedures
Effective discipline within the schools results from several factors:
1. Teachers, using their professional training and experience, establish positive relationships with students, consistently enforce expectations developed by the District and themselves (for their classrooms), implement a strong and motivating educational program which meets the needs of all students, and maintain good communication with parents.
2. The staff at each school has expectations for student conduct and clear procedures for
implementing disciplinary measures, including steps beyond the classroom.

3. Effective communication must occur with teachers, students, and parents concerning expectations and with the staff concerning procedures for implementation.

In the classroom, teachers set forth their particular classroom and school-wide expectations, which are consistent with the District’s Objectives for Responsible Citizenship and Social Emotional Learning. All school personnel work to achieve: a positive student attitude, acceptable behavior, and a positive learning environment. Recognition referrals and parent calls are examples of positive reinforcement used throughout the year. Teachers may employ the following discipline strategies: warnings, reprimands, and private conferences with students to develop understanding, behavior plans, contracts and/or agreements. Teachers document, whenever possible, the following immediate steps: parent contact, detention and/or other consequences. Teachers will consider the following alternatives should problems continue in the classroom: teacher, principal and/or assistant principal discussions and planning (student may be included), teacher and Pupil Service Team discussion (student may be included), and/or consultation with other staff members. Principal intervention will occur as needed on a case-by-case basis. Parents will be notified in the event of serious discipline issues. The principal and appropriate staff will determine appropriate consequences.

Safety
Fire, disaster (tornado), bus evacuation and lockdown drills are conducted throughout the school year. Emergency exit information is posted within each classroom and staff members review procedures on an annual basis. In addition, the District’s emergency handbook outlines procedures for various emergency situations and identifies off-site facilities available in the event evacuation becomes necessary. Special situations arise within the community from time to time that may impact the safety and welfare of students. School personnel rely upon Glencoe Public Safety to keep them informed of these situations and parents are provided with information as appropriate.

School Visitation
Parents and community members are welcome to participate in scheduled school activities, at the invitation of school administration, teachers, the PTO, and/or Glencoe Educational Foundation. All visitors to the schools must sign in and out of the school office, provide a picture identification (i.e. driver’s license), and wear a visitor’s lanyard with badge for the duration of their visit to the school. Parents who wish to visit their child’s classroom may do so with advance notice to insure that their visit does not interfere with the instructional program of the individuals within the class. Whenever possible, a teacher will be given 24-hour notice by the Superintendent or their designee of a parent visitation to class. In addition, in order to minimize interruptions to the learning process, we ask that parents refrain from delivering items directly to their child’s classroom after the start of the school day. Items should be left in the school office or location designated by the school.

Requests for students, not enrolled in District 35, to visit during school hours should be made to the building principal. These requests should be made at least 24 hours in advance and approval is at the discretion of the building principal.

Smoke Free Environment
The use of tobacco or vaping products on school property is prohibited for all students, school personnel and visitors at all times.
Special Education Services
The District shall provide a free and appropriate public education and necessary related services to all children with disabilities residing within the District, as required under the Individuals With Disabilities Education Improvement Act ("IDEIA") and implementing provisions of The School Code, Section 504 of the Rehabilitation Act of 1973, and the Americans With Disabilities Act.

The District philosophy supports the belief that each student should be educated with their non-disabled peers as much as possible unless the nature and severity of the disability is such that instruction in the local school is not appropriate. In that event, every effort will be made to provide placement as close to the student's home as possible.

District 35 is one of eighteen North Shore Districts which belong to the North Suburban Special Education District (NSSED). The affiliation allows each member district to access additional support services and programs.

Pupil Services Team (PST)
Each building-based Pupil Services Team consists of the Principal, School Social Worker, School Psychologist, Speech and Language Therapist, Inclusion Facilitator, Occupational Therapist, Reading Specialist, School Nurse, general and special education teachers, the Director and/or Assistant Director of Pupil Services. The team meets weekly to determine how to best meet the individual learning needs of identified children. All members of the PST assist in the process of developing strategies to meet academic and behavioral needs of identified students. All members of the PST assist in the process of gathering information in order to determine which type of assistance would be most effective for identified students. It is believed that using this system enables staff to be more effective with the use of their time and service. Parents are an integral part of the PST and are encouraged to participate in all aspects of their child's education. Parents of students receiving special education services have certain rights, which are safeguarded by state and federal statutes.

Special education services provided to eligible students include work with classroom teachers and parents to develop and implement strategies for identified students with academic and behavior needs. They also conduct comprehensive assessments of eligible students with the goal of obtaining information that will assist the PST in planning and implementing meaningful and effective instructional interventions. For additional information, please contact your child’s principal or Mrs. Valerie Lamberti, Director of Pupil Services, at (847) 835-7808.

Students with disabilities who do not qualify for an individualized education program, as required by the federal Individuals with Disabilities Education Act and implementing provisions of the School Code, may qualify for services under Section 504 of the federal Rehabilitation Act of 1973 if the child (i) has a physical or mental impairment that substantially limits one or more major life activities, (ii) has a record of a physical or mental impairment, or (iii) is regarded as having a physical or mental impairment.

Social Work Services
Social Workers support students on an individual or small group basis and work with classroom teachers and parents to develop and implement strategies for students with identified social-emotional and behavioral needs. As appropriate, the Social Worker conducts assessments of students with the goal of obtaining information that will assist the PST in planning and implementing meaningful and effective instructional interventions.
Teacher Associates
Teacher associates support kindergarten, first grade, special education programs and the Crawford Learning Centers.

School Nurse
The school nurse monitors medical and health issues as related to learning and supports the implementation of health and substance abuse education activities.

Speech and Language Services
Screenings are provided for all kindergarteners and students new to the district. When indicated, further assessments are completed and eligible students receive services delivered in the classroom or on a pullout basis.

Learning and Behavior Disabilities Resource Programs
Special education staff work with identified students by assessing progress, consulting with teachers and parents, working with eligible students both in and outside of the classroom, managing and implementing Individual Education Plans (IEP’s), and assisting with behavior contracts.

Educational Lifeskills Program (ELS)
This NSSED-supported program is for children with unique learning needs and multiple impairments. It allows for the integration of students into general education classrooms as appropriate. One NSSED ELS classroom is housed at Central School.

Occupational Therapy Services (O.T.)
The District employs a certified occupational therapist. The O.T. consults with staff, evaluates students, and provides direct services to eligible and identified students with fine motor sensory integration deficits, when these factors affect learning.

Physical Therapy Services (P.T)
Certified physical therapists, contracted from NSSED, consult with staff, evaluate students, and provide direct services to eligible and identified students experiencing gross motor deficits. Additional Programs Available through NSSED:
1. Orthopedic Programs
2. Vision and Mobility Training Services
3. Audiology and Hearing Impaired Services
4. Early Childhood Programs (ECP)

Provision of Services to Private School Students with Disabilities
Beginning July 1, 2005, the Individuals With Disabilities Education Improvement Act provides for significant changes in the regulations for parentally placed private school children with disabilities. Guidance from the U.S. Office of Education stipulates that evaluation or services are to be provided by the school district in which the private or parochial school is located. Each school district is required to:
1. Identify children with disabilities who are attending a private school located within the school district’s boundaries,
2. Consult with the appropriate private school representatives to determine how proportionate share IDEIA funds are to be apportioned if funds are insufficient to serve all children, and
3. Provide services based on the proportionate share to students attending private schools within the school district’s boundaries.
Related Service Logs
Under the *Individuals with Disabilities Education Act* and in compliance with Illinois Public Act 101-0515, the District must provide students with disabilities appropriate special education and related services to address their educational needs. If your student receives related services from the District through their Individualized Education Program ("IEP") document, such as occupational therapy, physical therapy, social work, nursing services, and speech and language therapy, you may request copies of related service logs developed and maintained by the District. These related service logs include information regarding the type and duration of related services provided to your child.

Standardized Assessments
Each year the Glencoe Public Schools test students with Curriculum Based Assessments, formative assessments and standardized achievement tests. The District uses these assessments for several purposes, such as program evaluation. The tests reflect many of the District’s curriculum goals in specific subject areas. The composite test results of a grade level provide an objective measure of how well subject matter is being learned. Typically, a student’s test scores are not considered in evaluating their placement or progress. However, when questions arise about a student’s classroom performance, scores may be reviewed as part of a comprehensive evaluation of the student’s progress. District students also participate in testing required by the Illinois State Board of Education. Students in grades 3 - 8 are tested in English Language Arts and Mathematics using the computerized Illinois Assessment of Readiness (IAR). The Illinois State Board of Education provides test results for the IAR in early fall.

Student Records
The District complies with the Family Educational Rights and Privacy Act of 1974, the Illinois School Student Records Act, and all pertinent regulations, the Individuals With Disabilities Education Act, and the rules of the Illinois State Board of Education. All student educational records are collected, maintained, inspected, disseminated, and destroyed pursuant to these federal and state acts and regulations. More information about student records can be found on page 57 of this handbook.

Teacher Institute Days
Throughout the school year Teacher Institute Days are scheduled for staff to revise and review curriculum, participate in professional growth activities, meet with grade-level colleagues, and articulate with other staff members regarding District-level curriculum. In addition, District 35 will hold two School Improvement half-days during the 2019-2020 school year. These will be held on October 10, 2019, and April 9, 2020.

Technology Ethics
The use of the District’s electronic network shall (1) be consistent with the curriculum adopted by the District as well as varied instructional needs, learning styles, abilities, and developmental levels of the students, and (2) comply with the selection criteria for instructional materials and library media center materials. The District’s electronic network is part of the curriculum and is not a public forum for general use.

The Board of Education has adopted an Acceptable Use Policy to insure that students and staff have appropriate access to technology-based information systems. Parents receive a copy of the Acceptable Use Policy. It must be signed and returned to the school before their student will be given access to the
global technology in schools. General rules for behavior and communication apply when using electronic networks. The District’s Acceptable Use Policy 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. Focus is on personal responsibility and use of computers in a positive manner. Illegal copies of copyrighted programs may not be made or used on school computers.

**Threat Assessment Team**
As required by Board Policy 4:190, the District has a district-level Threat Assessment Team to review concerns and viable threats to the safety and security of our students, staff, and schools. In collaboration with Glencoe Public Safety, this team meets monthly and serves as a resource to assess safety needs for all members of the school community. As appropriate, relevant information is shared with receiving schools.

**Transportation Safety**
The District makes available a transportation program for all students in the District. An outside contractor provides this service. Students utilizing the District transportation program pay a fee. The per-pupil charge for transportation services is determined annually by the Board of Education and is based on the cost of transportation services. Fees are paid on a yearly basis and are not pro-rated or refunded except in cases in which the child is not in attendance for the full year. In demonstrable cases of financial hardship, the Director of Finance and Operations may approve a time-payment plan. Only students who have registered and paid transportation fees are allowed to ride the school buses to and from school.

Bus safety procedures are reviewed with students annually and include bus evacuation drills. These drills review safety procedures and emergency exit procedures while students are being transported by bus. The bus driver must have the cooperation of all passengers. Those who do not cooperate may lose their bus riding privileges. Bus ID cards will be issued to each student riding the bus and must be shown when boarding the bus. If lost, initial replacements may be purchased in the Business Office for $1.00. Any additional replacements will be $3.00. Students riding the bus receive bus safety rules and are expected to comply with them. District 35 buses have seat belts. All bus riders are expected to fasten their seat belts immediately upon taking their seats. Seat belts will remain fastened until the bus arrives at the rider’s destination.

Students riding bicycles to school must lock the bicycle in racks; inline skates, scooters and skateboards must be put in lockers. The school does not assume responsibility for bicycles, scooters, skateboards, or inline skates students bring to school. None are to be ridden on school property. Students must wear helmets, use the safest route to school, and be familiar with bicycle, inline skate, scooter and skateboard safety rules.

**Video or Photographic Images**
Parent/Guardian(s) objecting to the use of a video or picture including their child on the school district website or publications shall make their objection in writing to the building principal.

**Voicemail**
District 35 maintains a voicemail system. Parents are encouraged to use voicemail to leave messages for staff during the school day. Staff members are encouraged to check their voicemail on a daily basis.
Volunteer Opportunities
By volunteering in the schools, parents and community members create a valued resource for students by sharing expertise, assisting in classrooms, and participating in many enrichment programs. Please contact the office staff of your child's school if you are interested in learning more about volunteer opportunities.
The academic home for students in grades five through eight is Central School. It is well equipped to serve the oldest students in the District. In addition to large, bright classrooms, it has a comprehensive multimedia Crawford Learning Center, computer labs, two gymnasiuims, a fitness center, two auditoriums, instrumental and choral music rooms, an art studio and technology education labs. The rich and diverse program at Central School reflects the District’s appreciation for the needs of the whole child: academic, social, physical and emotional. The curriculum expands the student’s knowledge base in each academic area, encourages critical thinking skills and provides opportunities to apply higher level thinking skills. Curriculum areas of mathematics, language arts, science, reading, social studies, modern languages, music, art, technology and physical education emphasize practical applications and hands-on learning opportunities. Subject areas are frequently integrated and novels are read across the curriculum. Fifth graders receive instruction on a musical instrument. Each member of the dedicated and talented staff at Central School creates their own approach to implementing the objectives of the curriculum. The variety of teaching styles and techniques that result allows students to experience the benefits of cooperative, individualized and teacher-directed learning. The years at Central School provide rich opportunities for students to study, to learn and to apply what they have learned in increasingly sophisticated ways.

Advisory
Every Central School student is assigned to a teacher with whom there can be a close and rewarding relationship. In grades five and six, the primary teacher serves in this role, and in grades seven and eight, the Advisory teacher may be either an academic or special subject teacher from those grade levels. The Advisory is intended to be a forum for providing important information for students as well as a communication link between home and school.

Goals for the Central School Advisory Program:
1. To establish a trusting relationship between students and adults in the school
2. To help build a respectful school community
3. To establish a heightened sense of individual and group responsibility through service activities and volunteering
4. To reinforce sound decision-making skills
5. To aid communication among students and between students and adults in the school community

Sample Advisory Topics
Empathy and Compassion
Bullying Prevention
Cyber Bullying
Emotion Management
Problem Solving
Self Esteem
Peer Pressure
Goal Setting
Coping with Stress

Assemblies
Assemblies are scheduled on a regular basis and are designed to be educational and enjoyable. They provide one of the few opportunities to practice formal audience behavior. These are valued learning opportunities and we expect students to exhibit strong listening skills and respectful assembly behavior.

Attendance
Attendance is taken each period. A student returning to school must bring a parent note concerning the absence to the Nurse’s Office before the beginning of school. Students may be asked to come in before
Students must attend a full day of school in order to participate in after school activities, unless approved by the principal or assistant principal.

**Before and After School**

Students are expected to arrive at school by 8:15 a.m. Students may arrive earlier if school personnel request their presence, an early pass has been issued at the request of the student’s parent(s)/guardian(s), or the bus arrives early. Students who arrive early will remain outside, except during inclement weather. The front entrance and the Board of Education entrance are the indoor waiting areas in poor weather. The main doors to Central School open at 7:30 a.m. Students are required to sign in before going to a classroom, CLC or activity.

A number of before and after-school programs are available for student participation. No additional fees are required for participation in A.M. Art, Intramurals, and before-school instrumental and vocal ensembles. Additional programs sponsored by the Glencoe Parent Teacher Organization do not require a fee and include clubs such as Spartan Tech Club, French Club, Spanish Club, and Debate Club.

The school day ends at 3:25 p.m. After dismissal, students are to leave the building immediately unless involved in an after-school activity. Students are expected to leave the building at the conclusion of the activity. Students attending after-school functions (Junior High Project, sporting events, etc.) are expected to remain in the designated area.

**Behavior Management System**

**Statement of Purpose**

The purpose of our school-wide behavior management system is to create, support, and maintain an environment that is safe, positive, and conducive for a positive response to instruction. It will provide the opportunity to promote positive behavior, student achievement, and enable effective teaching practices.

**Valued and Important Beliefs**

- Students have the right for uninterrupted learning
- Students have the right to express ideas respectfully
- Students will respect and value the learning process
- Students will demonstrate problem-solving skills
- Students have the right to learn in a safe environment
- Students have the right to respect themselves and others
- High, yet reasonable expectations must be maintained

**Expectations for Behaviors**

It is our expectation that students will use the following guidelines for behavior. Deviation will result in fair and consistent consequences.

**Safety**

- Are my actions endangering others or myself?
- What is the intent of my actions towards others?
Respect  Do my words and actions show respect for others and myself?

Honesty  Am I being honest with others and myself?

Responsibility  Do I take responsibility for my words and actions?  Do I allow others to take responsibility for their words and actions?

Courtesy  Do my words and actions create a positive, supportive school environment?

Social and Emotional Learning
The behavioral expectations listed are expected from all students. To promote these behaviors, instruction in specific social and emotional competencies will be incorporated in all grade levels. Said competencies include self-awareness, social awareness, self-management, relationship skills, and responsible decision-making. Additionally, Central School will engender an enriched environment that focuses on positive behavior. Programs including *WE CARE*, *Acting as an Ally*, and *Snowflake* will be visible throughout the building. Necessary to the success of these programs, appropriate student behavior will be recognized. Acknowledgements include, but are not limited to, *WE CARE Awards*, *Ally Cards* and communication with parents.

Unified Response to Infraction
Central School recognizes that discipline should never be the primary vehicle to shape and create positive behavior. It should be used as a small piece of the entire positive behavior management plan. When the expected student behavior is compromised, Central School faculty will initiate disciplinary procedures. There will be three levels of consequence, and procedures for data collection.

Discipline
*Level One*: During Level One, the teacher/associate or other school personnel deal with disciplinary events that take place in classrooms, hallways, or on school grounds.

Such infractions may include, but are not limited to, tardiness, gum chewing, minor disruptions, and minor conflicts. When a student is involved in a Level One incident, the teacher will handle the situation and assign appropriate consequences. If a consequence is issued, it is the responsibility of the teacher to contact the student’s parent(s)/guardian(s).

*Level Two*: Level Two represents repeated Level One disciplinary events. The accumulations can be a combination of any Level One incident.

If a classroom teacher seeks administrative assistance for repeated Level One disciplinary events, the requesting teacher shall send the student to the office. At such time, the student will complete a response form, which identifies the student’s inappropriate behavior, as well as positive alternatives. Building administrators will conference with the student and determine appropriate consequences. Consequences for Level Two infractions include an immediate lunch detention and contact with the student’s parent(s)/guardian(s). In addition, the assistant principal will maintain records of all accumulated consequences and inform the student’s teachers when there is an accumulation of three detentions.
**Level Three:** Level Three represents behavior that escalates above the typical low level violations or disciplinary events that result in the physical aggression, harassment (verbal, sexual), disrespect for school authority, theft, or other behaviors that would require Public Safety involvement.

Documentation of the event will be recorded and forwarded to the building administrators. Such documentation will include the names of students involved, witnesses of the event, time, location, what happened, injuries and all other necessary information. The building administrators will contact all students involved when appropriate. If immediate student removal is necessary, the teacher will send the student(s) to the office or contact the office and assistance will be provided. When sending a student to the office, staff members are asked to complete an office referral form. Consequences will be issued on an individual basis, determined by the building administrators. Once determined, consequences and necessary information will be discussed with each child’s teachers. **There will be a high level of confidentiality observed.**

**Potential Consequences**

*Community Service:*  
As an alternative to detention and suspension, students may be offered opportunities to complete community service. Such activities will be a positive learning experience and designed to enhance Central School.

*Individual or Group Competency Training:*  
These training opportunities are designed to reinforce observed gaps in the five competencies listed above. Students will work individually or with groups.

*Detentions:*  
Detentions are designed to promote positive behavior and decrease inappropriate decision-making. When issued a detention, students are required to spend one full lunch period or forty-five minutes after school in the detention classroom. While in attendance, students may be required to complete a reflection sheet that details the student’s inappropriate behavior and positive alternatives.

When documenting the assigned detentions, staff members are asked to follow the procedures listed below.

1. Teacher completes detention form and issues the white copy to the student.  
2. A parent(s)/guardian(s) signs the white copy and returns it to school with the student.  
3. Teacher sends the yellow and pink copy to the assistant principal.  
4. The student’s advisor will receive the pink copy.  
5. Once the student serves the detention, the yellow copy will be returned to the issuing teacher.

*Suspensions:*  
Suspensions are issued in the form of in-school or out-of-school. In-school suspension will be used as a learning opportunity. An in-school suspension consists of the following activities:

1. Meet with the school social worker  
   If assigned an in-school suspension, the student will meet with the school social worker at the beginning of the day. The two will discuss what happened to cause the suspension with the expectation that the student accepts responsibility for their actions. The student will also be required to discuss the negative impact their actions had on Central School’s learning
environment. Finally, the student will be required to identify possible appropriate alternative behavior. If the student refuses to discuss the event, they may answer the questions in written form.

2. School work that requires minimal assistance
3. Bathroom breaks at specific times throughout the day
4. Short lunch period
5. At the conclusion of the day, the student will meet again with a building administrator to debrief and reinforce alternative positive behaviors.

Out-of-school suspensions will be limited to Level Three infractions and will be assigned at the discretion of the building administrators. Students assigned an out-of-school suspension are not allowed on school property at any point during the day they are suspended. If the student is suspended on a day that they have an after school activity, the suspended student may not attend. Students serving this type of suspension have the opportunity to complete work assigned on the day they were absent.

Bring Your Own Device (BYOD)
Within Central School, students are allowed to bring personal computers, e-readers, and tablets for educational purposes upon signed completion of the Electronic Device User Agreement. Smartphones are not allowed under this agreement. When personal devices are not in use, they will remain off, and as the schedule allows, locked in the student’s locker. Proper use and protection of the device is the responsibility of the student and all guidelines of the Acceptable Use Policy must be followed.

Closed Campus
Students must stay on the school grounds from the time they arrive (even if first period has not yet started) until dismissal or until they are picked up by the bus or a parent.

Corridor Courtesy
Students are asked to keep the corridors open to traffic by walking to the right. Respectful walking behavior makes for a safe passage for all in the corridor. They are asked not to block traffic by standing in groups, to pass through corridors quietly, and to be considerate to others in the halls and classrooms. Trash should be discarded in the containers provided. Students are asked to keep the school clean by picking up paper from the floors.

Dress Code
The appearance of students at Central School should reflect the atmosphere of a learning environment and should not disrupt the progress of an educational program. We ask that all students dress in such a way as to not draw attention to themselves. Students should be dressed appropriately for school. Hats, caps, coats and gloves are to be kept in lockers and not worn in the classroom. Reasonable standards of cleanliness and decency should be considered. The Central School faculty is the final authority for judging appropriateness of a student’s appearance. It is the expectation that students do not wear the following:

- Visible Undergarments
- Excessively short dresses/skirts/shorts
- Articles of clothing with suggestive or inappropriate messages including references to sex, drugs, alcohol, cigarettes, or vulgar language
● Tops – low cut, backless, spaghetti straps, off the shoulder, or showing of midriffs
● Hats, hoods, coats, gloves, or sunglasses

Grading and Promotion
Every teacher shall maintain an evaluation record for each student in the teacher's classroom. The final grade assigned by the teacher cannot be changed by a District administrator without notifying the teacher. Reasons for changing a student's final grade include:

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

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

Homework
The Central School staff believes in the educational value of homework and important objectives that it accomplishes. Homework assignments are given at each grade level appropriate to the student's age. Teachers at each grade level have developed common expectations for the scope and quantity of homework. All students are expected to complete assigned work independently unless specifically stated otherwise by the teacher. Copying of homework assignments, papers, quizzes or tests is viewed as plagiarism and cheating and will have a minimum consequence of all children being involved receiving zero points on the assignment in question. Parent(s)/guardian(s) are encouraged to contact their child’s teacher or Advisory teacher with homework-related questions or concerns.

Some teachers may assign a homework partner. (Check with the Advisory or grade level teacher.)

If a student is absent and has a homework partner, this student will be able to gather materials and worksheets for the absent student. These worksheets can be left in the school office or taken home. When a student is absent they should alert the homework partner as soon as possible. The student should also use information sources for homework identified by individual classroom teacher such as homework hotline, teacher web pages, Blackboard, etc.

It is the expectation that missed classroom instruction, activities, and homework are to be made-up following an absence. Due to various pedagogical concerns, work will not be provided before a planned absence. Following absences, students should arrange times with each of their teacher(s), most likely before or after school, to make up missed materials. The teacher(s) then will provide a timeframe for completion of makeup work/activities. Please note that when students are not in school they miss multiple hours of instruction, work time, assessments, instructions, discussions, etc. Students are responsible for any information related to these activities. Failure to meet with teacher(s) and catch-up on course work will have natural consequences as classroom activities are sequenced to build on previously laid foundations.

Interscholastic Sports
At Central School, students have an opportunity to participate in an intramural athletic program. Fall, winter and spring activities are open to all students regardless of skill level. Interscholastic sports are available at seventh and eighth grades. More information about these programs is provided at the opening of school and from the Physical Education Department throughout the year.
Students must attend a full day of school in order to participate in after school activities, unless approved by the principal or assistant principal.

Central School Code of Conduct for Successful Activities Participation
1. Be responsible when participating as a team member by demonstrating good sportsmanship.
2. Respect the referee or judge’s decision. The decision is final and one should not argue with the call or decision.
3. Represent Central School with dignity and pride.
4. Set a good example for your fellow students.
5. Demonstrate a positive attitude toward your coach and help build team spirit throughout the season.
6. Always participate to the best of your ability and encourage the team regardless of the score.

Maintaining passing grades and proper behavior is required to participate in interscholastic sports or activities. Students who receive poor behavior ratings, discipline referrals, or who receive a “U” in academic work in any class will be placed on academic probation for two weeks. During the two-week period it is expected that the student correct any deficiencies. Should the student’s poor behavior or poor academic progress continue, the student shall be declared ineligible for practice, games, or participation in competition for the next two-week period. A student will be declared immediately ineligible whenever receiving more than one “U” on any report or whenever misbehavior is significant or repeated. A case-by-case decision is made by the administrator(s) regarding student participation in evening events, class trips, field trips, and other special events when the student has been involved in a situation resulting in disciplinary action.

Lockers
All lockers are supplied with combination locks. Advisory teachers assign each student a locker and lock at the beginning of the school year. Students are asked to keep their combinations confidential and to keep their lockers locked at all times to ensure the safety of their valuables.

Progress Reports
Academic progress can be monitored through Family Access. Each quarter report cards are available electronically through Family Access. For courses in which test grades provide a basis for grading, the following is a general rule: A=100-90%, B=80-89%, C=70-79%, D=60-69%, U=Unsatisfactory Below 60%

Recognitions
Students are honored at Awards Assemblies for service to the school, academic achievement, and other appropriate areas. Students may receive “Recognition Referrals” at any time of the year. In the classroom, teachers recognize students for many reasons including academic, social, and behavioral progress.

Service Projects
Service to the school and community is encouraged at Central School. The Student Council and the Eighth Grade Executive Cabinet often design service projects. Students may post signs advertising special service projects only after receiving permission from the principal or assistant principal.
Student Council
The Student Council is the student governing body of Central School. Representatives from each Advisory meet with the elected officers and the faculty advisors. They assist in planning school activities, making recommendations and discussing ways to improve Central School. Representatives and alternates are elected by Advisory. Members of the Council elect officers. There is one Student Council for fifth through seventh grade. In addition, the eighth grade class elects its own officers who constitute the Eighth Grade Executive Cabinet. The Cabinet is responsible for helping to make the eighth grade year a special experience.

Tardiness
The Central School staff value teaching time and make every effort to use the time allotted in the most productive ways. Students who are consistently late to class or school will have notification sent home regarding patterns of tardiness and a disciplinary referral will be made to the assistant principal. Students with excessive tardies will be required to make-up lost time before or after school.

Telephone Calls
Students are not permitted to call home during the school day to request lunches or homework left at home. Only emergency telephone calls will be relayed immediately to teachers and students.

Washington Trip
The Glencoe Washington Trip for 8th grade students is not a District 35 sponsored event. All correspondence regarding the Washington Trip should be returned to the coordinators at an identified address or location outside of the school district. No forms are to be returned to Central School and telephone calls or electronic communication to coordinators should be made outside of school hours. District 35 resources and school time are not utilized for the promotion or business associated with the Washington Trip, including but not exclusive of: copying of materials associated with the Washington Trip, use of District 35 technology (i.e. email, internet, intranet), accessing of data bases, printing or obtaining information from District 35 sources for mailing labels, etc.
WEST SCHOOL

Glencoe’s intermediate school for third and fourth graders is a bright and friendly learning environment. Greeted by smiling staff as they enter in the morning, students make their way through halls filled with colorful displays, including student artwork.

The staff and students at West School work daily to help build a strong school community. The program at West School models the value of inclusion, respect, and support for oneself and others. A rich, integrated curriculum reflects the District’s focus on the needs of the whole child, academic, social, physical and emotional. The curriculum is developmentally based and individualized as needed to ensure that each child reaches their maximum potential academically and socially. The program includes literacy, math, social studies, science, music, art, physical education, Spanish and library/research skills. The development of effective study skills and work habits is encouraged and fostered throughout the program, as is the integration of technology. Students at West School frequently come together for grade-centered activities or the sharing of special student projects.

Birthday Celebrations

One of the annual milestones for a child is celebrating their birthday. Teachers honor children in the classroom on their special day in a variety of ways and will communicate to parents how they wish to celebrate birthdays in their classroom. This may include a plan to check in with the teacher a week prior to the birthday for an individual celebration or it may include a plan to celebrate all birthdays occurring during a month on a single day. Additionally, classroom teachers may celebrate all summer month birthdays on one designated date.

Due to an increasing number of students with food allergies, schools must be extremely careful regarding food items brought into the school building and classrooms. In order to provide a safe and healthy environment NO FOOD treats will be allowed for birthday celebrations. Parents may choose to honor their child in other ways such as:

- Donating a book to the school library or classroom
- Reading a book to the class
- Donating a ball, jump rope, etc. for classroom recess
- Making cards for the military, Public Safety Officers, elderly in area rest homes, etc.
- Donating a plant for the school’s Native Plant Garden or Organic Vegetable Garden
- Other service learning activities

In order to keep students from being excluded, we ask that invitations for home parties be sent from home rather than delivered at school.

Daily Schedule

The school day begins at 8:45 a.m. Students may begin to enter the building at 8:35 a.m. We encourage students to arrive on time to ensure they have a smooth start to their day and begin the day’s activities with their classmates.

There are two lunch periods at West School. Third grade lunch is from 11:30 a.m. to 12:15 p.m., while fourth graders have lunch from 12:15 p.m. to 1:00 p.m. Students have approximately 20 minutes to eat lunch and 25 minutes for recess. Students can choose to bring their lunch from home or parents may pre-purchase a lunch from the PTO. Those students who bring their lunch will place it in the lunch crate located outside of their respective classrooms. Each morning the lunch crates are collected and
refrigerated until the scheduled lunch times. Soft lunch bags are recommended to allow room in the refrigeration units for all lunches. The student’s name and teacher's name should be clearly marked on the outside of the lunch bag. Milk is available for students at no additional charge. The PTO sponsors a “Special Lunch” program. Information about this program is sent home in advance. Information about these fees is available at the beginning of the school year.

**Discipline/Behavior**

Students at West School are expected to treat one another with respect and to be respectful of the property and rights of others. The primary responsibility for maintaining appropriate behavior rests with the staff and administration of the school. Parent(s)/guardian(s) will be contacted when a student’s behavior interferes with the safety and welfare of other students. The District behavior policies outlined in this handbook also apply to West School.

**Dress Code**

The appearance of students at West School should reflect the atmosphere of a learning environment and should not disrupt the progress of an educational program. Students should be dressed appropriately for school. Hats, caps, coats and gloves are to be kept in lockers and not worn in the classroom. Reasonable standards of cleanliness and decency should be considered. The principal is the final authority for judging the appropriateness of a student's appearance.

**Field Trips**

A variety of field trips are planned throughout the year. Students must have a completed permission slip on file before they are allowed to participate in any off-site activities. Parent volunteers are welcome, but numbers may be limited due to space constraints. In addition, unless otherwise noted, siblings may not be brought along on field trips. Most field trips require an additional expense, which is listed on the permission slip. When a cost is associated with the field trip parents should use the on-line payment system. Anyone unable to pay for the field trip should contact the Business Office (847-835-7800). Family Service of Glencoe assists the District in determining the fees for those families requesting assistance. Financial assistance may be given based on income. In order to maintain confidentiality, Family Service of Glencoe staff serves as the interviewer of the family and recommends to the School District the level of scholarship to be awarded. Applications may be obtained from the School District Business Office. The PTO has established the McKeon Scholarship Fund to assist families. The fund is administered through the District Business Office. For more information, inquiries may be made to the Director of Finance and Operations, building principal or social worker. All inquiries will remain confidential.

**Playground Rules/Recess**

When students are on the playground, they should maintain appropriate behavior and demonstrate good sportsmanship. Excessively rough play and contact sports are prohibited. To ensure that students remain safe, those students who cannot maintain appropriate behavior may lose their recess privileges. Parent(s)/guardian(s) will be notified of significant problems that occur. Playground equipment is available for the students and we ask that students leave personal balls, jump ropes, etc. at home.

**Transportation Procedures**

**Morning Arrival**

Morning staff supervision begins at 8:20 a.m. and the first bell rings at 8:35 a.m. Students who walk or ride their bikes are asked to enter through the main entrance. The bike racks are located at the northeast
corner of the school site (in front of the building). A helmet is required and bikes should be locked in the bike rack during the school day. Students who are driven to school may be dropped off at the sidewalk on Willow Tree Lane.

All students who ride the bus are asked to wait inside the school until the buses arrive. Drivers line up on Willow Tree Lane for pick-up at the walkway near the driveway. Staff members will supervise the pick-up location. Students are not allowed to cross through parked cars on Forest Way Drive and Willow Tree Lane. We ask that students request the assistance of the crossing guards to ensure their safety.

**Only students who have registered and paid transportation fees are allowed to ride the school buses to and from school.**

If there is a change in the mode of transportation for a child (ex., bus rider being picked up by car, bus rider with a play date being picked up by car, car rider being picked up by different individual, etc.) parents must notify the School Office staff by **10:00 a.m.**

At West School, we ask for transportation notes only when students are traveling on a different bus or getting off at a different stop. We do not require a note from home if students are walking, biking or using a car pool.
SOUTH SCHOOL

Glencoe students in kindergarten through second grade attend South School, a warm, welcoming learning environment. Reflecting the District’s child-centered philosophy, South School is concerned with the whole child: academic, social, physical and emotional. The broad-based curriculum includes literacy, mathematics, social studies, science, technology, music, art, Spanish, physical development and Crawford Learning Center. The curriculum at South School maximizes learning and success for each child. Support services are available to those who might benefit from additional assistance in mastering the basics of reading, math and written expression. Non-graded report cards measure a student’s progress in relation to a set of objectives in each subject area and the student’s own pattern of learning.

At the start of each school year, our Behavior Principles are sent home for parent(s)/guardian(s) review and signature. These guidelines are shared within each classroom to ensure a safe and respectful school environment.

Birthday Celebrations
One of the annual milestones for a child is celebrating their birthday. At South School, we invite all parents to have lunch with their children in the lunchroom to celebrate their special day. Parents can arrange a date with the classroom teacher in order to honor their child for his or her birthday. Parents should check-in at the front office to receive a birthday lanyard.

As a reminder, in order to keep students from being excluded, we ask that invitations for home parties be sent from home rather than delivered at school.

Field Trips
A variety of field trips are planned throughout the year. Students must have a completed permission slip on file before they are allowed to participate in any off-site activities. Parent volunteers are welcome, but numbers may be limited due to space constraints. In addition, unless otherwise noted, siblings may not be brought along on field trips. Most field trips require an additional expense, which is listed on the permission slip. When a cost is associated with the field trip parents should use the on-line payment system. Anyone unable to pay for the field trip should contact the Business Office (847-835-7800). Financial assistance may be given based on income. In order to maintain confidentiality, Family Services of Glencoe staff serves as the interviewer of the family and recommends to the School District the level of scholarship to be awarded. Applications may be obtained from the School District Business Office. The PTO has established the McKeon Scholarship Fund to assist families. The fund is administered through the District Business Office. For more information, inquiries may be made to the Director of Finance and Operations, building principal or social worker. All inquiries will remain confidential.

Lunch
There are three 45-minute lunch/recess periods each day. Students have 20 minutes to eat lunch and 20 minutes for recess. Kindergarten lunch/recess is scheduled from 11:00 a.m. – 11:45 a.m. First Grade lunch/recess is scheduled from 11:35 a.m. - 12:20 p.m. Second grade lunch recess is scheduled from 12:10 p.m. – 12:55 p.m. Students can choose to bring their lunch from home or parents may pre-purchase a lunch from the PTO. Those students who bring their lunch will place it in the lunch crate outside their
respective classroom. Each morning the lunch crates are collected and refrigerated until scheduled lunch times. Soft lunch bags are recommended to allow room for all the lunches in the refrigeration units. Please mark the student’s first and last name clearly on the outside of lunch bags. Milk is available for students. The PTO also sponsors a “Special Lunch” program. Information about this program is sent home in advance. Information about fees is available at the beginning of the school year.

Playground Guidelines
Students are expected to treat each other with respect, kindness and courtesy at all times. On the playground students share the equipment, using it as it was intended. This applies to before school, at lunch recess, class recess time and after school.

General Guidelines
1. Balls, jump ropes, and miscellaneous playground equipment is to be taken out to the playground by staff only. Students are asked to leave personal toys at home.
2. Stones, sticks, and other objects should be left on the ground.
3. Snowmen and snow forts are to be constructed at the west end of the playground. Snowball throwing is not permitted.
4. Students are to remain on the playground during recess.

Slides
1. Students should sit down, feet first before sliding.
2. One person slides down at a time.
3. Students should wait until the previous child is off the slide before sliding down.
4. Stones, sticks, and other objects should be left on the ground.
5. Slides should only be used to go down.
6. Students should slide down immediately rather than sitting at the top of the slide for extended periods.

Climbing Equipment
1. Students should climb and hang by their hands only.
2. Students are asked to refrain from standing on the top of the climbing equipment.

Transportation
Students enter South School through the Linden Avenue or Jackson entrance at 8:40 a.m. Supervision begins at 8:30 a.m. In case of inclement weather, students may wait in the hallway. Changes in a student’s normal mode of transportation require notice to the school via our online change form. If a student is going home with another child, please plan where the children are to meet after school. The bike rack area and the flagpole are convenient locations. Take a minute each morning to confirm after-school plans with your child. Changes in after-school plans should be made in emergency situations only. Please keep in mind that changes can be confusing to children.

If there is a change in the mode of transportation for a child (e.g., bus rider being picked up by car, bus rider with a play date being picked up by car, car rider being picked up by different individual, etc.) parent(s)/guardian(s) must notify the School Office staff by 1:30 p.m. using the online change form found on the South School website (www.glencoesouth.org).
Early Dismissal Information
The “early dismissal” section of the transportation online form should be filled out for all early dismissals and will be given to the teacher. When picking up a student, parent(s) or authorized person must come to the office and sign out the student. If the child is returning to school that day, the school nurse or office staff should be notified of their return.

Bike Riders and Walkers
Students who ride their bikes or walk to school should always use the crosswalks. They should never cross between cars, even if they are parked. Those going east should always cross Linden Avenue in the front of the school where a staff person can cross them safely. Bikes must always be walked on school grounds and across streets. A bike helmet is required. Bikes should always be locked in the bike racks during the school day.

Car Riders
Students arriving or departing by car should only be dropped off in the yellow striped fire lane on Linden Avenue. We ask that students never walk between cars, even if they are parked and that drivers never cut in front of others in the car line. If the driver of a car does not wish to wait in the car line, they should park the vehicle in an identified parking space and walk to meet the student in front of the school building. Please make an effort to avoid parking in the fire lane and crosswalks even for “just a minute”. It is illegal and emergency vehicles may need access to these areas. Please remember our neighbors at South School and do not block driveways.

Bus Riders
Students should arrive at the bus stop at least 5-10 minutes early. When the bus arrives, students should form a straight line to board the bus, and wait for the bus to come to a complete stop before moving toward the bus. Students should go to their seats and fasten seat belts. All students are required to wear seat belts while on the bus. The driver is in charge of the bus and is to be obeyed and treated with respect at all times. Students should use good manners, talk quietly, keep their hands to themselves and stay in their seats. There should be no talking when the bus comes to a railroad crossing. Drivers stop only at designated stops. There is no stop at West School unless designated as the student’s regular bus stop. West School has asked for our cooperation in this matter.

There are no assigned seats on the bus. Children will be dropped off as close to their home as possible. A responsible person that the bus driver recognizes should meet the bus each day. If there is no one to meet the bus, the driver will bring the child back to South School and parent(s)/guardian(s) will be notified to pick up the child. Only students who have registered and paid transportation fees are allowed to ride the school buses to and from school.
Access to Electronic Networks
The District 35 Board Policy 6:235 – Access to Electronic Networks states:
Electronic networks, including the Internet, are a part of the District's instructional program in order to promote educational excellence by facilitating resource sharing, innovation, and communication. The Superintendent or designee shall develop an implementation plan for this policy and appoint a system administrator.
The School District is not responsible for any information that may be lost, damaged, or unavailable when using the network, or for any information that is retrieved 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
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-media center materials. 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 network must be (1) in support of education and/or research, and be in furtherance of the Board of Education's stated goal, or (2) for a legitimate business purpose. Use is a privilege, not a right. Students and staff members have no expectation of privacy in any material that is stored, transmitted, or received via the District's electronic network or District's computers. General rules for behavior and communications apply when using electronic networks. The District's Authorization for Electronic Network Access 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
Each District computer with Internet access shall have a filtering device that blocks entry to visual depictions that are (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by the Children's Internet Protection Act 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 designee. The Superintendent or designee shall include measures in this policy's implementation plan to address the following:

1. Limiting student access to inappropriate matter as well as restricting access to harmful materials:
2. Student safety and security when using electronic communications;
3. Limiting unauthorized access, including “hacking” and other unlawful activities; and
4. Limiting unauthorized disclosure, use, and dissemination of personal identification information.

Authorization for Electronic Network Access
Each staff member must sign the District's Authorization for Electronic Network Access 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.
All users of the District’s computers and means of Internet access shall maintain the confidentiality of student records. Reasonable measures to protect against unreasonable access shall be taken before confidential information is loaded onto the network. The failure of any student or teacher to follow the terms of the Authorization for Electronic Network Access, or this policy, will result in the loss of privileges, disciplinary action, and/or appropriate legal action.

Accommodating Individuals with Disabilities
Individuals with disabilities shall be provided an opportunity to participate in all school-sponsored services, programs, or activities on an equal basis to those without disabilities and will not be subject to illegal discrimination. Whenever necessary, the District may provide to persons with disabilities separate or different aids, benefits, or services from, but as effective as, those provided to others. Individuals with disabilities should notify the building principal or superintendent if their disability will require special assistance or service and, if so, what services are required. This notification should occur as far in advance as possible of the school-sponsored function, program or meeting.

Annual Asbestos Notification
The U.S. Congress has enacted the Asbestos Hazard Emergency Response Act. Comprehensive regulations were developed to address asbestos problems in public and private elementary and secondary schools. These regulations require all schools to inspect for friable and non-friable asbestos, develop asbestos management plans that address asbestos hazards in school buildings and implement response actions in a timely manner.

The District 35 asbestos management plan contains information on inspections, reinspections, response actions and post-response action activities, including periodic reinspections and surveillance activities that are planned or in progress. The management plan is available for review in each school office during normal school hours. A reasonable charge will be assessed for photocopying the plan. If you have questions about asbestos related activities, please contact the Business Office at 847-835-7800.

Bring Your Own Device (BYOD) Program; Responsible Use and Conduct
The District 35 Board Policy 6:220 – Bring Your Own Device (BYOD) Program; Responsible Use and Conduct states the BYOD program will:
1. Promote educational excellence by facilitating resource sharing, innovation, and communication to enhance (a) technology use skills; (b) web-literacy and critical thinking skills about Internet resources and materials, including making wise choices; and (c) habits for responsible digital citizenship required in the 21st century.
2. Provide sufficient wireless infrastructure within budget parameters.
3. Provide access to the Internet only through the District’s electronic networks.
4. Identify approved BYOD devices and what District-owned technology devices may be available; e.g., laptops, tablet devices, and/or E-readers.


6. Provide relevant staff members with BYOD professional development opportunities, including the provision of:
   a. Classroom management information about issues associated with the program, e.g., technical support, responsible use, etc.;
   b. A copy of or access to this policy and any building-specific rules for the program;
   c. Additional training, if necessary, about 5:170, Copyright; and
   d. Information concerning appropriate behavior of staff members as required by State law and policy 5:120, Ethics and Conduct.

7. Provide a method to inform parents/guardians and students about this policy.

8. Include the program in the annual report to the Board as required under policy 6:10, Education Philosophy and Objectives.

The District reserves the right to discontinue its BYOD program at any time. The District does not provide liability protection for BYOD devices, and it is not responsible for any damages to them.

**Responsible Use**

The District recognizes students participating in the program as responsible young adults and holds high expectations of their conduct in connection with their participation in the program. Teachers may encourage students to bring their own devices as supplemental in-class materials when: (a) using the devices will appropriately enhance, or otherwise illustrate, the subjects being taught; (b) the Building Principal has approved their use and found that their use is age-appropriate; and (c) the student’s parent/guardian has signed the Bring Your Own Device (BYOD) Program Participation Authorization and Responsible Use Agreement Form. A student’s right to privacy in their device is limited; any reasonable suspicion of activities that violate law or Board policies will be treated according to policy 7:140, Search and Seizure.

Responsible use in the program incorporates into this policy the individual’s Acceptable Use of Electronic Networks agreement pursuant to policy 6:235, Access to Electronic Networks. Responsible use also incorporates the established usage and conduct rules in policy 7:190, Student Discipline for students. Failure to follow these rules and the specific BYOD program student guidelines may result in: (a) the loss of access to the District’s electronic network and/or student’s BYOD privileges; (b) disciplinary action pursuant to 7:190 Student Discipline, 7:200, Suspension Procedures, or 7:210, Expulsion Procedures; and/or (c) appropriate legal action, including referrals of suspected or alleged criminal acts to appropriate law enforcement agencies.

**Education of Homeless Children**

Each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education, as provided to other children and youths, including a public pre-school education. A “homeless child” is defined as provided in the McKinney Homeless Assistance Act and State law.
The Director of Finance and Operations shall act as a Liaison for Homeless Children to coordinate this policy’s implementation. **For Assistance Contact:** Jason Edelheit at 847-835-7813 or edelheij@glencoeschools.org

A homeless child may attend the District school that the child attended when permanently housed or in which the child was last enrolled. A homeless child living in any District school’s attendance area may attend that school.

The Director of Finance and Operations shall review and revise rules or procedures that may act as barriers to the enrollment of homeless children and youths. In reviewing and revising such procedures, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. Transportation shall be provided in accordance with the McKinney Homeless Assistance Act and State law. The Director of Finance shall give special attention to ensuring the enrollment and attendance of homeless children and youths who are not currently attending school. If a child is denied enrollment or transportation under this policy, the Liaison for Homeless Children shall immediately refer the child or their parent/guardian to the ombudsperson appointed by the Regional Superintendent and provide the child or their parent/guardian with a written explanation for the denial. Whenever a child and their parent/guardian who initially share the housing of another person due to loss of housing, economic hardship, or a similar hardship continue to share the housing, the Liaison for Homeless Children shall, after the passage of 18 months and annually thereafter, conduct a review as to whether such hardship continues to exist in accordance with State law.

**Electronic Devices**

**Electronic Signaling Devices**

Students may not use or possess electronic signaling (paging) devices or two-way radios on school property at any time, unless the Building Principal specifically grants permission.

**Cell Phones and Other Electronic Devices**

The possession and use of smartphones, cell phones, and other electronic devices, other than paging devices and two-way radios, are subject to the following rules:

1. They must be turned off and stored in the locker (Away for the Day).
2. They may not be used during the regular school day unless the supervising teacher grants permission for them to be used or if needed during an emergency.
3. They may not be used in any manner that will cause disruption to the educational environment or will otherwise violate student conduct rules.
4. They may not be used for creating, sending, sharing, viewing, receiving, or possessing *indecent visual depictions* 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 sexting 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.

Electronic study aids may be used during the school day if:

1. Use of the device is provided in the student’s IEP, or
2. Permission is received from the student’s teacher; e.g., BYOD programs.
Examples of electronic devices that are used as study aids include devices with audio or video recording, iPods®, some cellular telephones, smartphones, laptop computers, and tablet computers or devices, e.g., iPads®. Examples of electronic devices that are **not** used as study aids include: hand-held electronic games, CD players, MP3 players/iPods® used for a purpose other than a study aid, global positioning systems (GPS), radios, and cellular telephones (with or without cameras) used for a purpose other than a study aid.

The use of technology as educational material in a curriculum-based program is not a necessity but a privilege, and a student does not have an absolute right to use their electronic device while at school. Using technology as a study aid must always follow the established rules for the BYOD program. Using technology at all other times must always follow the established rules for cell phones and other electronic devices at school. The School District is not responsible for the loss or theft of any electronic device brought to school.

**Equal Education Opportunities**
School Board Policy 7:20 is a Sex Equity Policy which seeks to insure that all facilities and programs for one sex are comparable to the facilities and programs provided to the other sex for the same or equivalent activities. The District maintains a Non-Discrimination Coordinator. Persons who believe they have not yet received equal opportunities should report their claims to the Non-Discrimination Coordinator. The Coordinator’s name and address are as follows: Dr. Catherine Wang 620 Greenwood Avenue Glencoe, IL 60022 (847) 835-7800.

**Fee Waivers/ Free Textbook Loan & Free Or Reduced Lunches**
District 35 provides students with textbooks and supplementary materials. A fee is charged to help cover this cost. Scholarships are available to assist students with the fee. To request a free loan of textbooks, parents should contact the school principal or Business Manager. District 35 also provides free or reduced cost student lunches. To obtain more information concerning these programs contact: District 35 Business Office 620 Greenwood Avenue Glencoe, IL 60022 (847) 835-7800.

**Food Allergies**
Public Act 96-0349, effective January 1, 2011, addresses safe and supportive environments for students with life-threatening allergies or chronic illnesses. Public Act 96-0349 requires school districts to annually inform parents of students with life-threatening allergies or life-threatening chronic illnesses of the applicable provisions of Section 504 of the Rehabilitation Act of 1973 and other applicable federal statutes, state statutes, federal regulations and state rules. The intent of this notice is to inform you of your student's rights and protections that promote safe participation in school programs.

If your student has a life-threatening allergy or life-threatening chronic illness, please notify either the Director of Pupil Services or the school nurse. Section 504 protects students from discrimination due to a disability that substantially limits a major life activity. If a student is suspected of having a qualifying disability under Section 504, the school will convene a Section 504 team to determine eligibility and as needed, appropriate supports and services to address the student's individual needs. Under Section 504, a student with a physical or mental impairment which substantially limits a major life activity, such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, and learning, may meet the definition of a student with a disability. If the student has a qualifying disability, the 504 team will look at how the disability limits access to school programs and whether the student is eligible
for protection from discrimination under Section 504. If the student is protected under Section 504, an individualized Section 504 Plan will be developed and implemented to provide the needed supports so that the student can access their education as effectively as students without disabilities. Not all students with life-threatening allergies and life-threatening chronic illnesses may be eligible under Section 504.

**Harassment**

The District 35 Board Policy 7:20 - Harassment of Students Prohibited - states:

No person, including a District employee or agent, or student, shall harass, intimidate, or bully a student on the basis of actual or perceived: race; color; national origin; military status; unfavorable discharge from 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; actual or potential marital or parental status, including pregnancy; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student’s educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

Sexual harassment of students is prohibited. Any person, including a district employee or agent, or student, engages in sexual harassment whenever they make 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; or

Has the purpose or effect of:

- a. Substantially interfering with a student’s educational environment;
- b. Creating an intimidating, hostile, or offensive educational environment;
- c. Depriving a student of educational aid, benefits, services, or treatment; or
- d. Making submission to or rejection of such 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 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. The term sexual violence includes a number of different acts. Examples of sexual violence include, but are to limited to, rape, sexual assault, sexual battery, sexual abuse, and sexual coercion.

Students are encouraged to report claims or incidences of bullying, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager. A student 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 a student was a victim of any prohibited conduct perpetrated by another student shall be referred to the Building Principal, Assistant Building Principal, or Dean of Students for appropriate action. The Superintendent shall insert into this policy the names, addresses, and telephone numbers of the District's current Nondiscrimination Coordinator and Complaint Managers. At least one of these individuals will be female, and at least one will be male.

**Nondiscrimination Coordinator:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Dr. Catherine Wang</th>
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</thead>
<tbody>
<tr>
<td>Address</td>
<td>620 Greenwood Avenue</td>
</tr>
<tr>
<td>Telephone No.</td>
<td>(847) 835-7800</td>
</tr>
</tbody>
</table>

**Nondiscrimination Complaint Managers:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Mr. Jason Edelheit</th>
<th>Mrs. Amy Holaday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>620 Greenwood Ave.</td>
<td>620 Greenwood Ave.</td>
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<td></td>
<td>Board of Education</td>
<td>Board of Education</td>
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<tr>
<td>Telephone No.</td>
<td>(847) 835-7800</td>
<td>(847) 835-7800</td>
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</table>

The Superintendent shall use reasonable measures to inform staff members and students that the District will not tolerate sexual harassment, such as by including this policy in the appropriate handbooks. Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action up to and including discharge. Any District student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action, including but not limited to, suspension and expulsion consistent with the discipline policy. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to disciplinary action up to and including discharge, with regard to employees, or suspension and expulsion, with regard to students.

The District 35 Board Policy 7:180 - *Prevention of and Response to Bullying, Intimidation, and Harassment* - states:

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

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

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

Bullying includes cyber-bullying and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student that has or can be reasonably predicted to have the effect of one or more of the following:

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

Cyber-bullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. Cyber-bullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of bullying. Cyber-bullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of bullying.

Restorative measures means a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that: (i) are adapted to the particular needs of the school and community, (ii) contribute to maintaining school safety, (iii) protect the integrity of a positive and productive learning climate, (iv) teach students the personal and interpersonal skills they will need to be successful in school and society, (v) serve to build and restore relationships among students, families, schools, and communities, and (vi) reduce the likelihood of future disruption by balancing accountability with an understanding of students’ behavioral health needs in order to keep students in school.

School personnel means persons employed by, on contract with, or who volunteer in a school district, including without limitation school and school district administrators, teachers, school guidance counselors, school social workers, school counselors, school psychologists, school nurses, cafeteria workers, custodians, bus drivers, school resource officers, and security guards.

The Superintendent or designee shall develop and maintain a bullying prevention and response plan that advances the District’s goal of providing all students with a safe learning environment free of bullying and harassment. This plan must be consistent with the requirements listed below; each numbered requirement, 1-12, corresponds with the same number in the list of required policy components in 105 ILCS 5/27-23.7(b) 1-12:

1. The District uses the definition of bullying as provided in this policy.
2. Bullying is contrary to State law and the policy of this District. However, nothing in the District’s bullying prevention and response plan is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment to the U.S. Constitution or under Section 3 of Article I of the Illinois Constitution.
3. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the District Complaint Manager or any staff member with whom the student is comfortable speaking. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the District Complaint Manager or any staff member. Anonymous reports are also accepted.

Complaint Manager:
Dr. Catherine Wang
620 Greenwood Avenue
wangc@glencoeschools.org
847-835-7800

4. Consistent with federal and State laws and rules governing student privacy rights, the Superintendent or designee shall promptly inform the parent(s)/guardian(s) of every student involved in an alleged incident of bullying and discuss, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures.

5. The Superintendent or designee shall promptly investigate and address reports of bullying, by, among other things:
   a. Making all reasonable efforts to complete the investigation within 10 school days after the date the report of a bullying incident was received and taking into consideration additional relevant information received during the course of the investigation about the reported bullying incident.
   b. Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.
   c. Notifying the Building Principal or school administrator or designee of the reported incident of bullying as soon as possible after the report is received.
   d. Consistent with federal and State laws and rules governing student privacy rights, providing parents/guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the Building Principal or school administrator or their designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.

The Superintendent or designee shall investigate whether a reported incident of bullying is within the permissible scope of the District’s jurisdiction and shall require that the District provide the victim with information regarding services that are available within the District and community, such as counseling, support services, and other programs.

6. The Superintendent or designee shall use interventions to address bullying, that may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services.

7. A reprisal or retaliation against any person who reports an act of bullying is prohibited. A student’s act of reprisal or retaliation will be treated as bullying for purposes of determining any consequences or other appropriate remedial actions.

8. A student will not be punished for reporting bullying or supplying information, even if the District’s investigation concludes that no bullying occurred. However, knowingly making a false accusation or providing knowingly false information will be treated as bullying for purposes of determining any consequences or other appropriate remedial actions.
9. The District’s bullying prevention and response plan must be based on the engagement of a range of school stakeholders, including students and parents/guardians.

10. The Superintendent or designee shall post this policy on the District’s Internet website, if any, and include it in the student handbook, and, where applicable, post it where other policies, rules, and standards of conduct are currently posted. The policy must also be distributed annually to parents/guardians, students, and school personnel, including new employees when hired.

11. The Superintendent or designee shall assist the Board with its evaluation and assessment of this policy’s outcomes and effectiveness. This process shall include, without limitation:
   a. The frequency of victimization;
   b. Student, staff, and family observations of safety at a school;
   c. Identification of areas of a school where bullying occurs;
   d. The types of bullying utilized; and
   e. Bystander intervention or participation.
   The evaluation process may use relevant data and information that the District already collects for other purposes. The Superintendent or designee must post the information developed as a result of the policy evaluation on the District’s website, or if a website is not available, the information must be provided to school administrators, Board members, school personnel, parents/guardians, and students.

12. The Superintendent or designee shall fully implement the Board policies, including without limitation, the following:
   a. 2:260, Uniform Grievance Procedure. A student may use this policy to complain about bullying.
   b. 6:60, Curriculum Content. Bullying prevention and character instruction is provided in all grades in accordance with State law.
   c. 6:65, Student Social and Emotional Development. Student social and emotional development is incorporated into the District’s educational program as required by State law.
   d. 6:235, Access to Electronic Networks. This policy states that the use of the District’s electronic networks is limited to: (1) support of education and/or research, or (2) a legitimate business use.
   e. 7:20, Harassment of Students Prohibited. This policy prohibits any person from harassing, intimidating, or bullying a student based on an identified actual or perceived characteristic (the list of characteristics in 7:20 is the same as the list in this policy).
   f. 7:185, Teen Dating Violence Prohibited. This policy prohibits teen dating violence on school property, at school sponsored activities, and in vehicles used for school-provided transportation.
   g. 7:190, Student Behavior. This policy prohibits, and provides consequences for, hazing, bullying, or other aggressive behaviors, or urging other students to engage in such conduct.
   h. 7:310, Restrictions on Publications. This policy prohibits students from and provides consequences for: (1) accessing and/or distributing at school any written, printed, or electronic material, including material from the Internet, that will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities, and (2) creating and/or distributing written, printed, or electronic material, including photographic material and blogs, that causes substantial disruption to school operations or interferes with the rights of other students or staff members.
Health Education
As part of the District health education program, students are provided with instruction in recognizing and avoiding sexual abuse as required by The School Code of Illinois, Section 861-866 and 23 Illinois Administrative Code, Section 1.430(a, 7). Under these provisions, parents have the right to refuse, in writing, such instruction for their children. Parents wishing to exercise this right should write a letter of refusal for this instruction to their child’s principal to cover the current academic year. A letter of refusal needs to be resubmitted for each school year. Parents are also advised that health education includes avoiding and preventing child abduction, drug and alcohol prevention, AIDS and, within the sex education curriculum at pertinent ages, the notion of abstinence until marriage as a method of birth control.

Integrated Pest Management
It is the policy of District 35 to control pest problems in a way that poses the least hazard to human health and the environment. Therefore, an Integrated Pest Management (IPM) program is in place that is compliant with Illinois state law. IPM is a pest control program that combines prevention, non-chemical pest control methods, and the appropriate use of pesticides with preference for products that are the least harmful to human health and the environment. By addressing and correcting the root causes of pest problems, IPM can provide long-term, economical pest control while minimizing the potential risk posed by frequent pesticide applications.

The success of IPM depends on the involvement of many individuals. Students, school staff, administrators and parents are all participants in the IPM program. To have a positive impact on the District’s goal to reduce pest problems, the following are requested when using school facilities:

1. Report pest sightings to a staff member
2. Clean up leftover or spilled food and beverages immediately
3. Store food, including animal food, in tightly sealed containers in designated areas
4. Keep refrigerators, vending machines, and microwaves clean and free of spills
5. Do not prop open windows, screens or doors that could allow pests to enter the school buildings
6. Remove trash
7. Keep areas dry and report leaks
8. Do not pressure school staff to apply pesticides; there are other effective means of controlling pest problems
9. Do not tamper with sticky traps, bait stations, bait boxes, or traps to monitor or kill pests

Please remember that spraying pesticides in school buildings without notifying parents and staff is illegal under Illinois state law. Notification will be made through the District website: www.glencoeschools.org. For more information on the District’s pest control practices, IPM, or to register to receive written notification prior to application of pesticides on grounds or property contact the Director of Finance and Operations, Telephone: 847-835-7800 Fax: 847-835-7805.

Nondiscrimination
Equal educational and extracurricular opportunities shall be available for all students without regard to color, race, nationality, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender identity, status of being homeless, order of protection status, actual or potential marital or parental status, including pregnancy.
Registered Sex Offenders

In accordance with P.A. 94-994 parents of children attending school may access information regarding registered sex offenders and violent offenders against youth through the following Illinois State Police websites:

- The Illinois Sex Offender Registry: [http://www.isp.state.il.us/sor/](http://www.isp.state.il.us/sor/).
- The Illinois Statewide Child Murderer and Violent Offender Against Youth Registry: [http://www.isp.state.il.us/cmvo/](http://www.isp.state.il.us/cmvo/).

School Behavior

The District 35 Board Policy 7:190 – Student Behavior—states:

The school administration is authorized to discipline students for gross disobedience or misconduct, including but not limited to:

- Using, possessing, distributing, purchasing, or selling tobacco or nicotine materials, including without limitation, electronic cigarettes, vaping devices or vaping products.
- Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
- Using, possessing, distributing, purchasing, selling, or offering for sale:
  a. Any illegal drug or controlled substance, or cannabis (including medical cannabis, marijuana, hashish, and vaping products).
  b. Any anabolic steroid unless it is being administered in accordance with a physician’s or licensed practitioner’s prescription.
  c. 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.
  d. 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.
  e. 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.
  f. 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 tablet or powdered form.
  g. “Look-alike” or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a student believes is, 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.
  h. 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.

Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they had the prohibited substance, as applicable, in their possession.
• Using, possessing, controlling, or transferring a “weapon” as that term is defined in the Weapons section of this policy, or violating the Weapons section of this policy.
  a. Using or possessing an electronic paging device. Using a cellular telephone, video recording device, personal digital assistant (PDA), or other electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Prohibited conduct specifically includes, without limitation, creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device, or cellular phone. Unless otherwise banned under this policy or by the Building Principal, all electronic devices must be kept powered-off and out-of-sight during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student’s individualized education program (IEP); (c) it is used during the student’s lunch period, or (d) it is needed in an emergency that threatens the safety of students, staff, or other individuals.
  b. Using or possessing a laser pointer unless under a staff member’s direct supervision and in the context of instruction.
• Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a District staff member’s request to stop, present school identification, or submit to a search.
• Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, altering report cards, and wrongfully obtaining test copies or scores.
• Engaging in hazing or any kind of bullying or aggressive behavior that does physical or psychological harm to a staff person or another student, or urging other students to engage in such conduct. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network, or other comparable conduct.
• Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning), and sexual assault. This does not include the non-disruptive: (a) expression of gender or sexual orientation or preference, or (b) display of affection during non-instructional time.
• Teen dating violence, as described in Board policy 7:185, Teen Dating Violence Prohibited.
• Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person’s personal property.
• Entering school property or a school facility without proper authorization.
• In the absence of a reasonable belief that an emergency exists, calling emergency responders (such as calling 911); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus, or at any school activity.
• Being absent without a recognized excuse; State law and School Board policy regarding truancy control will be used with chronic and habitual truants.
• Being involved with any public school fraternity, sorority, or secret society, by: (a) being a member; (b) promising to join; (c) pledging to become a member; or (d) soliciting any other person to join, promise to join, or be pledged to become a member.
• Being involved in gangs or gang-related activities, including displaying gang symbols or paraphernalia.
• Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism, and hazing.

• Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of their duties or employment status or status as a student inside the school.

• Operating an unmanned aircraft system (UAS) or drone for any purpose on school grounds or at any school event unless granted permission by the Superintendent or designee.

• Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

For purposes of this policy, the term "possession" includes having control, custody, or care, currently or in the past, of an object or substance, including situations in which the item is: (a) on the student's person; (b) contained in another item belonging to, or under the control of, the student, such as in the student's clothing, backpack, or automobile; (c) in a school's student locker, desk, or other school property; or (d) at any location on school property or at a school-sponsored event.

Efforts, including the use of positive interventions and supports, shall be made to deter students, while at school or a school-related event, from engaging in aggressive behavior that may reasonably produce physical or psychological harm to someone else. The Superintendent or designee shall ensure that the parent/guardian of a student who engages in aggressive behavior is notified of the incident. The failure to provide such notification does not limit the Board's authority to impose discipline, including suspension or expulsion, for such behavior.

No disciplinary action shall be taken against any student that is based totally or in part on the refusal of the student's parent/guardian to administer or consent to the administration of psychotropic or psychostimulant medication to the student.

Disciplinary Measures

School officials shall limit the number and duration of expulsions and out-of-school suspensions to the greatest extent practicable, and, where practicable and reasonable, shall consider forms of non-exclusionary discipline before using out-of-school suspensions or expulsions. School personnel shall not advise or encourage students to drop out voluntarily due to behavioral or academic difficulties. Potential disciplinary measures include, without limitation, any of the following:

1. Notifying parent(s)/guardian(s).
2. Disciplinary conference.
3. Withholding of privileges.
4. Temporary removal from the classroom.
5. Return of property or restitution for lost, stolen, or damaged property.
6. In-school suspension. The Building Principal or designee shall ensure that the student is properly supervised.
7. After-school study or Saturday study provided the student's parent/guardian has been notified. If transportation arrangements cannot be agreed upon, an alternative disciplinary measure must
be used. The student must be supervised by the detaining teacher or the Building Principal or designee.

8. Community service with local public and nonprofit agencies that enhances community efforts to meet human, educational, environmental, or public safety needs. The District will not provide transportation. School administration shall use this option only as an alternative to another disciplinary measure, giving the student and/or parent/guardian the choice.

9. Seizure of contraband; confiscation and temporary retention of personal property that was used to violate this policy or school disciplinary rules.

10. Suspension of bus riding privileges in accordance with Board policy 7:220, Bus Conduct.

11. Out-of-school suspension from school and all school activities in accordance with Board policy 7:200, Suspension Procedures. A student who has been suspended may also be restricted from being on school grounds and at school activities.

12. Expulsion from school and all school activities for a definite time period not to exceed 2 calendar years in accordance with Board policy 7:210, Expulsion Procedures. A student who has been expelled may also be restricted from being on school grounds and at school activities.

13. Transfer to an alternative program if the student is expelled or otherwise qualifies for the transfer under State law. The transfer shall be in the manner provided in Article 13A or 13B of the School Code.

14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, including but not limited to, illegal drugs (controlled substances), “look-alikes,” alcohol, or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies.

The above list of disciplinary measures is a range of options that will not always be applicable in every case. In some circumstances, it may not be possible to avoid suspending or expelling a student because behavioral interventions, other than a suspension and expulsion, will not be appropriate and available, and the only reasonable and practical way to resolve the threat and/or address the disruption is a suspension or expulsion.

Corporal punishment is prohibited. 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.

**Weapons**

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

1. A firearm, meaning any gun, rifle, shotgun, or weapon as defined by Section 921 of Title 18 of the United States Code (18 U.S.C. § 921), firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act (430 ILCS 65/), or firearm as defined in Section 24-1 of the Criminal Code of 1961 (720 ILCS 5/24-1).

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

The expulsion requirement under either paragraph 1 or 2 above may be modified by the Superintendent, and the Superintendent’s determination may be modified by the Board on a case-by-case basis. The Superintendent or designee may grant an exception to this policy, upon the prior request of an adult...
supervisor, for students in theatre, cooking, ROTC, martial arts, and similar programs, whether or not school-sponsored, provided the item is not equipped, nor intended, to do bodily harm. This policy’s prohibitions concerning weapons apply regardless of whether: (1) a student is licensed to carry a concealed firearm, or (2) the Board permits visitors, who are licensed to carry a concealed firearm, to store a firearm in a locked vehicle in a school parking area.

Re-Engagement of Returning Students
The Superintendent or designee shall maintain a process to facilitate the re-engagement of students who are returning from an out-of-school suspension, expulsion, or an alternative school setting. The goal of re-engagement shall be to support the student’s ability to be successful in school following a period of exclusionary discipline and shall include the opportunity for students who have been suspended to complete or make up work for equivalent academic credit.

Required Notices
A school staff member shall immediately notify the office of the Building Principal in the event that they: (1) observe any person in possession of a firearm on or around school grounds; however, such action may be delayed if immediate notice would endanger students under their supervision, (2) observe or has reason to suspect that any person on school grounds is or was involved in a drug-related incident, or (3) observe a battery committed against any staff member. Upon receiving such a report, the Building Principal or designee shall immediately notify the local law enforcement agency, State Police, and any involved student’s parent/guardian. “School grounds” includes modes of transportation to school activities and any public way within 1000 feet of the school, as well as school property itself.

Delegation of Authority
Each teacher, and any other school personnel when students are under their charge, is authorized to impose any disciplinary measure, other than suspension, expulsion, corporal punishment, or in-school suspension, that is appropriate and in accordance with the policies and rules on student discipline. Teachers, other licensed educational employees, and other persons providing a related service for or with respect to a student, may use reasonable force as needed to maintain safety for other students, school personnel, or other persons, or for the purpose of self-defense or defense of property. Teachers may temporarily remove students from a classroom for disruptive behavior.

The Superintendent, Building Principal, Assistant Principal, or Dean of Students is authorized to impose the same disciplinary measures as teachers and may suspend students guilty of gross disobedience or misconduct from school (including all school functions) and from riding the school bus, up to 10 consecutive school days, provided the appropriate procedures are followed. The Board may suspend a student from riding the bus in excess of 10 school days for safety reasons.

Student Handbook
The Superintendent, with input from the parent-teacher advisory committee, shall prepare disciplinary rules implementing the District’s disciplinary policies. These disciplinary rules shall be presented annually to the Board for its review and approval. A student handbook, including the District disciplinary policies and rules, shall be distributed to the students’ parents/guardians within 15 days of the beginning of the school year or a student’s enrollment.

Searches
In order to maintain safety, order and discipline in District 35, searches of students, their personal belongings, and their assigned student lockers may be necessary. Student lockers are the property of the Board of Education in which the student has no reasonable expectation of privacy. The administration
may search school property, including lockers, through the use of specially trained dogs to locate illegal substances. The District 35 Board Policy 7:140 states:  
In order to maintain order and security in the schools, school authorities are authorized to conduct reasonable searches of school property and equipment, as well as of students and their personal effects. “School authorities” includes school liaison police officers.  

School Property and Equipment as well as Personal Effects Left There by Students  
School authorities may inspect and search school property and equipment owned or controlled by the school (such as, lockers, desks, and parking lots), as well as personal effects left there by a student, without notice to or the consent of the student. Students have no reasonable expectation of privacy in these places or areas or in their personal effects left there. The Superintendent may request the assistance of law enforcement officials to conduct inspections and searches of lockers, desks, parking lots, and other school property and equipment for illegal drugs, weapons, or other illegal or dangerous substances or materials, including searches conducted through the use of specially trained dogs.  

Students  
School authorities may search a student and/or the student’s personal effects in the student’s possession (such as, purses, wallets, knapsacks, book bags, lunch boxes, etc.) when there is a reasonable ground for suspecting that the search will produce evidence the particular student has violated or is violating either the law or the District’s student conduct rules. The search itself must be conducted in a manner that is reasonably related to its objective and not excessively intrusive in light of the student’s age and sex, and the nature of the infraction. When feasible, the search should be conducted as follows:  
1. Outside the view of others, including students,  
2. In the presence of a school administrator or adult witness, and  
3. By a certificated employee or liaison police officer of the same sex as the student.  
Immediately following a search, a written report shall be made by the school authority who conducted the search, and given to the Superintendent.  

Seizure of Property  
If a search produces evidence that the student has violated or is violating either the law or the District’s policies or rules, such evidence may be seized and impounded by school authorities, and disciplinary action may be taken. When appropriate, such evidence may be transferred to law enforcement authorities.  

Notification Regarding Student Accounts or Profiles on Social Networking Websites  
School officials may not request or require a student or their parent/guardian to provide a password or other related account information to gain access to the student’s account or profile on a social networking website. School officials may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student’s account on a social networking website that violates a school disciplinary rule or policy. In the course of an investigation, the student may be required to share the content that is reported in order to allow school officials to make a factual determination.
State/Federal Programs
Glencoe School District 35 receives monies from the State of Illinois and Federal Programs such as: Title I and Title II (Teacher Quality). As specified in many of these grants, parents and community members are encouraged to submit ideas that may be pertinent to these grants. To learn more about these programs, contact the District Office at 847-835-7800.

Social Media
The District 35 Board Policy 5:125 – Personal Technology and Social Media; Usage and Conduct — states:

Usage and Conduct
All District employees who use personal technology and social media shall:
1. Adhere to the high standards for appropriate school relationships required by policy 5:120, Ethics and Conduct at all times, regardless of the ever-changing social media and personal technology platforms available. This includes District employees posting images or private information about themselves or others in a manner readily accessible to students and other employees that is inappropriate as defined by policy 5:20, Workplace Harassment Prohibited; 5:100, Staff Development Program; 5:120, Ethics and Conduct; 6:235, Access to Electronic Networks; 7:20, Harassment of Students Prohibited; and the Ill. Code of Educator Ethics, 23 Ill.Admin.Code §22.20.
2. Choose a District-provided or supported method whenever possible to communicate with students and their parents/guardians.
3. Not interfere with or disrupt the educational or working environment, or the delivery of education or educational support services.
4. Comply with policy 5:130, Responsibilities Concerning Internal Information. This means that personal technology and social media may not be used to share, publish, or transmit information about or images of students and/or District employees without proper approval. For District employees, proper approval may include implied consent under the circumstances.
5. Refrain from using the District’s logos without permission and follow Board policy 5:170, Copyright, and all District copyright compliance procedures.
6. Use personal technology and social media for personal purposes only during non-work times or hours. Any duty-free use must occur during times and places that the use will not interfere with job duties or otherwise be disruptive to the school environment or its operation.
7. Assume all risks associated with the use of personal technology and social media at school or school-sponsored activities, including students’ viewing of inappropriate Internet materials through the District employee’s personal technology or social media. The Board expressly disclaims any responsibility for imposing content filters, blocking lists, or monitoring of its employees’ personal technology and social media.
8. Be subject to remedial and any other appropriate disciplinary action for violations of this policy ranging from prohibiting the employee from possessing or using any personal technology or social media at school to dismissal and/or indemnification of the District for any losses, costs, or damages, including reasonable attorney fees, incurred by the District relating to, or arising out of, any violation of this policy.

The Superintendent shall:
1. Inform District employees about this policy during the in-service on educator ethics, teacher-student conduct, and school employee-student conduct required by Board policy 5:120, Ethics and Conduct.
2. Direct Building Principals to annually:
a. Provide their building staff with a copy of this policy.
b. Inform their building staff about the importance of maintaining high standards in their school relationships.
c. Remind their building staff that those who violate this policy will be subject to remedial and any other appropriate disciplinary action up to and including dismissal.

1. Build awareness of this policy with students, parents, and the community.
   1. Ensure that no one for the District, or on its behalf, requests of an employee or applicant access in any manner to their social networking website or requests passwords to such sites.
   1. Periodically review this policy and any procedures with District employee representatives and electronic network system administrator(s) and present proposed changes to the Board.

**Student Concussions and Head Injuries**

The District 35 Board Policy 7:305 – *Student Athlete Concussions and Head Injuries*—states:

The Superintendent or designee shall develop and implement a program to manage concussions and head injuries suffered by students. The program shall prepare for the full implementation of the Youth Sports Concussion Safety Act, that provides, without limitation, each of the following:

1. The Superintendent must appoint members of a Concussion Oversight Team for the District.

The Concussion Oversight Team shall establish each of the following based on peer-reviewed scientific evidence consistent with guidelines from the Centers for Disease Control and Prevention:

- ✔ A return-to-play protocol governing a student’s return to interscholastic athletics practice or competition following a force of impact believed to have caused a concussion. The Superintendent or designee shall supervise an athletic trainer or other person responsible for compliance with the return-to-play protocol.

- ✔ A return-to-learn protocol governing a student’s return to the classroom following a force of impact believed to have caused a concussion. The Superintendent or designee shall supervise the person responsible for compliance with the return-to-learn protocol.

- ✔ Each student and the student’s parent/guardian shall be required to sign a concussion information receipt form each school year before participating in an interscholastic athletic activity.

- ✔ A student shall be removed from an interscholastic athletic practice or competition immediately if any of the following individuals believes that the student sustained a concussion during the practice and/or competition: a coach, a physician, a game official, an athletic trainer, the student’s parent/guardian, the student, or any other person deemed appropriate under the return-to-play protocol.

- ✔ A student who was removed from interscholastic athletic practice or competition shall be allowed to return only after all statutory prerequisites are completed, including without limitation, the return-to-play and return-to-learn protocols developed by the Concussion Oversight Team. An athletic team coach or assistant coach may not authorize a student’s return-to-play or return-to-learn.

The following individuals must complete concussion training as specified in the Youth Sports Concussion Safety Act: all coaches or assistant coaches (whether volunteer or a district employee) of interscholastic
athletic activities; nurses who serve on the Concussion Oversight Team; athletic trainers; game officials of interscholastic athletic activities; and physicians who serve on the Concussion Oversight Team.

The Board shall approve school-specific emergency action plans for interscholastic athletic activities to address the serious injuries and acute medical conditions in which a student’s condition may deteriorate rapidly.

Comply with the concussion protocols, policies, and by-laws of the Illinois High School Association, including its Protocol for NFHS Concussion Playing Rules and its Return to Play Policy. These specifically require that:

A student athlete who exhibits signs, symptoms, or behaviors consistent with a concussion in a practice or game shall be removed from participation or competition at that time.

A student athlete who has been removed from an interscholastic contest for a possible concussion or head injury may not return to that contest unless cleared to do so by a physician licensed to practice medicine in all its branches in Illinois or a certified athletic trainer.

If not cleared to return to that contest, a student athlete may not return to play or practice until the student athlete has provided their school with written clearance from a physician licensed to practice medicine in all its branches in Illinois or a certified athletic trainer working in conjunction with a physician licensed to practice medicine in all its branches in Illinois.

Require all student athletes to view the Illinois High School Association’s video about concussions.

Inform student athletes and their parents/guardians about this policy in the Agreement to Participate or other written instrument that a student athlete and their parent/guardian must sign before the student is allowed to participate in a practice or interscholastic competition.

Provide coaches and student athletes and their parents/guardians with educational materials from the Illinois High School Association regarding the nature and risk of concussions and head injuries, including the risks inherent in continuing to play after a concussion or head injury. Include a requirement for staff members to notify the parent/guardian of a student who exhibits symptoms consistent with that of a concussion.

**Student Medications**

The District 35 Board Policy 7:270 – Administering Medicine to Students— states:

Students should not take medication during school hours or during school-related activities unless it is necessary for a student’s health and well-being. When a student’s licensed health care provider and parent(s)/guardian(s) believe that it is necessary for the student to take a medication during school hours or school-related activities, the parent/guardian must request that the school dispense the medication to their child/ward and otherwise follow the District’s procedures on dispensing medication.

No School District employee shall administer to any student, or supervise a student’s self-administration of, any prescription or non-prescription medication until a completed and signed “School Medication Authorization Form” is submitted by the student’s parents(s)/guardian(s). No student shall possess or consume any prescription or non-prescription medication on school grounds or at a school-related function other than as provided for in this policy and its implementing procedures. Nothing in this policy shall prohibit any school employee from providing emergency assistance to students, including administering medication. The Building Principal shall include this policy in the Student Handbook and shall provide a copy to the parents/guardians of students.
Self-Administration of Medication

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

School District Supply of Undesignated Epinephrine Auto-Injectors

The Superintendent or designee shall implement Section 22-30(f) of the School Code and maintain a supply of undesignated epinephrine auto-injectors in the name of the District and provide or administer them as necessary according to State law. Undesignated epinephrine auto-injector means an epinephrine auto-injector prescribed in the name of the District or one of its schools. A school nurse or trained personnel, as defined in State law, may administer an undesignated epinephrine auto-injector to a person when they, in good faith, believe a person is having an anaphylactic reaction.

This section of the policy is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for undesignated epinephrine auto-injectors from a physician or advanced practice nurse licensed to practice medicine in all its branches, or (2) fill the District’s prescription for undesignated school epinephrine auto-injectors. Upon any administration of an undesignated epinephrine auto-injector, the Superintendent or designee(s) must ensure all notifications required by State law and administrative procedures occur. Upon implementation of this policy, the protections from liability and hold harmless provisions as explained in Section 22-30(c) of the School Code apply.

No one, including without limitation parents/guardians of students, should rely on the District for the availability of an epinephrine auto-injector. This policy does not guarantee the availability of an epinephrine auto-injector; students and their parents/guardians should consult their own physician regarding this medication.

Student Records

The District maintains two types of school records for each student: permanent record and temporary record. These records may be integrated.

The permanent record shall include:
- Basic identifying information, including the student’s name and address, birth date and place, gender, and the names and addresses of the student’s parent(s)/guardian(s)
- Academic transcripts, including grades, graduation date, grade level achieved, and the unique student identifier assigned by the Illinois State Board of Education.
- Attendance record
- Health records (medical and dental documentation necessary for enrollment)
- Record of release of permanent record information
No other information shall be kept in the permanent record. The permanent record shall be maintained for at least 60 years after the student graduates, withdraws, or transfers from the District.

All information not required to be kept in the student permanent record is kept in the student temporary record and must include:

- Scores received on the State assessment tests administered in the elementary grade levels (that is, kindergarten through grade 8)
- Completed home language survey
- Information regarding serious infractions (that is, those involving drugs, weapons, or bodily harm to another) that resulted in expulsion, suspension, or the imposition of punishment or sanction
- Information provided under the Abused and Neglected Child Reporting Act (325 ILCS 5/8.6), including any final finding report received from a Child Protective Service Unit
- Health related information (current documentation of a student’s health information relevant to school and extracurricular participation, not required for enrollment and not otherwise governed by the Mental Health and Developmental Disabilities Confidentiality Act (740 ILCS 110)(e.g., glucose readings, student athletes’ and parents’ acknowledgement of the District’s concussion policy, medication and dispensation records and logs, etc.)
- Accident Reports
- Any documentation of a student’s transfer
- A record of release of temporary record information

The temporary record may include:

- Family background information
- Intelligence test scores, group and individual
- Aptitude test scores
- Reports of psychological evaluations
- Elementary achievement level test results
- Teacher anecdotal records
- Other disciplinary information
- Special education records
- Verified reports or information from non-educational persons, agencies, or organizations of clear relevance to the student’s education
- Section 504 records
- Participation in extracurricular activities, including any offices held in school-sponsored clubs or organizations
- Honors and awards received

The Building Principal is the records custodian for their respective building and is responsible for the maintenance, care, and security of a student’s permanent or temporary records. Upon a student’s graduation, transfer, or permanent withdrawal, the Building Principal or designee shall notify the parent(s)/guardian(s) and the student when the student’s permanent and temporary school records are scheduled to be destroyed and of their right to request a copy. Before any school student record is destroyed or information deleted therefrom, the parent/guardian must be given reasonable prior notice at their last known address and an opportunity to copy the record and information proposed to be destroyed or deleted. Permanent records are kept for 60 years after the student leaves the District. Temporary records are kept for the period of their usefulness to school, but in no case less than 5 years after the student leaves the District. Student temporary records shall be reviewed at least every 4 years,
or upon a student's change in attendance centers, whichever occurs first, to verify entries and correct inaccurate information. A parent has the right to copy any student record, or information contained in, proposed to be destroyed or deleted.

The Family Educational Rights and Privacy Act (FERPA) and the Illinois Student Records Act afford parents/guardians or “eligible students” (students over 18 years of age, graduated from secondary school, married, or entered into military service) certain rights with respect to the student’s education records. They are:

1. **The right to inspect and copy the student's education records within 15 school days of the day the District receives a request for access.** The degree of access a student has to their records depends on the student’s age. Students less than 18 years of age have the right to inspect and copy only their permanent record. Students 18 years of age or older have access and copy rights to both permanent and temporary records. Parents/guardians or eligible students, or any person designated as a representative by the parent or eligible student should submit to the Building Principal a written request that identifies the record(s) they wish to inspect. The Principal will make arrangements for access and notify the parent(s)/guardian(s) or student of the time and place where the records may be inspected. The District charges $.35 per page for copying but no one will be denied their right to copies of their records for inability to pay this cost. These rights are denied to any person against whom an order of protection has been entered concerning a student (105 ILCS 5/10-22.3c and 10/5a, and 750 ILCS 60/214(b)(15).

2. **The right to request the amendment of the student’s education records that the parent(s)/guardian(s) or eligible student believes are inaccurate, misleading, irrelevant, or improper.** Parents/guardians or eligible students may ask the District to amend a record that they believe is inaccurate, misleading, irrelevant, or improper, except that parents/guardians or eligible students do not have a right to challenge: (1) academic grades; (2) the name and contact information of the Official Records Custodian; or (3) references to expulsions or out-of-school suspensions at the time the student’s records are being forwarded to another school to which the student is transferring. They should write the Building Principal, clearly identify the record they want changed, and specify the reason. If the District decides not to amend the record as requested by the parents/guardians or eligible student, the District will notify the parents/guardians or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent(s)/guardian(s) or eligible student when notified of the right to a hearing and are contained in Administrative Procedure 7:340-School Student Records available at the District and school building office.

3. **The exclusive right to inspect or copy personally identifiable information contained in the student's education records, except to the extent that the FERPA or Illinois School Student Records Act authorizes disclosure without consent.**

   Disclosure is permitted without consent or prior notice to the parent or eligible student to:
   
   (1) school officials or the Illinois State Board of Education with legitimate educational or administrative interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, therapist, cloud computing
providers, and/or providers of educational software or apps, such as Google); or any parent(s)/guardian(s) or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing their tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

(2) to any person for the purpose of anonymous research, statistical reporting or planning;
(3) in an emergency situation, if necessary for people’s health and safety, except that notice of the release (including nature of the release, date of the release, purpose of the release, and who received the records) must be given to the parent/guardian no later than the next school day;
(4) in connection with a student’s application for or receipt of financial aid;
(5) during an audit or evaluation of federally-supported education programs;
(6) as allowed under the Serious Habitual Offender’s Compensation Action Program;
(7) to a governmental agency for the investigation of a student’s school attendance;
(8) if the information is directory information, as explained below, and the parent has not informed the District that such information is not to be released
(9) to accrediting organizations in order to carry out their accrediting functions;
(10) to the Illinois Department of Healthcare and Family Services for purposes of school breakfast and lunch programs;
(11) pursuant to a court order where a parent of a student is named in the court order; or
(12) to juvenile justice authorities when necessary to complete their official duties.

The District may also be required to release student records without parental consent to the following individuals or in the following circumstances, as long as parents/guardians are first notified of their right to inspect, copy or challenge the contents of the records to be released:

(1) to the records custodian of a school to which the student is transferring;
(2) pursuant to a court order where a parent of a student is not named in the court order; or
(3) to any person as specifically required by law.

Any other release of information requires the prior written consent of the parent. The parent has the right to request a copy of any released records.

4. **The right to a copy of any school student record proposed to be destroyed or deleted.**

Student temporary records are reviewed every 4 years or upon a student’s change in attendance centers, whichever occurs first.

5. **The right to prohibit the release of directory information concerning the parent’s/guardian’s child.**

The District has designated the following as directory information:
- Student’s Name
- Student’s Address
- Student’s Grade level
- Parents'/guardians’ names and addresses
- Academic awards, degrees, and honors
- Information in relation to school-sponsored activities, organizations, and athletics
- Period of attendance in school

The District only releases directory information upon the request of a school Parent Teacher Organization.
("PTO") for the purpose of student directories published by the PTO for parents or students, the Glencoe Educational Foundation and Glencoe Junior High Project for community events regarding students enrolled in the school district, and upon the request of published news media outlets for the purpose of publishing information about student accomplishments or activities in those news media outlets, except that a parent/guardian may prohibit the release of the student’s directory information.

Any parent/guardian or eligible student may prohibit the release of any or all of the above directory information by delivering a written objection to the Building Principal within 10 school days of the start of school year or, for a mid-year transfer student, within 10 school days after a student transfers into the District.

A photograph of an unnamed student is not a school record because the student is not individually identified. The District shall obtain the consent of a student’s parents/guardians before publishing a photograph or videotape of the student in which the student is identified.

6. The right contained in this statement: No person may condition the granting or withholding of any right, privilege or benefits or make as a condition of employment, credit, or insurance the securing by any individual of any information from a student’s temporary record which such individual may obtain through the exercise of any right secured under State law

7. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA.

The name and address of the Office that administers FERPA is:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington DC 20202-4605

Suicide Prevention
The District 35 Board Policy 7:290—Suicide and Depression Awareness and Prevention—states:
The Superintendent or designee shall develop, implement, and maintain a suicide and depression awareness and prevention program (Program) that advances the Board’s goals of increasing awareness and prevention of depression and suicide. The Program shall include:

1. Protocols for administering youth suicide awareness and prevention education to students and staff.
   a. For students, implementation will incorporate Board policy 6:60, Curriculum Content, which implements 105 ILCS 5.2-3.139 and 105 ILCS 5/27-7 (requiring education for students to develop a sound mind and a healthy body).
   b. For staff, implementation will incorporate Board policy 5:100, Staff Development, and teacher’s institutes under 105 ILCS 5/3-14.8 (requiring coverage of the warning signs of suicidal behavior).

2. Procedures for methods of suicide prevention with the goal of early identification and referral of students possibly at risk of suicide.
   a. For students in grades 7 through 12, implementation shall incorporate the training required by 105 ILCS 5/10-22.39 for school guidance counselors, teachers, school social workers, and other school personnel who work with students to identify the warning signs of suicidal behavior in adolescents and teens along with appropriate intervention and referral techniques, including methods of prevention, procedures for early identification, and referral of students at risk of suicide.
   b. For all students, implementation shall incorporate Illinois State Board of Education (ISBE)-recommended guidelines and educational materials for staff training and professional development, along with ISBE-
recommended resources for students containing age-appropriate educational materials on youth suicide and awareness, if available pursuant to Ann Marie’s Law on ISBE’s website.

3. Methods of intervention, including procedures that address an emotional or mental health safety plan for use during the school day and at school-sponsored events for a student identified as being at increased risk of suicide. Implementation will incorporate paragraph number 2, above, along with:
   a. Board policy 6:65, Student Social and Emotional Development, implementing the goals and benchmarks of the Ill. Learning Standards and 405 ILCS 49/15(b) (requiring student social and emotional development in the District’s educational program);
   b. Board policy 6:270, Guidance and Counseling Program, implementing guidance and counseling program(s) for students, and 105 ILCS 5/20-22.24a and 22.24b, which allow a qualified guidance specialist or any licensed staff member to provide school counseling services.
   c. Board policy 7:250, Student Support Services, implementing the Children’s Mental Health Act of 2003, 405 ILCS 49/ (requiring protocols for responding to students with social, emotional, or mental health issues that impact learning ability); and
   d. State and/or federal resources that address emotional or mental health safety plans for students who are possibly at an increased risk for suicide, if available on the ISBE’s website pursuant to Ann Marie’s Law.

4. Methods of responding to a student or staff suicide or suicide attempt. Implementation of this requirement shall incorporate building-level Student Support Committee(s) established through Board policy 7:250, Student Support Services.

5. Reporting procedures. Implementation of this requirement shall incorporate Board policy 6:270, Guidance and Counseling Program, and Board policy 7:250, Student Support Services, in addition to other State and/or federal resources that address reporting procedures.

6. A process to incorporate ISBE-recommend resources on youth suicide awareness and prevention programs, including current contact information for such programs in the District’s Suicide and Depression Awareness and Prevention Program.

The Superintendent or designee shall attempt to develop a relationship between the District and the Illinois Suicide Prevention Strategic Planning Committee, the Illinois Suicide Prevention Coalition Alliance, and/or a community mental health agency. The purpose of the relationship is to discuss how to incorporate the goals and objectives of the Illinois Suicide Prevention Strategic Plan into the District’s Suicide Prevention and Depression Awareness Program.

Information to Staff, Parents/Guardians, and Students
The Superintendent shall inform each school district employee about this policy and ensure its posting on the District’s website. The Superintendent or designee shall provide a copy of this policy to the parent or legal guardian of each student enrolled in the District.

Implementation
This policy shall be implemented in a manner consistent with State and federal laws, including the Children’s Mental Health Act of 2003, 405 ILCS 49/; Mental Health and Developmental Disabilities Confidentiality Act, 740 ILCS 110/; and the Individuals with Disabilities Education Act, 42 U.S.C. §12101 et seq.

The District, Board, and its staff are protected from liability by the Local Governmental and Governmental Employees Tort Immunity Act. Services provided pursuant to this policy: (1) do not replace the care of a physician licensed to practice medicine in all of its branches or a licensed medical practitioner or professional trained in suicide prevention, assessments and counseling services, (2) are strictly limited to the available resources within the District, (3) do not extend beyond the school day and/or school-sponsored events, and (4) cannot guarantee or ensure the safety of a student or the student body.
Teen Dating Violence

Engaging in teen dating violence that takes place at school, on school property, at school-sponsored activities, or in vehicles used for school-provided transportation is prohibited. For purposes of this policy, the term teen dating violence occurs whenever a student who is 13 to 19 years of age uses or threatens to use physical, mental, or emotional abuse to control an individual in the dating relationship; or uses or threatens to use sexual violence in the dating relationship.

The Superintendent or designee shall develop and maintain a program to respond to incidents of teen dating violence that:

1. Fully implements and enforces each of the following Board policies:
   a. 7:20, Harassment of Students Prohibited. This policy prohibits any person from harassing, intimidating, or bullying a student based on the student’s actual or perceived characteristics of sex; sexual orientation; gender identity; and gender-related identity or expression (this policy includes more protected statuses).
   b. 7:180, Preventing Bullying, Intimidation, and Harassment. This policy prohibits students from engaging in bullying, intimidation, and harassment at school, school-related events and electronically. Prohibited conduct includes threats, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying.

2. Encourages anyone with information about incidents of teen dating violence to report them to any of the following individuals:
   a. Any school staff member. School staff shall respond to incidents of teen dating violence by following the District's established procedures for the prevention, identification, investigation, and response to bullying and school violence.
   b. The Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager identified in policy 7:20, Harassment of Students Prohibited.

3. Incorporates age-appropriate instruction in grades 7 through 12, in accordance with the District’s comprehensive health education program in Board policy 6:60, Curriculum Content. This includes incorporating student social and emotional development into the District’s educational program as required by State law and in alignment with Board policy 6:65, Student Social and Emotional Development.

4. Incorporates education for school staff, as recommended by the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager.

5. Notifies students and parents/guardians of this policy.

Title I

District 35 has been awarded Title I funds. These funds are used for reading and math support at South School. The District maintains programs, activities, and procedures for the involvement of parents/guardians of students receiving services, or enrolled in programs, under Title I. These programs, activities, and procedures are described in District-level and School-level compacts.

The District-Level Parental Involvement Compact contains:
(1) The District’s expectations for parental involvement, (2) specific strategies for effective parent involvement activities to improve student academic achievement and school performance, and (3) other provisions as required by federal law.
The School-Level Parental Involvement Compact contains:
(1) a process for continually involving parents/guardians in its development and implementation, (2) how parents/guardians, the entire school staff, and students share the responsibility for improved student academic achievement, (3) the means by which the school and parents/guardians build and develop a partnership to help children achieve the State’s high standards, and (4) other provisions as required by federal law.

**Truancy**

Truancy is identified as an absence without valid cause for a portion of the school day or longer. If a student is determined to be truant, the principal or designee(s) will make a reasonable effort to promptly telephone the parent. The District may use resources within the school (social worker, psychologist, nurse, etc.) in an attempt to cooperatively find a solution to the truant behavior. If these interventions prove to be ineffective and the truancy persists, the District may use community resources such as the Juvenile Officer of Glencoe Public Safety or Truant Officers of the North Cook – Intermediate Service Center.
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