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August 2015

I have received the 2015-2016 Policy/Discipline Handbook for School District 152½. I know that it is my responsibility to review this handbook with my child/ren. Each child will be responsible for returning a signed copy of the final sheet of the handbook to their school during their first week of classes.

For your convenience, five copies of the **Code of Student Conduct Agreement Contract** are included in the back of this handbook.

Thank you.

Parent/Guardian Signature _____ Date _____



Hazel Crest School District 152 1/2

ADMINISTRATIVE CENTER

1910 W. 170th Street * Hazel Crest, Illinois 60429

Phone (708) 335-0790/91 * Fax (708) 335-3520

Dear Parents/Guardians and Students,

Welcome back to another great school year! Hazel Crest School District 152½ is committed to providing the best education possible for all students. We believe that it takes a collaborative effort between the home and school to maximize our students' potential.

The parent/student handbook was created as a district-wide document to provide for consistency among schools and to communicate to our families general information about Hazel Crest School District 152½. In addition, it provides an opportunity to review policies that provide for a safe and orderly learning environment.

The handbook provides you with information relative to our school district's rules and regulations. It contains standards for student behavior. If a student's behavior does not follow these standards, the document also explains the disciplinary interventions and actions that will be undertaken to address these issues.

The handbook does not list all of the disciplinary actions that may arise during the course of a school year. Instead, the main purpose is to guide and help the students to achieve acceptable behavior and to teach them to make wise decisions. Together we can accomplish this through on-going communication and mutual respect.

We trust that this information will be helpful in discussions with your children as they navigate through the educational process within our school district. As always, your understanding and cooperation in these matters is greatly appreciated. We look forward to a productive and fulfilling school year.

Sincerely,

Dr. Sheila Harrison-Williams
Superintendent of Schools

HAZEL CREST SCHOOL DISTRICT 152½

GENERAL INFORMATION

Forward

Hazel Crest School District 152½ serves the communities of East Hazel Crest, parts of Markham, Hazel Crest, and a portion of South Harvey (refer to map). There are currently 1,000 students enrolled in two schools: Barack H. Obama Learning Academy and Jesse White Learning Academy. The district is an active member of the community. The district commits to high standards and provides well rounded educational opportunities for students and families. In addition, the district serves the larger community through programs and access to the building facilities.

Mission and Beliefs

Empower students to follow their unique path to greatness by maximizing achievement and growth.

We believe the path to greatness is paved when:

- strong school, home and community partnerships are cultivated;
- rigorous and relevant instruction, along with high expectations are the norm;
- research, data and educational best practices drive decision-making;
- a culture of mutual respect and empathy is established; and
- a safe, clean, secure and inviting atmosphere is maintained.

Board of Education

Mr. Dean Barnett	President	dbarnett@sd1525.org
Ms. LaKeya Webb	Vice-President	lwebb@sd1525.org
Ms. Gertrude Rucker	Secretary	grucker@sd1525.org
Mr. Cecil Banks	Member	cbanks@sd1525.org
Ms. Kimberly Chalmers	Member	kchalmers@sd1525.org
Ms. Veronica Jackson	Member	vjackson@sd1525.org
Ms. Heldia Richardson	Member	hrichardson@sd1525.org

Board Meeting Dates

MONDAY	AUGUST 17, 2015
MONDAY	SEPTEMBER 21, 2015
MONDAY	OCTOBER 19, 2015
MONDAY	NOVEMBER 16, 2015
MONDAY	DECEMBER 14, 2015
TUESDAY	JANUARY 19, 2016
TUESDAY	FEBRUARY 16, 2016
MONDAY	MARCH 21, 2016
MONDAY	APRIL 18, 2016
MONDAY	MAY 16, 2016
MONDAY	JUNE 20, 2016
MONDAY	JULY 18, 2016

**District Office
1910 W. 170th Street
Hazel Crest, IL 60429
(708) 335-0790**

**Dr. Sheila Harrison-Williams
Superintendent of Schools
swilliams@sd1525.org**

Administrative Staff

Ms. Mary Powell Executive Assistant to the Superintendent of Schools
mpowell@sd1525.org

Ms. Simone Griffin Director of Teaching and Learning
sgriffin@sd1525.org

Dr. Rose Lee Director of Data Analysis, Assessment and Evaluation
rlee@sd1525.org

Mr. Ferris Batie Director of Buildings and Grounds
fbatie@sd1525.org

Ms. LaVonia Wells Administrative Assistant
lwells@sd1525.org

Ms. Yolanda Payne Director of Special Services
ypayne@sd1525.org

Ms. Rolondè Hainey Administrative Assistant
rhainey@sd1525.org

Ms. Nicole Terrell-Smith Director of Business Services
nsmith@sd1525.org

Ms. Shaqulia Adams Administrative Assistant
sadams@sd1525.org

Dr. Benjamin Cooper Human Resources Consultant
bcooper@sd1525.org

Mr. Jay Anderson Payroll Consultant
janderson@sd1525.org

Ms. Alicia Wheeler Accounts Payable Coordinator
awheeler@sd1525.org

TBD Parent/Community Liaison

School Administrators/Assistants/Secretaries

Barack H. Obama Learning Academy

16448 South Park
Markham, IL 60428
(708) 825-2400

Ms. Veronica Robinson, Principal
vrobinson@sd1525.org

Ms. Ericka Williams, Assistant Principal
ewilliams@sd1525.org

Mr. Charles Moreland, Dean of Students
cmoreland@sd1525.org

Ms. Rebecca Winston, Principal Secretary
rwinston@sd1525.org

Ms. Javette Evans, School Secretary
jevans@sd1525.org

Jesse C. White Learning Academy

16910 Western
Hazel Crest, IL 60429
(708) 825-2190

Ms. Angela Wells, Principal
awells@sd1525.org

Ms. Simcha Baker-Dixon, Assistant Principal
sdixon@sd1525.org

Mr. Andrew Martin, Dean of Students
amartin@sd1525.org

Ms. Michelle Williams, Principal Secretary
mwilliams@sd1525.org

Ms. Kimberly Myles, School Secretary
kmyles@sd1525.org

Arrival and Dismissal (Board Policy 7:90)

Students should arrive at school **no earlier than 7:20 a.m.** Supervision is not available until that time. Students should leave school promptly at the end of each school day unless they are involved in a supervised activity. There is no supervision available beyond the end of the school day. Parents should pick students up promptly to avoid waiting outside in inclement weather.

School hours are as follows:

Regular School Hours

Early Childhood Programs (AM and PM)

AM 7:50 – 10:35

PM 11:45 – 2:30

Full Day Kindergarten & Grades 1 - 8

7:50 a.m. – 2:30 p.m.



Early Dismissal Schedule (Board Policy 7:90)

Pre-Kindergarten

7:50 a.m. – 10:35 a.m.

(please contact the school
for additional information)

Kindergarten & Grades 1-8

7:50 a.m. – 11:30 a.m.

Emergency School Closings (4:170)

It is the responsibility of the Superintendent of Schools to take such action as she deems appropriate for the schools within her jurisdiction. If there is a weather emergency and the schools of District 152½ must be closed, the following stations will carry the announcement: **Radio AM-720 (WGN), 780 (WBBM); TV: 2(CBS), 5(NBC), 7(ABC), 9(WGN), 32(FOX), CLTV (cable).** Please tune to these stations for information. Emergency closing information may also be accessed electronically at the www.emergencyclosings.com website. *We will also post the closing on the district website at www.sd1525.org.*

Transportation (Board Policy 4:110)

Complimentary bus service is provided by the school district for those students who live more than 1.5 miles from their assigned schools and those students who reside within 1.5 miles of their assigned school where a serious safety hazard exists and adequate public transportation is not available.

Pre-kindergarten and kindergarten students receive complimentary door-to-door bus service to and from school. Providing door-to-door service requires additional planning and preparation for parents and staff. Please ensure that your student is prepared to depart at the estimated bus arrival time provided by the district. In the event that no one is home to receive the child, the child will be returned to the school. If at the end of the school business day (4:00 p.m.) the child has not been picked up, the child will be turned over to the local police department.

Students enrolled in special education programs not located in their regular attendance center will receive complimentary transportation in accordance with the Illinois School Code. (105 ILCS 5/14-1.02 and 14-13.01(b)).

Student safety is always a primary concern. Students are expected to behave appropriately on the bus. Any student who cannot behave appropriately will be subject to disciplinary action, up to and including termination of bus services. Students who are suspended or terminated from bus service are required to attend school, with the parents providing transportation to and from school during the period of suspension or termination. For the safety of all bus riders, parents should wait at the appointed corner to receive their students. In the case of an emergency, the local authorities will be contacted and the students will remain on the bus.



Attendance and Notification of Absence (Board Policy 7:70)

School attendance is critical for each student to achieve his/her potential. Class activities cannot be duplicated by assigning work. Please make every attempt to be in school every day and to arrive on time.

The State of Illinois has determined that student attendance for grades K-8 should be calculated and reported as follows:

Grade	Full Day	Half Day	No Attendance
Kindergarten	150-120 min.	Less than 120 min.	
Grade 1-8	300 min.	150-299 min.	Less than 150 min.

When it is necessary for a child to be absent, the parent or guardian is required to call the school between 7:00 a.m. – 8:00 a.m. to report absences. For your convenience answering machines are available during non-working hours.

Please supply the following information:

- a. The name of the person calling and relationship to the student
- b. The student's name, grade and/or homeroom
- c. The reason for the absence

If you do not call absences into the school, please know that we will attempt to call you at home or work to ensure that your child is safe. You can assist by providing your most recent phone numbers. This same day notification is vital and a protection for children who may be absent from school without the knowledge or permission of their parent/guardian. Your support and cooperation with the absence notification program is appreciated.

The district follows the Illinois School Code regarding student truancy. If your child is absent from school for three consecutive days or more, a doctor's note specifying the nature of the illness is required. Absences, which are in violation of the school compulsory attendance law, will be referred to the Cook County Educational Service Region Truancy Officer for possible legal action. Finally, students who are absent more than ten percent (10%) of the school year may be subject to a recommendation by the building principal for consideration of retention based on student attendance.

If a student is absent two or more days in succession, a call from the parent or guardian must be made **each day**, unless the school is informed of an extended illness. It is the responsibility of the student to make up work missed during an absence. The teachers will provide, where feasible, make-up assignments for students home bound for more than two days; however, one day's notice is necessary to assemble the assignments.

When a student returns to school after an absence due to a communicable and chronic infectious disease, the school administration may require that he or she present a certificate from a physician licensed in the State of Illinois stating that the student is free from disease or otherwise qualifies for readmission to school under the rules of the Illinois Department of Public Health which regulate periods of incubation, quarantine and reporting.

Tardiness (Board Policy 7:70)

A student is tardy if he comes to school late or is late to classes during the day. Habitual tardiness has an adverse effect on student performance and may lower grades. Students who are tardy disrupt the educational process for all students. For these reasons, student tardiness is regarded and treated as a disciplinary infraction. **Students who arrive late for school are to report to the school office.** Continual tardiness will result in contact with the parent or guardian to discuss remediation.

Truancy (Board Policy 7:70)

Truancy is an unexcused absence from school for any portion of the school day. The parent or guardian shall be notified of the unauthorized absence. If interventions by the school are unsuccessful in resolving a truancy problem or if the parent or guardian is uncooperative, the school may begin legal action.

Absence Due to Travel (Board Policy 7:70)

Parents/guardians of student(s) who are going to be absent due to travel should notify the school administrator at least two weeks before the absence.

Release During School Hours (Board Policy 7:90)

All students are to remain on school grounds during the school day unless permission to leave has been obtained from the Principal's Office. A parent/guardian, or emergency contacts with a picture ID, must sign the student out at the school office prior to the student leaving the school grounds. Students leaving school without permission or approval are classified as truant and will be treated as such. Students who become ill during the day should report to the school office. If it is necessary to send the student home, the school nurse or appropriate school personnel will contact the parent to make arrangements for the child to be picked up. In the event the parent cannot be reached, the student emergency data authorization shall be used.

Closing During the School Day

On rare occasions it may be necessary to close a school before dismissal, due to loss of power, loss of water, or other emergency situations. If this occurs, procedures are in place to transport bus students home. Parents are reminded to provide the school office with up-to-date emergency telephone numbers. Also, families must have a plan of action in place in the event that students are dismissed early because of an unanticipated emergency.

Residency (Board Policy 7:60)

Hazel Crest School District 152½ follows guidelines and regulations set forth by the Illinois State Board of Education, and are fully expressed in the following language: General Rule of Residency: ***The residence of a person who has legal custody of a pupil is deemed to be the residence of the pupil. Legal custody for residency and enrollment DOES NOT mean guardianship.***

Determining a pupil's residence all comes down to what "legal custody" means. Legal custody, for the sole purpose of determining the residency of a pupil and enrolling him or her in school, is defined 5 ways in Section 10-20.12b(2), as subsections (i) through (v). The task of the registrar and the adult enrolling the pupil is to determine which 1 of the 5 situations most clearly reflects the reason the pupil lives in the district:

- (i) If the pupil lives with his or her natural or adoptive parents, the pupil is a resident of the school district in which his or her natural or adoptive parents live.
- (ii) If a court has granted custody, not guardianship, to an adult with whom the pupil lives, then the pupil is a resident of the district in which that adult lives, *as long as the pupil is not living with the adult for access to the educational programs of the district.*
- (iii) If an adult has been granted custody under a statutory short term guardianship, provided that within 60 days of the pupil's enrollment a court order is entered that establishes a permanent guardianship and grants custody to a person with whom the pupil resides for reasons other than to have access to the educational programs in the district. An adult's written appointment of short-term guardianship is sufficient to enroll a student

under 105 ILCS 5/10-20.12b of the School Code. The adult is required to obtain a court order granting permanent guardianship within 60 days of enrollment of the pupil.

- (iv) If the pupil lives with an adult caretaker relative who is receiving aid under the Illinois Public Aid Code [305 ICS 5/1-1 et seq.] for that pupil who resides with that adult caretaker relative for purposes other than to have access to the educational programs of the district. The pupil is a resident of the district.

For subsections (ii), (iii) and (iv), documentation **provided by the court** or the State is sufficient to prove the relationship with the child.

- (v) Custody exercised by an adult who demonstrates that, in fact, he or she has assumed and exercises legal responsibility for the pupil and provides the pupil with a regular fixed nighttime abode for the pupil, then the pupil is a resident of the district in which that adult lives, as long as the pupil is not living with the adult for access to the educational programs of the district.

Homeless Pupils (Board Policy 6:140)

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

A homeless student cannot be required to attend a separate school for the homeless. The district may be responsible for comparable services, including transportation, education and meals for the student, based on the student's circumstances. For any questions or issues related to the enrollment of a homeless student, the parent should contact the Director of Special Services or the homeless liaison for the district.

Additional information and a summary of the rights of the homeless students can be accessed at the following Illinois State Board of Education link:

<http://www.isbe.state.il.us/homeless/default.htm>

Immigrant Pupils (Board Policy 6:160)

The immigration status of the parent or child has no bearing on the rights of the students to enroll. The laws of Illinois and the United States guarantee all students, including undocumented immigrant students, access to a free public education through grade twelve up until the age of twenty-one regardless of immigrant status. This requires every district to guarantee all immigrant students equal access to the full range of programs and resources.

Preschool for All Program (Board Policy 6:180)

Preschool for All programs are available for students ages three to five. Preschool for All Program is a state funded program that serves children who have been determined eligible through a screening process. A student's ability is assessed through the following screening: cognition, fine motor, gross motor, language, speech, social-emotional, vision, and hearing. The students are evaluated in a natural play based environment. Parents are present and are informed of their child's progress within a week of the screening. This program provides opportunities and activities that will prepare children to learn and promote academic success. Pre-Kindergarten screenings are scheduled monthly beginning in July. Screening dates and reminders are communicated via flyers, local news media, school district newsletter a monthly calendar. Parent involvement and regular attendance are encouraged. You may contact the district office for further information at (708) 335-0790.



Enrollment Requirements (Board Policy 7:50)

The State of Illinois requires that a child must be five years old on or before September 1st of the current school year to be eligible to enroll in kindergarten. You must be a resident of the state of Illinois to attend the free half-day program.

Hazel Crest School District 152½ has developed guidelines to screen three and four year olds who exhibit academic or behavioral characteristics that would suggest the need for early intervention through the District's Early Childhood Learning Program.

Each student enrolling in the school district must have proof of residency, a certified copy of his/her birth certificate and a physical examination with a completed immunization record before acceptance into Hazel Crest School District 152½. Students transferring from other schools must submit evidence of these items before being accepted into the school system. Also, students transferring in from a school within the State of Illinois must submit a Student Transfer Form (ISBE Form 33-78).

Waiver of Student Fees (Board Policy 4:140)

Fees for textbooks and other instructional materials, are waived for students who meet the eligibility criteria for fee waiver contained in this policy. In order that no student is denied educational services or academic credit due to the inability of parents/guardians to pay fees and charges, the Superintendent will recommend to the Board for adoption what additional fees, if any, the District will waive for students who meet the eligibility criteria for fee waiver. **Students receiving a fee waiver are not exempt from charges for lost and damaged books, locks, materials, supplies, and equipment.**

Change of Name, Address, or Telephone

Parents/guardians are required to notify the school immediately of any change in name, address, home, work, or emergency telephone number; a change in the number of contact person; changes in guardianship, etc., or any information that might be pertinent to school records or to contacting the parent/guardian in case of an emergency.

Student Health (Board Policy 7:100)

Illinois State law requires that all students who enroll in school for the first time in preschool programs, kindergarten, and sixth grade must provide evidence of a physical examination by October 15th of the current year. Transfer students must provide proof of these physical examinations or a current physical examination will be required. Legislation also requires that all students have on file evidence of required immunizations for communicable diseases.

New requirement this year are as follows:

Chicken pox (Varicella) children who are 4-6 years old require a second Varicella immunization. Children entering 6th grade or were in 6th grade 2013-2014 need a second Varicella immunization and the Tdap immunization. If your child has had the disease, chicken pox the date of the disease and signature of the doctor needs to be on the physical form. Then your child is exempt from the immunization. As of 2015-2016 the meningococcal immunization for grade 6 is required.

MMR (measles, mumps, rubella) all children 4-6 years and through 8th grade need proof of 2 MMR immunizations. In the past 1 MMR and proof of the measles immunization was covered. Currently with the start of the 2014-2015 school year, all children will be required to have 2 MMR immunizations. If the child is in prekindergarten 4 years old, the doctor may want to give the child their boosters in kindergarten along with their physical. NOTE IS REQUIRED BY THE DOCTOR.

Physical Examinations

All new pre-kindergarten, kindergarten, 6th grade and out-of-state are required to have physicals. The required state approved forms may be obtained from the District office or District Nurses.

Students will be refused admittance to school for non-compliance with these regulations.

Dental Examinations (Board Policy 7:100)

Legislation requires all students in kindergarten, second grade, and sixth grade to have dental examinations. Proof that the student has been examined by a licensed dentist, in accordance with the Illinois Department of Public Health rules, must be presented to the school before May 15th of the school year. The student's report card may be held until proof of an exam is presented or proof that a dental exam will take place within 60 days. A dental exam requirement may be waived for all children who demonstrate undue burden or lack access to a dentist, in accordance with the rules established by the Illinois Department of Public Health.

Vision Examinations (Board Policy 7:100)

A vision examination must be completed within one year of entering school and prior to October 15th of the kindergarten year. There are no exclusion provisions for the vision exam.

Vision/Hearing Screening Tests (Board Policy 7:100)

Vision and hearing screenings will be conducted by the District(s) annually for all students in pre-kindergarten through fifth grade, new students, students with IEPs and those referred by their teacher. Eighth grade students are given vision screenings only. A student is not required to undergo this 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, and that a report is on file at school. Vision screening is not an option and no consent form will be sent home. If a vision examination is not on file at the school for your student, your student will be screened. Should these screenings indicate a possible problem, you will be notified by letter and urged to take your student to a doctor who will make necessary recommendations for treatment.

Medication (Board Policy 7:270)

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 medication during school hours, they 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 parent(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 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 the storage by school personnel. 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 medication or the storage of the medication by school personnel.

Medications (prescription or non-prescription) will not be administered unless the following authorizations have been submitted to the school:

- 1. Written authorization from a licensed physician on the form provided by the school.**

- 2. Written authorization from the parent/guardian for the school to administer the medication or to supervise the child's self-administration (on the same form provided for the physician)**
- 3. Students may carry their inhalers with them during the school day with written permission from the parent and physician.**

Authorizations must be renewed at the beginning of each school year. The school must be notified in writing whenever the dose or timing is changed. The parent/guardian is responsible for ensuring that the medication arrives safely at school in the original container. Medications will be stored in a locked or limited access space determined by the District Nurse(s). All unused medications must be picked up by the parent/guardian at the end of the school year.

School Wellness (Board Policy 6:50)

The connection between nutrition and learning is well documented. Healthy eating patterns are necessary for students to achieve their academic potential, physical and mental growth, and life-long health and well-being. Healthy eating is clearly linked to reduced risk for mortality and development of many chronic diseases. Schools and school communities have a responsibility to help students acquire the knowledge and skills necessary to establish and maintain life-long healthy eating patterns. Well-planned and well-implemented wellness programs have been shown to positively influence children's health.

The school wellness law requires local education agencies participating in a program authorized by the National School Lunch Act or the Child Nutrition Act of 1966 to develop a local wellness policy. The objectives of the wellness policy are to improve the school nutrition environment, promote student health and reduce childhood obesity. In addition, Public Act 094-0199 amends the Illinois School Code, requiring the Illinois State Board of Education to establish a state goal that all districts have a wellness policy.

Hazel Crest School District 152½ is committed to providing a learning environment that supports and promotes wellness, good nutrition, and an active lifestyle. The district also recognizes the positive relationship between good nutrition, physical activity and the capacity of students to develop and learn. The entire school environment shall be aligned with healthy school goals to positively influence students' beliefs and habits and promote health and wellness, good nutrition and regular physical activity.

Recently, nutrition programs were enhanced to align with the district's wellness plan. Hazel Crest School District 152½ provides students with nutritious meals that are transfat free, do not include fried foods, and contain minimal levels of sodium meeting nutrition standards as indicated by the USDA. Additionally, the district provides fresh fruit and vegetables daily, are offered fresh whole grain bread choices, and 100% fruit juices. The district also participates in the Fresh Fruits and Vegetables program supported by the USDA to provide students an additional serving of fruits/vegetables twice weekly. These enhancements to our nutrition programming support and promote lifelong healthy eating habits for our students.

Nutrition Programs (Board Policy 6:50)

Students who attend District 152½ schools are expected to eat lunch at school. At the elementary schools, the lunch period is divided between eating and outdoor recess, when weather permits. Students should dress for the weather and outdoor play. An adult(s) is present in the lunchroom at all times, and students are expected to follow the school's behavior guidelines. ***The District discourages bringing fast food lunches to students.***

The district participates in the Community Eligibility Option for National School Lunch Program providing **lunch and breakfast** at no cost to families. For additional information on nutrition programs, please contact the Business Office at (708) 335-0790.

Equal Education Opportunities (Board Policy 5:10)

Hazel Crest School District 152½ provides equal educational opportunities to all students without regard to race, color, national origin, ancestry, sex, ethnicity, language, religious beliefs, physical or mental handicap or disability, economic and social conditions, or actual or potential marital or parental status. No student shall be denied access to programs, activities, services, or benefits on the basis of sex. Any student may file a discrimination or sex equity complaint by contacting the office of the Superintendent.



Special Education Program (ECSE) (Board Policy 7:250)

The Early Childhood program is designed for children ages three to six years old with special needs. Children are enrolled in the program by way of transfer from an Early Intervention program or through an evaluation process. Students attending the program are provided opportunities for growth in all areas of development, physical, emotional, intellectual, and social. Providing a nurturing, safe, and healthy environment that enhances the growth and potential of every child and family is the goal of the program. The Early Childhood program encompasses two half day sessions morning (7:50 a.m.-10:35 a.m.) and afternoon (11:45 a.m. – 2:30 p.m.).

Student Records (Board Policy 7:340)

Hazel Crest School District 152½ adheres to the provisions of the Illinois Freedom of Information Act of 1984 and the provision of the School Student Records Act and Federal Family Educational Rights and Privacy Act. Disclosure of any information regarding the student or information taken from the student's cumulative record is in accordance with such laws and the applicable rules and regulations of the Illinois State Board of Education.

Hazel Crest School District 152½ offers students and parent(s)/guardian(s) certain rights, including the right to inspect, copy, and challenge school records as required by law. The information contained in school student records shall be kept current, accurate, clear and relevant. All information maintained concerning a student receiving special education services shall be directly related to the provision of services to that child. The District may release directory information as permitted by law, but parent(s)/guardian(s) shall have the right to object to the release of information regarding their child. However, the District will comply with an ex parte court order requiring it to permit the U.S. Attorney General or designee to have access to a student's school records without notice to, or the consent of, the students' parent(s)/guardian(s).

Search and Seizure

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 if their personal effects are 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 objectives 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 certified 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

State law requires the District to notify students and their parents/guardians that school officials may request or require a student or his or her 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. This request may be made only if there is reasonable cause to believe that the student's account contains evidence that he or she violated a school disciplinary rule or Board policy.

Parent/Teacher Conferences (Board Policy 8:30)

Hazel Crest School District 152½ commits to maximizing communications between parents, teachers, and students. The District schedules formal parent teacher conferences twice a year (fall and spring). Appointments will be set by classroom teachers. These conferences are designed to help answer any questions parents may have regarding their child's school progress. Further, the conferences are used to help establish student goals for the next grading quarter. Conferences emphasize that a student is only successful in school if the teacher, parents and student work together to help achieve his/her educational goals.

Parent Involvement and Volunteers (Policy 6:250)

The Board of Education encourages the use of volunteers to: (1) increase students' educational attainment, (2) provide enrichment experiences for students, (3) increase the effective utilization of staff time and skills, (4) give more individual attention to students, and (5) promote greater community involvement.

All volunteers may be subject to a criminal background check. The Superintendent shall establish procedures for securing and screening resource persons and volunteers. No person who is a "child sex offender," as defined by the Child Sex Offender and Murderer Community Notification Law, or has otherwise been convicted of a felony, shall be used.

Visitors (Board Policy 8:30)

Visitors are welcome on school property, provided their presence will not be disruptive. All visitors must initially report to the Principal's office. Any person wishing to confer with a staff member must contact that staff member by telephone to make an appointment. Conferences with teachers are held before/after school hours or during the teacher's conference/preparation period.

Parent Teacher Organization (Board Policy 8:90)

The Parent Teacher Organizations assist in promoting/strengthening of the school programs. The PTO's bring parents/guardians into contact with the schools, connects other parents/guardians with their child's teacher. Through the organizations services and programs, every parent/guardian may have the opportunity to contribute to the education and welfare of the students in the District.

Each school has its own Parent Teacher Organization. The dates, times, meetings and activities are found in the district calendar and through the individual school's parent communication resource. Active participation in the school's PTO is encouraged. This is

an excellent means for parents to become acquainted with staff members and other parents/guardians.

Cooperation with Department of Children and Family Services (DCFS) (Board Policy 7:250)

The school has a legal obligation to cooperate with the DCFS. This cooperation takes several forms; first, the school is not required to report an interview between DCFS and a student to parents. Further, the school is urged to notify the parents about such visits only upon recommendation of DCFS since DCFS must notify parents in writing that an interview has taken place and an investigation begun. In addition, school officials are not required to be present during an interview but are advised to do so because the school has a legitimate interest and the presence of an official is not viewed as a breach of confidentiality. In the event, that DCFS believes the child is in imminent danger, DCFS may take custody of the child without a court order. Finally, if the child becomes a ward of the DCFS, the agency is entitled to access the school records concerning that child.

The procedure for a DCFS interview should follow these guidelines. DCFS personnel should contact the building principal or designee immediately upon entering the school, and show proper identification. The office will send for the student or students, and the school will provide a room for the interview away from casual visitors or curious students. Finally, principals will maintain a log of all-procedural steps and personnel involved when DCFS works at the school.

Response to Intervention (RtI) and Special Education Referral

As of January 1, 2009, all school districts in Illinois were required to have a Response to Intervention (RtI) Plan. RtI is a general education initiative which requires collaborative efforts from all district staff, general educators, special educators and bilingual/ELL staff. In a quality educational environment, student academic and behavioral needs must be identified and monitored continuously with documented student performance data used to make instructional decisions.

It is “the practice of providing high-quality instruction and intervention matched to student needs and using performance results over time to make important educational decisions” (*Batsche, et al., 2005*). This means using differentiated instructional strategies for all learners, providing all learners with scientific, research-based interventions, and continuously measuring student performance using progress monitoring instruments.

Hazel Crest has implemented a RtI plan in each of the district’s schools. Copies of the plan can be retrieved from the district’s website and district office upon request.

It is important to note that RtI within a three-tier intervention model is also a part of special education eligibility decision-making required by the federal and state special education laws.

Curriculum and Instruction (Board Policy 6:40)

The primary focus of curriculum and instruction is student learning. With this in mind, we believe that:

- Learning begins at home;
- Parental involvement is essential;
- Learning is a continuous process that requires participation of the Board of Education, staff, students, family and community;
- Every child is entitled to a quality education that provides for academic, social, emotional and physical growth;
- All students deserve a safe and healthy learning environment;
- Students have a right and responsibility to learn; Teachers have a right and responsibility to educate all students to their maximum potential;
- Differentiated instruction is provided to meet the learning needs of all students;
- Students will be provided rigorous instruction and should be presented with rising expectations and standards;
- The curriculum should reflect current technological demands in today's society; and
- Children are our future and deserve the best.

Summer Enrichment

Hazel Crest School District's summer enrichment program is a comprehensive approach to academic enrichment and remediation. Classes are aligned with the regular curriculum, reinforcing and monitoring basic skills. Classes also encourage students to work beyond their current skill level and stimulate their creative abilities through a variety of differentiated activities. Students who are in need of improvement and do not meet grade level expectations are targeted to participate in our summer enrichment program.

Physical Education and Health

Students at Hazel Crest School District 152½ have the opportunity to develop their fitness as well as participate in many individual and team sport. Our curriculum is designed to focus on skill development gradually progressing to team play. As mandated by the Illinois State Physical Development and Health Goals, the district's Physical Education and Health Curriculum provides the students with knowledge and abilities to accomplish the following: acquire movement skills and understand concepts needed to engage in health enhancing physical activities; achieve and maintain optimum health; and increase the level of physical fitness based upon continual self-assessment.

Interscholastic Sports

District 152½ is a member of the Illinois Elementary Sports Association (IESA). Seventh and eighth grade students, pending eligibility, may participate in the following sports:

- Boys Basketball
- Girls Basketball
- Cheerleading
- Girls Volleyball

Music

Students are taught through a variety of projects such as audio visual and hands-on activities in order to gain musical skills and appreciation of various types of music. The components of the music curriculum includes the following: basic theory and music appreciation; an introduction to the history of American music and beginning composition; characteristics, composers and compositions of classical music from the Middle Ages to the 21st Century; an overview of the history of American music, from the colonies to rhythm and blues, jazz and musical theater.

Band

Hazel Crest School District 152½ extends the opportunity for students in grades 5th – 8th to participate in the band program. The focus of the band is to provide basic fundamental musical knowledge and skills using various instruments. Participation in the band provides students the chance to perform in events such as concerts, fairs and school assemblies.

Spanish

Spanish is offered to students in grades 5th through 8th. The foundations of knowledge about grammar and sentence structure is laid for conversation and writing.

Technology (Board Policy 6:235)

Electronic networks are a part of the District's instructional program in order to promote professional and academic excellence by facilitating resource sharing, innovation and communication. The use of the Internet for both educational purpose and legitimate school business purpose is supported through the use of the following products, programs, and technology initiatives:

- **Smart Boards**
 - Smart Boards are an interactive teaching tool that integrates online technology and programming with hands on student learning experiences.
- **Elmo**
 - A digital presenter document camera, the Elmo aids teachers in presenting a wide range of materials to the whole classroom.
- **Smart Response System (formerly referred to as Senteo)**
 - SMART Response is an interactive response system combining handheld wireless remotes (or clickers), a receiver and powerful assessment software that allows you to create tests and manage, track, and evaluate the results.
- **AirLiner Tablets**
 - AirLiner wireless tablets enable you to teach from anywhere allowing students to interact with information from their seats.
- **Power School: Grades and Attendance**
 - Power School helps to collect, maintain, and analyze student, staff, and schedule information including grades and attendance. It uses the Internet to facilitate student information, management, and communication among administrators, teachers, parents and students.

- **Discovery United Streaming**
 - Discovery United Streaming allows teachers to integrate video clips, virtual labs, audio files, and lesson plans into curriculum using resources aligned to state standards.
- **Wireless Internet (campus-wide)**
 - A campus-wide Wireless Internet allows schools to have a direct connection to web resource.
- **Chromebook Mobile Lbs**
 - COWS provide classrooms with computers for every student allowing for a whole group interactive experience.
- **Classroom Computer Work Stations**
 - Computer Work Stations aid in differentiating instruction and student resource.
- **iPads**
 - iPads are used as a supplemental resource to provide instruction to primary students and students in grades K-8 demonstrating learning difficulties.

Parent Review of Instructional Material

Parents have the right to review the instructional and curriculum materials used by instructors at school in the classroom. Any parent who wishes to review materials or observe instruction should contact the principal prior to coming to the school, and such requests shall be handled pursuant to district policy.

You may access a summary of your rights in this area at the following U.S. Department of Education website:

www.ed.gov/policy/gen/guid/fpco/pdf/modelnotification.pdf

www.ed.gov/policy/gen/guid/fpco/pdf/ppraconsent.pdf

You may also access a copy of the district's curriculum on the Hazel Crest School District 152½ website at: www.sd1525.org

Hazel Crest School District 152½

Textbook List

Subject Area	Grade	Publisher
Reading/Language Arts	PK-4	Houghton Mifflin Harcourt
Reading/Language Arts	5-6	Houghton Mifflin Harcourt
Reading/Language Arts	7-8	Houghton Mifflin Harcourt
Writing	K-8	Zaner-Bloser
Mathematics	PK-5	McGraw Hill
Mathematics	6-8	Glencoe
Science	K-4	Scott Foresman
Science	5-6	Scott Foresman

Science	7-8	McDougal Littell
Social Studies	K-4	Houghton Mifflin Harcourt
Social Studies	5-6	Houghton Mifflin Harcourt
Social Studies	7-8	Houghton Mifflin Harcourt

Student Progress (Board Policy 6:340)

Monitoring and communicating student achievement is accomplished using a variety of tools.

Report cards describing classroom performance are sent home quarterly to parents. The written report card is not a stand-alone instrument. It is designed to be used in conjunction with parent/teacher/student conferences, student work, assessment data, and other parent/teacher/student communications. The report card serves as a document, which informs parents and students of academic and personal expectations, while describing strengths, weaknesses, progress and concerns.

Progress report are sent home mid-quarter to provide parents with timely notice of their child's progress before report cards are distributed at the end of the quarter. This provides parents an opportunity to assist their child with any identified concerns before final grades are administered.

The district maintains a website (www.sd1525.org) to provide information regarding student activities, academics and other district information. PowerSchool can be accessed at the district's website and at the following link:

<https://hazelcrest-il.powerschool.com/public/>

Parents are encouraged to check PowerSchool regularly to monitor their child's academic growth.

GRADING SCALE

100 – 90	= A (Outstanding)
89 – 80	= B (Very Good)
79 – 70	= C (Satisfactory)
69 – 60	= D (Need Improvement)
59 – below	= F (Failing)



Parent/Teacher Conference (Board Policy 7:830)

Hazel Crest School District 152½ commits to maximizing communications between parents, teachers and students. Parent/Teacher Conferences are offered twice a year to provide an opportunity for home-school communication. A parent may schedule a conference with the teacher to discuss student progress, achievement, behavior or

other issues related to the student. Formal parent/teacher conferences are scheduled twice a year (fall and spring). Appointments are set by classrooms teachers.

Student Testing and Assessment Programs (Board Policy 6:340)

The district student assessment program provides information for determining individual student achievement and guidance needs, curriculum and instruction effectiveness, as well as school performance measured against district student learning objectives and statewide norms.

The Partnership for Assessment of Readiness for College & Careers (PARCC) (Board Policy 6:280)

PARCC is a computer-based assessment that measures individual student achievement relative to the Common Core State Standards. The results give parents, teachers, and schools one measure of student learning and school performance.

All students in grades 3-8 will be administered the PARCC assessment annually in the Spring in the following subject areas:

Reading – Grades 3-8

Math – Grades 3-8

At all grades, there is a Performance-Based Assessment (PBA) component and an End of Year (EOY) component. The PBA component is administered early spring after 75% of instruction is completed, and the EOY component is administered after 90% of instruction is completed.

Computer delivery of PARCC will provide individual student results quickly, in an easy to read format online. These reports will be sent home to parents before the end of the school year. In addition to providing test scores, PARCC will also release a portion of the test questions and answers at the end of the year, so parents and educators can use the data to help reinforce students' strengths and weaknesses.

Achievement Improvement Measuring System (AIMSweb)

All students in grades K-8 are administered the AIMSweb fluency and comprehension assessment. **AIMSweb** is a progress monitoring system based on direct, frequent and continuous student assessment of reading fluency. The results are provided via a web-based data management and reporting system to determine response to intervention.

The AIMSweb system components provide one comprehensive progress monitoring and Rtl Solution.

1. Benchmark – Assess all students three times per year for universal screening (early identification), general education progress monitoring, and AYP accountability.
2. Strategic Monitor – Monitor at-risk students monthly and evaluate the effectiveness of instructional changes.
3. Progress Monitor – Write individualized annual goals and monitor more frequently for those who need intensive instructional services.

Discovery Education

Discovery Education Assessment is used to assess student performance levels throughout the year as a means to help guide instruction. The assessment is designed to indicate how students will perform if they were assessed with the PARCC during particular intervals of time. All students in grades 3-8 are administered the assessment three times per year in both reading and math. In addition, students in grade 4 and 7 are also assessed in science. Students in grades K-2 are administered the assessment four times per year in both reading and math. The testing schedule is as follows:

- Test 1 - September (K-8th Reading & Math / 4th & 7th Science)
- Test 2 - November (K-8th Reading & Math / 4th & 7th Science)
- Test 3 - January (K-8th Reading & Math / 4th & 7th Science)
- Test 4 – April (K-2 Reading & Math)

Specific dates and time can be retrieved from your child's teacher.

Circle Assessment

The M-Class Circle Assessment is used to assess Pre-K student performance levels throughout the year as a means to help guide instruction. The assessment is designed to indicate student readiness for Kindergarten. The 3 and 4 year old students are administered the assessment three times per year in both reading and math. The testing schedule is as follows:

- Fall - November
- Winter – January
- Spring – April

Homework (Board Policy 6:290)

Homework assignments will be given regularly to enrich the instructional program. The three general purposes for homework assignments are providing practice, preparing students for the next learning activity, and extending the learning activity. In primary grades, careful consideration shall be given to the nature and frequency of homework assignments. Teachers shall provide homework expectations to both students and parents. Please contact the building principal and classroom teacher for more information about the homework activities for your school.



Field Trips (Board Policy 6:240)

Field trips are planned to supplement the instructional program. Students may be required to contribute toward the cost of field trips. Permission slips will be required for students to participate in school-sponsored off-site events. For liability reasons, under no circumstances will a student without a signed permission slip be permitted to participate.

Supervision on all trips must be as close as possible to a ratio of one adult to ten students. Parent/Guardian chaperones will be invited to attend on an “as needed” basis; however, for safety and liability reasons, siblings of students will not be permitted to accompany parents/guardians. Chaperones must be a parent/guardian or age 21 or older.

Graduation (Board Policies 6:270 & 7:250)

Participation in the 8th grade graduation exercises is a privilege which must be earned through **academic achievement** and by **following school rules**. Severe or repeated violations of school rules may result in exclusion from participation in and attendance at graduation exercises and/or activities.



Discipline Handbook

DISTRICT 152½ BOARD OF EDUCATION

STUDENT CONDUCT & DISCIPLINARY PROCEDURES

CODE OF CONDUCT

Students shall NOT arrive at school prior to 7:20 a.m. There is no supervision prior to this time. Once students have arrived, they may not leave the school grounds without permission.

RESPECT YOURSELF ~ RESPECT OTHERS ~ RESPECT YOUR SCHOOL

RESPECT YOURSELF

- *Dress properly in clean and neat uniform/clothes
- *Use of appropriate and peaceful language
- *Come to school prepared to learn
- *Complete assignments on time
- *BE ON TIME TO SCHOOL

RESPECT OTHERS

- *Use quiet voices
- *Be silent when others are working
- *Use appropriate words
- *Communicate respectfully to District staff and visitors
- *Raise your hand to talk or if something is needed
- *Keep hands and feet to yourself
- *Remain seated unless instructed otherwise

RESPECT YOUR SCHOOL

- *Pick up any trash
- *Keep food or drinks in your bookbag
- *Follow directions the 1st time given
- *Use computers appropriately
- *DO NOT DESTROY OR DEFACE SCHOOL PROPERTY
- *Keep your space clean
- *Return books on time and in good condition

Cell Phones and Other Portable Electronic Devices (iPods, personal musical devices, MP3 players, DVD players, electronic jamming devices, lasers, laptops, etc...) should not be seen on the school campus. **Students may not use or possess electronic signaling (paging) devices or two-way radios on school property at any time, unless the Principal specifically grants permission.** These devices are recommended to be kept at home. Possession and use of cell phones and other electronic devices other than paging and two-way radios, are subject to the following rules:

- They must be kept out of sight, completely covered, not protruding from a pocket, and in an inconspicuous location, such as a backpack, purse, or locker.
- They must be **TURNED OFF** during the school day.
- Cell phones used to call home, asking to be released from school, will result in an unexcused absence and disciplinary action. The main office

will allow access to a telephone to contact parents/guardians, as necessary.

- Text Messaging is **NOT** permitted.
- Utilization of picture/video phones in any matter may result in suspension from school.
- If a device is lost or stolen, the school shall not be held responsible.

1st Violation—Device confiscated: student may pick up in main office at the end of the day.

2nd Violation—Device confiscated and a detention must be served

3rd Violation—Device confiscated: parent/guardian must pick up, and a detention issued

4th Violation—Additional violations may result in further disciplinary action such as suspension.

Sexting Violations: Public Act 96-1087 provides that a person under age 18 who distributes or disseminates “an indecent visual depiction of another minor through the use of a computer or electronic communication device” may be subject to Juvenile Court proceedings and adjudged a minor in need of supervision (a non-delinquent status). A minor found to be in need of supervision by reason of “sexting” activity may be ordered to obtain counseling or other support services to address the misconduct, or to perform community service.

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

- Use of the device is provided for in the student’s IEP.
- Permission is received from the student’s teacher.

STUDENT DISCIPLINE

Students are advised that any administrator, any faculty member, or any auxiliary staff has the responsibility and the authority to direct the action of the students at any place or time on school property or at any school activity. Disrespect, defiance or directing abusive language toward any staff member may be grounds for disciplinary action.

Leveled Behaviors and Disciplinary Responses

Hazel Crest School District 152½ believes that in order for students to learn, a safe and orderly environment, conducive to learning must be provided. To build and maintain this environment, Hazel Crest School District 152½ shall provide clear and high expectations for positive and appropriate student behaviors in this uniform student discipline process. The following expectations reflect the individual’s responsibility for contributing to a safe environment conducive to learning and the need for mutual respect and cooperation among all segments of the school community. Hazel Crest School District 152½ is committed to assisting students in correcting inappropriate school behavior.

Hazel Crest School District 152½ is providing the following lists of three levels of student misconduct and disciplinary responses. The following lists of expectations, rules, regulations, violations, and consequences / disciplinary responses are provided to assist in disciplinary action, but do not include every possible scenario. Even though there may not be a specific rule, any act that disrupts school activities or causes danger to people or destruction to property is forbidden and will not be tolerated.

LEVEL I- Acts of Misconduct

Minor misbehaviors, which impede the orderly operation of the classroom, school and/or bus. Notification of parent/guardian is recommended at each occurrence. Persistent misbehaviors, appropriate interventions, parental/guardian contact and administrative dialogue will be documented. Level I Acts of misconduct infractions include, but are not limited to the following:

- ❖ Truancy
- ❖ Wearing a coat/jacket in class
- ❖ Failure to follow uniform policy
- ❖ Being in an unauthorized area
- ❖ Play fighting
- ❖ Disrespect/insubordination towards school personnel (verbal, written, gestures, etc.)
- ❖ Refusal to identify self
- ❖ Classroom disruptions
- ❖ Failure to follow directions
- ❖ Disobeying rules and directives
- ❖ Littering on school grounds
- ❖ Tardiness to class
- ❖ Possession of prohibited articles including music players, games, and other electronic devices.
- ❖ Display of cell phones, camera phones, cameras, and/or pagers on school grounds except as provided in policy 7:190 – Students: Student Discipline.
- ❖ Other minor misbehaviors as stipulated in the school/classroom plan

Disciplinary Action – First Violation

- ❖ **Minimum:** Teacher-Student Conference
- ❖ **Maximum:** Discipline Referral (up to after school detention)

Disciplinary Action – Second Violation

- ❖ **Minimum:** Teacher-Student-Parent Conference
- ❖ **Maximum:** Discipline Referral (up to five (3) days home counseling)

LEVEL II – Acts of Misconduct

Misbehavior whose frequency or seriousness tends to disrupt the learning climate of the school and/or bus, and those behaviors on Level I which continue after corrective measures have been implemented. The administrator should maintain proper and accurate record of the infraction and disciplinary action. Level II Acts of Misconduct infractions include, but are not limited to the following:

- ❖ Continuous exhibition of Level I Acts of Misconduct
- ❖ Cutting class
- ❖ Out of supervised area
- ❖ Engaging in academic dishonesty, cheating or plagiarism
- ❖ Profanity/vulgarity
- ❖ Gambling on school property
- ❖ Non-compliance of school rules
- ❖ Verbal student confrontation
- ❖ Reckless behavior, dangerous actions
- ❖ Bullying/Intimidation/harassment of peers including Cyberbullying

- ❖ Being involved in any public school fraternity, sorority, satanic or secret society
- ❖ Inappropriate physical contact/aggression
- ❖ Petty theft or possession of lost/stolen property
- ❖ Possession of objects resembling weapons
- ❖ Possession, display, and/or distribution of pornographic material.
- ❖ Trespassing
- ❖ Instigation/provocation of student confrontation
- ❖ Possession or use of laser pointers
- ❖ Use of cell phones, including texting, personal cameras, camera phones, and/or pagers on school grounds, after school, and/or at school-sponsored activities, except as provided in policy 7:190 – Students: Student Discipline.

Disciplinary Action –

- ❖ **Minimum:** Administrative conference with parent/guardian and/or student with the possibility of home-counseling
- ❖ **Maximum:** Discipline Referral (up to five (5) days out of school suspension)

LEVEL III – Acts of Misconduct (Gross Disobedience)

Infractions so serious Administrative intervention is required and may endanger the health and safety of others in school and/or on the bus **OR** which are seriously disruptive to the school environment and/or destructive to school property. The behavior may result in the temporary removal of the student from the school. Temporary removal of the student encompasses referral to an alternative school program or an out of district placement. Level III Acts of Misconduct infractions include, but are not limited to the following:

- ❖ Continuous exhibition of Level II Acts of Misconduct
- ❖ Threatening a teacher or student
- ❖ Non-physical sexual harassment
- ❖ Explicit verbal, written and/or electronic threats
- ❖ Fighting
- ❖ Extortion *
- ❖ Physical sexual harassment or inappropriate touching *
- ❖ Lewd and lascivious behaviors and acts
- ❖ Altering/forgery of school records
- ❖ Possession of matches, lighters and/or flammable materials on or adjacent to school property *
- ❖ Possession or use of shocking devices and/or harmful devices *
- ❖ Destruction of school property or vandalism *
- ❖ Leaving school grounds during school day *
- ❖ Possession, sale, or use of tobacco, tobacco related products, alcohol, or flammable materials on or adjacent to school property *
- ❖ Inappropriate physical contact with school and/or District personnel *
- ❖ Possession, use, distribution or selling of illegal substances or drug paraphernalia *
- ❖ Possession of “look alike” illegal substances *
- ❖ Possession, use, distribution or selling of over-the-counter or prescription medications not prescribed for the student *
- ❖ Being under the influence of drugs, alcohol, controlled substances during school, at a school-sponsored activity, on school property *

- ❖ Possession, use, distribution or selling of any inhalant, regardless of whether it contains an illegal or controlled substance. This prohibition does not apply to a student's use of asthma or other legally prescribed inhalant medications prescribed for that student *
- ❖ Possession of weapons, potential weapons and/or ammunition, or dangerous chemicals/materials *
- ❖ Bomb threats *
- ❖ Setting fires, possession or detonation of explosives *
- ❖ Activating false fire alarms or making false police calls *
- ❖ Gang related activity or involvement *
- ❖ Possession and/or sale of stolen property *
- ❖ Persistent and/or severe bullying *
- ❖ Creation or involvement in riot action *
- ❖ Assault and battery *
- ❖ Violation of any criminal laws *
- ❖ Other acts of misconduct which may endanger the health and safety of others in school and/or on the bus or which are seriously disruptive to the school environment *

Disciplinary Action –

- ❖ **Minimum:** Three (3) days out of school suspension with mandatory behavior modification counseling upon return
- ❖ **Maximum:** Ten (10) days out of school suspension with recommendation for expulsion

Note: These acts of misconduct (Level III) must be discussed with the Superintendent before consequences are determined. Consequences for offenses with an asterisk (*) designate Police intervention and may include the following, depending upon the severity of the incident:

- 10 day suspension
- 10 day suspension with an expulsion warning
- 10 day suspension with a referral for an expulsion hearing

Corporal Punishment

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

Preventing Bullying, Intimidation, and Harassment (Board Policies 7:190, 7:310, and 7:20)

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 is an important District goal. The Superintendent or designee shall develop and maintain a program that fully implements and enforces the following Board policies:

- A. 7:190, *Student Discipline*. This policy prohibits students from engaging in hazing or any kind of aggressive behavior that does physical or psychological harm to another or any urging of other students to engage in such conduct. Prohibited conduct includes any use of violence, force, noise, coercion,

threats, intimidation, fear, harassment, bullying, hazing, or other comparable conduct.

- B. 7:310, *Restrictions on Publications and Written or Electronic Material*. This policy prohibits students from: (i) accessing and/or distributing at school any written or electronic material, including material from the internet, that will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities, and (ii) creating and/or distributing written or electronic material, including internet material and blogs, that causes substantial disruption to school operations or interferes with the rights of other students or staff members.
- C. 7:20, *Harassment of Students Prohibited*. This policy prohibits any person from harassing or intimidating a student based upon a student's sex, color, race, religion, creed, ancestry, national origin, physical or mental disability, sexual orientation, or other protected group status.

Gangs and Gang Activities (Policy 7:190)

The visibility of gangs and gang-related activities in the school setting causes a substantial disruption of the educational process within the academic settings. Gangs and gang-related activities are prohibited on school property and at school affiliated activities. No student may intimidate or harass other students for the purpose of gang recruitment or gang retaliation. "Gang" as used in this policy shall mean two or more individuals who associate with each other primarily for criminal, disruptive and/or other activities prohibited by law and/or the District's rules and regulations.

No student on or about school property or at any school activity shall:

- A. wear, possess, use, distribute, display or sell any clothing, jewelry, emblem, badge, symbol, sign or other item that is evidence of membership or affiliation in any gang.
- B. communicate either verbal or nonverbal, gestures, handshakes, slogans, drawings, etc. – Membership or affiliation in a gang.
- C. commit any act that furthers gang activities, including, but not limited to:
 - i. Soliciting others for membership in any gang.
 - ii. Requesting any person to pay protection or otherwise intimidating or threatening any person.
 - iii. Committing any other illegal act or violation of school district policies.
 - iv. Inciting other students to act with violence upon any person.
 - v. Boys are not allowed to wear earrings of any sort.



Student Appearance (Board Policy 7:160)

As stated in school board policy (7:160) students are required to wear school uniforms to school on all school attendance days, in order to maintain and promote orderly school functions, student safety, and a positive learning environment. Parent(s)/guardian(s) may request a waiver of this policy by providing the Board with a signed statement of

objection for consideration detailing the grounds of the objection. The Building Principal is authorized to designate days on which this uniform policy is relaxed.

School Uniform (Board Policy 7:165)

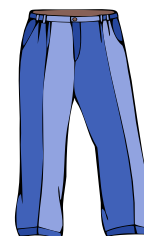
The school board specific dress code is as follows:

BOYS

Tops	Correctly sized white or light blue button down or polo shirts, short or long sleeve shirt with collar (NO T-shirts) - SHIRTS MUST BE TUCKED IN
Bottoms	Navy blue or black uniform pants or shorts (NO blue jeans) – NO SAGGING
Shoes	Black or dark blue leather soft-sole shoes
Belts	Black or dark blue
Sweaters	White or Navy Blue, button down or pull-over sweaters or blazers. (NO hoodies)

GIRLS

Tops	Correctly sized white or light blue button down or polo shirts, short or long sleeve shirt with collar (NO T-shirts) - BLOUSES MUST BE TUCKED IN
Bottoms	Navy blue or black uniform pants, jumpers, knee length shorts, skirts or skirts. Jumpers and skirts must be no shorter than 1” inch above the knee (NO blue jeans or leggings)
Shoes	Black or dark blue leather soft-sole shoes
Belts	Black or dark blue
Sweaters	White or Navy Blue, button down or pull-over sweaters or blazers (NO hoodies)



The Dress Code Forbids:

- ❖ gang-related colors, symbols, apparel, jewelry or tattoos
- ❖ hair with designs, dyed/sprayed/glittered hair or shaved, multiple parts in hair and eyebrows
- ❖ hats with visors, bandanas, chains and medallions
- ❖ vulgar, offensive or profane words, sayings, or graphics
- ❖ sagging pants – pants must be worn on the waist
- ❖ body piercing, jewelry in P.E. classes, for health/safety reasons
- ❖ wearing of earrings (boys)
- ❖ spandex, leggings, skinny pants or jeans
- ❖ see-through or transparent apparel, tank tops and tube tops
- ❖ biker or short-shorts or ANY apparel shorter than finger-tip length
- ❖ anything that distracts from the learning environment

Non-Uniform Compliance

1st Violation – Parent notified and request is made to bring uniform or pick up child

2nd/3rd Violation – Detention

4th Violation – (in quarter) Up to three (3) days suspension

Detentions (Board Policy 7:190)

Detentions will be assigned to students for infractions of school rules. Detentions will be held after school from 2:35-3:30 p.m., and on Saturdays from 8:00 a.m.-12:00 p.m. Students will be given written notification of the detention to share with parents or guardians.

Failure to report for an assigned Saturday detention will result in an out-of-school suspension.

Saturday Detention Rules (GRADES 5-8 ONLY)

- Students **must** arrive on time (7:50-8:00 a.m.)
- Students who arrive after 8:00 a.m. **WILL NOT BE ADMITTED** (Students are not allowed to be late for Saturday Detention)
- Students who arrive late, or fail to show up for an assigned Saturday detention, will automatically be suspended.

Suspension (Policy 7:200)

Out of school suspension is a disciplinary tool that is used when earlier attempts to correct a student's behavior have been unsuccessful or the behavior warrants an immediate temporary exclusion from school.

The Superintendent, or the Superintendent's designee, including the Building Principal, is authorized to suspend students guilty of gross disobedience or misconduct from school (and all school functions) for a period not to exceed ten (10) school days. The student and/or parent are due the following procedural protections:

1. Prior to suspension, the student shall be provided oral or written notice of the charges. If the charges are denied, the student shall be given an explanation of the evidence against him and an opportunity to present his/her version of the incident.
2. Any suspension shall be reported immediately to the parents or guardian of the student. Such report shall contain a full statement of the reasons for the suspension and a notice to the parents or guardian of their rights to review. In addition, a copy of the notice shall be given to the Superintendent and School Board.

Expulsion (Board Policy 7:210)

Expulsion from school is a formal process by which an individual has his or her rights to an education withdrawn for a period of more than ten (10) days.

The School Board is authorized to expel students guilty of gross disobedience or misconduct for the remainder of the school term or for a shorter period as determined by the School Board. The student and/or parent or guardian shall be due to the following procedural protections:

1. Before expulsion, the student shall be provided written notice of the charges and the time and place of hearing. If the charges are denied, the student shall have an opportunity for a hearing at the time and place designated in the notice, conducted by a hearing officer appointed by the Board. The hearing officer shall report to the Board the evidence presented at the hearing and the Board shall take such final action as it finds appropriate.

2. The Board shall provide written notice to the parents or guardian of the time, place and purpose of the hearing by registered or certified mail and request the appearance of the parents or guardian at the due process hearing.
3. During the due process hearing, the student and his/her parents or guardian may be represented by counsel, present witnesses and other evidence on his/her behalf and cross-examine adverse witnesses.

The due process hearing shall be a two-part proceeding. The hearing officer shall view and hear evidence regarding the issue of misconduct or gross disobedience by the student.

After presentation of the evidence and of receipt of the hearing officer's report, the Board shall make a decision regarding whether expulsion or some lesser form of discipline shall be imposed upon the student.

Misconduct by Students with Disabilities (Board Policy 7:230)

Positive Behavior Intervention Support

PBIS is a comprehensive, 3-tiered approach to implementing positive and consistent student discipline systems in schools and preschools. Unlike other approaches to student discipline, PBIS encourages a positive climate school-wide, in all locations and for all students, by focusing systematically on:

1. The general school population (universal or school-wide PBIS)
2. Students at risk (targeted or secondary PBIS) and
3. Students with intensive or chronic behavioral and emotional problems (intensive PBIS).

PBIS also recognizes that student discipline systems, including the definitions of and responses to problem behavior, need to be consistent across classroom and non-classroom settings.

A key strategy of the PBIS process is prevention. The majority of students follow the school's expectations, but are never acknowledged for their positive behavior. Through instruction, comprehension and regular practice, all stakeholders use a consistent set of behavior expectations and rules. When some students do not respond to teaching of the behavioral rules, all schools view it as an opportunity for re-teaching, not just punishment.

Discipline of Special Education Students

The District shall comply with the Individuals with Disabilities Education Improvement Act of 2004 and the Illinois State Board of Education's *Special Education* rules when disciplining special education students. No special education student shall be expelled if the student's particular act of gross disobedience or misconduct is a manifestation of his or her disability.

2015-2016 School Calendar

CODE OF STUDENT CONDUCT AGREEMENT CONTRACT

Dear Parents:

The State of Illinois passed S.B. #730, which required school districts to implement educational improvements. Our mandate was that the local school district establishes a discipline policy committee whose task was to formulate a district-wide discipline policy and handbook. The law further requires the following:

1. Students and parents will be given copies of the handbook within 15 days of enrollment in the school district
2. A teacher may remove a student from the classroom for disruptive behavior
3. The district policy must include due process for the student
4. The rights and responsibilities of the student, teachers, parents, Board of Education and administration be expressed in the discipline handbook
5. The administration should provide materials, organize the appropriate class size and have proper building conditions conducive to good discipline
6. Adopt and use a standard referral form throughout the district

Please carefully read the handbook and review the materials with your child.

Return this signed copy to your Building Principal within one week of your child/ren's enrollment.

We have read and reviewed School District 152½'s policy and discipline handbook for the 2015-2016 school year. We understand the district's rules and know the importance of following these rules in order to attain the best possible level of academic achievement. We look forward to a successful school year.

Student's Name _____

Student's Signature _____

Student's Home School _____

Parent's Signature _____

Date _____

Homeroom Teacher _____

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