

Forest Park Schools District 91

Parent Handbook

Welcome Back to School!

2019 - 2020

**Forest Park Schools
424 DesPlaines Avenue
Forest Park, Illinois 60130
www.fpsd91.org
Please Retain for Future Reference**

District 91 2019-2020 School Calendar

First and Last Days for ALL Students 8/22, 6/3*

*6/3 will be the last day of school. Inclement weather may alter the school calendar. The last day of school will be determined by Board action in April.

Summer Schools (for more info visit: www.forestparkschools.org/summerschool)

District 91 Summer School: June 10 - July 9, 2019
Power Scholars Academy: June 17 - July 19, 2019

No Student Attendance (Full Day)

Teacher Institute Day	8/20, 8/21
Labor Day	9/2
P/T Conferences	10/11
Indigenous Peoples Day	10/14
Teacher Institute Day	11/5
Thanksgiving Break	11/27-11/29
Winter Break	12/23-1/3
MLK Day	1/20
President's Day	2/17
Teacher Institute Day	3/17
Spring Break	3/23 - 3/27
Board Approved Day Off	4/10
Memorial Day	5/25

Half Day (No Classes in PM)

School Improvement Day	8/30
P/T Conferences	10/10
School Improvement Day	2/14
School Improvement Day	5/22

Potential Make-up Days

Casimir Pulaski Day	3/2
Easter Monday	4/13
Potential Make-up Days	6/4, 6/5, 6/8

School will not be in session on the potential make-up days UNLESS needed due to a school closing. For information about weather-related delays or closings, follow local media or check for announcements on D91 website and social media.

Professional Development/Early Release Days

Professional Development (Early Release Days) give staff additional time for professional development to continue to establish the highest standards for innovation and continuous improvement to achieve excellence and global citizenship for each individual child. On these days, students will be released **ONE HOUR EARLY.**

Open House Dates

Field-Stevenson	8/29
Forest Park Middle School	9/4
Grant-White	9/5
Garfield	9/11
Betsy Ross	9/19

JULY

Mon	Tues	Wed	Thurs	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

AUGUST

Mon	Tues	Wed	Thurs	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

SEPTEMBER

Mon	Tues	Wed	Thurs	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

OCTOBER

Mon	Tues	Wed	Thurs	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

NOVEMBER

Mon	Tues	Wed	Thurs	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

DECEMBER

Mon	Tues	Wed	Thurs	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

JANUARY

Mon	Tues	Wed	Thurs	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

FEBRUARY

Mon	Tues	Wed	Thurs	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

MARCH

Mon	Tues	Wed	Thurs	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

APRIL

Mon	Tues	Wed	Thurs	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

MAY

Mon	Tues	Wed	Thurs	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

JUNE

Mon	Tues	Wed	Thurs	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			



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INTRODUCTION

The Board of Education and staff of Forest Park Public School District 91 are dedicated to providing a high quality education to all of our students and we recognize that parental involvement is essential for student success. It is our goal to work collaboratively with parents to meet the needs of all our students.

Communication is essential for collaboration. This handbook is provided to communicate important information to you. While we hope that you can find much of the information that you need in these pages, this handbook is not a substitute for personal contact with your child's school. Please do not hesitate to call or visit if you are in need of additional information, would like to volunteer, or if you have questions or concerns. We are committed to the academic and social success of our students and we always welcome parent involvement in our schools.

Lou Cavallo, Ph.D.
Superintendent

Visit District 91's website www.fpsd91.org for School Board information, District 91's current calendar, upcoming events, information, and activities for each of the district's schools.

Mission Statement

Our mission, in partnership with home and community, is to educate each individual child in a safe and nurturing environment.

We will foster respect and self-worth, teach skills relevant to contemporary life, and promote academic success and creative expression.

We will encourage an appreciation of the rich cultural diversity of our community, and instill a sense of wonder for the future to enable our students to become lifelong learners and responsible citizens of the world.

Vision Statement

Forest Park Public School District 91 will be acknowledged by all as a safe, nurturing and diverse learning community that establishes the highest standards for innovation and continuous improvement to achieve academic excellence and global citizenship in each individual student.

Equity Statement

Recognizing that systemic bias has plagued our educational system, we commit to nurturing dialogue around all issues of inequity, including culture, race, faith, socioeconomic status, gender identity, sexual orientation, and different ability, as they pertain to classroom practices, school and district structures, and policies and procedures. We support actions removing barriers to opportunities that allow children to reach their full potential.

Core Values

Core Value 1: District 91 values being an inclusive school community where all individuals are valued and respected

Core Value 2: District 91 values small classes that support the continuous improvement of each individual child

Core Value 3: District 91 values providing innovative instruction, programs and learning opportunities for each individual child within and beyond the classroom

Core Value 4: District 91 values open, honest and effective two-way communication to engage the community in the educational process

Core Value 5: District 91 values promoting its excellence and accomplishments to a broad community

Core Value 6: District 91 values safe, nurturing environments that invite and engage all members of the community

Core Value 7: District 91 values and supports qualified and effective professionals committed to our students and representative of the diversity of our community

Core Value 8: District 91 values fiscally responsible planning that ensures resources are used appropriately to support district values and goals

Guidelines for Parents to Help Children Succeed in School

1. Provide a place for study that is free of distractions. Encourage the use of a daily schedule.
2. Show interest in your child's assigned homework.
3. Encourage proofreading of written work to ensure correct word usage and neatness.
4. Give your child practice on the number facts (addition, subtraction, multiplication, division). The teacher will supply the appropriate worksheets at the parents' request.
5. It is helpful for a parent to read interesting and informational stories to their child. Read, not only to the pre-school child, but read to them or with them throughout all grades.
6. Encourage a child to pursue his or her interests. Help the child find reading matter that will answer the questions that stem from interests. The material must be suitable for the child's age and reading ability. Ask the teacher or librarian for suggestions. Let the child have a part in the selection.

COMMUNICATION

Through a combination of resources, District 91 strives to provide the community with open, honest and effective two-way communication to engage the community in the educational process. Communication will be shared in the following ways: District website, Google Calendar (on www.fpsd91.org), Digital Backpack, Announcements, Facebook, Twitter, Youtube, Board of Education Highlights, and a Newsletter to the community (3 times each year). **Important information will generally be communicated to parents and guardians through the digital backpack. An email will be sent to parents from the school letting them know what new information will be included in this week's digital backpack. Older information will be archived in the digital backpack so that parents/guardians will always have access to important information. Parents/guardians should check the digital backpack regularly.**

Guidelines for Parental Communication/Problem Resolution

In order to facilitate an orderly and understandable channel of authority process for addressing parent concerns/complaints, the following guidelines should be observed when the concern is with a specific teacher(s):

Parents should attempt to resolve a concern/complaint informally and directly with the teacher (by telephone or personal appointment.)

- If the parent concern/complaint cannot be resolved informally with the teacher, or the parent is not satisfied with the results of the conference, the parent may contact the building administrator for intervention to resolve the concern/complaint.
- If the building administrator is not successful in resolving the parent concern/complaint, the parent may contact the Superintendent of Schools to help resolve the concern/complaint.
- If the Superintendent is not successful in resolving the parent concern/complaint, the parent may contact the Board of Education for a hearing. The Board President shall schedule a hearing (within 10 days) with the parent and a sub-committee of the Board or full Board in attendance. After investigating the concern/complaint, and hearing all sides of the issue(s), the Board's decision shall be announced by the Board President within a reasonable amount of time. The Board's decision shall be final.

Board of Education

PRESIDENT	Ms. Kyra Tyler, kyler@fpsd91.org
VICE-PRESIDENT	Ms. Kim Rostello, krostello@fpsd91.org
SECRETARY	Ms. Shannon Wood, swood@fpsd91.org
MEMBERS	Mr. Eric Connor, econnor@fpsd91.org
	Ms. Mary Win Connor, mconnor@fpsd91.org
	Ms. Monique cotton-Yancy, mcotton-yancy@fpsd91.org
	Ms. Katherine Valteau, kvalteau@fpsd91.org

Regular School Board meetings will be held at 7:00 p.m. on the second Thursday of each month in the board room of the District Office, 424 DesPlaines Avenue. School Board Meetings for 2019-2020 are as follows:

July 11, 2019	December 12, 2019
August 8, 2019	January 9, 2020
September 12, 2019	February 13, 2020
October 10, 2019	March 12, 2020
November 14, 2019	April 9, 2020

Parent Teacher Organizations

Parents are encouraged to join and support the organization which serves the child, the home and the school. On the north side of town, the Parent Teacher Council (PTC) serves Garfield and Grant-White schools. On the South side of town, the Parent Teacher Organization (PTO) serves Betsy Ross and Field-Stevenson schools. The Boosters serve Forest Park Middle School. Please contact your school office about meeting times and locations, events or any other information about the parent organization.

Board of Education Citizens' Advisory Council

The Citizens' Advisory Council is an advisory body to the school board. Its purpose is to provide a forum for community input; to advise the Board of Education of community needs and concerns; to respond to community concerns by initiating studies; to review topics assigned by the Board of Education; and to make recommendations to the Board of Education for possible action resulting from topic review and studies. Meetings are typically held on the third Wednesday of each month at 6:30 p.m. in the board room of the District Office, 424 DesPlaines Avenue. Every school's parent organization is represented on this council. If you have an issue that you would like Citizens' Advisory Council to address, please bring it to the attention of one of your school's parent organization members.

District Office and School Directories

District Office
424 DesPlaines Avenue
Forest Park, Illinois 60130
(708) 366-5700
FAX (708) 366-5761

Dr. Louis Cavallo, Superintendent of Schools, lcavallo@fpsd91.org
Mr. Edward Brophy, Assistant Superintendent of Operations, ebrophy@fpsd91.org
Mr. Robert Laudadio, Superintendent of Buildings and Grounds, blaudadio@fpsd91.org
Mr. James Edler, Director of Innovative Instruction, jedler@fpsd91.org
Mrs. Jeanette Barnes, Executive Secretary to Superintendent and Board, jbarnes@fpsd91.org

Mrs. Laura Dickinson, Payroll Manager, ldickinson@fpsd91.org
Mrs. Bonnie Doolin, Accounts Payable/Data Management Manager, bdoolin@fpsd91.org
Mrs. Paula Atherton, Lead Bus Driver, patherton@fpsd91.org
Mr. Zack Frangidakis, Network Coordinator, zfrangidakis@fpsd91.org
Mr. Scott Dunnell, PR/Communications Manager, sdunnell@fpsd91.org

Betsy Ross School - Grades K-1-2

**1315 Marengo Avenue
Forest Park, Illinois 60130
(708) 366-7498
FAX (708) 771-4232**

Mr. William J. Milnamow, Principal, wmilnamow@fpsd91.org
Mrs. Patricia Marino, Secretary, pmarino@fpsd91.org
Ms. Megan Dickel, Support Services Assistant
Ms. Michelle Bernero, Health Services Coordinator
Mrs. Brenda Ali, Health Services Assistant
Mr. Matt Renz, Custodian

Field-Stevenson School - Grades 3-4-5

**925 Beloit Avenue
Forest Park, Illinois 60130
(708) 366-5703
FAX (708) 366-2091**

Dr. Tiffany Brunson, Principal, tbrunson@fpsd91.org
Mrs. Virginia Pusavc, Secretary, vpusavc@fpsd91.org
Ms. Kelly Crawford, Support Services Assistant
Ms. Michelle Bernero, Health Services Coordinator
Mrs. Brenda Ali, Health Services Assistant
Mr. Robert Bejlovec, Custodian
Mr. Humberto Arechiga, Lead Custodian
Mr. Harry Calderone, Maintenance Specialist

Garfield School - Grades EC-Preschool-K-1-2

**543 Hannah Avenue
Forest Park, Illinois 60130
(708) 366-6945
FAX (708) 366-8044**

Ms. Jamie Stauder, Principal, jstauder@fpsd91.org
Mrs. Diane Rice, Secretary, drice@fpsd91.org
Ms. Barbara Popelka, Support Services Assistant
Ms. Michelle Bernero, Health Services Coordinator
Mrs. Brenda Ali, Health Services Assistant
Mr. Charles Atherton, Custodian
Mr. Dino Panzani, Custodian

Grant-White School - Grades 3-4-5

**147 Circle Avenue
Forest Park, Illinois 60130**

(708) 366-5704

FAX (708) 771-1649

Mr. Roger Beauford, Principal, rbeauford@fpsd91.org

Ms. Jeannetta Harris, Secretary, jharris@fpsd91.org

Ms. Rosemary Moroni, Support Services Assistant

Ms. Michelle Bernero, Health Services Coordinator

Mrs. Brenda Ali, Health Services Assistant

Mr. Anthony Cardamone, Jr., Custodian

Mr. Dino Panzani, Custodian

Forest Park Middle School - Grades 6-7-8

925 Beloit Avenue

Forest Park, Illinois 60130

(708) 366-5742

FAX (708) 366-2091

Middle School absence line - (708) 366-8538

Mr. Joseph Pisano, Principal, jpisano@fpsd91.org

Ms. Tinisa Huff, Assistant Principal, thuff@fpsd91.org

Ms. Jennifer Leonard, Secretary, jleonard@fpsd91.org

Ms. Kelly Crawford, Support Services Assistant

Ms. Michelle Bernero, Health Services Coordinator

Mrs. Brenda Ali, Health Services Assistant

Mr. Robert Bejlovec, Custodian

Mr. Anthony Cardamone, Jr., Custodian

Mr. Vince DiCola, Custodian

Mr. Humberto Arechiga, Custodian

Mr. Harry Calderone, Maintenance Specialist

Conferences with Building Administrators

The Principals of our schools will be pleased to visit with you regarding any questions that you might have about the school program. The Principals can be reached by calling or emailing them directly at the numbers and email addresses listed above.

Conferences with Teachers

Teachers consider it part of their professional responsibility to confer with parents about the children under their supervision. These conferences are most effective if a few simple rules are followed:

1. Arrange for the conference in advance. Sometimes teachers make other commitments which cannot conveniently be changed, at least without due notice.
2. Plan for conferences at times when the conference can be completed. Unless other commitments have been made, teachers will give the time you need almost any day after school except Tuesday. Teachers do not have the privacy, the time, or the materials on hand during PTA/PTO meetings to conduct a satisfactory conference. Remember, an incomplete conference is neither satisfactory to you nor to the teacher.
3. In addition, conferences are scheduled twice a year in each school (fall and spring). Information for exact times and dates will be published under separate cover. Your attendance is strongly encouraged.
4. School Visitation Rights Act - Our parents should be aware that effective July 1, 1993, The Illinois Department of Labor School Visitation Rights Act states that under certain specified conditions an employer must grant an employee leave of a total of eight (8) hours during any school year to attend school conferences or classroom activities. Rules, conditions and employer verification forms are available at your local school office.

REGISTRATION/RE-REGISTRATION

The Board of Education has adopted a policy which mandates the registration/re-registration of all students from Preschool through 8th grade every year. The purpose of this policy is twofold:

To provide an opportunity for any fees to be paid and paperwork to be completed prior to the beginning of the school year, and

To ensure that all students attending the Forest Park Public Schools actually reside in Forest Park (your local taxes support the Forest Park Public Schools and should only be used to educate legitimate residents). Please refer to our website at www.fpsd91.org for updated registration/re-registration dates, times and locations for each year.

ALL NEW STUDENTS REGISTERING IN DISTRICT 91:

Must have the following documents **PLUS** verification of residency:

- Official Birth Certificates for each student (Hospital certificates are not acceptable.)
- Official Illinois Student Transfer Form from the previous school (if applicable)
- Current Illinois physical

VERIFICATION OF RESIDENCY

All parents/guardians must provide current documents as proof of residency each year of enrollment. Documents are required to clearly indicate the names and addresses provided for registration/re-registration of all students.

Parents/Guardians must provide documents as outlined below:

Category A – One (1) document

Real estate tax bill
Signed lease
Mortgage document or payment book
Residency Attestation (if living with a resident)
Military housing letter
Section 8 letter

Category B – Two (2) documents

Gas bill
Electric bill
Water/sewer bill
Phone bill
Cable bill
Bank Statement
Public aid card/Medicaid card
Driver's license/State ID
Food stamp card
Credit card statement
Paycheck stub
Village sticker receipt
Vehicle Registration

If you have difficulty providing all three documents, District 91 may require a home visit and/or additional documentation to verify residency.

Registration Fees

In 2013 the District 91 Board of Education authorized the suspension of registration fees for grades K - 8. The intent of this initiative is to reduce the out-of-pocket expenses to our families. The Board of Education evaluates the feasibility of this initiative annually. The only fee that applies at registration is for the preschool program which is \$100.00 per year (paid upfront). Since preschool is an optional program, the fee also serves as a commitment fee.

SPECIAL NOTE:

Parents/guardians are advised that the proof of residency information requested will be used by school officials to help establish the eligibility of each child for admission to school. Falsification of information may result in your child being excluded from school and may expose you to monetary liability under Illinois law for payment

of tuition. Enrolling children that are not considered legal residents in a school district is a Class C misdemeanor criminal offense, punishable by a \$500 fine or up to 30 days incarceration.

School Supplies

One set of school supplies will be provided to your student(s) at the start of this school year. If any of these supplies are depleted or misplaced prior to the end of this school year, the parent/guardian is responsible for replenishing the supplies as they become needed.

Student Accident Insurance

School-time accident insurance is fully funded by District 91 for all registered students. This insurance covers students while engaged in school-sponsored activities throughout the school year. There is also an optional 24-hour insurance offered at an additional cost.

Physical Examination Requirements

In accordance with rules adopted by the Illinois Department of Public Health, students must have periodic physical examinations. The required examinations are upon entering:

1. School for the first time
2. Preschool
3. Kindergarten
4. 6th Grade
5. An annual sports physical is required of all students participating in intramural and extracurricular sports activities.

These examinations must be received by the first day of school. Any parents unable to pay for the examination should contact their Principal or the Health Services Coordinator for assistance. In addition, several times each summer the Ronald McDonald Mobile Clinic provides free examinations for residents of Forest Park. For further information about the mobile clinic, please contact the Health Services office at your child's school.

Dental Examination Requirements

In accordance with rules adopted by the Illinois Department of Public Health, students must have periodic dental examinations documented on the Illinois state dental form. Resources, questions and waiver information are available in the Health Services office at your child's school. The required examinations are upon entering:

1. Kindergarten
2. 2nd Grade
3. 6th Grade

Eye Examination Requirements

In accordance with rules adopted by the Illinois Department of Public Health, students must have periodic eye examinations. The required examinations are upon entering:

1. Kindergarten
2. All first-time enrollees to District 91

Breakfast Program

The Forest Park Public Schools offers a daily breakfast program for students in grades K through 8. Breakfast prices are determined annually. The full price for breakfast this year is \$1.30 per day which includes milk. Free or reduced breakfasts are provided for those families that may qualify under the National School Lunch Program guidelines. Families qualifying for free or reduced meals can pick up the application form at registration or in their school office.

Lunch Program

The Forest Park Public Schools offers a daily lunch program for students K through 8. Lunch prices are determined annually. The full price for lunch this year is \$2.25 per day which includes milk. Free or reduced lunches are provided for those families that may qualify under the National School Lunch Program guidelines. Families qualifying for free or reduced meals can pick up the application form at registration or in their school office.

NSF Checks

District 91 will assess a fee of \$25 per check for checks returned from the bank for Non-Sufficient Funds or other reasons of non-payment of any check issued to District 91.

ATTENDANCE

Designated Attendance Areas

District 91 has two primary grade level centers, two intermediate grade level centers and one middle school. Attendance at the primary and intermediate grade level centers is determined by whether the student resides north or south of the I-290.

Students residing South of I-290 attend:

Betsy Ross School - Grades K - 1 - 2
 Field-Stevenson School for grades 3 - 4 - 5

Students residing North of I-290 attend:

Garfield School - Grades EC - Preschool - K - 1 - 2
 Grant-White School - Grades 3 - 4 - 5

All 6th, 7th and 8th grade students attend:

Forest Park Middle School

All Preschool students attend:

Garfield School

Student Attendance Hours			
School	Grades	Arrive By	Day Ends
Betsy Ross School	K - 1 - 2	8:15 a.m.	2:45 p.m.
Garfield School	K - 1 - 2	8:15 a.m.	2:45 p.m.
	Early Childhood a.m.	8:15 a.m.	11:00 a.m.
	Early Childhood p.m.	12:00 p.m.	2:45 p.m.
	Preschool. a.m.	8:15 a.m.	11:00 a.m.
	Preschool. p.m.	12:00 p.m.	2:45 p.m.
Field-Stevenson School	3 - 4 - 5	8:15 a.m.	2:45 p.m.
Grant-White School	3 - 4 - 5	8:15 a.m.	2:45 p.m.
Forest Park Middle School	6 - 7 - 8	8:05 a.m.	2:40 p.m.

Early Dismissal

Although we discourage the practice of early dismissal for children, sometimes the scheduling of a doctor's appointment or other commitment makes it necessary. If you must have your child dismissed before the end of the school day, please send a note or email to the child's teacher that morning. We will not release the child without physically seeing you so please enter the building and sign your child out. If someone other than the parent is picking up the child, we must have your prior permission to release the child to that person.

Playground

Children should come to school adequately dressed for the weather and active outdoor play. Unless extenuating circumstances such as ice on the playground or other reasons as determined by the principal occur, daily recess is required and will occur for all K to 8th grade classrooms unless the "feels like" (actual plus windchill) is below 20 degrees Fahrenheit.

Students who walk to school or are transported by automobile should not arrive prior to fifteen minutes before their school begins. On extremely cold or rainy days, students will be permitted to enter the building as they arrive at school. Playground supervision is provided by each school.

Punctuality

Success in school work requires regular attendance. The child who is frequently absent misses not only the instruction of the day but loses the continuity of the work presented, and often his or her work is affected for some time after the absence. However, parents should guard against sending children to school when attendance might be detrimental to their health or that of their classmates. Punctuality is an important factor in school attendance. The child's schedule should be planned so that there will be ample time to eat a good breakfast and arrive at school on time.

Absence Reporting

The parent is asked to call the principal's office on the morning of the child's absence so that the classroom teacher and principal have correct information as to the cause of absence. Parents should call prior to 8:15 a.m. If the office does not receive a call from a parent for student absence, the school secretary will call for verification. Unconfirmed absences will be considered unexcused.

Excused absences include illness, doctor appointments, observance of Religious Holiday, death in the family, or family emergency. If there is any doubt that the pupil should be readmitted to class after an absence, a doctor's note may be requested to verify that the child is not contagious and is fit to be in school.

Truancy

The above reasons for excused absences are the only acceptable reasons for being absent from school under Illinois School Code. Absences for any other reason without prior approval from the principal is considered unexcused and the student is truant. If unexcused absences exceed 5% or more of the previous 180 days of school, the student is considered habitually truant. In any semester, if the school identifies a student as being in danger of becoming habitually truant because the absences have exceeded 5% of the number of previous days in that semester, the school will take the following actions:

1. Written notification home and a phone call to the parent informing them that the child is in danger of being considered habitually truant.
2. If attendance does not improve, a required parent conference will be scheduled and an attendance plan developed.
3. If the plan is not followed and attendance reaches the habitually truant status, Truancy Mediation will be initiated and referral made to the Cook County Truancy Officer at the West Cook Intermediate Service Center.

4. If Truancy Mediation is ineffective for improving attendance, charges may be filed against the **parent** of the minor. **Willingly allowing a child to persist in truancy is a Class C misdemeanor and may be subject to up to 30 days imprisonment and/or a fine up to \$1500.**

Tardy Policy

Tardy is defined as not being in class, prepared for the day, by the time attendance is taken. **Any student arriving after school has started must report to the office for an admit slip before going to class.**

1. Students in all grades will not be eligible for a Perfect Attendance Award if they have four (4) or more tardies for the school year.
2. For the first three (3) tardies in a quarter, students will receive a warning, and a note will be sent home (grades Preschool - 5).
3. From the 4th tardy on, **each** tardy will result in a detention to be served on the day of the tardy (grades Kindergarten - 5 and a lunch detention will be served for grades 6 - 8).
4. Tardies will accumulate per quarter. At the beginning of a new quarter, the 'slate' will be wiped clean and students will start over to accumulate tardies.

However, no students with four (4) or more tardies for the entire year will be eligible for a Perfect Attendance Award.

5. For students that ride the bus, if the bus is late, they will not receive a tardy. However, if they miss the bus a tardy will be issued.
6. The principal can declare a "no tardy" day due to inclement weather or other circumstances.
7. If parent feels there are extenuating circumstances for a tardy; he/she may appeal to the principal who will decide *on an individual basis*.
8. Tardy students are responsible for obtaining homework assignments.

Chronic student tardiness will require a conference with the principal/assistant principal, parent and student. Chronic tardiness falls under the compulsory attendance laws and parents can be referred to the Cook County Truant Officer for legal action.

Student Dress Code

Students are expected to wear clothing in a neat, clean, and well-fitting manner while on school property and/or in attendance at school-sponsored activities. Students are to use discretion in their dress code and are not permitted to wear apparel that causes a substantial disruption in the school environment.

- Student dress (including accessories) may not advertise, promote, or picture alcoholic beverages, illegal drugs, drug paraphernalia, violent behavior, or other inappropriate images.
- Student dress (including accessories) may not display lewd, vulgar, obscene, or offensive language or symbols, including gang symbols.
- Hats, coats, bandannas, sweat bands, and sunglasses may not be worn in the building during the school day.
- Hair styles, dress, and accessories that pose a safety hazard are not permitted in laboratories or during physical education.
- Clothing with holes, rips, tears, and clothing that is otherwise poorly fitting, showing skin and/or undergarments may not be worn at school.
- The length of shorts or skirts must be appropriate for the school environment.
- Appropriate footwear must be worn at all times.
- If there is any doubt about dress and appearance, the building principal will make the final decision.
- Students whose dress causes a substantial disruption of the orderly process of school functions or endangers the health or safety of the student, other students, staff or others may be subject to discipline.

Developed by the combined efforts of the Citizens' Advisory Council, Gaining/Concerns Committee and adopted by the Board of Education.

TRANSPORTATION

Bus transportation is provided for all students grades K through 5 to and from each attendance center. Buses leave at 7:45 am from Betsy Ross School and Garfield School and at 8:00 am from Field-Stevenson School and Grant-White School. Busses will leave promptly at the scheduled times due to other transportation responsibilities.

Due to the large number of riders per bus, special transportation requests (i.e. requests for bus transportation to scout meetings, birthday parties, playtime at a friend's house) cannot be honored. **Also, parents will have to drive their children to school if they miss the bus.**

Proper student behavior while riding the school bus is essential for the safety of all students. Students are under the jurisdiction of the school bus driver and the bus aide while riding the bus unless the Superintendent designates another adult to supervise the riders.

Bus Rider Rules

Listed below are the rules and regulations to be followed by all students who, at some time or other, will be passengers on a school bus, whether traveling between home and school, going on a field trip, or attending an extra-curricular activity before or after school. Proper student bus behavior is essential for the safety of all students.

Please review these rules periodically with your child:

1. Be at the designated school bus stop five (5) minutes before the scheduled pick-up time.
2. Always cross in front of the bus and wait for the driver's signal.
3. Wait for the bus in an orderly manner. Be mindful of the rights of property owners.
4. Stay off the street at all times while waiting for the bus. Do not move toward the bus until it has been brought to a complete stop.
5. Drivers may assign seats to students for safety or disciplinary reasons. Students must not stand or leave their seats while the bus is moving.
6. Remain in the bus in the event of a road emergency until instructions are given by the bus driver.
7. Be absolutely quiet when approaching a railroad crossing.
8. Keep hands and head inside the bus at all times. Do not throw anything out of the bus windows.
9. Assist in keeping the bus safe and sanitary at all times. Never tamper with the bus or any of its equipment.
10. Food and drinks are not allowed to be consumed on the bus.
11. Keep books, packages, coats, and other objects out of the aisles. Do not leave books, lunches, or other articles on the bus.
12. Be courteous to fellow students, the bus driver and the bus aide. Help look after the safety and comfort of younger children.
13. Observe safety precautions when leaving the bus. Wait for the signal from the bus driver allowing you to cross.
14. No balls allowed on the bus. In order to ensure the safety of all passengers and the driver we cannot permit any type of ball on the bus.
15. Electronic devices are not permitted on the bus. Students are expected to keep their phones off as outlined in Board Policy. The District reserves the right to confiscate any electronic devices brought on the bus that distract the driver or other passengers. The District is not responsible for any items that are lost, damaged, or stolen.

Students not complying with these rules and regulations may forfeit transportation privileges.

Guidelines for Parents who Drive their Students to and/or From School

1. Obey traffic signs
2. Obey staff and police personnel assisting with traffic control around the school
3. No parking or stopping in bus loading and handicapped parking zones
4. No double parking
5. No cell phone use while driving in a school zone
6. Be aware of and obey the school bus stop-arm
7. All of the above are subject to police violations and will result in fines.

SECURITY AND EMERGENCY

School Security

In order to provide a safe and orderly school environment for our children and staff, the district's School Security System Task Force has established the following guidelines and procedures:

1. All doors to each school building will be locked from the outside shortly after students arrive each morning.
2. The security/safety systems are designed to meet the unique layout of each school and generally include the use of cameras, intercoms and door buzzer release systems.
3. All visitors are required to report to the office upon admittance and secure a visitor's pass.
4. All students and staff will be trained annually regarding school safety and security. Drills will occur periodically throughout the school year. Drills will not be announced and the frequency will vary. The drills will include lockdown and active shooter drills (may involve first responders). Teachers will talk with the students about these drills after they occur and parents will be provided with resources to discuss these drills with their children at home.

The Board of Education and administration recognize that the above measures may cause minor inconveniences for our visitors, but nevertheless, the procedures are necessary and required for the safety and security of our children and staff. Additional questions regarding school safety/security may be directed to building level administrators.

Emergency School Closing

In the event it is necessary to close school due to severe weather conditions or any other reason, every effort will be made to see that this information is received by you. You can also check our website for weather-related information at www.fpsd91.org or www.emergencyclosingcenter.com. We also notify the News Bureau which provides information of this nature to many of Chicago's radio and television stations. A few of the radio stations which School Closing Announcements will be made are: WGN (AM 720), WMAQ (AM 670), WLS (AM 890). In addition, the District will generate an automated notification for any emergency school closings by phone or email to you as long as you are the primary contact for your child in our student database.

Tornado Emergency

During tornado emergency conditions, specifically a tornado warning, children are not dismissed from school even though it may be the end of the morning or afternoon session. The children will be held at school until an **ALL CLEAR** signal is received from the local police department. Although we advise against it, parents sometimes wish to come to school to pick up their own children. Parents may come to the school office and sign out their own children only.

HEALTH SERVICES

School Health Information

The total health of your child is very important to us and crucial to his/her education and development. In order to ensure a meaningful health program for our students, it is essential that we share the responsibility of valuable health education and adequate health care.

Our major objectives in the school health office are:

1. The identification of and preventing the spread of contagious disease.
2. The identification of a student's potential general health problem(s) in order that they be evaluated and treated by appropriate medical personnel in a timely manner.
3. Broad-based health education for our students.
4. Support and information for our district's families regarding health issues through available resources.
5. Assurance that our district's students are adequately immunized and have appropriate, timely medical examinations in accordance with the Illinois Department of Public Health.
6. Be accessible to all of our schools for consultation on any health-related problems.
7. Maintenance and supervision of any self-administered medications needed by our students as outlined in our Medication Policy and Procedures.

Procedures for Self-Administration of Medication

With approved exceptions, all students shall be required to self-administer any medication which might be necessary to take during school hours. In all such instances, there must be a physician's order and parent permission form on file in the school office (Form Med-1). This form, "Authorization for the Administration of Medication" can be obtained from your child's school office or from the Health Services Office.

1. All prescription and over-the-counter medication must be accompanied by a completed Form Med-1 which is signed by a parent and a physician.
2. The signed Form Med-1 will be kept with the medication and a copy in the student's medical file.
3. All medication must be brought to school in its original, closed container and properly labeled.
4. The school shall provide a space for safe storage of the medication which will be accessible to the student only through authorized personnel. Self-administration of medication may take place only in the school office with authorized personnel supervising and no student may carry prescription and non-prescription medication on their person. **An exception to this rule will be for students who require the use of inhalers for asthma and students who require the use of an epi-pen for severe allergies. In such instances, the physician and parent must submit written authorization for a student to carry such medication on his/her person.**
5. The school is under no obligation to remind a student to take his/her medication, or to remind the parent(s) when such medications need refills or renewals.
6. Students shall take their medication in the presence of a staff member who has been trained by the nurse (i.e., principal, health aide, secretary). Each time the student takes medication, a notation shall be made and signed by the supervising staff person, of the time, date, dosage and type of medication administered. Parents may NOT come in and administer medications to their child during the school day without following the above requirements (i.e. prescription on file, school personnel supervising during administration of medication, medication(s) in its original container and properly labeled).

7. In the event that extenuating circumstances preclude the student from self-administering the medication, only the nurse or school administrator may administer medication to a student. In the absence of these staff members, a designee may administer medication to the student provided that they have been trained by the nurse to do so and are operating under her supervision.
8. The student's parent(s)/guardian(s) shall remove any unused medication from the school at the end of the drug therapy. If the student's parent(s)/guardian(s) fails to remove unused medication by the end of the school year, the school's administrator shall appropriately dispose of the unused medication in the presence of a witness.
9. The school principal retains the discretion to reject or approve any request for self-administration of medication of any kind subject to the requirements of the Individuals with Disabilities Education Act (Section 504 of the Rehabilitation Act of 1973).
10. If the principal denies a request for self-administration of medication, a parent/guardian has the right to appeal this decision to the Superintendent of Schools.

The above self-administration of medication procedures to students is based upon Board Policy which is available in each school office for your review.

Life-Threatening Allergies

We have had an increase in the number of students with severe allergies in our district, primarily allergies to peanuts and peanut products. Because of these allergies, we have accordingly made many classrooms and even an entire school **Peanut-Free Zones**. You will be notified should your child need to refrain from using peanut (or other) products at school. We ask that you respect this request. In general, it is best that all shared foods (for snacks, birthdays, and special occasions) be **Peanut-Free** for the safety of all our students.

Hearing & Vision Screenings

During the course of the school year, students will receive vision and hearing screenings as required by law. In addition, we will screen students as a result of any parent/teacher referrals, all Special Education students and all new students to District 91.

Scoliosis Screenings

Scoliosis screenings are offered to students in grades 6 through 8. Please contact the health services department for further details.

Student Illness

If your child is ill, please have them remain at home until well so that they can recover and be able to attend at their fullest when they return to school. To ensure that we do not spread illness to other students, please do not return your child to school until they are fever free unmedicated for 24 hours. If your child is absent for three or more days, a doctor's note may be required upon return to school.

Illness or Accident in School

If an accident occurs at school, first aid is administered. Every effort is made to contact the parent or emergency contacts you provided on your child's emergency card. If your child needs medical treatment beyond first aid, they will be transported by ambulance to a local hospital.

If a child becomes ill during the school day, every effort is made to contact the parent or emergency contacts and make arrangements for the child to be taken home. If no one can be contacted, the child is made as comfortable as possible and he/she is sent home at dismissal time.

Possible reasons that we might send your child home from school are:

1. Symptoms of any suspect contagious disease or rash
2. Temperature of 100 degrees or more
3. An accident that requires the evaluation of a physician
4. Vomiting

You will be asked to complete an emergency care card for each child at registration. It is important and essential that we be able to contact someone to avoid burdening you with an unnecessary ambulance expense. **Please notify your child's school of any changes on this card during the school year.**

GRADING

Progress Reports

Progress Reports are sent home to parents with students in grades 1 - 8 four times a year in November, January, April, and June. In addition, two parent-teacher conferences (fall and spring) are scheduled during the year. Parents of kindergarten students are urged to attend the fall parent-teacher conference as no written progress report will be issued until January. Progress of children in preschool will be reported through conferences with the parents in February and as often as necessary as requested by the parent or teacher. A checklist covering areas of potential growth will be used for the evaluation process during the conference. A parent-teacher conference tip sheet will be provided to parents prior to each scheduled conference.

Grading System for Grades 3-8

In order to treat our students fairly regardless of what school or grade they attend, the following scale was adopted formally by the Board of Education at its regularly scheduled meeting of September 11, 1986:

A = 100-90 B = 89-80 C = 79-70 D = 69-60 F = 59-0

Forest Park Middle School Academic Courses

English Language Arts (ELA), Social Studies, Science, and Math is offered to students at 6-7-8 grade levels.

Forest Park Middle School Special Area Courses

Exploratory classes offered are Music, Art, Spanish, Band, and iDiscover. Other than Spanish and Band, these are semester long courses. Band and Spanish are year long courses. Physical Education/Health is also a year long course.

Student Retention/Social Promotion

The State of Illinois has passed legislation that is very specific on the retention of students. According to the state law (Illinois Revised Statutes,) Chapter 122, paragraph 2-3, 64), a student must demonstrate academic proficiency in order to be promoted to the next grade. The State Board of Education has further stated that there will be no social promotions.

In accordance with the law, the Forest Park Public Schools evaluate the following areas for each child when considering retention in grades K-8.

1. Cognitive ability of the child
2. Achievement scores on standardized tests
3. Classroom performance (report cards)
4. English proficiency
5. Maturity
6. School history
 - A. Prior retention

B. Attendance

7. Health issues

It is our district's policy and philosophy to involve parents in significant decisions concerning their children's educational program. However, state law specifically indicates that the final decision regarding promotion or retention rests with the school district.

Student Assessments

District 91 uses FastBridge Assessment for benchmarking and progress monitoring. This assessment is used to guide instruction for all students. The District will also conduct the Illinois Assessment & Readiness (IAR) that is required by the Illinois State Board of Education.

Homework Philosophy

Homework is defined as academically related work assignments, given to students by classroom teachers that will require time outside of the regular classroom to be completed. The general purposes of homework are to improve learning, to aid in mastery of skills, and to create or stimulate student interest. Regardless of the form it takes, homework is an important part of the instructional program which requires clear understanding between home and school.

Homework is a vital part of the learning process. Properly planned and assigned, homework enables the parent to see what the student is doing in school, gives teachers another perspective on the student's abilities, and opens up new avenues of communication between parent and child. Parental involvement in the youngster's school work also provides encouragement and positive reinforcement to the child.

A pattern of homework must be gradually developed as the student advances through the grades. The educational process extends beyond the classroom and affects the student's entire life. Considering this, it seems apparent that student effort outside the classroom is necessary for satisfactory advancement. Simply stated, well-regulated home study increases student productivity. It increases the school's expectations from students and the time spent on learning. With high expectations and appropriate assignments, students can be more successful. If teachers and parents insist on full productivity in keeping with the student's ability, both at school and at home, academic achievement should improve. In determining homework assignments, emphasis shall be placed on the value of the activity to the student. Homework should not be assigned simply for the sake of providing additional work for students. The immediate purpose of a specific assignment may be to:

1. Strengthen basic skills
2. Extend classroom learning
3. Stimulate and further interests
4. Reinforce independent study skills
5. Develop initiative, responsibility, and self direction

Homework assignments should be planned in accordance with the following principles:

1. If the homework is to have value, its purpose and relation to what has been learned in the classroom must clearly be understood by the student.
2. Students should understand not only what to do, but also how to do it.
3. Homework should grow from classroom problems, projects, and concerns.
4. Homework should be reasonable in length, challenging and properly planned.
5. Homework study should be individualized when possible. This allows for additional practice in skill areas where needed and enables students to pursue study in areas of personal interest.
6. Assignments should be given as a continuation of, enrichment of, and/or reinforcement of classroom work.

7. Homework should not be used as punishment or as a discipline device.
8. Homework should be assigned in conjunction with materials or resources which are readily available in the home, school or community library.
9. Homework that is assigned and completed must be carefully evaluated and assessed.
10. In making assignments, teacher coordination is important at upper grade levels.
11. Long range assignments should have built in checkpoints.
12. Assignments should communicate the learning task to be completed and expected outcome which should result from completion.
13. Homework which cannot be completed without the teacher's assistance should not be assigned for home study.
14. Assigned tasks should be within the ability range of students within the class.
15. Assignments should be directly related to instructional objectives.
16. The grade level of students must be considered when giving assignments. As students progress through the various grade levels, they should be expected to handle more homework.
17. It is important to differentiate between guided practice in class and homework which is intended to be an independent home activity that extends or continues learning.

Homework Guidelines for Students

To be successful and gain the most from the completion of homework assignments, students should:

1. Listen carefully and follow the directions provided by the teacher.
2. Use study aids and materials provided by teacher and parents.
3. Use time efficiently. Plan ahead. Don't wait until the last minute to do long-range assignments.
4. Complete their portion of an assignment that involves the cooperation of one or more students.
5. Study in a well-lighted, distraction-free area.
6. Study at a specific time daily.
7. Discuss homework assignments with their parents.
8. Talk with the teacher if they have problems completing homework.
9. Be neat and organized and keep track of school materials and assignments.

Homework Guidelines for Parents

To facilitate the successful completion of their child's homework assignment, parents are encouraged to:

1. Provide a study area where the student can comfortably read and write.
2. Be positive, provide encouragement and make sure assignments are completed on time.
3. Assist the student when budgeting his or her time.
4. Provide a specific time period for daily study.
5. Talk with the teacher about any concerns or problems regarding homework.
6. Help find materials and resources needed to complete homework assignments.
7. Encourage their child to take responsibility for keeping track of school materials and assignments.
8. Consult the teacher(s) if homework appears to be too difficult or requires an excessive amount of time to complete.

Preschool Program

District 91 offers a preschool program for children ages 3 through 5 in collaboration with the West Cook YMCA. This program offers a morning session from 8:15 - 11 am and an afternoon session from 12 - 2:45 pm each day. Parents may request the morning or afternoon session but students will be assigned based on available space, age, and ability. There is no guarantee that we will be able to accommodate parent requests. **The program meets each Monday at the St. John Lutheran Church (West Cook YMCA Program), 305 Circle Avenue, and Tuesday through Friday at Garfield School.**

This very unique program is supported by highly qualified teachers and support staff. We offer multiple blended classrooms for children of all abilities. Speech, Occupational and Physical therapies are available based on classroom and student needs. The program uses Creative Curriculum and follows the Illinois Early Learning Standards which are the foundation for student learning. Please visit our website at www.fpsd91.org for more detailed information on the preschool program. Space is limited for this program and admittance is on a first-come, first-serve basis. Those not admitted are placed on a waiting list and admitted if space becomes available.

SPECIAL PROGRAMS

Challenge (Gifted Education) Program

Identified gifted students are participants in the pull-out enrichment program called Challenge. This program groups students in grades three through five for instruction 120 minutes once a week. Students in grades six through eighth meet for 74 minutes per week. Learning experiences and activities are designed thematically making use of a multidisciplinary approach; integrating the multiple intelligences, and higher order thinking skills. Research, critical thinking, decision-making, in-depth problem solving, visual and spatial thinking, logic, discussion, and field trips are incorporated in the program.

Identification and selection of students for the Challenge Program is conducted by, candidates are considered by standardized test data (math and reading scores in 85th percentile or higher), SAGES-2 test scores and SIGS scores. Scores from SAGES-2 and SIGS are weighted to obtain a total score and then students are ranked by their test scores. The top 5% of the district's student body are selected for this program.

Transitional Program of Instruction

The Transitional Program of Instruction (TPI) program is designed to help meet the needs of our limited English speaking students and provide support to classroom teachers. Students are identified for TPI through an assessment for limited English proficient students.

Special Education Programs and Services

Forest Park Schools shall provide a Free Appropriate Public Education (FAPE) in the least restrictive environment to all students with disabilities between the ages of three and fifteen as mandated by federal legislation (P.L. 94-142). The district also implements the provisions of the School Code, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. It is the goal of the Special Education Department to meet the individual and unique needs of each student.

Each school has a Student Support Team, which may include general and special education teachers, school psychologist, social worker, speech and language pathologist, school nurse, administrator and other staff as needed. Teams are committed to problem solving and identifying those research-based interventions necessary to maximize student learning.

CHILD FIND: It is the responsibility of District 91 to actively seek out and identify all children from ages 3 through 15 who may be eligible for special education and related services.

A child is eligible for Special Education under the following categories:

Autism	Cognitive Disability
Deaf-Blindness	Deafness
Emotional Disability	Hearing Impairments
Multiple Disabilities	Other Health Impairment

Orthopedic Impairment
Speech or Language Impairment
Visual Impairment

Specific Learning Disabilities
Traumatic Brain Injury

The Student Service Department provides a full continuum of special education and related services for those students who meet the specific eligibility criteria as determined by state and federal law. Once eligibility is determined, an Individualized Education Program (IEP) is developed. The student's IEP will determine the services and amount of time necessary to meet the student's academic and/or behavioral needs. Services are provided in the least restrictive environment. These services can include:

Speech/Language Support
Occupational or Physical Therapy
Itinerant Autism and Behavioral
Consultants

Social Work Support
Visual, Hearing and or Physical Itinerants
Transportation

Other programs the district offers include:

- resource services for students eligible for special educational services for less than 50% of the student's school day,
- instructional classrooms for students eligible for special educational services 60% or more of the student's school day,
- alternative education settings in State-approved private day schools for students with unique educational needs that cannot be met in a public school setting, and
- Early Childhood Education program for children 3 to 6 years of age who exhibit a defined disability or a serious delay in their overall development.

DuPage/West Cook Special Education Cooperative provides programs for District 91 students with hearing impairments, visual impairments and orthopedic handicaps. Residential placements may also be made.

Parents are entitled to:

- Be informed of how and when to refer a child
- Be informed of procedures for evaluating children for special education services
- Request or object to a case study evaluation
- Notification and approval before a child is placed in special education
- Participate in developing child's IEP
- Have each case study evaluation conducted to assure that it is linguistically, culturally, racially and sexually nondiscriminatory
- An independent educational evaluation
- Have a case study re-evaluation every 3 years or more frequently if conditions warrant
- Object to special education placement
- Access to contents of child's records
- An impartial due process hearing if disagreements arise which cannot be resolved to mutual satisfaction

Parents may view the full 2009 special education rights guide, *Educational Rights and Responsibilities: Understanding Special Education in Illinois* at: http://www.isbe.state.il.us/SPEC-ED/html/parent_rights.htm

Behavioral Intervention

The Behavioral Intervention Guidelines adopted by the Board of Education is available for parents review at any local attendance center or the District Office.

Homebound and Hospitalized Instruction

Homebound instruction is available for pupils who are unable to attend regular classes for a period of two weeks or more due to medical reasons. A medical doctor must certify that the child will be absent for two weeks or more and will be physically able to be tutored. If the child is hospitalized, permission from the hospital must be secured to permit tutoring. Parents should contact their building principal when it is expected that their child will not attend school for a period over two weeks.

STATE AND FEDERAL REGULATIONS

Title I

Title I is a federally funded project serving the educational needs of eligible students in District 91. This program is designed to meet the individual needs of those students who are achieving below grade level in Reading, Language Arts, and/or Mathematics. Small groups are scheduled on a regular basis and instruction is centered on a diagnostic-prescriptive laboratory approach to learning. Parents who are interested in learning more about the program are encouraged to contact their school principal.

Title I - Grievance Procedure

Any parent, teacher, member of the Parent Advisory Council or other individual or organization concerned with the provisions of Title I are requested to follow these procedures should they encounter situations which they believe to constitute a violation:

1. Contact the Title I teacher to attempt to clarify the issue in question and to resolve it at the classroom level.
2. If resolution is not achieved at the first level, request a conference with the Title I Coordinator-Director and the Title I teacher.
3. If resolution is still not achieved, the complainant has the right to detail the alleged violation in writing. The complaint should be addressed to the Superintendent of Schools and mailed to him by certified mail.
4. Within a period not to exceed 30 days from the receipt of the complaint, the District will:
 - a) Provide an opportunity for the complainant or the complainant's representative, or both, to present evidence, including an opportunity to question parties involved, with the proviso that any and all expenses incurred by the complainant shall be borne by the complainant, and
 - b) Provide the complainant by certified mail with a written description detailing the results of the investigation and the final disposition of the case.
5. The complainant shall have the right to appeal the final resolution of the local educational agency to the State educational agency, such appeal to be submitted in writing within 30 days of the complainant's receipt of the District written decision.
 - a) The complainant shall provide the local educational agency with a copy of the appeal at the time it is submitted to the State educational agency.
6. The local educational agency shall provide for the dissemination of information regarding the above procedure to interested parties.

Title IX - Policy

It is the policy of Forest Park Public Schools, District 91, not to discriminate on the basis of sex in its educational programs, services, activities or employment policies as required by Title IX of the 1972 Educational Amendments. The Forest Park Public Schools will abide by all the rules adopted by the State Board of Education October 3, 1986 as they apply to sex equity. Inquiries regarding compliance with Title IX may be directed to Louis

Cavallo, Ph.D, 424 DesPlaines Avenue, Forest Park, IL 60130, (708) 366-5700 x301; or to the Director of the Office of Civil Rights, Department of Health, Education and Welfare, Washington, D.C.

Title IX - Grievance Procedure

A grievance is here defined as an alleged violation of non-compliance with Title IX regulations and may relate only to an actual or imminent application of a policy or rule.

The following grievance procedure establishes a step-by-step method that provides for prompt and equitable resolution of student and employee complaints alleging any prohibited action under Title IX.

STEP 1: In the event that a student or employee (certificated or non-certified) believes there is a basis for a grievance, this grievant should attempt to resolve it promptly in informal, verbal discussion with the school employee most directly involved in the grievance.

STEP 2: If the grievance was not satisfactorily resolved through informal processes, the grievant may present the grievance in writing within three (3) calendar weeks to the principal who will meet with the grievant and all involved parties. Within a reasonable period of time (or within 30 school days), the principal shall provide the grievant with a written response. In the written grievance, the grievant should describe specifically and completely as possible exactly how he/she has been discriminated against by District 91 on the basis of sex. The grievant should indicate his/her name, address, phone number, school and position.

STEP 3: If the grievance is not resolved at Step 2, the grievant may refer the grievance within three (3) calendar weeks to the Title IX Director. Upon receipt of the written grievance, the Title IX Director shall conduct an investigation as to whether discrimination has indeed occurred. The investigation shall be completed within twenty (20) school days and may include a hearing with all parties involved having the right to present evidence.

STEP 4: Within ten (10) school days after the completion of the investigation, the Title IX Director shall submit a written recommendation including a summary of the evidence, to the Superintendent for consideration.

STEP 5: Within twenty-five (25) school days, the Superintendent will send a written decision to the grievant and if it is determined that this district has discriminated on the basis of sex, District 91 will take the remedial action deemed appropriate and necessary by the Board of Education to overcome the effects of the discrimination.

STEP 6: If the grievance is not resolved at Step 5, the grievant may in writing refer the grievance within three (3) calendar weeks to the Board of Education for final local review.

STEP 7: The Board of Education shall review all records maintained throughout the grievance procedure, conduct interviews with affected parties to the grievance and submit a written decision to the grievant within thirty (30) school days.

The complainant has the right to appeal the decision of the Board of Education to the Director of the Intermediate Service Center, 4413 Roosevelt Road, Ste. 104, Westchester, IL 60154.

FOIA

The Board of Education acknowledges that the inspection and dissemination of public records must reflect an appropriate balance between the needs of the Board for administrative effectiveness and confidentiality, the protection of the privacy of individuals, and the legitimate interests of the public in receiving public information.

The Board of Education hereby states its intention to comply with the provision of the Illinois **Freedom of Information Act (FOIA)**. Information concerning the school district and the records of such entity, shall be displayed, and lists of records shall be maintained, available for inspection and copying. Compliance with the Act shall be effected in accordance with this Policy and Regulations for implementation of this Policy which shall be issued by the Superintendent.

ADA

The Forest Park Public Schools, District 91, is aware of the Americans with Disabilities Act (ADA) which prohibits discrimination on the basis of disability. If you have any questions about the school district's policy regarding the ADA, or believe you have been unfairly discriminated against by the school district, please call Dr. Louis Cavallo, ADA Coordinator, at 708-366-5700, ext. 301. A procedure is available to you for the resolution of complaints.

A.H.E.R.A.

In accordance with Federal law, and Asbestos Hazardous Emergency Response Act requirements (A.H.E.R.A.), Forest Park Public Schools have conducted an asbestos inspection in all of the district's schools. In addition, Forest Park Public Schools have followed all regulations and re-inspected the schools every six months with our trained, certified and licensed personnel. The resultant management plan which describes the response action to the inspection reports is available for review at each local school and the District 91 District office, 424 DesPlaines Avenue, Forest Park, Illinois during normal school days between the hours of 8:00 a.m. and 4:00 p.m.

OTHER SCHOOL POLICIES

Drug and Substance Abuse Policy

It is the goal of the Forest Park Public Schools' Board of Education to create a safe and caring atmosphere for each student within the system. It is recognized that this safe and caring environment is the first step in preventing an individual from becoming involved with substance abuse. District 91 will professionally and consistently respond to student problems as they relate to substance abuse. This response will include prevention, identification, intervention and disciplinary action.

The Board of Education finds and determines that the use and/or the unlawful possession of illicit drugs, alcohol, and tobacco products is wrong and harmful. This Board Policy prohibits the unlawful manufacture, distribution, dispensation, possession, or use of drugs, alcohol and tobacco products on District 91 property or as part of any of its activities in accordance with the Illinois Statute. For the purposes of this Policy, drugs are defined as any drug which is not legally obtainable and/or any drug which is legally obtainable, such as a prescription drug, but which is not legally obtained, is not being used for prescription purposes, and/or is not being taken to prescribed dosages.

Any students who use illegal drugs, abuse medications, alcohol or tobacco are urged to contact an organization which will provide drug, alcohol and/or tobacco counseling and rehabilitation. A list of such organizations is available in each school office.

Compliance with this policy is a condition of continued enrollment. Consequently, a violation of any aspect of this policy may render students subject to disciplinary action up to and including expulsion and/or referral for prosecution. Alternatively, if deemed appropriate by the Board under the particular circumstances, a student who violates this policy may be required to participate in and complete a drug, alcohol or tobacco assistance or rehabilitation program to the satisfaction of the Board.

Students (in all grades) and parents shall be notified of available age appropriate, developmentally-based drug, alcohol, and tobacco education and prevention programs. These programs will address the legal, social, and health consequences of drug, alcohol and tobacco use, and will provide information about effective techniques for resisting peer pressure to use illicit drugs, alcohol and tobacco.

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-Vento Homeless Assistance Act and the Ill. Education for Homeless Children Act. The Superintendent or designee shall act as or appoint a Liaison for Homeless Children to coordinate this policy's implementation.

A homeless child may attend the District school that the child attended when permanently housed or in which the child was last enrolled. A homeless child living in any District school's attendance area may attend that school. The Superintendent or designee shall review and revise rules or procedures that may act as barriers to the enrollment of homeless children and youths. In reviewing and revising such procedures, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. Transportation shall be provided in accordance with the McKinney-Vento Homeless Assistance Act and State law.

The Superintendent or designee shall give special attention to ensuring the enrollment and attendance of homeless children and youths who are not currently attending school. If a child is denied enrollment or transportation under this policy, the Liaison for Homeless Children shall immediately refer the child or his or her parent/guardian to the ombudsperson appointed by the Regional Superintendent and provide the child or his or her parent/guardian with a written explanation for the denial. Whenever a child and his or her 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.

LEGAL REF.: McKinney Homeless Assistance Act, 42 U.S.C. §11431 et seq.
Ill. Education for Homeless Children Act, 105 ILCS 45/.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 4:110 (Transportation), 7:10 (Equal Educational Opportunities), 7:30 (Student Assignment), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:60 (Residence), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students)

ADOPTED: March 9, 2006

REVISED: December 2016, REVIEWED: February 2018

Inspection of Instructional Materials

Parents or guardians of any student may inspect any instructional materials used in the schools. Such materials include: textbooks; teacher's manuals; films; and tapes. Contact the principal's office for an appointment should you wish to inspect any of these materials.

Transferring Out of District 91

Parents/guardians of a student transferring out of District 91 shall notify the Building Principal of their intent to transfer, pay outstanding fees, sign a release form authorizing the release of student records, and return all school-owned property.

The building Principal or designee of the transferring school must forward, within 10 days of the notice of the student's transfer, a copy of the student's school records. However, if the student has unpaid fines or fees and is transferring to a public school located in Illinois or any other state, an unofficial record of the student's grades will be sent in lieu of the student's official transcript of scholastic records.

Student Records Notification

1. The student permanent record consists of basic identifying information, academic transcript, attendance record, accident reports and health record, record of release of permanent record information, and *may* include honors and awards received and information concerning participation in school sponsored organizations. The permanent record shall be maintained for a period of 60 years after the student has transferred, graduated, or permanently withdrawn from school.
2. The student temporary record consists of all information not required in the student permanent record and *may* include family background information, test scores, psychological evaluations, elementary and secondary achievement test results, participation in extra-curricular activities, honors and awards received, teacher anecdotal records, disciplinary information, special education files, any *verified* reports or information from non-education persons, agencies or organizations, and record of release of temporary record information. The temporary record will be destroyed five years after the student has transferred, graduated, or otherwise permanently withdrawn from school.
3. Parents have a right to:
 - a) Upon written request to the building principal, inspect and copy any and all information contained in the student record. There may be a small charge for copies not to exceed 35 cents a page. This fee will be waived for those unable to afford the cost of reproduction.
 - b) Challenge the contents of the records, by notifying the principal or records custodian in writing of an objection to information contained in the record. An informal conference will then be scheduled to discuss the matter. If agreement is not reached, a formal hearing will be scheduled.
 - c) Receive copies of records proposed to be destroyed. Permanent records will be maintained for a period of 60 years.
 - d) Inspect and challenge information proposed to be transferred to another school district.
4. Local, state and federal educational officials have access to student records for educational and administrative purposes without parental consent. Student records shall also be released without parental consent pursuant to a court order or subpoena, or in connection with an emergency where the records are needed by law enforcement when necessary for the discharge of their official duties or medical officials to meet a threat to the health or safety of the student or other persons. All other releases of information require the informed written consent of the parent.
5. The following is designated as public information and shall be released to the general public unless the parents request that any or all such information not be released. The request must be received by the school no later than October 1 each year. Student's name and address, grade level, birth date and place, parent names and addresses, information on participation in school sponsored activities and athletics, and period of attendance in the school.
6. Full and complete copies of the laws, rules and regulations on student records are on file with the principal of each school and the Superintendent of the district.

Surveys

In accordance with federal law, students who participate in federally-funded programs are not required to divulge in a survey, analysis, or evaluation, without prior written consent of their parents or guardians, which reveals the student's: 1) political affiliations; 2) embarrassing mental or psychological problems; 3) sex behavior and

attitudes; 4) illegal, anti-social, self-incriminating and demeaning behavior; 5) critical appraisals of family members; 6) privileged relationships such as those involving lawyers, physicians and clergy; and 7) income (other than as required to determine eligibility for participation in a program or for financial assistance).

Responsible Use Procedure

All of District 91 schools are committed to the responsible use of technology in our curriculum as a research tool and to the development of life-long learners. Students will be actively engaged in the use of technology in their learning throughout the year. Additionally, the Internet will be available for research, innovation and communication.

With this educational opportunity also comes responsibility. Please read the ***Responsible Use Procedure*** with your child and discuss it together. The use of inappropriate material or language, or violation of copyright laws, may result in the loss of the privilege to use these resources. Remember that you are legally responsible for your child's actions. Each family will be asked to sign the District's ***Responsible Use Procedure*** prior to the student's use of any District technology and access to the Internet each year.

We are committed to the appropriate use of technology throughout our curriculum. Our District utilizes Internet filters for student protection. Ultimately, parent(s)/guardian(s) are responsible for setting and conveying the standards that your child should follow. To that end, District 91 supports and respects each family's right to decide whether or not to authorize Internet access.

State law requires the District to notify students and their parents/guardians that school officials may request 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.

Chromebook Take Home Policy

The mission of the 1:1 learning program in District 91 is to create a collaborative learning environment for all learners. This environment will enable and support students and teachers to implement transformative uses of technology while enhancing students' engagement with content and promoting the development of self-directed and lifelong learners. Students will transition from consumers of information to creative producers and owners of knowledge.

District 91 endeavors to prepare students for an ever-changing world that sees technological advancements happening at a rapid rate and is committed to preparing students for whatever path they choose in life.

Beginning of School Procedure:

- All parents/guardians and students are required to sign the District 91 Responsible Use Agreement before a Chromebook can be issued.
- All parents/guardians and students are required to sign the District 91 Chromebook Agreement document before the Chromebook can be issued. This Chromebook Policy Handbook outlines the procedures and policies for families to protect the Chromebook investment.
- Parents/guardians are financially responsible for any damage to the Chromebook, up to and including the full replacement cost. (No deposit will be collected.)
- Information will be provided at each school's Open House.

- Students will receive their Chromebook and case after their parent/guardian has signed the District 91 Chromebook Agreement and Responsible Use Agreement.

Please refer to the complete Chromebook Take-Home Policy that was provided at registration for all details about chromebooks.

Library Selection Procedures

Goal: It is the goal of the media center to make available to the school community a collection of materials that will support the curriculum and meet the needs of students and faculty. The primary objective of this selection procedure is to provide faculty and students with a wide range of pertinent learning resources on all levels of difficulty. Learning resources should be selected for their strengths rather than rejected for their weaknesses.

Responsibility: The selection of learning resources involves many people. Such individuals include administrators, supervisors, teachers, library media specialists and students. The primary responsibility for selecting and purchasing learning resources rests with the certified library media specialist at each school. Purchases are subject to administrator approval.

Selection Aids: The certified library media specialist may use a variety of professional resources to assist in the selection process. In addition, the librarian may use professional contacts, the advice of sales individuals and preview materials to choose library resources.

Criteria: In addition to professional resources, the school library media specialist may consider the following criteria in the selection of an item: 1) Does the item support the **Illinois State Learning Standards** and curriculum of the school district? 2) Does the item meet high standards for literary and artistic excellence? 3) Is the item appropriate for the subject area and does it take into account the emotional and intellectual capabilities of the students? 4) Does the item contribute to multicultural awareness? 5) Does the item motivate students to become life-long learners? 6) Does the item fairly and accurately address controversial issues so as to develop student abilities in critical analysis? 7) Is the item accurate and current with regard to socio-political, historical, geographical, technological, and linguistic considerations? 8) Is the item relevant to the interests and needs of the students and faculty of a given school?

Gifts: Learning resources that are received as gifts will be judged by the selection criteria and accepted or rejected by those criteria.

Weeding: Selection is an ongoing process that should include the removal of items no longer appropriate and replacement of lost and worn materials still of educational value. Learning resources will be retained or withdrawn with the same care with which they are added to the collection.

Intellectual Freedom: The school district subscribes in principle to the statements of policy and philosophy as expressed in the American Library Association's Library Bill of Rights, a copy of which is made part of these procedures.

Pesticide Statement

An Integrated Pest Management (IPM) approach for controlling insects, rodents, and weeds is used in District 91. The IPM approach focuses on making school buildings and grounds an unfavorable place for pests to live and breed. Through maintenance and cleaning, we reduce or eliminate available food and water sources, and hiding places for the pests. We also routinely monitor the school area to detect pest problems and prevent the pests from becoming established. Some IPM techniques we employ include monitoring, increased sanitation, sealing entry points, physically removing the pest, and modifying storage practices.

Building Usage

Community groups and organizations are encouraged by the Board of Education to make use of the buildings after school hours for their activities and meetings.

Organizations who would like to reserve school facilities should call the District Office for further information, fees, rules and regulations, and application procedures.

Cell Phone & Electronic Devices

Cell phones, iPods or other electronic devices are not allowed in school. Students who bring electronic devices to school must be turned in to the office. Any student who is found to be in possession of an electronic device will have it confiscated and held for a parent to pick up.

Penalties for violations of this Policy are as follows:

1. Any student who is first suspected of violating this Policy may be required, after being informed of the reasons why he or she is suspected of a violation and receiving an opportunity to state his or her version of events, to surrender any material or thing alleged to violate the Policy to school officials and attend a parent conference. At the parent conference, any material or thing surrendered by the student shall be returned to the parent upon request.
2. Any student alleged to have violated this Policy after a previous violation shall, upon a finding of such violation, be subject to further disciplinary action. Such disciplinary action shall be in accordance with

STUDENT DISCIPLINE PROCEDURES

One of the goals of education in District 91 is to prepare all pupils for responsible participation in the social, intellectual life of the community and for responsible young adulthood. This goal requires the school, the pupils, and their parents or guardians to work cooperatively for the development of self-discipline by all pupils. The Board expressly seeks to develop school programs which foster and promote the cooperative development of maturity, self-control, and self-direction by all pupils. Above all, the educational and personal welfare of every child is of paramount importance.

Toward these purposes, the Board of Education has established and will maintain a Citizens' Advisory Committee comprised of parents/teachers/Board members and administrative advisors to develop specific guidelines and to periodically review existing discipline policies. The committee will advise and recommend to the Board of Education revisions or additions to the discipline policy. The district, and each school within the district, must be concerned with the prevention of misbehavior through planning and organization. Guidelines and rules must be established and students and parents must be made aware of these guidelines and rules which set forth minimum behavior expectations.

PBIS

Forest Park Schools utilizes Positive Behavior Intervention & Supports (PBIS). PBIS is a proactive systems approach to establishing the behavioral supports and social culture and needed for all students in a school to achieve social, emotional, and academic success. Data-based decision-making aligns curricular instruction and behavioral supports to student and staff needs. PBIS focuses on preventing inappropriate behavior.

Schools applying PBIS begin by establishing clear expectations for behavior that are taught, modeled, and reinforced across all settings and by all staff. Forest Park Schools expectations for all schools district-wide are the 3 "Be's"; Be Responsible, Be Respectful, and Be Safe. This provides an environment that supports the adoption and sustained use of effective academic and social/emotional instruction. PBIS has proven its effectiveness and efficiency as an Evidence-Based Practice. (Sugai & Horner, 2007). While PBIS focuses on teaching, supporting, and

reinforcing positive behaviors, there are consequences for inappropriate behaviors. The following Code of Conduct outlines consequences for inappropriate behavior.

**CODE OF CONDUCT
(Revised 2015-2016)**

Level 1	Possible Consequences
<ul style="list-style-type: none"> ● Tardiness less than 3 times per quarter ● Dishonesty ● Minor classroom disruption ● Inappropriate physical or verbal behaviors that are not intended to cause harm ● Misuse of technology (e.g. inappropriate website usage, cell phones) ● Cheating ● Disregard of the instructions or directions of school personnel ● Inappropriate language (not directed at another person) ● Dress code violation 	<p>Re-teaching appropriate behavior</p> <p>Verbal Reprimand</p> <p>Teacher conference with student</p> <p>With prior warning, withdrawal or suspension of classroom privilege</p> <p>Detention with teacher</p> <p>Teacher-issued lunch detention</p> <p>Teacher contact with parent/guardian</p> <p>Teacher conference with parent(s)/ guardian(s)</p> <p>Mediation</p>

Level 2	Possible Consequences
<ul style="list-style-type: none"> ● Repeated acts of Level 1 Misconduct ● Forgery ● Cheating ● Plagiarism ● Unexcused Absences (not at 25% of School Year) ● Vandalism (no permanent damage) ● Theft (involvement of law enforcement not necessary) ● Physical aggression (i.e. pushing, shoving, bumping, tripping) ● IPDA (Inappropriate public displays of affection) 	<p>Re-teaching appropriate behavior</p> <p>In-school support service referrals</p> <p>Assign a mentor</p> <p>Check-in/Check-out</p> <p>Reverse referral</p> <p>Office conference with parent/guardian</p> <p>Temporary removal from class (one class period or</p>

<ul style="list-style-type: none"> ● Inappropriate language/profanity (directed at peer or adult) ● Skipping/Leaving class 	<p>less)</p> <p>Office-issued detention</p> <p>Office-issued lunch detention</p>
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Level 3	Possible Consequences
<ul style="list-style-type: none"> ● Repeated acts of level 2 misconduct ● Extreme verbal and/or written: threats, intimidation, inciting fear, conflict or other comparable conduct toward anyone or urging other students to engage in such conduct ● Extortion ● Trespassing ● Vandalism (damage resulting in replacement or repair) ● Gambling involving money ● Promotion of criminal gang activity ● Sexual misconduct (major) - verbal or written statements of a sexual nature ● Possession of tobacco products on/or adjacent to school property ● Setting false alarms 	<p>Re-teaching appropriate behavior</p> <p>In-school support service referrals</p> <p>Assign a mentor</p> <p>Check-in/Check-out</p> <p>Reverse referral</p> <p>Office conference with parent/guardian</p> <p>Withdrawal or suspension of privileges/activities</p> <p>Temporary removal from class</p> <p>Restitution (financial or material)</p> <p>In-school suspension</p>

Level 4	Possible Consequences
<ul style="list-style-type: none"> ● Repeated acts of level 3 misconduct ● Physical action toward another with intent to harm ● Fighting (punches thrown) ● Stealing (major) ● Bomb threats ● Setting fires ● Physical assault ● Other acts of misconduct which are seriously disruptive and/or create a safety hazard to students, staff, and/or property ● Gang activity involving criminal misconduct 	<p>Out of school suspension (preventative actions, when appropriate, must be documented prior to OSS):</p> <ul style="list-style-type: none"> ● 1st offense of Level 4 = up to 3 days ● 2nd offense of Level 4 = up to 5 days ● 3rd offense of Level 4 = up to 7 days ● Additional offenses may result in alternative placement and/or OSS up to 10 days pending expulsion <p>Alternative program (appropriate in-district or out-of-district alternative placement)</p> <p>Expulsion</p>

<ul style="list-style-type: none">● Distribution, use and/or being under the influence of tobacco products on/or adjacent to school property● Possession, distribution, use and/or being under the influence of alcohol● Possession, distribution, use and/or being under the influence of controlled substances (illicit drugs) and/or drug paraphernalia● Possession or use of weapon(s) or any other object that may be used as a weapon● Sexual assault - Touching any person in a sexually offensive manner● Mob action as defined by the law	<p>Referral to law enforcement agency</p> <p>Mediation/Transition plan upon return to school</p>
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SIGNATURE PAGE FOR PARENT AND STUDENT TO RETURN:

Dear Parent and Student:

Please carefully review the contents of this handbook together as a family.

Please sign and return this page as soon as possible to your homeroom/classroom teacher.

Parent Signature

Date

Student Signature

Date

Teacher/Homeroom

Grade