



River Forest District 90 Student/Family Handbook 2019-2020

Acknowledgment Form

2019-2020 School Year

ALL children in the family who attend a District 90 school should sign below.

Add additional lines if needed.

I understand that I am responsible for the content contained in the District 90 Student/Family Handbook. The most current version of the Student/Family Handbook is available to me on the District 90 website, or I may request a hard copy from our student's school office or the district office. I have read and discussed the District 90 Student/Family Handbook with my student.

Signatures of:

School:

Student #1 _____

Student #2 _____

Student #3 _____

Student #4 _____

Print Family Last Name Clearly _____

Signature of Parent _____

Signature of Caregiver _____

Date _____

Please return this signed form to the teacher of the youngest child during the first week of school. Thank You!

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BOARD OF EDUCATION WELCOME



Board of Education

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Dear District 90 Families,

On behalf of the Board of Education, welcome to the 2019-20 school year! We look forward to continuing our strong and productive partnership with our students, families, faculty, staff, and administrators. Working together, we will continue to fulfill the District 90 mission of instilling a love of learning and ensuring an excellent education for every child.

The Board remains committed to supporting a learning environment that provides a strong academic foundation for all District 90 students and to continue our efforts to ensure that all students succeed in an inclusive educational environment.

We welcome and invite you to attend Board of Education and Committee of the Whole meetings. Committee of the Whole Meetings are regularly held on the first Tuesday of the month, while the Business Meetings are regularly scheduled for the third Monday of the month. We hope that you will follow school and Board developments through the e-newsletters, Facebook page (www.facebook.com/RiverForestD90), Twitter handle #D90Learns, and by visiting the district90.org website regularly. If you ever have questions, comments, suggestions, or concerns, please do not hesitate to contact any of the Board members.

We wish you and your family a very successful school year.

Sincerely,

Rich Moore
Board of Education President

SUPERINTENDENT'S WELCOME



Dear District 90 Families,

Welcome to the 2019-20 school year! On behalf of the District 90 faculty and staff, allow me to express our deep appreciation for the chance to collaborate with you for the success of our students in the coming year. District 90 remains committed to providing an excellent and equitable learning experience for all of our students, and we know that this can only be accomplished through the shared efforts of our faculty, staff, families, and community.

This Handbook will serve as an essential source of information as we work together to ensure an exceptional educational experience for every child. It is also a valuable reference source for many of the District's policies and procedures. Of particular note are the *Safe Walking Routes to School* maps, starting on page 58. The *Safe Walking Routes to School Plan* is a cooperative effort between the District and the Village of River Forest to ensure student and pedestrian safety while traversing throughout the Village. We encourage all families to use the maps in identifying the safest routes for students to travel to and from school each day.

This year, we are making the District 90 Student/Family Handbook available online in an electronic format. However, hard copies will also continue to be available upon request at your student's school. While the Handbook is now available in electronic format, a signature form will be distributed and must be completed by all students/families for the District to verify that the Handbook was received and the contents reviewed. School principals are always available to answer any questions that students or parents may have about District/school policies and procedures.

Throughout the year, please be sure to refer to the District 90 website (district90.org) for updates and additional information. We commit to posting the most up-to-date information in a timely manner, as well as provide current news about what is happening in our schools and throughout the District.

If you have any questions or concerns during the year, please do not hesitate to contact me. We invite you to attend our orientation events, Board of Education and PTO meetings, parent-teacher conferences, and curriculum nights to stay informed and connected as the year progresses. We look forward to partnering with you to support your child's learning, growth, and development this school year.

Have a great school year!

Respectfully,

Edward J. Condon, Ph.D.
Superintendent

HANDBOOK CONTENTS AND PURPOSE

This Handbook is designed to provide an overview of District general policies and procedures with regard to families and students. District 90 seeks to instill a love of learning in its students and believes that a close relationship between the school and home is essential to fostering student growth. An electronic District Calendar is also available online for subscriptions to your electronic devices to encourage parents and other family members to be involved in every phase of our students' education. Please be sure to visit the District's website (district90.org) for the most up-to-date information about the schedule of events and activities and to subscribe to electronic calendaring.

Each District family can access a copy of the current Handbook on the District's website (district90.org) at the beginning of the school year. Changes in policies and procedures may be necessary during the course of the year. Every effort will be made to communicate significant changes as they occur.

SIGNATURE FORMS

The 2019-2020 Handbook is an essential document for parents and students. It includes important policies, procedures, and regulations. While the Handbook is now available in electronic format, a signature form will be distributed and must be completed by all students/families for the District to verify that the Handbook was received and the contents reviewed. The form should be returned to the teacher of the youngest child at the start of the school year. Thank you for your assistance with this request.

DISCLAIMER

With the exception of the Board of Education's complete policy statements on student discipline, prevention and response to bullying, intimidation, and harassment, and the administration of medication, we have not included verbatim policy statements in this Handbook. However, we have included policy numbers where applicable.

Although the District has attempted to summarize accurately some of the Board's most relevant policies, in the event of a conflict between the policies in this Handbook and official Board policy statements, the Board's official policies shall control. The materials presented in this Handbook are subject to change at any time. Nothing contained herein shall be deemed to create a contract of any kind, confer any property rights, or make any offer thereof.

The most current Board policies may be viewed on the Board Policies page on our website at district90.org. A hard copy is available for review at the Administration Building.

EQUAL EDUCATIONAL OPPORTUNITY

BOARD POLICY 7:10

Equal Educational and Extracurricular Opportunities shall be available for all students without regard to race, color, national origin, gender, gender identity, sexual orientation, ancestry, age, religious beliefs, physical or mental disability, status as homeless, or actual or potential marital or parental status, including pregnancy. Further, the District will not knowingly enter into agreements with an entity or any individual who discriminates against students on the basis of gender or any other protected status, except that the District remains viewpoint neutral when granting access to school facilities under Board Policy 8:20 – Community Use of School Facilities. Any student may file a discrimination grievance by using the Uniform Grievance Procedure.

GENDER EQUITY AND INCLUSIVENESS

In an effort to promote inclusiveness and equity for all students, including students who identify as transgender and gender-expansive, the Board of Education has revised the Board Policy 7:10 Equal Educational Opportunity to include a section about Sex Equity. This revised Board policy includes a provision for students to be treated and supported in a manner that is consistent with their gender identity. The Board policy and corresponding Administrative Procedures strive to promote the educational and social integration of transgender and gender-expansive students. Together, the Board policy and Administrative procedures ensure a safe, affirming, and healthy school environment that is free of harassment and bullying for every student, including ones who identify as transgender or gender-expansive. The Board of Education policy and Administrative Procedures can be viewed on the District's website.

DISTRICT 90 MISSION STATEMENT, VISION, AND CORE VALUES

MISSION: To inspire a love of learning and ensure educational excellence for every child.

VISION: A thriving and inclusive learning community will enable our students to become:

- Critical and creative thinkers and problem solvers
- Socially and emotionally competent, ready to live purposeful lives
- Self-aware, curious and persistent learners, eager to pursue their passions
- Skilled communicators and collaborators
- Self-sufficient, responsible and resilient

CORE VALUES/ COMMITMENTS:

We believe in the enduring value of providing for the development of the whole child.

We will focus on providing a multi-faceted educational program that is rich, rigorous, and relevant in an environment that nurtures each child's uniqueness.

We believe successful learners are critical thinkers and problem solvers.

We will prepare all students for college and careers by providing a differentiated learning experience that meets the needs of students preparing for the future.

We believe that when students are self-reliant and take responsibility for their own learning, they achieve higher academic, social, and emotional success.

We will guide students toward self-sufficiency and responsibility for setting goals, monitoring progress, and being able to report their results.

We believe that social and emotional competencies foster a positive and healthy school/district culture.

We will identify and promote behaviors and actions that contribute to a culture and climate that is healthy, positive and promotes self-confidence.

We believe that an engaging and innovative learning environment is critical to the learning success of all students.

We will enrich and enhance instruction through the use of technology, and prepare our students for digital citizenship.

We believe in equity and inclusivity for all.

We will ensure that every student feels empowered to achieve to his or her full potential, commit to provide equitable opportunities for all learners, grow an inclusive school community, and demonstrate we value diversity.

We believe in ensuring a sustainable future for and with our students.

We will model sustainable practices for our students and community, and we will provide opportunities to learn about and engage in sustainable practices.

We believe in setting and meeting high academic expectations.

We will provide a stimulating academic environment through excellent teaching.

We believe that two-way communication and collaboration between home, school, and district leads to improved performance of both students and staff.

We will build strong relationships and connections with our families and communities to partner in ensuring that each student grows and achieves.

We believe that continuous improvement moves an individual, team, school, and district to a higher level of performance.

We will develop strategic action plans that are aligned with our goals and hold us responsible for our results. We will be accountable for these results through regular and timely monitoring and reporting.

We believe that access to timely data and clear information accelerates both teaching and learning.

We will use valid student learning data and information to guide instruction and to plan and implement enrichment, acceleration, and intervention.

We believe that to improve continuously, District 90 must have adequate and aligned resources of people, money, and time.

We will utilize our resources responsibly to ensure trust, respect, pride, and the satisfaction of our community.

District 90 Administration

RIVER FOREST SCHOOL DISTRICT 90

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River Forest, IL 60305
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Fax: 708-771-8291
district90.org

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ANTHONY COZZI
Director of Finance and Facilities
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KEVIN MARTIN
Director of Technology
martink@district90.org

DENISE MATTHEWS
Director of Special Education
matthewsd@district90.org

SCHOOL ADMINISTRATORS

LINCOLN ELEMENTARY SCHOOL

511 Park Ave.
708-366-7340
Grades K – 4
CASEY GODFREY
Principal
godfreyc@district90.org

CHRISTINE GERGES
Assistant Principal
gergesc@district90.org

WILLARD ELEMENTARY SCHOOL

1250 Ashland Ave.
708-366-6740
Grades K-4
DIANE WOOD
Principal
woodd@district90.org

CHRISTINE GERGES
Assistant Principal
gergesc@district90.org

ROOSEVELT MIDDLE SCHOOL

7560 Oak Ave.
708-366-9230
Grades 5 – 8
LARRY GARSTKI
Principal
garstkil@district90.org

TINA STEKETEE
Assistant Principal
steketeet@district90.org

SCHOOL HOURS

Early Childhood & Kindergarten

8:20 a.m. - 11:05 a.m.
12:25 p.m. - 3:10 p.m.

Grades 1-4

8:20 a.m. - 3:10 p.m.
Lunch: 11:25 a.m. - 12:25 p.m.

Grades 5-8

8:30 a.m. - 3:20 p.m.
Lunch: 11:25 a.m. - 12:19 p.m.

ADMISSIONS AND ATTENDANCE

ADMISSION POLICIES

BOARD POLICY 7:50

Students must register and provide proof of residency each year, and parents/guardians of students enrolling in the District for the first time must present:

- An original or certified copy of the child's birth certificate
- Proof of residency
- Proof of immunizations and physical examinations

If your child is entering the River Forest Public Schools from another District, placement will be based on the previous record of academic achievement and aptitude, personal/social adjustment, general developmental level, and age, as well as receipt of a letter in good standing from the student's previous District. A student seeking to transfer into District 90 must serve the entire term of any suspension or expulsion imposed by another school prior to admission.

AGE OF ADMISSION

BOARD POLICY 7:50

To be eligible for admission, a child must be five years old on or before September 1 of the applicable school term. A child with exceptional needs who qualifies for special education services is eligible for admission at three years of age.

Parents/guardians may request early admission to the District's kindergarten program for a child with a September birth date who will be five years old during the applicable school term. The Superintendent or designee shall assess the child's readiness to attend school and make the decision accordingly.

Effective July 2019, a child who is 6 years old on or before September 1 of the current school year must attend first grade unless the child's IEP or Section 504 team determines a different grade placement. Parents/guardians may request that a child attend the District's kindergarten program even though the child is required to attend first grade based on his/her age. The Superintendent or designee will assess the child's academic and developmental levels and take into consideration whether the child attended the District's kindergarten program, an out-of-District public kindergarten, or a private kindergarten, as well as his or her developmental performance. The Superintendent or designee will make the final decision concerning the appropriate grade level for the child.

ARRIVAL AT SCHOOL

Students should not arrive more than 10 minutes prior to the start of their classes. They may enter the classroom five minutes early. During inclement weather, students may enter the buildings at designated areas. Students may seek additional support before school by arrangement with their teacher.

Formal playground supervision is not provided before or after school. District 90 cannot assume responsibility for the safety and welfare of children who are on the playgrounds when supervision is not provided. Students who go home for lunch should arrive no earlier than five minutes before the afternoon session begins.

The orchestras and bands rehearse before school or during lunch period. Instrumental music teachers will provide a complete schedule of rehearsal times and beginning dates.

ATTENDANCE AND TRUANCY

BOARD POLICY 7:70

Parents/guardians must ensure that students of compulsory school age (age 6 or older) attend school the entire time school is in session during the regular school year. Students are expected to be in school and on time to classes unless a student's parent/guardian notifies the school that the student is or will be absent for a valid cause. Valid causes for absence include illness, observance of a religious holiday, death in the immediate family, family emergency, situations beyond the student's control as determined by the Superintendent and circumstances that cause reasonable concern to the parent/guardian for the student's safety or health. Parents/guardians should notify the school of a student's absence in advance whenever possible or within 30 minutes of the start of the school day, and should send an explanatory note when their child returns to school. Parents/guardians are to notify the school at least one day prior to a student's absence for religious observance or instruction, and these students will have an equal opportunity to make up any missed work or exams. District staff will make attempts to contact the parents/guardians of students who are absent without authorization within two hours after the first class. The Principal and/or the school nurse reserve the right to request a note of explanation from a child's physician when absences are interfering with a child's success.

The Board of Education recognizes that truancy or repeated tardiness is incompatible with the state's compulsory school attendance requirements. Students, parents, and District staff are encouraged to work together to identify and alleviate student attendance problems. Chronically truant students will be offered support services and other available resources. These students may also be subject to disciplinary action, and their parents/guardians may face fines and/or imprisonment.

Any student (age 6 or older) who is absent from school without valid cause for 5% or more school days is a chronic truant under State law. A chronic truant includes a student who has an extended absence due to taking a vacation or trip (such as a family trip outside of the country) unless there is valid cause or the parent/guardian chooses to withdraw the student from enrollment in the District. The District will report chronic truants to the regional office of education according to State law and Board Policy 7:70, which may result in truancy proceedings.

For your child’s safety, teachers may not release a child early or to anyone other than a custodial parent/guardian without permission and, where applicable, the Principal’s approval. A student must be signed out in the school office before leaving school early. Advance outlines and assignments for family vacations outside of published school breaks are not part of the teacher’s responsibility. Appropriate texts and workbooks may be taken home.

RESIDENCY

BOARD POLICY 7:60

A student has the right to attend school in District 90 on a tuition-free basis if he or she resides with a person who is a resident within the District’s boundaries and who has legal custody of the student. District 90 reserves the right to investigate a student’s residency each year and will require proof of residency.

Different residency standards may apply to students who are homeless or to students with special education needs. In such an instance, inquiries should be directed to the Director of Curriculum and Instruction.

District 90 does not accept nonresident students on a tuition basis. Individuals who knowingly enroll nonresident students may be guilty of a Class C misdemeanor and are also subject to tuition charges for the period in which the nonresident student attends any District 90 school.

The Superintendent or his or her designee makes residency determinations. An appeal procedure exists for individuals who choose to challenge the Superintendent’s determination of residency.

DISTRICT 90 BOUNDARIES

The District 90 boundaries are contiguous with the boundaries of the Village of River Forest.

- **Northern boundary:** North Avenue
- **Eastern boundary:** Harlem Avenue north of Central Avenue and Lathrop Avenue south of Central Avenue
- **Southern boundary:** Central Avenue east of Lathrop Avenue and Madison Street west of Lathrop Avenue
- **Western boundary:** Des Plaines River

The relationship of a student’s home to Chicago Avenue determines whether that student attends Lincoln or Willard for kindergarten through 4th grade.

- **Lincoln:** South of Chicago Avenue
- **Willard:** North of Chicago Avenue

SAFE WALKING ROUTES TO SCHOOL

District 90 and the Village of River Forest jointly sponsored a comprehensive plan that recommends safe walking routes to all District schools. The *Safe Walking Routes to School Plan* includes recommendations for changes to street and traffic controls, suggestions for placement of crossing guards, and detailed maps that outline the safest walking routes to school. The entire Plan can be viewed on the District 90 website. (See Appendix B for Maps for the Safe Walking Routes to School for District 90)

VISITORS TO AND CONDUCT ON SCHOOL GROUNDS

BOARD POLICY 8:30

The following definitions apply to this policy:

- School property: School buildings and grounds, all District buildings and grounds, vehicles used for school purposes, and any location used for a Board meeting, school athletic event, or other school-sponsored events.
- Visitor: Any person, including parents/guardians, other than an enrolled student or employee.

Visitors are welcome on school property, provided their presence will not be disruptive. All visitors must initially report to the main office and receive permission to remain on school property. All visitors must sign a visitors log and wear a visitor's badge, and moreover, visitors may be required to show and leave identification. When leaving the school, visitors must return their badge to receive their identification in return. On those occasions when large groups of parents and friends are invited onto school property, visitors may not be required to sign in but must follow school officials' instructions. Persons on school property without permission will be directed to leave and may be subject to criminal prosecution. Requests to access a school building, facility, and/or educational program, or to interview personnel or a student for purposes of assessing the student's special education needs, should be made at the appropriate building. Access shall be facilitated according to guidelines from the Superintendent or designee.

District 90 expects mutual respect, civility, and orderly conduct among all people on school property or at a school event. No person on school property or at a school event (including visitors, students, and employees) shall:

1. Strike, injure, threaten, harass, or intimidate a staff member, a Board member, sports official or coach, or any other person.
2. Behave in an unsportsmanlike manner, or use vulgar or obscene language.
3. Possess a weapon, any object that can reasonably be considered a weapon or looks like a weapon, or any dangerous device.
4. Damage or threaten to damage another's property.
5. Damage or deface school district property.
6. Violate any Illinois law, or town or county ordinance.
7. Smoke, vape, or otherwise use tobacco products.
8. Consume, possess, distribute, or be under the influence of alcoholic beverages or illegal drugs.
9. Impede, delay, disrupt, or otherwise interfere with any school activity or function (including using cellular phones in a disruptive manner.)
10. Enter upon any portion of school premises at any time for purposes other than those that are lawful and authorized by the Board of Education.
11. Operate a motor vehicle: (a) in a risky manner, (b) in excess of 20 miles per hour near a school, or (c) in violation of an authorized District employee's directive.
12. Engage in any unsafe behavior.
13. Violate other District policies or regulations, or a directive from an authorized security officer or District employee.

14. Engage in any conduct that interferes with, disrupts, or adversely affects the District or a school function.

CONVICTED CHILD SEX OFFENDER

State law prohibits a child sex offender from being present on school property or loitering within 500 feet of school property when persons under the age of 18 are present unless the offender meets either of the following two exceptions:

1. The offender is a parent/guardian of a student attending the school and has notified the Building Principal of his or her presence at the school for the purpose of: (i) attending a conference with school personnel to discuss the progress of his or her child academically or socially, (ii) participating in child-review conferences in which evaluation and placement decisions may be made with respect to his or her child regarding special education services, or (iii) attending conferences to discuss other student issues concerning his or her child such as retention and promotion; or
2. The offender received permission to be present from the Board, Superintendent, or Superintendent's designee. If permission is granted, the Superintendent or Board President shall provide the details of the offender's upcoming visit to the Building Principal.

In all cases, the Superintendent, or designee who is a certified employee, shall take reasonable precautions to supervise a child sex offender whenever the offender is in a child's vicinity.

ENFORCEMENT

Any staff member may request identification from any person on school grounds or in any school building; refusal to provide such information is a criminal act. The Building Principal or designee shall seek the immediate removal of any person who refuses to provide requested identification.

As circumstances warrant, the District's administrators shall take appropriate action to enforce this policy. The Superintendent shall implement procedures to enforce this policy.

Any person who engages in conduct prohibited by this policy may be ejected from school property. The person also is subject to being denied admission to school events or meetings for up to one calendar year.

PROCEDURES TO DENY FUTURE ADMISSION TO SCHOOL EVENTS OR MEETINGS

Before any person may be denied admission to school events or meetings as provided in this policy, the person has a right to a hearing before the Board. The Superintendent may refuse the person admission pending such hearing. The Superintendent or designee must provide the person with a hearing notice, delivered or sent by certified mail with return receipt requested, at least 10 days before the Board hearing date. The hearing notice must contain:

- The date, time, and place of the Board meeting
- A description of the prohibited conduct
- The proposed time period that admission to school events will be denied
- Instructions on how to waive a hearing

COMMUNICATION

District 90 recognizes the importance of open and informative communication with students, staff, parents, and community members. Open houses and parent-teacher conferences are held at each school, and parents and community members are invited to visit the schools. All meetings of the Board of Education are open to the public with time on the agenda for comments from the public. Numerous publications are sent to families. Community and local newspapers are invited to cover school activities.

ACCOMMODATION OF DISABILITIES

Any parent, caregiver, or student requiring an accommodation to attend a school activity or function, including parent conferences, Board meetings, and school programs, should contact the Building Principal or the District Special Education Director.

BOARD OF EDUCATION MEETINGS

BOARD POLICY 2:200

The Board of Education has two regularly scheduled meetings per month, both held in the Roosevelt Library Learning Center. Committee of the Whole meetings normally are held on the first Tuesday of the month (except in July and August) at 7:00 p.m. Regular Business meetings usually are scheduled for the third Monday of the month at 7:00 p.m. From time to time, the Board of Education may schedule special meetings to conduct business that needs immediate or special attention. All meeting notices and agendas are posted at the District office, all school building entrances, and on the District website at least 48 hours prior to the meeting, except in case of an emergency. Board meeting information packets are also posted on the District website in advance of meetings. Refer to the District calendar for the listing of regularly scheduled Board meetings for the school year.

The public is encouraged to attend meetings of the Board of Education. Each Board meeting agenda contains an allocation of time for public comment. Minutes of all Board meetings are posted on the District website.

DISTRICT 90 WEBSITE

DISTRICT90.ORG

The District 90 website is a means of communicating with parents, students, community members, and others who have an interest in the programs and services offered by the District. The website also serves as a means of communicating legally required information to the public. Some items available for public review via the website are:

- State Report Cards for Lincoln, Roosevelt, and Willard Schools and District 90
- Current budget for all District funds
- Recent annual financial reports
- 2017-2020 Board of Education-River Forest Education Association (RFEA) contract
- Board meeting agendas and minutes
- District 90 Strategic Plan documents

LINE AND STAFF RELATIONS

CONTACTING TEACHERS/STAFF

Teachers may be contacted by telephone or email. To schedule an appointment with a teacher, please contact the teacher directly. Teachers should be the first point of contact for information on a student's academic performance, conduct, or social development.

DISTRICT EMAIL SYSTEM

Contact any District 90 staff member using the following method: lastnamefirstinitial@district90.org.

For example, Frank Smith's address would be smithf@district90.org.

Frank Smith-West's address would be smith-westf@district90.org.

ORGANIZATIONAL CHART

BOARD POLICY 1:20-E, BOARD POLICY 8:110

District 90 has an organizational chart that graphically illustrates line and staff relationships from teacher to Principal to Superintendent to the Board of Education. As parents and students interface with staff members and the Board of Education, they are encouraged to initiate their interaction with staff at the lowest and most appropriate levels. These individuals are usually most familiar with the student and applicable details. The District 90 staff and Board will work collaboratively with parents and students to direct their inquiries to the appropriate level in the school organization. (See Appendix L for Sources of Information)

PARENT-TEACHER CONFERENCES

Time for parent-teacher conferences is scheduled in the fall and late winter of each school year and is a valuable opportunity for parent-teacher collaboration. Parents and caregivers may sign up for an appointment online or contact school office personnel for assistance in making arrangements. The conference period provides an opportunity to share information related to the academic, social, emotional, and personal growth of your child. This information gives you and the teachers a basis for planning your child's educational growth. Your child may be included in the parent-teacher conferences when appropriate. You or the teacher also may request additional conferences.

The Illinois School Visitation Rights Act permits employed parents and guardians who are unable to meet with educators because of a work conflict the right to an allotment of time during the school year to attend necessary educational or behavioral conferences at their student's school. Contact your school's Principal to schedule a conference time that is mutually convenient for parents and school staff.

SCHOOL PUBLICATIONS

The District 90 electronic newsletter is emailed monthly to all District families. (Anyone else may subscribe by signing up online on the District's homepage.) Elementary and middle school electronic newsletters are emailed to parents monthly. Lincoln and Willard PTO newsletters are emailed weekly. In addition, the Roosevelt PTO Bulldog Bulletin is emailed every two weeks. The Student/Family Handbook is available on the District 90 website at the beginning of the school year.

TELEPHONE NOTIFICATION SYSTEM

District 90 utilizes the School Messenger telephone and email notification system and the School Messenger mobile app for school-to-parent communications. This system allows school administrators to make one phone call, or send an email, and reach all parents in minutes. Principals and administrators use School Messenger to contact parents about school activities or to reach parents immediately in the event of a District or school-wide emergency.

CURRICULUM AND INSTRUCTION

River Forest District 90 schools offer a comprehensive educational program for primary and elementary school students, from kindergarten through 8th grade, including early childhood. The District's math and English language arts core curriculum align with the Illinois State Learning Standards. These are a set of educational standards aimed at creating an internationally benchmarked framework for what students need to know to compete in the global marketplace. The Illinois State Learning Standards provide a consistent, clear overview of what students are expected to learn, so teachers and parents can provide the appropriate support. Exploratory subjects continue to be aligned with the Illinois State Learning Standards. In addition to the core curriculum, exploratory courses and extracurricular activities are offered to enrich the educational experience.

District 90 emphasizes a "Universal Design for Learning" approach. This responsive teaching approach addresses the needs of a wide range of learners by adapting content, process, and product in response to student readiness, interest, and/or learning profile within a mixed-ability classroom. It includes the planning, preparation, and implementation of comprehensive, meaningful, flexible instruction that challenges students to think, work, and produce at a high level.

ARTICULATION

Administrators and teachers from Oak Park and River Forest High School, River Forest Elementary District 90, and Oak Park Elementary District 97 collaborate together to plan for the successful transition of students from the two sending elementary Districts to the high school.

EXTRACURRICULAR ACTIVITIES

Research shows that students who are involved in extracurricular activities have better success in school. School activities, as well as those sponsored by the Parent Teacher Organizations (PTOs), offer opportunities for students to pursue their strengths and interests. Please contact each school for a complete list of activities available at that school. See Appendix C for information about Music Programs. Here is a sampling of some activities available at (L) Lincoln, (R) Roosevelt, or (W) Willard:

Activities		
Chorus (R)	FLIP (Foreign Language Program) (L, W)	School Musical (R)
Bands/Orchestra (R)		Yearbook (R)
Clubs		
Art (R)	Drama/Theater (L, R)	Recycling (R)
Chess (L, W)	Student Ambassadors (R)	Service Clubs (L, R, W)
Robotics (R)	Recorder (L, W)	
Competitions		
Geography Bee (R)	Scholastic Bowl (R)	Spelling Bee (R)
Sports		
Basketball (R)	Cross Country/Track (R)	Volleyball (R)

ASSESSMENT OF STUDENTS

BOARD POLICY 6:340

Many different kinds of measures assess children’s growth throughout life. Similarly, District 90 uses different measures to chart students’ educational progress during their years with us.

The District’s assessment program uses standardized and computerized adaptive tests to provide information that is used to determine individual student achievement and instructional needs, curriculum and instruction effectiveness, and how school performance compares to District learning objectives and statewide norms. Individual tests are given as necessary for a more detailed study of the student. (See Appendix D for more detailed assessment information.)

Please remember that no single assessment can give a full accounting of a student’s knowledge and skills. Each test that is used provides one part of the whole picture. Together, the assessments identify patterns and insights that aid education efforts and guide progress.

ADVANCED DIFFERENTIATED LEARNING

BOARD POLICY 6:130

The District 90 curriculum is designed to meet the needs of a high-performing student body. Teachers receive staff development training on differentiating their instruction in order to meet the needs of a diverse group of learners. Class sizes are also kept low, especially in the elementary schools, in order to facilitate more normalized instruction. In the elementary schools, acceleration opportunities are provided within the classroom setting for highly capable students who require additional enrichment.

Roosevelt Middle School offers an Advanced Differentiated Learning program (ADL) for eligible students. Humanities and accelerated mathematics are offered to students in fifth through 8th grade. In the 2019-20 school year, eligibility is determined by a matrix of standardized assessments and other established criteria.

INSTRUCTIONAL PROGRAM: EARLY CHILDHOOD - GRADE 4

CORE CURRICULUM

Studies in language arts, mathematics, science, and social studies constitute the core curriculum for students in grades K-4.

EARLY CHILDHOOD PROGRAM

District 90's Inclusion Preschool Program is designed to provide developmentally age-appropriate experiences in a safe and nurturing educational environment for children aged 3-5 years old. These experiences promote the physical, emotional, social and cognitive development within child-centered curricular activities. The inclusion preschool program integrates children with disabilities and typical preschoolers who serve as role models for one another. Half-day classes are held Monday through Friday. Students eligible for special education services demonstrate delays in one or more of the following areas: speech and language, cognitive, fine motor, gross motor, socialization, adaptive, and/or behavior/social/emotional growth. For more information about the program and application process, contact the Director of Special Education.

EXPLORATORIES

Students in grades K-4 are scheduled for weekly exploratory classes in physical education, music, visual arts, and technology/STEM. A content-specific instructional specialist teaches each of these classes. Elementary school students also use the Library Learning Center on a weekly basis.

KINDERGARTEN

Lincoln and Willard Elementary Schools offer a half-day kindergarten program for students who are 5 years old on or before September 1 of the year of enrollment. In addition, by the time of fall parent-teacher conferences, children in need of additional support will be enrolled to receive necessary interventions as part of an extended-day program during the lunch hour.

INSTRUCTIONAL PROGRAM: GRADE 5 - GRADE 8

CORE CURRICULUM

Roosevelt Middle School extends the core curriculum areas of language arts, mathematics, science, and social studies from the elementary grades. Also, foreign language (the options provided are French, Italian, or Spanish) is offered daily in grades 7 and 8.

EXPLORATORIES

All middle school students receive daily physical education instruction from specialists in this field. General music, chorus, or instrumental music is offered (see Appendix C), as is instruction in the visual arts and communication. The Library Learning Center is accessed on a weekly basis to enhance core and exploratory curriculum experiences. Foreign language (French, Italian, and Spanish) is provided as a fifth and 6th grade exploratory. Additionally, 6th, 7th, and 8th-grade students are enrolled in a STEM (Science, Technology, Engineering, and Math) exploratory designed to enhance exposure to and understanding of applied learning in these identified areas.

OTHER CURRICULUM INFORMATION

GRADE REPORTING BOARD POLICY 6:280

Classroom teachers have the primary responsibility for evaluating students and determining their grades. Formal grade reports are issued to parents at the end of each school's terms. In addition, Roosevelt parents are encouraged to monitor their children's progress through PowerSchool, an online grade-book program.

HEALTH EDUCATION (ROOSEVELT)

BOARD POLICY 6:60AP

All Roosevelt students are instructed in safety, nutrition, the environment, diseases, mental health and suicide prevention, human sexuality (sex education), and drugs. The preventative drug-education program focuses on developing self-concept and decision-making skills. Human sexuality provides information students need during puberty. If you wish to review materials or want additional information on these topics, please contact your child's science teachers. Students may be excused from any part of the program if a written parental request is made.

HOMEWORK POLICY

BOARD POLICY 6:290

Homework assignments are made by classroom teachers and will be purposeful, differentiated, and coordinated. Time expectations for homework will be age appropriate, and homework shall regularly be assigned to aid in a student's educational development.

INSPECTION OF INSTRUCTIONAL MATERIAL

BOARD POLICY 6:210

Parents have a right to inspect any instructional material used as part of their child's educational curriculum. Parents should submit their written request to inspect instructional materials to the Principal. No R-rated movies, including films or videos, will be shown to students without the approval of the Building Principal. No movies with an NC-17 rating will be shown to students under any circumstances. Parents may request that their child not participate in a classroom activity showing a movie with an R or equivalent rating.

INSTRUCTIONAL RESOURCES FEE

BOARD POLICY 6:210

A variety of support materials is necessary to personalize instruction and meet the learning needs of each student. Textbooks, workbooks, technology devices, audio-visual materials, and other teaching tools and equipment are found in both the classroom and the Library Learning Center. All of these materials are selected to meet the needs of your child and are considered part of the instructional resource fee. Fees may be paid in one installment due in the summer, or two installments in the summer and subsequent January (with advance arrangement). Please contact the District 90 Director of Finance for information regarding payment plans, if necessary. Please make payment electronically to River Forest Public Schools through the use of the online payment system.

LOST OR DAMAGED MATERIALS FEES

In determining textbook fees, please use the following for lost books:

- First-year textbook is in adoption – 100 percent of the cost of the book.
- Second-year textbook is in adoption – 80 percent of the cost of the book.
- Third-year textbook is in adoption – 60 percent of the cost of the book.
- Fourth-year textbook is in adoption – 40 percent of the cost of the book.
- Fifth-year textbook is in adoption – 20 percent of the cost of the book.

Damage fees are never to exceed the amount of the cost of the book. Please contact the Director of Curriculum and Instruction at the District Office for textbook values and adoption years should you have questions regarding costs. If District officials determine that a device, software, or equipment (as well as other technology devices or equipment) has been stolen, lost, or damaged through negligence or misuse, it will be the student's family responsibility to pay the \$49.00 cost of repair or pay for a replacement.

PHYSICAL EDUCATION PARTICIPATION

BOARD POLICY 6:60

In all grades, physical education includes a developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students' knowledge, offers opportunities to learn how to work cooperatively in a group setting, and encourages healthful habits and attitudes for a healthful lifestyle. Unless otherwise exempted, all students are required to engage daily during the school day in a physical education course.

Students with health problems may be excused from a particular educational activity. Situations that require a change in your child's physical education program should be written in a doctor's note to the Building Principal so that appropriate modifications can be made. The note should include information about your child's condition and its probable duration. The information will be shared with the physical education teacher, and the note will be placed in your child's health folder.

Permanent or long-term exclusion from physical education will require a note from a physician.

STUDENT REFERENCE MATERIALS

Online versions of many texts can be accessed via the District 90 website. Students also can access reference databases at any time on either the District 90 website or the public library website using their library cards.

TEACHING ABOUT CONTROVERSIAL ISSUES

BOARD POLICY 6:80

All curricula in District 90 are considered part of the core instructional program, and all students are expected to participate fully. The District does not allow parents to opt out of assignments, curricular materials, units, or courses of study, except for curricula dealing with AIDS, family life instruction (human sexuality), sex abuse, or organ/tissue transplantation. In these cases, parents may request that their child is given an alternative assignment by sending a written objection to the Building Principal.

TECHNOLOGY AND INSTRUCTION

The District uses a robust set of technology tools designed to engage the 21st-century learner. Students in grades K-8 interact with curriculum materials using one-to-one iPads for every student. Technology enhancements are carefully designed and integrated to support student learning. Technology Integration Specialists at each of the three schools foster the meaningful use and integration of technology in all subject areas.

TUTORING

BOARD POLICY 5:120

District 90 certified staff members are not permitted, per Board policy, to receive compensation for tutoring or lessons for District 90 students who currently are in attendance.

SOCIAL-EMOTIONAL LEARNING

Social-Emotional Learning, or SEL, is an important part of the curriculum for all grade levels. SEL refers to both a set of core competencies and a process of learning. Core competencies of SEL learning include:

- Self-awareness
- Social awareness
- Responsible decision-making skills
- Self-management
- Interpersonal skills

Within each of these competencies are numerous other skills. For example, children who are socially and emotionally competent can do the following:

- Recognize and manage emotions
- Make responsible decisions
- Develop positive relationships
- Communicate effectively
- Be self-motivated and self-directed
- Express care and concern for others
- Behave ethically and responsibly
- Avoid risky behaviors
- Set and reach goals

SPECIAL EDUCATION PROGRAM

BOARD POLICY 6:120

District 90 is responsible for providing special education services for all children in River Forest who are determined to be in need of special services and who have an Individualized Education Program (IEP). If a disability is suspected, District personnel will determine appropriate interventions, related progress monitoring, and consider a full and individual evaluation.

The District employs psychologists, social workers, speech/language pathologists, special education support teachers, and, as needed, occupational therapists and physical therapists. Services for children in the District include speech and language, occupational therapy, and physical therapy. The District offers a flexible system of specialized supports and services at each of the three schools. District 90 also provides an early childhood special education program for children with developmental needs who may need services beginning at age 3, as well as an Inclusion Preschool classroom.

Inquiries regarding identification, assessment, and placement of such children should be directed to the District Special Education Director. For detailed information, see Appendix E.

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

District 90's Multi-Tiered System of Supports (MTSS) is a federally mandated general education initiative designed to provide students with the support they need as early as possible in the areas of reading, math, and social-emotional development. District 90 believes that MTSS integrates well with our focus on educating the whole child and will lead to improved learning for all students.

District 90's MTSS program uses:

- Student achievement data to inform instruction
- A targeted service-delivery model, with an emphasis on problem-solving
- Targeted interventions in addition to the core curriculum
- Regular progress monitoring

Please contact your child's teacher for more information regarding MTSS and classroom academic interventions.

HEALTH AND SAFETY

HEALTHY CHILDREN

District 90 values consistent daily attendance for all children. We also know that when an illness arises, it is often better for children to remain at home. Please plan to keep your children home when they have a fever. We request that children be fever free without the use of fever-reducing medications for the last 24 hours. Also, please plan to keep your children home if they have been vomiting or have had diarrhea within the last 24 hours. If you have questions about when to keep your children at home, please feel free to consult with our school nurses.

ACCIDENTS OR ILLNESS

BOARD POLICY 7:92

When a student is involved in an accident at school or develops symptoms of illness during school hours, the Principal may remove the student from the classroom and release the student to his or her parent/guardian or authorized emergency contact. In cases where it is impossible to reach the parent/guardian, and the severity of the emergency dictates, the child will be taken for medical service, and the parent/guardian will be notified as soon as possible.

ACCOMMODATIONS OF STUDENTS WITH DIAGNOSED MEDICAL CONDITIONS

BOARD POLICY 7:272

Students who may require accommodations and/or precautions due to diagnosed medical conditions including, but not limited to, asthma, serious allergies, seizures, seizure disorders, and diabetes, shall provide written notice to the District. This notice shall include all necessary documentation detailing the diagnosis, medical condition, and any recommended accommodations or precautions. When appropriate, the District shall develop a 504 plan and/or an individual emergency health care plan (IEHCP) for any such student, in consultation with the student's parent(s), the school nurse, and a licensed health care provider. The District abides by legislative requirements pertaining to diabetes care plans. (Also, see Food Allergy Management Program.)

COMMUNICABLE DISEASE

BOARD POLICY 7:280

Parents/guardians are required to notify the school when their child has a communicable disease. A written note for your child should be presented upon return to school.

DENTAL EXAMINATIONS

BOARD POLICY 7:100

Parents/legal guardians must provide the District with proof of their student's dental examinations by May 15 of the Kindergarten, 2nd, and 6th-grade years.

Each child shall present proof on the appropriate form (available on the District website: www.district90.org) of having been examined by a dentist before May 15 of the school year. If a child in grades 2 or 6 fails to present proof by May 15, then the school may hold the child's report card until one of the following occurs:

- The child presents proof of a completed dental examination
- The child presents proof that a dental exam will take place within 60 days after May 15

According to rules adopted by the Illinois Department of Public Health, a student may be exempted from this policy's requirements for the following reasons:

- Religious or medical grounds if the parents/guardians present the Superintendent with a signed statement explaining the objection
- Undue burden or lack of access to a dentist shown by parents/guardians

DRIVING AND DROP - OFF PROCEDURES

In the interest of student and family safety, please comply with the following guidelines when dropping off or picking up a child from school:

- Do not drop off or pick up children in parking lots.
- Park legally. Do not block crosswalks or double-park.
- Do not park or idle in the student loading zones.
- Be aware that using a mobile phone in a school zone is against the law.
- Respect school neighbors. Do not park in or block their driveways.
- Do not make U-turns or turn around in driveways.
- Obey speed limits, posted signs, and parking zones.
- Unload or pick up children only when parked curbside, never in the middle of the street.
- Stay in your vehicle at all times when loading or unloading children in the pickup lane. If you leave your car, you must be legally parked outside of the student-loading zone.
- Never allow children to cross between vehicles, or wave them to cross in the middle of the block.
- Respect crossing guards and school staff.
- Follow the individual school's arrival and pick-up procedures.

EMERGENCY RESPONSE PLAN

BOARD POLICY 4:170

The purpose of the District 90 Emergency Procedures and Crisis Response Plan is to anticipate any type of emergency situation that the schools might experience and to plan for the schools' possible responses to that type of emergency. The plan is updated on an annual basis, and each school conducts annual emergency drills, including fire drills, tornado drills, and lockdowns drills, in order to acquaint staff and students with the appropriate response to these emergency situations. District 90 school officials also collaborate with the Village police department, fire department, and other agencies to simulate/discuss responses to emergency situations and review emergency protocols.

In certain extreme situations, it may be necessary to evacuate a school. Evacuation sites for each school in District 90 follow:

- Lincoln – St. Luke School and/or Trinity High School
- Roosevelt – River Forest Public Library and/or Trinity High School
- Willard – St. Vincent Ferrer School and/or Trinity High School
- All District – Trinity High School

In a disaster situation, it is important for everyone to follow established plan procedures in the interest of everyone's safety. In emergency situations, the District will work closely with the police, fire department, and other local entities. Also, when appropriate, the District will make every effort to communicate with parents, promptly, about the crisis situations and instructions regarding appropriate parent responses. Local media, the telephone notification system, the District website, telephone chains, and other means of communication will be employed as circumstances necessitate and allow.

EMERGENCY SCHOOL CLOSING FOR INCLEMENT WEATHER

BOARD POLICY 4:170

On occasion, closing some or all of the District's schools may be necessary because of severe weather, power outages, water main breaks, or other weather-related emergencies. When such emergencies occur in the early morning hours, every effort will be made to communicate closing decisions by 6:00 a.m. When it is possible to make decisions about school closings the night before, communications will be made no later than 8:00 p.m.

There are rare instances when closing school or evacuating a school building during the school day becomes necessary. Every effort will be made to communicate with parents before their child is released from the school. Parents who pick up their child prior to normal dismissal times must sign the child out through the Principal's office.

EYE EXAMINATIONS

BOARD POLICY 7:100

All children enrolling in kindergarten and any child enrolling in a District school for the first time must have

an eye examination by a licensed optometrist or a physician licensed to practice medicine in all its branches. The eye examination must have been performed within a year prior to enrollment, and proof of the eye exam is to be provided to the school by October 15 of the school year. If a student fails to present proof by October 15, the school may hold the student's report card until either of the following occurs:

- The student presents proof of a completed eye examination.
- The student presents proof that an exam will take place within 60 days of October 15.

According to rules adopted by the Illinois Department of Public Health, a student may be exempted from this policy's requirements for the following reasons:

- Religious or medical grounds if the parents/guardians present the Superintendent with a signed statement explaining the objection.
- Undue burden or lack of access to a licensed optometrist or a physician licensed to practice medicine in all its branches.

FOOD ALLERGY MANAGEMENT PROGRAM

BOARD POLICY 7:285

District 90 has established a Food Allergy Management Program to support the schools' objective of reducing exposure to allergens when students attend school and providing appropriate accommodations and supports to and management of students with life-threatening food allergies in our schools. For more information about the Food Allergy Management Program, contact the office of the Building Principal or the Director of Curriculum and Instruction. (For detailed information, see Appendix G.)

FOOD SAFETY

In compliance with environmental health policies, only foods prepared by a licensed, commercial establishment, such as a bakery, grocery store, or other licensed establishments, or prepared in a commercial, licensed kitchen, may be served at school. Homemade, home-baked, or home-prepared items may not be served to students at school. This includes classroom treats/parties; snacks served at student events after school and on weekends; and school/PTO sponsored events, such as family nights and bake sales. Please remember the importance of allergy-safe food served to students during the school day. (For detailed information, see Appendix G.)

HEALTHFUL FOOD CHOICES

District 90 is committed to promoting and enhancing children's health, well-being, and ability to learn by supporting healthful eating and physical activity. At any school function (holiday parties, celebrations, PTO-sponsored student lunches, etc.) healthful food options should be made available to promote student, staff, and community wellness. Individual birthdays are celebrated with non-food items only.

The District offers nutritious beverage choices during meal times. The District also has administrative procedures that limit the offering or sale of minimally nutritious foods to students during the school day, and has the authority, as needed, to prohibit minimally nutritious foods and beverages from being offered or sold to students during the school day. For detailed information, see Appendix G.

HOME OR HOSPITAL INSTRUCTION

BOARD POLICY 6:150

The District shall provide a home or hospital instructional program to any child with a health or physical impairment that, in the opinion of a licensed physician, will cause the child to be absent from school for more than two consecutive weeks, and for whom school personnel determine that such a program can be of educational benefit to the child. Home and hospital instructional services may be initiated as soon as eligibility has been established, and the child's physical and mental health permits. Instructional services shall be provided only on days when school is regularly in session.

If you believe that your child may be eligible for home or hospital instructional services, contact the Director of Curriculum and Instruction for additional information.

HOMELESSNESS

In compliance with the federal McKinney-Vento Homeless Assistance Act, District 90 seeks to minimize educational disruption for homeless children and provide social supports for them. Homeless students include, but are not limited to, those who share the house of other persons due to loss of housing or economic hardship, live in emergency or transitional shelters, are awaiting foster-care placement, or are otherwise not residing in a fixed, regular, and adequate nighttime residence. There is no time limit on how long children can be considered homeless. Homeless children are entitled to attend the school in which they were enrolled when permanently housed, the school in which they were last enrolled, or any public school that non-homeless students who live in the attendance area in which the homeless children are actually living are eligible to attend. For more information, please contact the Director of Curriculum and Instruction.

MEDICATION

BOARD POLICY 7:270

Students should not take medication during school hours or school-related activities unless it is necessary for health or well-being. When a student's licensed health-care provider and parent or guardian believe that it is necessary for the student to take a medication, whether prescription or nonprescription, during school hours or during school-related activities, the parent or guardian must request that the school dispense the medication to the child and otherwise follow the District's procedures on dispensing medication. This policy includes parent and physician authorization for both prescription and nonprescription medication.

School District employees may not administer or supervise a student's self-administration of any prescription or non-prescription medication until a Medication Permission Form (available online and in the school offices) is submitted by the student's parent or guardian.

A parent or guardian must deliver any medication to the school; students should not bring their own medication for delivery to the school nurse. All prescription medication presented to the school office must be current and in a labeled container that states the following:

- Name of pharmacy
- Prescription number
- Name of person for whom medication is prescribed
- Name of medication

- Dosage
- Times of administration
- Doctor’s name
- Any information regarding potential side effects

The school will keep a drug administration record that lists the student’s name, what medication was given, the date and time given, and who administered the medication.

OPIOID ANTAGONISTS

BOARD POLICY 7:270

District 90 schools have authorized the school nurse or trained personnel to administer an opioid antagonist to any person that the school nurse or trained personnel in good faith believes is having an opioid overdose at school or before, during, or after school-sponsored activities.

NO SMOKING POLICY

BOARD POLICY 8:30

District 90, in accordance with Illinois Tobacco-Free Communities legislation, prohibits the use of tobacco or tobacco-related products (including e-cigarettes) on school property by any school personnel, student, or other person when such property is being used for any school purposes. There are no exceptions to the prohibition at any place or at any time, including outside of school buildings and before or after the regular school day. *School purposes* include, but are not limited to, all events, activities, or other use of school property that are authorized by school officials, including all interscholastic or extracurricular athletic, academic, or other sponsored events in which pupils participate.

PESTICIDE/HERBICIDE APPLICATION

BOARD POLICY 4:160

If you wish to be notified prior to the application of pesticides/herbicides to the grounds, please sign the registry in your school office.

PETS AND OTHER ANIMALS IN THE CLASSROOM

BOARD POLICY 6:100

No pets are allowed on school campuses at any time. However, animals may be brought onto District premises, with administrator permission, for educational purposes as long as 1) there are no children known to the District in a given building, where animals are to be brought, whose health will be adversely affected by the presence of such animals, and 2) the animal is appropriately housed, humanely cared for, and properly handled. In such instances where any student’s health may be adversely affected by the presence of animals, appropriate measures shall be taken to eliminate any risk to the student.

PHYSICAL EXAMINATION/IMMUNIZATIONS

BOARD POLICY 7:100

All students new to District 90 are required by state statute to have a physical examination or present a report of a recent physical examination. In addition, the report shall indicate that the immunization requirements of the Illinois Department of Public Health have been met. All kindergartners and 6th-grade students are required to have a health examination. Students for whom physical examinations or immunization requirements are not completed by October 15 as required by law will be excluded from school.

SCHOOL SAFETY DRILLS

BOARD POLICY 4:170

Students will be given instructions for school safety drills, such as fire drills, tornado drills, and lock-down procedures, which are conducted throughout the year in accordance with Illinois laws and regulations and according to the District's emergency-response plan.

SCHOOL WELLNESS

BOARD POLICY 4:120

The District 90 Board of Education is committed to providing a learning environment that promotes student wellness and healthy living, including proper nutrition and physical fitness. The District will promote a healthful and active lifestyle in its educational programs and school activities for all students.

STUDENT-ATHLETE CONCUSSIONS AND HEAD INJURIES

BOARD POLICY 7:305

The District complies with the concussion protocols, policies, and bylaws of the Illinois High School Association, which require that:

- A student-athlete who exhibits signs, symptoms, or behaviors consistent with a concussion in a practice or game shall be removed from participation or competition at that time.
- A student-athlete who has been removed from an interscholastic contest for a possible concussion or head injury may not return to that contest unless cleared to do so by a physician licensed to practice medicine in all its branches in Illinois or a certified athletic trainer.
- If not cleared to return to that contest, a student-athlete may not return to play or practice until the student-athlete has provided written clearance from a physician licensed in Illinois or a certified athletic trainer working with a licensed Illinois physician.

SUICIDE AND DEPRESSION AWARENESS AND PREVENTION

BOARD POLICY 7:290

The District recognizes that youth suicide impacts the entire school community and environment. Therefore, the Board supports a suicide and depression awareness and prevention program. The program complies with the requirements of the Illinois State Board of Education and the Illinois School Code by 1) providing youth suicide awareness and prevention education to students and staff; 2) facilitating early identification and referral of students at possible risk of suicide; 3) incorporating intervention methods including procedures for an emotional or mental health safety plan for students at increased risk of suicide;

4) developing methods of responding to a student or staff member's suicide or suicide attempt; and 5) developing reporting procedures that comply with all state and/or federal requirements. (See Appendix H for the full text of Board Policy 7:290, "Suicide and Depression Awareness and prevention.")

District 90 also participates in a mental health resource for middle and high school students called *Support4U*. This mental health-related prevention and support resource enables students to text licensed mental health clinicians for assistance or guidance. While this anonymous resource is available to deal with any issue, some of the matters that students might wish to address could include anxiety, depression, substance use, suicidal ideation, eating disorders, bullying, abuse, or any other mental health-related topic. The clinicians' goal during the text conversation is to steer the student to available resources in the school and community. In cases with an identified threat of extreme danger, clinicians have the ability to alert local authorities.

STUDENT BEHAVIOR AND DISCIPLINE

RESPONSIBILITY

The primary function of the school is to provide an educational experience that is appropriate to the needs and abilities of each child. The quality of the instructional program is closely related to the quality of student behavior in the school.

The primary responsibility for appropriate behavior belongs to the individual student. Each student has the responsibility to do the following:

- Arrive at school on time, ready for the activities for the day.
- Accomplish assigned learning tasks.
- Enhance personal learning opportunities as well as those of the class by helping to maintain a productive learning environment.
- Function in a safe and orderly manner at school and when traveling to and from school.
- Treat adults and fellow students with respect and consideration, and recognize their rights and needs as members of the school community.

Good discipline requires a cooperative working relationship among teachers, students, support staff, administrators, and parents. The teacher and other school officials will take appropriate disciplinary action when a student's behavior is contrary to expected standards of conduct or when the student infringes on others' rights to learn.

STUDENT BEHAVIOR POLICY

BOARD POLICY 7:190

The Student Behavior Policy replaces the former Student Discipline policy and reflects intentions to 1) ensure student safety and dignity; 2) maintain a positive, weapons-free, and drug-free learning environment; 3) address the causes of student misbehavior while providing opportunities for all involved to participate in its resolution; and 4) teach students positive behavioral skills in order to become independent, self-disciplined citizens in the school community and society.

A student is subject to disciplinary action for engaging in Prohibited Student Conduct whenever the student's conduct is reasonably related to school or school activities. The District integrates restorative justice practices in order to prevent and respond to challenging student behavior. Examples of restorative justice practices may include peer mediation, conflict mediation, peace circles, and other measures intended to resolve negative school behaviors in a productive and affirming manner.

PROHIBITED STUDENT CONDUCT

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

1. Using, possessing, distributing, purchasing, or selling tobacco materials, including electronic cigarettes.
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the

influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.

3. Using, possessing, distributing, purchasing, or selling:
 - a. Any illegal drug, controlled substance, or cannabis (including medical cannabis, marijuana, and hashish).
 - b. Any anabolic steroid unless being administered in accordance with a physician's or licensed practitioner's prescription.
 - c. Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician's or licensed practitioner's prescription.
 - d. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner that is inconsistent with the prescription or licensed prescriber's instructions. The use or possession of medical cannabis is prohibited, even by a student for whom medical cannabis has been prescribed.
 - e. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead to a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.
 - f. Any substance inhaled, injected, smoked, consumed, or otherwise ingested or absorbed with the intention of causing a physiological change in the body, including without limitation, pure caffeine in tablet or powdered form.
 - g. "Look-alike" or counterfeit drugs, including a substance not containing an illegal drug or controlled substance, but one: (a) that a student believes to be, or represents to be, an illegal drug, controlled substance, or other substance that is prohibited by this policy; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal or controlled substance or one that is prohibited by this policy.
 - h. Drug paraphernalia, including devices that are or can be used to (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances. Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they had the prohibited substance, as applicable, in their possession.
4. Using, possessing, controlling, or transferring a *weapon* as that term is defined in the Weapons Section of this policy.
5. Using or possessing an electronic paging device, or using a mobile telephone, video recording device, or other electronic devices in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Prohibited conduct specifically includes, without limitation, creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device, or mobile phone.

Unless otherwise banned under this policy or by the Building Principal, all electronic devices must be kept off and out of sight during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student's IEP; (c) it is used during the student's lunch period, or (d) it is needed in an emergency that threatens the safety of students, staff, or other individuals.

6. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.
7. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a District staff member's request to stop, present school identification, or submit to a search.
8. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, and wrongfully obtaining test copies or scores.
9. Engaging in hazing or any kind of bullying or aggressive behavior that does physical or psychological harm to a staff person or another student, or urging other students to engage in such conduct. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft, or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network, or other comparable conduct.
10. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning), and sexual assault. This prohibition does not include (a) the non-disruptive expression of gender or sexual orientation or preference, or (b) display of affection during non-instructional time.
11. Teen dating violence, as described in Board policy 7:185, *Teen Dating Violence Prohibited*.
12. Causing or attempting to cause damage to, or stealing or attempting to steal, school property, or another person's property.
13. Entering school property or a school facility without proper authorization.
14. In the absence of a reasonable belief that an emergency exists, calling emergency responders (such as calling 911); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus, or at any school activity.
15. Being absent without a recognized excuse; State law and Board policy regarding truancy control will be used with chronic and habitual truants.
16. Being involved with any public school fraternity, sorority, or secret society, by:
 - Being a member;
 - Promising to join;
 - Pledging to become a member; or
 - Soliciting any other person to join, promise to join, or be pledged to become a member.
17. Being involved in gangs or gang-related activities, including displaying gang symbols or paraphernalia.
18. Violating any criminal law, such as assault and battery, arson, theft, gambling, vandalism, and hazing.
19. Making a threat on an Internet website against a school employee, a student, or any school-related

- personnel and reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school.
20. Operating an unmanned aircraft system (UAS) or drone for any purpose on school grounds or at any school event unless granted permission by the Superintendent or designee.
 21. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

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

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

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

DISCIPLINARY MEASURES

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

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

measure must be used. The student must be supervised by the detaining teacher or the Building Principal or designee.

8. Community service with local public and nonprofit agencies that enhances community efforts to meet human, educational, environmental, or public safety needs. The District will not provide transportation. School administration shall use this option only as an alternative disciplinary measure, giving the student and parent/guardian the choice.
9. Seizure of contraband, confiscation, and temporary retention of personal property that was used to violate this policy or school disciplinary rules.
10. Suspension of bus riding privileges in accordance with Board policy 7:220, *Bus Conduct*.
11. Out-of-school suspension from school and all school activities in accordance with Board policy 7:200, *Suspension Procedures*. A student who has been suspended shall also be restricted from being on school grounds and at school activities.
12. Expulsion from school and all school activities for a definite period not to exceed 2 calendar years in accordance with Board policy 7:210, *Expulsion Procedures*. A student who has been expelled shall also be restricted from being on school grounds and at school activities.
13. Transfer to an alternative program if the student is expelled or otherwise qualifies for the transfer under State law. The transfer shall be in the manner provided in Article 13A or 13B of the School Code.
14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, including but not limited to, illegal drugs (controlled substances), “look-alikes,” alcohol, or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies.

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

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

WEAPONS

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

1. A firearm, meaning any gun, rifle, shotgun, or weapon as defined by Section 921 of Title 18 of the

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

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

The expulsion requirement under either paragraph 1 or 2 above may be modified by the Superintendent, and the Superintendent’s determination may be modified by the Board on a case-by-case basis. The Superintendent or designee may grant an exception to this policy, upon the prior request of an adult supervisor, for students in theatre, cooking, martial arts, and similar programs, whether or not school-sponsored, provided the item is not equipped, nor intended, to do bodily harm.

This policy’s prohibitions concerning weapons apply regardless of whether: (1) a student is licensed to carry a concealed firearm, or (2) the Board permits visitors, who are licensed to carry a concealed firearm, to store a firearm in a locked vehicle in a school parking area.

RE-ENGAGEMENT OF RETURNING STUDENTS

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

REQUIRED NOTICES

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

DELEGATION OF AUTHORITY

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

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

STUDENT HANDBOOK

The Superintendent, with input from the parent-teacher advisory committee, shall prepare disciplinary rules implementing the District's disciplinary policies. These disciplinary rules shall be available on an annual basis for Board review and approval.

A student handbook, including the District disciplinary policies and rules, shall be distributed to the students' parents/guardians within 15 days of the beginning of the school year or a student's enrollment.

BULLYING

BOARD POLICY 7:180

The Board of Education recognizes that no student should be subject to bullying, aggression, harassment, or violence and that these behaviors are viewed as serious matters. Accordingly, aggressive student behavior, including, but not limited to, student bullying in any form, is prohibited while in school, on school grounds, on a school bus or other school vehicle, at designated school bus stops, during any school-sponsored education program or activity, at any school-sponsored activity or event, through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment, or at any activity or event that bears a reasonable relationship to school.

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

Bullying is defined as physical or verbal behavior, including written or electronic communications, directed towards a student that has or can be reasonably predicted to have the effect of placing the student in reasonable fear of harm to his or her person or property; causing a detrimental effect on the student's physical or mental health; substantially interfering with the student's academic performance; or substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by the school. Examples of bullying include, but are not limited to:

- **Physical bullying:** punching, shoving, tripping, kicking, grabbing, poking, hair-pulling, or breaking personal items.
- **Verbal bullying:** name-calling, teasing, taunting, gossip, or threatening statements.

Instances of bullying are to be reported to school officials when the alleged incident occurs, and the matter will be promptly investigated and reported to student-support personnel. Staff at our schools will take appropriate steps to prevent bullying and help children feel safe at school. School officials will employ a variety of strategies to prevent the occurrence of bullying behavior. Parents will be notified and, as appropriate, asked to assist in the prevention of bullying behavior. (See Appendix F for the full text of Board Policy 7:180, “Prevention of and Response to Bullying, Intimidation, and Harassment.”)

DRUG-FREE SCHOOLS

BOARD POLICY 7:190

Students shall not possess, use, sell, or distribute illicit drugs, anabolic steroids, or alcohol on school premises; school-owned property; vehicles owned, leased, or used by a school to transport students; or as a part of any school-related activity. Students shall comply with all District policies and rules concerning drugs and alcohol. Sanctions for violation of this policy extend to and include expulsion and referral for prosecution consistent with applicable local, state, and federal law.

EQUAL EDUCATIONAL OPPORTUNITY

ANTI-DISCRIMINATION POLICY BOARD POLICY 7:10

District 90 is committed to providing equal educational and extracurricular opportunities, including programs, activities, services, and benefits, that are designed to meet each student’s individual needs and abilities, regardless of his or her race, color, national origin, religion, sex, sexual orientation, gender identity, ancestry, age, marital status, physical or mental disability, homeless status, or immigration status. It is the policy of the District that no student be excluded, segregated, discriminated against, harassed, or denied access to opportunities on the basis of any of the protected categories listed above.

ANTI-HARASSMENT POLICY

BOARD POLICY 7:20

Sexual harassment of students is prohibited. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual or sex-based nature. Students who believe they are victims of sexual harassment are encouraged to discuss the matter with the Assistant Principal, Principal, Superintendent, or Superintendent’s designee. Any student who is found to have sexually harassed another or knowingly made a false accusation of sexual harassment will be subject to disciplinary action, up to and including suspension or expulsion.

GRIEVANCE PROCEDURE

BOARD POLICY 2:260

In the event that a student or a parent/guardian believes that the student’s rights have been violated with regard to equal educational opportunities, they may contact the District’s Complaint Managers, the Director of Finance and Facilities, or the Director of Curriculum and Instruction, at the District Office.

Grievances may be filed to address a violation of a student’s nondiscrimination or equal opportunity rights, such as sexual harassment or sex equity, or a violation of any other rights guaranteed by law or Board policy.

This procedure is not intended to limit the option of the District and a grievant(s) to resolve any grievance mutually and informally. Hearings and conferences under this procedure shall be conducted at a time and place that will afford a fair and equitable opportunity for all persons.

EXPULSION OF STUDENTS

BOARD POLICY 7:210

Expulsion is the exclusion of a student from school and school-related activities or events for gross disobedience or misconduct for a period of time greater than 10 school days, but no longer than two calendar years, as determined by the Board of Education.

The Superintendent or designee shall implement expulsion procedures that provide, at a minimum, for the following:

1. Before a student may be expelled, the student and his or her parent(s)/guardian(s) shall be provided a written request to appear at a hearing to determine whether the student should be expelled. The request shall be sent by registered or certified mail, return receipt requested. The request shall: (a) Include the time, date, and place for the hearing; (b) Briefly describe what will happen during the hearing; (c) Detail the specific act of gross disobedience or misconduct resulting in the decision to recommend expulsion; (d) List the student's prior suspension(s); (e) State that the School Code allows the Board of Education to expel a student for a definite period of time not to exceed 2 calendar years, as determined on a case-by-case basis, and; (f) Ask that the student or parent(s)/guardian(s) or attorney inform the Superintendent or Board Attorney if the student will be represented by an attorney and, if so, the attorney's name and contact information.
2. Unless the student and parent(s)/guardian(s) indicate that they do not want a hearing or fail to appear at the designated time and place, the hearing will proceed. It shall be conducted by the Board or a hearing officer appointed by it. If a hearing officer is appointed, he or she shall report to the Board the evidence presented at the hearing and the Board shall take such final action as it finds appropriate. Whenever there is evidence that mental illness may be the cause for the recommended expulsion, the Superintendent or designee shall invite a representative from the Department of Human Services to consult with the Board.
3. During the expulsion hearing, the Board or hearing officer shall hear evidence concerning whether the student is guilty of the gross disobedience or misconduct as charged. School officials must provide: (1) testimony about any other interventions attempted and exhausted or of their determination that no other appropriate and available interventions were available for the student, and (2) evidence of the threat or disruption posed by the student. The student and his or her parent(s)/guardian(s) may be represented by counsel, offer evidence, present witnesses, cross-examine witnesses who testified, and otherwise present reasons why the student should not be expelled. After the presentation of the evidence or receipt of the hearing officer's report, the Board shall decide the issue of guilt and take such action as it finds appropriate.
4. If the Board acts to expel the student, its written expulsion decision shall: (a) Detail the specific

reason why removing the student from his or her learning environment is in the best interest of the school; (b) Provide a rationale for the specific duration of the recommended expulsion; (c) Document how school officials determined that all behavioral and disciplinary interventions have been exhausted by specifying which interventions were attempted or whether school officials determined that no other appropriate and available interventions existed for the student; (d) Document how the student's continuing presence in school would pose a threat to the safety of other students, staff, or members of the school community, or substantially disrupt, impede, or interfere with the operation of the school.

5. Upon expulsion, the District may refer the student to appropriate and available support services.

SUSPENSION OF STUDENTS

BOARD POLICY 7:200

Suspension is the temporary exclusion of a student from school or class for gross disobedience or misconduct and may be internal (in school) or out-of-school. A student serving an in-school suspension is expected to continue with class assignments during the suspension period. However, a student serving an out-of-school suspension may not be on school grounds or attend any school-sponsored activity or event during the suspension period. Class assignments will be due on the day the student returns to school or as determined by the teacher. Lack of class participation as a result of an in-school or out-of-school suspension may adversely affect the student's grade. Procedures for in-school and out-of-school suspensions follow:

IN-SCHOOL SUSPENSION

The Superintendent or designee is authorized to maintain an in-school suspension program. The program shall include, at a minimum, each of the following:

1. Before assigning a student to in-school suspension, the charges will be explained, and the student will be given an opportunity to respond to the charges.
2. Students are supervised by licensed school personnel.
3. Students are given the opportunity to complete classroom work during the in-school suspension for equivalent academic credit.

OUT-OF-SCHOOL SUSPENSION

The Superintendent or designee shall implement suspension procedures that provide, at a minimum, for each of the following:

1. A conference during which the charges will be explained, and the student will be given an opportunity to respond to the charges before he or she may be suspended.
2. A pre-suspension conference is not required, and the student can be immediately suspended when the student's presence poses a continuing danger to persons, property, or an ongoing threat of disruption to the educational process. In such cases, the notice and conference shall follow as soon as practicable.
3. An attempted phone call to the student's parent(s)/guardian(s).

4. A written notice of the suspension to the parent(s)/guardian(s) and the student, which shall:
 - (a) Provide notice to the parent(s)/guardian(s) of their child's right to a review of the suspension;
 - (b) Include information about an opportunity to make up work missed during the suspension for equivalent academic credit;
 - (c) Detail the specific act of gross disobedience or misconduct resulting in the decision to suspend;
 - (d) Provide rationale or an explanation of how the chosen number of suspension days will address the threat or disruption posed by the student or his or her act of gross disobedience or misconduct; and
 - (e) A summary of the notice, including the reason for the suspension and the suspension length, must be given to the Board by the Superintendent or designee.

5. Upon request of the parent(s)/guardian(s), a review of the suspension shall be conducted by the Board or a hearing officer appointed by the Board. At the review, the student's parent(s)/guardian(s) may appear and discuss the suspension with the Board or its hearing officer and may be represented by counsel. Whenever there is evidence that mental illness may be the cause for the suspension, the Superintendent or designee shall invite a representative from the Department of Human Services to consult with the Board. After the presentation of the evidence or receipt of the hearing officer's report, the Board shall take such action as it finds appropriate. If the suspension is upheld, the Board's written suspension decision shall specifically detail items.

MISCONDUCT BY STUDENTS WITH DISABILITIES

BOARD POLICY 7:230

The provisions of the student discipline policy and procedures apply to all students, including students with disabilities, subject to certain additional procedural safeguards for students with known or suspected disabilities established by federal and state law.

Behavioral interventions may be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. Board Policy 7:230, Behavior Intervention Policy for Students with Disabilities, and its procedures provide for the development, implementation, and monitoring of behavioral intervention strategies for students with disabilities.

For further information on procedural safeguards with respect to students with known or suspected disabilities, a copy of the "Explanation of Procedural Safeguards" is available at the office of each school Principal.

STUDENT RECORDS, STUDENT/FAMILY PRIVACY, STUDENT DATA PRIVACY, AND INSTRUCTIONAL TECHNOLOGY

Technology advances have brought significant changes to the classroom and have helped to improve the quality of instruction. District 90 continues to use technology and online education services to support and advance our instructional program. Yet advances in technology also present implications for student confidentiality, data integrity, security, and student/family privacy. The District strives to maintain the right balance between technology advances and student privacy/data security. While student and family privacy have always been a concern for District 90, these issues have taken on more urgency with the advent of technology to support learning, instruction, and communication.

As part of normal instructional activities, there are a number of practices that may collect student data. District 90 complies with all applicable federal and state laws and regulations concerning the safeguarding of student/family data and privacy, including both electronic and physical materials. The Board of Education's policies support these practices. Subsequently, District 90 has updated the procedures and safeguards intended to protect student/family data from unauthorized disclosures. Please access the full *Instructional Technology/Student Data Privacy Guide* on the District's website at district90.org under the District Information tab. An overview of the topics referenced in the guide follows.

FEDERAL AND STATE LAWS AND REGULATIONS

District 90 complies with all applicable federal and state laws and regulations regarding student privacy and data security. Examples of federal laws followed include the *Children's Internet Protection Act*; the *Children's Online Privacy and Protection Act*; *Every Student Succeeds Act*; the *Federal Education Rights and Privacy Act*; the *Health Insurance Portability and Accountability Act*; and the *Protection of Pupil Rights Amendment*. A sample of state laws that the District follows include the *Children's Privacy Protection and Parental Empowerment Act*; the *Illinois School Student Records Act*; the *Illinois Mental Health and Developmental Disabilities Confidentiality Act*; the *Local Records Act*; the *Right to Privacy in the School Setting Act*; and the *Personal Information Protection Act*.

BOARD OF EDUCATION POLICIES

A number of District 90 Board policies apply to the collection, use, and disclosure of student data. The following lists represent a selection of these Board policies, which can be viewed in full on the District's website at district90.org.

- Policy 6:210, Instructional Materials
- Policy 6:220, Instructional Materials Selection and Adoption
- Policy 6:235, Computer Network and Internet Safety, Access, and Use
- Policy 6:236, District Web Publications – Students and Staff
- Policy 6:40, Curriculum Development
- Policy 7:15, Student and Family Privacy Rights
- Policy 7:17, Directory Information
- Policy 7:140, Search and Seizure
- Policy 7:310, Restrictions on Publications

- Policy 7:340, Student Records

DISTRICT 90 PRIVACY STANDARDS

District 90's privacy standards reflect the District's mission and values. Our privacy standards are intended to provide direction about many elements of our practices, including the educational value of instructional technology, the primacy of children's safety, and the importance of family rights.

District 90 utilizes filters and other safety measures, such as content filters and firewalls, to prevent students from accessing harmful information on the Internet as well as to protect the privacy of student information. The District also uses a tool provided by a third party, Education Framework, to evaluate whether websites, software, or apps are safe to use as part of the District's instructional programs.

PARENTAL CONSENT

During the annual registration process, District 90 requests parental or guardian consent for students to access our electronic networks and to use District technology devices, software, and apps. Please be assured that parents/guardians have the ability to change or revoke their consent for these privileges at any time. Please contact your student's principal with any questions or additional information pertaining to parental consent.

For more information and a complete version of District 90's *Instructional Technology/Student Data Privacy Resource Guide*, visit the District's website at district90.org.

GENERAL INFORMATION

ABUSED AND NEGLECTED CHILD REPORTING

BOARD POLICY 5:90

District employees who suspect or receive information that a student may be an abused or neglected child will: 1) immediately make a report to the Illinois Department of Children and Family Services (DCFS) on its Child Abuse Hotline (1-800-24-ABUSE OR 1-800-252-2873), and 2) follow directions given by DCFS about filing a report within 48 hours with the nearest DCFS field office. Any District employee who believes a student is in immediate danger of harm will first call 911. The employee will also promptly notify the Superintendent or Building Principal that a report has been made. The Superintendent or Building Principal will immediately coordinate any necessary notifications to the students' parents/guardians with DCFS, the applicable school resource officer, and/or local law enforcement. (See Appendix I for the full text of Board Policy 5:90, "Abused and Neglected Child Reporting.")

BIKES AND OTHER WHEELED DEVICES

BOARD POLICY 7:132

Students in kindergarten through 1st grade are permitted to ride bicycles to school as long as they adhere to the following: (a) wear helmets as required by state law, (b) are supervised by a parent or guardian, and (c) do not leave the bicycle on school grounds during the school day.

Students in 2nd grade are permitted to ride bicycles to school as long as they adhere to the following: (a) wear helmets as required by state law, (b) observe bike safety rules while riding to and from school, (c) lock bikes in appropriate designated areas, and (d) are supervised by a parent or guardian.

Students in 3rd grade and above are permitted to ride bicycles to school as long as they adhere to the following: (a) wear helmets as required by state law, (b) observe bike safety rules while riding to and from school, and (c) lock bikes in appropriate designated areas. Schools assume no responsibility for damage to or theft of bicycles on or around school property.

All other non-health-related, wheeled devices including, but not limited to rollerblades, scooters, skates, skateboards, and ripstiks, are prohibited on school property.

BUS TRANSPORTATION CONDUCT ON BUSES

BOARD POLICY 7:220

Bus transportation is provided for field trips and some school activities. Buses are supplied by local public carriers and generally are not equipped with seat belts. (The National Highway Traffic Safety Administration does not require seat belts on large school buses). Students participate in field trips and school activities requiring bus transportation only with parental permission.

All students must follow the District's school bus safety practices, which are reviewed with all students in the fall. Gross disobedience or misconduct that provides grounds for suspension from riding the school bus includes the following:

- Prohibited student conduct as defined in the Student Behavior Policy.
- Willful injury or threat of injury to a bus driver or to another rider.
- Repeated use of profanity.
- Repeated willful disobedience of the bus driver's or other supervisor's directives.
- Such other behavior as the administration deems to threaten the safe operation of the bus and/or its occupants.
- The District's regular suspension procedures shall be used to suspend a student's privilege to ride a school bus.

MOBILE PHONES

Mobile phones must be kept in the student's locker or backpack and must remain off during school hours. Students assume the risk of theft or damage when bringing mobile phones to school.

COMPUTER AND NETWORK USAGE

BOARD POLICY 6:235

Student use of computer hardware and software in school is a privilege and is encouraged. However, a student must use all technology in a responsible and acceptable manner. The acceptable uses of school computers are defined in Board Policy 6:235. Failure to comply could result in disciplinary action, restitution, and/or loss of all privileges. The disciplinary action could result from damage to hardware and/or software, inappropriate use of hardware and/or software, or access to restricted areas/programs, including the Internet. Students have no expectation of privacy in any material that is stored, transmitted, or received via

the District's electronic network or District computers, and students' use of school computers may be monitored by school staff or administrators.

Access to inappropriate Internet content will be restricted through filtering software designed for that purpose. Each student and his or her parent/guardian must sign the District's Authorization for Electronic Network Access before being granted unsupervised use of the District's electronic network.

DRESS

Student dress and grooming must not disrupt the educational process, interfere with the maintenance of a positive teaching and learning climate, or compromise reasonable standards of health, safety, and decency. Tobacco, alcohol, gang, and drug-related clothing are not acceptable. Unless temperatures are extremely cold, coats, jackets, hats, and caps are not to be worn in the school buildings.

ELECTRONIC DEVICES

Radios, electronic games, and iPods and other digital music players are not to be used in the school buildings. Headphones are to be taken off before entering school. Students assume the risk of theft or damage when bringing these types of items to school.

ENVIRONMENT

The mission of District 90's green team, Green4Good, a joint committee of the administration and PTOs, is to promote a safe and healthful learning environment, encourage environmental stewardship in the school and community, and foster a life-long connection to the natural world for all District 90 students and their families. The committee's work focuses on education, conservation, and recycling.

GIFTS/DONATIONS

BOARD POLICY 5:104

GIFTS TO TEACHERS AND STAFF

Students and their families often look for ways to recognize teachers and staff members during the year. Although this thoughtfulness is appreciated, District 90 has an Ethics and Gift Ban policy to avoid any appearance of impropriety or favoritism. The policy prohibits staff from receiving gifts if the cumulative total value is more than \$100 from one source in any calendar year. Please keep in mind that often the most cherished gifts to teachers and staff are the simple, heartfelt notes and personal expressions of appreciation from students and their families.

GIFTS/DONATIONS TO THE DISTRICT

BOARD POLICY 8:80

The Board of Education may accept any gift from any education foundation or other entity or individual, provided the gift can be used in a manner compatible with the Board's educational objectives and policies. In no case shall the acceptance of any gift be considered an endorsement of a product or business enterprise. While the Board encourages unrestricted gifts, donations to fund specific projects are acceptable if the project is approved by the Board. All gifts received become the District's property.

Bereavement donations/memorials must be approved by the Board of Education and will be managed by the Superintendent or administrative designee. Donations may fall under the following categories:

scholarships, library or curricular resources, technology enhancements, or facilities improvements.

INCLUSIVENESS ADVISORY BOARD

The Inclusiveness Advisory Board (IAB) supports efforts to make District 90 a more equitable, inviting, and responsive learning community. Comprised of parents, faculty and staff, administrators, Board members, and community members, the IAB is working to understand the issues of equity and diversity within the District 90 school community. The IAB is also working to ascertain how the District's policies, practices, and procedures affect individual student's experiences and the overall school climate.

INSURANCE

District 90 has purchased a student accident insurance program that covers all students for injuries incurred while participating in school-sponsored and -supervised activities, including all sports. There is no cost to families for this coverage. Additional dental accident and 24-hour coverage are available from the same provider. For more information, please see the brochure available in each school office.

PARENT-TEACHER ORGANIZATIONS

Each school has a Parent-Teacher Organization (PTO). The PTOs are important vehicles for parent involvement in the schools and the support of student programs. Information about each school's PTO officers, dues, meeting schedules, and programs are sent to parents at the beginning of the school year. Links to the PTOs are provided on the District 90 website.

RESPONSIBILITY FOR PERSONAL ITEMS AND LOST AND FOUND

District 90 does not assume responsibility nor does the District provide insurance for the personal property of students. It is suggested that students do not bring expensive personal items to school. Items such as personal computers, electronic devices, jewelry, money, and musical instruments should be kept in a secure location or in the individual student's possession at all times.

Each school maintains a lost and found depository. It is suggested that parents label important personal property items and clothing items for ease of identification. Further, parents should keep a record of serial numbers, etc., for properties that are so identified. From time to time, and usually at the end of the year, personal items that are unclaimed are donated to a charitable organization.

SCHOOL LUNCH

BOARD POLICY 4:130

District 90 does not have a lunch program. The District, however, does provide for a supervised, in-school lunch period for students in grades 1 to 8. If your child is staying at school for lunch, he or she is required to stay at school for the entire lunch period. Supervision is provided as a service for families, and the fee for supervision is included as part of student registration fees. Students are expected to exhibit safe and orderly conduct to maintain this privilege.

Parents who wish to have their child go home for lunch may waive the lunch supervision fee. A lunch hour waiver form is required for parents who elect to have their child go home for lunch each day. District 90 does provide a nutritious lunch for those children who are eligible for the U.S. Department of Agriculture's National School Lunch Program. Eligibility criteria and application forms are available in each school office.

Confidentiality is exercised in the distribution of free and reduced lunches.

STUDENT PHOTOS

Professional class/school photos are taken in the fall and are available for parent purchase.

SCHOOL FEE WAIVER

BOARD POLICY 4:140

You may request a waiver of school fees due to a significant financial hardship based upon the federal guidelines for eligibility. This application must be submitted to the Director of Finance and Facilities at the District office.



Roosevelt Middle School

Mr. Larry Garstki – Principal

Mrs. Tina Steketee – Assistant Principal

7560 Oak Avenue

River Forest, IL 60305

708-366-9230 (main school phone)

708-366-4295 (attendance phone)

rooseveltnurse@district90.org (attendance email)

Welcome to Roosevelt Middle School - 2019-2020

The faculty and staff of Roosevelt Middle School and District 90 welcome you to what we believe will be an excellent educational experience. Please read through this assignment notebook and sign the appropriate space below indicating you have read and understood the information contained within. If you have any questions, please call or come in.

Parent(s)/Guardian(s) and student have read the Student Handbook and understand the content, responsibilities, and expectations for Roosevelt Middle School.

Family Name - PRINTED

Parent/Guardian Signature/Date

Parent/Guardian Signature/Date

Student Signature/Date

Mission Statement

Roosevelt Middle School prides itself in providing a safe, respectful, and nurturing environment in which learning is our major goal. Our intent is to create an atmosphere that is student-centered and mindful of diversity in which certain rules and procedures have to be followed. To ensure this requires a spirit of shared responsibility among students, teachers, parents/ guardians, and administrators that promotes self-disciplined citizens in our educational community.

Roosevelt Middle School High Five Goals

The High Five Goals are the cornerstone of our behavioral objectives at Roosevelt. These simple but powerful ideas should be the guiding force in our behavior at school and beyond.

- We treat each other with respect.
- We use language appropriate to the school setting.
- We respect the school environment.
- We make instruction time cooperative and productive for all.
- We stop and think when making choices.

GENERAL INFORMATION

School Phone Numbers and Office Hours

- The main school phone number is 708-366-9230.
- The student **absence line** is 708-366-4295.
- Regular office hours are from 7:30 a.m. to 4:30 p.m.
- The District 90 homepage can be found at www.district90.org
- Roosevelt's homepage can be found at www.district90.org/roosevelt.html
- Mr. Garstki can be reached by e-mail at garstkil@district90.org
- Mrs. Tina Steketee can be reached by e-mail at steketeet@district90.org

The School Day

- The school year is divided into 4 quarters. Each school day has 8 periods.
- 5th and 6th grade, students are normally assigned to a core language arts teacher for 3 periods, either in the morning or the afternoon, and to different teachers, opposite their LA core, for science, math, and social studies.
- 5th and 6th graders are assigned 1 period of PE each day and 1 period of art, music, and foreign language, in a 3 day rotating schedule.
- 7th & 8th graders are assigned to a Language Arts teacher for 2 periods (non-consecutive), then to different math, science, social studies, and foreign language teachers.
- 7th and 8th graders are also assigned 1 period of PE each day and to 1 period of exploratory.
- 7th Grade will have 4 exploratory classes, one each quarter in art, music, technology applications, and oral communication.
- 8th Grade will have 4 exploratory classes, one each quarter in art, music, technology applications, and oral interpretation.

Attendance and Homework Pick-up

- Regular and consistent attendance is expected of students in order that they receive the full extent of their education.
- If a student is to be absent from school, please call the student absence line before 8:45 a.m.
- Homework and class assignments are posted on Schoology.
- Families who are planning vacations during the school year must notify the school about the dates their children will be away.
- Students are expected to obtain appropriate assignments/homework from their teachers before or upon returning from the absence.
- It is the responsibility of the student and parent/guardian to follow through on completion and to turn in work.

Communication

There are many forms of communication between Roosevelt and parents, including:

- *The Roosevelt Review*, a monthly newsletter
- The Bulldog Bulletin - bi-monthly on the 1st and 15th
- Student Progress Report
- Report Cards
- Student Directory
- Parent/Teacher Phone Calls and E-mails
- Direct Mailings
- Daily Student Announcements
- Phone Calls/Meetings with Administration

Bell Schedule

1st period	8:30 - 9:11	5th period	12:21 - 1:02
2nd period	9:14 - 9:55	6th period	1:05 - 1:46
3rd period	9:58 - 10:39	7th period	1:49 - 2:30
4th period	10:42 - 11:23	8th period	2:33 - 3:14
Lunch/Recess	11:27 - 12:17	Homeroom	3:17 - 3:20

Honor Roll

- There is **no** honor roll for 5th grade.
- Students who achieve between a 3.20 - 3.49 in all subjects achieve Honor Roll status and receive a certificate with their report card
- A 3.50 - 3.74 in all subjects qualifies a student for a certificate mailed with their report card.
- A student whose average is 3.75 - 4.00 earns Highest Honors status and receive a certificate with their report card.
- To be on any honor roll, a student may not have any C-'s, D's, or F's.
- Letter grade values & point equivalents:

A+	4.0	99-100	B+	3.25	91-92	C+	2.50	83-84	D+	1.50 -	75-76
A	3.75	96-98	B	3.00	88-90	C	2.00	80-82	D	1.25	72-74
A-	3.50	93-95	B-	2.75	85-87	C-	1.75	77-79	D-	1.00	69-71

Lost and Found

- The Lost and Found area is located near the elevator.
- Check there for lost items and also report missing item(s) to the office.
- Small and/or valuable items are held in the main office.

Lockers

- Each student is assigned a hall locker.
- Locks and combinations are issued for lockers. Replacement locks will be issued at the cost of \$6.00.
- The student is responsible for keeping his/her locker locked at all times and keeping the combination confidential.
- Lockers should be kept clean and free of writing on the interior and exterior door surface.
- Placement of stickers on or in lockers is prohibited.

A student's locker is the property of the school and must be used for the purposes intended (i.e., storage for books, school supplies, and outdoor garments). If school officials have a reasonable suspicion that a student has placed illegal, inappropriate, or dangerous materials or substances in the locker, school officials may search the locker, with or without the student's knowledge or consent.

Visitors

- **All visitors must sign in and out of the main office and wear a visitor's pass for the duration of their stay**

EXPECTATIONS

Before School

- Students wishing to enter the building early should arrive between 8:00 and 8:10 a.m. at the Oak St. entrance.
- Students must report to a teacher or to the Multi-Purpose Room at this time and **not** go to their lockers.
- All students are required to show a pass to see a teacher on Wednesdays.
- Otherwise, remain outside until 8:22a.m. except during cold or inclement weather, whereby students may go to the Multi-Purpose Room.
- Students who ride a bicycle to school must properly park and lock the bicycle in a bike rack.
- Non-health related wheeled devices (i.e., skateboards, rollerblades, scooters, ripsticks) are not allowed in the building; please leave them at home.

After School

- Attend 3:20 homework lab/detention when assigned.
- 9th Period Workshop is available to all students from 3:20 to 4 p.m. daily.
- Students are to leave the building and grounds by 3:30 p.m. unless supervised by a staff member.

Attendance/Tardies

- Students are expected to be in school and on time to classes unless a student's parent/guardian notifies the school that the student is or will be absent for a valid cause. Students reporting to school after 8:30 a.m. need to sign-in at the office and receive a pass to enter class. Three *unexcused* tardies to first period class per quarter will result in assignment to lunch study hall. After three *unexcused* tardies have been issued per quarter, each subsequent tardy will result in a lunch study hall assignment for the day. Repeated *unexcused* tardies to first-period class may result in additional consequences as well. For excessive *excused* tardies, consequences will also be considered on a case-by-case basis. Late arrival to classes throughout the rest of the day may result in a detention from the classroom teacher.

Homework

- Homework is a part of a student's daily routine and needs to be turned in on time, completed with quality, and done by the individual student.
- Fifth graders average thirty to sixty minutes of homework per night.
- Sixth through eighth graders average one to two hours each night.

Homework Lab

- A Homework Lab is assigned to students who do not complete and turn in their homework on the day it is due.
- A parent is notified by School Messenger via email and phone. If a student can't serve Homework Lab on the assigned day, a parent/guardian needs to notify the main office.
- Homework Lab is daily from 3:20 to 4:00 p.m.
- The lab is supervised by a staff member who will assess students' completion of homework.
- Missing Homework Lab may result in a detention and/or a zero on the assignment.
- Attending Homework Lab takes precedence over extra-curricular activities, both in and out of school (e.g., Roosevelt basketball games, Little League baseball, band, etc.)

Field Trips

- While field trips are connected to the curriculum, participation in field trips is also a privilege.
- You will receive an email with the details of each field trip. By paying for the field trip online, you are granting permission for your child to attend.
- School rules and High Five Goals are in effect for field trips.
- Students excluded from a field trip will be expected to report to school and complete work in an alternative setting, as appropriately assigned.

Safety Drills

- Fire, tornado, earthquake, and lockdown drills are conducted regularly throughout the school year.
- When a drill alarm is sounded, the teacher will guide students through the emergency by following the School Emergency Response Plan located in all rooms.

Hall Passes

- Any student who is in the hall while classes are in session must have a hall pass issued by a staff member.
- Students must sign in and out each time they leave and return to the classroom.

Lunch Behavior

- Students are expected to follow the High Five Goals as well as to adhere to a code of good behavior during lunchtime.
- Students may be issued a lunch isolation or other disciplinary measures for violations to the code of conduct during the lunch period.
- After 4 lunch isolations have been issued, the lunch supervisor will contact the student's parent/guardian directly to discuss concerns and additional interventions.
- 5 or more lunch isolations will result in a loss of lunchtime privileges and a behavior concern meeting with the student, lunch supervisor, and principal or designee. Parent/guardian will be contacted with the details of a behavioral plan.
- 8 or more lunch isolations will result in the student meeting with the principal and parents/guardians will be contacted.

Student Dress

- Students will not be allowed to dress in a manner that is unsafe.
- Indecent or illegal dress will not be allowed. Tobacco, alcohol, gang, and drug-related clothing is not acceptable.
- Dress or appearance that is disruptive to the educational process will not be allowed.
- Student dress and appearance will be reasonably clean.
- Unless temperature extremes dictate, coats, jackets, hats/caps are not to be worn in the building.

Test Taking

- Students are expected to learn and follow appropriate test-taking behaviors.
- During a test, each student needs to focus on his/her own performance and the directions given by the teacher.
- Inappropriately disrupting the test-taking environment in any way may result in a grade penalty or other consequences.
- Parents/Caregivers will be notified if cheating is suspected or confirmed.

Textbooks, Materials, Equipment, and Other School Property

- Students are to write their names in the front of each textbook.
- Textbooks must be turned in at the end of the school year or upon withdrawal from school.
- Fines are levied when textbooks are lost or damaged beyond ordinary wear, such as torn bindings, damaged covers, ink spots, and other types of damage.

School Property

- Students are expected to show appropriate respect for school property.
- Students are expected to maintain high standards of cleanliness in the school building.
- All debris should be deposited in appropriate receptacles.
- Students will be expected to pay for property damaged through willful or careless actions.

CODE OF CONDUCT

Discipline

Discipline is a clear, consistent, and cooperative approach to create solutions for molding desirable behavior. It is designed to be a learning process aimed at providing logical consequences that maintain self-worth and develop self-discipline.

Behavior

It is impossible for good teaching and learning to take place in a classroom unless order is maintained. Students are reminded that they must adhere to a code of good behavior, not only for their own benefit but also for the welfare of others.

Minor Offenses

These day-to-day kinds of problems (e.g., talking out of turn, not coming prepared to class, not turning in assignments, misuse of materials and equipment) will be handled individually by the teacher and/or administrator.

MINOR OFFENSES

Including, but not limited to, the following:

- candy/food outside of lunch
- put-downs
- talking out of turn
- throwing objects
- unsupervised presence in the school building before/after school
- physical contact
- abuse of another's property
- unwarranted use of a copier and/or video
- general disrespect
- without hallway pass
- tardies
- gum chewing
- profanity
- French-locking a Pad-Lock

MINOR CONSEQUENCES

Including, but not limited to, the following:

- warning
- communicate with parent and document event
- detention (40 minutes)
- parent/teacher/student conference
- informal behavior contract
- building/community service
- loss of privileges
- informal talk and/or logical consequence
- in-school suspension

(These consequences are not listed sequentially)

Major Offenses

These are defined as extreme acts (e.g., physical abuse of person or property, disruptive classroom behavior, repeated use of profanity, etc.) that, in the teacher and/or administrator's judgment, call for removing the student from the class or other areas of the school.

MAJOR OFFENSES

Including, but not limited to, the following:

- insubordination to teacher/not willing to submit to authority
- fighting
- chronic minor offenses (5 or more detentions)
- skipping class
- cheating/stealing/dishonesty
- destruction of property
- intimidation/harassment of students/school personnel
- forgery
- gambling
- possession of firearms, weapons, drugs/ drug paraphernalia, alcohol, other controlled substances (or "look-alikes")
- possession of unauthorized electronic devices
- gang-related activity (representation, hand signals, clothing, and activities)
- verbal/written profanity directed at a teacher
- violation of technology "Acceptable Use Policy" or "Technology Lending Agreement"
- throwing dangerous objects
- starting/attempting to start a fire on school property
- tampering with fire alarms
- any other acts which directly or indirectly jeopardize the health, safety, or welfare of students or school personnel

MAJOR CONSEQUENCES

Including, but not limited to, the following:

- office referral
- detention(s)
- loss of privileges
- call from teacher/administration
- parent conference
- building/community service
- in-school/out-of-school suspension
- expulsion/administrative hearing

(These consequences are not listed sequentially)

Detention

- If assigned to detention hall, the student will be required to stay after school from 3:20 to 4:00 p.m. on the next available detention day - Monday, Wednesday, or Friday.
- In some instances, the student may serve directly with the teacher who assigned detention.
- Parent/guardian will be notified by the staff member assigning the detention.
- The parent/guardian will make arrangements for transportation.
- Serving detention takes precedence over extra-curricular activities, both in and out of school (e.g., Roosevelt basketball games, Little League baseball, band, etc.)
- Expectations and responsibilities in detention include the completion of self-reflection written response and copying of an assigned portion of Code of Conduct.
- At the discretion of the detention moderator, some building/community service projects may be performed.
- After 5 detentions, parent/guardian and student are required to meet with the school team.
- Excessive detentions (10 or more per school year) are subject to additional consequences.

Restitution

If a student damages or vandalizes school property, another student's possession(s) or property, or the property or possession(s) of a faculty or staff member, the student will be expected to make arrangements for restitution.

Suspensions

- While suspended, the student is either A) assigned to the In-School Suspension (ISS) room or B) excluded from school.
- Parents/Caregivers will be notified by telephone of the existing situation
- Parents/Caregivers will also receive a letter stating the reasons for an out-of-school suspension.
- No suspended student (ISS or Out of School Suspension) may participate in lunchtime or extracurricular activities until readmitted to school.
- For an out-of-school suspension, students will be readmitted to school following a parent conference.
- The period of suspension may last from one to ten school days.

Expulsions

In cases of extreme disobedience or misconduct, a student may be excluded from school for a period of time greater than ten days, but no longer than the school year. The decision to expel a student is by the action of the Board of Education. A copy of the Board of Education's policy concerning suspensions and expulsions is in the Parent Handbook as well as on the District go website.

Harassment

It is the school's responsibility to provide an educational environment free from all kinds of harassment, including but not limited to harassment based on race, color, religion, sex, national origin, gender identity, age, or disability. Such harassment detracts from the dignity and privacy of its recipient, is disruptive to the educational environment, and may violate federal and state laws. It is a violation of this policy for anyone to harass a student or retaliate against anyone who, in good faith, complains of harassment or participates in

any proceeding to investigate and resolve such complaints.

Bullying

Bullying has three qualities:

- It is repetitive
- It is unwanted. Not teasing, but harmful taunting
- It involves a power imbalance

All three conditions equal bullying

No student should be subject to bullying, aggression, and violence in school. Accordingly, aggressive student behavior, including student bullying in all forms is prohibited and violates the district's Bullying Policy (7:22). Aggressive behavior is defined as assertive words and/or actions intended to threaten, injure, harass, provoke, or incite another person or as hostile words and/or actions towards the property of another. Bullying is defined as student behavior that hurts, frightens, threatens, or tyrannizes students who are either physically or psychologically smaller or weaker than the person engaging in bullying. Examples of bullying may include, but are not limited to:

Physical Bullying: punching, shoving, poking, or other similar behaviors.

Verbal Bullying: name-calling, gossip, humiliation, intimidation, or other similar behaviors.

Weapon-Free Schools

Any student who brings a weapon to school, or is in possession of a weapon at school, any school-sponsored activity, or any activity that bears a reasonable relationship to the school, shall be expelled from school for at least one year as required by the Goals 2000: Educate America Act. The Board may, on a case-by-case basis, modify the minimum expulsion requirement of the policy.

Illegal Substances

Drugs (including Anabolic Steroids), alcohol, and tobacco (including e-cigarettes) are strictly prohibited on school grounds or during school-sponsored events or athletic contests. The prohibition on the use of illegal substances is intended to prohibit students from exhibiting any physical or mental effects reasonably attributable to consumption of such substances. If a student is in possession, is transferring, or using illegal substances, parents will be notified immediately. Suspension or expulsion may be imposed. The River Forest Police Department will be notified and will receive a copy of the incident report. Given reasonable grounds for suspicion, school officials may search for and seize illegal drugs, alcohol, or tobacco brought to school or any school function.

Nuisance and Dangerous Items

Toys, tools, lighters, matches, fireworks, squirt guns, and other nuisance and dangerous items are inappropriate and not to be brought to school. Students will be relieved of any or all items that prove to be a distraction to the educational process and will be subject to the consequences of the code of conduct.

Cell Phones

Cellular phones and Smart Watches, including Apple watches, must be kept in the student's locker and must remain **off** throughout the student's school day. Students assume the risk of possible theft or damage when bringing cell phones to school. If taken to class, the phone will be confiscated, and a detention will be assigned. If the phone is in the **on-position**, further action may be taken. Once confiscated, the cell phone will be immediately sent to the office. If there is a second offense, a parent conference is required for the return of the confiscated phone.

Parents/Guardians' Responsibilities:

- To see that their child arrives at school on time with the proper materials for school, wearing appropriate attire, clean, and in good health.
- To recognize that the home needs to assume the primary responsibility for each student's development.
- To provide a telephone number where they can be reached in an emergency and to respond to notices and suggestions from school.
- To follow the school calendar and ensuring that their child does not miss school or related events unnecessarily.
- To provide conditions at home designed to help their child study, complete homework, and work to his/her fullest capacity.
- To familiarize their child with school rules.
- To support the school by discussing with their child the expectations for student behavior.
- To cooperate with the school in modifying the child's behavior when necessary.

Parents/Guardians' Rights:

- To expect that their child will be provided with an opportunity to learn in a safe environment.
- To expect their child will be treated with respect.
- To expect that discipline policies will be administered consistently.
- To inquire and to be informed about their child's progress.
- To be informed of available counseling services and their rights to due process.
- To receive cooperation and support from teachers and other school staff members.

Teachers' Responsibilities:

- To educate and provide opportunities for students that maintain a rich and varied educational experience.
- To encourage the development of self-discipline and self-respect.
- To develop positive classroom procedures which facilitate learning.
- To act as role models for their students by exhibiting high personal standards of courtesy, respect, trust, honesty, and language.
- To make a conscientious effort to be consistent and fair in dealing with children.
- To follow the school's rules and procedures.

- To provide supervision to ensure a safe and secure atmosphere for all.
- To communicate to students and parents about academic and behavioral concerns.
- To have respect for students' feelings, to recognize their unique differences and needs, and to be a ready listener.

Teachers' Rights:

- To receive the cooperation and support of parents/guardians and administration concerning the behavior expected of students.
- To teach in an environment of mutual respect with the authority to discern its infringement.
- To teach in an atmosphere conducive to learning that is free of disruptions and distractions.
- To receive the cooperation, individual attention, and appropriate preparedness of every student.
- To employ physical contact, when necessary, to prevent injury to themselves, another person, or damage to property.
- To have their possessions respected by others.

Students' Responsibilities:

- To show courtesy and respect to the school personnel, to their classmates, as well as to the possessions of others.
- To resolve conflicts peacefully.
- To learn and follow the expectations of the school and community.
- To attend school except when illness, religious observance, or family emergencies prevent it.
- To be in their seat and on time for all classes and be prepared with all necessary materials.
- To take responsibility for and accept the consequences of their actions.
- To develop their abilities and interests to the fullest potential.
- To protect and maintain school property.

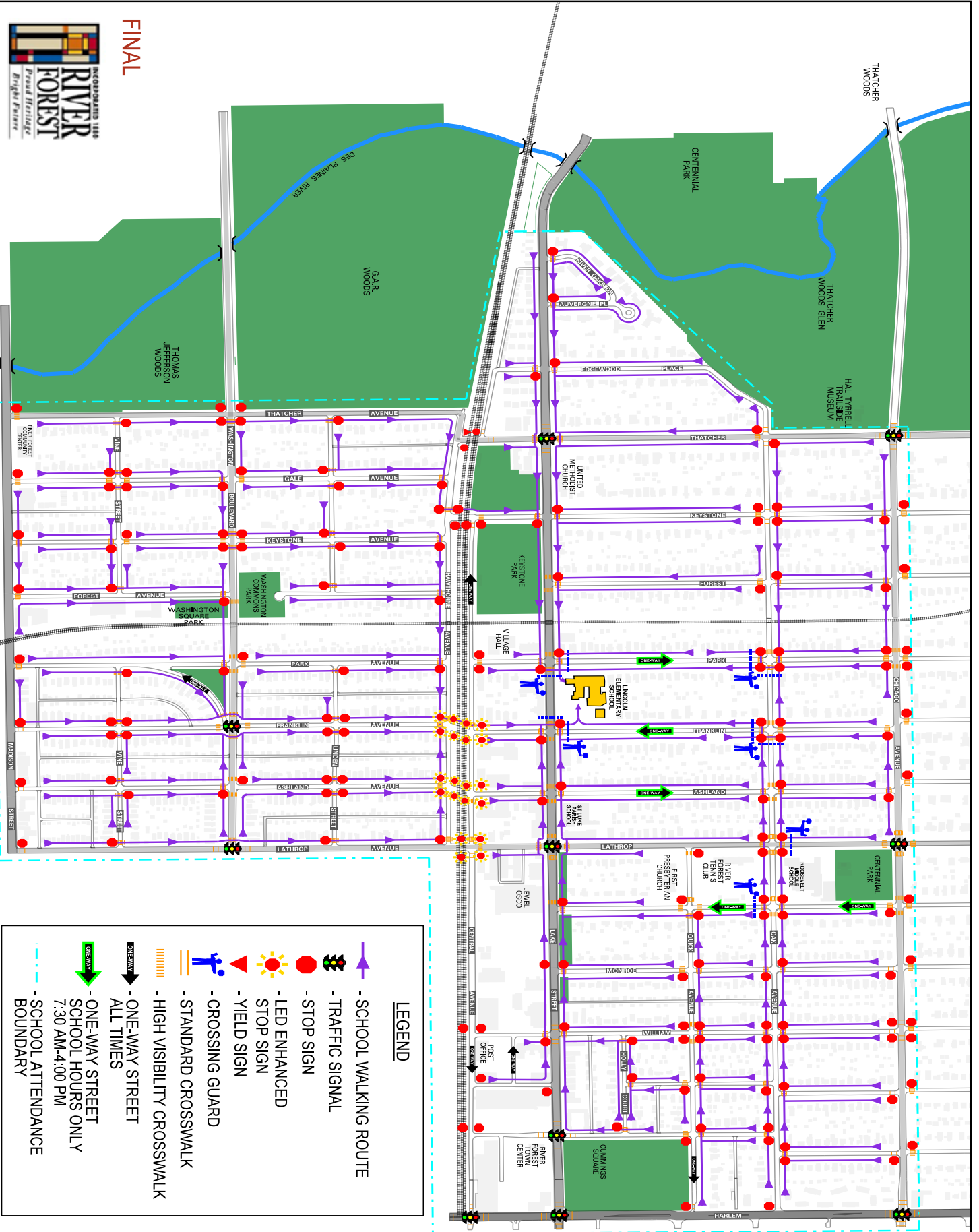
Students' Rights:

- To feel physically and emotionally secure at Roosevelt Middle School.
- To be treated with courtesy and decency.
- To have a positive learning environment free from unnecessary distractions.
- To be given fair treatment in all academic and disciplinary matters.
- To express their viewpoint courteously and in an appropriate manner at an appropriate time.
- To have their possessions respected by others.



FINAL

LINCOLN ELEMENTARY SCHOOL - SAFE WALKING ROUTES TO SCHOOL



LEGEND

- SCHOOL WALKING ROUTE
- TRAFFIC SIGNAL
- STOP SIGN
- LED ENHANCED STOP SIGN
- YIELD SIGN
- CROSSING GUARD
- STANDARD CROSSWALK
- HIGH VISIBILITY CROSSWALK
- ONE-WAY STREET ALL TIMES
- ONE-WAY STREET SCHOOL HOURS ONLY 7:30 AM-4:00 PM
- SCHOOL ATTENDANCE BOUNDARY

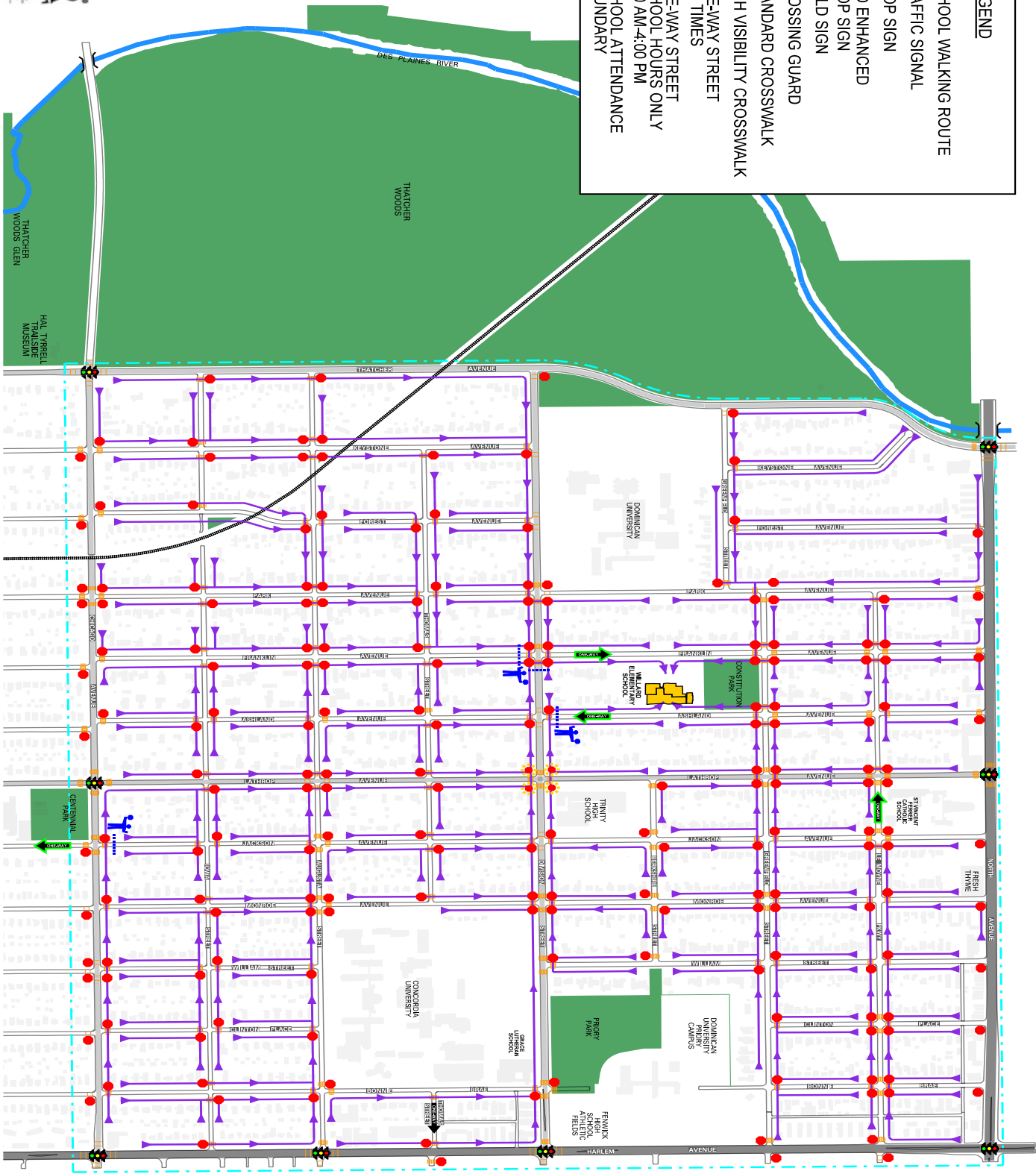




SCALE: 1/4" = 1' S.T.S.

LEGEND

- SCHOOL WALKING ROUTE
- TRAFFIC SIGNAL
- STOP SIGN
- LED ENHANCED STOP SIGN
- YIELD SIGN
- CROSSING GUARD
- STANDARD CROSSWALK
- HIGH VISIBILITY CROSSWALK
- ONE-WAY STREET ALL TIMES
- ONE-WAY STREET SCHOOL HOURS ONLY (7:30 AM-4:00 PM)
- SCHOOL ATTENDANCE BOUNDARY

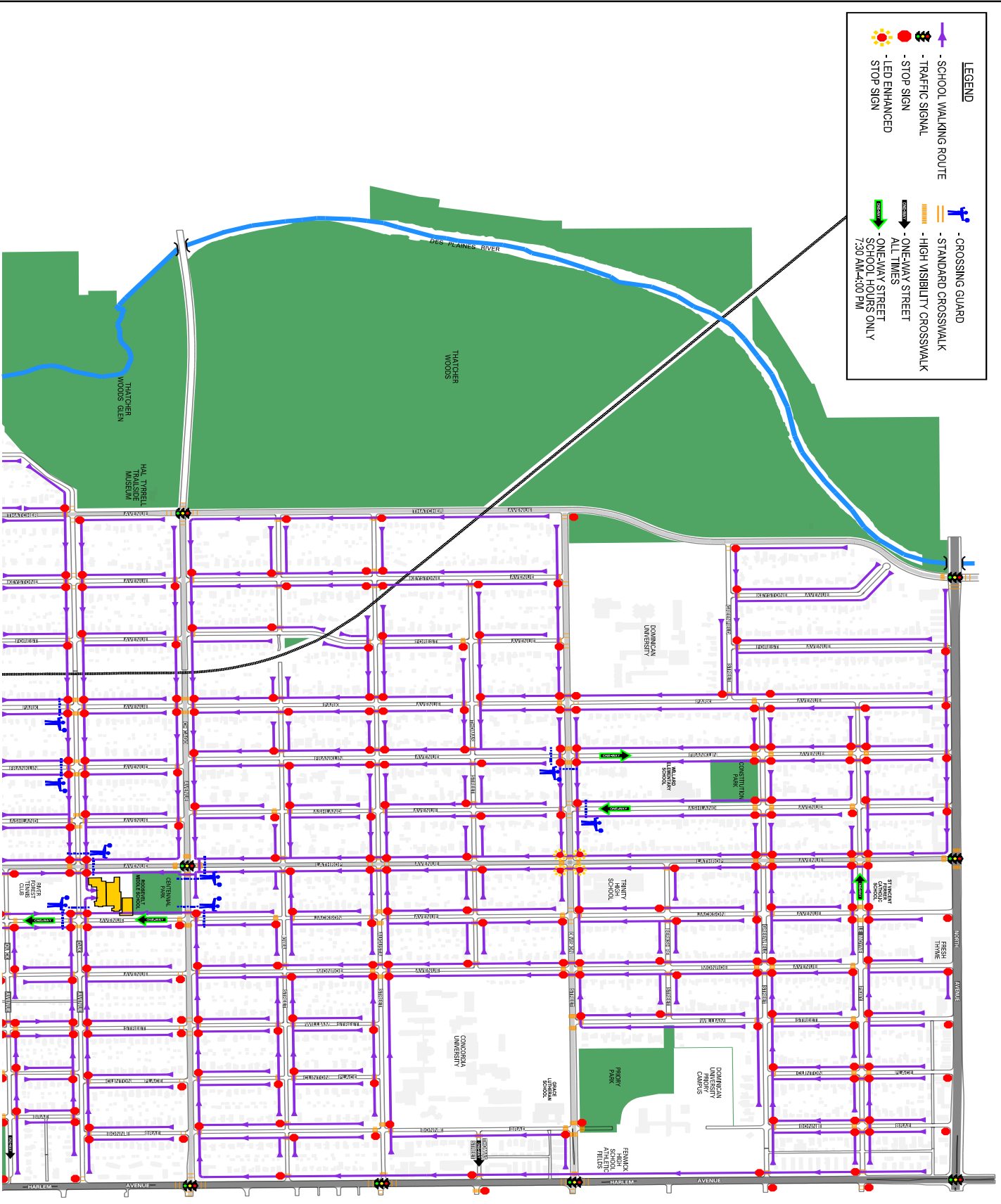


FINAL



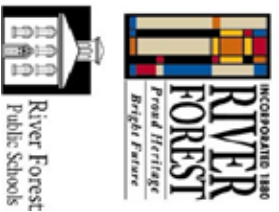
WILLARD ELEMENTARY SCHOOL - SAFE WALKING ROUTES TO SCHOOL

ROOSEVELT MIDDLE SCHOOL (NORTH) – SAFE WALKING ROUTES TO SCHOOL



LEGEND

- SCHOOL WALKING ROUTE
- TRAFFIC SIGNAL
- STOP SIGN
- LED ENHANCED STOP SIGN
- CROSSING GUARD
- STANDARD CROSSWALK
- HIGH VISIBILITY CROSSWALK
- ONE-WAY STREET ALL TIMES
- ONE-WAY STREET SCHOOL HOURS ONLY (7:30 AM-4:00 PM)

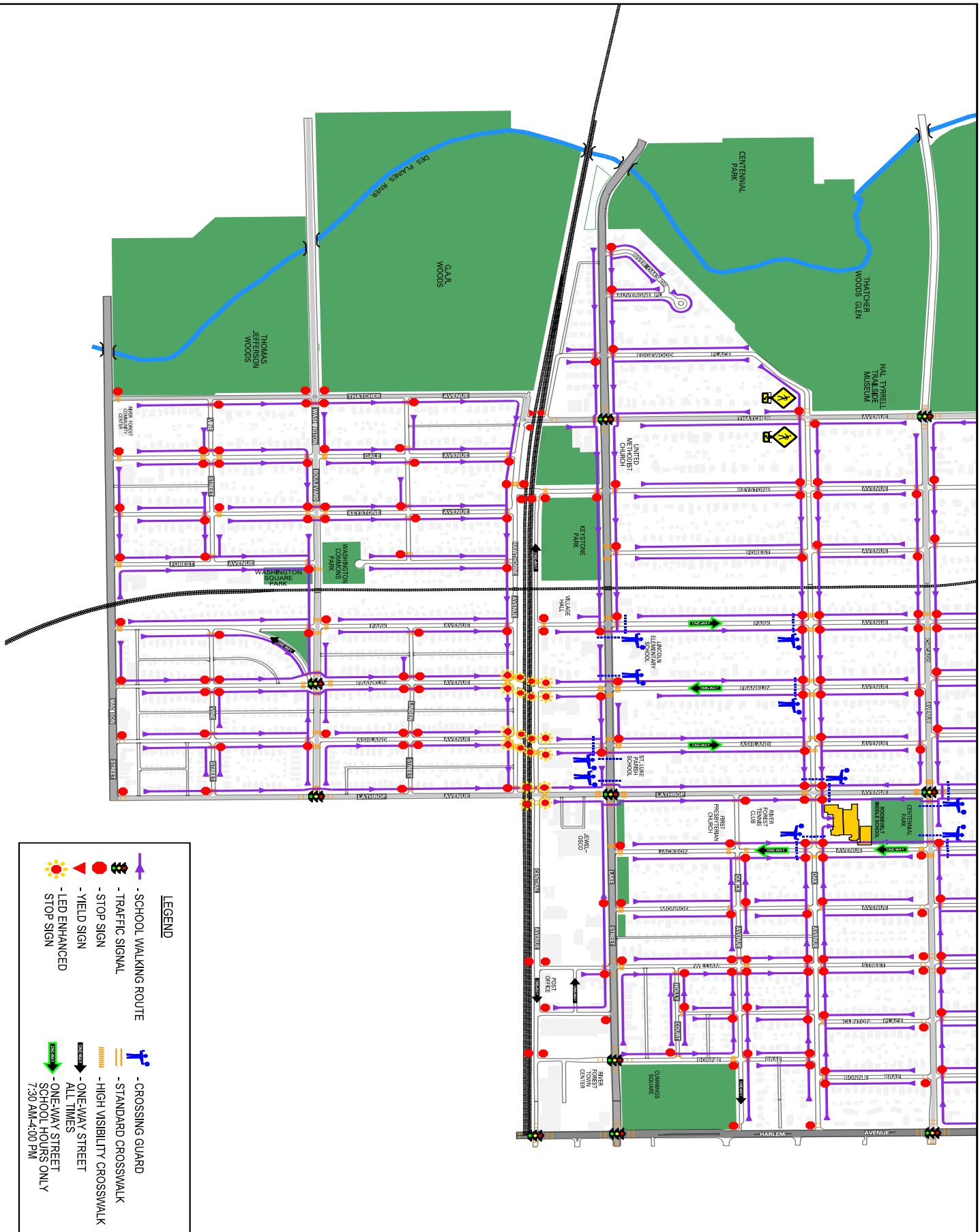


FINAL





SCALE: 1/4\"/>

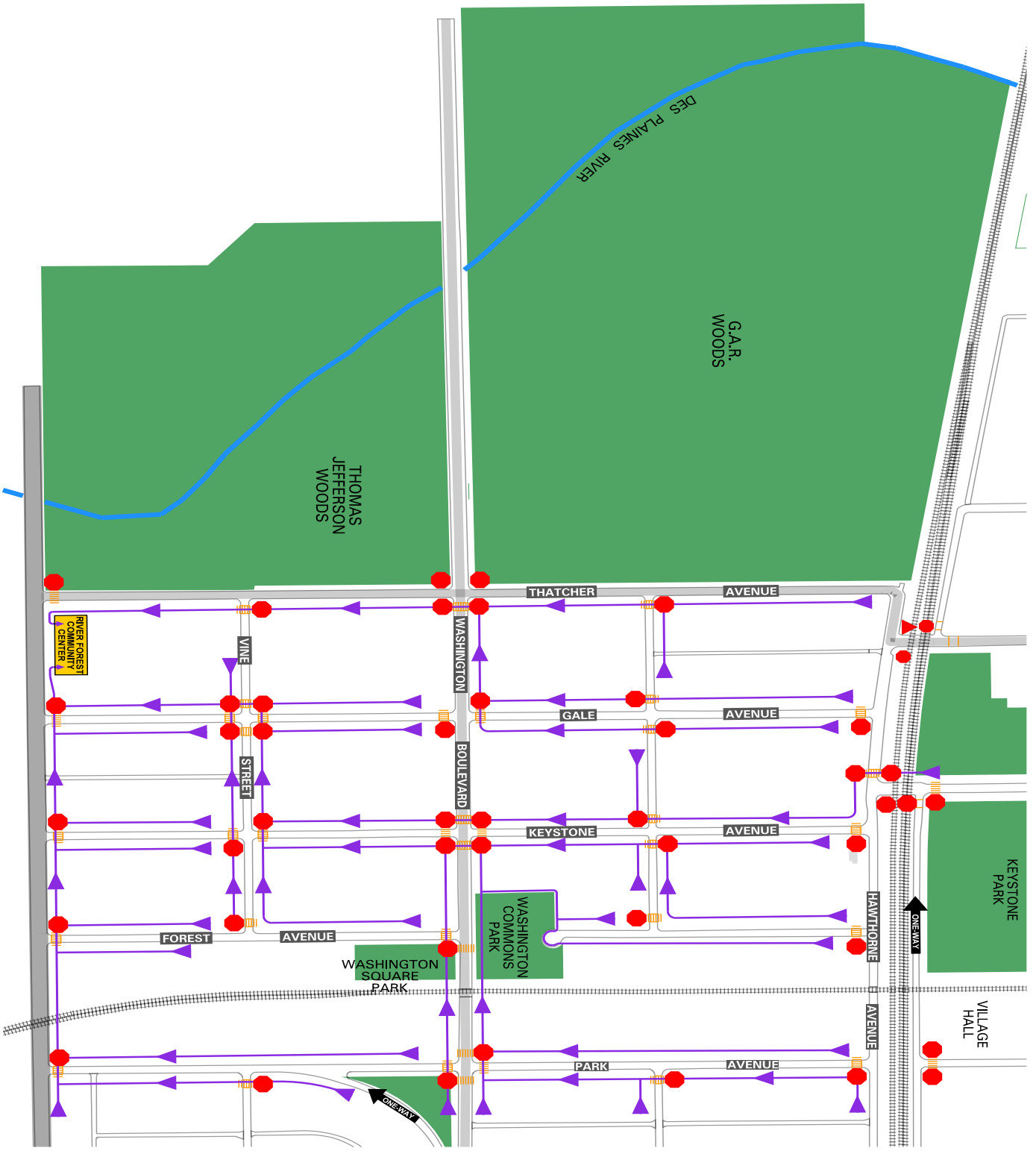


LEGEND

- SCHOOL WALKING ROUTE
- TRAFFIC SIGNAL
- STOP SIGN
- YIELD SIGN
- LED ENHANCED STOP SIGN
- CROSSING GUARD
- STANDARD CROSSWALK
- HIGH VISIBILITY CROSSWALK
- ONE-WAY STREET ALL TIMES
- ONE-WAY STREET SCHOOL HOURS ONLY (7:30 AM-4:00 PM)

FINAL

ROOSEVELT MIDDLE SCHOOL (SOUTH) - SAFE WALKING ROUTES TO SCHOOL



LEGEND

- SCHOOL WALKING ROUTE
- STOP SIGN
- EXISTING YIELD SIGN
- STANDARD CROSSWALK
- HIGH VISIBILITY CROSSWALK
- ONE-WAY STREET ALL TIMES

SAFE WALKING ROUTES TO THE RIVER FOREST COMMUNITY CENTER



FINAL

DISTRICT 90 MUSIC PROGRAMS

Music education is an integral part of District 90 education. Our students are able to develop mastery at a young age, and learn about the social and cultural value of music, as well as participate at the highest levels when they reach high school.

GENERAL MUSIC

Students in grades K-8 participate in general music classes, which incorporate best practices in music education, including moving, playing, singing, and creating. The three main approaches to music education are Orff (playing and creating), Kodaly (singing), and Dalcroze (moving). District 90 music teachers are eclectic in their use of these three methods, with an emphasis on Orff, and the repertoire they choose represents a variety of cultures and historical eras. Students experience singing, listening, rhythm instruments, barred instruments, drama activities, creative movement, improvisation, dance, drum circles, recorders, guitars, and music-editing software.

In the elementary schools, kindergartners perform a choral program, grades 1-4 perform a winter program, and 3rd-grade students participate in a recorder demonstration.

EXTRACURRICULAR MUSIC ACTIVITIES

RECORDER CLUB

Students in grade 4 may participate in recorder clubs.

BAND AND ORCHESTRA PROGRAMS

The District's music program has been going strong for more than 75 years. Students may enroll as early as 4th grade. With three orchestras, three bands, and two jazz bands, there is a group for every ability.

JUNIOR BAND AND ORCHESTRA

Fourth graders may participate in Junior Band or Junior Orchestra. Recruiting for Junior Band and Junior Orchestra begins in September. Rehearsals take place at the child's school once a week for 30 minutes during the school day. The first group rehearsals take place on the last Monday in November. Junior Orchestra meets at Willard, while Junior Band meets at Roosevelt at 7:20 a.m. A bus transports students to school in time for class. Junior Band and Junior Orchestra concerts take place in May at Roosevelt.

Junior Band students may choose from the following instruments:

Baritone	Flute	Saxophone	Trumpet
Clarinet	Percussion	Trombone	

Junior Orchestra students may choose from the following instruments:

Bass	Cello	Viola	Violin
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Junior Band and Junior Orchestra students are able to advance their instrumental studies in fifth grade as members of the Cadet Band and Intermediate Orchestra.

CADET BAND AND INTERMEDIATE ORCHESTRA

Students in 5th through 8th grades can participate in Cadet Band and Intermediate Orchestra, which meet twice a week; orchestra meets during lunch, while band students are able to choose lunch or after-school rehearsal times. Cadet Band and Intermediate Orchestra perform twice a year and serve as musical outlets for students who enjoy playing and aspire to enter Concert Band or Senior Orchestra.

CONCERT BAND AND SENIOR ORCHESTRA

Concert Band and Senior Orchestra involve the most skilled and dedicated musicians in District 90. These groups are open to any qualified student regardless of grade level. For most students, that means completing six certificates covering two comprehensive method books and one book of music theory.

Students participate in rehearsals twice a week, before school at 7:45 a.m. Concert Band and Senior Orchestra often perform throughout the year. Fall performances include the Roosevelt Honors Assembly and the fall concert for parents. In addition, many students audition for and are accepted to, the Illinois Music Educators Association (IMEA) Festival, featuring the top middle school musicians from 60 Chicago-area school Districts. The orchestra also participates in the University of Illinois-sponsored String Symposium hosted at Niles North High School. In the spring, we focus on solo performances at our Solo and Ensemble Festival and our Solo Recital. In May comes an evening concert at Dominican University and the Spring String Fling at Roosevelt.

In a final highlight of the year, Concert Band and Senior Orchestra students perform for judges and receive a rating of I, II, or III, as well as written and oral critiques. Typically, our students have consistently received an "I." Following that performance, Concert Band and Senior Orchestra celebrate a successful year at Six Flags Great America.

SUNDAY WORKSHOPS

All Roosevelt bands and orchestras participate in Sunday workshops, during which students are coached on their instruments by professional musicians. Special guest conductors also are invited to rehearse the ensembles.

CHORAL MUSIC

Chorus is available to students in grades 4-8. Middle school students (grades 5-8) can join grade-level choruses—no audition necessary—as well as try out for Honors Chorus, Barbershop Chorus, and/or a Broadway musical cast role. All chorus members who are not chosen for cast roles are automatically included in the chorus for the musical.

BROADWAY MUSICAL

Each February, middle school students put on a Broadway show involving approximately 200 students in chorus, cast, dance troupe, and crew. This production is approximately 30 percent of our student body. Everyone can take part in the fun, but to audition for the cast, students must join the chorus at the beginning of the season, in September.

DISTRICT 90 ASSESSMENT INFORMATION

ASSESSMENT SCHEDULE

TEST	MONTHS	GRADES	SUBJECTS
Kindergarten Individual Developmental Survey (KIDS)	September/October	Kindergarten	Teacher Observation Only of developmental skill readiness
AIMSweb Plus	Fall, Winter, Spring	1-6 (7 & 8 as indicated)	Reading & Math
NWEA MAP (Measures of Academic Progress)	Fall, Spring	3-8	Reading & Math
Illinois Assessment of Readiness (IAR)	April	3-8	English Language Arts (including Writing) and Math
Illinois Science Assessment	March	5 & 8	Science
8 th Grade STAR	Typically the first Saturday in December at OPRF High School	8	English, Math, & Reading

AIMSWEB Plus

AIMSweb Plus is a web-based assessment, data-management, and reporting system that provides the framework for Multi-Tiered System of Supports (MTSS) and multi-tiered instruction. Designed specifically to universally screen and progress monitor students, AIMSweb Plus uses brief, valid, and reliable measures of reading and math performance for grades K-6 that can be used with any curriculum. District 90 is using AIMSweb Plus three times a year to determine whether students meet benchmark goals, which represent minimum levels of performance for all students to reach in order to be considered on track. Specific students who demonstrate need will be progress-monitored between the benchmark periods using an AIMSweb Plus progress-monitoring assessment to more closely determine progress and provide intervention as needed.

MAP: MEASURES OF ACADEMIC PROGRESS

Measures of Academic Progress (MAP) are state-aligned tests that assess reading and math skills, accurately reflect the instructional level of each student, and measure growth over time. These assessments, which students take on a computer, are unique in that they adapt to each student’s ability during the test, accurately measuring what a child knows and needs to learn. In addition, MAP tests

measure academic growth over time, independent of grade level or age.

Most important, the results have practical application to teaching and learning. MAP test results, which are available for staff use within 48 hours, provide us with timely information that guides instructional planning and school improvement. Educators use MAP tests to do the following:

- Identify the skills and concepts individual students have learned.
- Diagnose the instructional needs of individual students.
- Monitor academic growth over time.
- Make data-driven decisions at the classroom, school, and District levels.
- Scores depend on two things: how many questions are answered correctly and the difficulty of each question.

THE PARENT REPORT

The RIT Score

First, the report gives you a RIT score for your child in each subject area and is a measure that indicates a student's instructional level. As students take MAP tests over a period of time, the RIT scores will also be a measure of academic growth. Scores are reported with an associated confidence band or standard error of measure.

The Percentile Score

The second score in the parent report is the percentile rank. This score tells you how your child is doing compared to other students in the same grade. For example, if your 7th-grade student has a percentile score of 81 in math that means your child scored better than 81 percent of all U.S. students in 7th grade who have taken MAP tests.

Lexile

A Lexile is a unit for measuring text difficulty and reader comprehension. Your child's Lexile range is located in the reading section of his or her report. A Lexile text measure is a value assigned to a book, based on the difficulty level of the vocabulary and sentence length. A Lexile does not take into account whether the content of a book would be appropriate for your child, so it should not be the only factor in selecting books. However, a Lexile range can be useful in personalizing reading selections for children. As you help your child choose books for independent reading, it is recommended you choose books within the lower 100 points of your child's Lexile range. For more information, go to lexile.com.

Growth Information

The report shows your child's progress in each subject area, and over the years, you should see your child's test scores improve to show progress or growth. Each student's subsequent score from the same time of year (fall to fall or spring to spring) should be higher than the previous one. In general, most students show little growth or even slip slightly between the previous spring and fall testing, and very high-performing students tend to show somewhat less growth in scores than lower-performing students. You can compare your child's score to that of the District average as well as to an established standard for the grade. However, the real value of the growth information is in tracking the progress of each individual student.

Goal Performance

Each subject area is broken down into goal areas of performance. This information helps teachers identify specific areas of strength and weakness for the student and adjust lesson design and delivery. The student's performance in each goal area, based on the 2011 national norms, is described by one of the following (Resource: Northwest Evaluation Association, nwea.org):

- Low: The student's performance is below the 21st percentile
- Lo Avg: The student's performance is between the 21st and 40th percentiles
- Avg: The student's performance is between the 41st and 60th percentiles
- Hi Avg: The student's performance is between the 61st and 80th percentiles
- High: The student's performance is greater than the 80th percentile

ILLINOIS ASSESSMENT OF READINESS (IAR)

In spring 2019, the Illinois Assessment of Readiness (IAR) replaced the Partnership for Assessment of Readiness for College and Careers (PARCC). The IAR is designed to assess the Illinois Learning Standards incorporating the Common Core for Mathematics and English Language Arts. The assessment is mandated by the state for all Illinois public schools. The new IAR continues to utilize PARCC content with a shorter testing format.

ENGLISH LANGUAGE LEARNERS

WIDA: WORLD-CLASS INSTRUCTIONAL DESIGN AND ASSESSMENT MEASURE OF DEVELOPING ENGLISH LANGUAGE (MODEL)[™]

WIDA is a consortium of states, including Illinois, which are dedicated to the design and implementation of high standards and equitable educational opportunities for English language learners. WIDA Measure of Developing English Language (MODEL) is a new series of academic English-language-proficiency assessments being developed for kindergarten through 12th grade; it currently is available for kindergarten only. These assessments can serve multiple purposes. They may aid in the identification and placement of English language learners, be used for benchmark evaluation during the school year, and/or be used as a summative measure of progress for reporting purposes.

The WIDA MODEL[™] will most commonly be used as an optional replacement to the WIDA-ACCESS Placement Test (W-APT)[™] screener test. Each test assesses students' abilities in all four language domains (listening, speaking, writing, and reading), and evaluates social and instructional English, as well as academic language corresponding to the subject areas of language arts, mathematics, science, and social studies.

The W-APT[™], known as the screener, is being used in grades 1-8 until MODEL is available and is used by educators to measure the English language proficiency of students who have recently arrived in the United States or a particular District. It can help to determine whether or not a child is in need of English language instructional services and, if so, at what level.

ACCESS FOR ELLS[®]

ACCESS FOR ELLS[®] stands for Assessing Comprehension and Communication in English State-to-State for English Language Learners. This large-scale test addresses the academic English language proficiency (ELP) standards for English language learners.

SUPPORT SERVICES AND SPECIAL EDUCATION

A CONTINUUM OF SERVICES

District 90 has developed a continuum of services to meet the needs of all students. Special assistance is available for regular education students who require supports in areas such as reading, math, social, and emotional skills. The District also provides a variety of flexible programs and support services for children who are eligible under state and federal laws for Special Education and related services.

The range of services extends from organizational assistance to varying levels of academic support. The location can include the regular classroom, a resource room, or a Special Education classroom. In addition, various therapies are available, where appropriate, during school hours.

The following information includes examples of some of the services provided by the District for both students with disabilities and non-disabled students. Please refer to the Glossary at the end for a description of programs and services.

Multi-Tiered System of Supports

Multi-Tiered System of Supports (MTSS) provides an educational approach that focuses on providing high-quality, researched-based instruction, and behavior supports within the general education setting. MTSS is about helping all students achieve their full potential, from adding enrichment activities for more advanced learners to providing various supports for students with special needs.

For Students with Disabilities

- Specialized academic instruction including push-in and pull-out services
- Skills classroom
- Inclusion Preschool Classroom
- Occupational therapy
- Out-of-District programs
- Physical therapy
- Social and Academic Learning Program (SALP)
- Social work
- Speech/Language therapy
- Adaptive physical education
- Vision and hearing itinerant services
- Assistive technology consultation and services

Support Services and Special Education

We are committed to providing a strong academic foundation for our students by challenging each of them to excellence. In addition, we seek to create an environment that instills a love of learning, fosters student growth, nurtures respect for others, and enhances each student's self-appreciation. Student support services and Special Education in District 90 are comprehensive and individualized for each child. We help all children in the District make progress consistent with their abilities. A free, appropriate public education is available to all students. Special Education services are provided for children ages 3 to 15 years.

SERVICES FOR STUDENTS WITH DISABILITIES

Following is a short summary of eligibility areas and the process involved in the District's Special Education Program for Students with Disabilities only.

Categories of Eligibility

District 90 provides Special Education and related services to children identified as eligible under relevant state and federal laws and regulations, including the Individuals with Disabilities Education Act (IDEA), 20 Section 1400 et seq., Article 14 of the School Code of Illinois; 105 ILCS 5/14-1.01 et seq., Section 504 of the Rehabilitation Act of 1973 (Section 504); 29 U.S.C. Section 701; and the Americans with Disabilities Act (ADA), 42 U.S.C. Section 12100 et seq. The following categories of disability for which students are eligible for Special Education services under the IDEA, Article 14 of the School Code, and their federal and state regulations, are described in the Glossary:

- Autism
- Deaf/Blindness
- Orthopedic impairment
- Deafness
- Intellectual disability
- Other health impairment
- Developmental delay (ages 3-9)
- Specific learning disability
- Speech/Language impairment
- Emotional disability
- Visual impairment
- Hearing impairment
- Multiple disabilities
- Traumatic brain injury

STEPS IN THE PROCESS

Identifying a Need

If you are concerned about the possibility that your school-age child has special needs, usually the best way to start is to discuss the concerns with the child's teacher. In many cases, informal adjustments or interventions will address the problem. When more is needed, a referral may be made for further study of the child's needs. Teachers, parents, or other individuals may make a referral. Parents who have concerns

about children who are not yet of school age should contact the District 90 Office of Special Education. In addition, the District conducts screenings for preschool-aged children. Watch for public announcements of these screenings, which are provided throughout the year.

Referrals

Referrals are handled through each school's Student Support Team (SST) – a group of teachers, administrators, and Special Education professionals. Upon referral, the SST will consider whether additional informal intervention should be tried, or if a full and individual evaluation should be conducted. A parent's input and written consent are required for any evaluation recommended through this process. A parent also may initiate the request for a full and individual evaluation.

Full and Individual Evaluation

Adhering to state and federal guidelines, the Student Support Team, with input from parents, conducts a full and individual evaluation for the child within 60 school days of the date when the parent provides written consent. The evaluation may include an interview with the student and parents, a social-developmental study by a social worker, a psychological evaluation, a learning-environment assessment, an educational evaluation, a medical history report, a vision and hearing screening, and/or other specialized evaluations such as a speech/language, occupational therapy, or physical therapy evaluation. When evaluations are complete, the SST meets with the parents to review the findings and any other relevant information about the child that may be available.

The Individualized Educational Program (IEP)

If the evaluation process identifies a child's eligibility and need for Special Education and related services, the next step is the development of an Individualized Educational Program (IEP) for the child. The IEP team consists of the parents, along with a regular education teacher where appropriate, a Special Education teacher, the Director or Team Leader of Special Education, and other individuals as needed. Together, the IEP team develops the IEP document, which serves as a blueprint for the child's Special Education program and services. The IEP document states how each child will be helped to achieve individualized annual goals that enable the child to be involved and progress in the general curriculum. By explaining a child's present levels of educational performance and establishing outcome criteria for each child, the IEP offers the baseline against which the student's progress may be measured.

Annual Review

At meetings held at least annually for each student who has an IEP (the annual review), progress is determined by reviewing the child's performance in relation to the goals set forth in the IEP document. At that point, new goals, objectives, programs, and services for the next year are established. In addition, the team discusses the child's participation either in District and state assessments, which may be standardized group tests or, in limited circumstances, alternative assessments.

Three-Year Re-evaluation

Every three years, the District considers and determines the need for any re-evaluation. In some cases, a re-evaluation may be conducted sooner by agreement between the parents and the Student Support Team.

GLOSSARY

The following describes some of the terms you may encounter in your conversations and meetings with District administrators and staff as you participate in the Special Education process.

ADA - Americans with Disabilities Act of 1990, 42 U.S.C. Sec. 12101 et seq.

ADD - Attention Deficit Disorder. This term has been replaced by Attention-Deficit/Hyperactivity Disorder - Predominantly Inattentive Type (see ADHD). However, many people still use ADD informally to mean inattention without symptoms of hyperactivity-impulsivity.

ADHD - Attention-Deficit/Hyperactivity Disorder. A condition in which there are symptoms of inattention and hyperactivity-impulsivity that have persisted for at least six months to the degree that is more frequent and severe than is typically observed in individuals at a comparable developmental level. Predominantly Inattentive Type: Symptoms are primarily in the area of inattention. Hyperactive-Impulsive Type: Symptoms are primarily in the areas of hyperactivity-impulsivity. Combined Type: Symptoms of both inattention and hyperactivity-impulsivity are present.

Annual Review - Meetings held at least annually for each student who has an IEP, in which the child's progress under each of his or her goals is reviewed and a new IEP for the upcoming year is developed.

Auditory Processing - Discriminating, recognizing, and comprehending auditory information.

Augmentative Communication - A system/mechanism by which a nonverbal person or a person with limited verbal skills can interact, respond, and express himself or herself. It is applied if a child's educational performance is adversely affected primarily because the child has an emotional disturbance.

Autism - A developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, which adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance.

Deaf/Blindness - Concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in Special Education programs solely for children with deafness or children with blindness.

Deafness - A hearing impairment so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, adversely affecting a child's educational performance.

Decoding - Reading a word accurately. Usually refers to using phonics to figure out a word, but it also can refer to using word-parts, such as prefixes and suffixes.

Developmental Delay - Delay in physical, cognitive, communication, social/emotional, or adaptive development. Occurs when a child fails to develop according to normal patterns in any of these areas. Used only with respect to children from 3 through 9 years of age.

Cooperative Association for Special Education (CASE) - Organization providing access to specialists for qualifying school Districts in this area. These services are most commonly provided for children with visual and/or hearing impairments, such as hearing and vision itinerant teachers.

Dyslexia - A specific language-based disorder of constitutional origin characterized by difficulties in single word decoding, usually reflecting insufficient phonological processing abilities. These deficits are often unexpected in relation to age and other cognitive and academic abilities; they are not the result of generalized developmental disability or sensory impairment.

Diagnostic and Statistical Manual of Mental Disorders (DSM) - Used by professionals of many different orientations as a guide to diagnosing mental disorders.

Emotional Disability (ED) - A condition exhibiting one or more of the following characteristics over an extended period of time and to a marked degree that adversely affects a child's educational performance: an inability to learn that cannot be explained by intellectual, sensory, or health factors; an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; inappropriate types of behavior or feelings under normal circumstances; a general pervasive mood of anxiety or unhappiness or depression; or a tendency to develop physical symptoms or fears associated with personal or school problems (includes schizophrenia but does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance).

English Language Learner (EL) - Program that assesses the language needs of students with limited English proficiency and provides support in the classroom and/or small-group instruction to meet the individual needs of each student.

Fine Motor Abilities - The ability to use hands to manipulate small items (e.g., pinching, grasping, using pencil and scissors, and handwriting).

Full and Individual Evaluation - A series of procedures designed to provide information about a child's suspected disability, the nature and extent of the problems adversely affecting his or her educational development, and the type of intervention or assistance needed to alleviate these problems.

Gross Motor Abilities - The ability to use the whole body to execute large-muscle movements (e.g., running, jumping, skipping, climbing).

Hearing Itinerant Services - Specialist who travels among schools and Districts providing assistance to students with hearing impairments

IDEA - Individuals with Disabilities Education Act, 20 U.S.C. Section 1401 et seq.

Inclusion - Although the term least restrictive environment refers to the placement and programming determinations for an individual child, inclusion addresses the philosophy that fosters attendance of students with special needs at neighborhood schools where they become members of general education classes.

Inclusion Preschool Classroom – An Early Childhood Inclusion program that services students ages 3 to 5 years old with and without disabilities.

Individualized Education Program (IEP) - A document that describes the agreed-upon Special Education program and services to be provided by a school District to a child age 3 to 21 with a disability. An IEP includes elements such as a statement of the child's present levels of educational performance, annual goals and short-term instructional objectives or benchmarks, specific Special Education and related services to be provided to the student, a statement of the extent of the student's participation in the regular education program, the anticipated frequency, duration, and location of services, and evaluation procedures, criteria, and a schedule for determining whether annual short-term goals and objectives or benchmarks have been met.

Intellectual Disability - Significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects a child's educational performance.

ISBE - Illinois State Board of Education

Least Restrictive Environment (LRE) - The setting that permits a child to be educated with non-disabled children to the maximum extent appropriate.

Motor Planning - The ability to plan, unconsciously, the sequence of functions necessary to carry out a desired action, including verbalization.

Occupational Therapy (OT) - Services provided by a licensed professional who deals with activities of daily living (eating, dressing, grooming, etc.) and/or fine motor skills and/or sensory processing by evaluating current function level and working with a student to develop new skills.

Orthopedic Impairment - A severe orthopedic impairment that adversely affects a child's educational performance. Includes impairments caused by congenital anomaly (e.g., clubfoot, missing finger or foot, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

Other Health Impairment (OHI) - Limited strength, vitality, or alertness, including a heightened sensitivity to environmental stimuli, that results in limited alertness with respect to the educational environment. OHI is due to chronic or acute health problems such as asthma, attention deficit disorder or attention-deficit/hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, and sickle cell anemia. It adversely affects a child's educational performance.

Phonemic Awareness - The ability to manipulate the individual sounds (phonemes) that make up words.

Phonics - The association of written symbols (letters) with spoken sounds (phonemes).

Physical Therapy (PT) - Services by a licensed professional who evaluates function and deformity, and who plans and executes exercise and training to maintain the best possible function and to prevent or slow down deformities.

Psychological Evaluation - An individual evaluation of the child's functioning, which may include assessments in the cognitive, psychomotor, social/emotional, and academic achievement or aptitude areas, using appropriately validated formal and informal tests and evaluation materials.

Reading Specialist Services - Reading help provided by a school reading specialist to students during regular school hours. Usually occurs outside the regular classroom.

Re-evaluation - A school District's re-evaluation of an eligible child whenever conditions warrant it or the child's parent or teacher requests a re-evaluation, but at least once every three years.

Remediation - Specialized instruction that improves a deficit.

Sensory Integration - The neurological ability to process and organize information that is gathered through the senses (the sensory information that is gathered from our bodies and our environment). It is also a frame of reference for occupational therapy that involves the use of controlled sensory input to assist clients who have sensory processing difficulties.

Skills Program - For students who may require specialized services and supports. Classrooms are located at Willard Elementary and Roosevelt Middle School.

Social and Academic Learning Program (SALP) - Roosevelt Middle School classes that provide a flexible system of instructional assistance to students who require support. Service may be delivered in a regular education classroom or resource room.

Social Developmental Study (SDS) - A compilation and analysis of information, usually conducted as part of a full and individual evaluation, concerning those life experiences of the child, both past and present, which may relate to the child's school-related problems and/or to the possible alleviation of those problems.

Social Work Service - Service available to students who may require help with social, emotional, or behavioral concerns.

Social Worker - A licensed professional who helps facilitate communication among the family, personnel, health-care professional, and community and governmental programs that may be useful. In addition, the school social worker works directly with staff and students who demonstrate needs related to social skills and emotional needs.

Special Education Support Services – A flexible system of Special Education instruction is provided to students. Services may be delivered in the regular education classroom or a resource room.

Specific Learning Disability (LD) - A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. It includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

Speech and Language Therapy Services - Service provided by a licensed professional who diagnoses, develops, and implements treatment programs for students who have speech, language, or oral motor problems.

Student Support Team (SST) - A group of professionals from each school that meet regularly to discuss a child's response to intervention and Special Education issues, including possible eligibility of students for evaluation and Special Education or other needed support services.

Students Taking Academic Responsibility (STAR) - Program at Roosevelt Middle School that focuses on services for children in need of additional supports designed to meet individual students' academic needs.

Three-Year Re-evaluation - See Re-evaluation.

Vision Itinerant Specialist - Person who travels among schools and Districts providing assistance to students with vision impairments.

FOR MORE INFORMATION

Copies of A Parent's Guide: The Educational Rights of Students with Disabilities are available at each school and the District go administration building, and on the District website's Special Education page. For more information, please contact your school's Special Education Team Facilitator or Principal, or the District go Director of Special Education.

APPENDIX F

PREVENTION OF AND RESPONSE TO BULLYING, INTIMIDATION, AND HARASSMENT

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

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

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

Definitions from Section 27-23.7 of the School Code (105 ILCS 5/27-23.7)

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

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

Cyber-bullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature

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

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

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

Bullying Prevention and Response Plan

The Superintendent or designee shall develop and maintain a bullying prevention and response plan that advances the District's goal of providing all students with a safe learning environment free of bullying and harassment. This plan must be consistent with the following requirements:

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

Complaint Manager:

Dr. Alison Hawley, Director, Curriculum and Instruction 7776
Lake Street, River Forest, IL 60305 hawleya@district90.org
(708) 771-8282

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

5. The Superintendent or designee shall promptly investigate and address reports of bullying, by, among other things:
 - a. Making all reasonable efforts to complete the investigation within 10 school days after the date the report of the incident of bullying was received and taking into consideration additional relevant information received during the course of the investigation about the reported incident of bullying.

 - b. Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.

 - c. Notifying the Building Principal or school administrator or designee of the report of the incident of bullying as soon as possible after the report is received.

 - d. Consistent with federal and State laws and rules governing student privacy rights, providing parents and guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the Principal or school administrator or his or her designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.

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

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

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

8. A student will not be punished for reporting bullying or supplying information, even if the District's investigation concludes that no bullying occurred. However, knowingly making a false accusation or providing knowingly false information will be treated as *bullying* for purposes of determining any consequences or other appropriate remedial actions.
9. The District's bullying prevention and response plan must be based on the engagement of a range of school stakeholders, including students and parents/guardians.
10. The Superintendent or designee shall post this policy on the District's Internet website, if any, and include it in the student handbook, and, where applicable, post it where other policies, rules, and standards of conduct are currently posted. The policy must also be distributed annually to parents/guardians, students, and school personnel, including new employees when hired.
11. The Superintendent or designee shall assist the Board with its evaluation and assessment of this policy's outcomes and effectiveness. This process shall include, without limitation:
 - a. The frequency of victimization;
 - b. Student, staff, and family observations of safety at a school;
 - c. Identification of areas of a school where bullying occurs;
 - d. The types of bullying utilized; and
 - e. Bystander intervention or participation.

The evaluation process may use relevant data and information that the District already collects for other purposes. The Superintendent or designee must post the information developed as a result of the policy evaluation on the District's website, or if a website is not available, the information must be provided to school administrators, Board members, school personnel, parents/guardians, and students.

12. The Superintendent or designee shall fully implement the Board policies, including without limitation, the following:
 - a. 2:260, *Uniform Grievance Procedure*. A student may use this policy to complain about bullying.
 - b. 6:60, *Curriculum Content*. Bullying prevention and character instruction are provided in all grades in accordance with State law.
 - c. 6:65, *Student Social and Emotional Development*. Student social and emotional development is incorporated into the District's educational program as required by State law.

d. 6:235, *Access to Electronic Networks*. This policy states that the use of the District’s electronic networks is limited to (1) support of education and/or research, or (2) a legitimate business use.

e. 7:10, *Equal Educational Opportunity*. This policy states that all educational and extracurricular opportunities will be available to all students without regard to race, color, national origin, gender, gender identity, sexual orientation, ancestry, age, religious beliefs, physical or mental disability, status as homeless, or actual or potential marital or parental status, including pregnancy.

f. 7:20, *Harassment of Students Prohibited*. This policy prohibits any person from harassing, intimidating, or bullying a student based on an identified actual or perceived characteristic (the list of characteristics in 7:20 is the same as the list in this policy).

g.7:185, *Teen Dating Violence Prohibited*. This policy prohibits teen dating violence on school property, at school-sponsored activities, and in vehicles used for school-provided transportation.

h. 7:190, *Student Discipline*. This policy prohibits, and provides consequences for, hazing, bullying, or other aggressive behaviors, or urging other students to engage in such conduct.

i. 7:310, *Restrictions on Publications*. This policy prohibits students from and provides consequences for: (1) accessing and/or distributing at school any written, printed, or electronic material, including material from the Internet, that will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities, and (2) creating and/or distributing written, printed, or electronic material, including photographic material and blogs, that causes substantial disruption to school operations or interferes with the rights of other students or staff members.

13. The Superintendent or designee shall fully inform staff members of the District’s goal to prevent students from engaging in bullying and the measures being used to accomplish it. This policy includes each of the following:

a. Communicating the District’s expectation and State law requirement that teachers and other certificated or licensed employees maintain discipline.

b. Establishing the expectation that staff members: (1) intervene immediately to stop a bullying incident that they witness or immediately contact building security and/or law enforcement if the incident involves a weapon or other illegal activity, (2) report bullying, whether they witness it or not, to an administrator, and (3) inform the administration of locations on school grounds where additional supervision or monitoring may be needed to prevent bullying.

c. Where appropriate in the staff development program, providing strategies to staff members to effectively prevent bullying and intervene when it occurs.

d. Establishing a process for staff members to fulfill their obligation to report alleged acts of bullying.

LEGAL REF.: 405 ILCS 49/, Children’s Mental Health Act. 105 ILCS 5/10-20.14, 5/24-24, and 5/27-23.7.
23 Ill. Admin. Code §§1.240 and §1.280

CROSS REF.: 2:240 (Board Policy Development), 2:260 (Uniform Grievance Procedure), 4:170 (Safety), 5:230 (Maintaining Student Discipline), 6:60(Curriculum Content), 6:65 (Student Social and Emotional Development), 6:235 (Access to Electronic Networks), 7:10 (Equal Educational Opportunity), 7:20 (Harassment of Students Prohibited), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Discipline), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:285 (Food Allergy Management Program), 7:310 (Restrictions on Publications)

ADOPTED: November 17, 2014

APPENDIX G

ADMINISTRATIVE PROCEDURES FOOD RELATED EVENTS AND SNACK GUIDELINES

DAILY CLASSROOM SNACKS

The District places an emphasis on healthy snacks with a focus on fruits and vegetables. A list of acceptable snacks will be provided for those students in an allergy-aware classroom. Teachers will communicate with parents if snacks will be allowed in their classrooms. All items must be nut-free and not processed in a facility that processes nuts.

REWARDS

Staff members are strongly encouraged not to use foods or beverages as rewards for individual or small group academic performance or good behavior.

BIRTHDAYS/VALENTINE'S DAY

Non-edible birthday/Valentine's Day treats such as pencils, stickers, etc. are allowed to be distributed for birthdays/Valentine's Day. No food items shall be allowed for birthday celebrations/Valentine's Day. (See acceptable food attachment.)

CLASSROOM AND GRADE LEVEL PARTIES

For class and grade level parties, healthy food options are allowed, such as fruit, vegetables, yogurt, cheese, crackers, etc. All food items must be commercially prepared. An ingredient list must be provided in writing to the School Nurse along with each food item. No homemade treats or snacks are allowed. Follow classroom and grade level allergy list. All items must be nut-free and not processed in a facility that processes nuts. (See acceptable food attachment.)

CURRICULUM-RELATED FOOD EVENTS

Instructional programs must be developed with sensitivity to specific classroom allergies. The nurse must be informed in writing at least three (3) days in advance by the classroom teacher or activity sponsor. All items must be nut-free and not processed in a facility that processes nuts. (See acceptable food attachment). This directive includes FLIP and other lunchtime clubs at Lincoln and Willard.

PTO EVENTS

PTO Events are required to use allergen-safe foods whenever possible at their events. Ingredient lists need to be provided with the lists of foods prior to the event and upon request during the event. Specific allergy restrictions need to be complied with for any rooms/spaces utilized. PTO sponsored lunches, which are provided at a cost to parents, must follow the USDA meal or "Smart Snack" guidelines per ISBE requirements.

FREQUENTLY ASKED QUESTIONS

Q: Why is it important to follow the new food guidelines?

A: Our school is required to comply with Public Act 96-0349. We developed procedures that promote the prevention and management of life-threatening allergic reactions. While these new procedures may initially seem restrictive, we have the responsibility to keep all children safe while they are in school. Also, promoting healthy food choices is an important habit for our students to learn and practice.

Q: Does my child's fruit or vegetable have to be fresh?

A: No, fruits and vegetables DO NOT need to be fresh. We ask that they truly be fruits and vegetables such as fruit cups, applesauce, etc. and NOT items like fruit snacks. When bringing in items that are not fresh fruits or vegetables, they must adhere to any allergen-safe food list provided for your child's classroom.

Q: Can I send a homemade treat to school with my child for a party?

A: No, homemade snacks/treats will NOT be accepted for parties.

Q. Can I send a treat to school with my child to share?

A: No. Children are not permitted to share snacks or lunch items.

River Forest District 90
Quick Reference Guide for Food at School

<p>#1 Lunch/Lunchroom</p> <ul style="list-style-type: none"> • Children are permitted to bring personal lunches of their choosing. • Children are not permitted to trade or exchange food items. • Allergen-safe tables/areas will be designated. • FLIP and lunch clubs are nut-free at Lincoln/Willard. 	<p>#2 Daily Classroom Snacks</p> <ul style="list-style-type: none"> • Children may only bring healthy snacks. • Children are not allowed to trade or exchange food items. • For a classroom with allergy needs present, there may be restrictions on snack foods students bring to school. • Every classroom is nut-free, and snacks are made from a nut-free facility.
<p>#3 Classroom and Grade Level Parties</p> <ul style="list-style-type: none"> • All food items must be commercially prepared. • An ingredients list must be provided along with each food item. • No homemade treats or snacks are allowed. • A list of banned foods, based on specific allergies in specific classrooms, will be provided by the School Nurse to parent organizers of class and grade level parties. 	<p>#4 Curriculum-Related Food Events</p> <ul style="list-style-type: none"> • Allergen-safe food will be substituted whenever possible. • Parents of a student with an allergy will be informed of activities in advance and return permission slips to participate. • Ingredient lists must be provided. • Precautions/procedures must be followed for students with life-threatening allergies. • Administrative approval; consultation with School Nurse.
<p>#5 PTO Events</p> <ul style="list-style-type: none"> • Includes events that are outside of school hours. • Allergen-safe foods will be substituted whenever possible. • Listing of foods to be served will be provided in advance of the event. • Ingredient lists will be provided at the event and/or upon request. • Compliance with allergy restrictions for specific rooms/spaces must be adhered to. • PTO events during the school day (i.e., Fun Lunch) and which bear a cost to parents must follow ISBE’s meal/“Smart Snack” guidelines. 	

Acceptable Food and Snacks for Parties

1. Fruits (pre-packaged only for parties)
2. Vegetables (pre-packaged only for parties)
3. Cheese (pre-packaged only for parties)
4. Acceptable crackers: (pre-packaged preferred)
 - Pepperidge Farm Goldfish
 - Rold Gold Pretzels
 - Annie's Organic Bunny/Cheese Snacks

Other Acceptable Snacks

1. Fruits, Veggies, and Cheese
2. Skinny Pop
3. Yogurt (nut-free)
4. Quaker Quakes Rice Snacks
5. Nabisco Graham Snacks
6. Teddy Grahams
7. Enjoy Life and Made Good Granola Bars

*Pre-packaged snacks preferred for parties

*Pre-packaged snacks preferred

*Classroom allergy list supersedes this list. Refer to classroom allergy list for additional information

SUICIDE AND DEPRESSION AWARENESS AND PREVENTION

Youth suicide impacts the safety of the school environment. It also affects the school community, diminishing the ability of surviving students to learn and the school's ability to educate. Suicide and depression awareness and prevention are important Board goals.

Suicide and Depression Awareness and Prevention Program

The Superintendent or designee shall develop, implement, and maintain a suicide and depression awareness and prevention program that advances the Board's goals of increasing awareness and prevention of depression and suicide. This program must be consistent with the requirements of Ann Marie's Law listed below; each listed requirement, 1-6, corresponds with the list of required policy components in the School Code Section 5/2-3.163(c)(2)-(7). The Program shall include:

- 1) Protocols for administering youth suicide awareness and prevention education to students and staff.
 - a) For students, implementation will incorporate Board policy 6:60, *Curriculum Content*, which implements 105 ILCS 5.2-3.139 and 105 ILCS 5/27-7 (requiring education for students to develop a sound mind and a healthy body).
 - b) For staff, implementation will incorporate Board policy 5:100, *Staff Development*, and teacher's institutes under 105 ILCS 5/3-14.8 (requiring coverage of the warning signs of suicidal behavior).
- 2) Procedures for methods of suicide prevention with the goal of early identification and referral of students possibly at risk of suicide.
 - a) For students in grades 7 and 8, implementation shall incorporate the training required by 105 ILCS 5/1022.39 for school guidance counselors, teachers, school social workers, and other school personnel who work with students to identify the warning signs of suicidal behavior in adolescents and teens along with appropriate intervention and referral techniques, including methods of prevention, procedures for early identification, and referral of students at risk of suicide.
 - b) For all students, implementation shall incorporate Illinois State Board of Education (ISBE) recommended guidelines and educational materials for staff training and professional development, along with ISBE recommended resources for students containing age-appropriate educational materials on youth suicide and awareness, if available pursuant to Ann Marie's Law on ISBE's website.
- 3) Methods of intervention, including procedures that address an emotional or mental health safety plan for use during the school day and at school-sponsored events for a student identified as being at increased risk of suicide. Implementation will incorporate

paragraph number 2, above, along with:

- a) Board policy 6:65, *Student Social and Emotional Development*, implementing the goals and benchmarks of the Illinois State Learning Standards and 405 ILCS 49/15(b) (requiring student social and emotional development in the District’s educational program);
- b) Board policy 6:270, *Guidance and Counseling Program*, implementing guidance and counseling program(s) for students, and 105 ILCS 5/10-22.24a and 22.24b, which allow a qualified guidance specialist or any licensed staff member to provide school counseling services;
- c) Board policy 7:250, *Student Support Services*, implementing the Children’s Mental Health Act of 2003, 405 ILCS 49/ (requiring protocols for responding to students with social, emotional, or mental health issues that impact learning ability);and
- 4) State and/or federal resources that address emotional or mental health safety plans for students who are at a potentially increased risk for suicide, if available on the ISBE’s website pursuant to Ann Marie’s Law.
- 5) Methods of responding to a student or staff suicide or suicide attempt. Implementation of this requirement shall incorporate building-level Student Support Committee(s) established through Board policy 7:250, *Student Support Services*.
- 6) Reporting procedures. Implementation of this requirement shall incorporate Board policy 6:270, *Guidance and Counseling Program*, and Board policy 7:250, *Student Support Services*, in addition to other State and federal resources that address reporting procedures.
- 7) A process to incorporate ISBE recommended resources on youth suicide awareness and prevention programs, including current contact information for such programs in the District’s Suicide and Depression Awareness and Prevention Program.

Illinois Suicide Prevention Strategic Planning Committee

The Superintendent or designee shall participate as a member of the West Cook Regional Suicide Task Force. The purpose of the relationship is to align the goals and objectives of the Illinois Suicide Prevention Strategic Plan with the District’s Suicide Prevention and Depression Awareness Program.

Monitoring

The Board will review and update this policy pursuant to Ann Marie’s Law and Board policy 2:240, *Board Policy Development*.

Information to Staff, Parents/Guardians, and Students

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

Implementation

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

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

LEGAL REF.:

105 ILCS 5/2-3.163, 5/14-1.01 *et seq.*, 5/14-7.02, and 5/14-7.02b.

745 ILCS 10/.

CROSS REF.: 2:240 (Board Policy Development), 5:100 (Staff Development Program), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 6:120 (Education of Children with Disabilities), 6:270 (Guidance and Counseling Program), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:250 (Student Support Services)

ADOPTED: January 19, 2016

To support its Suicide and Depression Awareness and Prevention initiatives, District 90 also participates in a mental health resource for middle and high school students called, *Support4U*. This mental health-related prevention and support resource enable students to text licensed mental health clinicians for assistance or guidance. While this anonymous resource is available to deal with any issue, some of the matters that students might wish to address could include anxiety, depression, substance use, suicidal ideation, eating disorders, bullying, abuse, or any other mental health-related topic. The clinicians’ goal during the text conversation is to steer the student to available resources in the school and community. In cases with an identified threat of extreme danger, clinicians have the ability to alert local authorities.

APPENDIX I

ABUSED AND NEGLECTED CHILD REPORTING

Any District employee who suspects or receives knowledge that a student may be an abused or neglected child shall: (1) immediately report or cause a report to be made to the Illinois Department of Children and Family Services (DCFS) on its Child Abuse Hotline 1-800-25-ABUSE (1-800-252-2873)(within Illinois); 1-217-524- 2606 (outside of Illinois); or 1-800-358-5117 (TTY), and follow directions given by DCFS concerning filing a written report within 48 hours with the nearest DCFS field office. Any District employee who believes a student is in immediate danger of harm shall first call 911. The employee shall also promptly notify the Superintendent or Building Principal that a report has been made. The Superintendent or Building Principal shall immediately coordinate any necessary notifications to the student's parent(s)/guardian(s) with DCFS, the applicable school resource officer (SRO), and/or local law enforcement.

Any District electronic or IT equipment worker who discovers child pornography on electronic and information technology equipment shall immediately report it to local law enforcement, the National Center for Missing and Exploited Children's CyberTipline 1-800-THE-LOST (1-800-843-5678) or online at report.cybertip.org/ or www.cybertipline.com. Any District employee who discovers child pornography shall immediately report it to their supervisors, and that supervisor shall immediately contact local law enforcement in partnership with District administration.

Any District employee who observes any act of hazing that does bodily harm to a student must report that act to the Building Principal, Superintendent, or designee who will investigate and take appropriate action. If the hazing results in death or great bodily harm, the employee must first make the report to law enforcement and then to the Superintendent or Building Principal. Hazing is defined as any intentional, knowing, or reckless act directed to or required of a student for the purpose of being initiated into, affiliating with, holding office in, or maintaining membership in any group, organization, club, or athletic team whose members are or include other students.

Abused and Neglected Child Reporting Act (ANCRA), School Code, and Erin's Law Training

The Superintendent or designee shall provide staff development opportunities for District employees in the detection, reporting, and prevention of child abuse and neglect.

All District employees shall:

1. Before beginning employment, sign the *Acknowledgement of Mandated Reporter Status* form provided by DCFS. The Superintendent or designee shall ensure that the signed forms are retained.

2. Complete mandated reporter training as required by law within one year of initial employment and at least every five years after that date.

The Superintendent will require all District educators to complete continuing professional development that addresses the traits and identifiers that may be evident in students who are victims of child sexual abuse, including recognizing and reporting child sexual abuse and providing appropriate follow-up and care for abused students as they return to the classroom setting. The Superintendent or designee will display DCFS-issued materials that list the DCFS toll-free telephone number and methods for making a report under ANCRA in a clearly visible location in each school building.

Special Superintendent Responsibilities

The Superintendent shall execute the requirements in Board policy 5:150, *Personnel Records*, whenever another school district requests a reference concerning an applicant who is or was a District employee and was the subject of a report made by a District employee to DCFS.

The Superintendent shall notify the State Superintendent and the appropriate Intermediate Educational Service Center in writing when he or she has reasonable cause to believe that a license holder was dismissed or resigned from the District as a result of an act that made a child an abused or neglected child. The Superintendent must make the report within 30 days of the dismissal or resignation and mail a copy of the notification to the license holder.

Special School Board Member Responsibilities

Each individual Board member must, if an allegation is raised to the member during an open or closed Board meeting that a student is an abused child as defined in the Act, direct or cause the Board to direct the Superintendent or other equivalent school administrator to comply with the Act's requirements concerning the reporting of child abuse.

LEGAL REF.:

105 ILCS 5/10-21.9.

20 ILCS 1305/1-1 et seq., Department of Human Services Act. 325 ILCS 5/, Abused, and Neglected Child Reporting Act.

720 ILCS 5/12C-50.1, Criminal Code of 2012.

CROSS REF.: 2:20 (Powers and Duties of the Board of Education; Indemnification), 5:20 (Workplace Harassment Prohibited), 5:100 (Staff Development Program), 5:120 (Employee Ethics; Conduct; and Conflict of Interest), 5:150 (Personnel Records), 6:120 (Education of Children with Disabilities), 6:250 (Community Resource Persons and Volunteers), 7:20 (Harassment of Students Prohibited), 7:150 (Agency and Police Interviews)

ADOPTED: February 19, 2018
River Forest Public Schools District 90

2015-2020 STRATEGIC PLAN

MISSION To inspire a love of learning and ensure educational excellence for every child.

VISION A thriving and inclusive learning community will enable our students to become:

- Critical and creative thinkers and problem solvers
- Socially and emotionally competent, ready to live purposeful lives
- Self-aware, curious and persistent learners, eager to pursue their passions
- Skilled communicators and collaborators
- Self-sufficient, responsible and resilient

CORE VALUES/ COMMITMENTS:

We believe in the enduring value of providing for the development of the whole child.

We will focus on providing a multi-faceted educational program that is rich, rigorous, and relevant in an environment that nurtures each child's uniqueness.

We believe successful learners are critical thinkers and problem solvers.

We will prepare all students for college and careers by providing a differentiated learning experience that meets the needs of students preparing for the future.

We believe that when students are self-reliant and take responsibility for their own learning, they achieve higher academic, social, and emotional success.

We will guide students toward self-sufficiency and responsibility for setting goals, monitoring progress, and being able to report their results.

We believe that social and emotional competencies foster a positive and healthy school/district culture.

We will identify and promote behaviors and actions that contribute to a culture and climate that is healthy, positive and promotes self-confidence.

We believe that an engaging and innovative learning environment is critical to the learning success of all students.

We will enrich and enhance instruction through the use of technology, and prepare our students for digital citizenship.

We believe in equity and inclusivity for all.

We will ensure that every student feels empowered to achieve to his or her full potential, commit to provide equitable opportunities for all learners, grow an inclusive school community, and demonstrate we value diversity.

We believe in ensuring a sustainable future for and with our students.

We will model sustainable practices for our students and community, and we will provide opportunities to learn about and engage in sustainable practices.

We believe in setting and meeting high academic expectations.

We will provide a stimulating academic environment through excellent teaching.

We believe that two-way communication and collaboration between home, school, and district leads to improved performance of both students and staff.

We will build strong relationships and connections with our families and communities to partner in ensuring that each student grows and achieves.

We believe that continuous improvement moves an individual, team, school, and district to a higher level of performance.

We will develop strategic action plans that are aligned with our goals and hold us responsible for our results. We will be accountable for these results through regular and timely monitoring and reporting.

We believe that access to timely data and clear information accelerates both teaching and learning.

We will use valid student learning data and information to guide instruction and to plan and implement enrichment, acceleration, and intervention.

We believe that to improve continuously, District 90 must have adequate and aligned resources of people, money, and time.

We will utilize our resources responsibly to ensure trust, respect, pride, and the satisfaction of our community.

GOALS AND STRATEGIES

GOAL: STUDENT GROWTH & ACHIEVEMENT - Ensure continuous development, growth, and achievement for all students.

Key Indicators: Determined annually by Action Team

Strategy 1: We will align professional development and other supports to guarantee that our curriculum, assessments, resources, and instruction reflect best practice and address social-emotional competencies and rich, rigorous academic expectations.

Strategy 2: We will ensure that students and families fully understand academic and social-emotional goals and expectations and receive timely feedback on student progress.

GOAL: LEARNING ENVIRONMENT - Cultivate a positive learning environment that meets the physical, academic, and social-emotional needs of every student.

Key Indicators: Determined annually by Action Team

Strategy 3: We will optimize the use of time to improve opportunities for learning.

Strategy 4: We will use our resources wisely to maintain and improve our facilities in order to ensure safe, nurturing, and innovative physical environments.

GOAL: HIGH QUALITY WORKFORCE - Recruit, develop, support, and retain a high-performing and diverse staff that practices collaboration and pursues continuous improvement.

Key Indicators: Determined annually by Action Team

Strategy 5: We will further professional development of both certified and non-certified staff to enhance differentiated instruction, enrichments, and interventions that address achievement disparities and ensure equal access to rigorous expectations for every student.

Strategy 6: We will effectively and efficiently collaborate to improve student achievement.

Strategy 7: We will improve shared decision-making structures and processes to ensure an optimal work environment.

GOAL: FAMILY AND COMMUNITY PARTNERSHIP – We will foster partnerships and shared responsibility between schools, families, and the community to enrich the lives of all stakeholders.

Key Indicators: Determined annually by Action Team

Strategy 8: We will support partnerships with families and the community by exchanging information and ideas in a transparent and purposeful manner.

GOAL: RESOURCES – We will continue to demonstrate effective and efficient business operations and ensure excellent stewardship of public resources.

Key Indicators: Determined annually by Action Team

Strategy 9: We will ensure that our resources are prioritized and aligned to district goals to enable us to achieve our mission and vision.

APPENDIX K

STUDENT DIRECTORY AND CALENDAR INFORMATION

Student Directory

District 90's Student Directory is available online from mobile phones, tablets, and computers. Using a secure password-based format, the online version enables families to obtain contact information of their student's classroom friends and teachers as well as the District's faculty, staff, and administrators. Families can also easily update their own information without having to wait for a new print-run. The directory contains information that was provided during the online registration process. Please take a moment to verify your family information by logging in to <https://schooldirectoryupdate.com/cls/login.php> to register/sign in, and to obtain information about accessing the mobile app. For security, family information verification must be done from a desktop or laptop computer, and it is recommended that the Chrome or Firefox browser be used. If you experience any problems with the AtoZ Directory software, email info@atozdirectories.com for assistance.

School Calendars

The Board of Education and administrators create the District's calendar of events during the previous school year. However, there may be occasions when the schedule for a planned activity or event must be changed to accommodate an unforeseen occurrence. For the most up-to-date information on current events, please subscribe to the District's electronic calendar. To subscribe to iCalendar, visit the District 90 website at district90.org or go to <https://www.district90.org/calendar/subscribe>.

After following the directions to subscribe and selecting your specific calendar program, you will receive the latest changes to the District's calendar.

The calendars for the 2019-20 school year and the Board of Education meetings follow.



SCHOOL CALENDAR 2019 – 2020

Monday	August 26, 2019.....	Professional Development – No School for Students
Tuesday	August 27, 2019.....	Professional Development – No School for Students
Wednesday	August 28, 2019.....	First Day of Class for Students
Monday	September 2, 2019.....	Labor Day – School District Closed
Friday	September 27, 2019.....	Student Dismissal at 11:25 AM , PM School Improvement
Wednesday	October 9, 2019.....	School District Closed
Wednesday	November 6, 2019.....	Evening Parent/Teacher Conferences
Thursday	November 7, 2019.....	Parent-Teacher Conferences – No School for Students
Friday	November 8, 2019.....	Non-Attendance Day
Wednesday	November 27, 2019.....	Thanksgiving Recess – School District Closed
Thursday	November 28, 2019.....	Thanksgiving Recess – School District Closed
Friday	November 29, 2019.....	Thanksgiving Recess – School District Closed
Friday	December 20, 2019.....	Last Day of Class Before Winter Recess (Dismissal 2:30 p.m.)
	December 23, 2019 – January 3, 2020.....	Winter Recess
Monday	January 6, 2020.....	Classes Resume
Monday	January 20, 2020.....	Martin Luther King Jr.’s Birthday – School District Closed
Monday	February 17, 2020.....	President’s Day – School District Closed
Tuesday	February 18, 2020.....	Professional Development – No School for Students
Thursday	February 27, 2020.....	Evening Parent/Teacher Conferences
Friday	February 28, 2020.....	Parent/Teacher Conferences – No School for Students
Monday	March 2, 2020.....	Casimir Pulaski Day – School District Closed
	March 23 – March 27, 2020.....	Spring Recess
Monday	March 30, 2020.....	Classes Resume
Friday	April 10, 2020.....	Non-Attendance Day
Friday	April 24, 2020.....	Student Dismissal at 11:25 AM , PM School Improvement
Friday	May 22, 2020.....	Student Dismissal at 11:25 AM , PM School Improvement
Monday	May 25, 2020.....	Memorial Day – School District Closed
**Wednesday	June 3, 2020.....	8 th Grade Graduation
Thursday	June 11, 2020.....	Professional Development – No School for Students
Friday	June 12, 2020.....	Professional Development – No School for Students
*Wednesday	June 17, 2020.....	Last Day of School Year (Dismissal 2:30 PM)

*Unused emergency days (maximum of 5) will be used to advance the closing date of the school year. The earliest closing date for student attendance could be June 10, 2020.

**To be confirmed

Board Approved
June 17, 2019

**NOTICE OF SCHEDULE OF REGULAR MEETINGS
OF THE BOARD OF EDUCATION OF RIVER FOREST SCHOOL DISTRICT 90
COOK COUNTY, ILLINOIS
For the School Year 2019-20**

Public notice is hereby given that two regular meetings per month of the **Board of Education of River Forest School District 90, Cook County, Illinois**, will be held at Roosevelt Middle School, 7560 Oak Avenue, River Forest, Illinois in the Library Learning Center on the following dates and times. Committee of the Whole Meetings are regularly scheduled for the first Tuesday of the month, and the Business Meetings are regularly scheduled for the third Monday of the month.

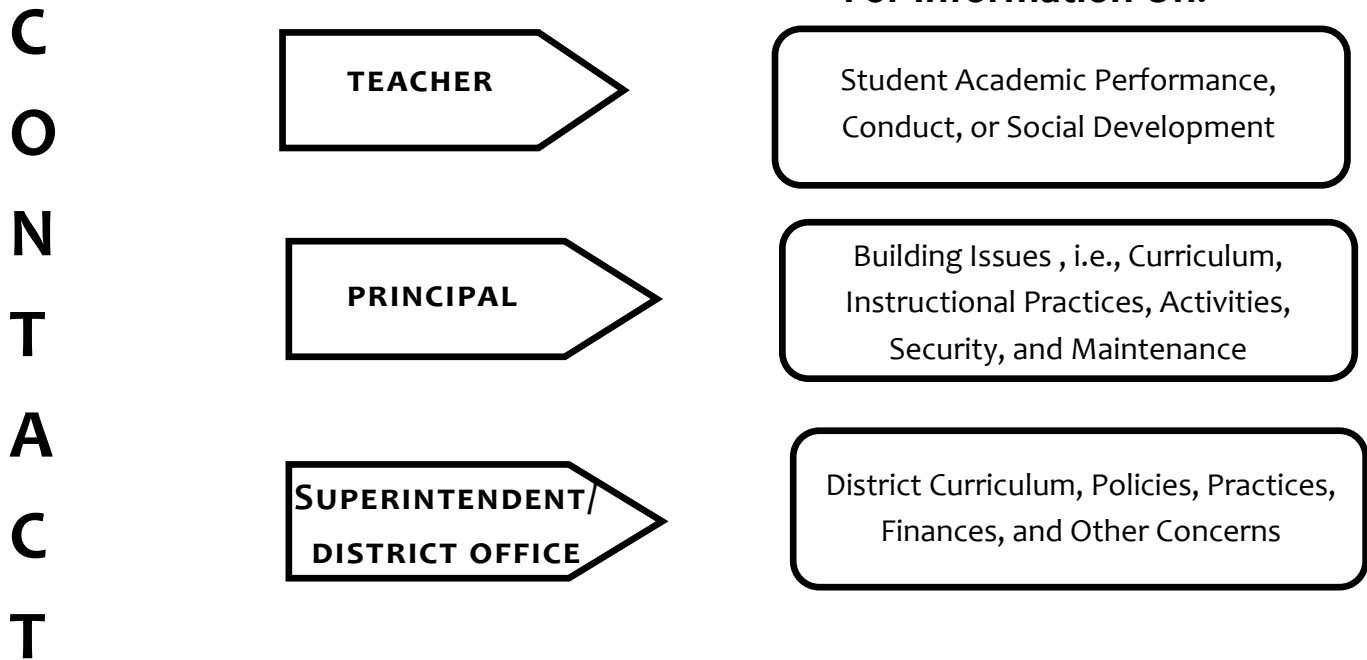
<u>Date</u>	<u>Time</u>	<u>Meeting</u>
Monday, July 15, 2019	7:00 p.m.	Business Meeting
Monday, August 19, 2019	7:00 p.m.	Business Meeting
Tuesday, September 3, 2019	7:00 p.m.	Committee of the Whole (Education, Personnel, Finance)
Monday, September 23, 2019*	7:00 p.m.	Business Meeting
Tuesday, October 1, 2019	7:00 p.m.	Committee of the Whole (Education, Personnel, Finance)
Monday, October 21, 2019	7:00 p.m.	Business Meeting
Tuesday, November 5, 2019	7:00 p.m.	Committee of the Whole (Education, Personnel, Finance)
Monday, November 18, 2019	7:00 p.m.	Business Meeting
Tuesday, December 3, 2019	7:00 p.m.	Committee of the Whole (Education, Personnel, Finance)
Monday, December 16, 2019	7:00 p.m.	Business Meeting
Tuesday, January 7, 2020	7:00 p.m.	Committee of the Whole (Education, Personnel, Finance)
Tuesday, January 21, 2020*	7:00 p.m.	Business Meeting
Tuesday, February 4, 2020	7:00 p.m.	Committee of the Whole (Education, Personnel, Finance)
Tuesday, February 18, 2020*	7:00 p.m.	Business Meeting
Tuesday, March 3, 2020	7:00 p.m.	Committee of the Whole (Education, Personnel, Finance)
Monday, March 16, 2020	7:00 p.m.	Business Meeting
Tuesday, April 7, 2020	7:00 p.m.	Committee of the Whole (Education, Personnel, Finance)
Monday, April 20, 2020	7:00 p.m.	Business Meeting
Tuesday, May 5, 2020	7:00 p.m.	Committee of the Whole (Education, Personnel, Finance)
Monday, May 18, 2020	7:00 p.m.	Business Meeting
Tuesday, June 2, 2020	7:00 p.m.	Committee of the Whole (Education, Personnel, Finance)
Monday, June 15, 2020	7:00 p.m.	Business Meeting

*Not regular meeting day

Approved 3/18/19

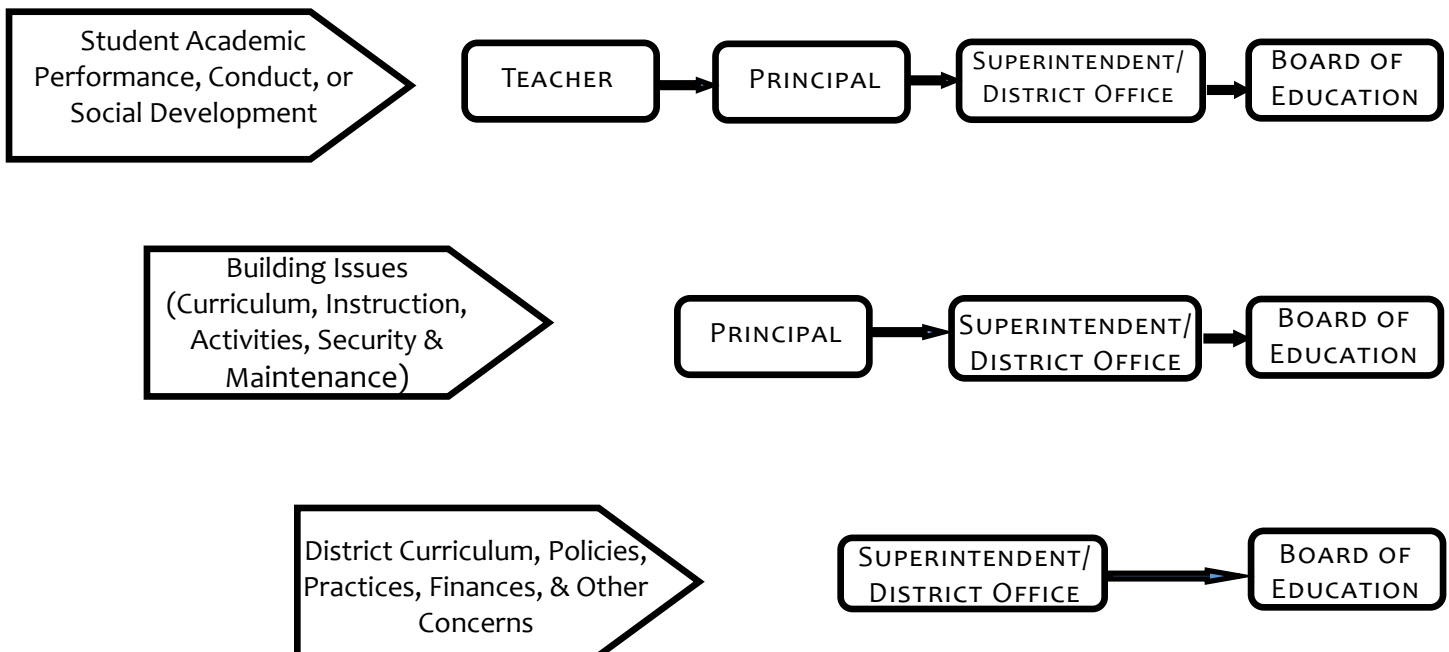
Sources of Information

When looking for information about students, schools, curriculum, maintenance, finances, or policies, families are encouraged to start by contacting the faculty or staff member at the closest and more appropriate level. Below are sources for information to contact when seeking specific information.



OBTAINING EFFECTIVE RESPONSES

Initiate your concerns with the first-line of contact. If necessary, progress through the line of additional contacts until the matter is resolved.





River Forest District 90

7776 Lake Street, River Forest, IL 60305

708-771-8282 • www.district90.org