

# DuJardin School

Bloomington, Illinois



# FAMILY HANDBOOK

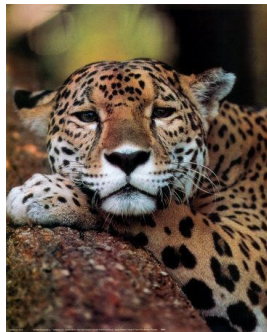
## **DUJARDIN SCHOOL**

Developing Actively Involved Learners  
and Responsible Citizens  
in Partnership with the Community

School Hours: 8:40 a.m. - 3:30 p.m.

Lunch Hour: 11:55 a.m. - 12:45 p.m.

Answering Machine: (630) 894-9200  
(In use between 4:15 p.m. - 8:00 a.m.)



THIS HANDBOOK BELONGS TO:

NAME \_\_\_\_\_

HOMEROOM TEACHER \_\_\_\_\_

## FORWARD

Welcome to DuJardin School where CHARACTER COUNTS! This is a booklet of general information about school procedures. The information that is supplied in this handbook is for both student and parent use. Please keep this booklet so that it can be used as a reference throughout the year. Our Thursday newsletter, the Jaguar Journal, will provide information about what is happening in the school on a weekly basis. Each Thursday the Jaguar Journal is sent home via email. Please make sure the school office has your most updated email address. The Journal will help both you and your family keep up to date on school activities. The Journal can also be read online at [www.sd13.org](http://www.sd13.org) by clicking on the DuJardin School website.

I ask that all concerned family members take the time to read and discuss this handbook material together. When you have done this, **please sign the *Responsibility Pledge Sheet* with your child and return to his/her teacher.** If I may be of assistance at any time during the school year, please call (630) 894-9200.

Mr. Mark J. Dwyer  
Principal

### School Address and Phone

DuJardin School  
166 S. Euclid Ave.  
Bloomington, IL 60108  
(630) 894-9200  
[www.sd13.org](http://www.sd13.org)

## **DUJARDIN SONG**

We're proud to be from DuJardin,  
Where learning can be lots of fun,  
We come everyday to sing, learn and play,  
We call it our home away from home.

Sing it loud, sing it clear,  
Sing it far, sing it near,

We're proud to come here each and  
every day because we love

To be in DuJardin,  
Every morning we're greeted with a smile,  
The teachers are just great,  
And the students are first rate,  
So let's give a cheer for old DJ!

Sing it loud, sing it clear,  
Sing it far, sing it near,

**D - U - J - A - R - D - I - N!**

**DUJARDIN!**

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**ARRIVAL AT SCHOOL**

Morning line-up supervision begins at 8:25 a.m.; the first bell rings at 8:40 a.m. as a signal for students to begin entry into the building. If you ride a bus, you will arrive at school between 8:30 – 8:40 a.m. If you walk or are brought to school in a car, you should plan on arriving between 8:30 – 8:40 a.m. If you come in a car, you should remind the driver that cars are not allowed in the bus lot due to buses unloading. There are several spots to drop off students in the morning. Students can be dropped off at the corner of Tee and Euclid, on Euclid north of the school parking lot, at the corner of Kingston and Freeport south of the school, or at the curb along the building in the visitor parking lot. You are expected to cooperate with safety patrols during arrival time. When you get to school you will line up with your homeroom to come into the building at 8:40 am. Upon entering the building, hats should be taken off. Gum is not allowed. Morning announcements will begin at 8:45 a.m. Students arriving after 8:45 a.m. are tardy and will need to report to the office for a tardy slip. Class work will start after the morning announcements. On days of inclement weather, students will be allowed to enter the building at 8:25 a.m., when supervision will be provided.

## **ATTENDANCE AND TRUANCY**

It is expected that parents or guardians will make reasonable efforts to ensure the regular attendance of their children, consistent with Section 26-1 of the Illinois School Code, and to inform the school of any absences and their causes. It is expected Bloomingdale SD 13 will monitor each student's attendance and inform parents or guardians of any attendance problems, and that provision (Section 26-1) applying to local school districts will be observed.

### **ABSENCES**

Please call the school office answering machine, 894-9200, before 8:00 a.m. to report all absences, no matter how long they may be. If you do not do so, you will receive a call from the school office after 9:00 a.m. inquiring about your child's absence. Absences of more than six consecutive school days due to illness require a doctor's certificate on the first day the student returns to classes.

On the third consecutive day of absence due to illness, a parent may call the school after 8:00 a.m. and request that work be available in the office by 3:30 p.m. If you cannot pick up the work, please arrange to have a DuJardin School brother or sister bring the work home, or designate a neighborhood classmate who may bring the work to his/her house.

Upon returning to school, your child will have an amount of time equal to the absence to turn in all make-up work and receive full credit. Work requested should be attempted prior to returning to school.

### **DEFINING ABSENCES**

#### **Excused absences**

Each time a student is absent, state law requires that the school principal decide whether the absence is excused or unexcused. Absences will be considered excused for reasons of 1) personal illness, 2) quarantine, 3) bereavement, 4) family emergencies, 5) observance of religious holidays, and 6) requests in writing, approved in advance by the school principal.

In the case of excused absences, students are allowed at least one school day for each day absent to make up class assignments. The day the student returns should not be counted and should be considered a day of "grace." In the case of prearranged absences, parents and/or students should assume the responsibility for requesting class assignments.

#### **Unexcused absences**

Unexcused absences will be addressed by a series of parent contacts by teachers, counselors/social workers, and school administrators. Our aim is to firmly establish solid attendance habits for all students. Unexcused absences are the responsibility of parents, and parents are subject to penalties under state and local truancy laws.

An unexcused absence is one for which there has not been prior approval or which is not considered valid. The school administration is authorized to make decisions and grant exceptions to this policy.

### **TARDIES**

Students are considered tardy if they are not in their classrooms when morning announcements are read. There are excused tardies and unexcused tardies. Excessive tardiness will result in consequences.



## TRUANCY

A “truant” is a child ~~who is subject to compulsory school attendance but is absent without valid cause for more than 1% but less than 5% of the past 180 days~~ ~~subject to compulsory school attendance and who is absent without valid cause from such attendance for a school day or portion thereof~~. Valid cause for absences may be from school because of illness, observance of a religious holiday, death in the immediate family, family emergency, situations beyond the student's control as determined by the Board of Education or such other circumstances which cause reasonable concern to the parent for the ~~mental, emotional or physical health or safety~~ ~~safety or health~~ of the student.

**Commented [WEK1]:** These changes are necessary pursuant to Public Act 100-0918 (eff. 7/1/18) and Public Act 100-0810 (eff. 1/1/19).

## CHRONIC TRUANCY

A student who is absent without valid cause for 5% or more of the previous 180 regular attendance days is defined as a chronic or habitual truant, per Section 26a of the School Code of Illinois.

### Referral of Chronic Truants

Bloomington SD 13 will refer chronic truants to the DuPage Regional Office of Education in accordance with current procedures established by the DuPage County Truant officer.

## VACATIONS and PREARRANGED ABSENCES

The District strongly discourages family vacations during periods when school is in session. Vacations can disrupt a student’s schooling and may create instructional problems. Students absent for more than ~~15+~~ consecutive days will be “dropped” from the school attendance roll. Those students must then register again to return to the District. Parents planning extended absences should contact the school administration in advance of scheduling a vacation during school months.

**Commented [WEK2]:** This amendment is necessary pursuant to Public Act 100-0825 (eff. 8/13/18). There have been some questions raised about the application of this new law on which we recently received guidance from ISBE which informed our recommended revision here. If you have questions about this we are happy to discuss.

## STUDENT ATTIRE

1. Students are expected to dress appropriately for school. Inappropriate clothing includes, but is not restricted to, clothing that has unkind messages, is gang related, or advertises alcohol, tobacco, or drug use. Footwear must be worn at all times. Heelies are not allowed in school or on the playground. Hats are not allowed to be worn in school. All clothing must cover the midriff. Narrow strapped shirts should not be worn without an undershirt or an outer garment covering the shirt.
2. The staff and administration may ask students to phone home for a change in clothing if concerns arise. Please do not hesitate to phone the principal at 894-9200 to ask about school dress.



DuJardin School is just like a small town or community. We want everyone to feel like a member of our community and strive to make good choices. Our student council and **CHARACTER COUNTS!** program help to give us ideals to live up to.

1. Our school slogan is “**WE’RE PROUD.**”
2. Our school motto is “**People, Responsible, Open, Unique, DuJardin.**”
3. Our school symbol is the jaguar.

4. Our school colors are gold and black. Each week, students from each grade will be recognized as “**Jaguar of the Week**” for living up to our slogan and motto. Students will be recognized in morning announcements and will receive certificates.
5. We have a school flag. It was designed by one of our students, with our school symbol and our motto on it. It’s also done in our school colors. The flag will be flown in front of the school each day, weather permitting.
6. We have our own school song. All students learn the song in music class. We sing our school song at many different times throughout the year.
7. Peer Mediation – This program was developed to assist students at DuJardin to solve any conflict that may arise. Students are specially trained to help other students solve their own conflicts.




**DUJARDIN ACTIVITIES**


In addition to the subjects you will study in your class each day, you will be able to participate in many special activities at DuJardin.

1. Clubs: At various times of the year, you will have opportunities to join school clubs that interest you. Examples of clubs are: Chorus, Student Council, Computer Club, and others. Be alert for announcements and join in!
2. Assemblies: Our Parent Teacher Organization (PTO) serves us in many ways. One way is providing us with quality programs on interesting topics. These will be held at various times throughout the year during the school day.
3. Hot Lunch: Our PTO also provides interested students with an opportunity to eat a special hot lunch twice a month. Hot lunch order forms will go home twice a year.
4. Special Events: We will have many special events during the year such as Curriculum Night, Portfolio Celebration, Holiday Magic, Fun Fair, Bingo, Field Day, and others. Be alert to the dates for each of these special events and help to make each a success by taking part in them!

### THE JAGUAR JOURNAL

Each Thursday the Jaguar Journal is sent home via email. Please make sure the school office has your most updated email address so that you will receive the Journal electronically. The Jaguar Journal will help both you and your family keep up to date on school activities. The Journal can also be read online at [www.sd13.org](http://www.sd13.org) by clicking on the DuJardin School website. Hard copies of the Journal may be picked up in the office if needed.

### PESTICIDE APPLICATIONS

State law requires that public schools notify parents/guardians and school employees at least two business days prior to any pesticide applications on school grounds. The term “pesticide” includes insecticides, herbicides, rodenticides, and fungicides. The District has established a registry of people who wish to be notified. Notification can be included in newsletters, bulletins, calendars, or other correspondence currently published by the school and district. To be included in the registry, please contact your student’s school/program for more information.

**Commented [WEK3]:** Illinois law requires this to be included in the Student Handbook. If you have questions about this or wish for it to be further revised to reflect the District’s or School’s current practices or procedures, let us know. You can also be more specific here about who parents should contact for more information.

### BIRTHDAYS AND UNBIRTHDAYS

Each morning during announcements the names of all those celebrating a birthday on that day will be read. Anyone whose birthday is on the weekend will have his/her name read on Friday. Those students with summer birthdays will be assigned a date during the school year (beginning in March) when your “unbirthday” will be announced. On your birthday/unbirthday, depending on your grade level, you will receive one of the following:

1. Kindergarten and first grade – ribbon;
2. Second – button;
3. Third grade – eraser;
4. Fourth grade- pencil;
5. Fifth grade – note pad;

As a result of food allergies, and other food related issues, birthday treats are **NOT** to be sent to school. Invitations to private parties are not to be sent to school to be passed out. We have had too many hurt feelings! Please send invitations by mail only. The school office is unable to provide addresses or phone numbers to parents. Those joining the PTO will be given a student address booklet.

### **BIRTHDAY BOOKS**

Continuing the effort to promote reading, we are implementing a program called “Birthday Books.” This program encourages each child to donate a book to their class in honor of their birthday. The donated book can be in lieu of treats that are currently brought to school for birthdays. Students are encouraged to bring their donated book to the office after their birthday has been announced during the morning announcements. The book that is donated will be shared with the class that day and sent to the IMC. A special sticker with the child’s name, birth date, and homeroom will be placed inside the front cover of the book.

### **MEDICATION POLICY**

Medications, either non prescriptive or prescriptive, may be administered at school, but there are limitations that we place on procedures and practices.

Students may not carry any medication, **with the exception of inhalers or epinephrine ~~auto-~~ injectors with the proper forms on file**, including cough drops or lozenges, nor keep medication in their lockers or backpacks. Medications (prescriptive or non prescriptive) must be sent to the school office for safekeeping. We require:

1. An order from a physician must accompany each prescription and non-prescription medication indicating dosage, time to be given and possible side effects.
2. Prescription medication must come to school in a pharmacy issued container with a pharmacy label.
3. Non-prescription medication must come in the original container with an intact label and must have the student’s first and last name.
4. A parent authorization form must be submitted for each medication.

**The Authorization and Permission for Administration of Medication form can be found on the District website.** The school has a full-time nurse to either administer or remind students to come to the office to take medication. However, we ask that parents:

1. Train their students on the proper procedures for taking medicine
2. Instruct their students concerning the time of the day that they should take their medicine.

It is important that parents work with their physician and the school to see that their children

**Commented [WEK4]:** Public Act 100-0799 (eff. 1/1/19) amended the School Code to include both auto injectors and pre-filled syringes in schools. Therefore, we recommend using the term epinephrine injector rather than auto-injectors. The other additions are recommendations to provide better clarity.

are properly medicated when needed. The School District shall incur no liability, except for willful and wanton conduct, as a result of any injury arising from a student's self-administration of medication or epinephrine or the storage of any medication by school personnel. Nothing in this policy shall prohibit any school employee from providing emergency assistance to students, including administering medication.

The school will not keep medications over the summer months. In June all medications that have not been picked up by parents are destroyed.

If you have any questions or concerns, please call the school.

### **HEALTH EXCLUSION POLICY**

When a child has a temperature of 100 degrees or more, he/she must be excluded from school. A child sent home from school with a temperature should remain home for 24 hours.

### **REMINDER FROM THE SCHOOL NURSE**

Please remember that any student that has had a fever of 100.0 degrees or higher, diarrhea or vomiting must be **symptom free without the aid of medication for a minimum of 24 hours before returning to school**. If your student is sent home from school with any of these symptoms, they **may not return** to school the next day. A phone call to the school is still required for every day that your child is not in attendance. This practice is utilized to protect your student as well as the health of all of the other students and staff at school. Your cooperation is greatly appreciated. If you have any questions, please contact the health office at 894-9200 extension 5254.

### **LICE**

District 13's policy is available in the school office for any parent who is interested in obtaining a copy. The County Health Department has also provided a suggestion sheet for dealing with head lice.

### **PARENT PICK-UP**

The parent is requested to inform the school of any changes in the pick-up procedure for a child. A note should be sent to your child's teacher indicating the change.

When picking up your child, please observe the parking procedures for the parking lot. No cars for student drop-off or pick-up are allowed in the bus lot. **Pick-up and drop-off are to be done at areas located within the visitor/staff parking lot. The pick-up and drop-off lane is the lane closest to the school. The drive thru lane, which is the lane nearest the parked cars, should not have parked cars at any time.** While visiting the school parents are requested to park in the visitor/staff parking lot and not along the curb nearest the school.

These parking lot procedures are for everyone's safety. Please use good judgement entering and leaving the parking lot. Your support of these guidelines is appreciated.

### **LEAVING SCHOOL**

You will be dismissed from school at 3:30 p.m. Your teacher will bring your class to the front door. If you walk home, you are to go directly home. If you ride a bus, you are to go directly to your bus and board it **properly**. If someone will be picking you up in a car, remind the driver that cars are not allowed in the bus lot. **If there is to be a change in your normal routine, your parent should** send a note for your teacher explaining the change. This change cannot **take**

place without office notification and approval.

### LEAVING SCHOOL EARLY

If for any reason during the school year you need to leave early you will need to bring a note from your parents that tell the time you will have to leave school. Give this note to your homeroom teacher and it will be forwarded to the office. The office will call you down when the authorized person comes into the office to sign you out. All students must be signed out when leaving early. Students should never leave school without reporting to the office.

### VISITING THE SCHOOL

**All visitors to the school must register in the office** upon arrival and wear a DuJardin School visitor nametag. Teachers have been directed to send visitors without authorization to the office. This includes all school areas, both in and out of the building, and refers to all parents and visitors.

Your cooperation in this matter will help us ensure the safety of the children and cause few disruptions of school routine. A driver's license is required to be scanned for your first visit.

If you decide to come to the school at the close of the school day to pick up your child, please do not wait for your child in any of the school corridors or outside your child's classroom. To eliminate disruptions of our routine, we prefer that you wait in the school front lobby or outside the main entrance.

### CHARACTER COUNTS!

In District 13 and at DuJardin we encourage our students to practice and model the six pillars of CHARACTER COUNTS! each day whether it's walking to school, riding on the bus, working in the classroom, walking in the hallway, playing on the playground or eating in the lunchroom.

**Trustworthiness (blue)** - Be Honest. Be reliable; do what you say you'll do. Be loyal; stand by your family, friends, and country.

**Respect (yellow)** - Treat others the way you expect to be treated. Be tolerant of differences. Use good manners.

**Responsibility (green)** - Think before you act. Do what you are supposed to do. Be accountable for your choices.

**Fairness (orange)** - Play by the rules. Be open-minded. Make decisions without favoritism or prejudice.

**Caring (red)** - Be kind. Forgive others. Help people in need.

**Citizenship (purple)** - Be a good neighbor. Stay informed; vote. Protect the environment, recycle.

### DISCIPLINE

The ultimate goal of discipline is to have students develop inner controls that will result in self-disciplined behavior. Our CHARACTER COUNTS! program supports and encourages the development of these positive behaviors. Because of this we will make every attempt to use positive techniques when possible. There may be times a positive approach is not working and a negative consequence may be the proper alternative. Negative consequences may occur during or after school hours, but we will never keep students after school without parental permission. Parents will be notified the day before of any intention on our part to require a child to remain after

**Commented [DAK5]:** We recommend that the District consider including in the elementary handbooks the student code of conduct that is included in the middle school handbook or a modified version as applicable for the elementary school setting, or alternatively consider including the Board Policies related to student behavior, suspension and expulsion in the elementary handbooks. We also offer sample language in the accompanying memo that could be included as an additional alternative. At a minimum, we'd recommend some language that makes it clear that the Board Policies related to Student behavior, suspensions and expulsions apply to the elementary school students. We are happy to discuss these options and help add revised language that is most preferable.

school. Parents are asked to realize that when a child is kept after school both the teacher (who remains on his/her own time) and the child are working toward a positive solution. This means that the teacher is willing to do something extra to help clear up a negative situation. We ask for your parental understanding and support in these situations.

## **BULLY FREE BEHAVIOR**

**Commented [WEK6]:** The Model Policy on Bullying for Schools in DuPage County is missing updates established by Public Act 100-0137 (eff. 8/18/17). In an effort to ensure clarity and conciseness, we recommend replacing the Model Policy with Board Policy 7:180

### **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 nonschool-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by the School District or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. This paragraph (item #4) applies only when a school administrator or teacher receives a report that bullying through this means has occurred; it does not require staff members to monitor any nonschool-related activity, function, or program.

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

Bullying includes cyberbullying 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's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.

Cyberbullying 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. *Cyberbullying* 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. *Cyberbullying* also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of bullying.

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

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

### **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 requirements listed below; each numbered requirement, 1-12, corresponds with the same number in the list of required policy components in 105 ILCS 5/27-23.7(b) 1-12.

1. The District uses the definition of *bullying* as provided in this policy.
2. Bullying is contrary to State law and the policy of this District. However, nothing in the District's bullying prevention and response plan is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment to the U.S. Constitution or under Section 3 of Article I of the Illinois Constitution.
3. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a 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 named officials or any staff member. The District named officials and all staff members are available for help with a bully or to make a report about bullying. Anonymous reports are also accepted.
4. Consistent with federal and State laws and rules governing student privacy rights, the Superintendent or designee shall promptly inform the parent(s)/guardian(s) of every student involved in an alleged incident of bullying and discuss, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures.
5. The Superintendent or designee shall promptly investigate and address reports of bullying, by, among other things:
  - a. Making all reasonable efforts to complete the investigation within 10 school days after the date the report of a bullying incident was received and taking into

- consideration additional relevant information received during the course of the investigation about the reported bullying incident.
- b. Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.
  - c. Notifying the Building Principal or school administrator or designee of the reported incident of bullying as soon as possible after the report is received.
  - d. Consistent with federal and State laws and rules governing student privacy rights, providing parents/guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the Building Principal or school administrator or his or her designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.
6. The Superintendent or designee shall investigate whether a reported incident of bullying is within the permissible scope of the District's jurisdiction and shall require that the District provide the victim with information regarding services that are available within the District and community, such as counseling, support services, and other programs.
  7. The Superintendent or designee shall use interventions to address bullying, that may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services.
  8. 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.
  9. 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.
  10. 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.
  11. The Superintendent or designee shall post this policy on the District's website, distributed it annually to parents/guardians, students, and school personnel (including new employees when hired), and provide it periodically throughout the school year to students and faculty.
  12. 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.
  13. The Superintendent or designee shall fully implement the Board policies, including without limitation, the following:
    - a. 2:260, *Uniform Grievance Procedure*. A student may use this policy to complain about bullying.
    - b. 6:60, *Curriculum Content*. Bullying prevention and character instruction is provided in all grades in accordance with State law.



- c. 6:65, *Student Social and Emotional Development*. Student social and emotional development is incorporated into the District's educational program as required by State law.
- d. 6:235, *Access to Electronic Networks*. This policy states that the use of the District's electronic networks is limited to: (1) support of education and/or research, or (2) a legitimate business use.
- e. 7:20, *Harassment of Students Prohibited*. This policy prohibits any person from harassing, intimidating, or bullying a student based on an identified actual or perceived characteristic (the list of characteristics in 7:20 is the same as the list in this policy).
- f. 7:185, *Teen Dating Violence Prohibited*. This policy prohibits teen dating violence on school property, at school sponsored activities, and in vehicles used for school-provided transportation.
- g. 7:190, *Student Behavior*. This policy prohibits, and provides consequences for, hazing, bullying, or other aggressive behaviors, or urging other students to engage in such conduct.
- h. 7:310, *Restrictions on Publications; Elementary Schools*. 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.

#### **MODEL POLICY ON BULLYING FOR SCHOOLS IN DUPAGE COUNTY**

##### **I.—The Illinois School Code**

The Illinois General Assembly finds that “a safe and civil school environment is necessary for students to learn and achieve and that bullying causes physical, psychological, and emotional harm to students and interferes with students’ ability to learn and participate in

school activities...Because of the negative outcomes associated with bullying in schools, the General Assembly finds that school districts and non-public, non-sectarian elementary and secondary schools should educate students, parents, and school district personnel about what behaviors constitute prohibited bullying.”

105 ILCS 5/27-23.7

and

~~“Every school district shall create and maintain a policy on bullying and must communicate its policy to students and their parents on an annual basis.” Id.~~

and

~~“The school board, in consultation with the parent teacher advisory committees on student discipline and other community based organizations, must include provisions in the student discipline policy to address students who have demonstrated behaviors that put them at risk for aggressive behavior, including without limitation bullying, as defined in the policy. Those provisions must include procedures for notifying parents or legal guardians and early intervention procedures based on available community based and district resources.”~~

105 ILCS 5/10-20.14(d).

## **II. Bullying Defined**

**Bullying** is any type of conduct that may:

1. ~~Reflect a coercive imbalance of power; AND~~
2. ~~Is purposeful and repeated; AND~~
3. ~~Places an individual in reasonable fear of substantial detrimental effect to his or her person or property or to otherwise substantially interfere in participating in any activity.~~

### **Committee Comments**

The Illinois legislature defines “Bullying” as meaning:

~~“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’s or students’ ability to participate in or benefit from the services, activities, or privileges provided by a school.”~~

105 ILCS 5/27-23.7(b)

The Illinois legislature also authorizes school boards and their discipline advisory committees’ broad discretion to establish appropriate behavioral standards for their respective schools, which take into consideration, but are not limited to, conduct prohibited by state and federal

laws. See, 105 ILCS 5/10-20.14(d). The statutory definition of bullying set forth in the School Code is intended to be incorporated into the Model Policy definition of bullying, but is not intended to limit conduct that otherwise falls within the Model Policy definition from being classified as bullying conduct if that conduct does not also fall within the School Code's definition.

For purposes of this Model Policy "Conduct" includes:

- ~~Physical acts, such as physical contact with another, stalking, sexual assault and destruction or damage to property of another;~~
- ~~Written and electronic communication any median as well as verbal threats made to another or blackmail, or demands for protection money;~~
- ~~Non-verbal threats or intimidation such as aggressive or menacing gestures may also be considered conduct for purposes of third policy;~~
- ~~Use of school property including computers, the electronic network, or any other electronic device, to communicate with others; and~~
- ~~Any of the above conduct which occurs off school grounds when such conduct creates, or reasonably can be expected to create, a substantial disruption in the school setting and/or at school sponsored activities and events.~~

In addition that conduct described above, *examples* of conduct that may constitute bullying include the following:

- ~~Blocking access to school property or facilities~~
- ~~Stealing or hiding or otherwise defacing books, backpacks or other personal possessions;~~
- ~~Repeated or pervasive taunting, name calling, belittling, mocking put-downs, or demeaning humor relating to a student's race, color, gender, sexual orientation, ancestry, religion, disability, or other personal characteristics, whether or not the student actually possesses them, that could reasonably be expected to result in the disruption of school activities or that results in a hostile educational environment for the student.~~

Conduct that would *not ordinarily* be considered bullying for purposes of this policy include:

- ~~Mere teasing~~
- ~~"talking trash"~~
- ~~Trading of insults~~
- ~~The expression of ideas or beliefs (expressions protected by the First Amendment). So long as such expression is not lewd, profane, or intended to intimidate or harass another.~~

Each school district may set rules or policies for civility, courtesy and responsible behavior to address conduct of this type.

The examples set out in these comments are meant to be illustrative and are not exhaustive of conduct that may or may not be considered "bullying." Nor are they intended to limit the exercise of discretion granted to school administrators under Sections 5/10-20.12(d) or 5/10-22.6 of the School Code for addressing instances of student misconduct.

### **III. — Bullying is Prohibited**

~~Bullying is NOT acceptable and is strictly prohibited. Bullying conduct that is covered by this Policy is conduct that occurs on school property or at school sponsored activities or events; while students are being transported or walking to or from school or school sponsored activities or events; while students are waiting at school bus stops, or when the conduct otherwise would substantially impede the educational environment, regardless of where the conduct occurs.~~

~~Any student who engages in bullying will be subject to appropriate discipline, up to and including suspension or expulsion and referral to local law enforcement. A student's bullying conduct also may be addressed through any other behavioral interventions.~~

~~Any student who is a bystander to any bullying conduct and who fails to take any action to discourage the bullying conduct also may be subject to appropriate discipline.~~

~~No student shall be retaliated against for reporting bullying conduct. Any student who is determined to intentionally have falsely accused another of bullying shall be subject to appropriate discipline.~~

#### **Committee Comments**

~~The highest risk location for bullying occurs;~~

- ~~On the school bus~~
- ~~Walking to and from school~~
- ~~On school playgrounds~~
- ~~In school cafeterias, locker rooms, and in bathrooms~~
- ~~Through use of the Internet and cellular phones~~

~~This Policy applies to bullying that may occur at any of these locations, but is not limited to these locations.~~

~~For purposes of this Policy, a bystander to bullying is a witness to bullying conduct and may be considered to be aiding or abetting the bully. This aiding and abetting includes, but may not be limited to, standing idly by, looking away or otherwise actively encouraging the bully.~~

~~**Responding to bullying:** In determining the appropriate response to or discipline of students who engage in bullying behavior, the school's administration should consider the ages and maturity of the students involved; the type, frequency and any pattern of behaviors; the context in which the incidents occurred; and any other relevant circumstances. In this regard, this Policy recognizes the sound principles of restorative justice and encourages application of these principles in any response or discipline that may be imposed.~~

#### **IV. — Report and Investigation**

~~The School shall develop a reporting procedure which shall include, to the extent possibly, a written report. Anyone who witnesses any conduct that could constitute bullying shall make such report as soon as possible to any school staff member. This report then shall be submitted to the principal or designee(s) responsible for student discipline who as soon as practicable shall conduct or cause to be conducted a thorough investigation of the alleged incident. Discipline and/or other intervention appropriate to the outcome of the investigation shall be imposed consistent with the School District's adopted discipline code.~~

~~The police and State's Attorney shall be notified immediately of all incidents involving bodily harm, property damage or any conduct which reasonably is believed by the school administrator(s) to be a violation of the criminal laws. The investigation of any such bullying conduct shall proceed in cooperation with the police and other applicable law enforcement authorities. The School District always retains its right to investigate and impose any discipline for violation of this Policy, whether or not criminal charges are pursued.~~

~~The Superintendent or designee periodically shall review disciplinary incidents involving bullying conduct or conduct placing students at risk of bullying for purposes of monitoring: 1) the effectiveness of the District's programs and interventions in creating a climate of mutual respect and civility in the school community, and 2) the application of this policy in a non-discriminatory manner. A report of the Superintendent's findings shall be made to the Board of Education at least once a year.~~

#### ~~V. — Notification/Training~~

~~Students and Parents/legal guardians will be notified of this Policy annually through receipt of the school's Handbook. The policy is also posted on the school's website.~~

~~The school shall include a program on bullying prevention and character instruction appropriate to all grade levels. Such a prevention program includes incorporating student social and emotional development, as required by State law.~~

~~All partners to this agreement understand the importance of the most current and up to date information on issues relating to bullying and agree to utilize their best efforts in participating in training and sharing information on this important topic. Any training in the schools will include training for all teachers, administrators, paraprofessionals, coaches, sponsors of student groups and any volunteer who is engaged in interacting with students on a regular basis.~~

#### ~~Committee Comments~~

~~The Committee recommends that the Task Force develop an "Anti-Bullying Pledge" that all students, parents and all school personnel shall sign at the beginning of each school year.~~

~~ADOPTED: August 23, 2004~~

~~AMENDED: October 2005, January 28, 2008, January 25, 2010, October 25, 2010, June 27, 2011~~



If you ride a bus to school there are several rules you must be aware of that will ensure you of a safe and enjoyable trip to school. **RIDING A BUS IS A PRIVILEGE—NOT A RIGHT**, and as such, you must cooperate in the following ways:

1. The driver is in full charge of the bus and all of its riders. You must obey the driver

- promptly.
2. Regular bus students will be allowed to ride **only** their designated bus. Special requests to ride a different bus must be in writing and forwarded to the school office. First Student Transportation is not able to:  
Give special permission to non-bus students to ride a bus.
  3. You are to be at your assigned bus stop on time. Maintaining time schedules is very important.
  4. You are to stay off the road at all times while waiting for the bus and behave in a safe manner at the bus stop. You are to stay **off** private property.
  5. **DO NOT ACCEPT RIDES FROM STRANGERS!**
  6. You are to board the bus in a single file line.
  7. You are to use the handrail when stepping into the bus.
  8. You are to move quickly to a seat. No one has a reserved seat unless assigned one for disciplinary reasons.
  9. You are to remain in your seat at all times while the bus is in motion.
  10. You are not allowed to extend your hands, arms, or anything else out the bus windows.
  11. You may talk in a normal tone of voice, but fighting, loud talking or unnecessary confusion are prohibited since they distract the driver's attention.
  12. No paper or trash is to be thrown on the floor. You may not eat on the bus.
  13. You will be held responsible for any damage you do to the bus.
  14. You may not transport animals.
  15. Keep feet and other objects (boxes, books, band instruments, and the like) out of the aisles. Place objects under the seat or hold them in your lap. Be sure to take your belongings with you when you leave. If you leave something on the bus, notify the office immediately.
  16. Inappropriate language may not be used at any time.
  17. In case of emergency, you are to stay on the bus and follow the driver's instructions.
  18. You are to get off the bus at your assigned stop quickly and quietly. Do not crowd, shove or push. Do not linger around the bus loading and unloading zones.
  19. Stay out of the danger zone next to the bus where the driver may have difficulty seeing you. Take five giant steps away from the bus and out of the danger zone, until you can see the driver and the driver sees you. Never crawl under a bus.

If you do not follow the rules given above, you may expect the following:

- a. If an offense is of a serious enough nature, it may result in an immediate loss of bus privileges for a length of time determined by the administration after consulting your parents.
- b. For breaking rules of a less serious nature, you may expect:
  - 1<sup>st</sup> offense** - You will be given a complete explanation of what you have done wrong and will be warned that you will lose your bus privileges for another offense. Your parents will be notified of this offense.
  - 2<sup>nd</sup> offense** – You will be assigned a seat on the bus for one day to two weeks, depending on the seriousness of the problem, after a building administrator talks with your parents.
  - 3<sup>rd</sup> offense** – You will lose your bus privileges for an extended period of time to be determined by the building administrator, based on the seriousness of past offenses. Your parents will be contacted.

### **PLAYGROUND BEHAVIOR**

The school playground is a place to enjoy yourself, participate in physical activities, and take a break from classroom work. In order for the playground to be a safe, enjoyable place for **all** students, you must obey the following rules, and make choices showing good character. Students

must be properly dressed for inclement weather.

1. You are responsible for returning all playground equipment to the school equipment cart.
2. You are to share equipment fairly with your fellow students, including equipment brought from home. Be sure to have your name on your items. Everyone wants to have a good time on the playground.
3. For your safety while outside on the black top, soccer balls, footballs, running games, and tag are not permitted. Tackling games of any type (touch football on the grass is acceptable) are not permitted. Fighting or other types of rough behavior will not be tolerated.
4. You are to stay only on school grounds.
5. You must line up promptly when signaled to do so by your paraprofessional or teacher to return to the building. You need to enter the building with your class. Continued tardiness when lining up is unacceptable and will result in a loss of recess privileges.
6. During winter months students may play in the snow if they are dressed properly including snow pants, a hat, gloves, and boots.
7. For slides:
  - a. Go up the steps of the slide. Don't climb up the sliding surface.
  - b. Hold on with both hands going up the steps of the slide. Take one step at a time.
  - c. Keep at least one arm's length between children.
  - d. Slide down feet first, always sitting up, one at a time.
  - e. Be sure no one is in front of the slide before sliding down.
  - f. Be patient, wait for a turn without pushing or shoving.
  - g. Leave the front of the slide after completing your turn.
8. For swings:
  - a. Sit in the center of the swing. Never stand or kneel.
  - b. Hold on with both hands.
  - c. Stop the swing before getting off.
  - d. Walk way around a moving swing--not too close to the front or the back.
  - e. Never push anyone else in the swing or allow others to push you.
  - f. Have only one person in a swing at a time. The exception is the tire swing, which allows for 3 students maximum.
  - g. Never swing empty swings or twist swing chains.
9. For climbing equipment:
  - a. Use the "lock grip" for climbing and holding. Grasp bars tightly with fingers and thumb.
  - b. Watch carefully when climbing down; avoid other children climbing up.
  - c. Don't allow too many people on the equipment at the same time.
  - d. On horizontal ladders and bars, all children should start at the same end of the equipment and, using the lock grip, move to the same direction.
  - e. Children should stay well behind the person in front of them and avoid swinging their feet.
  - f. Never use the equipment when it is wet.
  - g. Drop from the bars with knees slightly bent and land on both feet.
10. Snowballs, throwing of snow, or throwing of wood chips is not allowed on school property.
11. Skateboards, scooters, hee-lies, and go-peds may not be used on the parking lot, black top, or sidewalks at school.
12. Bicycles must be walked on the parking lot, black top or sidewalks at school.
  - a. If you break a rule you should expect:

You will be given an explanation of what you have done wrong. If a problem is serious enough, you may lose playground privileges immediately for a time to be determined

by the administration and your parents will be contacted.

### **HALLWAY BEHAVIOR**

At all times, students are to follow the DuJardin Hallways Expectations. 1. Line up quietly 2. Face forward 3. Voices off while traveling and 4. Stay in line. These expectations are posted throughout the building and reinforced daily with DuJardin staff.

### **WASHROOM BEHAVIOR**

Your teacher will tell you the different times during the day when your class will have bathroom breaks. You should try to use these times, whenever possible, to use the bathroom. If you need to go to the bathroom at some other time, you must ask your teacher and take a pass. While in the bathroom students are not to bother other students. Talking is to be kept to a minimum and writing on or defacing the washrooms is strictly forbidden.

### **CLASSROOM BEHAVIOR**

Your teacher will be discussing classroom expectations with you that will make your room a good place to learn and an enjoyable place for all students to spend the day. By observing class expectations and cooperating with your teacher and classmates at all times, you earn the right to participate in special activities and to stay in your room with your classmates. Failure to follow class expectations may result in not being able to participate in special activities, or having to spend time studying by yourself in a designated area.

### **SPECIAL ACTIVITY BEHAVIOR**

During the year you will have the opportunity to participate in many special activities such as hot lunch, field trips, assemblies, field day, etc. During a special activity, you must cooperate with your teacher by listening carefully and following directions so you will get the most enjoyment possible out of the activity. Continued misbehavior at a special activity will result in being removed from the activity and being placed in a designated area for individual study and possibly the loss of attendance at future special activities.



### **LUNCH**

Your lunch hour will be from 11:55-12:45 p.m. For half of this time you will be in the gym eating your lunch. For the other half, you will be at recess.

### **LUNCHROOM BEHAVIOR**

One-half of the time during your lunch hour you will be eating your lunch in the gymnasium. Lunch is a time to relax and refresh yourself for the remainder of the school day. In order for lunch to be held in the proper manner, you will be expected to observe the following rules:

1. Students are expected to walk quietly in the halls and to enter the lunchroom in an orderly manner.
2. Classes sit at designated tables.
3. Students are expected to use a conversational voice level and sit properly on the benches.
4. Students should recycle throughout the lunch period, in accordance with established



grade level procedures. Students will raise their hands for permission to recycle or are called on table by table.

5. Students may not exchange food with other students. This protects students from exposure to foods which they may have an allergic reaction and ensures that children are eating what parents have prepared for them.
6. Approximately 5 minutes before the end of the lunch period, the first bell will ring to advise children to quiet down, finish eating, and begin cleaning up. Three minutes later a second bell will ring signaling that the lunch period is concluded. Students will be called to line up in an orderly fashion to exit the lunchroom.
7. If a student is being picked up for lunch, you must report to the office before you leave and return to class.
8. Students are encouraged to bring their lunches with them in the morning. If a student lunch has been forgotten parents will need to deliver student lunches to the designated cart outside the office. Students are not allowed to leave the playground or school building to pick up a lunch from a parent in the parking lot.

If you experience difficulties following these lunchroom rules, you will be given a warning. If there is not an improvement in your behavior, you may be asked to complete problem solving activities at the quiet table.

### **BEHAVIOR REPORT**

School personnel may complete a behavior report on a child when an infraction of a school rule occurs. A building administrator will determine the consequences for such behavior, which may include time spent at the quiet table.

### **QUIET TABLE**

The quiet table is a designated table used at lunch and/or recess supervised by appropriate staff where students may be assigned to work on problem solving strategies when behavior issues arise.

### **GUM**

No gum chewing is allowed in school unless special permission is given by a teacher. If a teacher gives you permission to chew gum, you may do so in the classroom only. Gum is never allowed on the playground.

### **NUTRITIONAL SNACK**

Sometime between 10:00 and 10:30 a.m., without interrupting the flow of normal class work, students in grades 1-5 have a nutritional food break. Our emphasis is on nutritional foods, which restore energy to the body by replacing lost protein. Kindergarten students will be encouraged to bring a fruit snack on a daily basis. Even though many times items are labeled as natural, often there is much sugar or added chemicals in them, which are not good for you. In order to make your home preparations for this break as easy as possible, here is a list of the most preferred items for this break:

- cheese and crackers
- crackers
- string cheese
- fresh fruit
- fresh vegetables
- unflavored popcorn

Some of the items that are **not** permitted include:

- fruit roll-ups
- pudding cups
- packaged fruit cups
- chips or cookies

### **ASSEMBLIES**

Our Parent/Teacher Organization (PTO) and other District Committees provide us with quality programs on interesting topics. These will be held at various times throughout the year during the school day. Courteous behavior on the part of each student is expected during each assembly.



### **HOMEWORK**

Homework is not assigned with the idea of keeping a student busy. We believe that there is a time for school, a time for play, and a time for family living. Students who put in a good solid day of work at school should not be burdened with a large amount of homework. Homework assignments that we do give are for the purpose of reinforcing certain skill development, and/or fostering habits of independent study.

Homework consists of daily assignments not completed in class, long-range assignments, studying for tests, practicing math facts and spelling words, and doing required independent reading.

The average amount of homework time is given below. Homework may be given 3-5 nights per week. On “light” homework days this time should be used for studying for upcoming tests, math facts, required independent reading, and long-term projects. Modifications may be made for students with special needs. Intermediate and junior high school students may need to occasionally spend additional time if they have a long-term project and they have not budgeted their time.

Grade	Time per Night
K	5 minutes
1	10 minutes
2	20 minutes
3	30 minutes
4	40 minutes
5	50 minutes

### **HOMEWORK GUIDELINES FOR PARENTS**

1. Make it clear that you think homework is important.
2. Provide a quiet, well-lighted location conducive to study.
3. Provide resource materials, such as magazines, newspapers, dictionaries, reference books, and working tools, such as paper, pencils and, if possible, a computer.
4. Do not do your child’s homework, but be available to informally go over directions and check the work.
5. Look over the homework to see if the assignment is completed and done neatly.
6. Ask your child to explain the homework to you.
7. Praise your child’s efforts when the homework is well done.

8. Inform the teacher if difficulties are experienced during the completion of assigned homework, as further instruction may be warranted. Also notify the teacher if your child frequently spends more time than the average homework time for the grade level.
9. Notify the teacher when family emergencies, such as serious illness or death, prevent completion of homework assignments.
10. Make arrangements to secure assignments when your child is absent for at least three consecutive days by calling the school office after 8:00 a.m. on the third day of absence. Assignments will be ready to pick-up in the school office by 3:30 p.m. the day they are requested.

### **CHEATING**

Cheating of any kind is not permitted at DuJardin. If you are found to be cheating on a test or classroom assignment, your parents will be notified and you will receive no credit for the test or assignment. If any further incidence of cheating occurs, the above procedure will be followed, with the addition of a conference, including your parents, your teacher and the administration.

### **STUDENT RECORDS**

The District recognizes the legal requirement to maintain the confidentiality of student records. Access to student records shall be consistent with federal and state statutes, including the Family Educational Rights and Privacy Act of 1974 (FERPA), the Illinois School Student Records Act, and their implementing regulations. All school records, including permanent and temporary records, are available for inspection and duplication by students and their parents/guardians.

Student directory information, which includes the student's name, address, parents' telephone listing, date and place of birth, participation in officially recognized activities and sports, weight and height of members of athletic teams, awards and honors received, photographs and videos of students participating in school or school sponsored activities that have appeared in school publications, and dates of attendance, may be disclosed publicly. Parents can object to the release of directory information regarding their scholar. Please contact the school office if you do not wish for your scholar's directory information to be released. See Board Policy 7:340 for the full policy.

**Commented [WEK7]:** Illinois law requires this to be included in the Student Handbook. . If you have questions about this or wish for it to be further revised to reflect the District's or School's current practices or procedures, let us know.

### **FEES/WAIVERS/FINES AND OBLIGATIONS**

The Superintendent will recommend to the Board of Education a schedule of fees to be charged for the use of textbooks, consumable materials, extracurricular activities, and other school student fees. A student is eligible for a fee waiver when the student lives in a household that meets the same income guidelines, with the same limits based on household size, that are used for the federal free meals program. Additional consideration will also be given to the following factors: illness in the family; unusual expenses such as fire, flood, storm damage, etc.; unemployment; emergency situations; when one or more parents are involved in a work stoppage. Applications for fee waivers are available by **include information regarding how to obtain the application**.

Students who have outstanding fees, encumbered fines, missing or damaged books (including rebinding fees) or other obligations, will be ineligible to participate in events, dances, activities, ceremonies, and field trips that occur during the year, celebrations and year-end activities. Students receiving a fee waiver are not exempt from charges for lost and damaged books, locks, materials, supplies, and equipment.

**Commented [WEK8]:** Illinois law requires this to be included in the Student Handbook. . If you have questions about this or wish for it to be further revised to reflect the District's or School's current practices or procedures, let us know. Information regarding how to access the applications should also be inserted here.

## **CHILD ABDUCTION and ABUSE PREVENTION**

In response to the ~~new~~ state mandated Erin's Law, Child Abuse curriculum prevention lessons ~~are will be~~ conducted in all K-5 classrooms to educate students on safe and unsafe touches, safe and unsafe secrets, and how to get away and tell a trusted adult. Lessons ~~will~~ teach children how to recognize child sexual abuse, equip them with skills to reduce their vulnerability, and encourage them to report abuse. If you have any questions or would like further information or resources regarding this topic, please contact the DuJardin School Social Worker. Further parent resources will be available on Curriculum Night.

**Commented [WEK9]:** Erin's Law does not actually require the District to implement a child abuse curriculum, but gives the District the authority to include it in the curriculum, if desired. Therefore, if this is currently being taught, then we recommend keeping this provision and also including it in the Westfield Handbook and Erikson Handbook. If it is not currently taught, then we recommend removing the provision.

## **SCHOOL DOOR ALARMS**

Panic Bar Alarms on the doorways leading out to the playground area at the back of the building have been installed. These alarms have been installed on doorways that are not directly monitored by staff. The door alarms will alert staff to unauthorized exiting of the building by students and/or adults. If anyone who is not authorized to exit through these doors does so, an alarm will sound and attract the attention of nearby staff who will respond to the situation. This type of alarm is very common in restaurants, stores, and other public places where security is a concern. Please be assured, however, that these alarms do not affect the doors in any way during an emergency evacuation situation. When visiting the school it will be very important for you to only use the main entrance to leave or enter the school building.

## **CO-TEACHING**

In district 13 we use a wide variety of instructional delivery models to meet the needs of our students. Some of those include whole group instruction, small group instruction, cooperative learning, and individual instruction. One relatively new instructional model that is incorporated in our schools is the co-teaching model. In this structure two certified staff members work with the same group of students to provide all aspects of instruction in a curriculum content area. These aspects include the planning and delivery of instruction, the assessment of student learning and parent communication. Typically co-teaching pairs include a general education teacher and a specialist. Those specialists could be a reading specialist, English Language Learner teacher, special education teacher or acceleration teacher. Expectations for student learning remain high as well as the commitment to meet the needs of each student.

## **SPECIAL PROGRAMS**

### **Students with Disabilities**

The District will provide a free, appropriate, public education in the least restrictive environment to all students with disabilities, as required by the Individuals with Disabilities Education Act (IDEA), Section 14 of the Illinois School Code, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and their implementing regulations. Contact [\[insert contact\]](#) for additional information about the identification, evaluation, placement, and services for students with disabilities. See Board Policy 6:120 for more information.

**Commented [WEK10]:** Illinois law requires this to be included in the Student Handbook. Insert the appropriate contact person for the School or District.

**Formatted:** Highlight

### **Resource Program**

Within the regular school setting there are some students who need extra support to be successful. These students may be learning disabled, behavior disordered, have attention deficit disorder, or have any combination of these disabilities. The resource program is the place where these students can receive the academic support they need.

Testing procedures are necessary for students to qualify for the program. Individualized goals and objectives are written and provided for each student who qualifies.

### Inclusion/Instructional Support

District 13 provides inclusion services for students who meet the criteria. Inclusion is the practice of placing children with disabilities in the general education classroom with appropriate support and curriculum adaptations. The inclusion facilitator is responsible for the majority of these adaptations. For a student to receive inclusion services, they must qualify to receive special education services for more than 50% of the school day.

District 13 also provides instructional support services for students who meet the criteria. Instructional support provides direct instruction at the student's instructional level for selected subjects for more than 50% of the school day.

### Academic Life Skills Program (ALSP)

The ALSP classes are operated by North DuPage Special Education Cooperative, serving students from member districts whose needs can't be met within the general education setting. It serves students kindergarten through fifth grade. Students may have difficulties in the cognitive, physical and language domains as well as difficulties with sensory regulation. Students often have difficulty in more than one of these areas. Students in the ALSP classes work on functional life skills, academic skills and sensory regulation. At DuJardin School, students in the ALSP are involved in all-school activities, such as lunch, recess and assemblies. Students are also integrated with their same-age peers for special classes for socialization and skill development, and in academic classes with adapted materials, activities, or expectations. Peer helpers are encouraged when appropriate.

### Speech-Language Program

The speech and language skills of all children, like their reading or writing ability, follow different patterns of development. When a child's speech deviates from what is considered average and calls attention to itself, speech and/or language therapy may be necessary.

During the school year, a speech-language screening is given to kindergartners, new students, preschoolers and those referred by classroom teachers or parents. If a communication disorder is identified through an evaluation and affects the student's performance in the classroom, he/she is eligible to receive speech-language therapy. A speech or language disorder includes the following:

1. Articulation – a student may omit or distort sounds or substitute easier sounds for more difficult ones.
2. Language - a student may have difficulty understanding and using language to express his/her ideas. Vocabulary and sentence structure may be inappropriate for his/her age or grade level.
3. Voice – a student's voice may be too high or too low in pitch, be too loud or too soft in volume, or have a harsh, hoarse or nasal quality.
4. Fluency – a student may have difficulty maintaining a smooth flow of speech while speaking. His/her speech may contain repetitions of words or sounds, a prolonging of the first sound in a word or strained silent vocal blocks.

Students generally receive speech-language therapy on an individual basis or in a small group anywhere from 30 to 90 minutes a week, depending on the severity of the problem.

#### Itinerant Special Education Services

The following special education services are available through the North DuPage Special Education Cooperative: vision, hearing, occupational therapy, physical therapy, behavioral, and educational testing by a school psychologist. If students need these services, then appropriate personnel from NDSEC are scheduled to work with students.

#### Accelerated Program

The Accelerated Program provides services for students who have been identified using the following criteria: data, learner characteristics, and classroom performance. Data is based on local population and is used to create a learner profile that consists of five pieces of data from MAP and OLSAT. Based on this data, Z-scores are calculated and are used in the identification process.

In grades 3-5, services are provided for identified students in the areas of reading and mathematics in the regular classroom through cluster grouping. Along with differentiated instruction that occurs in the classroom, pull-out sessions are scheduled by a member of the Accelerated team for a minimum of 75 minutes per week. Differentiated instruction occurs in the areas of reading and mathematics that parallels and extends grade level standards and is based on student readiness levels determined through preassessments, classroom observations, and MAP data.

#### Instructional Materials Center (Library)

The program of the Instructional Materials Center (IMC) is designed to provide students with a variety of experiences in the appreciation of books, literature, and no print materials; to help develop their research skills; and to expose them to the rapidly growing world of information and presentation technology.

The program includes direct exposure to books through storytelling and book talks; research centered on the use of the electronic card catalog and basic reference tools (almanacs, atlases, encyclopedias, and the like); and introduction to more sophisticated technologies in the form of video, specific computer software, and the Internet. Students are encouraged to understand and respect the information network, and recognize the way in which information and the ability to locate and use it eventually becomes knowledge. All classes at DuJardin spend at least 30 minutes in the IMC each week. In addition to this time, students go to the IMC to check out and return books and use its resources as needed.

Art

Students strive to achieve mastery of basic art skills and concepts unique to the subject of art. The children gain perceptual awareness, express themselves creatively and develop an appreciation of art.

The elements and principles of design are emphasized. The elements include line, shape, form, color, texture and space. The principles of design are unity, emphasis, balance, variety, and pattern. These elements and principles are used in various methods of drawing, painting, printmaking, crafts, ceramics and sculpture. Mediums used range from pencils, crayons, and markers to yarn, linoleum and clay.

Students also have exposure to artists and art styles with some art history and art criticism/appreciation. Kindergarten children have art for 30 minutes per week; grades 1-3 students receive 70 minutes of art instruction per week; and grades 4 and 5 students have art for 90 minutes per week.

### Physical Education

The Physical Education program emphasizes the importance of physical activity. Students are involved in a wide range of activities, which are organized in such a manner as to provide a number of experiences in a variety of ways. The PE program attempts to impress upon the students that there are basic skills necessary to be able to be successful in all the areas covered in class, and that being able to do the basics well will lead to more success.

Sportsmanship, cooperation, collaboration, and respect for each other are all emphasized in the PE program. Activities, such as gymnastics, dance, bowling, and game play, whether in primary-type games, or sports-related games, emphasize the importance of cooperation, collaboration, and sharing.

Another highlight of the PE program is the annual Field Day. Time is spent during PE classes preparing for this big event. Field Day is a culmination event held at the end of the school year with each class participating in various activities that involve collaboration and cooperation.

Kindergarten children have physical education for 30 minutes each week; grades 1-3 students receive 70 minutes of physical education instruction while grades 4 and 5 students have physical education for 90 minutes per week. On the days that students do not have physical education they participate in physical activities under the direction of their classroom teachers.

[A note from the parent is required for a student to be excused from P.E. class for 1-3 days. Beyond that time, it is necessary to have a written request from the healthcare provider detailing the health concern, the extent of the restriction, and the date that full physical activity may be resumed.](#)

**Commented [WEK11]:** The below addition corresponds with Illinois School Code regulation 23 Ill. Adm. Code 1.425 related to excused absences from PE and creates consistency with the Westfield Middle School Handbook

### Music



At all grade levels, the students are exposed to the concepts of melody, rhythm, harmony, tone color, form, and expressive qualities. Students are also introduced to several composers from a wide variety of eras and instruments of the orchestra.

In the kindergarten, first, and second grades, music classes focus on simple songs that incorporate high/low and up/down melodic movement. Students increase their tonal accuracy by attempting to sing on pitch from middle C on the piano to the G above. Students also play short melodies on the Orff instrument (xylophones, glockenspiels, etc.). Clapping, stamping, and patting different beats incorporated with an introduction to the musical staff, and drawing and identifying notes and note values are emphasized.

In third grade we continue the same concepts mentioned above but add intensive note reading, which is enhanced by the student's ability to play the recorder.

At the intermediate level (fourth and fifth grade) we review the same concepts but concentrate on refining their abilities. For example, singing in a duet, choreographing dance steps, reading bass and treble clefs, and using music creatively to reflect expressive qualities.

The above represents only a portion of what students do in music. Each class may vary due to students' abilities and musical experience they are exposed to outside of music class.

Kindergarten children receive 30 minutes of music per week and grades 1-3 and 4-5 receive 70 and 90 minutes, respectively.

## Chorus

Chorus is a performing group in which the students participate in singing and movement with the end result being a musical or choral program.

Students in grades 1-5 have the opportunity to join chorus. There is no audition to join. However, an audition is required for any student interested in a speaking or singing solo part.

Once a student turns in a signed permission slip, he or she has made a commitment and will be expected to fulfill the commitment until the performance is completed.

## Beginning Band - Students in Grade 5

In early September, the band director presents an instrument demonstration assembly to the students. Later in the week there is a try-out date where fifth grade students are allowed to play the instruments. A letter is then sent home to the parents telling them about this process and the date and time of the parent meeting. This meeting is in the evening and the music store representative uses this time to explain the instrument rental/purchase process and answer any questions. The instruments are then ordered and are delivered to the school in about 10 days. The following week group lessons, of the same instruments, are set up and band begins.

Students use the same music books for each instrument. Assignments are given to the students at 30 minute, weekly, group lessons. These lessons rotate through the day and change every week so that students are not missing the same class each week. The students learn how to play notes on their instruments and read music. A short evening concert is given in May. Students are always encouraged to take private lessons.

## English Language Learners

English Language Learners (ELL) are for students who are in kindergarten through eighth grade whose first language is not English or who come from a home where a language other than English is spoken.

The purpose of ELL is to help the student acquire English in a nonthreatening, nurturing environment so that he/she can work to his/her potential in school.

Potential students are screened upon entry to the district. If he/she scores below the established minimum of English proficiency, the child is placed in the ELL program.

Using a variety of materials and methods, the ELL teacher meets with small groups of students two to four times a week for sessions ranging from 30-45 minutes. At the end of the school year (or earlier if appropriate) the students are retested for possible ELL graduation. Students may be in the program for as little as 6 months or as long as 4 years.

### Supportive Reading Program

The goal of Supportive Reading, a supplemental regular education program, is to help students grow and become successful readers. Classroom teachers recommend students to participate in this program that they feel would benefit from extra help. These students are individually screened to develop a profile of reading strengths and weaknesses.

Primary students meet daily in small grade level groups with the reading specialist. Their learning activities are based on the student's profile and the demands of the classroom curriculum. Intermediate students are helped during academic classes and in small pull out groups. Student progress is monitored, and reading outside of school is encouraged.

### Social Work Services

The social worker is responsible for several integral functions:

- Providing individual social work services for regular and special education students (both long-term and short-term).
- Providing group social work services for regular and special education students (both long-term and short-term).
- Coordinating and running staffing meetings.
- Coordinating and running Teacher Assistance Team meetings.
- Obtaining consent for case study evaluations and completing social developmental study component for case study evaluations.
- Providing whole class instruction on topics, such as social skills and decision-making.

Individual social work services are provided for students when there is a need to address an emotional or social concern, which is impacting the student's ability to learn and achieve in the education setting. Topics addressed include recent trauma i.e., divorce, loss, illness, relocation, excessive emotional stress, limited social skills, and more severe emotional dysfunction diagnosed by a psychologist or psychiatrist. Referrals are generated by a variety of sources, i.e., teacher, parent, administrative staff members, or pupil support staff members. Social work services can be short-term i.e., once weekly for 3-10 weeks or an ongoing support i.e., weekly sessions for 1 or more years. If the agenda involves ongoing support, there are often times when a small (2-4 students) group is used to enhance social skills and social supports. Students view social work sessions as a place to work on their problem(s), problem solve, receive support and gain skills and clarity, and to help them deal with their stressors.

Small groups are offered at each grade level to address topics that students deal with, such as

friendship skills, conflict resolution skills, stress management skills and skills for making adequate social and behavioral choices.

### **STUDENT SEX EQUITY/SEX HARASSMENT POLICY**

Bloomington School District 13 does not discriminate against students on the basis of sex in the provision of programs, activities, services, or benefits, and guarantees both sexes equal access to educational and extracurricular programs and activities.

The purpose of these rules is to identify and eliminate sex bias, sex discrimination, sexual harassment, and sexual intimidation in the provision of District 13 programs, activities, services, and benefits, and to attempt to assure equal access by both sexes to the educational and extracurricular programs and activities of the District. The specific policy and practice statements are available by contacting the school administrator. Included in this handbook is the grievance procedure as required by law. This procedure is to be followed if a student believes a person has violated this policy.

### **GRIEVANCE PROCEDURE**

A grievance is defined as a complaint by a student alleging that the District, or an administrator, employee or student thereof, has violated any of the provisions of this Policy.

#### **Compliant**

1. Any student who wishes to submit a complaint must submit a written statement to the School District's Title IX Coordinator, Linda Schielke, Assistant Superintendent, Bloomington School District 13, 164 S. Euclid Avenue, Bloomington, IL 60108. The written statement should state the specific facts and/or perceived wrongful act (e.g. location, names, dates, times) to be investigated. The student may seek assistance in preparing the written complaint from a teacher, counselor, or building principal to which the student may have initially complained about the act, which gives rise to the complaint.
2. The Title IX Coordinator or his/her designee shall promptly:
  - a. notify the Superintendent in writing that a complaint has been received.
  - b. investigate the complaint. The coordinator or his/her designee shall make all reasonable efforts, including, but not limited to, convening a conference with the grievant to discuss the complaint and the results of the investigation, to resolve the matter informally.

#### **Hearing**

1. In the event the complaint cannot be resolved informally, the Title IX Coordinator will advise the student of his/her right to a hearing and the following additional procedures:
  - a. The student's request for a hearing must be in writing. The student may seek assistance in preparing the hearing request from a teacher, counselor, or the building principal. A copy of the original complaint shall be attached to the hearing request.
  - b. Within ten (10) business days (defined as days when the School District's Administrative Office is open) of the Coordinator's receipt of the written request for a hearing, the Coordinator will convene an informal hearing, at which time both the student and the person(s) responsible for the dispute action may present testimony and documents relevant to the complaint.
  - c. A record of the hearing shall be made and kept. The Coordinator shall be responsible for making the record of the hearing available to the parties upon request.

- d. Within twenty (20) business days of the hearing, the Coordinator shall provide the student and the Superintendent with written findings on the allegations of the complaint and, if necessary, recommendations for any corrective action.

#### Appeal to the Board of Education

1. If the student is not satisfied with the Coordinator's written findings and/or recommendations, or if the Coordinator fails to provide the student with written findings and/or recommendations within the time limits specified in Paragraph 3 above, the student may thereafter appeal the decision as follows:
  - a. The student must forward a letter appealing the Coordinator's findings and/or recommendations to the Board of Education within (10) business days of the student's receipt of the findings and/or recommendations. Assistance in filing the written appeal is available as specified in Paragraphs 1 and 3 (a) above. Copies of the original complaint, minutes of the hearing, the Title IX Coordinator's hearing findings and/or recommendations will be provided.
  - b. The Board may, in its discretion, convene a hearing at which the parties may present testimony and argument.
  - c. Within thirty (30) business days of the filing of the appeal, the Board of Education shall provide the student with a written decision affirming, reversing, or modifying the Coordinator's findings and/or recommendations and specifying the reasons upon which the review decision is based.

#### Appeal to Superintendent of Education Service Region

If the student is not satisfied with the final disposition of the grievance by the Board of Education, or if the Board fails to issue a timely decision, the student may appeal the decision to the Superintendent of the Educational Service Region pursuant to Section 10 of the Illinois School Code.

#### Appeal to State Superintendent of Education

1. If the student is not satisfied with the disposition of the grievance by the Superintendent of the Educational Service Region, the student may appeal the decision to the State Superintendent of Education pursuant to Section 2-3.8 of the Illinois School Code.
2. If the alleged perpetrator of the discriminatory act is the School District's Title IX Coordinator, the student may omit the steps set forth in Paragraphs 1-3 (as to Title IX Coordinator) herein and proceed immediately to the next step of the grievance process.
3. The District shall maintain records documenting each grievance and its disposition. Such records shall be made available to State Board enforcement authorities upon request.
4. Should either party to the grievance procedures wish to employ counsel or a court reporter, it shall be done at the party's own expense.
5. All complaints regarding the School District's compliance with Title IX of the Education Amendments of 1972 or the Illinois Sex Equity Rules shall be received and investigated without reprisal by the Board of Education or the Board's employees or agents. No reprisal shall be taken against any person for participating or refusing to participate in the grievance process, provided that if refusal to participate constitutes insubordination such refusal may be subject to normal disciplinary procedures.
6. The filing of a complaint under the grievance procedures described herein shall not limit, extend, replace or delay the right of any person to file a similar complaint or charge with any appropriate local, state, or federal agency or court.

## **SCHOOL DISTRICT 13 TECHNOLOGY USE GUIDELINES FOR STUDENTS**

**Commented [WEK12]:** This policy should be revised once the guidelines are finalized. We are happy to make these changes directly into the handbook once they are finalized, if you would like.

District 13 has made a significant commitment to technology and provides these resources to its students and staff for educational and other appropriate professional activities. The goal in providing these resources is to develop thoughtful, efficient and responsible users of technology by promoting educational excellence and fostering high quality personal learning. District 13 firmly believes that technology resources, including the use of the Internet, are of great importance in today's environment. At the same time, School District 13 recognizes the need to develop guidelines in relation to the use of these resources.

To this end, the following acceptable practice guidelines have been developed to protect District 13's investment in technology and to inform users of appropriate and responsible usage. Since access to the technology resources of School District 13 is a privilege and not an entitlement or right, these guidelines are provided so that users are aware of the responsibilities they are about to acquire.

### **Definition of District Technology Resources**

The information systems and technology resources covered by these regulations include all of the District's computer systems, software, access to the Internet, and networks and their various configurations. The systems and networks include all of the computer hardware and peripheral equipment, operating system software, application software, stored text, and data files. This includes electronic mail, local databases, and externally accessed databases (such as the Internet), CD-ROMs, clip art, digital images, digitized information, communications technologies which include audio and video capability and new technologies as they become available. The District reserves the right to monitor all technology resource activity.

### **Authorized Use**

- Authorized use of the School District's technology and the Internet shall be governed by administrative procedures developed by the Superintendent and the Board of Education.
- Access to the District's technological resources will be granted only upon receipt of the appropriate consent form agreeing to adhere to the acceptable use guidelines.
- The District's Technology Resources are a part of the District 13 curriculum and have not been provided as a public access service or a public forum. The District has the right to place restrictions on the material that users access and post through its technological resources. Users of these resources are expected to follow the general use policy, any rules found in District or school handbooks, any Board, teacher or administrative directives and all applicable local, state, federal and international laws.

### **No Expectation of Privacy**

All technological resources, along with associated network wiring and management devices, are owned in their entirety by Bloomington School District 13. All information, correspondence and communication contained in the files that reside on District 13's technological resources, or that was sent or received using District Technology resources, are owned by District 13. Therefore:

- Users waive their right to privacy with respect to their files and communications and consent to access and disclosure to them by authorized District personnel and those external personnel

designated by the Superintendent. Authorized district personnel shall be identified by the Board or Superintendent and shall include, but not be limited to, the Superintendent, the Assistant Superintendent, Principals and Assistant Principals. Technical support personnel also have access to files while performing their roles.

## Student Responsibilities

- Students utilizing District-provided technology resources must first have the permission of and be supervised by District 13 staff. Individual students are responsible for their use of the network. Students must practice appropriate behavior and judgment when on-line or using other technology resources just as they do in a classroom or other areas of the school. The same general rules for behavior and communication apply. Since network communication is often public, students are responsible for behaving as appropriately on the network as they are in school. Students may be disciplined up to, and including expulsion from school for inappropriate use.
- All resources must be handled with care. Hardware and software must not be modified, abused or misused in any way. Students shall not load anything onto the District's network or Internet without prior approval. Students are responsible for reporting any unauthorized software that they observe on the network. Failure to report to their teacher may result in disciplinary action.
- The District does not provide students with personal e-mail accounts. Thus, all student use of e-mail shall be under the supervision of a staff member and shall be consistent with the District's curriculum and educational mission. Students shall not be allowed to use the District's electronic mail communication for personal messages, anonymous messages or communications unrelated to the school program. Students may be disciplined up to, and including, expulsion from school for the creation of inappropriate e-mails sent via the school network and may also be disciplined up to, and including, expulsion from school for receiving and not reporting inappropriate e-mail.
- Students shall respect the privacy rights of others and shall not attempt to access any electronic mail communications not directed to them or intended to be received by them.
- Students shall not use the District's computer network or District means of access to the Internet for personal, financial or commercial gain.
- Network passwords are to be used exclusively by the authorized owner of the password. Passwords must never be shared with others. Students shall not attempt to gain access to others passwords, modify the passwords of other individuals, attempt to gain access to any files or other data belonging to others or misrepresent others on the network. Disclosure of an individual password or utilization of another student's password or attempting to gain access to files and data of others shall be the basis for disciplinary action. If you are logged into the network, leaving a computer not password protected enables anyone to potentially access your files which makes you responsible. The owner of a password shall be responsible for actions using the password.
- Students shall not attempt to access the District's network or technological resources in a way that compromises the security of the network by trying to gain unauthorized access or going beyond authorized access to District resources.
- Students are responsible to inform professional staff of any unauthorized use of their password, any unauthorized installation of software, the receipt of inappropriate electronic transmissions, knowledge of any copyright violations, and any other inappropriate issues involving use of hardware or access.

## Internet Filtering

- School District 13 subscribes to an Internet filtering system to filter out sites with content considered unacceptable for educational use. While using District 13 technology resources, no user may attempt to bypass this filtering system or attempt to access the Internet in any other way. It is recognized that no filtering software is completely reliable. District 13 does not represent that

users will not have access to inappropriate or objectionable material. The responsibility for appropriate use of the Internet lies with the user.

### Software & Hardware Use & Installation

- Only authorized persons (Technology Team and administrators) are permitted to install software and/or hardware on District technological resources.
- No software or hardware is to be installed on District resources without the licensing agreement that allows the installation. Users must not connect or install any computer hardware or software which is their own personal property to or on the District's resources without prior approval of building or district level administrators. In addition, such hardware or original media software purchased by individual users must be accompanied by a legitimate proof of purchase. Users must not download any material or software from the Internet without the approval of appropriate building or district level administrators.
- The District Technology Team is responsible only for installing District purchased and approved software. Assistance with installing and troubleshooting personally purchased software that has been approved by an administrator will be available by the Technology Team as time permits and as District resources allow. It is the policy of District 13 to abide by all software licensing agreements and the District Technology Team will be responsible for maintaining a licensing agreement file.
- At times, it is necessary for the District Technology Team to reformat hard drives. Reformatting completely erases all contents of a hard drive. District software will be reinstalled but the District Technology Team will not reinstall unapproved copies of software nor will they be able to retrieve any data files, which are required to be saved to a user's home drive. With this in mind, please keep any installation disks of specific school-purchased software in an identified location at each school. Users are personally responsible for making backups of any data files that may have been stored on a local hard drive.

### Privately Owned Electronic Devices

- Students who choose to bring privately owned electronic devices are responsible for the safety and security of those items. Responsibility for the maintenance and repair of the equipment rests solely with the owner. Any damage to the equipment is the responsibility of the individual.
- All use of privately owned electronic devices must be with the approval of the classroom teacher or supervising staff member.
- Any electronic device that can connect in any way to the District 13 wired or wireless network is considered a computing device under this policy. For the purposes of the guidelines in this document, privately owned computing devices are treated as District 13 owned computing devices. In particular, note that some uses of a computing device that are considered acceptable at home or on another system may not be acceptable when utilizing the District 13 network.
- District 13 retains the right to determine where and when privately owned computing devices may be connected to the network.

## Copyright Issues

- Users must abide by all copyright laws and their accompanying guidelines and respect the rights of copyright owners. Copyright infringement occurs when a user inappropriately reproduces a work that is protected by a copyright.
- Under the "fair use" doctrine, unauthorized reproduction or use of copyrighted materials is permissible for such purposes as criticism, comment, news reporting, teaching, scholarship or research. All users must follow the "Fair Use" guidelines when using information gained from the Internet. (Refer to: <http://www.adec.edu/admin/papers/fair10-17.html> for Fair Use Guidelines.)
- Users shall not plagiarize. This also applies to works that are found on the Internet or through other electronic resources. Plagiarism is presenting the ideas or writings of others as one's own. It is important for users of technology to cite sources used in papers and presentations both from an ethical and legal standpoint.

## Publishing on the Web

- Users publishing information on the Internet using the District's technology resources are, in effect, publishing such information on behalf of the District. Consequently, information may be published on the Internet using the District's resources only when approved by an administrator or other authorized District personnel.

## Website Account Permissions

As part of Bloomington School District 13's ongoing technology endeavors, we have been implementing many online tools for supporting instruction and learning. A variety of these online learning tools require that students have private logins in order to access site features and allow for collaboration and communication with other students, whole classes, and teachers. Due to the age of most of our students, many of these online tools require parent/guardian permission.

The online tools used in Bloomington School District 13 have been reviewed by our staff to ensure that the students' privacy and anonymity are preserved. Please note that students may have to supply personal information, such as first and last name and email address. We do not choose sites that require students to give phone numbers or home addresses, nor will the full names of students ever be on display. The websites will not sell or share any personal information, nor will they contact the email address on behalf of other companies. Lastly, the posting of photographs with any students on these sites is strictly prohibited by Bloomington School District 13.

As with all use of technology used in Bloomington School District 13, students using any online tools are expected to follow the District 13's Technology Use Guidelines and to use these tools responsibly and solely for class purposes; i.e. not for sharing personal information or social networking. As previously stated, these sites are intended for educationally enriching purposes only, so if inappropriate content is posted, students will be disciplined according to the policies of the school.

Bloomington School District 13 believes that integrating technology in the classroom via online educational tools provides unique, safe, and worthwhile educational opportunities for students, and we hope that all students will be able to participate. Whether or not you allow your child to participate with the various online tools used in Bloomington School District 13, please



complete this form and have your child return it to their homeroom teacher. If you have any questions or concerns, please contact our district's Technology Coordinator, Kelly Ordoqui at [kordoqui@sd13.org](mailto:kordoqui@sd13.org).

### Parent/Guardian Responsibility

It is the responsibility of the parent/guardian to:

- Read the technology use guidelines and school/District policies as they apply to network/Internet access and agree to their son/daughter's access by signing the consent form.
- Be aware of the contents of the policy set out by the school and the District for unacceptable and inappropriate use.
- Be aware of the risks inherent in that access, while encouraging safe and acceptable practices.
- Be responsible for any damage or loss of District equipment.

### District Responsibility

- Although it is the District's goal to develop responsible users of technology, it must be understood that making network and Internet access available, even with the use of an Internet filtering service, carries with it the potential that network users will encounter sources that may be considered controversial or inappropriate. Because of this the District is not liable or responsible for the accuracy or suitability of any information that is retrieved through technology. Additionally, because no technology is guaranteed to be error-free or totally dependable, the District is not responsible for any information that may be lost, damaged or unavailable due to technical difficulties.
- Again, it is important to remember that the use of District technology is a privilege and not a right. Because of this, the District has the right to determine consequences for the abuse and/or misuse of its technological resources or properties.

Students and their parents should carefully review this agreement and the attached policy and procedures regarding permissible use of District 13 computers and access to the Internet using District 13 means of access. Parents and students should sign this agreement where indicated to evidence their agreement to follow the District rules and regulations set forth in District 13 policy and procedures regarding permissible computer use. Students will be allowed to use District computers and to access the Internet using District means pursuant to this policy and procedures after they have returned this agreement signed by the student and his/her parent or guardian.

*Please retain the attached policy and procedures for future reference.*

### Agreement Regarding Permissible Computer Use: Student

I have read and understand the School District's policy and procedures regarding acceptable use of District 13 computers and its access to the Internet using District 13 means of access. I consent to monitoring and inspection by school staff and administration of my use of District computers and District means of access including any and all electronic mail communications I make or attempt to make or I receive and all materials I download or access. I agree to follow the District rules and regulations

regarding permissible computer use. I understand that failure to follow District rules and regulations regarding permissible computer use will result in appropriate disciplinary action that may include loss of computer access privileges.

\_\_\_\_\_  
Student Name (Please Print)                      Homeroom

\_\_\_\_\_  
Student Signature                                      Date

### Agreement Regarding Permissible Computer Use: Parent/Guardian

I have read and understand the School District's policy and procedures regarding permissible use of District 13 computers and access to the Internet using District 13 means of access. I understand that the District's network and access to the Internet is for educational purposes only. I recognize it is impossible for the District to prevent access to all non-educational materials, and that the responsibility for appropriate use of District computers ultimately rests with the computer user. I agree to instruct my child accordingly. I will hold harmless the District, its employees, agents, or Board members, for any harm caused by materials or software obtained by using District 13 computers and/or District 13 means of access to the Internet. I accept full responsibility for supervision if and when my child's use of District 13 means of access to the Internet is not in a school setting.

YES, I hereby request that my child be allowed access to the Internet using District 13 means of access.

\_\_\_\_\_  
Parent/Guardian Signature                      Date

NO, I request that my child not be allowed access to the Internet using District 13 means of access.

\_\_\_\_\_  
Parent/Guardian Signature                      Date

### WHAT IF ???...

#### I want to store something at school?

You will be assigned a locker to store your coat, books, etc. It is your responsibility to keep it clean. Locks, stickers or decals may not be put on or in your lockers.

#### I ride my bicycle to school?

Bike racks are provided in front of the school. Make sure you lock your bike. Bikes are to be walked on school grounds at all times.

#### I lose something?

Tell your teacher or paraprofessional immediately. The school "Lost and Found" is located in the front lobby. You may look in it before or after school, or during school with your teacher's permission. It will help greatly if you label personal items.

### I need to make a phone call?

There are telephones in each classroom for student use. Phones may be used with proper permission.

### I want to bring a pet to school?

You may not bring pets to school without advance approval of the teacher and office. Pet "Permission Forms" are available in the school office. **Remind your parents to not bring pets with them at drop-off and pick-up times (a pet kept in a vehicle is fine).**

### I want to bring a cell phone to school?

Cell phones may be brought to school but must not be used during the school day. Students possessing a cell phone should inform their teacher or principal.

### I want to bring an electronic device to school?

Valuable property such as ipods, electronic games, etc., may be used at recess. The student assumes all personal liability for such items brought to school.

### I don't feel well?

Tell your teacher or paraprofessional. He/she may want you to go to the office to have your temperature taken.

### I have a question or something is bothering me?

Tell your teacher or paraprofessional. If he/she can't help you or give you an answer, see the Administration, or Social Worker. Don't ever be afraid to ask for help!

### I came to school late?

You need to report to the office to tell us you have arrived at school and the reason you are late. You will receive a late arrival slip, which must be given to your teacher. You may then go down to your classroom.

### I am locked out of the building?

If you are locked out of the building, go directly to the front entry doors. If the front doors are locked push the buzzer so that the office can buzz you into the school. Go to the office to explain your situation, receive an entry pass, and return to your classroom.

### We have an emergency at school?

Your teacher will be in complete control if there is any type of emergency at school. We will often practice fire drills, tornado procedures, and emergency management plans. It is very important that you listen closely and learn what to do during these practices.

### I need to take medicine at school?

No child may have medicine in a classroom or give himself/herself medicine during the day. You must bring it to the office, marked with your name. Your parents must write a letter telling when you should take your medicine. You must get a special permission form from the office for your parents to sign.

### I lose a library book or forget to return a book on time?

You are responsible for all books you check out from the I.M.C. When you check out a book, it is due one week from the date it was checked out. All students are expected to return IMC

books on time. If you don't return a book on time you will be fined. The money collected from these fines will be donated to worthy projects such as, "Save the Rainforest," or "Save the Manatee." If you lose a book and cannot find it, you will be charged the price of the book.

#### **I want to go home with someone else or on a different bus?**

You must have a written note from your parent/guardian. This note will be sent to the office for administrative approval. No one may ride home on a different bus or go home a different way without a note from home and office notification. Bus changes will be approved for day care purposes only. This is a bus company regulation.

#### **I forget to bring my lunch?**

Let your teacher or paraprofessional know you forgot your lunch and then, with permission, use the classroom phone to call home. If no one at home can be reached to bring your lunch to school the PTO has provided lunch snacks located in the office.

### **DUJARDIN SCHOOL RESPONSIBILITY PLEDGE: A TEAM APPROACH**

We recognize that children learn from adults and that caring, encouragement, positive support, and a wholesome, nurturing environment are critical to the healthy development of every child.

The goal of DuJardin School is to provide a quality education for all students by implementing a curriculum that will address students' needs. With this in mind, the following contract is a mutual pledge between home and school to best prepare our students for their roles as responsible citizens and learners within our community. As a team, parents, teachers, and administrators must demonstrate an understanding of their responsibilities to children.

This agreement is a promise to work together. We believe that this agreement can be fulfilled by our team effort. Together we can improve teaching and learning.

#### **STUDENT PLEDGE:**

I understand my education is important to me and that my parents and teachers will help me do my best. I realize I am responsible for school work and for my success in school. Therefore, I will make every effort to carry out the following responsibilities:

- I will arrive at school on time and be prepared to work.
- I will produce top quality work that my teacher assigns and will turn it in on time.
- I will respect my parents, teachers, school staff, classmates, and their property at all times and follow the school rules.
- I will demonstrate a positive attitude toward myself, others, school, and learning.

#### **PARENT PLEDGE:**

I understand my child's school experience is very important and I realize my participation in my child's education is imperative to her/his success. Therefore, I will make every effort to carry out the following responsibilities:

- I will provide a regular time and a quiet place at home for completing homework and study assignments.
- I will spend time daily with my child on school work; either reading or discussing assignments.
- I will return all communications promptly and contact the school with any questions or concerns.

- I will support the school conduct policy so my child will become a responsible individual/learner.
- I will encourage my child's reading by limiting TV viewing and reading to/with my child.

#### TEACHER PLEDGE:

I understand the importance of the school experience for every student and my responsibility as a teacher and a role model. Therefore, I will make every effort to carry out the following responsibilities:

- I will provide a safe and pleasant atmosphere for learning.
- I will teach all the necessary concepts and skills to your child and encourage completion of all assignments.
- I will encourage good citizenship by teaching your child to be respectful of all people and property.
- I will communicate with you regarding your child's progress and all other essential school information, including my expectations, instructional goals, and grading system.

#### ADMINISTRATOR PLEDGE:

I understand the importance of my role in the school experience for students, staff, and parents. Therefore, I will make every effort to carry out the following responsibilities:

- I will create a welcoming environment for students, staff, and parents.
- I will communicate to students, staff, and parents the school's mission and goals.
- I will ensure a safe and orderly environment.
- I will reinforce the partnership between parent, student, and staff.
- I will act as the instructional leader by supporting teachers in their classrooms.

**MOST IMPORTANTLY, WE PROMISE TO HELP EACH OTHER CARRY OUT THIS AGREEMENT.**

#### WE'VE READ AND UNDERSTAND

We strive to help our students understand that responsibility must be a large part of their lives. Within reason, we will expect students to be responsible for their actions. However, it is not fair nor reasonable to hold a student responsible for something he/she does not know about or does not fully understand.

District 13 schools are drug-free environments and students should not be in possession of any alcohol, tobacco, drugs, guns, weapons, or look-alike weapons. It is the policy of the Board of Education not to discriminate on the basis of race, color, creed, national origin, religion, age, ethnicity, disability, or sex in its educational programs or employment policies and practices.

We encourage all members of District 13 to practice and model the six pillars of CHARACTER COUNTS!

**Please indicate that you have read and discussed the information within this handbook with your child by completing and returning the *Responsibility Pledge Sheet* that was sent home with your child by the end of September.** If I can be of any help in clarifying any section of the handbook or answer any questions you may have, please do not hesitate to call the school office, (630)894-9200.

Mr. Mark J. Dwyer & Mrs. Angel Frattinger

Principal

Asst. Principal

