

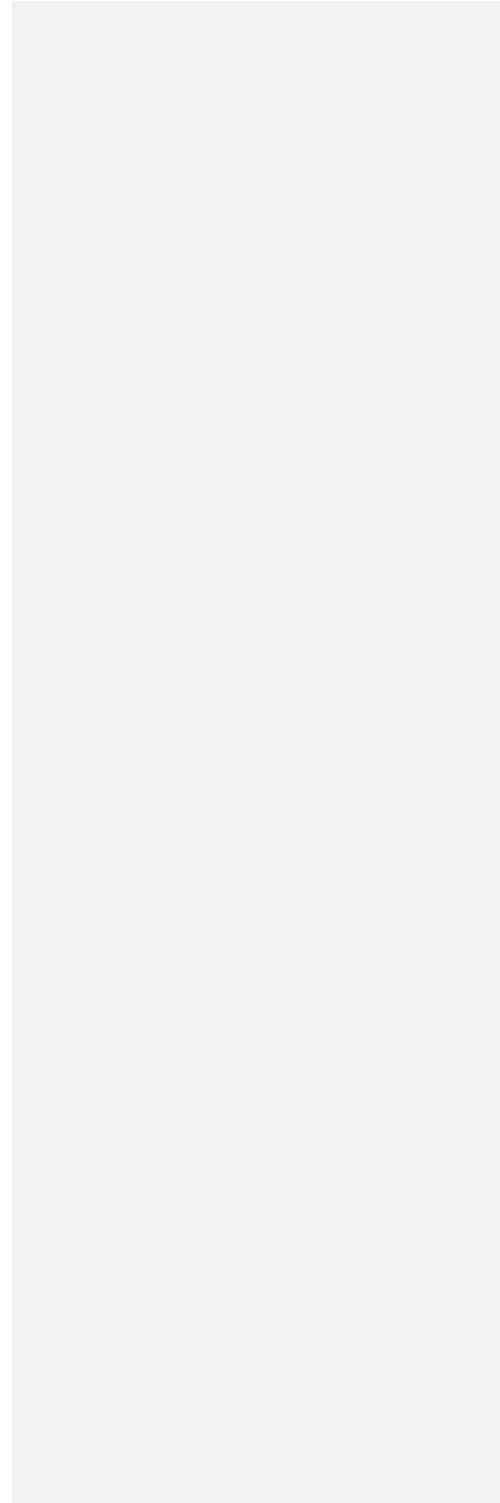
***Erickson Elementary
School***

***EDUCATING AND
INSPIRING THE FUTURE***



SOAR LIKE AN EAGLE

Family Handbook



— EDUCATING AND INSPIRING THE FUTURE —

EDUCATORS WILL

- MODEL AND ENCOURAGE POSITIVE CHARACTER
- PROVIDE ENRICHING LEARNING OPPORTUNITIES THAT ALLOW STUDENTS TO GROW
- ENGAGE, MOTIVATE, AND NURTURE ALL STUDENTS IN A SAFE ENVIRONMENT
- INSPIRE STUDENTS TO DISCOVER AND DEVELOP A LOVE OF LEARNING
- COLLABORATE TO IMPROVE TEACHING PRACTICES TO SUPPORT STUDENTS

STUDENTS WILL

- MODEL AND DEVELOP POSITIVE CHARACTER
- BE ACTIVELY INVOLVED IN LEARNING AND PRODUCTIVELY CONTRIBUTE TO THE CLASSROOM COMMUNITY
- DEMONSTRATE PERSEVERANCE IN ACADEMIC AND REAL-WORLD CHALLENGES
- SET AND ACHIEVE GOALS TO REACH THEIR FULL POTENTIAL

PARENTS WILL

- MODEL AND ENCOURAGE POSITIVE CHARACTER
- COLLABORATE WITH TEACHERS TO HELP STUDENTS ACHIEVE
- ENCOURAGE THE LEARNING PROCESS
- ACTIVELY ENHANCE STUDENTS' EDUCATION AND WELL-BEING



— SOAR LIKE AN EAGLE —

Erickson School Pledge

**Today, I will learn and help others learn;
I will honor and respect everyone;
At Erickson, We work together to achieve more.**

Dear Students and Parents,

Welcome to Erickson Elementary School. We are looking forward to the school year and excited to *Educate & Inspire the Future*. The information supplied in the family handbook is for student and parent use. The family handbook is written to and for our students, and they should use it as a basis for moving through a typical school day in a responsible manner. We ask that family members take the time to read and discuss the family handbook together. After reviewing the handbook, please sign and return the Responsibility Pledge Form to your child's teacher. The Family Handbook is located on the Erickson Website. Please do not hesitate to reach out to us at any time during the school year. Our goal is for every student to *SOAR LIKE AN EAGLE!*

Mr. Patrick Haugens

Mrs. Stacy Johnston



Erickson Elementary Principal

Erickson Elementary Assistant Principal

Erickson Elementary School

277 Springfield Drive
Bloomington, IL 60108

630-529-2223
www.sd13.org

Disclaimer

The provisions of this handbook are not to be considered as irrevocable contractual commitments between the school and the student. Rather, the provisions reflect the current status of the rules, practices and procedures as currently practiced and are subject to change.

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IMPORTANT INFORMATION

SCHOOL HOURS

Grades 1-5:	8:40 am - 3:30 pm Monday through Friday
Kindergarten AM:	8:40 am - 11:30 am Monday through Friday
Kindergarten PM:	12:40 am - 3:30 pm Monday through Friday
Preschool AM:	8:40 am - 11:15 am Monday through Friday
Preschool PM:	12:40 am - 3:15 pm Monday through Friday

LUNCH/RECESS HOUR

Grades 1, 2 and 3:	Lunch:	12:00-12:25
	Recess:	12:25-12:50
Grade 4 and 5	Recess:	12:00-12:25
	Lunch:	12:25-12:50

Your lunch time will be for 50 minutes. For half of this time, you will be in the gym eating your lunch. For the other half, you will be at recess. Erickson does not have a hot lunch program. Students should bring a lunch to school or have a lunch dropped off in the vestibule before the lunch period. The PTO does offer special hot lunch days throughout the school year.

OFFICE HOURS/PHONE

8:00 am - 4:00 pm
630-529-2223

OFFICE STAFF

Patrick Haugens, Principal
Stacy Johnston, Assistant Principal
Jill Mastrodomenico, Secretary
Barbara Naumiec, Secretary
Natalie Dykas, Nurse



SCHOOL COLORS & MASCOT

The Erickson School colors are blue and yellow. The first Friday of each month is SPIRIT DAY. Students are encouraged to wear blue and yellow or Erickson spirit wear. The PTO will sell Spirit wear throughout the school year. Please refer to the Erickson Express for information regarding ordering Spirit Wear online.

Our school symbol is the Eagle. An eagle is one of the largest and most powerful birds in the world. It is regarded as courageous and symbolizing freedom and power. As such, it makes a great mascot for all students at Erickson Elementary.

MORNING ARRIVAL

Morning line-up supervision begins at 8:25 a.m. Morning arrival is from 8:25-8:40. On days of inclement weather, students will be allowed to enter the building at 8:25 a.m. Students arriving at 8:45 a.m. are tardy and will need to report to the office for a tardy slip.

1. Students riding the bus will arrive in the bus parking lot (front of the school) between 8:25-8:40.
2. Parents who would like to “drop and go” should use the circle drive near the parent lot. This circle drive is not a place to park, stay idle, or exit the car.
3. Parents can also park in the side parent parking lot or park district parking lot and walk their student(s) to the grade level arrival area. Students should not walk in the parking lot unaccompanied. No cars for student drop-off are allowed in the bus parking lot (the front parking lot).

AFTERNOON DISMISSAL

Students will be dismissed from school at 3:30 p.m. Teachers will bring classes to the front door.

4. Students who walk home should go directly home.
5. Students who ride the bus are to go directly to their bus and board it properly. If the bus has not arrived, students should go directly to their bus line.
6. Students being picked up in the circle drive, should wait near the circle drive for a parent to arrive.
7. Parents can use the circle drive or park in the side parking lot or park district parking lot and walk to pick up their child. Please wait near the front of the school for your child. Students should not walk in the parking lot unaccompanied.

8. *Exception: Parents picking up students in the PRESCHOOL program can pick up in the bus lot



at 11:15 am or 3:15 pm.

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

SCHOOL WEBSITE

The Erickson School Website is located at www.sd13.org. The website features an up-to-date calendar of events, classroom website pages, curriculum information, links to the Erickson Express Newsletter, and other important information about school happenings.

SCHOOL NEWSLETTER

Each Thursday, the Erickson Express is e-mailed to all families. Parents may also access the Express on the school website at www.sd13.org. Important information and dates are provided in the Express.

TWITTER

Erickson Elementary has a twitter account [@D13Eagles](https://twitter.com/D13Eagles) to keep parents informed of upcoming events & post pictures throughout the week. Parents can follow Erickson and receive information on their smartphones like texts.

VISITORS TO SCHOOL

Adult visitors are welcome at school. Visitors should park in the parent parking lot. All individuals wishing to enter the building will need to ring the doorbell at the entrance of the school. A staff member will ask your name and the purpose of your visit. Once it is determined that you are able to enter, you must report to the office, sign in, and present a driver's license or state identification which will be scanned through the sex offender database to receive a visitor's pass before proceeding any further into the school. If a parent wishes to confer with a teacher, an appointment must be made prior to the visit.

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 the school routine. If a parent decides to come to the school at the close of the day to pick up a child, they are to not wait in the school corridor or outside the classroom. Parents should wait by the main entrance.

Student visitors are not permitted during regular school hours. An adult must supervise all children in the building after school hours.

HOT LUNCH

The PTO also provides interested students with an opportunity to eat a special hot lunch during the course of the school year. The hot lunch dates are located on our website calendar as well as in the Erickson Express. Hot lunch online order forms are located in our weekly parent communication newsletter, the Erickson Express. PTO hot lunch serves as a school fundraiser and the proceeds will go right back into the school (ie- Teacher Wish Lists are funded through PTO Fundraisers).

NUTRITIONAL SNACK

Students will have a snack break in the morning hours. This break will not interrupt the normal flow of classwork. Emphasis is on nutritional foods, which restore energy to the body by replacing lost protein. Even though many times items are labeled as natural, often there is much sugar or added chemicals in them, which are not good for children.

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, Granola Bars, Unflavored Popcorn

Items that are discouraged include:

Fruit Roll-Ups, Pudding Cups, Packaged Fruit Cups, Chips or Cookies

BIRTHDAYS

During morning announcements the names of all those celebrating a birthday 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 when their birthday will be announced.

Decorating lockers, desks and sending flowers or gifts to school is not permissible. Maintaining a stable learning environment for all students is a daily responsibility.

As a result of food allergies, and other food related issues, birthday treats are NOT to be sent to school. Students will not be allowed to pass out any items. The school will give each student a birthday token.

Birthday Invitations are of a personal nature and are NOT to be sent to school to be passed out. This practice has caused hurt feelings for those students not invited. Please send invitations by mail only. The school office is unable to provide emails, addresses or phone numbers to parents. Those joining the PTO will be given a student address booklet.

CHANGE OF DISMISSAL PROCEDURES

DISMISSAL BEFORE 3:30 pm

During the year it may be necessary for a student to leave school prior to the regular dismissal time. If the early dismissal is anticipated by the parents (i.e. appointments or vacations), a note (email or handwritten) should be sent to the school a day before or the morning of by 9:00 am indicating the anticipated change in the regular schedule. Please do not send time sensitive emails to staff regarding dismissal changes.

It is required that the parent or guardian sign out their child in the school office. Students will not be permitted to leave school unless accompanied by a parent or legal guardian.

DISMISSAL PICK-UP CHANGE

The parent is requested to inform the school of any changes in the pick-up procedure for a child. A note (email or handwritten) should be sent to the school a day before or the morning of by 9:00 am indicating the anticipated change. Please do not send time sensitive emails to staff regarding dismissal changes. If making a last minute change regarding the dismissal of your child, please call the office by 2:00pm.

HEALTH

ILLNESS POLICY

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 home sick.

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 does have a full-time nurse to either administer or remind students to come to the office to take medication. But 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 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

Commented [WEK1]: 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.

not been picked up by parents are destroyed.
If you have any questions or concerns, please call the school nurse.

DISTRICT 13 ATTENDANCE AND TRUANCY POLICY

Please call the school office before 8:30 a.m. to report an absence. Call each day a child is absent. If you do not call, you will receive a call from the school office after 9:00 a.m. inquiring about your child's absence.

ABSENCES

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 causes for absence from school include 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 [WEK2]: These changes are necessary pursuant to Public Act 100-0918 (eff. 7/1/18) and Public Act 100-0810 (eff. 1/1/19).

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.

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

Bloomingdale SD13 will refer chronic truants to the DuPage Regional Office Of Education in accordance with current procedures established by the DuPage County Truant officer.

DEFINING ABSENCES

Excused absences

1. 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) bereavements, 4) family emergencies, 5) observance of religious holidays, and 6) requests in writing, approved in advance by the school principal.

2. 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

3. 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 may be subject to penalties under state and local truancy laws.
4. 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.

VACATIONS

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 ~~1510~~ consecutive days may be dropped from the school’s 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 [WEK3]: 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.

ABSENCES AND HOMEWORK

Make arrangements to secure assignments when your child is absent for at least three consecutive days by calling the school office before 10:00 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. Please make sure you give your teacher enough time to gather all necessary material. Students have the same number of days to complete the assignments as they were absent.

Notify the teacher and school office when a family vacation occurs during the school year. While it is recognized that family vacations may be a valuable educational and social experience, we strongly recommend that such vacations not take place during regular school attendance days. Assignments will be given to the child upon his/her return. Students have the same number of days to complete the assignments as they were absent for the vacation.

TARDIES

Students are considered tardy if they are not in their classrooms when morning announcements are read. There are excused tardies and unexcused tardies. School principals will make these judgments in accordance with the policy on attendance/absences. Excessive tardiness will result in consequences.

BEHAVIOR EXPECTATIONS

Our CHARACTER COUNTS! program supports and encourages the development of positive behaviors. We will make every attempt to use positive techniques to reinforce appropriate behavior. There may be times that a positive approach is not working and a consequence may be necessary. The goal of any consequence is to correct or improve misbehavior and not as a means to punish the student . Consequences may occur before, during, or after school hours, and we will never keep students after school without parental permission.

CHARACTER COUNTS!

In District 13 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.

As an Erickson Student, you are responsible for and expected to model the six pillars of CHARACTER COUNTS!

Fairness: Play by the rules. Be open-minded. Listen to others. Don't take advantage of others. Don't blame others carelessly. Make decisions without favoritism.

Caring: Be kind. Be compassionate and show you care. Express gratitude. Forgive others. Help people in need.

Citizenship: Be a good neighbor. Stay informed; vote. Obey laws and rules. Respect authority. Protect the environment.

Trustworthiness: Be honest. Be reliable; do what you say you'll do. Be loyal; stand by your family, friends, and country.

Respect: Treat others with respect. Be tolerant of differences. Use good manners. Be considerate of the feelings of others. Don't hurt anyone.

Responsibility: Think before you act. Do what you are supposed to do. Be accountable for your choices. Always do your best. Use self-control.

Commented [DAK4]: 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.

BULLY FREE BEHAVIOR

Erickson Elementary School strives to be a bully-free school.

Physical Bullying, which involves harm to another's body or property. _

Emotional Bullying, which involves harm to another's body, property, or feelings.

Social Bullying, which involves harm to another's group acceptance.

These behaviors can include actions and/or words and are taken very seriously. Encourage your son/daughter to report all suspected bullying to their teacher, Assistant Principal, or Principal as soon as possible. **Please refer to the end of the Family Handbook to review the entire bullying policy.**

BUS BEHAVIOR EXPECTATIONS

If you ride a bus to school, you must be aware of and follow several rules that will ensure you of a safe, enjoyable trip to school. **RIDING A SCHOOL 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 will always obey the driver.
2. You must ride your assigned bus and get on and off at your assigned stop. You can not ride another bus to or from school without prior permission from the office.
3. You are to be at your bus stop on time. Maintaining time schedules is very important.
4. You are to stay off the road at all times and behave in a safe manner while waiting. 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 on and off the bus.
8. You are to move quickly to your seat. No one has a reserved seat. A bus driver or school administrator may assign a designated seat to students with behavioral concerns.
9. You are to remain in your seat at all times while the bus is in motion.
10. You are forbidden to put your hands or arms through the bus windows. No objects are to be thrown from open windows.
11. You may talk in a normal tone of voice, fighting and/or loud talking are prohibited since these can divert the driver's attention.
12. No paper or rubbish is to be thrown on the floor.
13. You will be held responsible for any damage you may deliberately do to the bus.
14. You may not bring pets to school on the bus.

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 all your belongings with you when you leave. If you leave something on the bus, notify the office immediately.
16. You are to get off the bus quickly and quietly. Do not crowd, shove or push. Do not linger around the bus loading and unloading zones.
17. You may not eat on the bus. No gum chewing is allowed.
18. If you are a bus student, you are NOT allowed to ride your bicycle or walk to and from school.
19. If you do not follow the rules given above, you may expect the following:
 1. If an offense is of a serious nature, it MAY result in IMMEDIATE loss of bus privileges for a length of time determined by the principal after consulting your parents.
 2. If you break a rule of a less serious nature:
 1. 1st Time: A staff member will communicate a complete explanation of what you have done wrong. Parents may or may not be notified.
 2. 2nd Time: A staff member will communicate a complete explanation of what you have done wrong. You may lose your bus privileges (ie- assigned seat) for a specified period of time, depending on the severity of the problem. Parents will be notified.
 3. 3rd Time: An administrator will communicate a complete explanation of what you have done wrong. You may lose your bus privileges (ie- unable to ride the bus) for an extended period of time to be determined by the principal. Parents will be notified.

PLAYGROUND BEHAVIOR EXPECTATIONS

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:

1. You are responsible for returning all playground equipment to the proper area when you are finished with it.
2. You are to share equipment fairly with your fellow students. EVERYONE wants to have a good time on the playground.
3. For your safety, tackling games of any kind are not allowed. 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, and enter the building with your group.

6. Use all the playground equipment as instructed.
7. Never throw snow or ice.
8. Stay seated on the swing until it has totally stopped.
9. If you do not follow the given rules, you should expect:
 1. You will be given an explanation of what you have done wrong.
 2. If a problem is serious enough you may lose playground privileges immediately for a time to be determined by the principal.
 3. If you break a rule of a less serious nature:
 1. 1st Time: A staff member will communicate a complete explanation of what you have done wrong. Parents may or may not be notified.
 2. 2nd Time: A staff member will communicate a complete explanation of what you have done wrong. You may lose playground privileges (ie- loss of swing usage) for a specified period of time, depending on the severity of the problem. Parents will be notified.
 3. 3rd Time: An administrator will communicate a complete explanation of what you have done wrong. You may lose playground privileges (ie- loss of recess) for an extended period of time to be determined by the principal. Parents will be notified.

HALLWAY BEHAVIOR EXPECTATIONS

At all times students are to be quiet in the hallways so as not to disturb other classes that are meeting. You may help your teacher by reminding him/her that you need a pass, if you are going to be in the hall by yourself.

In addition, look at and admire, but do not touch, the artwork that is displayed. Finally, please pick up any paper or litter that you see in the hallways, and help to keep your class's snow boots neat and organized in the winter. Be sure to return to your class as soon as you are done.

WASHROOM BEHAVIOR EXPECTATIONS

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. Writing on or defacing the washrooms is strictly forbidden.

CLASSROOM BEHAVIOR EXPECTATIONS

Your teacher will be discussing rules with you that will make your room a good place to learn and enjoyable for all students to spend the day. Breaking class rules may result in not being able to participate in special activities, or having to spend "time out" studying by yourself in the office.

SPECIAL ACTIVITY BEHAVIOR EXPECTATIONS

During the year you will have the opportunity to participate in special activities such as hot lunch days, field trips, assemblies, and Field Day. 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. Misbehavior at a special activity will result in being removed from the activity and being placed in the office for individual study and possible loss of attendance at future special activities.

LUNCHROOM BEHAVIOR EXPECTATIONS

You have 25 minutes for lunch if you stay at school. You will be eating your lunch in the gymnasium most everyday. Lunch is a time to relax and refresh yourself for the remainder of the school day. In order for lunch to be held in a proper manner, you will be expected to observe the following rules:

1. You are to file into the gymnasium in an orderly manner. **Running is not allowed.**
2. Once you are seated, you may not leave your seat without raising your hand and talking to your paraprofessional.
3. In order to maintain the proper atmosphere, an appropriate level of noise must be maintained. If the noise level becomes too high due to a majority of students speaking too loudly, a lunch supervisor will call for quiet, and remind all students about talking in a conversational tone only. If it is necessary to call for quiet again during the same lunch period, all students will eat in silence for the remainder of the period.
4. In order to help the custodians keep our gymnasium as clean as possible, and to use as little of your lunch time as possible, we need to help clean up in a quick and efficient manner. With five minutes remaining in your lunch period, the "quiet bell" will call for quiet. You are to be quiet and listen for clean-up instructions.
5. If you are being picked up for lunch, you must report to the office before you leave and before you return to class. A parent must come to the office and sign you out.
6. If a lunch is to be brought to school, parents need to deliver it to the cart located in the school front vestibule. The lunch cart will be available to students during the lunch hour. Students **ARE NOT ALLOWED** to leave the playground or school building to pick up a lunch from a parent in the parking lot.
7. On certain occasions, lunch will be eaten in the classroom.
8. It is not appropriate to bring food to share with other students during the lunch period.
9. It is against the school rules to have a restaurant delivery service deliver food to the school. This causes a disruption in the office.

INSTRUCTIONAL INFORMATION

Students in grades K-2 will remain with their homeroom teacher throughout the day for academic instruction. Students in grades 3-5 may have a different grade level math, science and/or social studies teacher. Information regarding students' math, science and/or social studies teachers will be discussed at Curriculum Night and through teacher correspondence.

CO-TEACHING INFORMATION

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.

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 [WEKS]: Illinois law requires this to be included in the Student Handbook. Insert the appropriate contact person at the School or the District.

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SPECIAL PROGRAMS/SERVICES

Blended Preschool Classroom

The blended classroom serves both tuition paying typically developing students and students who are placed in the program in order to receive their special education services. Students can register for the tuition paying spaces through the Bloomingdale Park District and must reside within the Bloomingdale Park District boundaries. The blended classroom meets for 2 1/2 hours a day with a morning and afternoon session. The class is in attendance on all school days with the exception of one day a month when parent outreach activities are offered.

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.

Language and Social Skills Opportunities (LASSO) program

The LASSO program classroom is operated by North DuPage Special Education Cooperative, serving students from member districts that require a highly structured, smaller classroom environment. It serves students in third - fifth grade. Students in this program struggle with language skills, social skills and sensory regulation. Students can have difficulties in more than one of these areas. At Erickson School, students in the LASSO program 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.

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.

Social Work Services

The social worker is responsible for several integral functions:

5. Providing individual social work services for regular and special education students (both long-term and short-term).
6. Providing group social work services for regular and special education students (both long-term and short-term).
7. Coordinating and running staffing meetings.
8. Obtaining consent for case study evaluations and completing social developmental study component for case study evaluations.

9. 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.

The 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. [For more information about the District's Accelerated Placement Program, see Board Policy 6:135.](#)

FINE ARTS INSTRUCTION

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.

Kindergarten students spend 30 minutes in the Library each week. Students in grades 1-5 spend 35 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 1-5 students receive 70 minutes of art instruction 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.

Commented [WEK6]: 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

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 1-5 students receive 70 minutes of physical education instruction 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.

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 1-5 receive 70 minutes of instruction per week.

Technology Instruction

Students in grades 4-5 will attend a 60 minute technology class, one time per week, instructed by Erickson's Technology Coach. Some instructional topics include:

1. Genius Hour/Passion Project to share their expertise in an area, learn a new digital skill, or create something technology related
2. Lego machine construction lessons to promote students' fundamental STEM understanding of simple and powered machines, structures, and mechanisms
3. Digital media creation using various tools and apps for students to document their learning in all instructional areas
4. Positive digital habits will be built into all lesson areas to promote safe and appropriate online use both in the classroom and beyond the school day

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.

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. If a student has a lot of homework it could be the result of not using class time wisely. Homework assignments are for the purpose of reinforcing skill development, helping to develop independent study habits, and fostering a lifelong love of reading. In the upper grades, homework might be assigned on the Chromebook through Google Classroom.

Work Completion

During the course of a school day students are given time to independently practice a lesson that has been taught. Students have adequate opportunity to ask questions and clarify misunderstandings about assignments. If the student doesn't complete the practice work, it is assigned as homework to be finished at home and returned the next day.

Long Range Projects

These assignments require research, additional books and/or materials and are designed to extend and deepen understanding of concepts presented in class. These assignments also help students to learn how to budget time, and to work on a long range project step by step. These study skills are crucial in middle school and beyond. Some class time is given for work time and for teacher support when a student has a long range project assignment.

Studying for Tests

Tests or assessments are one way to measure student mastery of concepts. Tests are announced in advance and students should review vocabulary and concepts prior to the testing.

Independent Reading

Research has shown that students who read independently for 20-30 minutes each day are successful students and become lifelong readers. We encourage students to spend time outside of school reading each day because we know how beneficial it is for them academically.

Average Homework Times

The average amount of homework is listed below. Homework may be given 3-5 nights per week. Modifications may be made for students with special needs

Grade	Time Per Night
Kindergarten	5 minutes
First Grade	10 minutes
Second Grade	20 minutes
Third Grade	30 minutes
Fourth Grade	40 minutes
Fifth Grade	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. Students are successful when a daily routine is established and consistently followed.
4. Provide resource materials, such as magazines, newspapers, dictionaries, reference books, and working tools such as paper, pencils, and if needed a computer
5. Do not do your child's homework, but be available to informally go over directions and check

the work.

6. Ask your child to explain the homework to you.
7. Praise your child's efforts.
8. Inform the teacher if difficulties are experienced during the completion of assigned homework as further instruction may be warranted.
9. Notify the teacher if your child frequently spends more time than the average for his/her grade as indicated by the Homework Time Chart.
10. Notify the teacher when family emergencies, such as a serious illness or death prevent completion of homework assignments.

SAFETY

SAFETY DRILLS

We will practice safety drills throughout the school year, at times involving the Bloomingdale Police Department and/or the Bloomingdale Fire Department. Safety drills include: fire drills, tornado or inclement weather drills, bus drills, evacuation drills, and lockdown drills. It very important that you listen closely and learn what to do during these practices.

SCHOOL DOOR ALARMS

Panic Bar Alarms on the doorways leading to the outside are active during most of the school day. 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.

RECESS SUPERVISION

Students are supervised during outdoor recess. Students should stay within school boundaries. Visitors are not allowed on school property while students are at recess. Visitors should go directly to the school office.

CHILD ABDUCTION

We have worked hard to create an awareness in all Erickson School students of the potential danger involved in talking to strangers and being alone in public places. Children are often in public places: parks, shopping malls, bus stops, coming to and going from school, and playing in the neighborhood. Please take the time to review the dangers associated with talking to strangers and what your child should do if he/she is approached by someone with whom he/she is not familiar.

GENERAL INFORMATION

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]: The Illinois School Code requires school districts to include a policy for the waiver of school fees 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 should also include the appropriate information here for where to get the application.

SPECIAL EVENTS

Many special events will be held throughout the year such as Curriculum Night, Portfolio Night, Holiday Gift Corner, Movie Night, and Field Day. Be alert to the dates for each of these special events and help to make them a success by taking part in them. Information regarding special events will be advertised in the Erickson Express.

STUDENT ORGANIZATIONS AND ACTIVITIES

Throughout the school year, there are a variety of extra-curricular activities for students. Students have opportunities to join school clubs. Examples of clubs include chorus, student council, art club, running club, and game club. Some allow for student participation during lunch/recess times and

others require before or after school time. Look for information in the Erickson Express throughout the year.

ASSEMBLIES

The Parent-Teacher Organization (PTO) and other district committees provide students with quality programs on interesting topics. These will be held at various times throughout the year during the school day.

LOCKER POLICY

School lockers are the property of the school district and are subject to periodic cleaning and inspections as needed. A hall locker has been assigned to each student for temporary use during the school year. However, no combination locks will be issued or allowed to be placed on the lockers. THE SCHOOL WILL NOT ASSUME RESPONSIBILITY FOR LOST ARTICLES. Boots and wet shoes are not to be placed in the locker due to the risk of rusting. They are to be placed neatly on the floor in front of their assigned locker.

LATE BUS

The District #13 late bus runs on Tuesday, Wednesday, and Thursday during regularly scheduled school days for grades 4-5 on a sign-up basis. The late bus departs Erickson Elementary at 4:30pm and begins dropping students off while traveling to DuJardin Elementary on Schick Road. After the DuJardin stop, the late bus proceeds to Westfield Middle School.

The late bus route can last up to one and one half hours based on the number of students on the bus and their residential area. The stops in most cases do not follow the regularly assigned morning and afternoon bus routes. As a result, students may be required to walk a longer distance home. The late bus is not intended for our primary children's use.

LUNCH BAGS

Student lunch containers should always have the student's name clearly written on the outside. Students will be required to throw away partially eaten food that is unable to be secured in a bag or lunch container. Please see that liquid containers do not have lids that are screwed on too tight. It is often difficult for children to remove tightened lids. Do not send glass containers as they may break and cause injury.

Parents will need to deliver properly labeled lunches to a cart which is located in the vestibule. Students are not allowed to go to the parking lot to get their lunches.

LOCKED OUT OF THE BUILDING

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

GUM CHEWING POLICY

Gum chewing is not permitted in school, including the lunch period, unless approved by the classroom teacher.

CHEATING POLICY

Cheating of any kind is not permitted at Erickson School. If you are found to be cheating on a test or classroom assignment, you will meet with the administration. 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 ATTIRE

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. 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. Footwear must be worn at all times. The staff and administration may ask a student to phone home for a change in clothing if concerns arise. Please do not hesitate to phone the principal to ask about school dress.

CELL PHONES

Students are allowed to bring a cell phone to school. The cell phone must be turned off and remain in the child's backpack. Smart Watches should not be used during the school day for texting or calling home. There are phones in each classroom and in the office. If a student needs to call home they can do so by using the classroom or office telephones.

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](#) for more information.

Commented [WEK9]: 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.

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 them clean. Stickers and decals may NOT be put on or in lockers.

...I RIDE MY BICYCLE TO SCHOOL?

Bike racks are located by the intermediate playground. Make sure you lock your bike. Bikes are to be walked on school grounds at all times. Students who use district transportation are NOT allowed to ride bikes to school.

...I LOSE SOMETHING?

Tell your teacher or paraprofessional IMMEDIATELY. The school "lost and found" is located in the main hall, by the office. You may look in it before or after school, or during the school day with your teacher's permission.

...I WANT TO BRING A PET TO SCHOOL?

Pets are not allowed to be brought to Erickson. **PETS ARE NOT ALLOWED DURING DROP-OFF AND PICK-UP TIMES.**

...I DON'T FEEL WELL?

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

...I NEED A PEN, PENCIL OR PAPER?

The Erickson School Store will be open from 12:00 pm - 12:50 pm every other Tuesday during lunch. You will need to plan your purchases for this day.

...I NEED TO MAKE A PHONE CALL?

There is a phone for student use located in each classroom and the office. It may be used with proper permission.

..I HAVE A QUESTION OR SOMETHING IS BOTHERING ME?

Tell your teacher or paraprofessional. If she can't help you or give you an answer, she will let you see the principal 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 NEED TO LEAVE SCHOOL EARLY?

You will need to bring a note from your parents that tells the time you will have to leave school. Give this note to your teacher and she will send you to the office at the proper time with the note. NEVER leave school without reporting to the office. One of your parents or your guardian must come into the office to sign you out.

...WE HAVE AN EMERGENCY AT SCHOOL?

Your teacher will be in complete control if there is any type of emergency at school. We will practice safety drills throughout the school year, at times involving the Bloomingdale Police Department and/or the Bloomingdale Fire Department. Safety drills include: fire drills, tornado or inclement weather drills, evacuation drills, and lockdown drills. 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 of any kind, including cough drops, in the classroom or give himself/herself medicine in school without following state policies. If any medication (prescriptive or non prescriptive) is needed you must have a written doctor's order.

...I LOSE A LIBRARY BOOK OR FORGET TO RETURN A BOOK ON TIME?

You are responsible for all books you check out from the library. You will be assigned a weekly library check-out time. You will need to return or renew your books on this day, or before the due date. Further checkout privileges will be denied until all overdue books have been returned. If you continually have overdue books, you may not be allowed to check books out for a time to be determined by the librarian. If you lose a book, tell the librarian. Arrangements for payment will be worked out between your parents and the librarian.

...I NEED TO RIDE A DIFFERENT BUS HOME?

You cannot ride a different bus home unless it is an emergency situation. Your parents must phone the school to explain the special reason for the one day bus change. This change will need principal approval. Only regular bus riders can ride the school bus. Walkers cannot ride the daily buses.

...I WANT TO GO HOME/OUT FOR LUNCH?

Parents may check-out students at lunch time through the office. Students who are walkers are permitted to go home for lunch. They must bring a note from home and sign out and back in with the office.

...I FORGOT TO BRING MY LUNCH?

Let your teacher know you forgot your lunch and then call home from your classroom or the office.

...I WANT TO BRING MY CELL PHONE TO SCHOOL?

If you bring your cellular phone to school, it must be kept in your backpack and stored in your locker for the entire school day. This includes lunchtime.

...I WANT TO BRING OTHER ELECTRONIC DEVICES TO SCHOOL?

Electronic devices include, but are not limited to, cameras, cell phones, electronic games, iPods, iPads, laser pointers, mp3 players, radios, etc. Electronic devices may not be used during the entire school day. Electronic games and mp3 players may be used at lunch recess. Erickson School is not responsible if you lose your electronic device.

Commented [WEK10]: This answer appears contradictory and could be better clarified. If you would like us to suggest language, please let us know.

School District 13 Technology Use Guidelines for Students

Commented [WEK11]: 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

1. 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.
2. 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.
3. 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 Bloomingdale 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:

4. 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

5. 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, suspension from school for inappropriate use.
6. All resources should 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.
7. 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, suspension from school for the creation of inappropriate e-mails sent via the school network and may also be disciplined up to, and including, suspension from school for receiving and not reporting inappropriate e-mail.
8. 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.
9. Students shall not use the District's computer network or District means of access to the Internet for personal, financial or commercial gain.
10. 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.

11. 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.
12. 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

13. 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

14. Only authorized persons (Technology Team and administrators) are permitted to install software and/or hardware on District technological resources.
15. 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.
16. 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.

17. 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

18. 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.
19. All use of privately owned electronic devices must be with the approval of the classroom teacher or supervising staff member.
20. 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.
21. District 13 retains the right to determine where and when privately owned computing devices may be connected to the network.

Copyright Issues

22. 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.
23. 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.)
24. 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

25. 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 Permission

As part of Bloomingdale 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 Bloomingdale 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 Bloomingdale School District 13.

As with all use of technology used in Bloomingdale 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.

Bloomingdale 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. By signing the Responsibility Pledge you are providing your child permission to use the various online tools utilized in Bloomingdale School District

1. If you have any questions or concerns, please contact our district's Technology Coordinator, Kelly Ordoqui at kordoqui@sd13.org

Parent/Guardian Responsibility

It is the responsibility of the parent/guardian to:

1. 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 responsibility pledge.
2. Be aware of the contents of the policy set out by the school and the District for unacceptable and inappropriate use.
3. Be aware of the risks inherent in that access, while encouraging safe and acceptable practices.
4. Be responsible for any damage or loss of District equipment.

District Responsibility

5. 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.
6. 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 the responsibility pledge 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 the responsibility pledge signed by the student and his/her parent or guardian.

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.

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.

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.

COMPLAINT

1. Any student who wishes to submit a complaint must submit a written statement to the School District's Title IX Coordinator, Dr. Jon Bartelt, Superintendent, or Dr. Evonne Waugh, Assistant Superintendent for Learning, 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:
 1. notify the Superintendent in writing that a complaint has been received.
 2. 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:
 1. 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.

2. 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.
3. 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.
4. 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 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:
 1. 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.
 2. The Board may, in its discretion, convene a hearing at which the parties may present testimony and argument.
 3. 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.**

MODEL POLICY ON BULLYING FOR SCHOOLS IN DUPAGE COUNTY

Commented [WEK12]: 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:
 1. 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.
 2. Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.
 3. Notifying the Building Principal or school administrator or designee of the reported incident of bullying as soon as possible after the report is received.
 4. 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:
 1. The frequency of victimization;
 2. Student, staff, and family observations of safety at a school;
 3. Identification of areas of a school where bullying occurs;
 4. The types of bullying utilized; and
 5. 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:
 1. 2:260, Uniform Grievance Procedure. A student may use this policy to complain about bullying.
 2. 6:60, Curriculum Content. Bullying prevention and character instruction is provided in all grades in accordance with State law.
 3. 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.
 4. 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.
 5. 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).
 6. 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.
 7. 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.
 8. 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.

Preamble

~~An Anti-Bullying Task Force was convened in DuPage County under the Chairmanship of the Honorable James E. Ryan and co-chaired by Dr. Darlene Ruscitti, DuPage Regional Superintendent of Schools and the Honorable Robert Berlin, DuPage County State's Attorney. The purpose of this Task Force includes the creation of a model policy on Bullying to be used by all schools in DuPage County.~~

~~The purpose of such a Model Policy is to ensure, to the greatest extent possible, that no student will be subject to any bullying and to otherwise secure a safe, orderly and respectful environment that promotes teaching and learning. This Model Policy also includes a definition of Bullying that was developed by the DuPage County Anti-Bullying Task Force and that will ensure consistency in the enforcement of the Bullying Policy in all educational environments in the County.~~

~~All Task Force participants, including the school districts, the State's Attorney and the Regional Office of Education, agree to cooperate with each other in the implementation of this Policy and continued review of this Policy as may be needed. The partners further agree that system-wide education regarding the issue of Bullying, its behaviors and consequences is an essential component to protecting our children.~~

~~A feature of this Policy is the Committee Comments to each section. The purpose of these Comments is to provide practical examples to assist in the interpretation and application of the Policy.~~

~~1. 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, charter schools, 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~~

~~Bullying is contrary to state law and the policy of this district. 105 ILCS 5/27-23.7(b). "This Section shall not be interpreted to prevent a victim from seeking redress under any other available civil or criminal law. Nothing in this Section 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 United States Constitution or under Section 3 or 4 of Article 1 of the Illinois Constitution.. (105 ILCS 5/27-23.7 (e).~~

~~Each school district and non-public, non-sectarian elementary or secondary school shall create and maintain a policy on bullying, which policy must be filed with the State Board of Education. 105 ILCS 5/27-23.7(d). The policy must be updated every 2 years and filed with the State Board of Education after being updated. 105 ILCS 5/27-23.7(d) (eff. 1/1/15)~~

~~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. These 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).~~

~~2. Bullying Defined~~

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

- ~~1. — Reflect a coercive imbalance of power; AND~~
- ~~2. — Is severe, pervasive and often purposeful and repeated; AND~~
- ~~3. — Places an individual in (a) reasonable fear of substantial detrimental effect to his or her person or property; or (b) to otherwise substantially interfere in a student’s academic performance or ability to participate in any school related 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)

Beginning on 1/1/15, bullying includes “cyber bullying”:

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

105 ILCS 5/27-23.7(b) (eff. 1/1/15).

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" may include:

1. — Physical acts, such as inappropriate, unwanted, uninvited, or injurious physical contact with another; harassment, threats, intimidation, theft, public humiliation, retaliation for asserting or alleging an act of bullying, stalking; sexual assault; and destruction or damage to property of another. 105 ILCS 5/27-23.7(b).

2. — Written and electronic communication of any type that incorporates language or depictions that would constitute bullying, using any medium (including, but not limited to, cell phones, computers, websites, electronic networks, instant messages, text messages and emails);

3. — Verbal threats made to another, blackmail, or demands for protection money;

4. — Non-verbal threats or intimidation such as aggressive or menacing gestures;

5. — Direct or indirect, relationally aggressive behavior such as social isolation, rumor spreading, or damaging someone's reputation;

6. — 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.

1. — Cyber bullying includes "through the transmission from a computer that is accessed at a non-school related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by a school district or school if the bullying causes a substantial disruption to the education process or orderly operation of a school. 105 ILCS 5/27-23.7(a)(4) (eff. 1/1/15)

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

~~7. Blocking access to school property or facilities;~~

~~8. Stealing or hiding or otherwise defacing books, backpacks or other personal possessions;~~

~~9. Repeated or pervasive taunting, name calling, belittling, mocking putdowns, or demeaning humor relating to a student's race, color, age, gender, marital status, military status, sexual orientation, gender-related identity or expression, 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:~~

~~10. Mere teasing~~

~~1. "talking trash"~~

~~1. Trading of insults~~

~~1. 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.~~

~~1. 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, at school sponsored activities or events, or "cyber bullying" conduct from outside of school; 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, including but not limited to restorative measures.~~

~~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, even from off campus~~

~~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 or otherwise actively encouraging the bully.~~

~~2. Responding to Bullying~~

~~It is the responsibility of the school staff to use violations of the school rules as opportunities to help students improve their social and emotional skills, accept personal responsibility for their learning environment and understand consequences for poor choices and behaviors. In determining the appropriate response to or discipline of students who engage in bullying behavior, the school's administration should consider the following:~~

- ~~3. The ages and maturity of the students involved;~~
- ~~1. The type, frequency, severity and patterns of behaviors;~~
- ~~1. The context in which the incidents occurred;~~

2. ~~Any other relevant circumstances.~~

~~In this regard, this Policy recognizes the sound principles of remediation measures and restorative justice and encourages application of these principles in any response or discipline that may be imposed.~~

~~1. Report and Investigation~~

~~The School shall develop a reporting procedure which shall include, to the extent possible, a written report and provide the school e-mail address (if applicable) and school telephone number for the staff person or persons responsible for receiving such reports. 105 ILCS 5/27-23.7(b) 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, and make all reasonable efforts to complete the investigation within 10 school days after the date the report of the incident of bullying was received. 105 ILCS 5/27-23.7 (b). Discipline and/or other intervention appropriate to the outcome of the investigation shall be imposed consistent with the School District's adopted discipline code. This procedure will promptly inform parents or guardians of all students involved in the alleged incident of bullying, while staying consistent with federal and State laws and rules governing student privacy rights. 105 ILCS 5/27-23.7 (b). The procedure will discuss with parents or guardians as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures. 105 ILCS 5/27-23.7(b). The policy or implementing procedure shall include a process to investigate whether a reported act of bullying is within the permissible scope of the district's or school's jurisdiction and shall require that the district or school provide the victim with information regarding services that are available within the district and community, such as counseling, support services, and other programs. 105 ILCS 5/27-23.7 (d). (eff. 1/1/15).~~

~~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.

~~2. 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 utilize a framework to incorporate the social and emotional learning standards for all grade levels 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 staff members including teachers, administrators, paraprofessionals, coaches, support staff, 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.~~

RESPONSIBILITY PLEDGE

RESPONSIBILITIES FOR LEARNING: A TEAM APPROACH

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

AS A STUDENT, I WILL BE RESPONSIBLE FOR:

1. coming to school on time and being prepared for work.
2. working as hard as I can on all of my assignments and completing them on time.
3. demonstrating a positive attitude towards myself, others, school and learning.
4. knowing and obeying all of the school rules.
5. respecting people and property.
6. respecting the rights of others to learn without distraction and disruption.
7. complying with School District 13's Technology Use Guidelines for students.
8. following the CHARACTER COUNTS! Pillars

AS A PARENT, I WILL BE RESPONSIBLE FOR:

9. providing a quiet study time at home and encouraging good study habits.
10. talking with my child about his/her school activities every day.
11. supporting and reinforcing the information contained in the Family Handbook.
12. helping my child in any way possible to meet his/her responsibilities.
13. agreeing to School District 13's Technology Use Guidelines for students.
14. attending school functions (Curriculum Night, Parent/Teacher conferences, Portfolio Night)

AS A TEACHER, I WILL BE RESPONSIBLE FOR:

15. providing a safe and pleasant atmosphere for learning.
16. explaining my expectations, instructional goals and grading system to students and parents.

17. communicating regularly with parents and students regarding the student's progress in learning and behavior.
18. respecting and encouraging students, their ideas, and their growth.
19. actively and consistently working towards the goal of achieving excellence in our school.
20. Honoring our school vision.

AS AN ADMINISTRATOR, I WILL BE RESPONSIBLE FOR:

21. communicating to students, parents, and staff the school's vision, goals, needs and achievements.
22. maintaining and fostering high standards of academic achievement and behavior.
23. ensuring a safe and orderly environment.
24. reinforcing the partnership between parents, students, and staff.
25. acting 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* to your child's teacher 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.