

**District 102 Student Handbook
2025-2026
Congress Park Elementary
Principal: Catherine Rodriguez
Assistant Principal: Catie Leon**

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SECTION I: School Handbook

Absences

For your child's protection, please call the school health office before 8:20 a.m. for a morning or all-day absence or before 12:15 p.m. for an afternoon absence (11:55 a.m. on Wednesdays). If a student does not report to school, and we have not been notified of an absence, the attendance officer will call each person listed on the student's emergency contact list. The parent must call each day that a student is absent unless the parent notifies the school that the student will be absent for a certain number of days. If we are unable to contact anyone regarding an absent student by 10:00 a.m. or 1:00 p.m., we may notify the police to assist us in locating the child.

Regular attendance in school and on-time school arrival is essential to developing a pattern of academic success. In addition, students develop a foundation for responsible behavior that will carry them throughout their lives. The Illinois School Code, Section 5/26-2a, defines valid causes for school absences as "illness, observance of a religious holiday, death in the immediate family, family emergency, and shall include such other situations beyond the control of the students as determined by the board of education in each district or such other circumstances which cause reasonable concern to the parent for the safety or health of the student. The law further defines chronic or habitual truancy as a child who is absent without valid cause from such attendance for 5% or more of the previous 180 regular attendance days." This means that a student can be considered truant for missing 9 days of school without valid cause for any 180-day segment.

If a student shows a repeated pattern of absences or tardies, the absences may be considered unexcused and the principal may require a physician's excusal from school before the student will be offered make-up work or given an opportunity to retake tests. For students with a pattern of non-attendance, our school team will work with parents to try to pinpoint the reason for the absences and take steps to return the student to regular attendance.

Accident/Illness at School

In case of an accident or illness at school, first aid will be administered. The parent or person designated on the student's emergency contact list will be contacted to come for the student in the event the student should not remain at school. Students will only be released to persons listed on the student emergency contact form. If the parent or emergency contact cannot be reached and medical attention is urgent, paramedics will be summoned and the district nurse, the health aide, principal, assistant principal or district administrator will accompany the student to the hospital. It is absolutely essential that the school be notified of any change in contact information occurring during the school year. Without current information, we may be unable to reach you if illness or an emergency occurs.

Accident Insurance

Our School District has purchased Student Accident Insurance Coverage on your child's behalf. This program provides coverage for your child for any injuries incurred while participating in any school sponsored and/or supervised activity, including athletics. Aside from the school sponsored coverage that the District has provided on your student's behalf, the program

administrator is also offering 24-hour unlimited Dental Accident coverage and also 24-hour coverage that provides protection during vacation, weekends, and the time school is not in session. Brochures and applications are available through the district office.

After School

If a student forgets homework or items in their locker or classroom, it is advised to call ahead before returning to school to ensure someone is in the office. Parents and/or students should not return to the classrooms from the BASE/Right at School Rooms or use the BASE/Right at School doors for entering the building for any reason other than BASE/Right at School. No students are allowed to return to classrooms on Wednesday after 2:30 p.m. since teachers are in meetings immediately after school on Wednesday.

Arrival / Dismissal Procedure

The morning session will start at 8:20 a.m. Students should plan their arrival to school between 8:05 a.m. and 8:15 a.m. and line up on the playground in their assigned area. Students enter the building at 8:15 a.m. and go directly to their classes. Parents are requested to please not send children to school before 8:05 a.m. as there is no playground supervision available prior to that time. Likewise, students who go home for lunch are requested to not return until 5 minutes prior to the end of their lunch period (Please see lunch schedule below). **If students have been absent in the morning, they should return at the end of the lunch.** At that time they may enter the building and go directly to their classrooms. Students returning early at lunchtime will not be allowed on the playground.

If you are on foot, please meet your child away from the building doors, so that there are no obstacles to students that are exiting through those doors.

Asbestos

The district submitted asbestos inspection and management plans to the Illinois Department of Public Health for each building. The results of the inspections indicate that all buildings are safe, although the district will continue to remove and repair damaged asbestos as necessary. The inspection reports may be reviewed by contacting the district office.

Assessments

Assessments are used to inform instruction to help improve teaching and learning. District 102 uses a variety of assessments that are both standardized and locally developed to help inform student progress and instruction. Standardized assessments include the Measures of Academic Progress (MAP) test administered to all students in second through sixth grade in the fall and spring of each year in the areas of reading and mathematics, and the state required, IAR (Illinois Assessment of Readiness), which is administered to all students in third through eighth grade in the spring of each year to determine progress on the Illinois Learning Standards (Common Core State Standards) in the areas of English Language Arts and Mathematics. A list of assessments can be found on the District website.

Authorized Use Policy

Each year, students and their parents and/or guardians are asked to sign a form regarding student use of the district's network, including Internet access. Even though the district takes

precautions to eliminate controversial material, it is impossible to restrict access to all controversial and inappropriate material. The form indicates that students and parents hold responsibility for supervision of the network when it is used outside the school setting.

Band and Orchestra

Band and orchestra is offered to all students in grades 5-8. Band and orchestra members receive one small-group lesson per week in their home schools and one or two large-group rehearsals per week at Park Junior High School depending upon their age level. There are 3 levels of band / orchestra: Beginning, Intermediate, and either Concert Band or Park Symphony Orchestra.

Band/Orchestra lessons in grades 5 and 6 operate as a pull-out on a rotating basis. Lessons at Park Junior High are coordinated with the student's PE class and students miss PE once each week to attend their lesson.

Students participate in at least 2 evening concerts each year and at least one daytime concert. In addition, students are provided several opportunities for social gatherings with other music students.

Before and After School Care

For 2025-2026, parents have two options for before and after school care in grades K-6. BASE (Before and After School Experience) is supervised by the Park District of LaGrange. For additional information, please contact the Park District of LaGrange at 708-352-1762. Right at School is a private provider contracted by the school district. Additional information is available at RightAtSchool.com or by calling 855-287-2466. Please note, BASE and Right at School are the acting supervisors and are responsible for their students during their scheduled program hours. If you have concerns or questions, please call the appropriate number above.

Bicycles At School

1. It is highly suggested that students in grades 3 through 6 that are interested in riding their bicycles to school without their parents or guardian need to participate in the Bike Rodeo at the beginning of the year.
2. Bicycles should be walked on school grounds.
3. Bicycle riders should yield to pedestrians.
4. Each student should lock their bicycle with their own lock.
5. The school assumes no responsibility for lost or damaged bicycles.

Birth Certificate

A certified birth certificate is necessary to register as a new student in District 102. The Illinois Missing Children Records Act (325 ILCS 50/0.01, et seq.) and the Illinois Missing Children Registration Law (325 ILCS 55/0.01, et seq.) require a person enrolling a student to provide a certified copy of the student's birth certificate to the School District within 30 days of enrollment.

Other reliable documentation of identity may include a passport, visa, or other government issued identification. Such other documentation must be submitted with an affidavit explaining the inability to produce a copy of the birth certificate.

Failure to provide a birth certificate or other reliable documentation of identity, District 102 is required by law to notify the police if a parent attempts to register a child without providing a valid birth certificate.

Birthday Celebrations

Students may NOT bring treats (edible or non-edible) to share with others.

Each child's birthday (or half-birthday) is celebrated by reading his/her name over the all-school intercom. In addition, the PTO provides a birthday book for every child.

Party invitations should not be distributed at school unless ALL of the students in the classroom have been invited to the party (or all of the girls or all of the boys). For ease in distribution, names should not be placed on the invitations. Teachers cannot give out contact information for students if you desire to send invitations outside of school. That information can be obtained by purchasing the PTO Directory. Lockers and/or desks may not be decorated in celebration of birthdays or special events.

Blood Borne Pathogens, HIV/AIDS/Universal Precautions

The district has an Exposure Control Plan for blood borne pathogens. It provides: (1) annual inservice to all staff members on blood borne pathogens, (2) the practice of universal precautions to prevent the spread of HIV/AIDS, hepatitis B and other blood borne pathogens, and (3) Hepatitis B vaccine free of charge to those employees in job categories which make it likely they will come in contact with blood or other potentially infectious materials.

The following are the universal precautions practiced in the district:

1. Rubber gloves are available to and worn by personnel in cleaning up blood and body fluid spills.
2. Good handwashing, using soap and running water, after exposure to body fluids (including routine use of the toilet) are taught and observed.
3. Open lesions on students and staff are covered if possible.
4. Soiled surfaces are promptly cleaned with approved disinfectants.
5. All disposable materials, including gloves, are disposed of in a sealed plastic bag. Body fluid may be disposed of through the normal sewage system.

Board of Education

The Board of Education, the elected governing board of the district, meets one or two Thursdays per month during the school year at 7:00p. Open meetings can be preceded by a closed session. Board members are unpaid and serve overlapping 4-year terms. Board elections are held in April of odd-numbered years. The public is welcome at all board meetings. A current list of board members and board meeting dates are on the district website.

Building Security Procedure

The building has long appreciated and promoted an attitude and atmosphere of welcomed, relaxed visitations, but the number of national and metropolitan school security breaches in

recent years has necessitated a more structured and controlled visitation/entrance policy at all district schools. Therefore, to better ensure the health, safety and well-being of our children, the following procedures are in effect:

- ALL doors to the school building are locked during school hours.
- ALL Visitors should ring the buzzer at Door #1 (East side of the building, off of the parking lot) and identify themselves.
- ALL visitors must register in the main office upon entering the building and wear an identifying nametag.

Again, the only public access to the school building will be via the main office area entrance between 8:00 a.m. and 4:00 p.m. The BASE door is located at Door #8 (NW corner of the building). The Right at School drop off door is Door #7 and their pick up location is Door #11. These doors should be used for BASE/Right at School drop off and pick up only.

Bus Transportation

The Board of Education offers transportation to and from school to qualifying students. Eligible bus riders live more than 1.5 miles from school or in an area where walking to school involves a serious safety hazard that is not attended by a crossing guard. Serious safety hazards are generally busy roadways and railroad crossings. The annual fee for this service is \$300.

Students who are not qualified for transportation services may ride the bus for an annual fee of \$500.

Students receiving special education services who attend buildings outside their attendance areas receive free transportation to and from school. Band and orchestra students receive bus transportation to their home school after early morning practice. Full day kindergarten students attending Barnsdale may ride the shuttle bus from and to their home school at no cost.

Failure to observe the rules of behavior can result in loss of the privilege of riding the school bus. Please review the following information and bus behavior standards with your child(ren). These procedures and behavior expectations will be in effect whenever your child(ren) rides the bus. This includes all field trip bus rides.

Safety Procedures

- (1) Students are asked to be especially careful as the bus approaches and not move toward the bus in an attempt to board until the bus has come to a complete stop and the door opened for them.
- (2) If it is necessary to cross the street when getting off the bus, students should walk 10 feet in front of the bus before attempting to cross. This is especially important for primary age children so they can be clearly seen by the bus driver.
- (3) When entering the bus, students should not push or shove. Students should use the handrail and move quickly to their seat. Once in their seats, students are expected to remain seated until the trip has been completed.

- (4) Kindergarten students riding to and from school by themselves (not accompanied by

an older sibling) must be met by a parent/guardian at the bus stop each day. If the bus arrives at a stop and the driver does not see a parent/guardian, the student will be returned to his/her home school to be picked up by their parent/guardian.

(5) While waiting for the bus, students are expected to behave in an orderly manner, remain on the parkway and stay out of the street.

(6) Students should keep books, packages, coats, band instruments and lunches out of the aisle. Be sure to take all belongings when leaving the bus.

(7) In the event of an emergency, students should follow the instructions of the driver.

Behavior

(8) Bus riders are under the jurisdiction of the bus driver/bus monitor during the loading, unloading and riding portion of their trip. The bus driver/bus monitor has the authority to change and/or assign students to specific seats. Students are expected to respond to the driver's/bus monitor's instructions with the same obedience, courtesy and respect given to teachers and parents. Disrespect and back talking to the driver will result in disciplinary measures and possible loss of riding privileges.

(9) Students are required to keep hands, arms and head inside the bus at all times. Throwing objects out of the bus window is strictly forbidden.

(10) Students are asked to please assist in keeping the bus safe and sanitary by not eating or drinking on the bus. Students are also expected to treat the bus equipment in a respectful manner. Students found to be responsible for damage or vandalism will also be responsible for the cost of repairs.

(11) Students are expected to demonstrate basic courtesy and self-control with regard to fellow students. Name calling, profanity, unnecessary noise, throwing things, shooting rubber bands, smoking, lighting matches, fighting, pushing or shoving and bullying other students is strictly forbidden.

(12) Major offenses will result in disciplinary action from the school and/or temporary forfeiture of riding privileges. School bus drivers have been trained to report school bus infractions in writing to both the bus company and the school.

Chronic Infectious Diseases

In the event that a student or staff member should develop a chronic infectious disease such as HIV disease, AIDS, congenital rubella syndrome, cytomegalovirus infection (CMV), herpes simplex or hepatitis B, decisions regarding placement will be made on an individual basis. (Please see Blood Borne Pathogens/HIV/AIDS).

Communicable Diseases

According to the rules of the Illinois Department of Public Health and District 102, children must be kept out of school if they have the following illnesses:

Chicken Pox - At least six days after the onset of the skin rash, or until the scabs are crusted.

Measles - At least 5 days after the onset of the rash. Students with measles should have a physician's permission to return to school.

Mumps - Seven days, or until all swelling is gone.

Strep Infection - At least 24 hours after antibiotics have been started.

Skin Rashes - Until they are diagnosed.

Conjunctivitis (pink eye) - At least 24 hours after medication has been started.

Fever and Vomiting - A student who has a cold, sore throat, earache, upset stomach, or a temperature of 100 degrees should not be sent to school and should be kept home for 24 hours following fever and vomiting.

Fifth Disease - A lace like rash with reddened cheeks; no need to miss school unless the student has a fever. Rash may come and go for days. Notification to the health office is necessary. Notification of pregnant staff and parents will occur if there are multiple cases.

Parents should notify the school if a child has a communicable disease; the school in turn will notify parents when their child has been exposed to a communicable disease.

Communication

Parents may call each of the district schools at any time and leave a voicemail message. All teachers have a voicemail box. The staff directory can be found on the district website. Please note that teachers may not be able to check their voicemail box until the end of the school day, but will make every effort to return calls as soon as possible. If your call is an emergency or is time sensitive, please leave a message with the school secretary.

Staff may also be reached by e-mail. The e-mail address for each staff member can be found in the staff directory available on the district website. Information about School District 102 can be found on the district website: www.dist102.k12.il.us

The PTO and the School Principal send out e-news and periodic announcements of events through e-mail and/or text alerts. Be sure to keep your e-mail address current with the school office.

Although teachers have their different modes of communication, at the minimum you can expect weekly communication demonstrating classroom work and one to two new pieces of evidence per class in the gradebook each month.

Crossing Guards

Crossing guards are on all four of Congress Park School's intersections before school and after school to cross students and pedestrians. The intersections are:

- Shields Avenue & Raymond Avenue
- Shields Avenue & Madison Avenue
- Congress Park Avenue & Madison Avenue
- Congress Park Avenue & Raymond Avenue

Playground supervision is provided by the staff on the playground starting by 8:10 a.m.

Curriculum

The District 102 core curriculum consists of reading, writing, mathematics, science, social sciences, health/safety, physical education, art, music and world languages. A

differentiated curriculum is provided for students whose needs are not met through the regular academic program. Additional information is available on our district web page or contact the Assistant Superintendent of Teaching and Learning.

Early Dismissal Requested by Parents

Students may be dismissed early from school on a regular basis only with the permission of the superintendent. In order for a student to be dismissed early on a given day, the parent must send a note to the principal stating the reason, date and time of dismissal. Students will not be dismissed from school to anyone other than a parent or guardian without the parent's written permission. Parents need to allow time to come to school and sign their child out. After the parent arrives, the student will then be called down from class.

Electronic Devices/Cell Phones

Student use of electronic equipment including, but not limited to, cell phones, electronic watches which allow communication, games, and music players while in a school building **is prohibited**. All electronic devices must be kept powered-off and out-of-sight during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student's individualized education program (IEP), medical plan or 504; or (c) it is needed in an emergency that threatens the safety of students, staff, or other individuals. Student use of audio listening devices while at school is restricted to listening to instructional materials during class time under the direction of the teacher. The school cannot be responsible for the damage or loss of such items. Possession or use of laser pointers is prohibited at all times. Electronic devices, including cell phones, that disrupt learning may be confiscated and the parent will be asked to pick them up from the office.

Emergency Closing

When schools are closed because of an emergency, the district will initiate an automated phone message, text message, and emails to parents. Please be sure to keep your phone number updated with the school office. Parents are encouraged to also check the District 102 website at: www.dist102.k12.il.us for immediate and updated information.

Equal Educational Opportunities

Equal educational and extracurricular opportunities shall be available for all students without regard to color, race, nationality, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender identity, status of being homeless, order of protection status, actual or potential marital or parental status, including pregnancy. Further, the District will not knowingly enter into agreements with any entity or any individual that discriminates against students on the basis of sex or any other protected status.

Fees

A yearly fee is charged **for instructional materials**, including Chromebooks and/or iPads and other materials. If you have financial difficulty with a fee, please contact the office. It is possible to arrange payment schedules. There could be a charge for any intentional damage to your child's technology device for replacement or repair.

Fees - Insufficient Funds

There are many fees and purchases throughout the school year that may be paid by check, cash, or money order. If two or more checks are returned for insufficient funds or closed accounts, the school reserves the right to require that all future payments be made in cash or by money order.

Fee Waivers

Most fees are waived for those students who meet state and federal guidelines for free or reduced-price lunches. These fees are also waived for students whose families experience a significant loss of income due to severe illness, injury, death, or damage/destruction of their home. If a request for waiver of fees is denied, parents have the right to appeal the decision to the District 102 Business Office, which will notify parents of the appeal decision within 15 calendar days. Application forms are available online at www.nslpapp.com and in the main office.

Field Trips

Field trips are planned as an integral part of the learning program and approved in advance by the principal. Parents are notified in advance of the time, date, and place of the event. Registration for field trips must be completed by logging into your student's [PushCoin](#) account.

Food Allergies

While it is not possible for the District to completely eliminate the risks of exposure to allergens when a student is at school, a Food Allergy Management Program using a cooperative effort among students' families, staff members, and students helps the District reduce these risks and provide accommodations and proper treatment for allergic reactions.

The Superintendent or designee shall develop and implement a Food Allergy Management Program that (1) fully implements the following goals established in the School Code:

- (a) identifying students with food allergies,
- (b) preventing exposure to known allergens,
- (c) responding to allergic reactions with prompt recognition of symptoms and treatment, and
- (d) educating and training all staff about management of students with food allergies, including administration of medication with an auto-injector, and providing an in-service training program for staff who work with students that is conducted by a person with expertise in anaphylactic reactions and management;

(2) follows and references the applicable best practices specific to the District's needs in the joint State Board of Education and Ill. Dept. of Public Health publication Guidelines for Managing Life-Threatening Food Allergies in Schools; and

(3) complies with State and federal law and is in alignment with Board policies.

Homeless Children

Both Illinois and federal law – the Illinois Education for Homeless Children Act and the federal McKinney-Vento Homeless Assistance Act – require school districts to provide assistance to homeless and displaced children and youth. Please contact the district homeless liaison, Amy Becker, at 482-2400 for further information and assistance.

Instructional Material

A student's guardian(s) may inspect, upon request, any instructional material used as part of the student's educational curriculum. The term "instructional material" means instructional content that is provided to a student, regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

Kindergarten Entrance and Placement

A child must be five years old on or before September 1 in order to enter kindergarten. In order to enroll a child for kindergarten, parents must present a certified birth certificate, a physical examination, proof of required immunizations, proof of lead screening, and proof of residency. Assignments to morning, afternoon or full day kindergarten will be made by district administration. The priority is to provide the best educational environment for each student as well as balanced classes.

L.A.D.S.E

The LaGrange Area Department of Special Education is a multi-district cooperative that provides classes and services for district students both within District 102 schools and in neighboring districts. (Please see Special Education.) If you have any questions regarding special education please call Traci Milledge, Assistant Superintendent of Student Services and Emily Crohn, Director of Student Services at 708-482-2400.

Learning Resource Center (LRC)

The Learning Resource Center is the center for learning using both print media and technology. Each LRC is staffed with a full-time school library media specialist who supervises the print collection, the audiovisual collection, as well as a full-time learning resource services assistant.

Lockers and Desks

To maintain order and security, school officials may inspect and search places and areas such as lockers, desks, parking lots and other school property and equipment owned or controlled by the school as well as personal effects left in such places and areas by students. The Illinois School Code provides that students have no reasonable expectation of privacy in these places or areas or in their personal effects left in these places and areas. These searches may be without notice to, or the consent of, the student or the student's parents and without a search warrant. School officials may also request the assistance of law enforcement officials in searches, seize items which evidence violations of law, local ordinances or school policies or rules and take appropriate disciplinary action. Evidence of violation of the law or local ordinances may be turned over to law enforcement authorities.

Students that are provided lockers should not share their locker with other students. Locks are not provided and should not be used. Students should not keep valuables in their locker. It is the responsibility of the student to report damaged lockers to the school office. Lockers and/or desks may not be decorated in celebration of birthdays or special events.

Lost and Found

Students should have their major items of clothing and school supplies labeled, particularly

coats, hats, gloves and boots. Students should check the Lost and Found frequently. Any small valuable items such as glasses, wallets, jewelry, are generally turned into the office and held until the end of the school year. Any items not claimed in a reasonable timeframe will be given to a local charity for distribution. Please check with the office for the location of the Lost and Found.

Lunch Program

Students staying for lunch are expected to maintain appropriate lunchroom and playground behavior. Failure to do so may result in suspension of the privilege of eating lunch at school.

If a student who stays for lunch needs to go home for lunch, the parent must email the school office by 10:00a

Lunch Arrival

- Students who go home for lunch must have a parent come into the office to sign them out.
- Students who go home for lunch or eat lunch away from school are requested not to return until 12:10 p.m. (11:50 a.m. on Wednesdays).
- Students returning at lunchtime must gather outside of Door #1. Students returning from lunch may not take part in recess activities. In case of rain or wind chill of 10° or lower, student should ring the office bell (Door #1) and wait in the office until the bell rings.

Commercial lunches, such as McDonald's, are NOT allowed. If this type of lunch is dropped off for a student, they will eat in the office. Students may NOT leave school to eat at any commercial restaurant unless signed out by their parents in the office, and accompanied by the parent at the restaurant.

Moist towelettes are provided to each student at lunch as part of the district's campaign to improve hygiene. Students are expected to use them.

Glass bottles or containers are NOT allowed.

Lunch Hour Behavior

Students are expected to:

- Follow the directions of the lunch supervisors;
- Use respectful voices and appropriate interactions with students and adults;
- Clean up after themselves, taking turns cleaning the lunch tables when requested to do so;
- Seek assistance from adults when necessary; and
- Eat their own lunch. They should not ask for nor give food to others.

Make-Up Work

Students who miss class work because of illness or school activities are expected to demonstrate an understanding of the missed work. After two days of an excused illness, parents may request homework assignments for a child by calling the school office one day in advance of expected pick up. Homework assignments will only be issued after the second day of an

excused illness. Students will have as many days as they were absent to make up the missed assignments. All assigned make-up work will carry the same grade weighting as when originally assigned.

Parents are strongly discouraged from taking students out of school for vacations and teachers are not required to provide detailed assignments for those students. Students will be allowed to bring their textbooks home and work ahead on their own. Excused students will be given the opportunity to make up missed assignments when they return. Students are not expected to make up work that is missed due to the observance of religious holidays.

Medication at School

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

No School District employee shall administer to any student, or supervise a student's self-administration of, any prescription or non-prescription medication until a completed and signed "School Medication Authorization Form" is submitted by the student's parent/guardian. No student shall possess or consume any prescription or non-prescription medication on school grounds or at a school-related function other than as provided for in this policy and its implementing procedures.

Nothing in this policy shall prohibit any school employee from providing emergency assistance to students, including administering medication.

Self-Administration of Medication

A student may possess an epinephrine auto-injector and/or asthma medication prescribed for use at the student's discretion, provided the student's parent/guardian has completed and signed a School Medication Authorization Form. The School District shall incur no liability, except for willful and wanton behavior, as a result of any injury arising from a student's self-administration of medication or epinephrine auto-injector or the storage of any medication by school personnel. A student's parent/guardian must indemnify and hold harmless the School District and its employees and agents, against any claims, except a claim based on willful and wanton behavior, arising out of a student's self-administration of an epinephrine auto-injector and/or medication, or the storage of any medication by school personnel.

School District Supply of Undesignated Epinephrine Auto-Injectors

The Superintendent or designee shall implement Section 22-30(f) of the School Code and maintain a supply of undesignated epinephrine auto-injectors in the name of the District and provide or administer them as necessary according to State law. Undesignated epinephrine auto-injector means an epinephrine auto-injector prescribed in the name of the District or one of its schools. A school nurse or trained personnel, as defined in State law, may administer an undesignated epinephrine auto-injector to a person when they, in good faith, believe a person is having an anaphylactic reaction.

This section of the policy is void whenever the Superintendent or designee is, for whatever reason, unable to:

- (1) obtain for the District a prescription for undesignated epinephrine auto-injectors from a physician or advanced practice nurse licensed to practice medicine in all its branches, or
- (2) fill the District's prescription for undesignated school epinephrine auto-injectors.

Upon any administration of an undesignated epinephrine auto-injector, the Superintendent or designee(s) must ensure all notifications required by State law and administrative procedures occur.

Upon implementation of this policy, the protections from liability and hold harmless provisions as explained in Section 22-30(c) of the School Code apply.

No one, including without limitation parents/guardians of students, should rely on the District for the availability of an epinephrine auto-injector. This policy does not guarantee the availability of an epinephrine auto-injector; students and their parents/guardians should consult their own physician regarding this medication.

Nettie J. McKinnon American Art Collection

The Nettie J. McKinnon Collection, under the oversight of LaGrange School District 102 is located at Park Junior High School. It is one of the largest and finest private collections of American art in Illinois and is used in the district art curriculum and visited by other schools and community groups. The gallery is open by appointment only. A docent will work with the group to determine your group's focus. The tours are limited to 30 people maximum. Most tours last 45 minutes to 1 hour depending on the age of the group.

If interested in arranging a tour, please click [McKinnon Art Gallery Visit Request Form](#).

Questions on the foundation should be directed to our district office at 708.215.7024.

Parent Expectations/Responsibilities

It is our hope that the custodial parent would inform and share district and school information with the non-custodial parent.

Parent Teacher Advisory Council

The Parent Teacher Advisory Committee (PTAC) is established as a means for Board of Education members and District Administration to engage with parents about topics relevant to the district, listen to concerns, and otherwise engage in dialogue that leads to the improvement of school operations, the learning environment, and student academic achievement and growth. Additionally this committee discusses and provides feedback on discipline policies and practices as well as the student handbook.

Each Regular Meeting of the District 102 Board of Education will include an opportunity for Board Committee Members to report to the entire Board of Education the information and discussion shared during PTAC meetings.

Parent/Teacher Conferences

Regular conferences are scheduled once a year. The conferences are held in the fall and parent(s)/guardians should attend. If the parent/guardian cannot attend the conference on the dedicated day, they may request an alternate date. It is up to the availability and discretion of the teacher to hold a conference on a different day. It is strongly encouraged that parents arrange their schedules and family vacations around the dedicated conference day in the fall.

Spring conferences may be scheduled at the request of the teacher or parent/guardian.

Parents are always encouraged to contact teachers to schedule meetings whenever they wish to discuss their child's progress. Please avoid unscheduled spur-of-the-moment conferences. It is best to give teachers the time to gather materials and agree upon a mutually agreeable private location.

Parent Parking

It is essential that all posted parking, loading, and speed zone signs be obeyed. Please do **not** block crosswalks, make U-turns, double-park, or use the staff parking lot or playground for picking up and dropping off students. Observation of posted signs and directions of school personnel will avoid ticketing by the police department who frequently monitors our parking and traffic rule compliance.

It is difficult to find parking in school lots during the school day. If you are volunteering in the school, and park on the street, you must obey all posted parking regulations.

If you are running in to pick up a sick child, you may pull up along the main office entrance but you should plan to stay no longer than five minutes. Please do not leave your car running. However, please do not enter this lot during arrival and dismissal periods.

Parent-Teacher Organization

The PTO is the official parent-teacher organization of **Congress Park School** members who support the school through fundraising, social, and educational activities. Major activities of the PTO include a book fair, Back to School Bash and much more. The PTO also sponsors school assemblies and other school-related activities such as Art Enrichment.

Parties

We recognize that special celebrations create wonderful social times and memories for our students. We ask that when room parents plan all parties they go over every aspect of the party with the classroom teacher. Room parents should not bring younger siblings to parties.

So that all grade levels enjoy similar events, please follow these K-6 guidelines:

- **Halloween Party - 1 hour with one treat and one drink and games. Only room parents are present for the party. All parents and siblings are welcome for the parade.**
- **Winter Party - 1 hour with one treat and one drink and simple craft project or games. Only room parents are present.**

- Valentine's Day - Classroom teacher determines the time for the treat. No parents stay for this treat. Children can bring in Valentine's, but if so they must bring for all students in the class. No edible Valentine's.
- End of Year Party - All School Celebration: Planned by PTO and parent volunteers. The PTO provides a snack.

Special Note: Please check with the teacher regarding all plans and also for food allergies.

Pest Control

Each school site follows a regularly scheduled pest control program. Treatments are conducted outside of the regular student attendance times. For a specific schedule, please contact the district office at 708.482.2400.

Pets at School

Dogs, and other pets, are prohibited at arrival and dismissal time.

Photographing Students/Sharing Student Information

The district requires permission each year to publish photos and information regarding students. This information is collected during the online enrollment process. If answer no to *Consent to Publish Photos, Recordings, or Works in Yearbook* during the online registration application, we are not able to include a student's photo in the annual yearbook.

Physical Education/Recess Exclusion

Students are expected to participate in physical education classes and recess. If a student is to be excused from P.E. or recess for more than three days, a doctor's excuse is required.

Physicals and Immunizations

Required Health Examinations and Immunizations

A student's parent(s)/guardian(s) shall present proof that the student received a health examination, with proof of the immunizations against, and screenings for, preventable communicable diseases, as required by the Illinois Department of Public Health, within one year prior to

- (1) entering kindergarten or the first grade;
- (2) entering the sixth grade; and
- (3) enrolling for the first time in an Illinois school, regardless of the student's grade.

Unless an exemption or extension applies, the failure to comply with the above requirements by October 15 of the current school year will result in the student's exclusion from school until the required health forms are presented to the District. New students who register after October 15 of the current school year shall have 30 days following registration to comply with the health examination and immunization regulations.

Eye Examination

Parents/guardians are encouraged to have their children undergo an eye examination whenever health examinations are required. It is also a mandatory health requirement for students entering kindergarten.

Dental Examination

All children in kindergarten and the second and sixth grades must present proof of having been examined by a licensed dentist before May 15 of the current school year in accordance with rules adopted by the Illinois Department of Public Health.

Parents who object on religious grounds to immunizations or health examinations for their children must follow ISBE protocol and have proper ISBE form signed by parent & physician. [Click here](#) to access the ISBE form.

Playground

The school playground equipment is reserved for school students only on school days during school hours. After school, use is reserved for B.A.S.E. and Right At School students until 5:00 p.m. on school days. Signs posted state that the playground is closed ½ hour after sundown.

Preschool Services

District 102 offers various preschool programs for students ages 3-5. Parents are encouraged to take advantage of the district's pre-school screening program if they have concerns about their child's development. Please call Barnsdale Road school's office, 708-215-6826, to make an appointment for your child or inquire about the programs.

PushCoin Refund Procedures

LaGrange School District 102 used the online payment system, PushCoin. Please note the following refund procedures.

The PushCoin system will be used for all student payments to the District, including student fee payments, and purchased in the cafeteria and webstore. No refunds will be given on deliverable items such as, but not limited to, the following: P.E. Uniforms, yearbooks, purchased, school books, locks, etc. Balances in a student wallet can be used to pay fees and for purchases in the cafeteria and District 102 Webstore.

Contributions to a student's PushCoin wallet should be made in amounts that reasonably can be expended by the student each school year. As long as your student remains in District 102, no refund from a student wallet will be issued. Refunds for a student wallet will only be processed when there is a qualifying event. Graduating 8th graders with available funds and younger siblings will automatically transfer to younger siblings' PushCoin account. Graduating 8th graders with no younger siblings and students transferring out of the District must complete a refund request to receive a refund. **For balances under \$654.00, unless a refund request is received, they will be donated to the Student Scholarship Fund. If you wish to donate funds over \$65.00, please contact the Business Office. If no refund request has been received, within 6 months of your child's last day of attendance at a D102 school, those funds will automatically be applied to the District Scholarship Fund.** *No automatic refunds will occur.*

Physical Exams or Screenings

No school official or staff member shall subject a student to a non-emergency, invasive physical examination, or screening as a condition of school attendance. The term invasive physical examination means any medical examination that involves the exposure of private body parts,

or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing or vision screening.

The above paragraph does not apply to any physical examination or screening that:

1. Is permitted or required by applicable State law, including physical examinations or screenings that are permitted without parental notification.
2. Is administered to a student in accordance with the Individuals with Disabilities Education Act (20 U.S.C. §1400 et seq.).
3. Is otherwise authorized by Board policy.

Registration/Residency/Custody

Only students who are residents may enroll in and attend school in the district. Parents may enroll new students at the school office by presenting a certified birth certificate, proof of physical exam and immunizations, completing the required forms, and paying the required fees. Proof of residency and custody is required at the time of enrollment. All necessary forms are available on the district website. Student placement will not take place on the day of enrollment. Initial placement is subject to change based upon the instructional needs of the child.

To assist the district in determining residency and legal custody, a form must be completed and required documents submitted each year. The district may investigate the residency of any student and may require additional information to determine residency. A student will not be enrolled and will not be allowed to attend school until residency and custody have been verified with the district.

Military Families

When a student's change of residency is due to the military service obligation of the student's legal custodian the student's residence is deemed to be unchanged for the duration of the custodian's military service obligation if the student's custodian made a written request. The District, however, is not responsible for the student's transportation to or from school.

If, at the time of enrollment, a dependent child of military personnel is housed in temporary housing located outside of the District, but will be living within the District within 60 days after the time of initial enrollment the child is allowed to enroll, subject to the requirements of State law, and must not be charged tuition.

Release During School for Doctor/Dental Appointments

From time to time it may become necessary for your child to be seen by a doctor or dentist during school hours. For safety reasons, to protect against heavy traffic and undesirable strangers, we require that all children be personally picked up by an authorized adult at the school office whenever it is necessary for the child to leave the school at times other than dismissal. The staff appreciates advance notice when children are released early. Please make sure you allow sufficient time for your child to be called from the classroom. Students will be called to the office upon your arrival to sign them out and not before.

Release of Information

Records may be released to certain state and federal agencies for the purpose of research or planning provided that no student can be identified from the information. Records may also be

released if necessary to protect the health or safety of the student or other persons, or by court order. Upon request, records and information will be released to both parents if they are separated or divorced unless there is a court order preventing release to the non-custodial parent.

The records of a student who enrolls in another district will be sent to that district upon written request from the district.

Directory information that lists a student's name, address, phone number, gender, grade level, and place and/or parents' names and addresses may be released unless a parent requests that such information not be released. Be sure to check the appropriate box when completing online registration every year.

Report Cards

Report card distribution dates are listed on the school calendar and on the district website.

Risk Assessment Flow Chart

Please [click here](#) to view LaGrange School District 102's Risk Assessment Procedures.

Safety Drills: Disaster / Fire / Lockdown

Safety drills are held frequently throughout the school year as required by State mandates.

If a tornado warning, lockdown situation or evacuation is in effect at dismissal time, students will not be released until the all-clear signal is sounded.

If a fire alarm sounds during a public event, everyone is expected to exit the school immediately, without locating their children. Before entering a school event, parents should talk with children about a good place to meet once the family is safely outside of the building.

Staff and students will practice lockdown drills in conjunction with the local police and emergency departments. If you arrive at school during a lockdown, you will not be allowed to enter the building and your child will not be allowed to exit the building. During lockdown situations, the school is to appear as empty as possible. Police officers will not draw weapons during drills.

School Hours

The arrival and dismissal times Monday, Tuesday, Thursday and Friday are as follows:

8:15 a.m. and 12:10 p.m.	Entrance bell rings
8:20 a.m. and 12:15 p.m.	Tardy bell rings, school is in session
11:20 a.m.	Lunch dismissal
3:15 p.m.	Student dismissal

The arrival and dismissal times for Wednesday are as follows:

8:15 a.m. and 11:50 a.m.	Entrance bell rings
8:20 a.m. and 11:55 a.m.	Tardy bell rings, school is in session
10:55 a.m.	Lunch dismissal

The entire district is making an effort to make the most of our instructional time. We will truly be teaching until 11:20 a.m. before lunch and 3:15 p.m. at the end of the day. This means students will not be exiting the building until AFTER 3:15 p.m.

Science Center

The Allen P. Zak Science Discovery Center is located at Barnsdale Road School. The center is staffed by trained science teachers and uses the hands-on science method. These trips are not considered field trips as they are part of our regular program. Parents will be notified of Science Center visits through the classroom newsletters.

Sex Education Curriculum

District 102's curriculum is derived from the Illinois State standards and School Code that requires us to address established grade level goals and objectives. As a result, we are required to teach some sensitive topics. The School Code provides specific topics that parents have the right to opt their child out of participating in the learning experiences. Those topics include sex education. In District 102, our Fourth graders participate in a presentation by Candor Health on Puberty, our Fifth graders participate in a presentation by Cando Health on Human Reproduction, and our Seventh graders participate in a unit on Sex Education including sexually transmitted diseases. Additional information regarding these units and experiences are shared with families through the schools or teachers closer to the time of the units. If parents want to opt their child out of one of these activities, they can contact the classroom teacher to request an alternate plan.

Sex Equity

No student shall based on sex, sexual orientation, or gender identity be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities. Any student may file a sex equity complaint by using the Board's Uniform Grievance Procedure policy.

Sex Offenders

State law requires schools to notify parents/guardians during school registration, parent-teacher conferences, or in the student handbook that information about sex offenders and violent offenders against youth is available to the public on the Illinois State Police's website. The Illinois State Police website contains the following:

Illinois Sex Offender Registry: <http://www.isp.state.il.us/sor/>

Illinois Murderer and Violent Offender Against Youth Registry: <http://www.isp.state.il.us/cmvo/>

Frequently Asked Questions Concerning Sex Offenders: <http://www.isp.state.il.us/sor/faq.cfm>

Scooters, Skateboards, Roller Blades, and Rolling Shoes

All of these items are prohibited at school. The school bears no responsibility if these items are left around the school unsecured.

Snowballs and Woodchips

For the protection of all students, throwing snowballs or wood chips is prohibited on school grounds and on the way to and from school.

Special Education

Special Education services are provided in District 102 based on individual needs. Individual student programs vary in service areas that may include special education staff support, Early Childhood Education, home/hospital tutoring, speech and language, social work, occupational therapy, and physical therapy. Special education services are tailored for individual students to assist in meeting their specific goals while maintaining an appropriate and safe learning environment for all students.

A continuum of special education support is available ranging from assistance in general education classrooms through alternative placement outside of the district based on student needs. Services to support children with special education needs in regular education classrooms encompass such areas as co-teaching, curriculum modification, peer support, staff/parent collaboration, and small group instruction. Students in grades 3-8 may be excused from engaging in physical education courses if those pupils must utilize the time set aside for physical education to receive special education support and services.

Parents may request a copy of their rights regarding special education services at the Administrative Office of District 102, 333 N. Park Road., La Grange Park, IL 60526. Questions regarding Special Education services may be directed to the Assistant Superintendent of Student Services.

Student and Family Privacy Rights

The Superintendent or designee shall notify students' parents/guardians of:

1. This policy as well as its availability upon request from the general administration office.
2. How to opt their child or ward out of participation in activities as provided in this policy.
3. The approximate dates during the school year when a survey requesting personal information, as described above, is scheduled or expected to be scheduled.
4. How to request access to any survey or other material described in this policy.

This notification shall be given to parents/guardians at least annually, at the beginning of the school year, and within a reasonable period after any substantive change in this policy.

The rights provided to parents/guardians in this policy transfer to the student when the student turns 18 years old or is an emancipated minor.

Surveys

All surveys requesting personal information from students, as well as any other instrument used to collect personal information from students, must advance or relate to the District's educational objectives as identified in Board of Education policy 6:10, Parameters and Objectives, or assist students' career choices. This applies to all surveys, regardless of whether the student answering the questions can be identified and regardless of who created the survey.

Surveys Created by a Third Party

Before a school official or staff member administers or distributes a survey or evaluation created by a third party to a student, the student's parent(s)/guardian(s) may inspect the survey or evaluation, upon their request and within a reasonable time of their request.

This section applies to every survey:

- (1) that is created by a person or entity other than a District official, staff member, or student,
- (2) regardless of whether the student answering the questions can be identified, and
- (3) regardless of the subject matter of the questions.

Survey Requesting Personal Information

School officials and staff members shall not request, nor disclose, the identity of any student who completes any survey or evaluation (created by any person or entity, including the District) containing one or more of the following items:

1. Political affiliations or beliefs of the student or the student's parent/guardian.
2. Mental or psychological problems of the student or the student's family.
3. Behavior or attitudes about sex.
4. Illegal, anti-social, self-incriminating, or demeaning behavior.
5. Critical appraisals of other individuals with whom students have close family relationships.
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers.
7. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian.
8. Income other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program.

The student's parent(s)/guardian(s) may:

1. Inspect the survey or evaluation upon, and within a reasonable time of, their request, and/or
2. Refuse to allow their child or ward to participate in the activity described above. The school shall not penalize any student whose parent(s)/guardian(s) exercised this option.

Selling or Marketing Students' Personal Information Is Prohibited

No school official or staff member shall market or sell personal information concerning students (or otherwise provide that information to others for that purpose). The term personal information means individually identifiable information including (1) a student or parent's first and last name, (2) a home or other physical address (including street name and the name of the city or town), (3) a telephone number, (4) a Social Security identification number or (5) driver's license number or State identification card.

The above paragraph does not apply: (1) if the student's parent(s)/guardian(s) have consented; or (2) to the collection, disclosure or, use of personal information collected from students for the exclusive purpose of developing, evaluating or providing educational products or services for, or to, students or educational institutions, such as the following:

1. College or other postsecondary education recruitment, or military recruitment.
2. Book clubs, magazines, and programs provide access to low-cost literary products.

3. Curriculum and instructional materials used by elementary schools and secondary schools.
4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments.
5. The sale by students of products or services to raise funds for school-related or education-related activities.
6. Student recognition programs.

Under no circumstances may a school official or staff member provide a student's personal information to a business organization or financial institution that issues credit or debit cards.

Student Appearance

Students are encouraged to dress in a manner that reflects their individuality and self-expression, which is also appropriate in an educational setting. Students are to use discretion in their dress and are not permitted to wear apparel that causes a substantial disruption in the school environment. The District 102 dress code/student appearance policy will be implemented in a way that ensures equitable access and avoids the marginalization of any student based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size. The District does not prohibit hairstyles historically associated with race, ethnicity, hair texture, or any other protected classes under Board policy 7:160.

- Students are expected to wear clothing that fully covers private areas of the body with opaque (non-see-through) fabric. The required coverage includes areas fully covered by undergarments and the torso. This coverage must be maintained during all normal school activities, including stretching, walking, sitting, or bending. The clothing must be appropriate for the weather and class activities.
- Students' tops are required to have straps.
- Hats and headgear: Students may wear scarves and other items that honor and celebrate their cultural identity. Students should not wear hats and will be asked to lower the hoods on sweatshirts if they obscure their face.
- Student dress (including accessories) may not advertise, promote, or picture alcoholic beverages, illegal drugs, drug paraphernalia, violent behavior, or other inappropriate images.
- Student dress (including accessories) may not display lewd, vulgar, obscene, or offensive language or symbols, including gang symbols.
- Student dress (including accessories) may not display any message which debases religion or the dignity of groups or individuals.
- Student appearance, including clothing and footwear, must permit the student to participate in the learning environment without posing a risk to the health or safety of any student or school district personnel.

No list of dress and appearance guidelines for students can be written that will anticipate all potential dress and appearance extremes. In the case of questionable dress or appearance that is not specifically covered in the list above, the administration will make the final decision.

Appropriate action will be taken at that time, and when necessary, contact will be made seeking parental/guardian cooperation and assistance.

Student Handbook

The Superintendent, with input from the **PTAC**, shall prepare disciplinary rules implementing the District's disciplinary policies. These disciplinary rules shall be presented annually to the Board for its review and approval. **See Section II of this handbook.**

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

Student Records

Permanent Records

Permanent records contain information on the student's name, parents' names, student's birthplace, and date, academic achievement, and attendance. Permanent records are kept in the district for 60 years.

Temporary Records

Temporary records may include all other information that is of clear relevance to the education of a student, such as family information, ability, and achievement test scores, reports of psychological evaluations, gifted education files, honors and awards received, disciplinary records, special education files and reports from persons, agencies or organizations outside the district. Temporary records are destroyed 5 years after the student has left the district.

Challenges to Records

Records are confidential and may be inspected and copied only by students and parents. Parents may challenge any entry in a student's record with the exception of grades by contacting the principal. If the matter is not resolved satisfactorily, parents may appeal the decision following guidelines in the Illinois School Student Records Act.

There is no fee to copy the first 50 pages of student records.

Release of Information

Records may be released to certain state and federal agencies for the purpose of research or planning provided that no student can be identified from the information. Records may also be released if necessary to protect the health or safety of the student or other persons, or by court order. Upon request, records and information will be released to both parents if they are separated or divorced unless there is a court order preventing release to the non-custodial parent.

The records of a student who enrolls in another district will be sent to that district upon written request from the district.

Directory information that lists a student's name, address, phone number, gender, grade level, and place and/or parents' names and addresses may be released unless a parent requests that

such information not be released. Be sure to check the appropriate box on the annual publication form during registration.

Technology Acceptable Use Policy Agreement

All students and parents received a Technology Acceptable Use Policy Agreement before they were given a District 102 device. As a reminder, here are the policy expectations:

- I will bring my district-issued Chromebook to school every day that I am in attendance.
- I will charge my issued Chromebook's battery daily and will NOT loan out the Chromebook, power adapter, cords, or any other accessories to others.
- I will exercise reasonable care in caring for my Chromebook. For example, to avoid damage, I will:
 - transport my Chromebook in its protective bag. (*This helps with breakages from falls and accidental drops*)
 - **NOT** add books and supplies to the bag or otherwise put undue pressure on my Chromebook. (*This causes a "Phantom Touch" in which a touchscreen device has had too much pressure on the screen and clicks on items even when not touched.*)
 - **NOT** place my Chromebook on the floor where it could be stepped on or tripped over, or place my Chromebook anywhere that it can easily fall or be knocked over.
- I will not disassemble any part of my issued Chromebook or attempt any repairs. (*A lot of cracked screen damages arise from students attempting to fix their own computers. In addition, students should not pick keys off the keyboard.*)
- I will report any damage to or defacement of my Chromebook to my teacher and/or member of the technology department right away. (*Some students do not report damages*)

In addition to the Acceptable Use Policy, Chromebooks are meant for school use. If you come to school without a Chromebook, you will be given a loaner Chromebook, at the discretion of our Technology Coordinator.

Tardiness

Children are considered tardy to school if they are not in their classroom by 8:20 a.m. for the morning session and by 12:15 **p.m.** for the afternoon session (11:55 **a.m.** on Wednesdays). By law, all tardies are recorded and become part of a child's permanent school file.

State of Illinois requirements for student attendance are as follows:

- Half-Day Kindergarten students must attend 2 clock hours to be considered in full attendance for that day.

- Full-Day Kindergarten/First grade students must attend 4 clock hours to be considered in full attendance for that day and 2 clock hours to be considered in half-day attendance.
- Second through Eighth grade students must attend 5 clock hours to be considered in full attendance for that day and 2.5 clock hours to be considered in half-day attendance.

There are two kinds of tardiness, excused and unexcused. An excused tardy is due to an appointment or other necessary reason to miss a short portion of the school day. Oversleeping, incomplete homework, headache, sleeping-in due to a late-night activity, and exhaustion due to weekend events are not acceptable excuses for coming late to school.

A pattern of tardiness may be a symptom and signal stress or other emotional factors that need to be addressed. Parents are encouraged to talk with the student's classroom teacher and the school social worker when a pattern of tardiness occurs. We will make every effort to work with parents and their children to begin school on time. Parents will be contacted to discuss the tardiness and to develop a plan to return the student to arrive on time for school.

Toys at School

Toys, games, trading/playing cards, etc., and/or playground equipment, etc. are not to be brought to school unless the child has the permission of the classroom teacher. The school cannot be responsible for the damage to or loss of toys of any kind.

Visitation Rights Act

The School Visitation Rights Act of 1993 (820 ILCS 147/30) requires employer-granted leave for employees to attend school conferences or classroom activities related to the employee's child for up to four hours on any given day and for a total of eight hours during any school year. There is a form available in the school office, which will be completed for a parent to take to his/her employer to verify attendance at the conference or school activity.

Visitors to Schools/School Security

All visitors are required to check in at the main office and MUST have a driver's license.

- All D102 schools use [Safe Visitor](#). This fast check-in system requires that all parents/guardians and community members bring a valid government issued ID, i.e. Drivers License or State ID, when they come to the school building as a visitor or when they are checking out their child during the school day. The Safe Visitor system will check all visitors against a criminal and sex offender database and our internal PowerSchool system to identify individuals who should not be allowed in our buildings or picking up children.
- If your child's school currently has an Open Campus lunch option, we will require that a parent physically come to the school to check their child out during lunch. A Parent may also designate a trusted adult to pick up their child. In the interest of safety and security, we must maintain a more accurate and parent-supported system for students leaving our campuses during lunchtime. This change does not limit students from leaving campus for lunch, but it does require that a parent or trusted adult come to the school to check their children out of the school building.

Volunteers

There are many volunteer opportunities through our parent organizations that you can sign up for when you register for school. If you would like to volunteer in your child's classroom, please contact their teacher. There are often sign-up opportunities for volunteering throughout the school year.

SECTION II: Student Behavior & Discipline

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SECTION II: Student Behavior & Discipline

Introduction

This **resource was** created to ensure that every student, family, and staff member has a clear, shared understanding of the expectations, supports, and responsibilities that shape our learning environments.

At District 102, we believe that student behavior and discipline are not just about rules they're about relationships, growth, and community. This handbook reflects our district's commitment to equity, inclusion, safety, and the overall well-being of every learner.

Why This Handbook Matters

Our goal is to create schools where:

- Students feel safe, respected, and ready to learn
- Expectations are clear and consistent
- Behavior is supported through restorative and proactive approaches
- Staff and families are partners in helping students grow into responsible, caring citizens

This handbook outlines how we:

- Set and maintain behavior expectations
- Apply discipline in fair, thoughtful, and inclusive ways
- Support students with restorative responses and appropriate interventions

Our Vision

We envision school communities where every student is:

- Safe from harm or bias
- Valued for who they are
- Empowered to grow academically, socially, and emotionally

We use discipline not to punish, but to teach, repair, and restore. Our focus is always on learning from mistakes, building positive relationships, and supporting every student's success.

Restorative Practices

At District 102, our focus on restorative practices guides the way we address student behavior, resolve conflict, and build stronger school communities. We believe students grow and change most effectively when adults work *with* them, rather than doing things *to* or *for* them. Restorative practices encourage students to take responsibility for their actions, reflect on the impact of their choices, and actively participate in repairing harm. When disciplinary action is needed, we prioritize simple, supportive interventions first and use logical consequences that help students learn and grow.

These consequences are designed to be:

- *relevant* (connected to the behavior)
- *realistic* (achievable for both student and teacher)
- *respectful* (preserving student dignity)
- *restorative* (focused on healing relationships and restoring community trust)

Who This Handbook Is For?

This handbook is meant to support:

- Students, so they know what's expected and what supports are available
- Families, so they feel informed and empowered to partner with schools
- Teachers and staff, so they can implement practices with consistency and care

Using This Handbook

We encourage you to read this handbook together as a family or school team. It includes:

- The rights and responsibilities of students
- Where and when school rules apply
- A range of supportive interventions and restorative practices
- Clear procedures for responding to challenging behavior
- Contacts, resources, and guidance for getting help when needed

This document will be reviewed and updated regularly to ensure it reflects student needs, legal requirements, and our shared values as a district.

District Discipline Committee

Traci Milledge

Assistant Superintendent of Student Services

Dr. Afina Lockhart

Director of Equity & Student Services

Lynn Lawrence

Social Emotional Learning Coordinator

Allison Sobotka

Principal, Barnsdale

Catie Leon

Assistant Principal, Congress Park

Michael Michowski

Principal, Cossitt

Lisa Cavaliere

Assistant Principal, Forest Road

Kelsey Brown

Assistant Principal, Ogden Avenue

MaryAnn Jasper

Dean of Students, Park Junior High

Cara Gray

School Psychologist, Park Junior High

Appeals: Parent Appeal Process

Appeal to the Principal

If parents are dissatisfied with the staff member's disciplinary action, they may appeal to the principal. The principal will review the incident, speak with involved parties (including the student and staff member), and provide a decision to the parents. The decision will be communicated to the parents in writing, along with an explanation of the rationale.

Appeal to the Superintendent

If parents are not satisfied with the principal's decision, they may escalate the appeal to the Superintendent. The parents must submit their appeal in writing, outlining their concerns and the reason for further review. The Superintendent will review all documentation, meet with relevant parties, and issue a decision in writing within a reasonable timeframe.

Appeal to the Board of Education

If parents remain dissatisfied with the Superintendent's decision, they may request to appear before the Board of Education. The request must be submitted in writing to the Superintendent's office. The Superintendent will schedule the appearance for the next available Board of Education meeting, which will take place in **closed** session.

During the **closed** session parents will present their case. The student's rights, as well as the rights of parents and school personnel, will be protected. The Board of Education will deliberate in **closed** session and issue a final decision. The decision of the Board is binding and concludes the appeals process. A written summary of the Board's decision will be provided to the parents within 5 business days of the meeting.

Documentation and Record-Keeping

All steps in the disciplinary process, including student communication, parent notifications, and appeals, must be documented. Records should include dates, times, participants, and outcomes of all meetings and communications. Records must be maintained in accordance with district policies and applicable privacy laws.

Below are the staff members you can contact directly, if you additional assistance:

Nondiscrimination Coordinator:

David Holt

333 N. Park Rd., LaGrange Park, IL 60526

holtda@dist102.k12.il.us

708-482-2400

Complaint Managers:

David Holt

holtda@dist102.k12.il.us

Traci Harris Milledge

milledgetr@dist102.k12.il.us

Both are located at: 333 N. Park Rd., LaGrange Park, IL 60526/708-482-2400.

Bullying: Prevention of and Response to Bullying, Intimidation, and Harassment

Every student deserves to feel safe, valued, and included at school. In District 102, bullying, harassment, and intimidation are not allowed in any form. These behaviors can make it hard for students to learn and for schools to teach, and we are committed to creating a school environment where all students feel supported and respected. 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.

Bullying is never okay, whether it's based on someone's race, religion, gender, appearance, identity, family situation, ability, or any other part of who they are or how they are perceived.

Bullying is not allowed:

- During school or school-sponsored events (like field trips or after-school programs)
- On school grounds, school buses, or at the bus stop
- Through school computers or networks
- Even outside of school, if it causes a big disruption at school or affects a student's ability to learn or feel safe

Bullying can include:

- Verbal or written threats
- Spreading rumors or mean comments (including online, this is called cyberbullying)
- Physical harm or violence
- Sexual harassment or unwanted touching
- Public humiliation
- Damaging someone's belongings
- Retaliation after someone reports bullying

Bullying is more than just a disagreement or a one-time conflict. It's repeated and/or severe behavior that can cause fear, harm someone's mental or physical health, hurt school performance, or make students feel left out or unsafe.

If you or someone you know is being bullied, please speak up. Every student has the right to a safe and welcoming school experience, and we are here to help.

Creating a Safe and Respectful School Community

Bullying, harassment, and intimidation have no place in our schools. These behaviors hurt students and make it harder for everyone to learn and grow. That's why District 102 is committed to making sure every student feels safe, respected, and included, in every school space, program, and activity.

Bullying is not allowed for any reason, including someone's:

- Race or skin color
- Religion or cultural background
- Gender, gender identity, or sexual orientation
- Family situation (such as being pregnant or parenting)
- Physical appearance or ability
- Learning differences or mental health needs
- Socioeconomic status or housing status
- Military connection or any other personal characteristic

This includes cyberbullying, such as mean messages, harmful posts, or anything shared online that creates fear, embarrassment, or emotional harm, even if it's done using a personal device or account outside of school hours.

Staff will respond if they receive a report that bullying has happened through any of these means. We count on everyone, students, families, and staff, to speak up and help make our schools a safe place for all.

Cyberbullying

Cyberbullying is when someone uses technology, like a phone, computer, or tablet, to hurt, embarrass, or threaten another person. It can happen through:

- Text messages, emails, or instant messages
- Social media platforms (like Instagram, TikTok, Snapchat, etc.)
- Online games or group chats
- Any post, comment, or shared content that causes harm to another student

Cyberbullying includes:

- Pretending to be someone else online to hurt their reputation
- Creating fake pages or accounts to embarrass someone
- Spreading harmful messages or photos to a group
- Posting mean or hurtful content that others can see

Even if it happens outside of school, cyberbullying is taken seriously when it affects a student's ability to feel safe, focus, and learn at school.

What We Do in Response?

Instead of just punishing students, District 102 uses restorative practices whenever possible.

This means we help students:

- Learn from their mistakes
- Repair harm they may have caused
- Build healthier relationships

- Stay connected to school and community

Restorative practices are designed to keep students in school, support their well-being, and promote a safe and respectful learning environment.

Who Helps?

Everyone in the school community plays a part in stopping bullying and supporting students. This includes:

- Teachers, principals, and counselors
- Social workers and nurses
- Bus drivers, cafeteria staff, and custodians
- District administrators and other adults who work or volunteer in our schools

If you ever experience or witness cyberbullying, please speak up. You are not alone and we are here to help.

Bullying Prevention Plan

District 102 is committed to keeping every student safe, supported, and respected at school. The Superintendent and school leaders work together to create and follow a Bullying Prevention and Response Plan that helps make our schools safe, welcoming, and free from bullying or harassment.

Bullying is not allowed in our schools and goes against both Illinois law and our district's values. While we take bullying seriously, we also respect everyone's right to express themselves or practice their religion, as protected by the U.S. and Illinois Constitutions.

Prevention and Response to Bullying

District 102 is committed to making sure every student feels safe, respected, and supported at school. That's why we have a Bullying Prevention and Response Plan to guide how we respond when someone reports bullying. This plan helps us take quick action, support students, and promote a school climate where kindness and respect come first.

When Bullying Is Reported

- If the school is told about a bullying situation, parents or guardians of the students involved will be contacted within 24 hours.
- The school will offer support services such as social work, or restorative conversations to help students feel safe and begin to heal.
- School leaders will make every effort to complete the investigation within 10 school days of receiving a report. During that time, they may talk with staff members who know the students involved or have experience with bullying prevention.

What Happens Next?

- A school administrator, such as the principal or assistant principal, will be involved as soon as the report is made.
- Families of the students involved will be invited to meet with a school leader to talk about the investigation, what was found, and what actions will be taken.
- The school will also decide whether the incident falls under school responsibility (called “school jurisdiction”) and will share community resources with the student and family when needed.

If You See or Experience Bullying

Students, families, and staff are all part of creating a kind and caring school environment. If you are being bullied or if you see someone else being bullied we want you to speak up.

You can report bullying in any way that feels comfortable either by talking to someone or writing it down. You can share the concern with:

- The Principal or Assistant Principal
- The Dean of Students or Teacher
- Any trusted adult or staff member at school

Parents, guardians, and staff members are also encouraged to report bullying concerns to school leaders. Together, we can make our schools safe, strong, and supportive for everyone.

Need Help with Bullying? We’re Here for You.

If you or someone you know is being bullied, please reach out. Every adult in our schools is here to help. You can talk to a trusted teacher, counselor, or any staff member. Additionally, please refer to your child’s school’s website homepage for the Safety Tipline.

You can also report bullying anonymously (without giving your name), and the school will look into it. However, please know that the school can not take serious disciplinary action based only on an anonymous report, we’ll still do our best to make sure everyone is safe and supported.

How We Support Students

The school may offer:

- Mental health support
- Social-emotional skill building
- Restorative conversations to help repair relationships
- Help from school psychologists, social workers, or outside organizations

No Retaliation Allowed

Students, families, and staff should feel safe reporting bullying. No one will be punished for coming forward in good faith, even if bullying isn't confirmed after the investigation.

However, if someone makes a false report on purpose, to get someone in trouble, that behavior will be taken seriously and could lead to disciplinary action.

Working Together

Students, families, teachers, and staff all have a role in helping our schools stay safe and inclusive. That's why we:

- Include families and students in developing our bullying prevention plans
- Share this policy each year with families, staff, and students
- Post the full plan in student handbooks, online, and in school buildings

Bus Conduct and Safety Expectations

At District 102, riding the school bus is a privilege and an important part of every student's school day. We want every student to feel safe, respected, and ready for learning, starting the moment they leave home. That's why it's important that all students follow the rules designed to keep them and others safe.

Please take a moment to review the bus safety rules below. These rules apply every time a student rides the bus, including field trips.

Bus Safety Rules

- *Wait Safely:* Stay on the sidewalk or parkway while waiting for the bus. Don't go into the street.
- *Boarding the Bus:* Wait until the bus comes to a complete stop and the door opens before moving toward it.
- *Crossing the Street:* If a student needs to cross in front of the bus, they should walk at least 10 feet ahead so the driver can see them clearly, especially important for younger students.
- *Getting On and Off:* Use the handrail, don't push or shove, and head straight to a seat.
- *Stay Seated:* Remain in your seat for the entire ride. Changing seats or standing while the bus is moving is not allowed.

- *Personal Belongings:* Keep backpacks, instruments, and other items out of the aisle. Don't forget your belongings when you leave the bus.
- *Kindergarten Riders:* If a kindergartener is riding alone (not with an older sibling), a parent or guardian must be present at the bus stop. If not, the student will be returned to school for pickup.

Behavior Expectations on the Bus

Bus drivers and bus aides are responsible for student safety and have the authority to assign seats and give directions. Students are expected to treat drivers with the same respect they show to teachers and parents.

To help keep the ride safe and positive for everyone:

- *Be Kind and Respectful:* No name-calling, teasing, bullying, or aggressive behavior.
- *Use Respectful Language:* No profanity or rude gestures.
- *Keep the Bus Clean:* No food, drinks, or gum. Help keep the space clean and damage-free.
- *Stay Safe:* Keep hands, arms, and heads inside the windows. Don't throw anything from or inside the bus.
- *Follow Directions:* Listen to the bus driver or monitor and follow their instructions.

If Rules Aren't Followed

If a student engages in unsafe or disrespectful behavior, the following may happen:

- A report will be sent to the school and the bus company.
- Parents will be contacted.
- The student may receive consequences, including being temporarily removed from the bus.

In serious or repeated cases (such as threats, fighting, damage to the bus, or refusing to follow directions), a student can lose their bus riding privilege for up to 10 days, or longer if the behavior threatens safety. All school discipline procedures will be followed.

We appreciate your support in helping every student start and end their school day with safety, respect, and care. If you have questions or need clarification, please contact the school administration.

Due Process

When disciplinary action is taken (e.g., detention, referral, restriction from activities, suspension, expulsion), staff must clearly communicate the reasons to the student using age-appropriate language.

Communication to Student

- When disciplinary action is taken (detention, office referral, restriction from activities, suspension, expulsion, or classroom exclusion), the staff member must clearly communicate the reason(s) for the discipline to the student; using age-appropriate language to ensure the student understands the issue.
- Provide the student with an opportunity to state their view of the facts. Allow the student to explain their side of the situation in a respectful and non-confrontational manner.

Notification of Parents/Guardians

- The staff member or administrator who initiates the disciplinary action must notify the parents or guardians promptly. Notification can be made via phone call, email, or written communication. Provide specific details about the incident, the action taken, and the rationale for the decision.
- Document the communication in the student's disciplinary record, including the date, time, and method of notification.

Expulsion: What Happens If Expulsion Is Being Considered

In District 102, expulsion is a very serious step and is only considered after other strategies and supports have been tried or when the student's actions are considered a major safety risk or disruption.

If expulsion is recommended, the district follows a careful process to make sure students and families understand their rights and what to expect.

Step-by-Step Process

1. Families Will Be Notified in Writing

Before a student can be expelled, the student and their parent/guardian will receive a written letter by certified mail. The letter will:

- Tell you the date, time, and location of the hearing
- Explain what the hearing is about and what will happen
- Describe the behavior that led to the expulsion recommendation
- Ask if a lawyer will be present for the student, and if so, for the lawyer's contact information

2. The Hearing

A Hearing will **be held** unless the family decides to skip the hearing or doesn't show up,

the hearing will happen as scheduled.

- It will be led by the Board of Education or a trained hearing officer
- If a hearing officer is used, they will share what happened at the hearing with the Board, which will then make the final decision
- If the student may be dealing with mental health challenges, a local mental health expert may be invited to consult

3. What Happens at the Hearing

- The school will share information about the student's behavior and any interventions or supports that were already tried
- The school must also explain why the student's behavior is considered a threat or serious disruption
- Families can bring a lawyer, share evidence, call witnesses, and explain why the student should stay in school
- After hearing all the information, the Board will decide what action to take

4. If the Student Is Expelled

If the Board decides to move forward with expulsion, they will send a letter explaining:

- Why this decision is best for the safety and learning of others
- How long the expulsion will last
- What interventions were already tried or why other options weren't available
- Why the student cannot stay in school (due to safety concerns or major disruption)

5. Support and Next Steps

- The district may refer the student to support services, such as mental health care
- The student may be placed in an alternative learning program to continue their education in a different setting

Extracurricular Activities: Expectations for Students

Being part of a school club, team, or activity is a great opportunity and also a responsibility. Students who participate in extracurricular activities represent their school and are expected to show leadership, kindness, and integrity both in and out of school.

Each year, coaches and activity sponsors, with guidance from school leaders, will review and share a Conduct Code with all participants. This code helps create a positive, respectful, and safe environment for everyone involved.

What the Conduct Code Includes

1. Be a Positive Role Model, Always

Students in extracurriculars are expected to act responsibly and respectfully at all times, whether:

- In school or off school grounds
 - During school or outside of school hours (including weekends or breaks)
 - Online or in-person
2. No Bullying or Hazing, Ever
Any form of bullying, hazing, or mistreatment of others is strictly prohibited and will not be tolerated.
3. Consequences for Breaking the Rules
If a student doesn't follow the Conduct Code, they will be given the chance to share their side of the story. However, not following the expectations can lead to disciplinary actions, including being removed from the activity.

What Students and Families Can Expect

- All students participating in activities will receive a copy of the Conduct Code each year
- Coaches and sponsors will go over the expectations in detail at the start of each season or club
- Students in grades 7 and 8 who are part of interscholastic sports will also receive important information about the risks of steroid use and how to stay healthy as athletes

Being part of an extracurricular activity is about more than just the game, the performance, or the meeting, it's about growing as a leader, teammate, and community member.

Police Interviews: When Police or Agencies Request to Speak with a Student

If a police officer or agency staff member asks to speak with a student at school, there are special steps we follow to protect the student's rights, privacy, and emotional well-being.

The school will:

- Respect the student's privacy and legal rights
- Make sure the situation causes as little disruption as possible
- Work respectfully with public agencies
- Follow all Illinois laws

If a student under 18 is being questioned about a possible crime, the school will:

- Call the student's parent or guardian right away and keep a written record of how and when they were contacted
- Try to make sure a parent or guardian is there for the conversation. If they cannot be, a school staff member, like a counselor, nurse, or social worker, will sit in to support the student

- Whenever possible, make sure the officer doing the questioning has training to speak with young people in a safe and respectful way.

Restorative Practices

Restorative Practices (RP) is an approach that helps people to strengthen relationships, build community, and prevent conflict. When things go wrong, restorative communities work together to try to repair harm caused and collaboratively find ways to make things right.

We are committed to holding students accountable to the broader school community in ways that center those who have been harmed, while also demonstrating empathy for everyone involved. Our approach prioritizes repairing harm and restoring relationships, with a strong focus on ensuring both emotional and physical safety for all members of our school environment.

Restorative Conversations

Our restorative approach gives voice to both those responsible and those harmed. Individuals who caused harm are guided to reflect on their actions, understand their impact, and take meaningful steps to make things right. At the same time, those who were harmed are given space to share how the incident affected them, name their needs, and be part of the repair process. This two-sided reflection helps foster accountability, healing, and stronger community connections.

Those Responsible

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been impacted by your choices? In what way?
- What do you need to do to make things right?

Those Harmed

- What did you think when you realized what had happened?
- What impact has this had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

More Significant Restorative Responses

- Suspensions serve the purpose of providing time and space for children to reflect
- Administrators create plans for:
 - a restorative conference
 - a reintegration plan
 - a safety plan, if needed
- Follow up after the conference to ensure that plans are being followed and all

participants feel safe and supported.

Relationship-Centered Discipline

- We Balance Relationship Repair and Accountability
 - Restorative responses focus on repairing harm and rebuilding trust, while logical consequences reinforce personal responsibility and clear expectations.
- We Meet Both Emotional and Behavioral Needs
 - Restorative practices nurture emotional growth and empathy; logical consequences address behavior patterns and provide necessary structure.
- We Prepare Students for Real-World Success
 - In life, people are expected to both repair relationships and accept the natural outcomes of their actions—our approach models these essential skills.
- We Create a Culture of High Support and High Expectations
 - Restorative responses show students they are valued; logical consequences uphold fairness, safety, and a shared commitment to a strong learning community.

Rights and Responsibilities

All students are entitled to enjoy the rights protected by the U.S. and Illinois Constitutions and laws for persons of their age and maturity in a school setting. Students should exercise these rights reasonably and avoid violating the rights of others. Students who violate the rights of others or violate District policies or rules will be subject to disciplinary measures. Students may, during the school day, during non instructional time, voluntarily engage in individually or collectively initiated, non-disruptive prayer or religious-based meetings that, consistent with the Free Exercise and Establishment Clauses of the U.S. and Illinois Constitutions, are not sponsored, promoted, or endorsed in any manner by the school or any school employee. Non-instructional time means time set aside by a school before actual classroom instruction begins or after actual classroom instruction ends.

Safety Tip Line List

Safety Tip Lines can be found on the lower right corner of your child's school home page.

School	School Tipline forms	School Leader Email
Barnsdale Road School	Barnsdale Tip Line	Allison Sobotka , Principal
Cossitt Avenue School	Cossitt Tip Line	Mike Michowski , Principal Kelsey Brown , Assistant Principal
Congress Park School	Congress Park Tip Line	Catherine Rodriguez , Principal Catie Leon , Assistant Principal
Forest Road Avenue School	Forest Road Tip Line	Karli Stamer , Principal Lisa Cavaliere , Assistant Principal
Ogden Avenue School	Ogden Tip Line	Regina Leeberg , Principal Terese Molloy , Assistant Principal
Park Junior High	Park Tip Line	Dr. Jerome Green , Principal Tyler Finley , Assistant Principal MaryAnn Jasper , Dean of Students

Search and Seizure

To maintain order and security in schools, school authorities are authorized to conduct reasonable searches of school property and equipment, as well as of students and their personal effects. This includes lockers, desks, parking lots, and items left in these areas.

Students have no reasonable expectation of privacy in school property. Personal searches may be conducted when there is reasonable suspicion of a violation. Guidelines for personal searches:

- Conducted outside the view of others when feasible
- In the presence of an administrator or adult witness
- Conducted by a staff member of the same sex, if possible

Searches may involve law enforcement or specially trained dogs to detect illegal or dangerous items.

Student Behavior and Discipline

In District 102, we believe that discipline should help students learn, grow, and become responsible members of our school community. Our goal is to support students in developing

self-control, kindness, and strong relationships—all while treating everyone with dignity and respect.

We teach social and emotional skills to help students make positive choices. But we also understand that sometimes students make mistakes. When that happens, we take a restorative approach, which means we focus on:

- Understanding what caused the behavior,
- Repairing any harm that was done, and
- Helping the student reflect and make better choices moving forward.

Students are expected to show respectful, responsible behavior:

- In school and on school grounds
- On the school bus
- At all school-sponsored activities

When school rules are broken or serious behavior occurs, schools will respond in line with district policies to ensure a safe and respectful learning environment. In situations where a student may be a serious danger to themselves or others, Illinois law requires school leaders to notify the State Police within 24 hours.

District 102 is committed to helping students learn from their mistakes in a way that builds both accountability and support. We use a combination of logical consequences to guide this process. Restorative practices give students the opportunity to reflect on what happened, take responsibility, and repair harm, helping to rebuild trust and strengthen relationships. Logical consequences provide clear, consistent responses that help students understand expectations and make positive behavior choices moving forward.

By using **restorative practices and logical consequences**, we're able to meet students' emotional and behavioral needs. This means helping them develop empathy, manage their emotions, and recognize how their actions impact others. It also prepares them with important life skills, like fixing mistakes and accepting the natural results of their choices.

Together, families, teachers, and students, we are building a school community rooted in high support and high expectations, where every student feels seen, respected, and empowered to succeed.

Stage One Behaviors and Responses

<i>Example Behaviors</i>	<i>Low-level behaviors, such as those listed, are handled by the classroom teacher.</i> <i>These behaviors are disruptive, but not harmful to the safety of students or staff.</i>	Arguing with another student Deviating from classroom or hallway expectations Cutting in line Fake fighting Inappropriate language Littering Misuse of classroom materials Off-task behavior Teasing, 1st offense Inappropriate use of cell phone during instructional time
<i>Logical Consequences</i>	Consequences are determined with students, not to them Consequences, such as those list, are: Relevant - flows logically from what the child did Realistic - is manageable for the teacher and child Respectful - keeps the teacher's and child's dignity intact	Verbal or written apology Assign to alternative location for class, recess or lunch Complete make-up work with teacher permission Reflection time Temporary loss of privilege or use of an item
<i>Restorative Responses</i>	Holding students accountable to the community Centering those harmed while having empathy for all involved Considering the simplest intervention first Repairing harm, including emotional and physical safety, is the priority	Redirecting and reminding Proximity Restorative Chats, separately, with those responsible and those harmed. 1. What happened? 2. What were you thinking at the time? 3. What have you thought about since? 4. Who has been impacted by your choices? In what way? 5. What do you need to do to make things right?

Stage Two Behaviors and Responses

<i>Example Behaviors</i>	<i>Medium-level behaviors, such as those below, are handled by the classroom teacher, dean, or administrator.</i> <i>These behaviors moderately disrupt the school environment or demonstrate a pattern of challenging behavior could require administrative intervention.</i>	Repeated stage 1 behaviors Arguing with the teacher Cheating on classwork Damaging school property Harassment, 1st offense* Racial slurs, 1st offense* Swearing at another person Accessing or creating non-educational materials or games Unsafe behavior
<i>Logical Consequences</i>	<i>Consequences are determined with students, not to them</i> <i>Consequences, such as those below, are:</i> <i>Relevant - flows logically from what the child did</i> <i>Realistic - is manageable for teacher and child</i> <i>Respectful - keeps the teacher's and child's dignity intact</i>	Verbal or written apology Complete missing work with teacher permission In-school suspension Intentionally practice expected behavior Reflection time Temporary loss of privilege or use of an item
<i>Restorative Responses</i>	<i>Holding students accountable to the community</i> <i>Centering those harmed while having empathy for all involved</i> <i>Considering the simplest intervention first</i> <i>Repairing harm, including emotional and physical safety, is the priority</i>	Restorative Conversations, separately, with those responsible and those harmed. 1. What happened? 2. What were you thinking at the time? 3. What have you thought about since? 4. Who has been impacted by your choices? In what way? 5. What do you need to do to make things right? Follow up with teacher includes communication and, if they were harmed, a restorative conversation with them Communication with families

*Note: Responses to alleged bullying include additional steps of investigation and communication.

Stage Three Behaviors and Responses

<i>Example Behaviors</i>	<i>Severe level behaviors, such as those below, are handled by the dean or administrator.</i> <i>These behaviors pose a serious threat to student/staff safety or significantly disrupt the school environment.</i>	Repeated Stage 2 behaviors Inappropriate language towards an adult Bringing a weapon to school (real or toy-like) Drug/alcohol use, possession, sale or distribution (includes vaping) Cyberbullying Entering restricted areas without permission Falsely pulling the fire alarm Fighting Gambling Gang-related activity Racial slurs Setting a fire Repeated bullying or harassment Sexual harassment or misconduct Stealing Threats* Vandalism
<i>Logical Consequences</i>	<i>Additional consequences, beyond a suspension, are determined with students during the restorative conference</i> <i>Consequences, such as those below, are:</i> ○ <i>Relevant - flows logically from what the child did</i> ○ <i>Realistic - is manageable for teacher and child</i> ○ <i>Respectful - keeps the teacher's and child's dignity intact</i>	In-school suspension Out-of-school suspension Expulsion

	<i>See Stage 2 chart for possible additional consequences</i>	
<i>Restorative Responses</i>	<i>Holding students accountable to the community</i> <i>Centering those harmed while having empathy for all involved</i> <i>Repairing harm, including emotional and physical safety, is the priority</i> <i>Note: Suspensions serve the purpose of providing time and space for children to reflect and administrators to create plans for:</i> - <i>a restorative conference</i> - <i>a reintegration plan</i> - <i>a safety plan, if needed</i>	Restorative Conference with those responsible and those harmed and their supporters 1. What happened? 2. What were you thinking at the time? 3. What have you thought about since? 4. Who has been impacted by your choices? In what way? 5. What do you need to do to make things right? Follow up after the conference to ensure that plans are being followed and all participants feel safe and supported. Adhering to agreements made in restorative conferences.

*Note: When a threat is present, a threat assessment is conducted to determine the credibility of the threat before a disciplinary response.

Student Rights and Responsibilities

Every student has rights protected by the U.S. and Illinois Constitutions, just like all citizens do. In school, students have the right to be treated fairly and respectfully, and they also have a responsibility to respect the rights of others.

Students are expected to follow school rules and make good choices. If a student breaks school rules or interferes with someone else's rights, there may be consequences.

Students are also allowed to pray or take part in religious-based meetings—on their own or with others—as long as it's not disruptive, and it happens during non-instructional time (before or after the school day begins). These activities must not be led or promoted by school staff or the school itself, to follow the law.

Student Support Services

The District provides a range of support services to address students' academic, emotional, and behavioral needs. These include:

- Social **Work** services
- Psychological support
- Speech and **Language** therapy
- Occupational therapy
- Special **Education** services
- Health services and nursing
- Occupational therapy
- Physical therapy

Students may be referred for support services by teachers, administrators, or parents. Services are tailored to meet individual student needs and promote student success and well-being.

Suspension Procedures

In-School Suspension

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

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

Out-of-School Suspension

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

1. A conference during which the charges will be explained and the student will be given an opportunity to respond to the charges before he or she may be suspended. A pre-suspension conference is not required, and the student can be immediately suspended when the student's presence poses a continuing danger to persons or property or an ongoing threat of disruption to the educational process. In such cases, the notice and conference shall follow as soon as practicable.
2. An attempted phone call to the student's parent(s)/guardian(s).
3. A written notice of the suspension to the parent(s)/guardian(s) and the student, which shall:
 - a. Provide a full statement of the reasons for the suspension;
 - b. Provide notice to the parent(s)/guardian(s) of their child's right to a review of the suspension
 - c. Include information about an opportunity to make up work missed during the suspension for equivalent academic credit
 - d. Provide a rationale as to the specific duration of the suspension
 - e. Depending upon the length of the out-of-school suspension, include the following applicable information:
 - i. For a suspension of 3 school days or less, that student's continuing presence in school would either pose:
 - a) A threat to school safety, or
 - b) A disruption to other students' learning opportunities.
 - ii. For a suspension of 4 or more school days:
 - a) That other appropriate and available behavioral and disciplinary interventions have been exhausted and/or that school officials determined that no other appropriate and available interventions existed for the student,
 - b) As to whether school officials attempted other interventions and/or determined that no other interventions were available for the student, and
 - c) That the student's continuing presence in school would either:
 - i) Pose a threat to the safety of other students, staff, or members of the school community, or
 - ii) Substantially disrupt, impede, or interfere with the operation of the school.
 - iii) For a suspension of 5 or more school days, the information listed in section 4.e.ii., above, along with documentation by the Superintendent or designee determining what, if any, appropriate and available support services will be provided to the student during the length of his or her suspension.
 4. A summary of the notice, including the reason for the suspension and the suspension length, must be given to the Board by the Superintendent or designee.

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

Teen Dating Violence Prohibited

Teen dating violence is strictly prohibited on school property, during school-sponsored activities, and on school-provided transportation.

Teen dating violence is defined as a pattern of behavior used to exert power and control over a dating partner. This includes physical, emotional, sexual, or verbal abuse.

The District provides age-appropriate education for students about healthy relationships and how to recognize and respond to dating violence. Reports of dating violence should be made to a trusted staff member, and all complaints will be addressed promptly and in accordance with the District's investigation procedures.

Appendix
LaGrange School District 102
Commonly Used Terms and Abbreviations

BASE - **B**efore and **A**fter **S**chool **E**xperience is a fee-based, child care service provided for parents to use before and/or after school. This program is operated by the LaGrange Park District at several of the District 102 schools.

Bilingual Program– Instructional support program for students who are English Language Learners. Also known as TBE (Transitional Bilingual Education).

BR – Barnsdale Road School

CBM – Curriculum-Based Measurement – The district uses reading CBMs to assess students' reading and math skills.

CCSS – Common Core State Standards. The learning standards all students in Illinois are expected to reach by the end of each grade level. Visit www.corestandards.org for more information.

CO - Cossitt School

CogAT -Cognitive Test of Abilities - a standardized test given annually to select grade levels to help determine the potential of students. CogAT scores are used as one of the criteria for accelerated placements.

CP - Congress Park School

CPCFRO – (**C**ongress **P**ark, **C**ossitt, **F**orest **R**oad, **O**gden) A parent-sponsored group that provides 5th and 6th-grade students an opportunity to play basketball and/or volleyball. Learning is emphasized through small teams that compete with the other teams from the four elementary schools.

Differentiation –A practice teachers use to meet the varied needs of students in a classroom by adjusting instruction, activities, materials, etc. to challenge all students at individually appropriate levels.

District – LaGrange School District 102. Serves areas of LaGrange, LaGrange Park, and Brookfield. Includes Barnsdale Road School, Forest Road School, Ogden Avenue School, Cossitt School, Congress Park School, and Park Junior High School.

ECE - Early Childhood Education - Pre-K students with identified needs. Students are typically identified through the pre-school age screenings in early intervention services.

ELA – English Language Arts (all aspects of reading and writing, including spelling and grammar)

EL - English Learners are also known as TPI (Transitional Program of Instruction)

FR - Forest Road School

Home School – A child’s ‘home school’ is the neighborhood school based on the child’s home address. A map of school boundaries can be found on the school district website.

Hot Lunch – Food service-provided lunch program at Forest Road, Congress Park, and Park Junior High Schools

IAR – Illinois Assessment of Readiness- State-wide assessment for grades 3-8.

IEP - Individualized Education Plan refers to the goals and plans created for students identified with special education needs.

IC – Instructional Coach – A staff member at each school whose role is to support classroom teachers in providing quality instruction.

Intervention Services/Tiered Services – Reading, Math, and Social-Emotional Learning support programs for students. Students receive intervention services based on guidelines and teacher referral.

ISBE - Illinois State Board of Education is headquartered in Springfield. Their website is: www.isbe.net

LADSE - LaGrange Area Department of Special Education - the co-operative organization that District 102 belongs to and from which we receive some of our contracted special education services.

LRC - Learning Resource Center (our school library).

LT or LTHS - Lyons Township High School, District 204 (our local high school)

MAP – (Measures of Academic Progress) Computer-based assessments of Reading and Math skills

MTSS – (Multi-Tiered System of Support) A framework that guides schools and teachers to provide appropriate instruction and interventions to ensure all students receive the education and supports they need to be successful in school. MTSS is a continuous process that is

applicable to all students, ranging from Tier 1 interventions for the general student population through Tier 3 for individual students. MTSS incorporates performance data and progress monitoring to inform evidence-based decisions about the intensity and duration of interventions.

MPR - Multipurpose room.

PTAC -. A group of parents and teachers representing each of the District 102 Schools. This group meets with the Superintendent multiple times throughout the year to discuss student discipline and other topics..

PIMA - **P**arent **I**nstrumental **M**usic **A**ssociation is a group of parents dedicated to the support of music education in District 102.

PK - Park Junior High School

PTC/PTO – Parent Teacher Council/Organization. Each school has a Council or Organization that meets monthly to collaborate and plan school events.

Right at School - This is a fee-based, child care service provided for parents to use before and/or after school. Additionally, Right at School provides fee-based after-school activities at some schools. This program is operated by the Right at School company at District 102 schools.

RSD - Restructured School Day. This refers to the early release time for students every Wednesday. Staff members attend team, building, and/or district meetings and/or training for a two-hour block of time.

SEL - Social-emotional learning refers to the nonacademic development of a child in social and emotional skills (i.e., ability to relate to others, ability to maintain focus, etc.). Social-emotional benchmarks were developed by the district and may be viewed on the district website (www.dist102.k12.il.us)

Special Education – (abbreviated as SpEd) Specialized instruction for students with an Individualized Education Plan (IEP). Students receive special education services only after being determined eligible through an evaluation process.

Specials – Elementary School Special Subjects classes, including Art, Music, and Physical Education.

SST - **S**tudent **S**upport **T**eam. Weekly meetings are held with special education resource teachers, the school social worker, the school psychologist, classroom teachers, and the principal to determine student progress, interventions, and/or support for students. Parents may

also contact the SS Team to share concerns. However, communicating and working with the classroom teacher should be the first step in the process.

TD – Talent Development programs are differentiated instructional programs designed to meet the needs of high-achieving learners. This includes support for differentiation in the classroom, accelerated instruction, and/or individualized planning.

Tier Services - Reading, Math, and Social-Emotional Learning support programs for students. Students receive intervention services based on criteria and teacher referral.

TPI -Transitional Program of Instruction. Formerly ESL-English as a Second Language.

