



# Burr Ridge CCSD 180

Where education and diversity meet to create real world success.

Student/Family Handbook

2025 - 2026

Burr Ridge Community Consolidated School District #180 [www.ccsd180.org](http://www.ccsd180.org)

**Burr Ridge Middle School**

**15W451 91<sup>st</sup> Street**

**Burr Ridge, IL 60527**

Report Absences:

630-734-7104 or [absent@ccsd180.org](mailto:absent@ccsd180.org)

School Telephone: 630-325-5454

School Fax: 630-325-6450

**Anne M Jeans Elementary School**

**16W631 91<sup>st</sup> Street**

**Willowbrook, IL 60527**

Report Absences:

630-734-7103 or [absent@ccsd180.org](mailto:absent@ccsd180.org)

School Telephone: 630-325-8186 School Fax:

630-325-9576

**Office Hours: Monday - Friday 7:30AM - 4:00PM**

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**District Goals – 2025 2027**

All members of the district staff from the Board of Education to the teachers, to the secretaries to the custodians will be working hard towards the achievement of these goals during the school year. For a detailed description of each goal please refer to: [CCSD 180 Board Goals 2025-2027](#)

- Growing Together as a Learning Community,
- Leadership,
- Core Beliefs,
- Develop School-Wide Professional Development Area of Focus,
- Improving Student Achievement,
- Safe and Productive Learning Environment,
- Serving the Needs of Students
- Efficient Management Practice.

At the end of the year, the Board will evaluate the efforts made towards the accomplishment of these goals and revise them in developing plans for the next school year. Additionally, throughout the current school year, the entire District will be engaged in a thoughtful process of evaluation and study to determine the most productive and efficient use of valuable district resources.

**Purpose of this Handbook**

This Handbook governs conduct, which takes place on school grounds or school property; on school buses and bus stops, at school activities, whenever and wherever they may take place. In addition the

school district reserves the right to impose disciplinary consequences for any student's conduct (wherever and whenever it might occur) if such conduct is prejudicial to good order and discipline in the schools or tends to impair the morale or good conduct of the pupils. Finally, the school district reserves the right to suspend any pupil who has been charged, convicted or plead guilty in a court of general jurisdiction for the commission of a felony violation of state or federal law in accordance to Illinois School Code. This handbook is only a summary of Board policies governing School District #180. Board policies are available online ([ccsd180.org](http://ccsd180.org)) or at the District Office. This handbook may be amended by the administration during the school year without notice.

### **Calendar Highlights**

August 18 Teacher Inservice

August 19 Parent Conferences

August 21 First Day for Students

September 1 **Labor Day - No School**

September 15 **Late Start Day**

September 29 **Late Start Day**

October 9-10 Parent/Teacher Conferences

October 13 **Indigenous Peoples Day - No School**

October 20 **Late Start Day**

November 10 **Late Start Day**

November 11 **Late Start Day**

November 26-28 **Thanksgiving Break - No School**

December 1 **Late Start Day**

December 22 **Winter Break Starts**

January 5 - **Teachers In-service-No School**

January 6 Return to School

January 13 **Late Start Day**

January 9 End of Semester One

January 12 **Late Start Day**

January 19 **MLK Day-No School**

February 2 **Late Start Day**

February 16 **Presidents Day-No School**

February 27 **Teachers In-service-No School**

March 2 **Late Start Day**

March 16 **Late Start Day**

March 23 IAR Testing Begins

March 30 - April 3 **Spring Break**

April 17 IAR Testing Concludes

April 27 **Late Start Day**

May 25 **Memorial Day**

May 20 Last Day of School for Pre-K

May 29 **Last Day of School** (NO Emergency Days)

Emergency Days June 1 - 5

## **CODE OF CONDUCT**

One of the most important lessons education should teach is self-discipline. Training in good conduct and proper consideration for others is an important part of developing self-control, character, and orderliness. All students attending schools in District #180 are expected to: Strive for academic excellence; Attend School and be on time to school and class; Show respect for self, others, and the school; Show courtesy and good manners; Be prepared for class; Follow directions the first time; Solve problems in a peaceable manner.

Community Consolidated School District No. 180 and its associated facilities subscribe to the principles and laws of the State of Illinois and the Federal Government pertaining to civil rights and equal opportunity including Title IX of the 1972 educational amendments. The School District policy prohibits discrimination on the basis of race, sex, religion, age, color, creed, national or ethnic origin, marital status, or handicap in the admission and registration of students, and the recruitment and employment of faculty and staff in the operation of all the District's programs, activities and services. If accommodations are required at school events, please contact the school office. Evidence of practices that are inconsistent with this policy should be reported to the office of the Superintendent of CCSD 180.

A learning and working environment that is free from sexual, religious or racial harassment will be maintained in CCSD 180. District policy prohibits harassment through conduct or communication of a sexual, religious or racial nature. Incidents of harassment should be reported to the school administration.

The provisions of this publication are not to be regarded as an irrevocable contract. The Board of Education of CCSD180 reserves the right to modify, to revoke, or to add to any and all regulations at any time. Among other things, this includes the right to change credit for any course, fee changes, graduation requirements and any regulation-affecting students whether they are academic or pertain to student life.

## **Part I: GENERAL INFORMATION**

### **ATTENDANCE**

Section 122-26-1 of the Illinois School Code requires children to attend school each day that it is in session. It further holds a child's parent(s) or guardian(s) legally responsible to see that the child is in attendance at school. When a student is absent from Burr Ridge Middle School/Anne M Jeans School for all or part of a school day, the following rules and procedures will apply:

**Absence Calls and Emails** - Call **630-734-7104** to report Burr Ridge Middle School absences or **630-734-7103** to report Anne M Jeans School absences. Emails or calls to report absences should be made before 8:00 A.M. If an absence has not been reported, the school is required by state law to make a reasonable effort to contact the absent student's parent/guardian at home or work to provide notification

that the child is not in school.

**Excused Absences** - We realize there are other circumstances that are beyond the control of the student and are recognized as valid reasons for excused absence from school. This district, in keeping with Section 26-2a of the Illinois School Code, considers the following circumstances to be valid causes for a student's absence: Illness, Family Emergency, Death in the Family, Religious Holidays, Circumstances which cause reasonable concern to the parent or guardian for the safety or health of the student, Other (valid appointments as determined by a school official)

**Students missing 10% or more of the regular school year, will require a note from a physician, dentist or other medical professional in order for absences to be considered excused.**

**Unexcused Absences** – CCSD#180 will follow the examples set forth by the State of Illinois in reference to excused/unexcused absences. Absences from school will be considered unexcused for the following reasons: *oversleeping, missing the bus, truancy, car problems, vacations, and special circumstances as determined by the school administration.* Additionally, absences of 10% or more of the scheduled school year without documentation from a medical or dental professional will be considered unexcused.

**Absence Notes** - If a parent/guardian does not report a student's absence by phone, and if the school office is unable to reach a parent/guardian, the student must present a written excuse upon his/her return to school. This written excuse must include the name of the student, date(s) the student was not in school, and specific reason(s) for the absence. It must also be signed and dated by a parent or guardian. In addition, *if a student is absent for three consecutive school days due to illness, a signed doctor's note/form outlining the illness and approving the student's return must be presented to the nurse before the student will be readmitted to class.* Make-up work will be the responsibility of the student and required for all unexcused absences. Homework for excused absences may be requested for students to the nurse and will be ready for pick up in the school office by 3:45 PM.

**Part-Day Absences** - Students who sign in between 10:00 and 1:15 at AMJES will be credited with one-half day's absence, and after 1:15 at AMJ a full day's absence. Students who sign out with the office before 10:00 at AMJ will be considered absent for a full day, and those signing out between 10:00 – 1:15 at AMJ will be considered absent for one-half day. Students at BRMS who arrive late or leave school early for 2 – 3 class periods will be credited with one half-day absence. Anything three class periods or more will count as a full day absence.

### **Release Time for Religious Instruction/Observance**

A student will be released from school, as an excused absence, to observe a religious holiday or for religious instruction. The student's parent/guardian must give written notice to the building principal at least 5 calendar days before the student's anticipated absence(s).

Students excused for religious reasons will be given an opportunity to make up for all missed work, including homework and tests, for equivalent academic credit.

**Absences and Extracurricular Activities-** Students who are absent from school all day may not participate in practices, performances, or attend special events and activities after school that day. Students excused from school for part or all of the day due to a medical/dental appointment may participate in events and activities after school on that day if the doctor or dentist has approved their participation. Full day attendance on any day of a graduation activity is required.

**Home and Hospital Instruction** - A student who is absent from school and has a note from a doctor, PA, or registered nurse anticipating that the student will be absent from school because of a medical condition, may be eligible for instruction in the student's home or hospital. Eligibility will be determined by State Law and the Illinois State Board of Education rules governing all students. Appropriate educational services from qualified staff will begin no later than five school days after receiving a written statement from the physician, PA, or registered nurse. A student who is unable to attend school because of pregnancy will be provided home instruction, correspondence courses, or other courses of instruction before the birth of the child.

**Truancy -**

Student attendance is critical to the learning process. Truancy is therefore a serious issue and will be dealt with in a serious manner by the school and district.

Students who miss more than 1% but less than 5% of the prior 180 regular school days without valid cause (a recognized excuse) are truant. Students who miss 5% or more of the prior 180 regular school days without valid cause are chronic truants. Students who are chronic truants will be offered support services and resources aimed at correcting the truancy issue.

If chronic truancy persists after support services and other resources are made available, the school and district will take further action, including:

- Referral to the truancy officer
- Reporting to officials under the Juvenile Court Act
- Referral to the State's Attorney
- Appropriate school discipline
- Contact will be made to DCFS

A student who misses 15 consecutive days of school without valid cause and who cannot be located or, after exhausting all available support services, cannot be compelled to return to school is subject to expulsion from school.

A parent or guardian who knowingly and willfully permits a child to be truant is in violation of State law.

**Students in grades 3 - 8 that are absent for 15 days or more will be added to the Promotion-Retention Program.**

**Medical/Dental Appointments** - We encourage all of our student's parents to arrange medical/dental appointments after school hours or on weekends. When medical/dental appointments are necessary during

school hours, we ask that a note be sent to the nurse to notify us. We also require that the person(s) picking up and dropping off the student sign in and/or out in the nurse's office.

**Vacations/Family Trips** – We believe all of our students need to be at school each day and cannot afford to miss school for extended periods of time. We strongly encourage parents to avoid family trips during the school year whenever possible.

When a vacation or family trip must be taken during school time, a Student Request for Special Absence Form must be requested from the school secretary. *Each teacher will use his/her discretion to determine how and when the make-up work for his/her class will be due. The makeup work will be received upon return from the student's trip.* Parents are strongly advised to confer with their child's teachers prior to the trip to discuss the effect of an extended trip on their child's learning. It is the parent's responsibility to see that work is completed while students are absent from school for vacation or trips.

**Make-up Work** - A student who has an excused absence from school has two days for each day absent to make up missed work. Parents of students who are absent may request missed work following the student's return to school or while the student is absent. *Make-up work may be requested by calling the nurse's office by 8:00 am. Homework can be ready for pick-up in the office then between 3:45 and 4:00pm.*

**Signing In or Out** - To ensure our students' safety, it is extremely important that we can account for their attendance throughout the school day. For this reason, we require that students who are tardy to school or need to leave school before the end of the school day, sign in or be signed out in the nurse's office by the person(s) dropping off or picking up the student.

**Tardiness** – Tardiness is not acceptable. It disrupts class, damages the morale of students who are on time, reflects a negative attitude toward class, and creates disruption in the corridors. A student will be issued an A.M. tardy slip if he/she is late to school. It is the parent's responsibility to ensure that their child is in school and on time daily. A student is considered tardy to class when he/she is not in the classroom when the bell rings.

### **Consequences for Unexcused AM Tardy and/or Attendance**

#### **AMJES and BRMS:**

Students who are tardy/absent to school 5 times in a quarter/semester will receive a parent letter mailed home.

If chronic unexcused absences/tardies continue, more than 5, a parent meeting could be scheduled with CCSD180 administration/staff to develop an intervention in an effort to improve on-time attendance.

Students who accumulate over 7 unexcused absences/tardies to school in one quarter/semester will be evaluated on a case-by-case basis. Students who are arriving late to school must contact the health office or bring a note within 24 hours to excuse the tardiness. *(Families that move out of District after the start of the school year and choose to continue attending school in District 180 need to be on time to school and are asked to follow the same expectations of being on time to school daily.)*

### **Consequences for Unexcused Tardies to Class/BRMS (reviewed quarterly)**



Classroom teachers will keep a record of students tardy to class. Students who are unexcused tardy will need to call their parents to inform them. After the third unexcused tardy to classes an intervention will be assigned by the classroom teacher/administration, and parent contact will be made.'

### **Communicable/Infectious Disease and Pests**

School personnel are among the persons mandated to make reports to the local health authorities when they become aware of a reportable disease or condition. Children suspected of being infected with a reportable infectious disease for which isolation is required shall be refused admittance to school while the acute symptoms are present. Specific diseases include: diphtheria, scarlet fever, strep infections, whooping cough, mumps, measles, rubella, and other conditions indicated by the Local and State Health Departments. Schools are to handle contacts of infectious disease cases in the manner prescribed by the Illinois Department of Public Health regulations, or as recommended by the local health authority. Further, because a school has a high concentration of people, it is necessary to take specific measure when the health or safety of the group is at risk. The schools' professional staff has the authority to remove or isolate a student who has been ill or has been exposed to a communicable disease or highly-transient pest, such as lice.

In the case of non-casual contact communicable diseases, the school still has the obligation to protect the safety of staff and students. In these cases, the person in question will have his/her status reviewed by proper professionals, including the local health department, to ensure that the rights of the person affected and those in contact with that person are adequately protected. The school will seek to maintain the student in school unless there is sufficient evidence to warrant exclusion. Non-casual contact communicable diseases include sexually transmitted diseases, AIDS, ARC\_AIDS Related Complex, HIV, Hepatitis B, and other diseases that may be specified by the Department of Health.

### **Mental Health Days for Students**

105 ILCS 5/26-1 and 5/26-2a, amended by P.A.s 102-266 and 102-321, allow a student to be absent for mental or behavioral health reasons for up to five days without a medical note and permit the school to refer the student to the appropriate school personnel after the second mental health day is used.

These absences need to be reported like any other absence to the school attendance lines. On the second day that is used for this purpose, a school social worker will conference with the parent, and possibly the student, to review current school supports and determine if outside supports are recommended for return to school.

### **SCHOOL NURSE**

Questions concerning immunizations, health screening, medications, communicable and infectious disease and management of students with the disease, and medical problems can be directed to the school nurse at **BRMS/630- 734-6607 or AMJES/630-734-7103.**

If your child presents to the health office vomiting, with a fever, or is injured (but not requiring emergency medical services), it is the expectation that you or your emergency contact will pick the student up within 60 minutes.

**Dispensing Medicine** - District 180 discourages the taking of any medication, prescription and/or over-the counter, during the school day. If a student must receive medication, including aspirin, acetaminophen and ibuprofen, a District 180 medication form must be completed and signed by the student's parent AND physician. These forms will be provided to families at registration. The forms will also be available in the nurse's office and must be renewed annually and if there is any change in dosage or type of medication. Any medications brought to school must be kept in the nurse's office in a pharmaceutical container, which is well labeled with the student's name, name and strength of the medication and dosage instructions. Students are not to carry ANY medications (unless it is an inhaler and has been approved by the school nurse) while in school. If a student has asthma, the District follows the Asthma Action Plan, Public Act 99-843: schools must request an asthma action plan from the parents or guardians of a student with Asthma. Epinephrine Auto-Injectors Public Act 99-71: with proper approvals and permissions obtained, a student has the opportunity to self-administer and self-carry asthma medication and epinephrine auto-injectors while being transported to and from school. All other medications are to be kept in the health office.

The Compassionate Use of Medical Cannabis Program Act (410 ILCS 130/) allows a medical cannabis-infused product to be administered by a student or by one or more of the following individuals:

1. A parent/guardian (21 years or older) who registers with the IL Dept of Public Health as a designated caregiver.
2. A properly trained school nurse or an administrator.

A minor student and the designated caregiver need to possess valid registry identification cards issued by IDPH. Copies of cards are provided to District, The School Medication Authorization Form is completed, and after administering the product to the student, the designated caregiver immediately removes it from school premises or school bus.

**Diabetes:** The parent/guardian is responsible for sharing the health care provider's instructions. If necessary, a Diabetes Care Plan and Procedures will be developed.

**Epilepsy:** The parent/guardian is responsible for sharing the health care provider's instructions. If necessary, a Seizure Action Plan and Procedures will be developed.

**Hearing and Vision Screening** – District #180 conducts hearing and vision screening in accordance with the mandates of the Illinois Department of Public Health. Vision screening is not a substitute for a complete eye and vision evaluation by a doctor.

**School Immunizations-** Parents or legal guardians who object, for religious reasons, to their child being immunized for school entrance must submit a Certificate of Religious Exemption, which now must be signed by a healthcare provider. Signed into law in August 2015, this new legislation requires a health care provider to sign the certificate confirming they have provided education to the parents or legal guardians about the benefits of immunizations and the health risks of not vaccinating students. The certificate also reflects the parents or legal guardians' understanding that their child may be excluded from school in the case of a vaccine-preventable disease outbreak or exposure. Parents or legal guardians must submit the certificate

to their local school authority prior to students entering kindergarten, sixth grade, and ninth grade.

**Concussion Information** - Information that complies with the law for students registered in CCSD#180 is provided in a separate handbook and follows Student Concussion Protocols, Public Act 99-245 & 99-486).

**504 Plan** - State law requires CCSD#180 to annually inform parents of students with life-threatening allergies or life-threatening chronic illnesses of the applicable provisions of Section 504 of the Rehabilitation Act of 1973 and other applicable federal statutes, state statutes, federal regulations, and state rules. If your student has a life-threatening allergy or a life-threatening chronic illness, notify the school nurse or building administrator. The team, including the parent and possibly the student will create a plan that supports the students and their safety and learning in the school environment. Federal law protects students from discrimination due to a disability that substantially limits a major life activity. If your student has a qualifying disability, an individualized Section 504 Plan will be developed and implemented to provide the needed support so that your student can access his or her education as effectively as students without disabilities.

**Suicide and Depression Awareness and Prevention** - Youth suicide impacts the safety of the school environment. It also affects the school community, diminishing the ability of surviving students to learn and the school's ability to educate. The District social workers work with administration to develop, implement, and maintain a suicide and depression awareness and prevention program that increases student's knowledge of depression and suicide that will be shared with staff and students and align with Board Policy 7:290. DuPage County Crisis Hotline 630-627-1700. Text:Reach (741741)

## **SCHOOL CLOSING INFORMATION**

Parents can hear emergency closing information by tuning into these radio stations: WGN (720 am), & WBBM (78 am). The TV stations that provide closing information are CBS (2), NBC (5), WGN (9), FOX (32), & CLTV. Parents who have current phone numbers on file will receive a message on their primary phone number or email from our District Communication System.. Also, check our website: [www.ccsd180.org](http://www.ccsd180.org) The school will do everything possible to ensure student safety during extreme weather conditions.

## **COMMUNICATION**

Announcements are made over the intercom in the mornings. These announcements are the students' chief source of information about current school activities, special events, and changes in procedure. Students are expected to actively listen to any daily announcements and are responsible for the information they contain. School flyers are sent home with students, emails, and/or posted online at [ccsd180.org](http://ccsd180.org). The District's budget, annual financial report, and board policies are available on the District's website. Thrillshare is used to communicate with families via email, text, and/or telephone as well.

## **FIRE/SEVERE WEATHER/CRISIS PLAN DRILLS**

Fire drills, Tornado drills and Crisis drills are required by law and are held periodically so orderly evacuation or safety procedures of buildings may be accomplished safely. Instructions are posted in each classroom. Students need to be familiar with the procedures. During the drill, no talking or visiting is allowed. Students should remain together in their classroom groupings. The local fire department and police department will participate in the mandated state drills annually with both buildings. Parents/Guardians will be notified through the District's Communication System in response to a school crisis.

## **SCHOOL SECURITY**

In order to provide for the safety of students and staff, the building will be locked at all times. A security camera and intercom entry has been installed at the main entrance.

- Students, parents, and visitors are to enter the school using the main entrance. Please ring the bell and identify yourself to gain access. The office can release the door latch remotely. Other doors are kept locked.
- All visitors and volunteers are required to check in at the school office and to wear visitors' pass identifying them while on school grounds. Licenses will be checked and held in the office until the visitor checks out.
- Parents are required to notify the school office by 3:00PM if the child is to be picked up by an adult other than his/her parent. The school requires identification before releasing the student.
- Video surveillance is present outside and inside school buildings to help reduce safety issues.

### **Visitors**

All visitors, including parents and siblings, are required to enter through the front door of the building and proceed immediately to the main office. Visitors should identify themselves and inform office personnel of their reason for being at school.

Visitors must sign in, identifying their name, the date and time of arrival, and the classroom or location they are visiting. Approved visitors must take a tag identifying themselves as a guest and place the tag on their outer clothing in a clearly visible location. Visitors are required to proceed immediately to their location in a quiet manner. All visitors must return to the main office and sign out before leaving the school.

Any person wishing to confer with a staff member should contact that staff member to make an appointment. Conferences with teachers are held, to the extent possible, outside school hours or during the teacher's conference/preparation period.

Visitors are expected to abide by all school rules during their time on school property. A visitor who fails to conduct himself or herself in a manner that is appropriate will be asked to leave and may be subject to criminal penalties for trespassing and/or disruptive behavior.

No person on school property or at a school event shall perform any of the following acts:

1. Strike, injure, threaten, harass, or intimidate a staff member, board member, sports official or

coach, or any other person.

2. Behave in an unsportsmanlike manner or use vulgar or obscene language.
3. Unless specifically permitted by State law, possess a weapon, any object that can reasonably be considered a weapon or looks like a weapon, or any dangerous device.
4. Damage or threaten to damage another's property.
5. Damage or deface school property.
6. Violate any Illinois law or municipal, local, or county ordinance.
7. Smoke or otherwise use tobacco products.
8. Distribute, consume, use, possess, or be impaired by or under the influence of an alcoholic beverage, cannabis, other lawful product, or illegal drug.
9. Be present when the person's alcoholic beverage, cannabis, other lawful product, or illegal drug consumption is detectible, regardless of when and/or where the use occurred.
10. Use or possess medical cannabis, unless he or she has complied with Illinois' Compassionate Use of Medical Cannabis Act and District policies.
11. Impede, delay, disrupt, or otherwise interfere with any school activity or function (including using cellular phones in a disruptive manner).
12. Enter upon any portion of school premises at any time for purposes other than those that are lawful and authorized by the board.
13. Operate a motor vehicle: (a) in a risky manner, (b) in excess of 20 miles per hour, or (c) in violation of an authorized district employee's directive.
14. Engage in any risky behavior, including rollerblading, roller-skating, or skateboarding.
15. Violate other district policies or regulations, or a directive from an authorized security officer or district employee.
16. Engage in any conduct that interferes with, disrupts, or adversely affects the district or a school function.

Any person who engages in prohibited conduct may be ejected from or denied admission to school property in accordance with State law. The person may also be subject to being denied admission to school athletic or extracurricular events for up to one calendar year.

## **AMJES Playground Information**

### **AMJES Playground**

Residents are permitted to use the school playground when it is not in use by the school and before it gets dark. Please help us to keep it safe and clean for our whole community to use.

Playground is Closed After Dark and is Reserved for School Related Activities

**Prohibited Activities:** Activities deemed unsafe, disruptive, or damaging to the playground equipment or school property are not allowed. This may include, but is not limited to:

- o Vandalism or graffiti
- o Littering (No Glass/Bottles)
- o Possession or consumption of alcohol, tobacco, or illegal drugs

- o Possession of weapons or look alike weapons
- o No Fires or Fireworks
- o Aggressive or threatening behavior
- o Loitering
- o No Pets Allowed
- o Play area and equipment is for school aged children only

Be careful and play at your own risk.

Our partners at the DuPage Sheriff's Office are here to help us keep this playground safe and looking great. So, let's all work together to keep this space available for everyone.

### **IDENTIFICATION CARDS/BRMS**

One identification (ID) card is issued to each student at the middle school. Students are required to have a current ID card worn on a lanyard around their necks, in a wallet, or a pencil case. ID cards are required to ride the bus, enter the building, buy lunch, check out books in the library, and attend school activities. Students can use their own lanyards and will receive one free one at the start of their school year. If they need to be replaced, lanyards are \$5 each.

### **PARENT TO TEACHER CONTACT PROCEDURE**

**Effective communication between home and school is essential to student success.**

- Teachers will inform students and parents of any concerns as they arise.
- Parents or students are encouraged to communicate directly with the teacher if they have a concern or complaint.
- A meeting or phone conference will be scheduled between the parent, student, and teacher to discuss the issue.
- If the concern is not resolved, a follow-up meeting with the parent, teacher, and principal will be arranged to find a solution.

### **PARENT RIGHTS**

#### **School Visitation Rights**

The School Visitation Rights Act permits employed parents/guardians, who are unable to meet with educators because of a work conflict, the right to time off from work under certain conditions to attend necessary school functions such as parent-teacher conferences, academic meetings and behavioral meetings. Letters verifying participation in this program are available from the school office upon request.

**Community Notification Act:** Information about sex offenders is available to the public as provided in the Illinois Sex Offender Community Notification Law. The sex offender database can be accessed at the following Illinois State Police link: <https://www.isp.state.il.us/sor>.

### **EVERY STUDENT SUCCEEDS ACT**

Signed by the President on December 10, 2015, this bipartisan measure reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation's education law and longstanding commitment to equal opportunity for all students. The new law builds on key areas of progress in recent years and ongoing efforts to improve educational opportunities for all students in Illinois. CCSD#180 will maintain the requirements of the law with the intent to benefit students and their learning. As a parent, you have the right to know the professional qualifications of teachers who instruct your child. The federal law provides that parents have the right to request the following information:

1. Whether or not the teacher has met state certification requirements.
2. Whether or not the teacher is teaching under emergency or other provisional status
3. The teacher's college major, graduate degrees and other certifications, and the subject areas of those degrees and certifications.
4. Whether teachers' aides/paraprofessionals provide services to the parents' child and if so, their qualifications.

Parents who wish to receive any of this information should contact the District Office. This information is also available. More information is also available on the Illinois State Board of Education's website: [www.isbe.net](http://www.isbe.net)

#### **Fines, Fees, and Charges; Waiver of Student Fees**

The school establishes fees and charges to fund certain school activities. Students will not be denied the opportunity to participate in curricular and extracurricular programs of the school district due to the inability of their parent or guardian to pay fees or certain charges. Students whose parent or guardian is unable to afford student fees may receive a fee waiver. A fee waiver applies to all fees related to school, instruction, and extracurricular activities.

Applications for fee waivers may be obtained from the school office and may be submitted by a parent or guardian of a student who has been assessed a fee. As student is eligible for a fee waiver if at least one of the following prerequisites is met:

1. The student currently lives in a household that meets the same income guidelines, with the same limits based on household size, that are used for the federal free meals programs;
2. The student's parent is a veteran or active-duty military personnel with income at or below 200% of the federal poverty line.
3. The student is homeless, as defined by the Mc-Kinney-Vento Homeless Assistance Act.

The building principal will give additional consideration where one or more of the following factors are present: [2]

- An illness in the family;
- Unusual expenses such as fire, flood, storm damage, etc.;
- Unemployment;

- Emergency situations; or
- When one or more of the parents/guardians are involved in a work stoppage.

The building principal will notify the parent/guardian promptly as to whether the fee waiver request has been granted or denied. Questions regarding the fee waiver application process or an appeal of the District's decision to deny a fee waiver should be addressed to the Building Principal.

Pursuant to the Hunger-Free Students' Bill of Rights Act, the school is required to provide a federally reimbursable meal or snack to a student who requests one, regardless of whether the student has the ability to pay for the meal or snack or owes money for earlier meals or snacks. Students may not be provided with an alternative meal or snack and the school is prohibited from publicly identifying or stigmatizing a student who cannot pay for or owes money for a meal or snack.

Fines for loss or damage to school property are waived for students who meet certain eligibility guidelines.

### **USAGE FEES**

Each student who resides outside of the outside the district will be charged a yearly consumable materials fee, due at registration. The fees are as follow:

- \$60.00 for ECE, Pre-K, and Grades K–1
- \$70.00 for Grades 3–4
- \$80.00 for Grades 5–8

However, these fees will be waived for students who provide proof of residency within the district. The Board of Education has voted not to charge consumable material fees for the 2025–2026 school year for families who reside in the district.

Families who wish to purchase new shorts must do so on their own. Students are responsible for the replacement cost of any lost, stolen, or damaged Chromebooks, textbooks, or locks.

Payments can be made online or in cash. Checks are not accepted. Fees are not prorated for students who transfer in during the school year or register after the start of school.

Families may apply for a fee waiver for school fees; however, eligibility is not based on free or reduced lunch status. Proof of income is required when applying for a fee waiver.

### **SCHOOL MATERIAL CARE**

To help ensure that textbooks, Chromebooks, and other instructional materials remain in good condition, we ask parents to partner with us in teaching students how to properly care for school property.



Fines will be issued for any loss or damage to textbooks, Chromebooks, library books, or other school-owned materials. End-of-year inspections may result in additional charges for misuse.

Replacement and repair fees are as follows:

- Lost or damaged library books: Full replacement cost of the book
- Chromebook replacement: \$339
- Chromebook charger replacement: \$15
- Chromebook case replacement: \$29

Repair fees: Assessed based on the type and extent of the damage

Thank you for your support in helping students take responsibility for their learning materials.

**FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)** The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level.

Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR 99.31):
  - School officials with legitimate educational interest
  - Other schools to which a student is transferring
  - Specified officials for audit or evaluation purposes
  - Appropriate parties in connection with financial aid to a student
  - Organizations conducting certain studies for or on behalf of the school
  - Accrediting organizations
  - To comply with a judicial order or lawfully issued subpoena
  - Appropriate officials in cases of health and safety emergencies

- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, grade level, telephone number, birth date, teachers' names, parents' names and addresses, period of attendance in school.

However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

### **FREEDOM OF INFORMATION ACT**

“...it is declared to be the public policy of the State of Illinois that all persons are entitled to full and complete information regarding the affairs of government ... Such access is necessary to enable the people to fulfill their duties of discussing public issues fully and freely, making informed political judgments and monitoring the government to ensure that it is being conducted in the public interest.”  
(5 ILCS 140/1)

Illinois' Freedom of Information Act is intended to open the government to all citizens by guaranteeing access to governmental records in whatever form they are maintained. The Act maintains a clear preference for access to public documents while still protecting legitimate governmental interests and the privacy rights of individual citizens. The Office of the Attorney General is committed to the free exchange of information and to that end publishes a Guide to the Freedom of Information Act intended to help Illinoisans navigate their way through the Act.

The principal mandate of the Act is found in subsection 3(a), which provides that "each public body shall make available to any person for inspection or copying all public records." The remainder of the Act implements this requirement.

### **McKINNEY-VENTO HOMELESS EDUCATION**

When a child loses permanent housing and becomes a homeless person as defined at law, or when a homeless child changes his or her temporary living arrangements, the parent or guardian of the homeless child has the option of either:

(1) continuing the child's education in the school of origin for as long as the child remains homeless or, if the child becomes permanently housed, until the end of the academic year during which the housing is acquired; or

(2) enrolling the child in any school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

Assistance and support for homeless families includes:

CCSD180 Families should contact Tenika Pickens at 630 - 325 - 8186.

Food bank and meal programs:

HCS Family Services at Anne M Jeans Elementary

Wednesday 5:30PM - 6:30PM

Family shelters:

**DuPage PADS**

**630-682-3846**

<https://dupagepads.org/what-we-do/interim-housing-center/>

**Peoples Resource Center**

**630-682-5402**

<https://www.peoplesrc.org/emergency-rent-and-mortgage/>

## **PESTICIDE AND HERBICIDE NOTIFICATION**

In 1999, the Illinois General Assembly passed laws requiring that public schools notify parents/guardians and school employees at least 96 hours prior to any pesticide applications on school property. If parents would like to be notified, please request this in writing to the District Office. The term “pesticide” includes insecticides, herbicides, rodenticides, and fungicides. The notification requirement extends to both indoor and outdoor pesticide applications. Excluded from the notification requirement are antimicrobial agents (such as disinfectants, sanitizers, deodorizers), insecticide baits and rodenticide baits.

## **PARKING LOT ETIQUETTE**

AMJES - parking lot cameras are installed in the school lot, information parental signs are posted, and the Police Department has been informed of pick up/drop off procedures. Parents/Guardians picking up or dropping off students are expected to follow the safety procedures of the District to ensure the safety of all of our students.

BRMS – The circle drive is for school buses to pick up or drop off students. Parents/Guardians/Visitors are asked to park in the guest parking on the East side of the school or across the street, north of the middle school or across from the school, with students using the crosswalk for safer pick up/drop off procedures.

## **OUTDOOR TEMPERATURE GUIDELINES**

If the temperature outside is below 15 degrees Fahrenheit, either the actual temperature or the temperature with wind-chill, students will not participate in outdoor ~~recess~~ activities. Students will be allowed to remain inside for recess activities. Senate Bill 654 “Right to Play” will be adhered to. Students in K - 5 will receive 30 minutes of unstructured recess, which can be broken down into 15 minute increments. Recess provides respite from the learning routine, all school rules apply at recess.

## **SEX OFFENDER INFORMATION**

Public Act 94-994 requires schools to notify parents that information about sex offenders is available to the public. The names and addresses of all registered sex offenders in the State of Illinois are listed by county and posted for public access.

### **SILENT PRAYER/STUDENT PRAYER**

According to Section One of “The Silent Reflection and Student Prayer Act”, in each public school classroom, the school staff and students will observe a brief period of silence at the opening of each school day.

### **SOCIAL SERVICES**

All concerns and recommendations should be directed to the school social workers. Try to be cognizant of students who are not being fed, clothed or seem to be suffering from any type of familial issue. These can include abuse, lack of food, lack of adequate clothing or shelter, etc. All staff in each building are mandated reporters. They are mandated to inform building principals and social workers of abuse concerns.

Public Act 94-0888

This public act makes significant changes to reporting requirements under the Abused and Neglected Child Reporting Act (ANCRA), which imposes mandatory reporting obligations on individuals whose work involves the care and welfare of children. This act is as follows:

First, the definition of “school personnel in the law has been clarified to specifically include “administrators and both certified and non-certified employees” as mandated reporters. Thus, almost any individual who is employed by a school of school district is required to report suspected child abuse to the DCFS Hotline. There may have been a misperception in the past that “school personnel: meant only teachers were mandated to report suspected child abuse, however, P.A. 94-0888 makes clear that the “school personnel” is defined more broadly. ISBE suggests that all schools review their mandated reporter policies to ensure that all school employees are aware of their obligations under ANCRA.

### **SPECIAL EDUCATION SERVICES**

Community Consolidated School District 180 provides a free, appropriate public education to students with disabilities in accordance with state and federal mandates. In order to receive special education services, a student must have a physical or mental disability as identified in the Illinois State Criteria. The qualifying disabilities are autism, visual impairment, hearing impairment, intellectual disability, orthopedic impairment, emotional disturbance, specific learning disability, speech/language impairment, traumatic brain injury, developmental delay, multiple disabilities, deafness, deaf-blindness, and other health impairment. In addition, a qualifying disability must adversely impact educational progress and require specially designed instruction. It is important to note that not all students with a disability will be eligible for special education services.

### **SPECIAL SERVICES**

Hospital/Homebound services for extended absences. Disabled or non-disabled students may be entitled

to receive educational services at home or in a hospital if it is anticipated that s/he will be unable to attend school for two or more consecutive weeks, or on an ongoing intermittent basis, due to a medical condition. The goal of home/hospital instruction is to reasonably support and continue a child's education during an extended absence, to enable the student to return to the classroom. The district has developed guidelines/practices to implement its policy in this area.

CCSD180 offers opportunities for English Learners (EL) to develop high levels of academic attainment in English and to meet the same academic content and student academic achievement standards that all children are expected to attain. Parents/guardians of EL students will be encouraged to:

1. be involved in the education of their children, and
2. be active participants in assisting their children to attain English proficiency, achieve high levels within a well-rounded education, and meet the challenging State academic standards expected of all students. CCSD180 students identified as EL students will receive an academic intervention during the school day.

Any questions about these services should be forwarded to the District Office at 630-734-6600. English Language Learner (EL) services; Migrant Student Learners. Contact 630-734-6600 and ask for the Director of Special Education Services.

### **STATE OF ILLINOIS OPEN MEETINGS ACT**

“It is the public policy of this State that public bodies exist to aid in the conduct of the people's business and that the people have a right to be informed as to the conduct of their business.” (5 ILCS 120/1)

The intent of the Illinois Open Meetings Act is to ensure that public business is conducted in public view by prohibiting secret deliberations and actions on matters that should be discussed in a public forum.

The Act reflects the balance between the rights of the public against the needs of government officials to be able to discuss sensitive matters candidly by accepting particular narrowly construed circumstances under which a meeting may be held in closed session. The Office of the Attorney General understands that access to meetings helps to ensure the accountability of the government to its citizens.

### **STUDENT SEX EQUITY**

The Board of Education's detailed policy regarding sex equity, sex discrimination, sexual harassment and sexual intimidation is maintained in the Board Policy Manual. A copy of this policy in full is available at the Administrative office and all schools.

Burr Ridge School District 180 does not discriminate on the basis of sex in the provision of programs, activities, services, or benefits, and guarantees both sexes equal access to educational and extra-curricular programs and activities. No student shall be subjected to sexual discrimination, harassment, intimidation or bias by any District employee, by other students, or by the effect of school

policy or practice.

### **STUDENT TRANSFER INFORMATION**

Paperwork for Student Transfer requests will be processed in the order they are received.

Parents/Guardians are asked to contact the building secretaries to begin the transfer process. All requests will be processed within a week of being received in the school office. Students that transfer in AFTER the January NWEA Testing will be required to attend summer school for the extended school year of the year the student transferred in.

### **TELEPHONE CALLS AND EMERGENCY MESSAGES**

Because students must be in class in order to learn most effectively, attendance office personnel or secretarial staff will not deliver phone messages for students during class time. Only emergency medical messages will be delivered to students if called in by a parent or legal guardian. Students will not be taken out of class to come to the phone for a message.

### **TITLE I PROGRAMS**

The Superintendent or designee shall develop a District-Level Parent and Family Engagement Compact, which contains: The District's expectations for parent and family engagement and specific strategies for effective parent and family engagement activities to improve student academic achievement and school performance and other provisions as required by federal law.

### **REGISTRATION**

Proof of residency is required when registering students. Two documents are required (if your photo ID matches your lease/tax bill), one from the following: real estate tax bill, signed lease mortgage papers, sales agreement and one other document (not older than 3 months) with the same address. (If the photo ID does not have the same address as the lease/tax bill, an additional document will be required).

Students transferring into the District need to prove residency and should have a letter of good standing from their prior district. Students can be enrolled in the District before official records are obtained from the prior school district.

New students are required to take a math placement test and reading assessment before they will start full day attendance at BRMS. This testing time will be scheduled with the school secretary or building principal.

**Enrollment (K – 1)** - Children who will attain the age of 5 years on or before September 1 of the year of the school term and each school term thereafter may attend school upon the commencement of such term and based upon an assessment of the child's readiness, children who have attended a non-public preschool and continued their education at school through kindergarten, were taught in kindergarten by an appropriately certified teacher, and will attain the age of 6 years on or before December 31 of the current school term and each school term thereafter may attend first grade upon commencement of such term. Based upon an assessment of a child's readiness to attend school, a school district may permit a child to attend school prior to the dates contained in this Section. In any school district operating on a full

year school basis children who will attain age 5 within 30 days after the commencement of a term may attend school upon the commencement of such term and, based upon an assessment of the child's readiness, children who have attended a non-public preschool and continued their education at that school through kindergarten, were taught in kindergarten by an appropriately certified teacher, and will attain age 6 within 4 months after the commencement of a term may attend first grade upon the commencement of such a term.

**Address and Telephone Number Changes** - When a parent changes telephone numbers or residence, the attendance office should be contacted immediately. These changes may be handled during regular school hours.

**Guardianship** - Students, under 18, not living with either parent but with a resident of CCSD#180, must show proof of residency as well as legal documentation showing court appointed guardianship. This documentation must be presented before the student will be allowed to enroll.

**Waiver of Fees** - Students shall not be denied educational services or academic credit due to the inability of parent(s)/guardian(s) to pay fees. Students whose parents are unable to afford student fees may apply for a waiver of fees. However, these students are not exempt from charges for lost or damaged books, locks, materials, supplies, equipment, or technology repairs. Applications for fee waivers are available from the District Office.

## **ASSIGNMENT NOTEBOOKS**

Students at AMJES (3 and 4) and BRMS (5 through 8) will receive assignment notebooks as appropriate by grade level. At the middle school, students are required to carry a school assignment notebook daily to help with organization. The replacement cost for middle school students is \$10.00.

## **PASSES (BRMS)**

A student is required to have a pass to be in the hallway. It is the student's responsibility to complete the classroom sign-out sheet when leaving a classroom. If a student wishes to see a teacher at a specified time, he/she must arrange to acquire a pass from that teacher in advance. If a student comes to class tardy without a pass, the student will be marked tardy and consequences can be earned.

## **LOCKERS**

Each student is assigned a hall locker in which to store his/her books and personal belongings. In grades 5-8, a school issued combination lock needs to be attached to each locker to insure the security of personal belongings. Also, students in grades 7-8 will be issued a gym locker and lock. There is no fee for the initial lock; however, if the lock is lost, there will be a \$10.00 replacement fee for a new school issued lock.

Any misuse of or tampering with lockers will result in disciplinary action. Lockers are the property of the school and are to be used solely for the storage of books, supplies, garments, and personal belongings that are appropriate for school use.

The school assumes no responsibility for items that are lost or stolen at school. Each student should use only his/her assigned locker and should return the locker at the end of the school year in the same condition in which it was issued.

## **LOST AND FOUND**

The school district assumes no responsibility for the loss of personal items by students, visitors, or staff members while they are inside a district building or on school property. Please leave valuables at home.

## **FIELD TRIPS**

If the one- time consent form was signed at registration, students are eligible to attend trips; some trips may require an extra fee or parental consent. Students who do not participate in a field trip are required to attend school or it will be considered an unexcused absence. On a field trip related to curriculum, *a student(s) might require parent supervision on trips if the student's behavior has been a concern.*

## **LUNCHROOM INFORMATION**

Food Service – **630-734-6615**

CCSD180 participates in the National School Lunch and Breakfast Program.

Students may bring lunch or take advantage of our hot lunch program. School lunches are free to all students in District 180.

A la Carte items may be sold at the middle school. BRMS Students use their student ID number to purchase lunch. No cash will be accepted in the cafeteria. If these items are sold, lunch money can be turned in according to the building schedule announced.

BRMS Ala Carte Items – Students can purchase these items only if they have positive funds in their lunch accounts. Students with temporary IDs or no IDS may not purchase A la Carte items until they have their regular school ID. Students are expected to be courteous while eating lunch. It is expected that every student will conduct himself/herself in the same manner as he/she would while being a guest in someone's home or restaurant. Students who request a temporary ID or have no ID, will be called up last in line.

It is the responsibility of every student to return his tray to the proper location and deposit all waste paper in the trash receptacles. The table and floor around the student should be left in a clean condition for the next group. Any student referred for throwing food, littering, or misconduct will be subject to disciplinary action. Eating food and drinking beverages outside the cafeteria is prohibited. Food taken out of the cafeteria may be confiscated from the student. At BRMS, students who have a lunch detention will follow the procedures set in place by the staff in charge.



Breakfast Rate \$3.03; Lunch Rate 2025 - 2026 - \$4.80

### **Information on School Wellness per Policy:**

6:50 School Wellness Student wellness, including good nutrition and physical activity, shall be promoted in the District's educational program, school based activities, and meal programs. This policy shall be interpreted consistently with Section 204 of the Child Nutrition and WIC Reauthorization Act of 2004 and the Healthy Hunger-Free Kids Act of 2010 (HHFKA). The Superintendent will ensure: 1. Each school building complies with this policy; 2. The policy is available to the community on an annual basis through copies of or online access to the Board Policy Manual; and 3. The community is informed about the progress of this policy's implementation. Goals for Nutrition Education and Nutrition Promotion The goals for addressing nutrition education and nutrition promotion include the following: Schools will support and promote sound nutrition for students. Schools will foster the positive relationship between sound nutrition, physical activity, and the capacity of students to develop and learn. Nutrition education will be part of the District's comprehensive health education curriculum. See Board policy 6:60, Curriculum Content. Goals for Physical Activity The goals for addressing physical activity include the following: Schools will support and promote an active lifestyle for students. Physical education will be taught in all grades and shall include a developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle. See Board policy 6:60, Curriculum Content and Board policy 7:260, Exemption from Physical Education. During the school day, all students will be required to engage in a daily physical education course, unless otherwise exempted. See Board policy 6:60, Curriculum Content and Board policy 7:260, Exemption from Physical Education. The curriculum will be consistent with and incorporate relevant Illinois Learning Standards for Physical Development and Health as established by the Illinois State Board of Education (ISBE). Nutrition Guidelines for Foods Available During the School Day; Marketing Prohibited Students will be offered and schools will promote nutritious food and beverage choices during the school day that are consistent with Board policy 4:120, Food Services (requiring compliance with the nutrition standards specified in the U.S. Dept. of Agriculture's (USDA) Smart Snacks rules).. In addition, in order to promote student health and reduce childhood obesity, the Superintendent or designee shall: 1. Restrict the sale of competitive foods, as defined by the USDA, in the food service areas during meal periods; 2. Comply with all ISBE rules; and 3. Prohibit marketing during the school day of foods and beverages that do not meet the standards listed in Board policy 4:120, Food Services, i.e., in-school marketing of food and beverage items must meet competitive foods standards. Competitive foods standards do not apply to foods and beverages available, but not sold in school during the school day; e.g., brown bag lunches, foods for classroom parties, school celebrations, and reward incentives. Exempted Fundraising Day (EFD) Requests All food and beverages sold to students on the school campuses of participating schools during the school day must comply with the "general nutrition standards for competitive foods" specified in federal law. ISBE rules prohibit EFDs for grades 8 and below in participating schools. The Superintendent or designee in a participating school may grant an EFD for grades 9 through 12 in participating schools. To request an EFD and learn more about the

District's related procedure(s), contact the Superintendent or designee. The District's 6:50 6:50 1 of 2 procedures are subject to change. The number of EFDs for grades 9 through 12 in participating schools is set by ISBE rule. Guidelines for Reimbursable School Meals Reimbursable school meals served shall meet, at a minimum, the nutrition requirements and regulations for the National School Lunch Program and/or School Breakfast Program. Monitoring At least every three years, the Superintendent shall provide implementation data and/or reports to the Board concerning this policy's implementation sufficient to allow the Board to monitor and adjust the policy (a triennial report). This triennial report must include without limitation each of the following: An assessment of the District's implementation of the policy The extent to which schools in the District are in compliance with the policy The extent to which the policy compares to model local school wellness policies A description of the progress made in attaining the goals of the policy How the District will make the results of the assessment available to the public Where the District will retain records of the assessment The Board will monitor and adjust the policy pursuant to policy 2:240, Board Policy Development. Community Involvement The Board and Superintendent will actively invite suggestions and comments concerning the development, implementation, periodic reviews, and updates of the school wellness policy from parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the community. Community involvement methods shall align their suggestions and comments to policy 2:140, Communications To and From the Board and/or the Community Engagement subhead in policy 8:10, Connection with the Community. Recordkeeping The Superintendent shall retain records to document compliance with this policy, the District's records retention protocols, and the Local Records Act. LEGAL REF.: Child Nutrition and WIC Reauthorization Act of 2004, PL 108-265, Sec. 204. Child Nutrition Act of 1966, 42 U.S.C. §1771 et seq. National School Lunch Act, 42 U.S.C. §1751 et seq. Healthy, Hunger-Free Kids Act of 2010, 42 U.S.C. §1758b, PL 111-296. 42 U.S.C. §1779, as implemented by 7 C.F.R. §§210.11 and 210.31. Local Records Act, 50 ILCS 205/. 105 ILCS 5/2-3.139. 23 Ill.Admin.Code Part 305, Food Program. ISBE's "School Wellness Policy" Goal, adopted Oct. 2007. CROSS REF.: 2:140 (Communications To and From the Board), 2:150 (Committees), 2:240 (Board Policy Development), 4:120 (Food Services), 5:100 (Staff Development Program), 6:60 (Curriculum Content), 7:260 (Exemption from Physical Education), 8:10 (Connection with the Community)

Adopted: January 29, 2018

## **LEARNING CENTER**

The Learning Center is a fully automated library. All materials are cataloged electronically. Student ID numbers are required to check out materials.

### **Book Checkout**

- \* Books are on loan for two weeks (BRMS) and one week (AMJES).
- \* Students need to return books on time.
- \* Lost or damaged materials are the responsibility of the patron who checked out the materials.

## **COMPUTER USAGE**

Students using computer equipment are restricted to using the hardware and software approved by the district. Tampering with the hardware or software will be considered vandalism and will result in disciplinary action, and also could include possible loss of computer use. Internet access will be permitted only with a signed user policy on file. Computers are for educational school use only. They are not to be

used for personal student use. Guidelines to follow:

#### **GUIDELINES FOR ACCEPTABLE USE OF COMPUTERS**

1. The network may not be used to download, copy, or store any software, shareware, or freeware regardless of whether it is copyrighted or free of viruses.
2. The network may not be used for commercial purposes. Users may not buy or sell products or services through the system. Use of the network for advertising or political lobbying is prohibited.
3. The network may not be used for any activity, or to transmit any material that violates United States or local laws or school rules. This includes, but is not limited to, illegal activities such as threatening the safety of another person or violating copyright laws.
4. Network users may not use vulgar, derogatory, or obscene language. Users may not engage in personal attacks, harass another person, or post private information about another person.
5. Network users may not log on to someone else's account or attempt to access another user's files or delete other user's files. "Hacking" or otherwise trying to gain access to another person's or organization's computer system is prohibited.
6. Network users may not access Web sites, newsgroups or areas that contain material that is obscene or that promotes illegal acts. If a user accidentally accesses this type of information, he or she should immediately notify a teacher, supervisor, and/or network administrator.
7. Network users may not engage in "spamming" (sending an annoying or unnecessary message to a number of people) or participate in chain letters. Network users are prohibited from downloading copyright material or from plagiarizing electronic materials.
8. Network users may not view or participate in chat rooms or access or receive information from email.
9. Network users may not damage or mistreat equipment or facilities including uploading or creating viruses.
10. Network users may not play games unless it is educational, teacher directed and teacher supervised.
11. Network users may not intentionally waste computer resources. This includes, but is not limited to, unnecessary and excessive printing, storing of large or an excessive number of files, and the streaming of music or video.
12. Never give out your or others last name, address, or phone number
13. Never agree to meet in person with anyone you have met online unless you first have the approval of a parent or guardian.
14. Notify an adult immediately if you receive a message that may be inappropriate or if you encounter any material that violates this Acceptable Use Policy.

CCSD 180 uses a device monitoring system called GoGuardian. This system allows for us to develop browsing policies to eliminate distractions, empower learning, and encourage digital citizenship. GoGuardian also promotes student safety. It notifies designated school staff about online activity that could indicate risk of suicide, self harm, or possible harm to others. Should an alert be sent to the designated staff, the parents and/or guardians will be made aware within 48 hours.

#### **PHYSICAL EDUCATION (AMJES/BRMS)**

All students are expected to dress and participate in PE classes unless they are excused for the day.

#### **Class and Locker Room Procedures (BRMS)**

- Students are expected to be in the locker room before the tone signaling the end of the passing period. They have 5 minutes to dress and be in the gym.
- Students are to remain in the gym or designated area until dismissed to the locker room by the teacher.

### **Excused from PE**

- A student may be excused from participation in PE activities for up to 2 days with a note from a school nurse.
- If a student needs to be excused for longer than two days, a doctor's note is required. Contact the health office.
- If a student in 3 - 8 has an IEP that requires special education support and services cannot be provided during this assigned time or states that the student is participating in an adaptive athletic program outside of the school setting.

### **PE Uniforms/Dress Expectations**

- Students are required to wear the BRMS PE uniform to participate in PE class. Other exceptions may be made on an individual basis. Students are required to write their names on their PE uniform. (Grade 7 and 8 ONLY)
- Jewelry and watches can be a safety concern, are not a part of the required PE uniform, and should be locked in your locker or not worn during PE class.
- Gym shoes and socks are a required part of the PE uniforms. (All grades)
- Grades 7 and 8 are required to purchase and wear a heart rate monitor for daily physical PE activities.
- Students are responsible for paying for a t-shirt and shorts (price will be posted on website)

### **Non-dress (Grade 7 and 8)**

- A student without a PE uniform will be allowed to participate at the discretion of the PE teacher.
- A student who is deemed non-participatory by the PE teacher for dress reasons may be given alternate work in lieu of participation.
- Refusal to change into a uniform will result in a zero and a parent contact.
- A student who did not dress is responsible for material covered in class.
- Generally, if a student has two non-dress days in a given quarter, their grade will drop approximately one full letter.
- As it applies to athletic eligibility, non-dress is the same as not being prepared in a traditional class setting. It is to the discretion of the PE teacher as to PE eligibility. See athletic participation guidelines for more information.

### **PE Assessment and Reporting Requirements CHECK ON THIS**

(23 IL. Admin. Code 1.425) Each school must administer FitnessGram in grades 3 - 8 annually the first and second semester of school to look at and compare pre and post results. Components include: Aerobic Capacity, Flexibility, Muscular Endurance, and Muscular Strength. Fitness scores are not used to grade students, but are reported to the State in grades 5 and 7. Students with disabilities, where the FitnessGram is not appropriate, must use the Brockport Physical Fitness Testing.

## **SEARCH AND SEIZURE**

In order to protect our students' safety and personal and public property at school, school officials have the right to search any student's locker(s) (including all school grounds) at any time. The following rules shall apply to the search of school property assigned to a specific student (locker, desk, etc.) and the seizure of items in his possession:

1. There should be reasonable cause for school authorities to believe that the possession constitutes a crime or rule violation.
2. General searches of school property may be conducted at any time.
3. Illegal items (firearms, weapons, drugs) or other possessions reasonably determined to be a threat to the safety or security of others will be seized by school authorities,
4. Items that are used to disrupt or interfere with the educational process will be removed from student possession.

## **Part II: EXPECTATIONS**

### **FOR HOMEWORK AND GRADES**

## **GUIDELINES FOR HOMEWORK**

The principals have developed homework guidelines based on input from parents, teachers, students, and the Board of Education. Research on the effectiveness of homework was reviewed, along with homework guidelines from several school districts. Please contact teacher(s) if you have specific concerns regarding homework.

### **Purpose of Homework**

Develop tools to become lifelong learners: reliability, punctuality, task completion, attention to detail, following directions, responsibility, and use of one's best effort, cooperation, tolerance, respect for others, accurate follow through. These are essential to success later in life.

- Practice key concepts and skills introduced in class.
- Expansion and application of concepts learned in school.
- Further development of skills.
- Method of learning to use available tools/resources.
- Involve parents in what students are learning.
- Communication/feedback
- Nightly practice of skills to be turned in the next day.
- Develop organizational skills.
- Provide meaningful application opportunities.
- Lead students to understand the relationship between work and achievement.

### **Role of School**

- Provide meaningful, quality age appropriate homework, which serves to reinforce or extend

learning. · Coordinate tests and assignments between subject areas, with awareness of outside activities.

- Teach students study skills incorporating time management and organization skills.
- Communicate clearly regarding homework expectations.
- Provide homework, which is appropriate to student skill levels.
- Provide students (and parents) with timely and meaningful feedback on homework assignments. · Encourage student and parent questions and concerns regarding homework.
- Return parent phone calls and respond to notes in a timely manner.
- Provide checkpoints and regular feedback in long-term assignments.
- Help children make the connection between what they learn in their lives outside of school.

### **Role of the Student**

- Bring assignments and needed materials home.
- Share teacher prepared documents and information regarding homework with parents.
- Accept responsibility to complete and return homework assignments.
- Turn in work, which has been completed neatly by the student.
- Ask for help only after best effort has been put forth.

### **Role of the Parent**

- Ask to see the assignment notebook every night.
- Check over student assignments and completion of homework.
- Realize that it is not the parent's job to make corrections or do the work. (Encourage students to correct his/her own mistakes.) · Establish a schedule and routine for homework completion.
- Provide an appropriate place for homework.
- Communicate with the teacher(s) regarding any questions and concerns.
- Show an interest in school and homework by regularly asking questions and engaging in discussion. · Provide necessary materials for homework completion that includes paper, pencils, and a dictionary. · Reduce distractions by other family members, pets, and television.
- Praise your child for focusing on homework after a full day at school.
- Provide a safe place for completed homework and return all work in a folder.

### **What Parents Should Expect:**

Examples of Assignments and Maximum Amount of Minutes Per Day

- Grades K-2: Daily reading practice, Daily math practice (20 minutes a day). Weekly homework is sent home with students.
- Grades 3-5: Daily reading, Math, Weekly spelling, Periodic long term projects-- 30-45 minutes
- Grades 6-8: Daily reading, Coordination of content, Area assignments, and Periodic long term projects --45-70 minutes

Emphasis will be on assigning homework Monday-Thursday when school is in session. We will avoid

homework during breaks except for long-term assignments.

## **GRADING SCALE and INFORMATION**

K-8 – will have Parent Check October 4, October Conferences (10, 11), End of Semester One (January 17), Parent Check March 7, and the End of Semester Two (June 3). Parents need to access their Skyward online account to check student grades.

BRMS Grades 5 – 8:

A - 90-100%

B - 89-80%

C - 79-70%

D - 69-60%

F - 59% and below

INC - Incomplete Work - *A blank on the report card means that no grade was given or the class was not taken during that quarter.*

AMJES/Reading and Math: Local Assessments: 40% of student grade

Weekly Classwork for Math and Reading: 25%

Weekly Homework for Math and Reading: 5%

Quizzes for Math and Reading (including AR points): 10%

Projects for Math and Reading: 20%

BRMS/For All Subjects: Local Assessments = 40% of student grade

Math: Weekly Classwork 10%, Weekly Homework Grade 20%, Weekly Quizzes 30%

Reading: Weekly Classwork 25%, Weekly Homework 5 %, Quizzes 10%,

Writing/Projects 20%

Applied LA/Humanities: Weekly Classwork 25%, Writing/Projects 25%,

Quizzes 10%

Science: Weekly Classwork 20%, Writing/Labs 15%, Quizzes/Projects 25%

CCSD#180 Gradebook expectations: Expect Core Subjects to have: one quiz/lab grade, one homework grade, and one classwork grade weekly. Expect PE to have a weekly participation grade and a weekly dress code grade. Expect Fine Arts/Specials that meet more than twice a week to have a weekly participation grade and a weekly classwork grade.

ZEROS: Students should not receive a zero on any assignment.

LOCAL ASSESSMENT RETAKES: Students who earn less than a 55% on a core local assessment (reading, math, applied language arts, and/or science) in grades 3 - 8 will have the opportunity to continue to learn the skills and improve their scores through test corrections and/or test retakes. Information will be shared with students and parents after the first local assessment in all core subject areas. Parents are asked to encourage students to take advantage of improving their assessment scores, with the goal being, skill mastery.

## **REPORT CARDS/CONFERENCES/PARENT NIGHT**

Students' progress is available online through our student information system, Skyward. Parents will receive an access code and password. They are encouraged to check grades regularly. If parents would like to receive a hard copy of student grades, contact the school secretary at 325-5454 BRMS/325-8186 AMJES.

Students in grades K – 8 will receive two standard based report cards at the end of semester one and again at the end of semester two. These standard based report cards will indicate student progress in the area of math, reading, and other core subjects aligned to the Instructional Planning Guides, National Core Standards, and the District Local Assessments. Students in grades 5 – 8 will also receive a letter grade for all their core classes.

Local Assessments will be given in grades K – 6 at the end of each reading unit and math chapter. In grades 7 and 8, at the end of each reading unit, math chapter, applied language arts unit, and science unit. Assessment grades can be viewed in Skyward by students and parents..

CCSD#180 will hold conferences during 2025 - 2026 on the following date: August 19, October 9, and October 10, 2025. All parents are invited to attend conferences. More information will be forthcoming during the school year regarding the times. The expectation for parents is to participate in one parent night sponsored by the teachers in their student's grade level in 2025 - 2026.

## **PROMOTION/RETENTION OF STUDENTS/Grades K through 8**

Our students are expected to progress in a normal pattern throughout the grades each year and our staff and students work together to achieve this goal. Unsatisfactory academic achievement, absence, previous levels of achievement, or developmental characteristics of an individual student create circumstances where retention in a given grade level becomes necessary. At the middle school, students need to pass all classes for the school year with a minimum of a 70% average in each class at the end of each semester and have good school attendance. Data points will also be used to determine if a student can be promoted. The data points used will be: iReady Diagnostic Assessments for reading and math, Local Assessments (Far Below Basic and Below Basic), and are 2 or more grade levels below their current grade level in reading performance.

Students absent more than 15 school days may not be promoted to the next grade level. As soon as retention becomes a possibility, parents will be contacted, conferences will be scheduled, and a concerted effort will be made by the school staff to provide the student assistance and extra instruction he/she needs to be successful. It is at this time that a contract will be drafted between the student, his/her teachers, and his/her parents(s)/guardian(s) to further assist the student to perform in a more productive manner. This contract will include goals that the student must reach on a quarterly basis.

To also assist the student with his/her academic endeavors, a student may be assigned placement in the After School Academic Achievers Program if his/her grades and iReady Diagnostic scores in math and



reading reflect a need for this assistance. Placement for the next school year will be based upon overall academic performance and possibly the results of a summer school placement. The principal will issue the initial placement decisions for the next school year.

### **CCSD 180 2025 - 2026 Promotion and Retention Requirements**

Our district's goal is that every child has the support they need to be successful. We know that not all students learn the same way and that some need more time engaged in meaningful learning experiences to reach their full potential. Because some children need a little more time or direction we have set up a promotion process (for non-IEP students) to be sure that your child receives the support they need. Our district offers many opportunities to assist students and has adopted the following steps to help students be successful in their current grade and in the years to come. Students considered for retention are those who have not achieved the minimum standards expected for the respective grade level and/or those who have not fulfilled attendance requirements.

In the Fall, all students will take the iReady Diagnostic Assessment. Students found to be below the 50th percentile in Reading and Math will be **REQUIRED** to do one or more of the following during the 2025-2026 school year:

- Grades 5-8 attend one hour of after school reading and/or math WIN time per week.  
-Grades K - 4 attend DI during the school day.
- Participate in one or more of the district supported online interventions. (determined by grade level)

*The parent of any student not agreeing to take advantage of this assistance will need to sign a waiver form declining this additional assistance and acknowledging that their child may be retained in their current grade.*

In the Winter, all students will take the mid-year iReady Diagnostic Assessment. Students found to be below the 50th percentile in reading and/or math will be required to do the following starting second semester of the school year:

- Grades 5-8 attend one hour of after school reading and/or math WIN time per week. Grades K - 4 attend WIN during the school day.
- Participate in one or more of the district supported online interventions. (determined by grade level)
- **Student and parent(s) meet with teacher or grade level teachers to develop a plan to provide the student the assistance and extra instruction he/she needs to be successful.**
- **AND IS AUTOMATICALLY enrolled in the District's 2026 summer school program and must attend.**
- **iReady Diagnostic scores is the primary source for determining needed interventions, grade level local assessments will be reviewed as needed.**

In the Spring, all students will take the end-of-year iReady Diagnostic Assessments.

Student information to know:

- **Students identified in January for summer school: Attend the District's 2026 summer**

### **school program**

- Students entering grades K - 8 for the 2025 - 2026 school year: Complete the required summer reading and math initiatives.
- Kindergarten students who successfully meet grade level standards will be promoted to grade one. Kindergarten students who are not developmentally ready for first grade may be considered for retention. Decisions will be made on a case-by-case basis involving parents/guardians, teacher, and principal.
- **New students who registered after the January iReady Diagnostic Assessment: Attend the District's 2026 summer school program.**

*The parent of any student not wanting to take advantage of this assistance will need to sign a waiver form declining this additional assistance and acknowledging that their child may be retained in their current grade.*

All K through 8th grade pupils meeting and completing the above requirements will be promoted to the next grade level at the start of the next school year.

Other Information to Know:

- Students with unexcused absences of **more than 15 school days** may not be promoted to the next grade level without completing the above requirements.
- Summer school sessions take place Monday through Thursday. Summer school will meet for a maximum of six weeks.

As soon as retention becomes a possibility, parents will be contacted to meet with the teacher(s) to develop a plan to provide the student the assistance and extra instruction he/she needs to be successful. Should parents have any concerns throughout the year, please keep in touch with teachers via email, voicemail, or scheduling a parent-teacher conference as soon and as often as necessary.

The decision to promote or retain at the elementary and intermediate levels is made after careful consideration of academic achievement in core academic subjects. Also considered are study skills, social development, problem-solving abilities and attendance.

CCSD180 will continue to provide a variety of learning opportunities to ensure that our students meet their academic goals. We sincerely want each and every one of our students to grow and learn and we will do whatever we can to support our students.

### **Anne M. Jeans Elementary School Stepping Stones Program**

Stepping Stones has been established by CCSD180 to help students enrolled in kindergarten be more prepared for the transition into first grade.

Regular education students struggling to meet kindergarten readiness criteria will be evaluated for participation in the Stepping Stones Program. Qualified students will attend all core academic lessons in their regular classroom and meet with the Stepping Stones instructor as appropriate for extra assistance with academics and social emotional learning skills.

The goal of the program is to provide extra support to prepare students in the Stepping Stones Program

to transition to first grade. Students who do not make the necessary growth to be successful in first grade, ***will be required to attend summer school*** before a final determination of promotion or retention will be made.

Stepping Stones Program Specifics:

Four times a year parents will be invited to come to the Stepping Stone Program for parent education classes.

Parent/Teacher meetings will be required a **minimum** of three times per school year.

Teachers will keep in regular contact with parents about progress, growth and additional support needed.

### **CCSD#180 Academic Online Requirements for Students**

#### **Daily Required Reading and Accelerated Reader Recommendation for Grades 3 - 8 PER Semester:**

Encourage your student to read. Almost every book in our libraries is an AR book. This means that students can read the book, take an online quiz at school, and earn their monthly points.

Grade Level	Daily Reading Practice (minutes) Monthly Accelerated Reader Points
3	20 4
4	25 4
5	30 8
6	30 9
7	35 9
8	35 10

#### **IXL Support (Math Online Support) and My Path (Curriculum's Online Support)**

In grades one through eight, math teachers will assign IXL lessons to coordinate with skills during each math chapter to prepare the local assessment. This is also an online resource students can access at home. Reports should be shared with students and parents. In grades 7 and 8, a total of 17 IXL Mastered Medals will be a requirement each semester. My Path is used by grades 3- 8 and is part of the District's match curriculum. Students are expected to work on this 45 minutes a week. Time is allowed in class.

### **CONSTITUTION TEST REQUIREMENTS**

Students need to pass the US Constitution Test in 7<sup>th</sup> grade and the Illinois Constitution Test in 8<sup>th</sup> grade in order to receive a diploma from 8<sup>th</sup> grade.

## **STUDENT RECORDS**

School records are kept on each student attending District 180. These records are considered essential in accomplishing the educational objectives of the school and in promoting the general welfare to the students. The keeping of school records relating to individual students is governed by the *Illinois School Student Records Act* and regulations adopted by the State Board of Education. District 180 policies and procedures are intended to comply with the Act and regulations. To evaluation its educational programs as authorized under Section 6(a)(4) of the Illinois Student Records Act, District 180 may disclose student (standardized) testing information, (specifically test results for PARCC and NWEA) to authorized representatives of its feeder schools (District 86, Hinsdale Township), without parental consent. The District will only disclose this information on or for the purpose of research, statistical reporting, and/or planning on the improvement of student instruction.

**Inspection and Access**- Within 15 school days after a request, a parent or designated representative shall have the right to inspect and copy all school student permanent and temporary records of the parent's child. A student shall have the right to inspect and copy his/her school student permanent record.

The school may charge the actual cost of providing copies of student records, up to \$0.25 per page.

### **Student Records Destruction**

The IL School Student Records Act, 105 ILCD 10/4 amended and now allows districts to notify a student of the destruction schedule for his/her permanent and temporary school student records at the student's last known address through Notice in the student/family handbook.

## **STUDENT TESTING AND ASSESSMENT**

The District student assessment program provides information for determining individual student achievement and guidance needs, curriculum and instruction effectiveness, as well as school performance measured against District student learning objectives and statewide norms.

The District conforms to the assessment schedule required by State law and the State Board of Education rules. The school is responsible for notifying parents/guardians if the District has been identified as in need of improvement or needs corrective action or requires restructuring.

### **Board Policy: 6:285—CCSD 180 District Acceleration Policy**

It is the belief of Community Consolidated School District 180 that all students will be challenged and receive support based upon their individual levels of ability. This includes students who may be identified as gifted and/or talented in one or more areas. In these instances, the district relies on information, research, and input provided through a variety of sources to identify and make instructional decisions for students (Karnes & Stephens, 2008). This policy describes the process that shall be used for evaluating

students for possible accelerated placement and identifying students who should be granted early admission to kindergarten or first grade, accelerated in one or more individual subject areas, or promoted to a higher grade level than their same-age peers. The policy shall be applied equitably and systematically to all students referred for acceleration regardless of race, ethnicity, gender, religion, sexual orientation, disability, gifted and talented status, twice/multiple exceptionality, English language proficiency, or socioeconomic background.

## **1. Definitions**

1. “Accelerated placement” is the placement of a student at the instructional level that best matches that student’s needs by allowing access to a curriculum that is usually reserved for children who are older or in higher grades than the specific student. Accelerated placement options must include, but need not be limited to, early entrance to kindergarten and first grade, individual subject acceleration, and whole grade acceleration. Accelerated placement is not limited to those students who have been identified as gifted and talented, but rather is open to all students who demonstrate high ability and who may benefit from accelerated placement. Eligibility for accelerated placement shall also be open to all students regardless of race, ethnicity, gender, religion, sexual orientation, disability, English language proficiency, or socioeconomic status.
2. “Early entrance to kindergarten” is the admission of a student to kindergarten who will not yet be five years old by September 1 of that school year.
3. “Early entrance to first grade” is the admission of a student to first grade who will not yet be six years old by September 1 of that school year and who has not completed kindergarten. Students who are younger than six upon starting first grade but who were admitted early to kindergarten do not need to be reevaluated prior to admission to first grade.
4. “Whole grade acceleration” is the practice of assigning a student to a higher grade level than is typical given the student’s age on a full-time basis for the purpose of providing access to appropriately challenging learning opportunities.
5. “Individual subject acceleration” is the practice of assigning a student to specific content at a higher instructional level than is typical given the student’s grade for the purpose of providing access to appropriately challenging learning opportunities in one or more subject areas.

## **2. Publication of Acceleration Policy and Referral Procedures/Forms**

1. Copies of this policy and referral forms for evaluation for possible early entrance to kindergarten or first grade, whole grade acceleration, and individual subject acceleration, shall be made available to district staff and parents at each school building and shall be published on the school district website.
  2. The Principal (or his or her designee) of each school building shall ensure that all staff he or she supervises are aware of procedures for referring students for evaluation for possible accelerated placement.
- ### **3. Initiation of Evaluation Process**

#### **1. Referral Procedures**

- i. Referrers: Any student residing in the district may be referred by a Burr Ridge CCSD 180 teacher, administrator, school psychologist, or a parent or legal guardian of the student to the Principal for evaluation for possible accelerated placement.
- ii. Referral Intake Form: The referrer shall complete the appropriate section (parent or Burr

Ridge CCSD 180 teacher/administrator, or psychologist) of the referral form and submit it to the Principal. The Principal shall then forward the referral form to the appropriate individuals so that the remaining sections may be completed within 14 days. The submission of the referral intake form by the initial referrer starts the clock on the sixty (60) day evaluation process.

1. Written Parental Consent: The Principal of the referred student's school shall obtain written permission from the student's parent(s) or legal guardian(s) to evaluate the student for possible accelerated placement. Consent is presumed when the individual referring the student for evaluation is a student's parent or legal guardian. The district shall evaluate all students who are referred for evaluation and whose parent(s) or legal guardian(s) have granted permission to evaluate the student for possible accelerated placement. 2. Timeline:

- i. Students residing in the district who are referred for evaluation for possible accelerated placement during the school year shall receive a determination within sixty (60) days.
- ii. Students residing in the district who are referred for evaluation for possible accelerated placement prior to the school year shall be placed in their designated grade for thirty days at the start of the school year. After 30 days a follow up on the referral will be made, and if the referring party would still like to move forward with an evaluation, the evaluation process will begin at that time. The same policy will apply for any student who is transferring into the district and requesting an evaluation for possible acceleration.

1. **Evaluation Process:** The policy must utilize a fair and equitable decision-making process that involves multiple persons and includes a student's parents or guardians. This multi-person evaluation team is responsible for gathering relevant, reliable and comprehensive data in order to determine whether and what type of accelerated placement is appropriate for that student.

1. Multiple Evaluators/Decision Makers

i. A diverse evaluation team shall consist of multiple participants. Recommended team members from Burr Ridge CCSD 180 include:

1. Special Education Director
2. Principal
3. Most current Burr Ridge CCSD 180 teacher of that student
4. School psychologist and/or school social worker
5. Social Worker

Ii. A parent or legal guardian of the student shall be invited to participate in the evaluation process. The parent/legal guardian shall be allowed to invite an individual who is knowledgeable about the student's academic abilities. Accommodations should be made for parents with disabilities or who are not fluent English speakers to enable them to participate fully in the process.

1. Multiple Evaluation Criteria

- i. The evaluation process shall include multiple valid, reliable indicators. In the Unlocking Emergent Talent report published by the National Association for Gifted Children the authors state "...a lack of use of performance assessments and other qualitative data may be the most significant reasons why culturally and linguistically diverse students and low-income children are underrepresented in gifted programs." In order to overcome this barrier a number of assessments may be considered as data points.

In order for the evaluation team to determine appropriate placement three data points need to be collected, and they need to come from at least two of the following categories: Performance Evidence (ex. portfolio, work/performance sample, video, recording, performance sample), Assessment Data (ex. above grade local assessments, NWEA MAP scores, Fountas and Pinnell Benchmark Assessment, scored writing samples) and Supporting Data (ex. Iowa Acceleration Scale, Cognitive Abilities Test, Stanford Binet Scales, Woodcock Johnson Tests of Cognitive Abilities, Wechsler Individual Achievement Test)

ii. When any assessments are utilized as part of the evaluation process: A) the instruments shall be appropriate given the needs of the student (e.g., linguistically appropriate instruments should be used with English Learner students); B) any assessment accommodations to which the student may be entitled generally (e.g., by the terms of an IEP) shall be available during the evaluation for accelerated placement; and C) parents or guardians shall be notified about any assessments that will be conducted as part of the evaluation at the time that they are asked to consent in writing to the evaluation pursuant to Section 3(b). iii. The student's desire to be accelerated shall be considered in the decision-making and transition planning process.

c. Decision Process

i. Once the three data points have been gathered a school based committee of involved stakeholders will gather to make determinations regarding services that are in the best interests of students. During this meeting the information gathered from the referral will be shared and the data gathered during the evaluations screening phase will be reviewed and analyzed. A case study form will be completed as a way to subjectively analyze data and make an appropriate recommendation regarding appropriateness of acceleration.

1. Procedures for Notifying Parents/Guardians of the Decision is Required\*

i. A parent or legal guardian of the evaluated student shall be notified in writing of the outcome of the evaluation process within sixty (60) days of the submission of the referral to the referred student's Principal. This notification shall include instructions for appealing the outcome of the evaluation process.

ii. A parent or legal guardian of the referred student may appeal in writing the decision of the evaluation team to the local Superintendent within thirty (30) days of being notified of the committee's decision. The Superintendent shall review the appeal and notify the parent or legal guardian who filed the appeal of his or her final decision within thirty (30) days of receiving the appeal. The Superintendent's decision shall be final. However, the student may be referred and evaluated again at the next available opportunity if he or she is again referred for evaluation by a different individual eligible to make referrals as described in this policy.

d. Communication of the Decision to Student's Educators: The decision that a student is eligible for accelerated placement shall be communicated to the student's current

teacher(s) and to all teachers (including specialists) and relevant administrative personnel at the level to which the student will be accelerated, to ensure that all are informed and prepared to support the placement.

#### 1. Accelerated Placement

1. The evaluation team shall create a written placement and transition plan for students selected for whole grade acceleration or acceleration in an individual subject area. The written plan will be provided to the student's parents or guardians and will detail the type of acceleration the student will receive and strategies to be used to support the student to facilitate a successful transition to the accelerated setting during a transition period specified in the written plan. Any accommodations or modifications the student is entitled to receive under an IEP or 504 plan shall be available in the accelerated setting.
2. The policy shall provide guidance regarding how the accelerated student's transition will be monitored and by whom. It is recommended that the accelerated student's transition be evaluated no later than forty-five (45) days after placement. During the transition period specified in the written plan, the accelerated student's parent or guardian may request in writing that the student be returned to the non-accelerated setting without penalty.
3. At the end of the specified transition period, the student's records will be updated to reflect the student's accelerated status. This is designed to facilitate continuous progress in future years in the same district or if the student matriculates or transfers to a different district.
4. At the end of each school year the team will meet again in order to revisit the child's progress and determine if it continues to be the best placement moving forward. If the child will continue to be accelerated the team will develop a plan in order to communicate with the upcoming year's teacher regarding strategies and intended outcomes for the child who was accelerated.

#### 1. State Requirements

- a. The superintendent or his or her designee shall ensure that accelerated students participate in appropriate state assessments based on guidance from the State Board of Education.
- b. The superintendent or his or her designee shall ensure that data regarding accelerated placement is collected and reported in accordance with rules adopted by the State Board of Education.

#### EARLY ENTRANCE ASSESSMENT GRID - Kindergarten

A series of social and academic assessments will be utilized to determine whether or not your child is fully prepared for early entrance to kindergarten. A child who meets five of the following six criteria will be considered a successful early entrance candidate.

Category	Tool	Standard Time	
		Frame	Person Responsible



Age	Birth Certificate	5 years old by 9/30 Parent
Intellect	Wechsler Preschool and Primary Scale	Full Scale 30-45 130+ min. Verbal 130+ School Psychologist
Academic	A. Young Children's Achievement Test  B. Letter/Sounds  ID C. Print  Numbers 1-10	Score of 121+ 1 hour Diagnostician  Recognize and name 20/26 upper case letters and sounds and 20/26 lower case letters and sounds  100% Accuracy
Speech / Language	Bracken Test of Basic Concepts and/or Peabody Picture Vocabulary	Test score 30-45 of 120+ minutes Speech Pathologist

Social / Emotional	Social Skills Rating System	Score of 116+	Social Worker
Motor Skills	Test of Visual Motor Integration	Score of 15-20 118+ minutes	School Psychologist

#### EARLY ENTRANCE ASSESSMENT GRID - First Grade

A series of social and academic assessments will be utilized to determine whether or not your child is fully prepared for early entrance to kindergarten. A child who meets five of the following six criteria will be considered a successful early entrance candidate.

Category	Tool	Standard	Time Frame Person Responsible
Age	Birth Certificate	6 years old by 9/30	Parent
Intellect	Wechsler Preschool and Primary Scale	Full Scale 130+ Verbal 130+	30-45 min. School Psychologist

Academic	B. Young Children's Achievement Test	Score of 121+	1 hour Diagnostician
Speech / Language	B. Letter/Sounds ID  C. Print Numbers 1-10  Bracken Test of Basic Concepts and/or Peabody Picture Vocabulary	Recognize and name 20/26 upper case letters and sounds and 20/26 lower case letters and sounds  100% Accuracy  Test score of 120+	30-45 minutes  Speech Pathologist
Social / Emotional	Social Skills Rating System	Score of 116+	Social Worker
Motor Skills	Test of Visual Motor Integration	Score of 118+	15-20 minutes  School Psychologist

#### ACCELERATION RUBRIC

Note: If whole grade acceleration is being considered the Iowa Acceleration Scale ***must*** be completed, in addition to another supporting data point.

A student needs three data points, from at least two of the following categories. Use the category rubric below, to complete the blank rubric for the student at the bottom.

Performance Evidence	4 The student's performance indicators demonstrate capability at least one grade level ahead of peers.	3 The student's performance indicators demonstrate capability approximately $\frac{1}{2}$ - 1 year ahead of peers.	2 The student's performance indicators demonstrate capability slightly ahead of peers of same age.	1 The student's performance indicators demonstrate capability near that of peers of same age.
Assessment Data	4 The student's performance indicators demonstrate capability at least one grade level ahead of peers.	3 The student's performance indicators demonstrate capability approximately $\frac{1}{2}$ - 1 year ahead of peers.	2 The student's performance indicators demonstrate capability slightly ahead of peers of same age.	1 The student's performance indicators demonstrate capability near that of peers of same age.
Supporting Data	4 The student's supporting data indicates they are performing in the top 2% as compared to peers.	3 The student's supporting data indicates they are performing in the top 5% as compared to peers.	2 The student's supporting data indicates they are performing in the top 10% as compared to peers.	1 The student's supporting data indicates they are performing in the top 20% as compared to peers.

A student must score an 11/12 or 12/12 in order to be considered for acceleration. Additionally, if being considered for grade acceleration the Iowa Achievement Scale must indicate acceleration is in the child's best interest.

Data Point	Score
Data Point 1:	
Data Point 2:	
Data Point 3:	
Total:	____/12

**Application for Early Entrance**  
Kindergarten/First Grade Programs  
16W631 91<sup>st</sup> Street  
Willowbrook, IL 60527

Please complete this application by April 1 if you feel that your child demonstrates academic achievement, social, emotional, and physical maturity appropriate for five-year-old-kindergarten or first grade placement, and should be considered for early placement in kindergarten or first grade and has a birth date that occurs after September 1. Return this application to the Director of Student Services office with a copy of your child's birth certificate for birth date verification. We will not keep a copy of the birth certificate.

Child's Name _____		Birthdate ____/____/____	
Last	First	MI	
Address _____			
Street	City	State	Zip
Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female    Ethnicity: <input type="checkbox"/> American Indian <input type="checkbox"/> Asian/Pacific Islander <input type="checkbox"/> African American <input type="checkbox"/> White <input type="checkbox"/> Hispanic			
Home School _____			
Parent/Guardian _____		Home Ph _____ - _____	Work Ph _____ - _____

**Preschool Experience**

List the preschools, Head Start, and/or other programs attended (ex: church school, library time, etc.). Include the dates of attendance and the approximate number of hours per week attended.

Name of School/Program	Dates of Attendance	# Hours/Week

### Parent Checklist

The seven broad developmental dimensions provide the framework for the kindergarten instructional program. This checklist will help in determining your child's readiness for our kindergarten program. Please read each statement and indicate you child's abilities as listed below by checking the appropriate column.

Frequent Sometimes	None of the Time
<p>Performs self-help tasks independently (dressing, Skipping, tying)</p> <p>Uses eye/hand coordination to perform fine motor tasks (drawing, writing, and cutting)</p> <p>Uses balance and control to perform large motor tasks (walking, jumping and skipping)</p>	

Parent Checklist Continued Frequent Sometimes	None of the Time
<p>Shows eagerness to learn (is curious, likes to investigate)</p> <p>Follows rules and routines (cleans up at play time)</p> <p>Handles change and transition (dinner time To bedtime)</p> <p>Interacts with one or more children</p>	

Listens for meaning in stories, discussions and conversations

Speaks clearly, to share ideas and thoughts

Can identify letters

Can identify beginning sounds

Uses letters and words to write

Writes name

Can recognize numbers 0 – 20

Can orally count forward to 30

Can recognize, duplicate, and extend simple patterns (circle-triangle, circle-triangle, circle-triangle

Can recognize and describe attributes of shapes

Uses a magnifying glass to look at different objects

Identifies, describes, and compares properties of objects

Describes characteristics and basic needs of living things (food, water, shelter)

Recognizes self and others as having same and different characteristic

Describes roles and responsibilities of people (firefighters put out fires)

Recognizes the reasons for rules

Likes to paint and draw

Likes to sing and dance

Can share ideas about drawing/painting

### **Parent Questionnaire**

**Directions: Please answer each question below. If additional space is needed, use the back of this form.**

1. Why do you feel your child should be considered for early entrance to kindergarten?
2. Do you have any concerns about your child's health/development?
3. What responsibilities does your child have? What do you do when your child does not follow through?
4. How does your child respond when he/she tries to do something?
5. Why types of reading activities does your child engage in at home?
6. What kinds of experiences has your child had with writing tools, such as crayons, pencils, and markers?
7. What does your child know about numbers, shapes, and patterns?
8. How does your child handle transitions and new situations?
9. How does your child interact with other children? Please explain and consider whether or not your child shares, takes turns, and cooperates with peers.



I have received the information regarding early entrance to five-year-old kindergarten. I understand and will abide by the guidelines and procedures. The information provided is accurate to the best of my knowledge.

\_\_\_\_\_  
Signature Date \_\_\_\_\_ Parent

***Return Completed form to AMJE Front Office***  
*16W631 91<sup>st</sup> Street – Willowbrook, IL 60527*

**Referral for Academic Acceleration**

15W451 91<sup>st</sup> Street  
Burr Ridge, IL 60527

\*To be completed by individual referring the student

Student Name: \_\_\_\_\_ Date of Birth \_\_\_\_\_

Student ID \_\_\_\_\_ Current Grade Level \_\_\_\_\_ Current School \_\_\_\_\_  
Current Teacher \_\_\_\_\_

Parent/Guardian \_\_\_\_\_ Phone \_\_\_\_\_

Address \_\_\_\_\_

Street City State Zip

This student is referred for possible acceleration in the following areas:

- Whole Grade
- Single Subject

If Single Subject:

\_\_\_\_\_ Mathematics  
\_\_\_\_\_ Language Arts  
\_\_\_\_\_ Science  
\_\_\_\_\_ Social Studies

Please relate how this student exhibits a need for acceleration, which goes beyond the modified curriculum provided in the regular classroom or gifted class. Please attach sample work or specific examples that demonstrate the student is working above grade level at this time.

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**Referral for Academic Acceleration**

**Page 2**

Is there any other pertinent information not described above?

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Is this student identified as gifted in any area? \_\_\_\_\_

List Areas: \_\_\_\_\_

Name of Person Making Referral \_\_\_\_\_

Position or relationship to child \_\_\_\_\_

Signature of Person Making Referral \_\_\_\_\_

Date \_\_\_\_\_

Signature of Person Receiving Referral \_\_\_\_\_

Position \_\_\_\_\_

Date Received \_\_\_\_\_

### Permission for Screening for Academic Acceleration

15W451 91<sup>st</sup> Street  
Burr Ridge, IL 60527

To the Parents/Guardian of

\_\_\_\_\_ Parent/Guardian  
\_\_\_\_\_ Phone \_\_\_\_\_ School  
\_\_\_\_\_ Grade \_\_\_\_\_ Teacher \_\_\_\_\_

Referred By \_\_\_\_\_ Position/Relation \_\_\_\_\_

By now you are probably aware that your child has been referred to as a potential candidate for academic acceleration in CCSD 180.

This referral includes the following areas:

- Whole Grade
- Single Subject

If Single Subject:

- Mathematics
- Language Arts
- Science
- Social Studies

During the referral screening process, we may need to complete further testing in order to gain a clear understanding of your child's abilities. This may include an above-grade level test in specific academic areas such as math, science, social studies or reading, depending on the type of referral. If your child has no recent standardized test data, an on-grade level test and/or a cognitive abilities test may also be necessary.

We will not begin your child's acceleration screening process without your written permission. If this is something you would like to pursue further, please sign below. If you have any questions, please do not hesitate to contact the person referring to your child, if that is not you. If you are the person referring to your own child, you may address your questions to your child's teacher.

-----  
Yes, I grant permission for my child \_\_\_\_\_ to be screened to determine acceleration readiness.

\_\_\_\_\_ No, I do not grant permission for my child \_\_\_\_\_ to be screened to determine acceleration readiness.

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

## **REMOTE LEARNING**

Remote learning will be used on days that students are unable to attend school in person due to unforeseen circumstances (emergency days, snow days, pandemic, etc.). Remote Learning occurs when the learner and instructor, or source of information, are separated by time and distance and therefore cannot meet in a traditional classroom setting. The following are expectations for students and parents when a remote learning day is in effect:

- Students will attend and participate in remote learning as if it were a regular in person school day.
- Video Conferencing:
  - We are using a few tools to interact with students such as Google Meet. Please help to ensure these tools are being used appropriately.
    - Parents/guardians should be mindful about what family activities would potentially be heard/seen during the students' use of video conferencing. This is a great tool to keep students connected, but please have your students use these tools somewhere nearby so you can monitor, yet private enough privacy for them to concentrate on their work.
    - Please have students dress appropriately when video conferencing and make sure that there are no distracting materials or backgrounds.
    - Students must show their face during video conferencing
    - Faculty will announce their intention to record the session giving students/parents/guardians the opportunity to turn off their camera and/or microphone if privacy is of concern. If teachers choose to record a conference session, the video will not be shared externally.
      - Students/parents/guardians, should not take photos, screenshots, record any video, or audio, from these conference sessions. You do not have permissions to do so and it is a violation of our
- The tools we use are vetted by our faculty and administrators for data privacy and safety. We will be adding new tools as needed and are mindful of this important aspect.
- Lastly, the same rules of conduct and behavior will apply as apply in the classroom. The district Responsible Use Guidelines will continue to apply to this remote learning.

### **7:345 Use of Educational Technologies: Student Data Privacy and Security**

#### **Exhibit – Student Data Privacy; Notice to Parents About Educational Technology Vendors**

*Pursuant to the Student Online Personal Protection Act, 105 ILCS 85/28(e), added by P.A. 101-516, ef. 7-1-21.*

#### **Annual Notice to Parents about Educational Technology Vendors Under the Student Online Personal Protection Act**

School districts throughout the State of Illinois contract with different educational technology vendors for

beneficial K-12 purposes such as providing personalized learning and innovative educational technologies, and increasing efficiency in school operations.

Under Illinois' Student Online Personal Protection Act, or SOPPA (105 ILCS 85/), educational technology vendors and other entities that operate Internet websites, online services, online applications, or mobile applications that are designed, marketed, and primarily used for K-12 school purposes are referred to in SOPPA as *operators*. SOPPA is intended to ensure that student data collected by operators is protected, and it requires those vendors, as well as school districts and the Ill. State Board of Education, to take a number of actions to protect online student data.

Depending upon the particular educational technology being used, our District may need to collect different types of student data, which is then shared with educational technology vendors through their online sites, services, and/or applications. Under SOPPA, educational technology vendors are prohibited from selling or renting a student's information or from engaging in targeted advertising using a student's information. Such vendors may only disclose student data for K-12 school purposes and other limited purposes permitted under the law.

In general terms, the types of student data that may be collected and shared include personally identifiable information (PII) about students or information that can be linked to PII about students, such as: ● Basic identifying information, including student or parent/guardian name and student or parent/guardian contact information, username/password, student ID number

- Demographic information
- Enrollment information
- Assessment data, grades, and transcripts
- Attendance and class schedule
- Academic/extracurricular activities
- Special indicators (e.g., disability information, English language learner, free/reduced meals or homeless/foster care status)
- Conduct/behavioral data
- Health information
- Food purchases
- Transportation information
- In-application performance data
- Student-generated work
- Online communications
- Application metadata and application use statistics
- Permanent and temporary school student record information

Operators may collect and use student data only for K-12 purposes, which are purposes that aid in the administration of school activities, such as:

- Instruction in the classroom or at home (including remote learning)
- Administrative activities
- Collaboration between students, school personnel, and/or parents/guardians

- Other activities that are for the use and benefit of the school district

### **Part III: EXPECTATIONS AND DISCIPLINE**

The primary concern at CCSD#180 is for the health, safety, and welfare of our students, individually and collectively. We agree to work with students and parents to teach our students to learn, practice, and further develop habits and life skills such as self-discipline, which will enable them to live and work with others. The rules and procedures described in this handbook will be consistently applied for the benefit of individual students and the student body as a whole.

### **GENERAL STANDARDS OF GOOD CONDUCT**

While on school premises, riding on school buses, or at any activity involving any District 180, students are expected to behave in an orderly and appropriate manner. This includes respect and regard for the rights of others, the rules and regulations of the school district and individual schools, the directives of school personnel, and all existing laws. Students are subject to appropriate disciplinary measures for unlawful or improper conduct.

### **SOCIAL CONDUCT**

Positive and constructive student behavior is necessary to achieve our educational purposes as a school. CCSD#180 administration and staff expect students at all times with respect for the rights of others and themselves. The policies of District 180 and Burr Ridge Middle School are designed to encourage such behavior. It is the student's responsibility to know and abide by these policies.

Disobedience and misconduct at school, during school-sponsored activities-including those at bus stops, or while riding the school bus, will be cause for disciplinary action. Such action will follow if a student: ●  
Harms or threatens to harm a student or employee of the school district

- Engages in behavior which is intended to harass, intimidate, frighten or bully, directly or indirectly, any student or school employee
- Has or uses explosives, guns, knives, or look-alike weapons.
- Engages in fighting or assaulting any person.
- Engages in gang behavior, including but not limited to the wearing of gang symbols and paraphernalia, recruitment, representing and/or drawing gang graffiti.
- Sells, distributes, uses, has, or is under the influence of illegal drugs (including look-alike drugs), controlled substances and associated paraphernalia or alcoholic beverages.
- Uses tobacco products and/or is in possession of smoking materials (carries on his/her person or in purse, wallet, backpack, etc.)
- Is in possession of paging devices or picture cell phones.
- Provides prescription or over the counter drugs to other students.
- Breaks into the school building (or attempts to) or enters a restricted/locked area without permission.
- Damages the property of others or the school building intentionally.
- Takes or is in the possession of property that belongs to another or to CCSD#180.
- Tamper with any computer equipment or copyrighted software programs or makes unauthorized access to them.
- Is engaged in forgery/using forged or stolen school documents.

- Uses vulgar language/gestures or engages in lewd, lascivious, or obscene conduct or behavior.
- Engages in verbal, physical, or written sexual harassment.
- Causes a false fire alarm
- Engages in conduct that disrupts the educational process, interferes with the rights of others, or creates a hostile environment.
- Engages in gambling in any form.
- Loiters on school premises.
- Fails to carry or refuses to display his/her student ID card.
- Is truant, tardy or unexcused from classes. Leaves campus unexcused during the school day.
- Is insubordinate to a member of the school staff.
- Engages in academic dishonesty.
- Is in chronic violation of school discipline policies.
- Is in possession of lighters or matches.
- Takes pictures or videotapes another person inappropriately and/or without receiving permission of said person(s). Forfeiture of film/videotape is possible.

The following conduct is also included in the above list:

1. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning), and sexual assault. 2. Teen dating violence, as described in Board Policy 7:185. 3. In the absence of a reasonable belief that an emergency exists, calling emergency responders (such as 911); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus, or at any school activity. 4. Being involved with any public school fraternity, sorority, or secret society by (a) being a member, (b) promising to join, pledging to become a member, or (d) soliciting any other person to join, promise to join, or be pledged to become a member. 5. Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school. 6. Operating an unmanned aircraft system or drone for any purpose on school grounds or at any school event unless granted permission by the Superintendent or designee.

Disciplinary contacts may include, but are not limited to those situations listed above. Each situation will be handled on an individual basis. If police would like to interview students, parent contact will need to be maintained by the school before this can occur. The schools will work in conjunction with the police department if the situation deems necessary.

## **Important Parent Information**

### **Academic Dishonesty**



Acts of cheating or plagiarism will result in the teacher notifying parents and a zero grade for that work or exam as well as a possible disciplinary action for repeated violations.

### **Agency and Police Interviews**

Policy 7:150, Agency and Police Interviews prescribe preconditions to the interview of a student at school by a law enforcement officer, school resource officer, or other school security personnel when the student is suspected of criminal wrongdoing. This is supplemented with guidance from the Privacy Technical Assistance Center and the

Family Educational Rights and Privacy Act.

### **Aggressive Physical Behavior**

Hands and feet or objects are not used to hurt others. Physical contact, including posturing, attempt at physical aggression, contact, fighting will be subject to disciplinary action including, but not limited to, suspension, or expulsion from school. Play fighting will be subject to disciplinary action including, but not limited to, suspension,

or expulsion from school. Future consequences for aggression will be cumulative.

### **Aggressive Verbal Behavior**

Words are not used to hurt others. Students are expected to speak at an appropriate volume while in the school building. Students are expected to follow reasonable directions the first time. Students who choose to be verbally aggressive will be subject to disciplinary action including, but not limited to, detention, in or out of school suspension.

### **Assemblies**

All rules pertaining to student conduct apply. Students must remain seated except when participation is warranted and must refrain from throwing objects and pushing other students. Courtesy and attention to all speakers and performers are expected.

### **Backpacks, Book Bags, Purses**

Backpacks and/or Book bags, purses are NOT to be carried from class to class during the school day. From the start of the day until the end of the last period, these things are to be in student lockers. A book bag/backpack is defined as an item used to carry books, notebooks, and other like school supplies. In addition, other bags, such as but not limited to, those used to carry athletic equipment or clothes are NOT to be in classrooms or other educational areas.

### **Bullying/Harassment (Verbal, Sexual, Physical)**

As Per Policy 7:180, bullying, intimidation, and harassment are not acceptable in any form and will not be tolerated at school or any school-related activity. The School District will protect students against retaliation for reporting incidents of bullying, intimidation, or harassment, and will take disciplinary action against any student, District Employee, or agent who participates in such conduct. Students who engage in

bullying/harassment on school premises, while attending school sponsored activities, at bus stops or while riding on a bus to or from school, will be subject to appropriate disciplinary action, which will range from a parent phone call to possible expulsion and include an official letter mailed home from the school principal.

Bullying/harassment is defined as any activity from one person to another, which is unwanted or unwelcome, including, but not limited to, physical contact, verbal comments or pressure to engage in particular activities. The victim of bullying/harassment is directed to immediately seek the assistance of a trusted adult such as a parent/guardian, teacher, SSC staff, social worker, or administrator.

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

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

The school's normal disciplinary procedures will be followed in determining the appropriate consequence for the bullying/harassment. Due process will be afforded to the offending student in accordance with the District's discipline review procedures and Illinois statutes. Students will receive a warning, parents will be contacted, a contract will be initiated, and out of school suspensions will be earned for continued bullying behavior. Peer mediation at the middle school is also an option for students reporting bullying.

Sexual Harassment, such harassment is defined as any activity of a sexual nature that is unwanted or unwelcome, including but not limited to, unwanted touching, verbal comments of a sexual nature and/or pressure to engage in sexual activity. Sexual harassment is illegal under the Illinois Human Rights Act, Illinois School Code, Title VII of the Civil Rights Act of 1964 and Title IX, and will not be tolerated. Students who engage in sexual harassment on school premises, or while attending a school-sponsored activity, will be subject to appropriate disciplinary actions, which may include suspension or expulsion.

Should a person feel that harassment has occurred, he or she is directed to immediately seek the help of a trusted adult, such as a parent/guardian, SSC staff, teacher, counselor, or building administrator.

The school's normal disciplinary procedures will be followed in determining the appropriate consequence for the sexual harassment. A formal letter will be mailed home to the parent(s). In the event the administration recommends suspension or expulsion, due process will be utilized in accordance with the

school district's suspension/expulsion procedures.

Public Act 94-004: Sex Offender Registration. Parents will be notified any information that becomes available regarding sex offenders. The sex offender website is available at [www.isp.state.il.us/sor](http://www.isp.state.il.us/sor) CCSD180 schools, like all schools, want students to feel safe. Our district is supportive of efforts to prevent bullying. We believe that a student's right to feel safe in school is paramount and contributes significantly to his/her capacity of learning and social development. Voicemail to report bullying behavior:

Anne M Jeans Elementary School: 630-734-6691

Burr Ridge Middle School: 630-734-6692

The District does not discriminate on the basis of sex in any of its education programs or activities, and it complies with Title IX of the Education Amendments of 1972 (Title IX) and its implementing regulations (34 C.F.R. Part 106) concerning everyone in the District's education programs and activities, including applicants for employment, students, parents/guardians, employees, and third parties.

Information on this policy and contact information for the Title IX Coordinator can be found in district policy (2-265) and on the District Information Page on the district's website: [www.ccsd180.org](http://www.ccsd180.org).

Pursuant to State law, before detaining/questioning a student on school grounds who is under 18 years of age and who is suspected of committing a criminal act, a law enforcement officer, school resource officer, or other school security personnel must (1) make sure notification of attempt to notify the student's parent or guardian is made, (2) document the time and manner of the notification or attempted notification, (3) make reasonable efforts to ensure the student's parents or guardian is present during questioning, and (4) if practicable, make reasonable efforts to ensure that a law enforcement officer training in promoting safe interactions with youth is present during the questioning. However, these requirements do not limit the authority of law enforcement to make arrests on school grounds and do not apply to circumstances where immediate action would: (1) prevent bodily harm, (2) result in apprehension of an armed or fleeing suspect, (3) prevent destruction of evidence, and, (4) address emergency and other dangerous situations

**Search and Seizure** - Search of a student and his/her possessions, may be conducted at any time the student is under the jurisdiction of the Board of Education, if there is a reasonable suspicion that the student is in violation of law or school rules. A search may also be conducted to protect the safety of others. All searches may be conducted with or without a student's consent. Students are provided lockers, desks, and other equipment in which to store materials. It should be understood that this equipment is the property of the school and is subject to search at any time. Locks are to prevent theft, not to prevent searches. Anything that is found in the course of a search that may be evidence of a violation of school rules or the law may be taken and held or turned over to the police. The school reserves the right not to return items which have been confiscated. The school may request the assistance of law enforcement officials to conduct reasonable searches of students and property for illegal substances, including searches using trained search dogs.

### **Bus Transportation**

Bus transportation is available to students who live at least 1.5 miles away from school or there is a hazardous crossing between home and school. Students must ride their assigned bus to and from school.

They should have their ID to ride the bus. If students are assigned a seat, they need to sit in the proper seat when riding the bus. Students are to be seated and follow the driver's directions and staff's directions or can be assigned a disciplinary consequence.

Students will be temporarily removed from the school bus for violations of instructions given to bus students or of district or school rules while on the bus or at the bus stop. Bus suspensions will typically follow a progressive system of a warning, a three-day bus suspension, and then loss of bus privileges for the remainder of a quarter or an entire semester.

At BRMS, students without IDs will be reported to the SSC/Social Workers and the following possible consequences will be assigned:

#1 – Bus Warning

#2 – Conference with SSC

#3 – intervention folder and parent contact  
and the policy below will be implemented.

#### Burr Ridge Community Consolidated School District #180 Policy Manual 7:220: **Bus Conduct 1**

All students must follow the District's School Bus Safety Guidelines. The Superintendent, or any designee as permitted in the School Code, is authorized to suspend a student from riding the school bus for up to 10 consecutive school days for engaging in gross disobedience or misconduct, including but not limited to, the following:

- Prohibited student conduct as defined in School Board policy, 7:190, *Student*

*Discipline.* · Willful injury or threat of injury to a bus driver or to another rider.

- Willful and/or repeated defacement of the bus.

- Repeated use of profanity.

- Repeated willful disobedience of a directive from a bus driver or other supervisor.

- Such other behavior as the Superintendent or designee deems to threaten the safe operation of the bus and/or its occupants.

If a student is suspended from riding the bus for gross disobedience or misconduct on a bus, the School Board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons. The District's regular suspension procedures shall be used to suspend a student's privilege to ride a school bus. **2**

Electronic Recordings on School Buses - Electronic visual and audio recordings may be used on school buses to monitor conduct and to promote and maintain a safe environment for students and employees when transportation is provided for any school related activity. Notice of electronic recordings shall be displayed on the exterior of the vehicle's entrance door and front interior bulkhead in compliance with State law and

the rules of the Illinois Department of Transportation, Division of Traffic Safety.

Students are prohibited from tampering with electronic recording devices. Students who violate this policy shall be disciplined in accordance with the Board's discipline policy and shall reimburse the School District for any necessary repairs or replacement.

**1** All districts must have a policy on student discipline (105 ILCS 5/10-20.14; 23 Ill.Admin.Code §1.280). State law requires the parent-teacher advisory committee, in cooperation with school bus personnel, to develop with the board, school bus safety procedures (105 ILCS 5/10-20.14(c). See 4:170-AP3, *School Bus Safety Rules*.

**2** 105 ILCS 5/10-22.6(b) provides procedures for suspending a student from riding a school bus.

**3** This section is optional; however, before using electronic audio and/or visual recording devices, the school board must adopt a policy authorizing such electronic recordings, and it must give notice of the policy by including it in student handbooks and other documents (720 ILCS 5/14-3(m). The notice provisions in the sample policy are mandatory.

The board should consult with the board attorney concerning the status of video and/or audio recordings that were made on school buses. Confusion surrounds whether or not videotapes are *education records* for purposes of the federal Family Education Rights and Privacy Act (FERPA) and/or *school student records* as defined in the Ill. School Student Records Act (105 ILCS 10/). The Il. State Board of Education (ISBE) considerably reduced the confusion by stating in its rule that *school student records* do not include video or other electronic recordings "created at least in part for law enforcement or security or safety reasons or purposes," (23 Ill.Admin.Code §375.10). ISBE rules also specify that: (1) electronic recordings made on school buses, as defined in the exemption from the criminal offense of eavesdropping in 720 ILCS 5/14-3, are not *school student records*, (Id.) and (2) no image on a school security recording may be designated as directory information (23 Ill.Admin.Code §375.80). This treatment exempts school bus videos from the multiple requirements in the Ill. School Student Records Act. However, when responding to a request under the Freedom of Information Act for recordings on school buses, the district will need to find an exemption other than the recording is a *school student record*.

7:220 Page 1 of 2 LEGAL REF.: CROSS REF.: ADMIN. PROC.:

*Family Educational Rights and Privacy Act, 20 U.S.C. §1232g; 34 C.F.R. Part 99. 105 ILCS 5/10-20.14, 5/10-22.6, and 10/720 ILCS 5/14-3(m).23 Ill.Admin.Code Part 375, Student Records.4:110 (Transportation), 4:170 (Safety), 7:130 (Student Rights and Responsibilities), 7:170 (Vandalism), 7:190 (Student Discipline), 7:200 (Suspension Procedures), 7:340 (Student Records) 4:170-AP3 (School Bus Safety Rules)*

### **Computer Usage (Technology)**

Students need permission to use the computers in the building. Students need to be on district approved websites or applications. Printing permission needs to be obtained by the student's teacher. Loss of computer privileges can occur for violations. Parents need to agree to the technology terms in order for a student to

have computer access. School officials may edit or delete material that is inconsistent with the District's mission. Students are prohibited from accessing and/or distributing any written or electronic material from the Internet that is not school sponsored. Tampering of electronic grades and academic systems is prohibited, this includes the use of drones.

### **Curriculum**

At times, there may be sensitive lessons presented in school. Topics may include sex education, child abuse, and sexual abuse, to name a few. Parents will receive information prior to the lessons and will have 5 days to request that your child participate in an alternative activity.

### **Dress Code**

Burr Ridge Middle School prescribes that a student's dress and grooming will not be disruptive to the educational process, nor will it constitute a threat to the health, safety, welfare or property of self or others. We request that parents guide the student to dress in this manner. Clothes and jewelry, which disturb or disrupt the orderly process of school functions, are not permitted.

To that end, clothing must cover the student from the point of each shoulder to the midpoint of each thigh, including both the front and back. The neckline of a garment must be appropriate for a school or business setting. Students must cover at least the bottom of the foot with footwear that protects the foot and does no harm to others or school property.

Examples of inappropriate items or displays of clothing may include but are NOT limited to:

Blouses/shirts that reveal midriff; strapless tops, tops with thin "spaghetti" straps, and tank tops; underwear/boxers; gang identifiers; alcohol, drug, tobacco references, endorsements, etc.; sun glasses (unless required by a doctor for school); spiked and/or dangerous jewelry (handcuffs, chains, etc); inappropriate message (profane, sexual, racist, etc.) on clothing; clothing with low necklines or revealing holes; ripped clothing, head coverings (i.e. hats, bandanas); coats, shoes without proper soles (i.e slippers). Classroom teachers will appropriately notify a student that his/her dress does not meet the standards of the dress code. The student will be given the opportunity if possible, to modify his/her appearance at school. If dress cannot or will not be modified, students will be excluded from class until the student's appearance is appropriate. Parents will be contacted.

Theme Days and Appropriate Student Dress: Only school sponsored theme days will be permitted (i.e. Spirit Week), unless approved by an administrator. Student initiated theme days are not allowed. Continued violations of the dress code will be treated as insubordination/disrespect to the staff or the Administration.

### **Drug Free Schools and Community Act Policies**

District 180 conforms to the Federal Drug-Free School and Communities Act of 1989 (20U.S.C. #5145, Public Law 101-226). In conformance with the Act, the Superintendent shall implement a program and the rules to prevent the unlawful possession, use or distribution of illicit drugs and alcohol by students and employees. (look-a-like or real) This will be subject to disciplinary action including, but not limited to,

suspension, or expulsion from school. Senate Bill 100 expands Look-alike drugs to include any substance that a student believes to be, or represents to be, a substance prohibited by the policy, even if the substance is not prohibited. SB 100 also adds the following new behaviors under the category of DRUGS: Electronic cigarettes, substances, such as pure caffeine in tablet or powdered form, that are ingested with the intention of causing a physiological or psychological change in the body.

### **Electronic Devices (Phones, Watches, Earbuds)**

These items are not to be on a student's person when entering or before leaving the school building. Said items need to be stored in the student's backpack. Headphone usage is not allowed throughout school hours. School officials' time will not be spent locating missing or stolen items. If these items are out at an inappropriate time, they will be confiscated. Consequences as follows: Student and parent will be communicated with and a date to pick up the item(s) from the main office will be scheduled.

HB3281 amended the School Code PA 9709349 and became law on January 1, 2012. The bill provides that "the gross disobedience for which a school board may expel pupils includes that perpetuated by electronic means." This includes making explicit threats on an Internet site against school employees, students, or any school-related personnel.

Cell phones are highly discouraged. If a student chooses to bring a cell phone to school, it must be off and not visible or in a locker during the school day. Students may use cell phones near the front office/outside before or after school. If they are in a supervised setting, they should ask to use the school phone or for permission to go and use their cell phone. Pagers and camera phones are prohibited. Texting is not allowed. If a cell phone is out at an inappropriate time, it will be confiscated and turned in to the principal. School officials will not be responsible or use time for the recovery of a cell phone that is missing at school. If a cell phone is taken, students/parents will be notified and arrangements will be made for returning the cell phone to the student or parent.

"Sexting" or using a cell phone or other personal communication devices to send text or email messages or possessing text or email messages containing images reasonably interpreted as indecent or sexually suggestive while at school or at a school related function are subject to discipline based on District policy.

Off-Campus Electronic Speech (via cell phone, computer, websites, email, texting, chatting, or the use of any other electronic devices) are subject to discipline based on District policy if it is found that off-campus online expression has caused an unsafe environment in the school or towards students, has a nexus to the school, and if it causes substantial disruption during the school day or with instruction.

## **CCSD 180 Cell Phone Policy "Bell to Bell, No Cell"**

Starting in the **2025-26 school year**, CCSD 180 is implementing a new **Cell Phone Policy** across our schools, branded as "**Bell to Bell, No Cell.**" This policy aims to create a more focused, productive, and engaging learning environment for everyone at AMJE and BRMS.

### **Key Guidelines:**

- **Classroom Expectations:** During all instructional periods (from bell to bell), personal cell phones and other electronic devices must be "**off and away.**" To reinforce this policy, students will be expected to place their electronic devices in a designated **cell phone holder** at the beginning of each class period. This process will be facilitated by the classroom teacher. At the conclusion of each class period, students will retrieve their phone and then repeat the process in the next class period until the end of the school day.
- **When to Use Devices:** Personal cell phone use is permitted only during **non-instructional times**, such as before the first bell, and after the final bell.
- **Meetings & School Events:** Cell phones should be **put away and out of sight** during all school meetings, assemblies, and official school events.
- **Staff Expectations:** Teachers and staff are also expected to follow the "Bell to Bell, No Cell" principle during instructional time, setting a positive example for students.

### **Exceptions:**

We understand that some students may have specific needs for cell phone access. We will make appropriate accommodations for individual students with a **documented requirement** that uses a cell phone, such as a diabetes monitor or an Individualized Education Plan (IEP). Please discuss such needs directly with your building principal.

### **Access to Electronic Networks**

Electronic networks, including the Internet, are a part of the District's instructional program and serve to promote educational excellence by facilitating resource sharing, innovation, and communication. **2** The Superintendent shall develop an implementation plan for this policy and appoint system administrator(s). **3** The School District is not responsible for any information that may be lost or damaged, or become unavailable when using the network, or for any information that is retrieved or transmitted via the Internet. **4** Furthermore, the District will not be responsible for any unauthorized charges or fees resulting from access to the Internet.

### **Curriculum and Appropriate Online Behavior.**

The use of the District's electronic networks shall: (1) be consistent with the curriculum adopted by the District as well as the varied instructional needs, learning styles, abilities, and developmental levels of the



students, and (2) comply with the selection criteria for instructional materials and library resource center materials. As required by federal law and Board policy 6:60, *Curriculum Content*, students will be educated about appropriate online behavior, including but not limited to: (1) interacting with other individuals on social networking websites and in chat rooms, and (2) cyber-bullying awareness and response. **5** Staff members may, consistent with the Superintendent's implementation plan, use the Internet throughout the curriculum.

The District's electronic network is part of the curriculum and is not a public forum for general use. **6**

**1** State or federal law requires this subject matter be covered by policy. State or federal law controls this policy's content. This policy contains an item on which collective bargaining may be required. Any policy that impacts upon wages, hours, and terms and conditions of employment, is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial rights. This policy concerns an area in which the law is unsettled.

A policy on Internet safety is necessary to receive *E-rate* funds under the Elementary and Secondary Education Act, Enhancing Education Through Technology (20 U.S.C. §6751 et seq.) and to qualify for universal service benefits under the Children's Internet Protection Act (47 U.S.C. §254(h) and (l)).

**2** This goal is repeated in exhibit 6:235-E2, *Authorization for Electronic Network Access*.

**3** Topics for the implementation plan include integration of the Internet in the curriculum, staff training, and safety issues. The implementation plan can also include technical information regarding service providers, establishing Internet accounts, distributing passwords, software filters, menu creation, managing resources and storage capacity, and the number of dial-up lines or access points for users to connect to their accounts. Another topic is investigation of inappropriate use.

**4** No system can guarantee to operate perfectly or to prevent access to inappropriate material; this policy statement attempts to absolve the district of any liability.

**5** Required by 47 U.S.C. §254(h)(5)(B)(iii) and 47 C.F.R. §54.520(c)(i) only for districts that receive *E-rate* discounts for Internet access or plan to become participants in the *E-rate* discount program. Beginning July 1, 2012, all boards receiving an *E-rate* funding for Internet access must certify that they have updated their Internet safety policies. See, *FCC Report and Order 11-125* (August 11, 2011). This sentence is optional if the district only receives discounts for telecommunications, such as telephone service, unless the district plans to participate in the *E-rate* discount program.

**6** School authorities may reasonably regulate student expression in school-sponsored publications for education-related reasons. *Hazelwood School District v. Kuhlmeier*, 108 S.Ct. 562 (1988). This policy allows such control by clearly stating that school-sponsored network information resources are not a "public forum" open for general student use but are, instead, part of the curriculum.

Acceptable Use **7**

All use of the District's electronic networks must be: (1) in support of education and/or research, and be in

furtherance of the goals stated herein, or (2) for a legitimate school business purpose. Use is a privilege, not a right. **8** Students and staff members have no expectation of privacy in any material that is stored, transmitted, or received via the District's electronic networks or District computers. General rules for behavior and communications apply when using electronic networks. The District's *Authorization for Electronic Network Access* contains the appropriate uses, ethics, and protocol. **9** Electronic communications and downloaded material, including files deleted from a user's account but not erased, may be monitored or read by school officials. **10**

## Internet Safety **11**

Technology protection measures shall be used on each District computer with Internet access. They shall include a filtering device that protects against Internet access by both adults and minors to visual depictions that are: (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by federal law and as determined by the Superintendent or designee. **12** The Superintendent or designee shall enforce the use of such filtering devices. An administrator, supervisor, or other

**7** This paragraph provides general guidelines for acceptable use regardless of whether Internet use is supervised. The specific rules are provided in exhibit 6:235-E2, *Authorization for Electronic Network Access* (see also footnote 11). This paragraph's application to faculty may have collective bargaining implications.

**8** The "privilege, not a right" dichotomy is borrowed from cases holding that a student's removal from a team does not require due process because such participation is a privilege rather than a right. The deprivation of a privilege typically does not trigger the Constitution's due process provision. *Clements v. Board of Education of Decatur Public School District No. 61*, 478 N.E.2d 1209 (Ill.App.4, 1985). Nevertheless, before access privileges are revoked, the user should be allowed to give an explanation.

**9** If students are allowed only supervised access and are not required to sign the *Authorization for Electronic Network Access*, the provisions from the *Authorization* should be used as administrative procedures for covering student Internet use. See *Acceptable Use of Electronic Networks*, 6:235-AP. This is an optional sentence:

The Superintendent shall establish administrative procedures containing the appropriate uses, ethics, and protocol

for Internet use. The Harassing and Obscene Communications Act criminalizes harassing and obscene electronic communication (720

ILCS 135/0.01). **10** The Fourth Amendment protects individuals from searches only when the person has a legitimate expectation of

privacy. This provision attempts to avoid Fourth Amendment protection for communications and downloaded material by forewarning users that their material may be read or searched, thus negating any expectation of privacy.

Email and computer files are "public records" as defined in the IL Freedom of Information Act if they are, as

in this policy, “under control” of the school board (5 ILCS 140/2). They may be exempt from disclosure, however, when they contain information that, if disclosed, “would constitute a clearly unwarranted invasion of personal privacy,” (5 ILCS 140/7). Alternatively, a school board may believe that making email semi-private enhances its educational value. The following grants limited privacy to email communications and can be substituted for the sample policy’s sentence preceding this footnote:

School officials will not intentionally inspect the contents of email without the consent of the sender or an intended recipient, unless as required to investigate complaints regarding email that are alleged to contain material in violation of this policy or the *Authorization for Electronic Network Access*.

**11** Supra f/n #1.

**12** This sample policy language is broader than the requirements in federal law (20 U.S.C. §6777, 47 U.S.C. §254, and 47 C.F.R. §54.520(c)(i). It does not distinguish between minors (children younger than 17) and non-minors. The terms, *minor*, *obscene*, *child pornography*, and *harmful to minors* have not changed, but are now explicitly referred to in the regulations at 47 C.F.R. §54.520(a). Federal law defines *harmful to minors* as:

...any picture, image, graphic image file, or other visual depiction that—(i) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; (ii) depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and (iii) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

The Federal Communications Commission specifically declined to find that access to *Facebook* or *MySpace* are per se *harmful to minors*. School officials have discretion about whether or not to block access to these and similar sites. See supra f/n #3.

An authorized person may disable the filtering device for bona fide research or other lawful purpose, provided the person receives prior permission from the Superintendent or system administrator. **13** The Superintendent or designee shall include measures in this policy’s implementation plan to address the following: **14**

- Ensure staff supervision of student access to online electronic networks, **15**

- Restrict student access to inappropriate matter as well as restricting access to harmful

materials, · Ensure student and staff privacy, safety, and security when using electronic

communications, · Restrict unauthorized access, including “hacking” and other unlawful

activities, and

- Restrict unauthorized disclosure, use, and dissemination of personal identification information, such as,

names and addresses.

#### Authorization for Electronic Network Access **16**

Each staff member must sign the District's *Authorization for Electronic Network Access* as a condition for using the District's electronic network. Each student and his or her parent(s)/guardian(s) must sign the *Authorization* before being granted unsupervised use. **17**

All users of the District's computers to access the Internet shall maintain the confidentiality of student records. Reasonable measures to protect against unreasonable access shall be taken before confidential student information is loaded onto the network.

The failure of any student or staff member to follow the terms of the *Authorization for Electronic Network Access*, or this policy, will result in the loss of privileges, disciplinary action, and/or appropriate legal action.

**13** Permitted by 20 U.S.C. §6777(c). The policy's provision for prior approval is not in the law and may be omitted. The entire sentence may be eliminated if a board does not want the filtering device to be disabled.

**14** In order to qualify for universal service benefits under the federal Children's Internet Protection Act (CIPA), the district's Internet safety policy must address the items listed in the sample policy (47 U.S.C. §254(l)). The sample policy accomplishes this task by requiring these items be addressed in the policy's implementation plan or administrative procedure.

Note that federal law requires the school board to hold at least one hearing or meeting to address the *initial* adoption of the Internet safety policy. Later revisions of the existing policy need not follow the public notice rule of CIPA, though a board will still need to follow its policy regarding revisions and the mandates of the Ill. Freedom of Information Act.

CIPA also requires this policy and its documentation to be retained for at least 5 years after the last day of service delivered in a particular funding year. This means the 5-year retention requirement begins on the last day of service delivered under E-rate not from the day the policy was initially adopted. Consult the board attorney about this requirement and the best practices for your individual board.

**15** Monitoring the online activities of *students* is broader than the requirement in federal law to monitor *minors*. The definition of minor for this purpose is "any individual who has not attained the age of 17 years." See 47 C.F.R. 54.520(a)(4)(i). The use of the word *students* is a best practice.

**16** The *Authorization for Electronic Network Access* (6:235-E2), rather than this board policy, specifies appropriate conduct, ethics, and protocol for Internet use. This is consistent with the principle that detailed requirements are not appropriate for board policy; instead, they should be contained in separate district documents that are authorized by board policy. Keeping technical rules specifying acceptable use out of board policy will allow for greater flexibility, fewer changes to the policy manual, and adherence to the belief that board policy should be confined to governance issues and the provision of guidance on significant district issues.

**17** The Superintendent's implementation plan should describe appropriate supervision for students on the Internet who are not required, or refuse, to sign the *Authorization*.

The use of personal electronic communication devices owned by students but used to gain Internet access that has been funded by *E-rate* is not addressed yet. The FCC has indicated that it does plan to address the issues associated with the application of CIPA requirements to this situation.

*No Child Left Behind Act, 20 U.S.C. §6777.Children's Internet Protection Act, 47 U.S.C. §254(h) and (l).Enhancing Education Through Technology Act, 20 U.S.C §6751 et seq.47 C.F.R. Part 54, Subpart F, Universal Service Support for Schools and Libraries. 720 ILCS 135/0.01.*

*5:100 (Staff Development Program), 5:170 (Copyright), 6:40 (Curriculum Development), 6:60 (Curriculum Content), 6:210 (Instructional Materials), 6:230 (Library Media Program), 6:260 (Complaints About Curriculum, Instructional Materials, and Programs), 7:130 (Student Rights and Responsibilities), 7:190 (Student Discipline), 7:310 (Restrictions on Publications)*

*6:235-API (Administrative Procedure - Acceptable Use of Electronic Networks), 6:235-API, E1 (Student Authorization for Electronic Network Access), 6:235- API, E2 (Exhibit - Staff Authorization for Electronic Network Access*

*Policy Reviewed April 2004 Policy Revised*

*June 2004 Policy Reviewed August 2007 Policy Revised September 2007 Policy Reviewed and Re-Approved September 2008 Policy Reviewed June 2012, Approved, August, 2012*

### **Firearms**

Any weapon (real or look-a-like) in a student's possession designed to expel a projectile by an action or an explosive, the frame or receiver of any such weapon, a muffler, or silencer per such a weapon or explosive incendiary or poisonous gas. This will be subject to disciplinary action including, but not limited to, suspension, or expulsion from school.

It is the duty of students to report any information related to dangerous weapons on school grounds to the first appropriate school representative. Failure to report will result in disciplinary action or expulsion proceedings. A reporting student's desire for confidentiality will be honored.

### **Gang Activity/Intimidation**

Students who attempt to intimidate others or engage in any type of gang activity, including dress or presentation of gang signs or symbols, will be subject to disciplinary action including, but not limited to, suspension, or expulsion from school. CCSD 180 has a zero tolerance policy for any type of gang activity or gang representation

### **Guest Teachers at CCSD#180**

Students are expected to understand that their regular classroom teachers have the right to be absent. When a guest teacher is present, students are asked to be helpful and follow all reasonable directions. Those who do not will earn the following consequences:

First Infraction – warning/parent contact from classroom teacher

Second Infractions or more – This will be subject to disciplinary action including, but not limited to, detention, in or out of school suspension from school.

### **Gum, Candy, Food (Birthday Celebrations)**

Gum is not allowed in the school building. In accordance with the district vision of building a healthy body, and due to the concerns for our children with food allergies, we are asking parents/guardians who choose to send in a celebratory reward to provide only non-food items. These items will be distributed at the end of the day.

### **KEEP**

The selling of gum, candy, and food by students is not allowed unless approved. The consequences for this are a minimum of an after school detention through an out of school suspension.

### **Hallway Expectations**

When students arrive at school in the morning, they should report to their assigned grade level areas and remain there until the first morning bell.

At BRMS, students need to have a pass to be in the hall. Running, loitering, creating excessive noise, blocking traffic, littering, kissing, and hugging are unacceptable behavior in the hallways.

At the end of the school day, students are dismissed over the building's intercom system.

### **Insubordination/Disrespect**

A student, while on school property, on a school bus, or at any school activity shall not defy or refuse to obey reasonable instructions given by a school employee, a bus driver, or other authorized school personnel. This will be subject to disciplinary action including, but not limited to, suspension, or expulsion from school. For chronic infractions, students will be assigned an intervention folder and parent contact will be made.

### **Lasers**

A "laser pointer" is any hand-held device, which contains a laser that emits an intense beam of light. Students are not permitted to possess or use laser pointers.

### **Public Displays of Affection**

Public displays of affection are inappropriate for the atmosphere of the school. First violations will result in a conference with the student. Parents will be contacted after a second violation. Further violations will result in other disciplinary measures. This includes the engagement in any sexual activity while on school property and during school sponsored events.

### **Safety Hotline**

Anyone wanting to report any type of school safety concern may do so by calling the building principal at BRMS 630-734-6633; AMJ 630-734-7105.

### **Theft**

A student who chooses to take things that do not belong to him/her will receive a consequence. If theft continues, out of school suspensions and police involvement can occur. Items that are stolen may require a student to replace or pay for the lost item.

### **Threats and Safe School**

With the recent publicized episodes of violence in some schools across the nation, we intend to take irresponsible threats seriously. We caution all students that threats may result in serious disciplinary consequences. Police investigation, arrest, suspension, and recommendation for expulsion may be warranted. According to SB 100, this includes entering school property without proper authorization and making prank 911 calls.

### **Threat Assessment Team**

(Policy 4:190) Targeted School Violence Prevention Program. The District will implement a threat assessment procedure to align with the school violence prevention policy. A Threat Assessment Team (TAT) will be identified

in each school building (formerly known as Secondary PBIS meetings) that will meet monthly. P.A. 101-455 also made changes to the Freedom of Information Act to exempt from public disclosure records of the work of the TAT, and to the School Code to allow districts to levy taxes or issue bonds if the board determines it is necessary for school security purposes and the protection and safety of staff and students. *This team is made of building principals, social workers, and additional certified staff. This group meets monthly.*

### **Violation of Disciplinary Rule or Policy Suspected on Social Media**

The district provides notification to students, parents/guardians that it may not request or require a student to provide a password or other related account information in order to gain access to the student's account or profile on social networking websites or applications if the district has reasonable cause to believe that the student's account on a social networking website or application contains evidence that the student has violated a disciplinary rule or policy.

## **DEFINITION OF TERMS**

Students may be assigned disciplinary action that requires time served after school or during an in school detention. Schoolwork is expected to be completed during these times.

**When and Where Conduct Rules Apply:** A student is subject to disciplinary action for engaging in prohibited student conduct, as described in the section with that name below, whenever the student's conduct is reasonably related to school or school activities including, but not limited to 1. On or within sign of school grounds before, during, or after school hours. 2. Off school grounds at a school-sponsored activity or event or any activity or event that bears a reasonable relationship to the school. 3. Traveling to or from school or a school activity, function, or event. 4. Anywhere, if the conduct interferes with, disrupts, or

adversely affects the school environment, operations, or an educational function that may reasonably be considered to (a) be a threat or an attempted intimidation of a staff member or (b) endanger the health or safety of students, staff, or school property.

**Disciplinary Conference** - A conference between student, staff, or principal. May or may not include parents initially. Parental communication on habitual occurrences or multiple issues is expected.

**Withholding Privileges**

Not allow students the same privileges as other students in the normal occurrence of the day. Parents should be part of the notification.

**Detention**

A period of time assigned by a school staff member for the purpose of remediating minor behavior problems. Detentions issued by the SSC are served after school until the late bus. Classroom teachers will handle their own detentions for classroom incident infractions.

**Alternate Learning Environment (In School Detention)**

Students assigned to an alternate learning environment will work in the building or SSC for an assigned amount of time. Students are responsible for having work to do while working in this environment. If they do not, work will be assigned to them by the assigned supervisor. *Participation in after school activities will not be allowed on the day of an alternate learning environment.*

**Out of School Suspension**

The principal may recommend removal from school for a period of days for serious behavioral infractions. A determination will be made on the REMOTE learning requirements and the asynchronous time a student is assigned to complete. A Re-Entry meeting with the student and parent(s)/guardian(s) is required after every out of school suspension. At this meeting, goals are set to promote your student's future success.

Students will follow all suspension procedures under Illinois School Code including appeal of the suspension by the parents to the other building principal. A student who is suspended may be eligible for transfer to an alternative school program. Notification of parent's and student's rights are required.

**Make-Up Work During a Suspension**

During a suspension, the student is encouraged to contact teachers for readings, assignments and other work the student may do to stay current in the class. A plan to pick up work will be developed with the parent when the suspension is being communicated. Upon return to school and at the convenience of the teacher, a student will be given the opportunity to make up major projects/tests. Re-Entry Conference – with student, parents, teacher, counselor or principal is required for re-entry to school.

**Expulsion**



The superintendent and principal may recommend expulsion (removal from school for up to 2 years) of a student from school and all school-related activities. Expulsion must be approved by the Board of Education.

### **BEHAVIORAL INFRACTIONS AND CONSEQUENCES**

When a student's conduct necessitates a student referral, the student will be provided an opportunity to tell his/her side of the story. If he/she denies the allegations, he/she will be provided the evidence to the contrary. Should it be determined that misconduct occurred, the appropriate consequence should be assigned. Possible consequences are

listed below (this is NOT a required sequence of disciplinary actions): *warning, parent contact, parent conference, detention, restitution, written assignments, in school suspension, Saturday Detention, out of school suspension, recommendation for expulsion, referral to alternative school setting*

Regarding Senate Bill 100:

School officials will be more diligent to consider forms of non-exclusionary discipline to the greatest extent possible. And will include: restitution, confiscation and temporary retention of personal property that was used to violate a policy or a school rule. Restorative justice will be considered and agreed upon by all parties if necessary in a discipline situation. Our - PBIS (Positive behavior system) has been in place for over ten school years and will continue to support students, staff, and families with there are concerns that impede student learning and/or school rules. The disciplinary measures listed are options that are not applicable in all cases. If in or out of school consequences are assigned, a Re-Entry Meetings will be scheduled to focus on a plan for the “re-engagement of returning students”, which includes making up work that was missed.

***Failure to sign of on the annual Student Family Handbook will not relieve a student or the parent/guardian from being responsible for knowing and complying with the rules contained within the Board policy on Student Behavior and the Student Conduct Code.***

**School Safety Resources:** (105 ILCS 5/34-18.67)Sec. 34-18.67.)

We believe that a student's right to feel safe in school is paramount and contributes significantly to that student's capacity for learning and social development. In our ongoing effort to maintain a safe learning environment for all of our students, CCSD 180 has developed three new methods of reporting incidents of school safety and/or bullying to school personnel. We encourage students and parents to utilize these resources to report any incidents of which they have knowledge. When a message is retrieved by school personnel, the incident will be investigated and responded to accordingly, by social workers, administration, and or the Threat Assessment Committee.

**Online Form to Report Bullying or Possible Threats to School Safety:**

**[Click here for Anne M. Jeans Elementary School](#)**

[Click here for Burr Ridge Middle School](#)

**Voicemail to Report Bullying or Possible Threats to School Safety:**

Anne M. Jeans Elementary School: (630) 734-6691

Burr Ridge Middle School: (630) 734-6692

**If you require an immediate response, please contact the police.**

**DuPage County Sheriff's Department:**

**(630) 407-2400**

**Burr Ridge Police Department:**

**(630) 323-8181**

**Definition of Bullying Behaviors:**

These are systematic and persistent behaviors that do not recognize the rights of others. Bullying occurs when someone keeps hurting, frightening, threatening or leaving someone out on purpose. Bullying is not a one-time incident. Bullying interactions are carried out continually over time. Actions that are considered bullying behaviors include:

**Direct (Face-To-Face) Bullying:**

Verbal Bullying- name-calling, mocking, hurtful teasing, insults, put-downs, humiliating, racist or sexist comments, harassment

Physical Bullying- shoves, pushes, hitting, beating up, stealing, damaging property, assault

Psychological Bullying- giving dirty looks, uttering threats, forms of intimidation, extortion

**Indirect (Behind Someone's Back) Bullying:**

This is also referred to as relational aggression or social bullying.

Gossiping- lowering people's opinions about the student who is targeted as a victim

Social Aggression- telling people not to be friends with a student who is targeted as a victim, spreading rumors, and damaging friendships

Leaving Out- shunning, exclusion

Cyber Bullying- The use of electronic technology as a means of bullying and harassing may involve sending threatening or harassing emails or instant messages, creating a website that belittles or ridicules another student, taking unflattering or inappropriate pictures of another student without their permission and sharing them with others or posting them on an internet site, stealing someone's password and sending mean messages to others

#### **Part IV: EXTRA CURRICULAR ACTIVITIES**

##### **ACTIVITIES AND FEES/BRMS**

Even though learning in the academic areas is the primary purpose of any school program, extracurricular activities are also an extremely important area where students share accomplishments and learning experiences beyond those that occur in the classroom. A wide variety of activities are available at our middle school and we strongly encourage all of our students to become involved in one or more of them. All students will be informed at the beginning of the year of the extracurricular activities that are available to them. Students participating in sports need a sports physical in order to practice or compete in games.

##### **ATHLETICS AND SPECIAL EVENTS**

Our middle school sponsors or co-sponsors many extra curricular activities and events that are of interest to students, parents, and other people in our community. Students are encouraged to join and/or be a spectator at home games.

##### **ATHLETIC PARTICIPATION GUIDELINES/BRMS**

Parents and athletes can refer to the athletic handbook for these guidelines. A mandatory athletic meeting for parents will be required during the school year. We follow the T.E.A.M. approach – Teach, Enforce, Advocate, and Model. There is an athletic handbook that will be shared with athletes who participate in District athletics.

**Fan Responsibilities - Any student planning on attending the game must sign in at lunch the day of the game. *If you are not signed up, you may not attend the game.* At 3:20 p.m. on game day, you need to**

**report to the supervision area and check in with the supervising teacher. Transportation home not provided.**

**Follow these rules:**

1. You are not allowed to leave the building before the game.
2. If you don't check in with the game supervisor by 3:20 PM, you will not be allowed to attend the game, unless you have a pass from a teacher.
3. You must follow directions while attending the game, or you will be asked to leave.

Consequences will be assigned to those who do not follow the above expectations, not limited to loss of event attendance or out of school suspension.

**4:20 Late Bus Procedures/BRMS** - Late buses are provided as a convenience by the district. The school district pays a substantial amount of money to provide this service for students who stay after school for activities or study. Students will be allowed the privilege of riding the late buses (4:20) as long as they follow the school bus rules. This privilege can be taken away. Students who display disruptive, potentially dangerous, insubordinate or aggressive behavior while on the bus will lose late bus privileges for an extended period of time. All students remaining after school with a teacher will be escorted to the late bus.

Plan for Before and After School Supervision in the Event of Extracurricular Cancellations Before School Procedures – Students should have permission from a coach or teacher to be in the building before the start of school.

After School Procedures – In the event of a canceled after school activity, the District Communication System will call parents and inform them they will be coming home on the regularly scheduled bus or will remain at school until the 4:20 p.m. bus is available to take them home.

**Participating in After School/Evening School Activities**

Parent and emergency contact numbers need to be up-to-date. Emergency contact needs to be someone who is able to pick-up and supervise your students after school or following after school events.

If it is necessary for school staff to supervise students for longer than 30 minutes after school or a school event and if an emergency contact is unable to pick up that student, parents will be charged **\$25** for every 15 minutes the district is required to supervise that student. After 60 minutes, the local police department will be called to take the child to the nearest police department where the parent will have to pick up the child and discuss the issue with the authorities.

**BURR RIDGE CCSD 180 ESSA MANDATED SCHOOL-PARENT COMPACT**

The Burr Ridge CCSD 180 School District and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during the 2025 - 2026 school year.

**School Responsibilities:**

**Burr Ridge C.C.S.D 180 Schools will:**

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

*Students are assessed 3x a year using MAP. Using this data and teacher data, students receive some sort of support in areas of weakness by a highly-qualified personnel. All of the students and their data are reviewed every 6 weeks with grade level teachers and our specialists to check on their progress and make further decisions to support the student's learning environment. Students needing additional help will participate in the Academic Achievers after-school program.*

2. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

*Burr Ridge CCSD 180's curricular programs will be closely aligned to state standards and use best practices when educating children.*

3. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

*Parents and students have a chance to meet their teacher at the beginning of the school year at our Registration/Back to School Day. Parent Teacher conferences are held in November. This is in addition to the grade level parent nights available for all parents to attend.*

4. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

*Parents are able to look at their child's progress and grades on Illuminate daily. Report cards are received at the end of each semester, January and in May.*

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

*Staff is available to parents by many forms of communication. They can be reached by email, voice-mail, or phone. Teachers are available before school starts and by appointment. Classroom observations are always welcome with 24-hour notice.*

5. Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities, as follows:

*The school district welcomes parents to come in and volunteer in the classroom. Parents are told about all*

*of the volunteer opportunities within the school and classrooms during the Registration/Back to School Day at the start of the year. Parents are always welcomed to volunteer and participate in their child's class.*

### **Parent Responsibilities:**

#### **Parents will support children's learning in the following ways:**

We, as parents, will support our children's learning in the following ways:

- *Monitoring attendance and ensuring on-time arrival to school.*
- *Monitoring student grades and homework completion on the district's web site to ensure that homework is completed.*
- *Attend Parent-Teacher conferences, Community Connections and curriculum nights offered by the school district.*
- *Monitoring and limiting the amount of television children watch.*
- *Monitoring children's use of the internet to ensure that children are safe, as well as working to ensure that technology is not being used as a means of bullying, communication of derogatory comments or disruption of the safe school environment.*
- *Volunteering in classrooms and complying with all required paperwork to ensure student safety volunteering.*
- *Participating, as appropriate, in decisions relating to my child's education.*
- *Promoting positive use of my child's extracurricular time.*
- *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.*
- *Serving, to the extent possible, on parent volunteer committees like PTO.*

### **Student Responsibilities:**

**Students share the responsibility to improve academic achievement and achieve the state's high standards. Specifically, students will:**

Describe the ways in which students will support their academic achievement, such as:

- Do my homework every day and ask for help when I need it.
- Read at least 30 minutes every day outside of school time.
- Give my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

### **Signatures (Not Required)**

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School Date

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Parent Date

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Student Date

**2024 - 2025 STUDENT HANDBOOK**

I have received the Burr Ridge District #180 Student Handbook and have reviewed the information it contains. I understand that I am fully responsible for the information, rules, and guidelines contained in the handbook.

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Student -PRINT NAME

Grade Level:

Parents, please sign to acknowledge that your child has shared the handbook information with you. Students are expected to return a signed sheet.

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Parent/Guardian -PRINT NAME

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Parent/Guardian Signature Date

Thank You for taking the time to be a partner in your child's education.

**BURR RIDGE SCHOOL DISTRICT #180**  
**ANNE M JEANS ELEMENTARY SCHOOL**  
**BURR RIDGE MIDDLE SCHOOL**