

**Parent/Student Handbook
for the Elementary Grades**

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Batavia, IL 60510
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bps101.net

District 101

Batavia Public Schools

Always Learning. Always Growing.

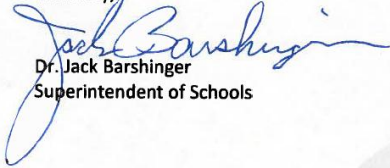
Dear Parent,

This handbook was prepared as an information guide to Board of Education Policy and various aspects of school operations that are common to all elementary schools. If you have questions regarding the contents of the handbook, please contact your building principal.

The Batavia School Community is proud of our excellence in educational opportunities for children. I hope that you will become an active participant in your child's school and education. A cooperative effort between your home and the school will assure that your child will receive the intellectual, social, and emotional support necessary to excel.

On behalf of everyone in Batavia Schools, we wish you and your child a very productive and enriching year.

Sincerely,



Dr. Jack Barshinger
Superintendent of Schools



BATAVIA PUBLIC SCHOOLS
District 101
*Identifying students' talents to meet
the challenges of tomorrow*

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Batavia, Illinois 60710
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August 2010

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This handbook was prepared as an information guide to Board of Education Policy and various aspects of school operations that are common to all the elementary schools. If you have questions regarding the contents of the handbook, please contact the building principal.

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On behalf of everyone in Batavia Schools, we wish you and your child a very productive and enriching year.

Sincerely,



Dr. Jack Berslunger
Superintendent

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Mission:

Always learning.

Always growing.

Vision:

Batavia Public Schools is a district celebrated for our commitment to students and for purposeful collaboration. Through a continuous improvement perspective that is grounded on a genuine belief that all students can learn, Batavia educators work collaboratively to maintain a district-wide learning environment that maximizes resources to improve the lives of students through a focus on learning, results and collaboration to educate students today to meet the challenges of tomorrow

FOCUS ON LEARNING: Resources, staff development, technology, and all efforts are focused on the critical task of maximizing student growth. The norms within the district's culture of achievement include high expectations for students and staff, state of the art instruction that meets the needs of all learners, and students taking an active role in their personal learning.

FOCUS ON RESULTS: Data drives the decision-making in all areas of Batavia Public Schools. Student growth and learning are measured by formative and summative assessments, clear systematic processes, and the effective use of resources in an environment that holds all stakeholders accountable for student learning.

FOCUS ON COLLABORATION: Batavia Public Schools is a place where teaming and collaboration are critical components of professional learning communities, shared decision making, and interest based problem solving. This is evidenced by our commitment to effective teaming, the involvement of stakeholders, and active two-way communication within an environment where it is safe to express differences, share successes and learn from our mistakes.

We Value:

- **Decisions made in the context of what is best for our students**
- **The social and emotional well-being of our students and staff**
- **The belief that all students can learn**
- **The ideal that students should be challenged at their highest level in all learning areas for college and career readiness**
- **Communication that is open, honest, accessible, and reciprocal among all stake-holders**

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Strategic Goals

Strategic Goal One: Student Learning

To achieve our mission, we will increase the percentage of students both meeting and exceeding standards as measured by achievement indicators.

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Strategic Goal Two: Stakeholder Satisfaction

To achieve our mission, we will maintain the highest levels of stakeholder satisfaction.

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Strategic Goal Three: Employee Development

To achieve our mission, we will develop, maintain and enhance systems and processes that support employee growth.

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Strategic Goal Four: Support Systems

To achieve our mission, we will implement support systems that deliver student and stakeholder value and achieve organizational improvement and sustainability.

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Strategic Goal Five: Fiscal Responsibility

To achieve our mission, we will implement financial systems and processes that are efficiently aligned and funded in order to achieve the current and long-term goals of the District.

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**BATAVIA PUBLIC SCHOOLS STRATEGIC PLAN
Approved February 27, 2007**

MISSION

Educating students today to meet the challenges of tomorrow.

VISION

THE VISION OF BATAVIA PUBLIC SCHOOLS IS TO PRODUCE GRADUATES WHO WILL BE:

Competent communicators who can read, write, speak listen and numerate effectively. They will use and understand language in a variety of disciplines and situations.

Creative and critical thinkers who will independently, or in collaboration with others, use available resources to identify, access, and integrate information for use in prediction, analysis, synthesis, and evaluations in the decision making and/or problem solving process.

Responsible citizens who will understand that the cultures of the world and work are diverse, understand the role the arts play in our lives, and are able to participate ethically and constructively in our democratic society.

Lifelong learners, able to maintain both physical and mental health and take advantage of further learning opportunities, including those presented by new technologies and innovations.

Values

WE VALUE:

Partnerships that engage students, parents, schools and the community to share responsibility for the well-being of our children.

Data driven decision making that leads to continuous improvements in teaching and learning.

Decisions made in the context of what is best for students.

Employee and parent learning aligned with best practices and focused on identified needs to assist with goal and strategy attainment.

Environments that are safe and nurturing for all.

The social and emotional well-being of students.

The belief that all students can learn and that each student should be challenged at his or her highest level in all learning areas [language arts, math science, social studies, fine arts, physical development and health, and applied learning].

Cultural diversity that is recognized as an asset with dignity and respect for all.

Innovation that encourages risk taking.

Communication that is open, honest, accessible, two-way among all stakeholders.

Resource use that is responsible and efficient.

DISTRICT GOALS

~~**Student Achievement:** To ensure student growth, we will increase the percent of students both meeting and exceeding state standards as measured by achievement indicators.~~

~~**Climate/Satisfaction:** To provide the best educational environment, we will meet the needs/requirements of students, parents, staff, and community as measured by climate/satisfaction indicators.~~

~~**Resources:** To value and protect the trust and confidence of our community and staff, we will make the best use of our resources as measured by human, financial and capital resource indicators.~~

~~**Strategies for Improvement**~~

~~**Align curriculum, assessment, and instruction with Illinois Learning Standards in reading, writing, and mathematics to provide district wide consistencies between and within grade levels to maximize student growth.**~~

~~**Integrate instructional technologies and innovations with existing curriculum to ensure district wide consistencies between and within grade levels.**~~

~~**Increase opportunities for students to succeed in high school and to graduate prepared for college and the workforce.**~~

~~**Integrate throughout the K-12 experience a comprehensive guidance program for students based on national standards.**~~

~~**Improve both internal and external communication to foster better partnerships for the district.**~~

~~**Make financial decisions that balance the needs of a quality educational program for students with resources the community provides.**~~

~~**Provide quality facilities, programs, and services that address obstacles to learning, (i.e. overcrowding).**~~

~~**Collect, analyze, compare, and use essential data to monitor and measure progress toward attainment of the long-range goals and strategies.**~~

SCHOOL BUILDINGS

<u>School</u>	<u>Telephone</u>	<u>Principal</u>
EARLY CHILDHOOD CENTER 905 Carlisle Road	630.937.8900	Dr. Jan Wright Ms. Andrea Paterala
ALICE GUSTAFSON SCHOOL 905 Carlisle Road	630.937.8000	Mrs. Christine Ralston Dr. Jan Wright
J. B. NELSON SCHOOL 334 William Wood Lane	630.937.8400	Mrs. Melissa Kaczowski
H. C. STORM SCHOOL 305 N. Van Nortwick Avenue	630.937.8200	Ms. Cynthia Sikorski
LOUISE WHITE SCHOOL 800 N. Prairie Street	630.937.8500	Dr. Kristine Webster
GRACE McWAYNE SCHOOL 3501 Hapner Way	630.937.8100	Mr. Kevin Skomer
HOOVER-WOOD SCHOOL 1640 Wagner Road	630.937.8300	Mr. Lew Girmscheid
SAM ROTOLO MIDDLE SCHOOL 1501 S. Raddant Road	630.937.8700	Mr. Steve Maciejewski
BATAVIA HIGH SCHOOL 1201 Main Street	630.937.8600	Dr. Lisa Hichens

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ADMINISTRATIVE OFFICE
Rosalie Jones Administrative Center
335 W. Wilson Street
Batavia, IL 60510
630.937.8800
www.bps101.net

Dr. Jack Barshinger	Superintendent of Schools
Mr. Greg Romaneck <u>Resources</u> & Chief of Staff	Director of Human Resources <u>Associate Superintendent for Human</u>
Dr. Jan Wright	Associate Superintendent – Teaching & Learning
Mr. Kris Monn	Assistant Superintendent for Finance <u>Chief Financial Officer</u>
Mr. Tony Inglese	Chief Information Officer
<u>Mr. Brad Newkirk</u>	<u>Chief Academic Officer</u>
Mr. Patrick Browne	Director of Buildings & Grounds
Mr. Daniel Polowy	Assistant Director – Buildings & Grounds
Mrs. Paige Koos <u>Ms. Jessica Nicholson</u>	Director of Student Services
Ms. Andrea Paterala <u>Mrs. Lisa Palese</u>	Assistant Director – Student Services
Mr. Tony Inglese	Chief Information Officer
Mrs. Paige Koos	Director of Student Services
Mr. Greg Romaneck	Director of Human Resources & Chief of Staff
Ms. Andrea Paterala	Assistant Director – Student Services
Mr. Daniel Polowy	Assistant Director – Buildings & Grounds

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SCHOOL BOARD MEMBERS

Mr. Ron Link	Board President
Dr. Jack Hinterlong	Board Vice President
Mrs. Kristin Behmer <u>Cathy Dremel</u>	

Mr. Joseph Purpura

Mrs. Jayne Resek

Mrs. Kathleen Roberts

Mr. ~~Matt Winkle~~Gregg Hodge

STUDENT RESPONSIBILITIES

Students, as citizens of the United States, are guaranteed certain individual rights and have corresponding individual responsibilities. Parents, teachers, and administrators have a responsibility to protect the rights of students while maintaining an educational atmosphere conducive to the teaching and learning process. The concept of balancing the rights of the individual with the rights of society is as valid in the educational community as in the larger community. There are certain special responsibilities required of a citizen who is a student in school:

1. To become informed of and adhere to reasonable rules and regulations established by your local Board of Education and implemented by school administrators and teachers.
2. To respect the rights and individuality of other students, school administrators and teachers.
3. To refrain from libel, slanderous remarks, and obscenity in verbal and written expression.
4. To dress and groom in a manner that meets reasonable standards of health, cleanliness and safety.
5. To be punctual and present in the regular or assigned school program.
6. To refrain from gross disobedience or misconduct or behavior that materially and substantially disrupts the educational process.
7. To maintain the best possible level of academic achievement.
8. To respect the reasonable exercise of authority by school administrators and teachers in maintaining discipline in the school and school-sponsored activities.

The technological advancements in our society have generally improved the quality of our lives; however, misuse of that technology can cause some problems in the educational process.

Because of the interference that portable radios, CD/DVD players, electronic toys, and digital watches that contain arcade-type games are creating both in the classroom and on the playground, it is strongly recommended that **parents have their child(ren) keep these items at home** unless they are specifically a part of a class project. Should these items appear at school, their misuse will result in their being taken from the student and returned directly to the parents by school personnel. Students are permitted to bring cell phones to school; however cell phones must be in the "OFF" mode during hours of attendance.

SAFE SCHOOLS

Each student and staff member is entitled to a safe learning environment. To ensure that safe environment, school security and the safety of students and school employees is reviewed on a regular basis. Each building has cooperated with local law enforcement officials to establish procedures at the building level which limit building access during the school day and identify visitors and staff members. Batavia Schools, in compliance with federal and state laws as well as local expectations, maintains a zero tolerance for drugs, weapons, violence and intimidation. Students found in violation of district policies in any of these areas shall be disciplined on an individual basis by such measures as counseling, loss of privileges, after school detention, suspension or expulsion.

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▲ Positive Behavior Interventions and Supports (PBIS) ▲

▲ PBIS is a research-based systems approach designed to enhance the capacity of schools to effectively educate all students, including students with challenging social behaviors. Through the effective use of PBIS, schools adopt and sustain the use of effective instructional practices. All six of the Batavia Public Schools elementary schools have developed a PBIS school-wide system that provides support to create and maintain safe learning environments where teachers can teach and students can learn. ▲

▲ CORE Practices of PBIS ▲

- ▲ *Define – school-wide behavior expectations ▲
- ▲ *Teach/Pre-correct – using cool tools (behavior lesson plans with direct instruction) and in the moment reminders ▲
- ▲ *Model/Practice – adults model and practice expected behaviors; students practice expected behaviors ▲
- ▲ *Acknowledge – recognition system with daily recognitions and weekly, monthly, and whole school celebrations ▲
- ▲ *Re-teach – the expected behaviors using cool tools to have students practice the behaviors. ▲
(Illinois PBIS Network, 2008-2009) ▲

▲ PBIS addresses the Social Emotional Learning Standards: ▲

- ▲ *Develop self-awareness and self-management skills to achieve school and life success ▲
- ▲ *Use social-awareness and interpersonal skills to establish and maintain positive relationships ▲
- ▲ *Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts ▲
(www.isbe.net) ▲

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STUDENT DISCIPLINE POLICY

Discipline is a means of fostering the growth of students toward maturity and responsibility. The educational environment of the District will be such that the administration and teachers will demonstrate fair, just and flexible attitudes and disciplinary efforts toward all District students.

The primary objective of the Batavia Public School's student discipline policy is to continue a responsible and orderly environment in which learning can be maximized. Any disciplinary action taken must have as its aim correction, rather than punishment.

Teachers and other employees will maintain discipline in the schools. In all matters relating to the discipline in and conduct of the schools and the children, they stand in the role of parents and guardians to the pupils. This relationship and authority will extend to all activities connected with the school program and discipline may be exercised at any time for the safety and supervision of the pupils in the absence of their parents or guardians.

In taking disciplinary action, staff members will exercise their best professional judgment and will observe all applicable laws and regulations. Disciplinary action will be applied in a consistent and non-discriminatory manner. Minor behavioral problems should be handled by the classroom teacher or adult supervisor. Major behavioral problems should be referred to the building principal and, at the discretion of the principal, parental contact will be made as directed by Board of Education Policy 7:190.

Student Removal from the Classroom

A teacher may temporarily remove a student from class for disruptive behavior generally only after first using less severe disciplinary measures to correct the behavior problem. The length of the removal from class will be determined in consultation with the principal. Any student removed from class by a teacher must be provided supervision and the teacher must not, in removing a student from class, leave the remainder of the class unsupervised.

Restraint may be administered as a last resort when other methods have failed to produce the desired results or as needed for the safety of individuals. Corporal punishment will not be utilized as a disciplinary measure.

Except in situations where it is determined that physical or emotional safety of individuals or the learning environment is an immediate concern, a student must be advised of the misconduct which may result in removal from class, suspension or other severe disciplinary action and given an opportunity to respond to the charges of misconduct and the proposed disciplinary action before a final decision is made. If the student denies the misconduct he or she will be advised of the basis for the teacher's or administrator's belief that the misconduct occurred and given an additional opportunity to respond. Parents/guardians will be actively involved in remediation of the student's behavior(s) of concern. This includes ensuring that all parents/guardians are notified, as required by State law, whenever their child engages in aggressive behavior.

Search of School Property

To maintain order and security in the schools, school authorities are authorized to conduct reasonable searches of school property and equipment, as well as of students and their personal effects. "School authorities" includes school liaison police officers.

School Property and Equipment as well as Personal Effects Left There by Students

School authorities may inspect and search school property and equipment owned or controlled by the school (such as lockers, desks, and parking lots), as well as personal effects left there by a student, without notice to or the consent of the student. Students have no reasonable expectation of privacy in these places or areas or in

their personal effects left there. In addition, Building Principals shall require each high school student, in return for the privilege of parking on school property, to consent in writing to school searches of his or her vehicle, and personal effects therein, without notice and without suspicion of wrongdoing.

The Superintendent or designee may request the assistance of law enforcement officials to conduct inspections and searches of lockers, desks, parking lots, and other school property and equipment for illegal drugs, weapons, or other illegal or dangerous substances or materials, including searches conducted through the use of specially trained dogs.

School Board Policy: 7:140

Notification of Discipline Policies and Procedures

The Superintendent has established procedures: (1) to furnish a summary of the Board's policies on student discipline to the parent or guardian of each student within fifteen days after the beginning of the school term or within fifteen days after a transfer student starts school during the school term; and (2) to inform students of the contents of the Board's student discipline policies.

The Superintendent will appoint a parent-teacher advisory committee composed of at least one parent representative from each level, one teacher representative from each level, a principal from each level and the Associate Superintendent, who will chair the committee. The committee will meet at least annually and submit recommendations with respect to policy guidelines on student discipline to the Board on or before the close of each school term.

Under the direction of the Superintendent, school personnel will establish, regularly review and revise, if necessary, procedures for implementing the School Board's disciplinary policies.

DUE PROCESS PROCEDURE

In disciplinary cases where a student is removed from school for a day or longer (out-of-school suspension), the district affords a due process appeal procedure. The student shall be informed of the charges and have the right to respond. Upon request of the parents or guardian, an appeal of the suspension may be made to the principal of the school. If the parents or guardian do not feel that a satisfactory resolution has occurred at the school building level, the parents or guardian may request a hearing at the district level. Upon receipt of this request, the School Board shall conduct a hearing or a hearing officer appointed by it to review the suspension. At the hearing, the parents or guardian of the student may appear and discuss the suspension with the Board or its hearing officer. If a hearing officer is appointed by the Board, he shall report to the Board a written summary of the evidence heard at the meeting. After its hearing or upon receipt of the report of the hearing officer, the Board may take such action as it finds appropriate. (BOE Policy 7:200, 7:210)

A student whose presence poses a continuing danger to persons or property, or poses an ongoing threat or disruption to the academic process, may be immediately removed from school. In such cases, the requirements of due process proceeding will follow as soon as possible.

NOTE: The above procedures do not guarantee protection of privileges such as participating in extra-curricular activities, including athletics.

The Superintendent or designee shall develop, maintain, and supervise a program for students at risk of academic failure, expulsion for disciplinary reasons or dropping out of school. The program shall include education and support services that address individual learning styles, career development, and social needs, and may include:

• Alternative Learning Opportunities Program, in conformity with the Alternative Learning Opportunities Law, as it may be amended from time-to-time.

SECTION 6 - INSTRUCTION

6:110 Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program

HARASSMENT, BULLYING AND WEAPONS

A safe school environment includes the right of students and staff to be safe from threats to their person. Therefore, the use of inappropriate language or behavior (including oral, written or electronic) that harasses, intimidates, or humiliates another person on the basis of color, race, gender, religion, creed, national origin, physical or mental disability, sexual orientation or other protected group status is absolutely forbidden. Students who believe they have been a victim of harassment/bullying, or have witnessed an act of harassment/bullying should report the incident to their teacher, principal or school employee. That person must then report it to the school principal. Upon receiving a complaint the principal shall promptly review the incident and initiate appropriate investigations and/or referrals as needed.

No person, including a District employee or agent, or student, shall harass, intimidate or bully another student based upon a student's sex, color, race, religion, creed, ancestry, national origin, physical or mental disability, sexual orientation, or other protected group status. The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, or visual, that affects tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, causing psychological harm, threatening or causing physical harm, [electronic and cyberbullying,] or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

Complaints of harassment, intimidation or bullying are handled according to the provisions on sexual harassment below. The Superintendent shall use reasonable measures to inform staff members and students that the District will not tolerate harassment, intimidation or bullying by including this policy in the appropriate handbooks.

Sexual Harassment Prohibited

Sexual harassment of students is prohibited. Any person, including a district employee or agent, or student, engages in sexual harassment whenever he or she makes sexual advances, requests sexual favors, and engages in other verbal or physical conduct of a sexual or sex-based nature, imposed on the basis of sex, that:

1. denies or limits the provision of educational aid, benefits, services, or treatment; or that makes such conduct a condition of a student's academic status; or
2. has the purpose or effect of:
 - a. substantially interfering with a student's educational environment;
 - b. creating an intimidating, hostile, or offensive educational environment;
 - c. depriving a student of educational aid, benefits, services, or treatment; or
 - d. making submission to or rejection of such conduct the basis for academic decisions affecting a student.

The terms "intimidating," "hostile," and "offensive" include conduct that has the effect of humiliation, embarrassment, or discomfort. Examples of sexual harassment include touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, and spreading rumors related to a person's alleged sexual activities.

Students who believe they are victims of sexual harassment or have witnessed sexual harassment, are encouraged to discuss the matter with the student Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager. Students may choose to report to a person of the student's same sex. Complaints will be kept confidential to the extent possible given the need to investigate. Students who make good faith complaints will not be disciplined.

An allegation that one student was sexually harassed by another student shall be referred to the Building Principal, Assistant Building Principal, or Dean of Students for appropriate action.

The Superintendent shall insert into policy [2:260](#) the names, addresses, and telephone numbers of the District's current Nondiscrimination Coordinator and Complaint Managers. At least one of these individuals will be female, and at least one will be male.

The Superintendent shall, at the end of each school year, report regarding harassment incidents.
Board of Education Policy 7:20

Explosives, Firearms or Other Dangerous Weapons or Instruments

Possession or use of explosives, firearms, or other dangerous weapons or instruments is prohibited on school buses, in school buildings and on school grounds at all times.

Students violating these policies shall be disciplined by the building administrator on an individual basis which could include measures such as counseling, parental notification, loss of privileges, suspension or expulsion.

SAFETY AND EMERGENCY DRILLS

For a safe environment all students and staff need to know what to do in case of an emergency or potentially dangerous situation such as a fire or severe weather. All Batavia students regularly participate in the training and practice of proper safety precautions and procedures. At the elementary level each child practices how to behave and specifically what to do in the case of:

- Fire
- Tornado
- Earthquake
- School intruder
- Bomb threat
- Bus emergency or
- Local emergency that would require students being 'Sheltered in Place' at school.

This is done through drills which are scheduled throughout the school year. For the first drill of the year, students and staff are usually pre-warned so that procedures can be reviewed and practiced before the drill. Follow-up drills are usually unannounced to assess student and staff preparedness. Proper use of playground equipment is also reviewed with students as part of school rule discussions.

Pesticide Application Notice

The Buildings and Grounds Supervisor shall provide an annual schedule of pesticide application to the supervisor of each District building. The supervisor of each District building shall notify students and their parents/guardians and employees in their building, at least 2 business days before a pesticide application in or on school buildings or grounds. The notification must: (1) be written and may be included in newsletters, bulletins, calendars, or other correspondence currently being published, (2) identify the intended date of the application, and (3) state the name and telephone contact number for the school personnel responsible for the pesticide program. An exception to this notification is permitted if there is an imminent threat to health or property, in which case the Structural Pest Control Act (225 ILCS 235/10.3) or the Lawn Care Products Application and Notice Act (415 ILCS 65/3), whichever is applicable, shall control.

Criminal Offender Notification

Building Principals or their designees shall inform parents/guardians about the availability of information concerning sex offenders during school registration and, if feasible, during parent-teacher conferences. Information should be distributed about the Statewide Sex Offender Database (a/k/a Sex Offender Registry), www.isp.state.il.us/sor and the Statewide Child Murderer and Violent Offender Against Youth Database, www.isp.state.il.us/cmvo/. Information may also be included in the Student Handbook. See the Sex Offender Community Notification Law, 730 ILCS 152/101 et seq., and exhibit 4:170-E8, Informing Parents About Offender Community Notification Laws.

Requests for additional information shall be referred to local law enforcement officials.

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COMPUTER USE

Computers are available for student use in the classrooms as well as in the computer labs. All computers are connected to the Internet. Use of computers and Internet in the schools is at the discretion of the teacher.

Students are expected to use the computers in an appropriate manner. The use of the computers must be in support of educational goals and objectives of the Batavia Public Schools.

Disciplinary action may be taken if:

- An attempt is made to install or the successful installation occurs of any copyrighted or non-copyrighted material, shareware, or freeware on any school computers.
- Threatening or obscene material and/or inappropriate words or characters are saved into files or displayed on the screen or in the log-in boxes.
- Any attempt is made to bypass or disable the security system of an individual computer or Batavia Public Schools networks. A student who identifies a security problem is required to notify a teacher and must not demonstrate the problem to other users.
- An attempt is made to log on to any computer or network system as any other user or as a system administrator, whether successful or not, or an attempt is made to turn on file sharing on any computer, whether successful or not.
- Vandalism, or any malicious or deliberate attempt to harm or destroy data of another user, or data saved to the computer, or data saved to the server is made.
- A student causes physical vandalism or damage to any computer hardware, or an attempt is made to introduce a virus or any other program onto a school computer.

Each student is issued a password to save individual files to the server. Students should not give this password to any other student.

INTERNET ACCOUNT – TERMS AND CONDITIONS FOR USE

Adapted from Board of Education Policy 6:235

Electronic networks, including the Internet, are a part of the District's instructional program in order to promote educational excellence by facilitating resource sharing, innovation, and communication. The Superintendent or designee shall develop an implementation plan for this policy and appoint a system administrator.

The School District is not responsible for any information that may be lost, damaged, or unavailable when using the network, or for any information that is retrieved or transmitted via the Internet. Furthermore, the District will not be responsible for any unauthorized charges or fees resulting from access to the Internet.

Curriculum

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-media center materials. 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.

Acceptable Use

All use of the District's electronic network must be (1) in support of education and/or research, and be in furtherance of the Board of Education's stated goal, or (2) for a legitimate school business purpose. Use is a privilege, not a right. Students and staff members have no expectation of privacy in any material that is stored,

transmitted, or received via the District's electronic network 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. Electronic communications and downloaded material, including files deleted from a user's account but not erased, may be monitored or read by school officials.

Internet Safety

Each District computer with Internet access shall have a filtering device that blocks entry to visual depictions that are (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by the Children's Internet Protection Act and as determined by the Superintendent or designee. The Superintendent or designee shall enforce the use of such filtering devices. An administrator, supervisor, or other authorized person may disable the filtering device for bona fide research or other lawful purpose.

The Superintendent or designee shall include measures in this policy's implementation plan to address the following:

1. Ensure staff supervision of student access to online electronic networks,
2. Restrict student access to inappropriate matter as well as restricting access to harmful materials,
3. Ensure student and staff privacy, safety, and security when using electronic communications,
4. Restrict unauthorized access, including "hacking" and other unlawful activities, and
5. Restrict unauthorized disclosure, use, and dissemination of personal identification information, such as, names and addresses.

Authorization for Electronic Network Access

Each student and his or her parent(s)/guardian(s) must sign the District's *Authorization for Electronic Network Access* before being granted unsupervised use.

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.

Disciplinary Actions:

Failure to comply with this policy and any administrative regulations and guidelines governing the use of technology will result in disciplinary action by staff, administration and/or the Board of Education.

Student User:

- Administration and/or Board of Education action including suspension or expulsion
- Confiscation of inappropriate items
- Restoration or restitution for all damage
- Loss of access privileges temporarily or permanently

Citizen User:

- Conference with administration
- Confiscation of inappropriate items

- Restoration or restitution for all damage
- Revocation of access privileges and use of technology and equipment

ACCEPTABLE USE POLICY

Board of Education Policy 5:110

Batavia School District 101 (the "School District") provides computers and Internet access as one of the ways to advance its educational mission. Technology, which includes computers, networks, and the Internet, has become part of that environment. Use of School District technology must be in support of education, research, career, and/or professional development. The purpose of this policy is to ensure that those using the School District's information resources will do so in accordance with the School District's mission, educational goals, and the policy and regulations established by the board, administration, regional, state and/or federal agencies. This policy promotes the ethical, legal, and school-related use of the network and ensures Batavia School District 101 is in compliance with the Children's Internet Protection Act.

Use of the network for commercial or for-profit activities, personal, financial or commercial gain, or illegal purposes is prohibited.

Transmission of material in violation of any state or federal regulation is prohibited. This prohibition includes, but is not limited to, copyrighted materials, and materials protected by trade secret.

Violation of any provision of the Illinois School Student Records Act, which governs students' rights to privacy and the confidential maintenance of certain information including, but not limited to, a student's grades and test scores is prohibited.

The Internet provides access to information on computer networks worldwide. Each user on the network is required to recognize his/her responsibility in having access to an immense number of sites, systems, services, and people. Pursuant to the Children's Internet Protection Act, Batavia School District 101 uses filtering software to screen Internet viewing activity and email of all users for offensive material. Nonetheless, users are reminded that no filtering software is one hundred percent effective and it is possible that the software could fail. At times, users may come across inappropriate sites. It is the responsibility of the user to exit the site. The user is responsible for his/her actions and may not access, download, or print from these sites. The Batavia Public School District 101 will not be liable in the event that the filtering software is unsuccessful in preventing access to inappropriate and/or harmful material.

The School District takes no responsibility for any information or materials that are transferred through the internet. Further, the School District makes no guarantees regarding the reliability of the data connection. The School District is not liable for any loss or corruption of data while using a computer and/or Internet connection.

The School District reserves the right to examine all data stored in computers, servers and other devices connected to the District's network, email or Internet access to insure that users are in compliance with these regulations.

Intentional violation of this policy, abuse of the network, and/or illegal conduct, including any form of vandalism to equipment or information, uploading or creation of computer viruses, "hacking", unauthorized access to the files of other users, .or unauthorized access to or unauthorized use of databases, copyright contract and license violations will result in disciplinary action including suspension or revocation of access privileges and/or appropriate legal action.

The actions of users accessing the networks and Internet through the School District reflect on the School District. Users must conduct themselves accordingly by exercising good judgment and complying with this policy and any other administrative regulations and guidelines. Access to the Internet is a privilege, not a right, which requires that each user act in an appropriate and responsible manner.

The School District reserves the right to deny, revoke, or suspend specific user accounts.

Guidelines

1. Only authorized users, individuals who have signed Acceptable Use Policy agreements on file may use the computers and the network.
2. When using the school's computer or accessing the network, individuals will:
 - Respect the right of others using the network
 - Use the Internet only for educational purposes related to the curriculum
 - Use appropriate language (not obscenities, vulgarities, threats, harassment, or discriminatory remarks)
 - Keep personal information, addresses, phone numbers private
 - Respect and uphold copyright and licensing laws
 - Maintain confidentiality of student records and student information
3. Individuals may not:
 - Misrepresent identity or claim to be acting on behalf of the School District
 - Use the network to disrupt the use of the network by others
 - Download and/or install and/or use unauthorized software, games, programs, files, electronic media, and/or stand-alone applications
 - Damage or attempt to destroy hardware/software, data, or files of other users
 - Access, download, transmit and/or create pornographic or obscene material
 - Gain unauthorized access to resources or files
 - Upload or create computer viruses

EQUAL EDUCATIONAL OPPORTUNITIES POLICY

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

Sex Equity

No student shall, based on sex, be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities.

Any student may file a sex equity complaint by using the Uniform Grievance Procedure. A student may appeal the Board of Education's resolution of the complaint to the Regional Superintendent of Schools (pursuant to [105 ILCS 5/3-10](#) of The School Code) and, thereafter, to the State Superintendent of Education (pursuant to [105 ILCS 5/2-3.8](#) of The School Code).

Within seven (7) calendar days of inquiry by a student, parent/guardian or community resident, the Coordinator will send a copy of the District's Uniform Grievance Procedure ([2:260](#)) to the person making the inquiry. Upon receipt of a written grievance, the Coordinator will investigate the nature and validity of the grievance with the District personnel responsible for the program or activity cited by the grievant. The Coordinator may seek advice from related state agencies or legal counsel. Within sixty (60) calendar days of receiving the grievance, the Coordinator will render a written decision, including the steps to be taken for further appeal of that decision.

The Coordinator's written decision may be appealed within fifteen (15) calendar days to the School Board by submitting a written request for hearing before the Board, addressed to the Office of the Superintendent.

Notice:

The grievant is entitled to confidentiality and respect and will not be subjected to harassment or retaliation as a result of having filed a grievance or appealed a decision.

The Coordinator will be available to provide assistance to the grievant as needed in the preparation and processing of the grievance and the appeal of decisions. The Coordinator for Nondiscrimination for Batavia Public Schools is the ~~Director of~~[Associate Superintendent for](#) Human Resources, and may be contacted at the Board of Education Offices, 335 West Wilson Street, 630.937.8800.

PARENTS' RIGHT TO REVIEW TEACHER QUALIFICATIONS

Federal law allows parents to ask for certain information about their child's teachers and requires districts to provide this information in a timely manner. Specifically, parents have the right to ask for the following information about certified staff members and paraprofessionals who work with their child(ren).

- Whether the Illinois State Board of Education has licensed or qualified the teacher for the grades and subjects he or she teaches.
- Whether the Illinois State Board of Education has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances.
- The certified staff member's college major, whether the certified staff member has any advanced degrees and, if so, the subject of the degrees.
- Whether any teachers' aides or similar paraprofessionals provide services to your child and, if they do, their qualifications.

If a parent would like to receive any of this information, please call the Human Resources Department at the District Administration Office at 630.937.8830.

REGISTRATION AND REGULAR SCHOOL INFORMATION

ENTERING AGES

Board of Education Policy 7:50

To be eligible for admission, a child must be 5 years old on or before September 1 of that school term. Children who enter first grade must be 6 years of age on or before September 1 of that school year.

Early Admission

The district recognizes that there are some children whose fifth birthday occurs after the September 1st cutoff that exhibit kindergarten readiness. Any student who turns five between September 2nd and December 31st, and whose parent believes is ready for kindergarten, will be allowed to petition for early admission.

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Based upon an assessment of the child's readiness, a child will be allowed to attend first grade if he or she attended a non-public preschool, continued his or education at that school through kindergarten, was taught in kindergarten by an appropriately certified teacher, and will be six years old on or before December 31st.

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A child with exceptional needs who qualifies for special education services is eligible for admission at 3 years of age.

Admission Procedure

All students must register for school each year on the dates and at the place designated by the Superintendent.

Students enrolling in the District for the first time must present:

1. A certified copy of his or her birth certificate or other reliable proof of identity and age. Upon the failure of a person enrolling a student to provide a copy of the student's birth certificate or other reliable proof of identity and age, the Building Principal shall immediately notify the local law enforcement agency and shall also notify the person enrolling the student in writing that, unless he or she complies within 10 days, the case shall be referred to the local law enforcement authority for investigation. If compliance is not obtained within that 10-day period, the Principal shall so refer the case. The Principal shall immediately report to the local law enforcement authority any material received pursuant to this paragraph that appears inaccurate or suspicious in form or content.
2. Proof of residence, as required by Board policy [7:60](#), Residence.
3. Proof of disease immunization or detection and the required physical examination, as required by State law and Board policy [7:100](#), Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students. Parent(s)/guardian(s) are encouraged to have their child undergo a dental examination.

Homeless Children

Any homeless child shall be immediately admitted, even if the child or child's parent/guardian is unable to produce records normally required for enrollment. Board policy [6:140](#), Education of Homeless Children, and its implementing administrative procedure, govern the enrollment of homeless children.

Student Transfers To and From Non-District Schools

A student may transfer into or out of the District according to State law and procedures developed by the Superintendent. The Superintendent is delegated all authority granted to the Board of Education in order to implement this policy, subject to specific Board action to the contrary. A student seeking to transfer into the District must serve the entire term of any suspension or expulsion, imposed for any reason by any public or private school, in this or any other state, before being admitted into the School District.

Foreign Students

The District accepts foreign exchange students with a J-1 visa and who reside within the District as participants in an exchange program sponsored by organizations screened by administration. Exchange students on a J-1 visa are not required to pay tuition.

Privately sponsored exchange students on an F-1 visa may be enrolled if an adult resident of the District has temporary guardianship and the student lives in the home of that guardian. Exchange students on an F-1 visa are required to pay tuition at the established District rate. F-1 visa student admission is limited to high schools and attendance may not exceed 12 months.

The Board of Education may limit the number of exchange students admitted in any given year. Exchange students must comply with District immunization requirements. Once admitted, exchange students become subject to all District policies and regulations governing students.

Re-enrollment

Re-enrollment shall be denied to any individual above the age of 17 years who has dropped out of school and who could not earn sufficient credits during the normal school year(s) to graduate before his or her 21st birthday. A person denied re-enrollment will be provided counseling and be directed to alternative educational programs, including adult education programs, that lead to graduation or receipt of a GED diploma. This section does not apply to students eligible for special education under the Individuals With Disabilities Act or accommodation plans under the Americans With Disabilities Act.

RESIDENCY

Board of Education Policy 7:60

Resident Students

Only students who are residents of the District may attend a District school without tuition charge, except as otherwise provided below or in State law. A student's residence is the same as the person who has legal custody of the student.

A person asserting legal custody over a student, who is not the child's natural or adoptive parent, shall complete a signed statement, stating: (a) that he or she has assumed and exercises legal responsibility for the child, (b) the reason the child lives with him or her, other than to receive an education in the District, and (c) that he or she exercises full control over the child regarding daily educational and medical decisions in case of emergency. In addition, the child's natural or adoptive parent, if available, shall complete a signed statement or Power of Attorney stating: (a) the role and responsibility of the person with whom their child is living, and (b) that the person with whom the child is living has full control over the child regarding daily educational and medical decisions in case of emergency.

A student whose family moves out of the District during the school year will be permitted to attend school for the remainder of the year without payment of tuition.

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

Parents choosing to remain will be solely responsible for the transportation of their child(ren) to school and may not use district transportation under any circumstances.

Requests for Non-Resident Student Admission

Non-resident students may attend District schools upon the approval of a request submitted by the student's parent(s)/guardian(s) for non-resident admission. The Superintendent may approve the request subject to the following:

1. The student will attend on a year-to-year basis. Approval for any one year is not authorization to attend a following year.
2. The student will be accepted only if there is sufficient room.
3. The student's parent(s)/guardian(s) will be charged the maximum amount of tuition as allowed by State law.
4. The student's parent(s)/guardian(s) will be responsible for transportation to and from school.
5. The student will attend the school designated by the Board of Education.

Admission of Non-Resident Students Pursuant to an Agreement or Order

Non-resident students may attend District schools tuition-free pursuant to:

1. A written agreement with an adjacent school district to provide for tuition-free attendance by a student of that district, provided both the Superintendent or designee and the adjacent district determine that the student's health and safety will be served by such attendance.
2. A written agreement with a cultural exchange organizations and institutions supported by charity to provide for tuition-free attendance by foreign exchange students and non-resident pupils of charitable institutions.
3. According to an intergovernmental agreement.
4. Whenever any State or federal law or a court order mandates the acceptance of a non-resident student.

Homeless Children

Any homeless child shall be immediately admitted, even if the child or child's parent/guardian is unable to produce records normally required to establish residency. Board policy [6:140](#), *Education of Homeless Children*, and its implementing administrative procedure, govern the enrollment of homeless children.

Challenging a Student's Residence Status

If the Superintendent or designee determines that a student attending school on a tuition-free basis is a non-resident of the District for whom tuition is required to be charged, he or she on behalf of the Board shall notify the person who enrolled the student of the tuition amount that is due. The notice shall be given by certified mail, return receipt requested. The person who enrolled the student may challenge this determination and request a hearing as provided by [The School Code](#), [105 ILCS 5/10-20.12b](#).

SCHOOL FEES

Student fees are established by the Board of Education. A schedule of student fees will be distributed by each building as part of the registration process. Fee waivers are available if the student or student's family is currently receiving aid under Article IV of The Illinois Public Aid Code (Aid to Families with Dependent Children).

STUDENT INSURANCE

Student Accident Insurance will be provided for all students by Batavia Public Schools for the 2008-2009 school year. This is *additional* insurance offered on "an excess basis". Benefits are coordinated with any other insurance the student and his/her family may have. It provides school time coverage of all sponsored and supervised activities, including athletics. Information about this coverage is available through the Operations Division of the Batavia Public Schools (630.937.8833). In addition, you may choose to purchase additional "24-hour" student insurance at a low cost. Information regarding the cost of the "24-hour" coverage insurance is available from your building principal. Additionally, the State of Illinois offers health care coverage to all Illinois children. Information about this program, AllKids, can be accessed through the AllKids website (www.allkidscovered.com) or by calling (866.255.5437). We highly recommend that all students be covered by an insurance program. If you do not already have family coverage, please take advantage of one of these insurance programs.

SCHOOL BUS INFORMATION

Students living 1-1/2 miles or more from their attendance center are entitled to ride the school bus at no cost. Students living within 1-1/2 miles, but in an area designated as hazardous by the State of Illinois, may ride the bus at no cost. Students living within 1-1/2 miles may ride the bus for a fee.

Students who use the bus service for transportation to and from school must register with the school office at the time of school registration. Students who are not registered may not ride a school bus for any reason except a school sponsored trip. Students may ride only the bus to which they are assigned.

Please notify the school if a child is not going to ride the bus home from school. Unless notification is received, the child will ride the bus home.

Bus route and stops are published electronically on the PowerSchool parent portal which can be accessed through the district website at www.bps101.net. ~~in the local papers and posted at a designated place in each building and on the District website, www.bps101.net prior to school starting. Please check with your individual building to discover when and where this information is posted.~~

All students who ride a school bus--whether to and from home or on a field trip--are expected to follow the safety guidelines listed in the District's *Elementary School Handbook*. Riding a school bus is a privilege not a right. Failure to comply with reasonable expectations will result in suspension of bus riding privileges.

Discipline reports filed by the bus company with the school office will be forwarded to the parent. A regular pattern of reports will result in a loss of bus riding privileges.

Twice a year all students participate in a Bus Evacuation Drill. The purpose of these drills is to ensure that students and adults know what to do in the case of an actual bus emergency.

Illinois Central School Bus
220 North Randall Road
St. Charles, IL 60174
Phone: 630-584-1658

Code of Conduct for Riding the School Bus

Riding the school bus is a privilege provided to the student population by the district.

Video Cameras May Be In Use

1. School Bus Passenger Code of Conduct

- a. This code shall apply to all passengers riding Illinois Central School Bus school buses including faculty, staff, students, and authorized guests.
- b. Illinois Central School Bus shall communicate the requirements of this code through the districts that we serve through printed notice. In addition to meet and greet handouts to the parent population.
- c. Parents or guardians of student passengers are responsible for instructing their children on applicable safety and behavior expectations for their children, including acquainting themselves with, and discussing with their children, the bus procedures.
- d. Students who do not abide by the code may forfeit their bus riding privileges. Illinois Central School Bus will supply detailed documentation to the district. The final decision to interrupt transportation services will be determined the authorized school district official.

2. Code of Conduct

a. Prior to Loading (on the road and at school)

1. Encourage students (especially those in pre and elementary school) to use the restroom prior to boarding the bus. The bus will not make restroom stops.
2. Be on time at the designated school bus stop in order to keep the bus on schedule.
3. Refrain from horseplay or other boisterous conduct that could pose a danger to the health and safety of the student or to others while waiting for the bus.
4. Wait until the bus comes to a complete stop before boarding the bus. Students shall line up in an orderly, single-file manner and not rush to board the bus. Students should board the bus by age with youngest students loading first.
5. If there are no sidewalks or paths, walk to the side of the road facing traffic to get to the bus stop.
6. Use the bus handrail and watch your step when boarding the bus.

b. While on the bus

1. Keep head, arms and hands inside the bus at all times. Yelling or obscene gestures will not be tolerated.
2. Refrain from loud talking, laughing, or creating unnecessary confusion, which may divert the driver's attention and may result in a serious accident.
3. Treat fixtures on the bus with care. Illinois Central School Bus will seek reimbursement for any vandalism or other acts of destruction that result in damage to bus seats, windows, etc.
4. Refrain from tampering with the bus or its equipment.
5. Keep all aisle ways clear of books, packages, coats and other objects.

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6. In cases of road emergencies, remain in the bus unless directed otherwise by the bus driver.
7. Do not throw any objects out of the bus window.
8. Remain properly seated while the bus is in motion. Remain in assigned seat unless directed to move by driver.
Do not stand or sit on the bus floor.
9. Refrain from fighting, or engaging in other behavior that would endanger the health and safety of self or others.
10. Do not consume food or beverages on the bus.
1. Obey all instructions from the bus driver.

c. After Leaving the Bus

1. When crossing the street without the assistance of a bus driver, cross at nearby crosswalks or intersections. 12 feet in front of the bus but NEVER behind the bus. If no crosswalks or intersections are available, look both left and right to ensure that no vehicles are approaching before crossing. Always avoid crossing at curves or on hills.
2. When crossing the street with the assistance of a bus driver, walk twelve (12) feet in front of the bus and check to see if the alternating red lamps on the top of the bus are flashing. If so, look at the driver and wait for him/her to give you the signal to cross. If the red lamps are not flashing, do not cross. Notify the driver if the lamps are not working and ask for assistance in crossing the street.
3. Passengers shall not be permitted to leave the bus at other than designated bus stops unless proper authorization has been given in advance by school officials.

3. Bus Assignments

- a. Passengers may be assigned to ride designated buses at specified times and locations.
- b. Passengers may not bring guests or friends on the bus.
- c. Passengers are assigned seats on the bus, and if not assigned the bus driver will determine where the passenger will sit.
- d. Illinois Central School Bus may take corrective action against passengers who violate the Code, up to and including forfeiture of bus privileges by requesting approval from the authorized school official.

4. Reporting of Student Infractions

Students are under the direct supervision of the bus driver while riding the bus. The driver shall be responsible for enforcing and reporting any infractions to the school administrator.

If monitors are riding the bus, they shall assist the driver with supervision.

If an infraction is observed, the driver shall submit an Incident Report to the dispatcher on duty immediately upon return to base. This notice will be sent over to the authorized school official for review and determination of action to be taken.

The student's parents shall be notified of the incident by the authorized school official or by Illinois Central School per authorization from authorized school official.

The driver shall not threaten nor order students off the bus en route.

The driver shall not search students nor detain students by force on the bus.

If the school administrators are not at the loading area or bus stop, students shall be permitted to leave.

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If an emergency exists, the driver shall stop at the nearest safe location and make reasonable efforts for self-protection and protection of other passengers. In the event the driver cannot make the protective efforts, the driver shall set the brakes and gear to secure the bus, remove the ignition keys, evacuate passengers from the bus and call for assistance.

The driver shall verbally inform the dispatch of the action taken immediately after completing the run and submit a written report. Dispatch will send over a copy of this report to the authorized school official. In addition dispatch will call the assigned school official to report this incident, documenting date and time of call.

**Illinois Central School Bus – St. Charles Location
is dedicated to the following:**

- Providing safe transportation of the students is our number one priority.
- Accommodating transportation requests and meeting our time commitments is our second priority.
- Operating efficiently and within our budget is third.

Transportation Reimbursement:

The purpose of the Parent/Guardian Pupil Transportation Program is to reimburse parents or guardians of eligible students for qualified transportation expenses. Statutory authority for this program can be found in the Illinois School Code at 105 ILCS 5/29-5.2 Student eligibility criteria for this initiative includes the following:

- The pupil must be under age 21 at the close of the school year;
 - The pupil must be a full-time student in grades K-12;
 - The pupil must live either:
 - 1. 1 1/2 miles or more from the school attended; or
 - 2. within 1 1/2 miles of the school attended, where a verified safety hazard exists (similar to the safety hazard mechanism in regular/vocational transportation reimbursement); and
 - The pupil did not have access to transportation to and from school provided entirely at public expense.
- Parent/Guardian Transportation Claim forms are mandated to be filed electronically via the Illinois State Board of Education (ISBE) Web Application Security System (IWAS) located on the ISBE homepage at www.isbe.net.

Please read the following rules aloud to your child.

RULES FOR SCHOOL BUS RIDERS

1. ~~Students may ride only on assigned buses. Students who are not registered may not ride a school bus for any reason except a school-sponsored trip.~~
2. ~~Be on time for the school bus. Be at the assigned stop at least 5 minutes prior to the designated time. The bus cannot wait for tardy students.~~
3. ~~Stay out of the streets and roads while waiting for the bus. Wait for the bus to come to a complete stop before boarding.~~
4. ~~Enter and leave the bus one at a time in a quiet and orderly manner. Watch your step and use the handrails.~~
5. ~~Take your seat and sit quietly. Loud talking, singing, or profanity is not allowed on the bus.~~
6. ~~Remain seated while the bus is in motion.~~

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~~7. **BE ABSOLUTELY QUIET WHEN APPROACHING A RAILROAD CROSSING STOP.**~~

~~8. Do not ask the driver to let you off at places other than your assigned bus stop. The driver is not permitted to do this except by proper authorization from a school administrator.~~

~~9. At a discharge point, where it is necessary to cross the road, wait at least 10 feet in front of the bus on the right shoulder of the highway and remain there until a signal is given by the bus driver to cross.~~

~~10. **NEVER RUN IN FRONT OF A BUS OR CAR.**~~

~~11. Go directly home after getting off the bus.~~

~~12. No eating, drinking, or smoking is allowed on the bus.~~

~~13. Assist in keeping the bus safe and clear at all times. Riders who vandalize property will have to pay for damages.~~

~~14. **IN CASE OF AN EMERGENCY, REMAIN IN THE BUS UNTIL INSTRUCTIONS ARE GIVEN BY THE DRIVER.**~~

~~15. Keep books, packages, coats, and all other objects out of the aisles.~~

~~16. Keep hands and head inside the bus at all times. Do not throw anything out the bus windows.~~

~~17. Firearms, explosives, and hazardous materials are not allowed on the buses.~~

~~18. Animals cannot be transported on the bus. Skate boards, roller blades, sleds, bats, balls, etc. cannot be brought on the bus.~~

~~19. Small packages or school projects must be properly tied and secured. Large packages that interfere with the proper seating of the children should not be brought on the bus.~~

~~20. Be courteous to fellow students and the bus driver. Help look after the safety and comfort of smaller children.~~

~~21. Follow the driver's instructions. The driver is in charge of the bus.~~

~~22. **THE SAME RULES AND BEHAVIORS APPLY TO ALL OTHER SCHOOL SPONSORED TRIPS.**~~

VIDEO CAMERAS WILL BE USED TO RECORD STUDENT BEHAVIOR.

PHYSICAL EXAMINATIONS AND IMMUNIZATIONS

Board of Education Policy 7:100

Required Health Examinations and Immunizations

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

1. Entering kindergarten or the first grade;
2. Entering the sixth and ninth grades; and
3. Enrolling in an Illinois school, regardless of the student's grade (including nursery school, special education, headstart programs operated by elementary or secondary schools, and students transferring into Illinois from out-of-state or out-of-country).

As required by the Illinois Department of Public Health, a diabetes screening must be included as a required part of each health examination; diabetes testing is not required. State law:

1. The required health examinations must be performed by a physician licensed to practice medicine in all of its branches, an advanced practice nurse who has a written collaborative agreement with a collaborating physician authorizing the advanced practice nurse to perform health examinations, or a physician assistant who has been delegated the performance of health examinations by a supervising physician.

Parents/guardians are encouraged to have their children undergo an eye examination whenever health examinations are required.

2. A diabetes screening must be included as a required part of each health examination; diabetes testing is not required.
3. Before admission and in conjunction with required physical examinations, parents/guardians of children between the ages of 6 months and 6 years must provide a statement from a physician that their child was "risk-assessed" or screened for lead poisoning.
4. The Department of Public Health will provide all female students entering sixth grade and their parents/guardians information about the link between human papilloma virus (HPV) and cervical cancer and the availability of the HPV vaccine.

Unless the student is homeless, failure to comply with the above requirements by the first day of school of the current school year will result in the student's exclusion from school until the required health forms are presented to the District. If a medical reason prevents a student from receiving a required immunization by the first day of school, the student must present, by the first day of school, an immunization schedule and a statement of the medical reasons causing the delay. The schedule and statement of medical reasons must be signed by the physician, advanced practice nurse, physician assistant, or local health department responsible for administering the immunizations. All new students who are first-time registrants shall have 30 days following registration to comply with the health examination and immunization regulations.

Eye Examination

Parents/guardians are encouraged to have their children undergo an eye examination whenever health examinations are required.

Parents/guardians of students entering kindergarten or an Illinois school for the first time shall present proof before October 15 of the current school year that the student received an eye examination within one year prior to entry of kindergarten or the school. A physician licensed to practice medicine in all of its branches or a licensed optometrist must perform the required eye examination.

If a student fails to present proof by October 15, the school may hold the student's report card until the student presents proof: (1) of a completed eye examination, or (2) that an eye examination will take place within 60 days after October 15. The Superintendent or designee shall ensure that parents/guardians are notified of this eye examination requirement in compliance with the rules of the Department of Public Health. Schools shall not exclude a student from attending school due to failure to obtain an eye examination.

Yearly Dental Examination

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

If a child in the second or sixth grade fails to present proof by May 15, the school may hold the child's report card until the child presents proof: (1) of a completed dental examination, or (2) that a dental examination will take place within 60 days after May 15. The Superintendent or designee shall ensure that parents/guardians are notified of this dental examination requirement at least 60 days before May 15 of each school year.

Exemptions

In accordance with rules adopted by the Illinois Department of Public Health, a student will be exempted from this policy's requirements for:

1. Religious or medical grounds if the student's parents/guardians present to the Superintendent a signed statement explaining the objection,;
2. The Health examination or immunization requirements on medical grounds if a physician provides written verification, or;
3. The Eye examination requirement if the student's parents/guardians show an undue burden or lack of access to a physician licensed to practice medicine in all of its branches who provides eye examinations or a licensed optometrist; or
4. The Dental examination requirement if the student's parents/guardians show an undue burden or a lack of access to a dentist; or
5. A waiver form needs to be submitted to the school for vision and dental examination compliance.

Homeless Child

Any homeless child shall be immediately admitted, even if the child or child's parent/guardian is unable to produce immunization and health records normally required for enrollment. Board policy [6:140](#), Education of Homeless Children, governs the enrollment of homeless children.

THE SCHOOL DAY

ATTENDANCE

To ensure continuity of instruction and to develop positive habits it is important that your child attends school regularly and arrives at school on time. **Batavia Public Schools discourages vacations during school days. Missed assignments due to vacations can be completed upon return to school.**

On average, children are absent no more than four or five days the entire school year. We request parental assistance in supporting regular attendance in school.

Parents should attempt to schedule medical and dental appointments outside of school hours when possible. If an appointment must be made during school hours, please notify the school by written request. Parents must call for the child at the school office.

Elementary Arrival The program of elementary instruction in District 101 begins promptly at **9:00 am.** Adult supervision is provided at **8:45 am.** Children should not be on the school grounds before **8:45 am.** Be sure your child is dressed appropriately for the weather. Students will remain outside until just before the beginning of the school day at 9:00 a.m. unless the air temperature or wind chill is below zero or there is a steady rain.

ABSENCES AND TARDINESS

If your child is absent from school, please call the 24 hour attendance line before 9:00 a.m. When leaving a message on the answering machine, please clearly identify your child's name, teacher, and reason for absence. Please call each day that your child is absent. If we do not hear from an absent child's parent or guardian, phone calls will be made to locate the child. You may request homework to be prepared and left in the office for pick up at the end of the school day when you call to report your child's absence.

Per Illinois school code:(105 ILCS 5/26-2a)

"Valid cause" for absence shall be illness, observance of a religious holiday, death in the immediate family, family emergency, and shall include such other situations beyond the control of the student as determined by the board of education in each district, or such other circumstances which cause reasonable concern to the parent for the safety or health of the student."

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Students who are unable to attend classes due to the observance of a religious holiday shall be excused from any examination or any study or work assignment specific to such day(s). The building principal shall determine the validity of an absence. Other or unusual reasons for absence can be excused following a conference between the pupil's parents and the building principal. Excessive or patterned absences or tardies may require further verification by school personnel or the intervention of Kane County officials.

Absences for vacations not on the school calendar are unexcused absences. It is the parent's responsibility to see that each child completes all work following his/her return from unexcused absences.

Students who are tardy must sign in at the office. Students who go home for lunch, must have a note from home and must sign out and in at the office.

If your child must be taken out of school for any reason (e.g. doctor and dental appointments), please send a note to the teacher who will forward it to the office.

Children will receive a pass to be dismissed to the office. The child(ren)'s **parent is to meet the child(ren) in the office, and the parent must sign the child(ren) out.**

A “chronic or habitual truant” shall be defined as a child subject to compulsory school attendance and who is absent without valid cause from such attendance for 10% or more of the previous 180 regular attendance days.(Source: 105 ILSC 5/25-2a)

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Chronic truancy will be monitored by each elementary building level problem solving team. Parents of these students will receive written notice of their child’s attendance record and concern. A conference with the building level problem solving team will be required with the receipt of the second truancy notice. A third notice will result in a referral to the Kane County Regional Office of Education Truancy Program.

TIMELY PICK UP OF STUDENTS

Students are expected to be picked up at the scheduled dismissal time. On occasion, emergency situations arise that cause a parent to be delayed in picking up a child. When such a delay occurs, the parent is expected to call the main office of the school to make temporary arrangements with the building secretary or principal. Prior to the arrival of the parent or emergency contact, the child will be brought into the main office. Should a pattern of late pick ups emerge, or should a significant late pick up occur, the building principal may involve the police liaison or Batavia Police Department in resolving the situation.

DRESS

Attitude is reflected in the dress of a person. Some styles influence the behavior of students. Students are, therefore, expected to appear at school neat, clean and properly dressed. Any type of dress or grooming which is disruptive to the learning/work environment will not be permitted. No clothing or jewelry may promote smoking, alcohol, drugs, violence, cults, or groups which advocate violence and drugs. If a student's dress or appearance is such as to cause undue attention, the parent will be contacted and the child may be sent home.

Generally, students are **not** allowed to wear hats, sunglasses, coats or jackets in class. Under certain circumstances faculty members have the authority to permit exceptions to this rule. (i.e., cold temperature in classroom, special occasions, student with medical need).

Parents are encouraged to keep an extra set of seasonally appropriate clothes at school in case of an accident. Labeling all extra clothing, including outerwear such as clothes, hats, coats etc., makes it easier to locate misplaced items.

NON-SCHOOL OBJECTS

Non-school objects such as electronic devices, toys, trading cards, etc. can become distractions at school. Favorite toys have been broken, lost or stolen at school, and it is often difficult to repair or find them once they are gone. For these reasons and the fact that there is very little time to play with these types of objects at school, we request that all such objects remain at home where they are safe, unless special arrangements are made with the classroom teacher.

PETS AT SCHOOL

Bringing animals on to school property poses a potential hazard for our students. Because we recognize that both animals and children can behave in unpredictable ways that could jeopardize their safety, Batavia Public Schools requests that pets **NOT** be brought on to school property while parents are dropping off or picking up their children at school. Likewise, parents should not bring pets on to school property during the school day unless by special arrangement for a school related activity. In this case, prior arrangements should be made with the classroom teacher to ensure the safety of all during such a visit, taking into consideration any allergies and/or phobias of children in that classroom.

SCHOOL VISITORS

Parents and visitors are always welcome to visit classrooms, observe a lesson or activity and volunteer to help here at school. To maximize instructional time, teachers appreciate advance notice to help prepare their students. This helps to ensure that a visitor walking into the classroom will not break the flow of instruction. We ask that parents and visitors refrain from ‘dropping by’ classrooms unless the teacher is aware of the visit ahead of time. Therefore, visits should be arranged in advance with teacher or principal.

All visitors must report to the school office before proceeding elsewhere in the building. While in the building, visitors must wear an identification badge.

Frequently schools receive requests for children who are visiting with Batavia school families to spend the day at school with a school-age friend or relative. If accompanied by an adult, the visiting child may visit the building and/or class of the school-age friend or relative, but may not spend the day. This is due to liability concerns as well as the potential disruption to the other students’ academic program. If you have specific questions regarding this issue please contact the building principal.

ELEMENTARY REPORT CARDS

Students in grades K-5 receive report cards four times a year. Any questions regarding report cards can be addressed to your building principal.

PARENT/TEACHER CONFERENCES

Parent/Teacher conferences will be held for all parents following the end of the first quarter. Teachers will notify parents of their conference schedule.

In the event that the parent and/or legal guardian cannot attend a school conference but chooses to designate another person to attend in their absence, the parent must submit a written note authorizing the named person to attend on the parent’s behalf. A letter is required for any parent representative including, but not limited to, grandparents, step parents, significant others, or other adults residing within the home.

We encourage close communication between home and school. Feel free to call your school office and schedule a conference with the teacher and/or principal anytime you have a concern.

HOMEWORK POLICY

Homework is an integral part of the learning process and an extension of the classroom learning experience. The objectives of homework are:

- To provide for the practice of skills taught in the classroom
- To promote independent research which requires the student to go beyond practice into self-initiated work
- To encourage the development of the student's own interests by enabling the student to expand worthwhile school activities into permanent leisure interests
- To acquaint parents with what their children are learning in school and to invite their help when desirable.

Homework assignments are to be organized so that the purposes and procedures are clearly understood by the student and the scope is realistic. The amount of homework should be graduated from elementary through senior high levels to accustom the student to the regularity and continuity of home study.

LOST ARTICLES

Each year the "Lost & Found" boxes in the schools become over-loaded with articles of clothing. Many of these items are never claimed, and the school has no way of knowing who owns the articles unless they are marked in some way. Please help your child and your school by labeling clothes, lunch boxes, balls, gym shoes, etc.

TELEPHONE CALLS TO SCHOOL AND TEACHER CONTACT

If you desire to talk to your child's teacher, please call the school office and request the voicemail box for your child's teacher. Leave your name and telephone number and the teacher will be glad to call you back when convenient. Please do not expect to talk directly to teachers during school hours unless the call is of an emergency nature. Further, students are not allowed to use the telephone during the school day except in an emergency or if directed by his/her teacher. You may also communicate with your child's teacher via Batavia Public Schools e-mail. Staff e-mail addresses may be acquired by contacting your child's school.

TELEPHONE USAGE AND CELLULAR TELEPHONES

Students are expected to come to school prepared for learning each day. The school telephones may be used by students in emergency situations only. The classroom teacher will determine the value of any student request to use the telephone. Patterns of student usage will be monitored and reported to the Principal for further action. Please make all after school plans with your child prior to leaving the home in the morning.

The use of cellular telephones, beepers, and electronic paging devices are not permitted during school hours. All such devices are to be turned off and should not be visible during the school day. Violation will result in confiscation of the devices, which will then be turned over to the Principal. These devices will only be returned to parents or legal guardians. Batavia Public Schools is not liable for lost or stolen items. Cell phone usage is never allowed in the bathrooms and locker rooms of Batavia Public Schools.

SNOW DAYS & EMERGENCY SCHOOL CLOSINGS

School closing information is distributed through email delivery ~~via from~~ Messenger, an electronic message broadcast system operated through the District 101 website. You may also access information about school closings through ~~the~~ District 101 website (www.bps101.net) or the Internet at www.emergencyclosings.com. ~~An emergency closing telephone number, 1-900-407-SNOW (7669) is also available for a charge of 95 cents per minute. Additionally, two emergency closing telephone numbers, 1-312-222-SNOW (7669) and 1-800-662-4846 will provide this information.~~ A list of television and radio stations that may broadcast school closing information is also available through the Internet at www.bps101.net/info/emergency_advisories.html.

PARENT/TEACHER ORGANIZATION - PTO

All of the elementary schools in Batavia have individual Parent/Teacher Organizations. Regular meetings are held within each building and parent involvement is strongly encouraged and most welcome.

Student Handbook

The Superintendent, with input from the parent-teacher advisory committee, shall prepare disciplinary rules implementing the District's disciplinary policies. These disciplinary rules shall be presented annually to the Board for its review and approval.

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

LEGAL REF.:

← Gun-Free Schools Act, 20 U.S.C. §7151 et seq.

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← Pro-Children Act of 1994, 20 U.S.C. §6081.

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← 105 ILCS 5/10-20.5b, 5/10-20.14, 5/10-20.28, 5/10-20.36, 5/10-21.7, 5/10-21.10, 5/10-22.6, 5/10-27.1A, 5/10-27.1B, 5/24-24, 5/26-12, 5/27-23.7 and 5/31-3.

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← 23 Ill.Admin.Code §1.280.

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MEDICATIONS

Board of Education Policy 7:270

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

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

A student may possess an epinephrine auto-injector (EpiPen®) and/or medication prescribed for asthma for

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

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

COMMUNICABLE DISEASES

Board of Education Policy 7:280

A student with or carrying a communicable and/or chronic infectious disease has all rights, privileges, and services provided by law and the District's policies. The Superintendent will develop procedures for communicable and chronic infectious diseases for the Board's consideration.

ACCIDENTS AND ILLNESSES

Most school accidents are handled by the nurse at the school or other school personnel if the nurse is not present. Parents will be notified in the cases of the more serious injuries. In emergency situations, school personnel will contact 911.

Written orders from parent(s)/guardian(s) to forgo life-sustaining treatment for their child or ward must be signed by the child's physician and given to the Building Principal or Superintendent. This policy shall be interpreted in accordance with the Illinois Health Care Surrogate Act ([755 ILCS 40/1 et seq.](#)).

Whenever an order to forgo life-sustaining treatment is received, the Superintendent shall convene a multi-disciplinary team that includes the child's parent(s)/guardian(s) and physician, as well as school personnel designated by the Superintendent. The team shall determine specific interventions to be used by school staff members in the event the child suffers a life-threatening episode at school or a school event. The District personnel shall convey orders to forgo life-sustaining treatment to the appropriate emergency or healthcare provider.

Board of Education Policy 7:275

Children should not attend school if they show symptoms of sore throat, earache, fever, stomach upsets, vomiting, diarrhea, rash, persistent cough or reddened, watering eyes during the previous twenty-four hours. They should remain at home until fever-free and vomit-free for 24 hours and/or until completely recovered.

Students who become ill during the day will be sent to the health office. The school nurse, district nurse or other office personnel will assess the situation and call the parent, if necessary. **It is extremely important to keep up-to-date telephone and cell phone numbers for home, work, child care providers and emergency numbers.** Also, please keep school personnel informed of medical conditions or special needs that your child may have. This information is kept confidential and released on a need-to-know basis only. Please keep all information current!

HOMEBOUND TUTORING

Board of Education Policy 6:150

A student absent from school for more than 2 consecutive weeks (ten consecutive school days) because of health or physical impairment will be provided the services of a certified teacher in the home or hospital. Appropriate educational services shall begin as soon as eligibility has been established with a written statement from a licensed medical examiner and a written parental or guardian request filed in the office of the Superintendent.

Instructional time will be provided for a minimum of 5 clock hours per week on days when school is normally in session. Periodic conferences will be held between appropriate school personnel, parent(s)/guardian(s) and hospital staff to coordinate course work and facilitate the student's return to school.

PHYSICAL EDUCATION/RECESS EXCLUSIONS

Board of Education Policy 7:260

In order to be excused from participation in physical education for up to 3 days per semester, a student must present an excuse from his or her parent/guardian. In order to be excused for 2 or more consecutive or more than 3 days per semester, an excuse from a person licensed under the Medical Practice Act is required. The excuse may be based on medical or religious prohibitions. State law prohibits a board from honoring parental excuses based upon a student's participation in athletic training, activities, or competitions conducted outside the auspices of the School District.

Special activities in physical education will be provided for students whose physical or emotional condition, as determined by a person licensed under the Medical Practice Act, prevents their participation in the physical education course.

FIELD TRIPS

Each year teachers plan a limited number of field trips to support and enrich their curriculum units. Whether students are walking or riding a bus, written parent permission must be given in order for a student to participate in any field trip. The cost of field trips are generally the responsibility of the parents with some support from building Parent Teacher Organizations. While on field trips students are held accountable to the bus rules found in the section entitled School Bus Information in this handbook.

CHAPERONE RESPONSIBILITIES

Many parents volunteer to help teachers take their students on field trips and other outside activities. All field trip chaperones must be approved by the building principal. Approved chaperones shall participate in all aspects of the field trip, including transportation. The help provided by the chaperones enables us to make these trips as productive as possible. The following guidelines have been prepared to help chaperones understand their responsibilities and school district expectations for this type of parent involvement:

- Familiarize yourself with the general instructions to the students and enforce those instructions.
- Learn the names and faces in your assigned group and frequently check in with them to be sure all are present.
- Keep your assigned group with you throughout the field trip, including time on the bus.
- Schedule regular washroom breaks.
- Never allow individuals to leave the group, except in emergencies, and under no circumstances alone.
- Report major and/or continued infractions to the teacher as soon as possible. Chaperones are not to punish students.
- Be on time for use of lunch facilities and at designated meeting places for departure.
- **ALWAYS BE SAFETY CONSCIOUS.** The children in your group are your responsibility. You have the authority to enforce the rules for appropriate behavior.
- For liability and supervision reasons, students not enrolled in the class taking the field trip are not allowed to accompany a chaperone.

LUNCH

Students who choose to eat lunch at school may either bring a sack lunch or participate in the school's lunch program. All elementary schools only serve a government approved, Type A hot lunch (which does include milk). White or chocolate milk may also be purchased separately. A calendar of menus is sent home monthly.

Lunch Payment

Parent Online allows parents to purchase lunches and milks online. Instead of students using a lunch ticket to pay, they will pay electronically using a finger scan. Parents who do not wish to use a credit/debit card to make lunch purchases, can send a personal check to the school office. The student's account will be credited within a 48 hour period. Parents who have not granted permission for their student(s) to be finger scanned are still encouraged to utilize Parent Online to make payments for school lunches and milks.

To access Parent Online:

- Go to the Batavia School District's web site at www.bps101.net.
- Click on the **For Parents parent** button located in the upper right hand corner of the home page.
- **Scroll to the bottom of the page and C**lick on "Parent Online"
- Click on the blue "Parent Online Meal Payments" box
- You will be asked to complete an initial registration.
- The first time you complete the registration you will be asked for the student's id number.
(If you do not know your student's id number, please contact the school office.)

Free and Reduced Lunches

Free and reduced lunches are available to children of eligible families. It is necessary to complete a qualifying application, available in each building office.

Bringing Lunch from Home

Our lunchrooms operate under a reduced waste philosophy. Our intent is to encourage our students to become more conscious of the amount of waste materials which results from our daily habits and to recycle items whenever possible. Your support in using reusable items such as Tupperware or sending recyclable materials in lunches brought from home is much appreciated. To encourage a well-balanced lunch and reduce the amount of uneaten food, please monitor the amount of food and types of food sent.

Due to the number of students with food allergies and restricted diets, as well as the desire to ensure that what students bring from home is what they eat, students are discouraged from sharing food with other students.

It is considered a privilege to eat lunch in the school lunchroom. Lunchroom behavior must be appropriate or the privilege may be removed for individual students.

Students will go outside for lunch recess unless the air temperature or wind chill is below zero or there is a steady rain. Please be sure your child is dressed for the weather.

SUSPECTED CHILD ABUSE

According to Illinois Law, a staff member who has reasonable cause to suspect that a student may be an abused or neglected child, must report such a case to the Department of Children and Family Services. School officials and officials of the Department of Children and Family Services are prohibited from revealing the identification of the reporting employee. The reporting employee is protected by law from liability and is, in fact, liable for prosecution if the suspected abuse or neglect is not reported.

The determination of abuse or neglect is not the responsibility of any school staff member. The Department of Children and Family Services is responsible for initiating the investigation and recommending action as a result of the investigation.

All requests by agency or police officials to interview a student shall require a district administrator, social worker, psychologist, or certified nurse to be present.

A police officer may interview a student in school providing he/she presents proper identification to the Building Principal prior to the interview. A building administrator will notify parents before the student is interviewed. "Notice" includes telephone contact with parent(s)/guardian(s) or leaving a voicemail message. The interview shall be conducted in the presence of a teacher, counselor or Building Principal and/or the parent(s)/guardian(s), if the parent(s)/guardian(s) desire to be present for the interview.

Board of Education Policy 7:150

COURT ORDERS

During times of family difficulties, a court order may prohibit a parent or other family member from having contact with a specific child. A copy of any legal document which mandates this separation must be on file with the school office. These documents can only be honored through the dates defined in the document. This procedure assures that the child is released **ONLY** to the appropriate adults.

INSTRUCTIONAL PROGRAMS AND REGULAR SERVICES

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Gifted and Talented

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Defining the concept of Cluster Grouping

Cluster grouping is a service-based model. Unlike traditional pull-out programs, the classroom and gifted teachers will look closely at the needs of the gifted and talented students and provide curricular modifications that meet their academic needs, instead of using a completely separate curriculum for instruction. This means that gifted and talented students will engage in activities that require more critical and creative thinking, as well as participating in some accelerated groups, but will not be learning in isolation from their peers.

Who are the gifted and talented?

Intellectually gifted students are those students who have cognitive abilities above the 95th percentile or are in the top 3-5% of a nationally normed population. The term gifted refers to an innate exceptional ability. Academically talented refers to the exceptional performance that one demonstrates in an academic area. It is often shown as a result of their learning experiences and opportunities.

Most intellectually gifted students learn through exploratory processes and more indirect teaching methods. These students learn at a very fast pace with little repetition and process their learning in unique ways. An academically talented student excels in one or more academic areas of school. They learn more quickly than their peers and when given the right scaffolds and opportunities, they excel in their abilities to process new learning.

How are students identified?

Students identified for cluster services must have a required ability score at the 95th percentile or greater on the Cognitive Abilities Test. In addition, they must have a combination of exceptionally high reading and math percentiles (at the 95th percentile or above) on the Measures of Academic Performance (MAP), high scores on critical and creative thinking tasks, and a teacher recommendation.

Students identified for academically talented services are those students who show exceptional academic talents (at the 95th percentile) or higher on the Measures of Academic Performance (MAP) in one or more academic areas that is supported by an above average score on the creative and critical thinking tasks and a teacher recommendation.

What will this mean for instruction in the classroom?

In the classroom, students identified for cluster and talent services will receive differentiated instruction. The classroom teachers and gifted specialists will plan to:

- * teach gifted and talented students at an appropriate pace, depth and complexity
- * give students credit for what they already know through appropriate pre-assessment strategies
- * provide extension, enrichment or accelerated activities, as appropriate, that will replace the grade-level skills in which students show mastery
- * provide alternative homework as appropriately needed
- * provide students with critical and creative thinking activities

In a reading group, this differentiation can include higher levels of thinking, deeper levels of understanding, enriched connections to learning and at times higher levels of text. The ways that this learning can be demonstrated will vary in product, process, and/or content.

In a math group, this differentiation will include acceleration for gifted and talented students in their math groups as well as enrichment. No student will be repeating any mastered curriculum regardless of placement. Current Challenge students will still receive the next year's math curriculum. Students

identified as talented students will also receive an accelerated curriculum, utilizing pretests and formative assessments to show mastery in skills, as well as gaps in learning that will be addressed.

Will every student be put together in one room?

Due to the excellent models of flexible grouping that teachers have already established in their classrooms and within the schools, only those students who are identified as gifted cluster students will be put together in one classroom. This is to help maximize the classroom teacher and gifted specialists' resources to provide appropriate services and modifications. Talented students will be spread across all classrooms and brought together for services and modifications in their identified areas of academic talent. All classrooms will still have students with a range of abilities and skills.

Differentiating is a Process

Differentiating the curriculum for gifted and talented students is a process that requires getting to know students' skills, their interests, learning styles, and abilities. As a result, it takes time to develop appropriate modifications that best meet your child's needs. Teachers and gifted specialists are continually participating in on-going training that will help everyone provide best practices in instruction.

CHALLENGE

~~Batavia Public Schools offers a program for high ability students in grades three through eight. Students are eligible for the CHALLENGE Program based on test scores students earn on both ability and achievement tests.~~

~~Students in second grade are screened for admission to the program based on standardized test performance. An ability score of 125 or above qualifies students for further testing to determine eligibility. Approximately 5% of students in Batavia elementary schools qualify for the CHALLENGE program.~~

~~Students who move into the district in third through eighth grade, or who are not initially identified at the end of second grade, may also be considered for CHALLENGE. Scores are evaluated from previous schools; classroom performance and learning behaviors are reevaluated, and possible additional testing may be administered. A collective decision by the principal, CHALLENGE coordinator, CHALLENGE teacher, and classroom teacher is made for participation in the program.~~

~~CHALLENGE students are identified for mathematics instruction. Challenge students are pulled from their classrooms for replacement, higher level mathematics instruction beginning in third grade and continuing through fifth grade. These students work with the CHALLENGE teacher for all mathematics learning needs during the time that mathematics is scheduled in the classroom.~~

READING RESOURCE PROGRAM

The purpose of the reading resource program is to provide literacy support for at-risk students, with the greatest intensity of services concentrated at the kindergarten, first and second grade levels. The reading program is committed to equipping students with adequate literacy skills to support satisfactory academic performance in the classroom as well as real-life situations.

Reading support services are provided because Batavia Public Schools recognizes that not all students are able to develop adequate literacy skills through regular classroom instruction, and therefore require more intensive and specialized teaching in an alternative setting. Further, the reading program will focus on early intervention

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to establish sound reading behaviors at the appropriate developmental stage to build success and increase self-esteem as a literate individual.

Selection for participation in the reading resource program will be based on information from the following sources:

- Illinois Snapshot of Early Literacy
- Observation Survey of Early Literacy Achievement
- Informal Reading Inventory

Information such as additional testing, teacher collaboration, or classroom performance may also be used as necessary to determine eligibility.

Support will be provided through a variety of models which may include small group instruction in and out of the classroom, team-teaching, teacher collaboration, and parent education.

Parents will receive the following notification from the Reading Resource Program:

- letter recommending services and requesting parental consent
- progress reports on a semester basis
- letter recommending dismissal.

Additional communication will be provided as needed, including recommendations for parent support, information on literacy development, and community resources.

Title I Programs

The Superintendent or designee shall pursue funding under Title I, Improving the Academic Achievement of the Disadvantaged, of the Elementary and Secondary Education Act, to supplement instructional services and activities in order to improve the educational opportunities of educationally disadvantaged or deprived children. All District schools, regardless of whether they receive Title I funds, shall provide services that, taken as a whole, are substantially comparable. Teachers, administrators, and other staff shall be assigned to schools in a manner that ensures equivalency among the District's schools. Curriculum materials and instructional supplies shall be provided in a manner that ensures equivalency among the District's schools.

Title I Parental Involvement

The District maintains programs, activities, and procedures for the involvement of parents/guardians of students receiving services, or enrolled in programs, under Title I. These programs, activities, and procedures are described in District-level and School-level compacts.

District-Level Parental Involvement Compact

The Superintendent or designee shall develop a District-Level Parental Involvement Compact according to Title I requirements. The District-Level Parental Involvement Compact shall contain: (1) the District's expectations for parental involvement, (2) specific strategies for effective parent involvement activities to improve student academic achievement and school performance, and (3) other provisions as required by federal law. The Superintendent or designee shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

School-Level Parental Involvement Compact

Each Building Principal or designee shall develop a School-Level Parental Involvement Compact according to Title I requirements. This School-Level Parental Involvement Compact shall contain: (1) a process for continually involving parents/guardians in its development and implementation, (2) how parents/guardians, the entire school staff, and students share the responsibility for improved student academic achievement, (3) the means by which the school and parents/guardians build and develop a partnership to help children achieve the State's high standards, and (4) other provisions as required by federal law. Each Building Principal or designee shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

This program is to be monitored and evaluated annually with a written report to the Board that includes the number of students enrolled, student academic performance, and cost of the program.

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Incorporated by Reference: 6:170-E1 (District-Level Parental Involvement Compact) and 6:170-E2 (School-Level Parental Involvement Compact)

LEGAL REF.:

Title I of the Elementary and Secondary Education Act, 20 U.S.C. § 6301-6514,

CROSS REF.: 2:260 (Uniform Grievance Procedure), 4:110 (Transportation), 5:190 (Certification), 5:280 (Duties and Qualifications), 6:15 (School Accountability), 6:140 (Education of Homeless Children), 6:145 (Migrant Students), 6:160 (Limited English Proficient Students), 7:10 (Equal Educational Opportunities), 7:30 (Student Assignment), 7:60 (Residence), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students), 8:95 (Parental Involvement)

ADOPTED: January 26, 2010

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ENGLISH LANGUAGE LEARNERS (ELL) PROGRAM

Students with limited proficiency in the English language have the opportunity to work with a teacher-specialist to develop needed verbal and written skills deemed necessary to be successful in the regular education program. ELL classes providing support services take place during the school day in each of our attendance centers.

When they enter our schools, students are identified, through the Home Language Survey. Students whose parents speak a language other than English in the home are tested by an ELL specialist to determine the level of English language proficiency in the areas of reading, writing, and speaking. Based on this proficiency, students are provided services by the ELL specialist outside of the general education classroom. In addition, the ELL specialist and the classroom teacher collaborate to determine how to best meet the needs of the student in the classroom.

Students are not exited from the program until the student has acquired a sufficient level of proficiency to be successful in the general education classroom.

INSTRUMENTAL MUSIC PROGRAM

Instrumental music begins with an extensive testing program for each fourth grade student. The test includes tonal memory, pitch discrimination and rhythmical recognition. On the basis of the student's test results and teacher recommendation, they are invited to join the instrumental music program. (Students receiving low results or poor recommendations are allowed to join; however, the parents are made aware of the situation.)

Students begin lessons on instruments the summer before fifth grade. A concerted effort is made to recruit a complete band instrumentation and full complement of strings. Students furnish their own instruments with the exception of larger instruments, i.e., string bass, tuba, etc.

During the school year, students are given lessons in small instrument classes. These lessons are held during the regular school day. In late September, the fifth grade band and orchestra begin regular rehearsals with students from all elementary schools meeting before school for a 50 minute rehearsal once a week.

Please contact the band or orchestra instructor at your child's school for more information.

STUDENT SERVICES PROGRAMS

The Batavia School District provides a wide range of services to meet the needs of children ages 3 to 21 with special education needs. These services are of no cost to children residing within this district. Services available are:

1. Vision screenings are done annually in the district; early childhood program, kindergarten, 2nd and 8th grades, all special education students, all new students to the district, and upon parent/teacher requests. The vision screening is not a substitute for a complete eye and vision evaluation by an eye doctor. Your child is not required to undergo this vision screening if an optometrist or ophthalmologist has completed and signed a report form indicating that an examination has been administered within the previous 12 months.

Hearing screenings are done annually in the district's early childhood program, kindergarten, 1st, 2nd, and 3rd grades, all special education students, all new students to the district, and upon teacher/parent request. Your child is not required to undergo this hearing screening if an audiologist has completed and signed a report form indicating that an examination has been administered within the previous 12 months.
2. Speech and language screenings may be conducted for a child referred by the teacher and/or parent;
3. Various special education services are available at all of the schools. Specific referral and eligibility criteria are applicable. In addition, the district has an Early Childhood Special Education Program for children ages 3 to 5;
4. Individualized screenings or evaluations may be requested by teachers or parents to determine if the child has a disability that requires special education support and/or related services. Upon receipt of this request, a meeting will be scheduled to review the request and determine the appropriateness of the referral;
5. Support services are available through the school psychologist, school social worker or other related service personnel for students with social or emotional needs that are impacting school performance, and
6. Home and hospital instruction for children who have missed at least 10 consecutive days of school because of illness, accident, or hospitalization may be provided once appropriate documentation has been received by the building.

Batavia is a member district of the Mid-Valley Special Education Cooperative (MVSEC) and Northwestern Illinois Association Cooperative (NIA). MVSEC provides self-contained instructional programs for children with learning problems classified as: learning disabled; cognitive disability, emotional disturbance, multiple impairment, other health impaired, traumatic brain injury, and autism. NIA provides itinerant and instructional programs for children who are hearing impaired, visually impaired, orthopedic impaired, and multiply handicapped.

Federal and State laws have been established to ensure parental involvement whenever a child is considered for any of the above programs and this district encourages parent participation. Therefore, parents may initiate the request for an evaluation to consider the above services by contacting the classroom teacher or building principal. If the referral is determined to be appropriate, the building team will obtain the parents' signed consent to initiate the referral. This evaluation must be completed within sixty (60) school days from the date of signed and received consent. Following the evaluation, building personnel and parents will meet to review the results of the evaluation, discuss educational implications and identify programming needs. If special education services are recommended, an Individual Educational Program (IEP) is developed if appropriate, and signed consent secured to indicate parental agreement with the proposed special education service. All children receiving special education services are reviewed on an annual basis to plan the student's program for the following school year.

INDIVIDUAL EDUCATION PROGRAM (IEP) CONFERENCES

Efforts are made to schedule a mutually convenient time during the school day for IEP meetings to discuss the service needs for students. If the parent is unable to attend an IEP conference, the parent should contact the building to reschedule the meeting.

In the event that the family and/or legal guardian requests a representative to attend an IEP meeting in their absence, the parent must submit a written note authorizing the named person to attend on the parent's behalf. This letter is required for parent representatives such as grandparents, significant others, or other adults residing within the home. However, this representative will not be permitted to make decisions regarding this student nor sign consent for services. The paperwork from this IEP meeting will be sent to the parent(s) and IEP team personnel will be available to review the contents of the IEP summary with the parent(s).

Detailed information relative to referral procedures and special education rules and regulations are available through your building principal. In addition, the booklet entitled, [A Parents' Guide: The Educational Rights of Students with Disabilities \(2001\)](#) is available during registration, or can be obtained through the school principal or at the Rosalie Jones Administration Center.

INFORMATION REGARDING SECTION 504 OF THE REHABILITATION ACT OF 1973

The policy of the Board of Education is to forbid discrimination on the basis of any disability, regardless of the nature or severity of the disability.

It is the intent of the district to ensure that students who have an identified disability within the definition of Section 504 of the Rehabilitation Act of 1973, and whose disability may be impacting a major life function, be evaluated and if appropriate, provided with reasonable educational accommodations, modifications, and supports as warranted.

For additional information, please contact the building 504 coordinator or principal.

SPEECH & LANGUAGE SCREENING

At the request of the child's instructional staff and/or parents, a child may be screened by the school speech pathologist to identify the need for further assessment if a disability is suspected.

Depending on the nature of the concern, the speech therapist may assess to the following areas of communication:

1. Voice quality,
2. Fluency of speech,
3. Ability of the child to produce the speech sounds,
4. Ability of the child to understand and use language appropriate to his/her chronological age, and
5. Ability of the child to use the speech mechanism (tongue, teeth, lips, etc.) correctly.

A meeting with the parents may be convened to review the results from this screening. If the child does not pass the speech and language screening, permission for an individualized evaluation may be recommended to gain a better understanding of the child's needs.

PROBLEM SOLVING TEAM

The Building Level Problem Solving Team serves the academic and social/emotional needs of students after all other building resources and pre-referral interventions have been utilized. For various reasons, some children may be unable to respond positively to the classroom learning experience. A team may consist of the building administrator, teacher(s), the school psychologist, school social worker, school nurse, speech & language pathologist, and special education teacher(s) to combine their diagnostic skills and resources to determine whether a student can best be helped by academic assistance and/or attention to address social/emotional needs.

Services of the school psychologist may include the following:

1. Assessing educational difficulties of referred students through appropriate screening, testing and diagnostic practices; obtaining and integrating information about student behavior and conditions relating to learning and interpreting assessment results to parents and school,
2. Consulting with school staff members in planning school programs to meet the special needs of children as indicated by the psycho-educational evaluations,
3. Providing written reports of the results of case study evaluations,
4. Consulting with staff to monitor student's educational growth,
5. Provide coaching assistance to staff within the problem solving process, and
6. Providing consultative services for the special education programs and aiding in determining eligibility for placement.

Services of the school social worker may include the following:

1. Providing individual and group work services to help students resolve problems that interfere with their capacity to enjoy the fullest benefits of the education offered them,
2. Providing casework services to parents is an integral part of helping students. By increasing the parents understanding and seeking the constructive participation in resolving their child's problems, the school will assist in providing parents knowledge and use of appropriate resources available,
3. Consulting and collaborating with other school personnel in gathering and giving information on a case, and in establishing and planning for respective roles in the modification of the student's behavior,
4. Consulting with teachers and principals to promote positive relationships in the classroom,
5. Supervising the referral of students to various out-of-school agencies as necessary, and consulting with community resource people, and
6. Teaching the elementary wellness course to k-5 students.

BIRTH TO THREE REFERRALS

Screening for children under three years of age will be offered by the DayOne Network. The Batavia School District will assist with these referrals when parents suspect their child has a disability or serious developmental delays. Children, ages birth through two years 11 months, who are found to have a developmental disability or to be at risk of a developmental delay will be referred to an appropriate birth-through-two program. Information regarding DayOne can be obtained at www.dayonenetwork.org or 630.879.2277.

SCREENING FOR AGES THREE TO FIVE CHILDREN

To assess the needs of children ages three to five years old residing in the Batavia School District, the Student Services Team combines the efforts of the district's early childhood teachers, speech therapists, nurses, special education teachers, and other school personnel to conduct periodic screenings. Children are screened to determine if they are functioning within their age range in the areas of cognitive, speech, language, gross motor, fine motor, vision, and hearing. Questions about this screening can be directed to your building principal or to the Early Childhood Center Office at 630.937.8900.

EARLY CHILDHOOD

This special education program is designed to assist three to five year old children who qualify for special education services and require an early childhood program. Individual Education Plans (IEP's) are developed for each child in the early childhood special education program. The program includes a balance of structured and unstructured activities in individual, small group, and large group settings focusing on the child's individual educational needs.

MEDICAID FEE FOR SERVICES

Medicaid reimbursement is a source of federal funds approved by Congress to help school districts maintain and improve special education services.

If Medicaid eligible, therapy and diagnostic services provided to children are partially reimbursable. Unless the parent/guardian objects in writing, the Batavia School District will claim Medicaid reimbursement for services provided. These claims will have no impact on the family's ability to receive Medicaid funding either now or in the future.

If you do not wish this release of information related to Medicaid claims for your child, please contact the Student Services Office at 630.937.8836.

BEHAVIORAL INTERVENTIONS FOR STUDENTS WITH DISABILITIES

Public Act 89-91 requires all Illinois school districts to develop a policy and procedures addressing the use of behavioral interventions for special education students. The Batavia School District's policy and procedures were developed using guidelines provided by the State Board of Education. The Act requires that all parents of students with IEPs be notified about the existence of this policy on an annual basis. This policy and procedures shall be furnished to the parent(s) / guardian(s) of all students at the time an individual education plan is first implemented for a student. A copy of the Batavia School District policy and procedures is available by calling the Student Services Office at 630.937.8836.

STUDENT RECORDS

School student records are confidential and information from them shall not be released other than as provided by law. Any record that contains personally identifiable information or other information that would link the document to an individual student is a school student record if maintained by the District, except: (1) records that are kept in the sole possession of a school staff member, are destroyed not later than the student's graduation or permanent withdrawal, and are not accessible or revealed to any other person except a temporary substitute teacher, and (2) records kept by law enforcement officials working in the school.

State and federal law grant students and parent(s)/guardian(s) certain rights, including the right to inspect, copy, and challenge school records. The information contained in school student records shall be kept current, accurate, clear and relevant. All information maintained concerning a student receiving special education services shall be directly related to the provision of services to that child. The District may release directory information as permitted by law, but parent(s)/guardian(s) shall have the right to object to the release of information regarding their child. However, the District will comply with an ex parte court order requiring it to permit the U.S. Attorney General or designee to have access to a student's school records without notice to, or the consent of, the students' parent(s)/guardian(s).

Board of Education Policy 7:340

Specific district procedures governing classification, review, challenge, and disclosure of student records are listed below:

1. Student Permanent Record
The student's permanent record will consist of the following information: Basic identifying information, academic transcripts, attendance records, health records, accident records, and report cards, if applicable.
2. Student Temporary Record
The student's temporary record shall consist of all information not required to be in the student permanent record. This includes the following information: Immediate family information, standardized test score data, staffing reports from special education resources and psychological and social work reports.
3. A parent or any person specifically designated as a representative by a parent shall have the right to inspect and copy all the student's permanent and temporary records at a cost not to exceed thirty five (35) cents per page.
4. District #101 shall obtain the written consent of the parent of the student or the eligible student before disclosing any information from the student other than directory information. Parents may request copies of said information prior to disclosure or release.
5. District #101 will forward student's educational records:
 - a. to a school in which the student intends to enroll when a signed release has been filed, or
 - b. to a school in which a student has already enrolled upon request from the school's records officer.

Parents have the right to review and challenge the information contained in a school's student record prior to transfer of the record to another school district.
6. Prior written consent for disclosure of personally identifiable information by District #101 from the education records of a student is not required in the following situations:
 - a. To other school officials, including teachers, within the school district,
 - b. To comply with a judicial order,
 - c. To parents of a dependent student,
 - d. To organizations (Federal, State and local) conducting studies for or on behalf of a school district for the purpose of developing, validating, or administering predictive tests and improving instruction provided that there will be no personal identification of students or their parents,
 - e. To appropriate parties in a health or safety emergency,
 - f. To determine the eligibility, amount, and conditions associated with student financial aid,
 - g. To accrediting organizations in order to carry out their accrediting functions, or
 - h. Designated directory information.

7. The parent of a student or an eligible student may request District #101 school officials to amend his/her educational records exclusive of academic grades, when it is believed that the information contained in the education records of the student is inaccurate, misleading or violates the privacy of the student.
8. No person may condition the granting or withholding of any right, privilege or benefits or make as a condition of employment, credit or insurance, the securing by an individual of any information from a student's temporary record which such individual may obtain through the exercise of any right secured under the Act or these regulations.

School District #101 adheres to the following record destruction schedule:

1. Permanent records are destroyed 60 years after a student has left the district.
2. Temporary records are destroyed 5 years after a student has left the district.
3. Parents of children under 18 years of age may request a copy of their child's records prior to the destruction date at thirty five (35) cents per page.

Student Biometric Information Collection

The Superintendent or designee may recommend a student biometric information collection system solely for the purposes of identification and fraud prevention. Such recommendation shall be consistent with budget requirements and in compliance with State law. Biometric information means any information that is collected through an identification process for individuals based on their unique behavioral or physiological characteristics, including fingerprint, hand geometry, voice, or facial recognition or iris or retinal scans.

Before collecting student biometric information, the District shall obtain written permission from the person having legal custody or the student (if over the age of 18). Upon a student's 18th birthday, the District shall obtain written permission from the student to collect student biometric information. Failure to provide written consent to collect biometric information shall not be the basis for refusal of any services otherwise available to a student.

All collected biometric information shall be stored and transmitted in a manner that protects it from disclosure. Sale, lease, or other disclosure of biometric information to another person or entity is strictly prohibited.

The District will discontinue use of a student's biometric information and destroy all collected biometric information within 30 days after: (1) the student graduates or withdraws from the School District, or (2) the District receives a written request to discontinue use of biometric information from the person having legal custody of the student or the student (if over the age of 18). Requests to discontinue using a student's biometric information shall be forwarded to the Superintendent or designee.

Board of Education Policy 7:340

STUDENT AND FAMILY PRIVACY RIGHTS

Board of Education Policy 7:15

Surveys

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

Surveys Created by a Third Party

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

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

Survey Requesting Personal Information

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

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

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

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

Instructional Material

A student's parent(s)/guardian(s) may inspect, upon their request, any instructional material used as part of their child/ward's educational curriculum within a reasonable time of their request.

The term "instructional material" means instructional content that is provided to a student, regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or

academic assessments.

Physical Exams or Screenings

No school official or staff member shall subject a student to a non-emergency, invasive physical examination or screening as a condition of school attendance. The term “invasive physical examination” means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.

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

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

Selling or Marketing Students’ Personal Information Is Prohibited

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

The above paragraph does not apply: to listing the student’s directory information (name, address, and phone number) in a directory provided at nominal cost to parents by the school or PTO if the student’s parent(s)/guardian(s) have consented.

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

Notification of Rights and Procedures

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

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

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

The rights provided to parents/guardians in this policy transfer to the student when the student turns 18.

School Accountability

According to the Illinois General Assembly, the primary purpose of schooling is the transmission of knowledge and culture through which students learn in areas necessary to their continuing development and entry into the world of work. To fulfill that purpose, the State Board of Education prepared State Goals for Learning with accompanying Illinois Learning Standards. The Board of Education gives

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priority in the allocation of resources, including funds, time, personnel, and facilities, to fulfilling this purpose.

Quality Assurance

The Board of Education continuously monitors student achievement and the quality of the District's work. The Superintendent or designee shall supervise the following quality assurance components, in accordance with State Board of Education rules, by:

1. Preparing each school's annual recognition application and quality assurance appraisal, whether internal or external, to monitor each school's process for continuous school improvement.

2. Reviewing School Improvement Plans for compliance with State law and created on the IASB template

3. If applicable, preparing and implementing a No Child Left Behind Act plan, according to federal law, and seeking the Board of Education's approval where necessary or advisable.

4. Continuously monitoring whether the District and its schools are making adequate yearly progress as defined by State law. If the District and/or any of its schools fail to make adequate yearly progress, the Superintendent shall take the actions provided in State law as well as other responses designed to increase the likelihood that the District and/or schools will make adequate yearly progress the following year. The Superintendent shall seek the Board of Education's approval where necessary or advisable.

5. Publishing a school report card in accordance with State law.

The Superintendent or designee shall make annual assessment reports to the Board, including projections whether the District and each school is or will be making adequate yearly progress as defined in State law. The Superintendent shall seek Board approval for each District and/or school improvement plan and otherwise when necessary or advisable.

LEGAL REF.:

No Child Left Behind Act, §1116, 20 U.S.C. §6316.

34 C.F.R. §§200.32, 200.33, 200.42, and 200.43.

105 ILCS 5/2-3.63, 5/2-3.64, 5/10-21.3a, and 5/27-1.

23 Ill. Admin. Code §§1.10, 1.20, and 1.30.

CROSS REF.: 6:170 (Title I Programs), 6:340 (Student Testing and Assessment Program), 7:10 (Equal Educational Opportunities)

ADOPTED: April 8, 2008

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