

Parent-Teacher Handbook

2011-2012



LONGWOOD LIONS

SAFE

RESPECTFUL

RESPONSIBLE

MR. REGINALD PATTERSON, PRINCIPAL

Office-(708) 757-2100

Fax - (708) 756-2504

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LONGWOOD ELEMENTARY SCHOOL

441 Longwood Drive, Glenwood, IL 60425 • Phone: 708-757-2100 • Fax: 708-756-2504

Reginald Patterson
Principal

Dear Parents/Guardians:

Welcome to Longwood School! At Longwood we are working to maintain a positive place for learning where children and adults grow in knowledge, skills, and respect.

Standards of Excellence

- To create a safe nurturing environment that encourages students to accept and find the best in themselves and others
- To challenge students to reach their full academic potential
- To instill in students a sense of responsibility and respect for themselves, their school, and their community

If you have any questions or need additional information, don't hesitate to phone (757-2100) or visit the office.

Sincerely,

Reginald Patterson

Principal

Longwood School

GET YOUR CHILDREN OFF TO A GOOD START THIS SCHOOL YEAR

Along with new shoes and new pencils, your child may need some new habits this year. Here are things your child can do to get off to a great start.

- **Set Goals:** Students who do best in school have both short and long term goals. Whether it's earning an "A" in math or preparing to become a doctor, your child needs goals to keep him/her on the right track.
- **Talk About School:** When your child knows that you think school is important, he/she will take it more seriously. To get the conversation flowing, you might ask, "What was the biggest challenge you faced today?"
- **Accept the Importance of Hard Work:** Many children (and too many of their parents) believe there are some subjects, like math, that can be mastered by only a few bright children. Help your child learn that hard work can lead the mastery of even the most difficult material.
- **Take Responsibility for Some Household Tasks:** Even the youngest child can set the table. Older kids can help prepare meals. Children who learn responsibility at home are good citizens at school.
- **Set Aside Time For Homework Each Day:** As a general rule, you should expect ten minutes of homework per day for each year your child has spent in school, so, a third grader would spend about 30 minutes on homework. If there are no assignments, your child can read for pleasure during homework time.
- **Be the Best You Can Be:**
 - * Ask for help when you need it.
 - * Always try to do your best.
 - * Come to school every day.
 - * Participate in class activities.
 - * Follow all school rules.
 - * Have your supplies ready.
 - * Complete assignments on time.
 - * Pay attention in class.
 - * Have your materials organized.
 - * Follow directions.

TIPS ON DEVELOPING POSITIVE ATTITUDES IN YOUR CHILDREN

1. Foster in your children the habit of seeing themselves as capable persons.
2. Go out of your way daily to comment positively on your children's good qualities.
3. Build your children's sense of self-worth and self-esteem. Listen to what they say and think. Take their thinking seriously. Show your youngsters that what they say and think is important and valuable.
4. Have your youngsters realize that they have real control over much of life's happenings. Have your youngsters take control of their lives through their choices.
5. Discuss with your youngsters their future. Encourage your children to have goals. Develop a sense of purpose in your children's lives.
6. Don't become the external source of authority for your children. Have your children recognize that all authority, discipline, and action must come from an inner sense of direction.
7. Have your children recognize that their actions are the results of personal initiative. Children have control and responsibility for their actions.
8. Have your youngsters concentrate on the "can do" portion of all their problems and desires, and DO that portion now.
9. Recognize the importance of imaginative thinking and the rewards for controlled use of the imagination. Encourage your children to see themselves in terms of future possibilities.
10. Encourage your youngsters to persist in all tasks. Encourage them not to become impatient and give up at the first sign of resistance or frustration.
11. Have your youngsters see all defeats as opportunities to learn.
12. Have your youngsters look upon all life experiences as elements of a continuous education process. Show by your example how to gain positive insights from all experiences.
13. Always develop positive attitudes in your children.

LONGWOOD ELEMENTARY SCHOOL STAFF
2011-2012

Office Staff		Explorer Program	
Mr. Patterson	Principal	Mrs. Donovan	Room 106
Mrs. Carpenter	Secretary		
Mrs. O'Connor	Building Clerk		
Pre-Kindergarten		Title I	
Mrs. Kolkebeck	Room 111	Mrs. DeBruin	Room 106
Mrs. Simon	Room 113		
Kindergarten		Speech	
Mrs. Burns	Room 134	Mrs. Duggan	Media Center
Ms. Primozic	Room 136		
Ms. Marcus	Room 138	Media Center	
First Grade		Mrs. Tatum	Media Information Specialist
Ms. Nelson	Room 126	Mrs. Murphy	Media Clerk
Ms. Morgan	Room 127		
Mrs. Townsend	Room 128	Health Office	
Second Grade		Ms. Duren	Health Clerk
Mrs. Angell	Room 121		
Mrs. Gunkel	Room 122	Paraprofessionals	
Ms. Terrazas	Room 124	Mrs. Gleason	
Third Grade		Ms. Malvin	
Ms. Mangan	Room 105	Ms. Danielle Morgan	
Mrs. Tessling	Room 107	Ms. Rosales	
Ms. Taylor	Room 108	Mrs. Wade	
ELL		Mrs. White	
Ms. Becerril	Room 123	Cafeteria	
Ms. Munoz	Room 123	Mrs. Jurjevic	
Mrs. Guzman	Room 132	Mrs. Washington	
Mrs. Robles	Room 132	Lunchroom Supervisor	
Fouth Grade		Mrs. Devitt	
Mrs. Peters	Room 101	Mrs. Jackson	
Mrs. Nyhan	Room 102		
Mrs. Wright	Room 104	Custodians	
Resource		Mr. Moore	
Ms. Blouin	Room 106	Mrs. Lee	
Ms. Connors	Room 103	Mrs. Washington	
Specials		Longwood Specialists	
Ms. Jones-Art	Room 109	Mrs. Johnson-James	Social Worker
Mr. Herald-Music	Room 130	Ms. Spates	Psychologist
Mrs. Westerfield-Music	Room 130	Ms. Marten	Occupational Therapist
Ms. Byrne - P.E.	Gym	Mr. Haverstock	Physical Therapist
		District Specialists	
		Mrs. Porter	Nurse
		Mrs. Bell	Volunteer Coordinator
		Mr. Trakas	Technology Director
		Mrs. Chavez-Luczak	Computer Technician

ATTENDANCE

All students are expected to be in regular attendance in accordance with the compulsory attendance requirements as established in the School Code of Illinois.

Parents or legal guardians **must call the school before 8:30 a.m.** if their child is to be absent that day. An auto-answer service is available from **3:30 p.m. to 8:30 a.m.** The number to call is **708-756-2872**. Call the school direct, **708-757-2100, between 8:30 a.m. and 9:00 a.m.** Parents who do not call school will receive a telephone call at home or at work to verify their child's absence. In the event no one can be reached a call may be placed to the local police to visit the residence to assure your child's safety. This is done for the safety and welfare of each child and is required by the School Code of Illinois.

In the event of a prolonged illness or contagious disease, a permission slip to return, **signed by the child's physician**, is requested.

Perfect attendance awards are issued to those students who have not been absent throughout the school year. To qualify, a child must have been enrolled for at least one semester. Attendance is defined as each and every day school is in session.

TARDY TO SCHOOL: Classes begin at 8:30 a.m. any student arriving at school after this time is considered tardy and **must report to the office before going to class. Parents must accompany their child to the office to sign him/her in.**

Arriving at school on time is as important as good daily attendance. A student who is late to school begins his/her day on a hurried note. In addition, the student disrupts their class to get their textbook material and catch up with the start of the day.

- **A STUDENT IS CONSIDERED TARDY IF HE/SHE IS NOT IN HIS/HER HOMEROOM WHEN THE BELL RINGS AT 8:30 A.M.**
- **A STUDENT ARRIVING AFTER 9:20 A.M. OR LEAVING BETWEEN 11:40 A.M. AND 2:10 P.M. WILL RECEIVE CREDIT FOR A HALF DAY OF SCHOOL ON THE ATTENDANCE RECORDS.**
- **A STUDENT ARRIVING AFTER 11:50 A.M. OR LEAVING BEFORE 11:40 A.M. WILL NOT RECEIVE CREDIT FOR BEING AT SCHOOL ON THE ATTENDANCE RECORDS.**

Children who report to school late because of a verified medical or dental appointment will not be considered tardy. Chronic tardiness will result in a notification letter and/or a conference between the principal, social worker, student, and/or parent(s). Tardies can count toward truancy.

LEAVING DURING THE DAY:

Any student leaving early should have a written note, signed by their parent or legal guardian. This note should be given to the child's home room teacher, who will send it to the office. Parents or legal guardians **must report to the school office to sign the student out of the building.**

WITHDRAWALS

Students who are withdrawn from school shall be issued a transfer form upon leaving this district. Upon receiving an authorized request from the student's next attended school, records will be forwarded directly to that school. In no instance will the student's records be given to the student or parent. A copy of the health records may be hand carried by the parent/guardian.

SCHOOL MEALS

BREAKFAST:

A cold breakfast is served to all students every school starting at 8:15 a.m. and ends 8:30 a.m. in the cafeteria.

LUNCH:

All lunches should be labeled with the child's name. Milk may be purchased separately for 25 cents.

Hot lunch is free for all students. This includes an entrée, fruit, milk, and dessert. Additional milk may be purchased for 25 cents. All students **must** eat lunch at school.

Contact Janice Machnikowski, Manager, (708) 758-5190 if there are any questions.

STUDENT FEES

Fees may be assessed during the school year for the following reasons:

- A. Field trips
- B. School parties
- C. Damaged or lost text and/or library books
- D. Other special events that may arise throughout the school year such as a special programs.

PLEASE ALLOW YOUR CHILD TO PARTICIPATE IN THE SPECIAL EVENTS AS THESE ARE AN EXTENSION FO THEIR EVERY DAY SCHOOL ACTIVITIES.

GENERAL INFORMATION

DRESS:

Attitude and behavior are very much influenced by dress. Longwood students are expected to be well groomed and to wear clothing appropriate to the purpose of school and weather conditions. Whenever possible, children will be outdoors before school. Therefore, children should wear warm apparel during cold weather months.

Children should wear enclosed shoes during the school day. Flip flops and shoes with wheels should not be worn to school as a matter of safety. Children are required to wear a belt on their trousers to avoid them from falling down and causing improper exposure.

Gym shoes, boots, all outerwear, and school supplies should be labeled with the student's name written with a permanent marker to prevent any questions as to the rightful ownership. If items are missing, please check our lost and found box located next to the cafeteria.

Parties:

Parents may be asked by Room Representatives to help provide refreshments.

Room Representatives will send a request home for parents to voluntarily contribute toward the cost of these parties.

Personal Property:

Children should not bring personal items/toys of any value or money to school. Such items could get broken, lost, or stolen. The school will not be responsible for the loss of the aforementioned items. Electronic items/toys are not allowed in school and will be collected in the office. A parent **MUST** come in to office for these items to be returned.

Lost and Found:

If your child loses his/her clothing, lunch box, book bag, etc., please have him/her check the lost and found box which is located in the cafeteria.

Supplies:

Grade level supply lists are sent home at the end of the school year in the report card envelopes. Parents should check their child's supplies periodically and replenish as needed. A good time to check would be at Winter break and Spring Break.

Visitors to the School:

When persons other than District 167 employees or Board members, or parents of a teacher's current students are to visit a teacher's class, the administration will make every attempt to schedule the visit for a day and time which is agreeable to the teacher. In any event, the teacher shall have at least 24 hours advance notice of said visit(s) unless waived by mutual agreement.

Parents and visitors are always welcome to visit school. However, to provide safety for students and staff, and to assure a minimum of disruptions to the classrooms, all parents and visitors must identify themselves and upon admittance to the building, report to the school office, sign in and wear a visitor's badge.

Items forgotten at home can be left at the office. The office will see that your child gets the item.

Explorer Program:

District 167 provides instructional program. Students who consistently excel or show the potential to be consistently superior in intellectual ability and/or specific talents are identified for gifted classes annually. Ability and achievement tests, school performance, teacher and parent recommendation serve as identification criteria. Any parent who wishes to recommend his/her child for the Gifted and Talented Program consideration is welcome to complete a form which is available in the office of the principal.

Media Center/Library:

Within a school, the library is the central hub for educational media services. Library books are furnished free of charge for student use and may be checked out during weekly library time. Your responsibility is to take care of the books and return them when due. Students who neglect to return materials maybe responsible for fines and/or replacement costs. **Students are encouraged to check out books for pleasure and as resources for class assignments.**

BUS REGULATIONS AND SAFETY

Transportation Policy (105 ILCS5/29-1, 23 Ill. Admin. Code 275)

The school district provides bus service in accordance with guidelines established by the Illinois State Board of Education. Free transportation is provided to students residing more than 1 1/2 miles from school or in areas designated as hazardous, following Illinois Department of Transportation guidelines. Notice of transportation reimbursement eligibility requirements will be provided by November 1 of each year. Claim forms for transportation reimbursement will be available by March 1 of each year. Notice will also be given to inform parents/guardians of the existence of dispute resolutions procedures regarding reimbursement.

Students who do not reside within a one and a half mile radius of the school are entitled to receive bus transportation to and from the school. The students are expected to ride the bus on a regular basis. On occasion it is necessary for the parent to pick their child up at school. **This is appropriate providing the child has a written note from home indicating they will not be riding the bus that day. This is to avoid confusion to insure that the child has proper transportation home.**

Bus transportation is a privilege, not a right. Any student who jeopardizes the safety or welfare of other bus riders may have their bus privileges taken away both to and from school and on school activities such as field trips, etc.

The following is the sequence of the consequences that may result for bus infractions:

- Step 1: Documented warning
- Step 2: Office detention
- Step 3: Office detention and official notification to parent that the next step is a 3-5 day bus suspension
- Step 4: 3-5 day bus suspension
- Step 5: 5-10 day bus suspension

***The principal may bypass steps 1-3 for any gross infraction exhibited by a student (an Immediate bus suspension can be issued.)**

Any student who loses his/her bus privileges is still required to attend school. Failure to attend school on this basis will be considered truancy. In the event of lost privileges, the parent or legal guardian will assume responsibility for transportation.

If a student is considered a bus rider but someone will be picking him/her up, a note must be sent to the office in the morning of the change. If it is an emergency a telephone call **MUST** be made to the office at least ½ hour before dismissal.

Bus Routes:

Bus routes for Longwood bus students are provided to inform parents of their child's bus route Number and stop. The routes are designed to:

- A. Pick up and drop off children at the stop nearest to their home.
- B. Maintain a passenger capacity of 72 or less.

Students are expected to adhere to the bus route and stop assigned to them. Any deviation from this assignment will result in disciplinary action (see above).

Bus Badges:

Identification badges are provided for kindergarten students. Parents should make sure that their **child wears this badge each day.**

In the event the badge gets lost, a new one can be obtained by contacting the building clerk at (708) 757-2100.

Curriculum

Illinois Learning Standards

Maintaining high expectations for all students is a component of fairness in education. "All students" include those for whom English is a second language; those learning disabilities And those who are gifted and talented; those who are returning to education for completion of a diploma, even as adults; and those from advantaged and disadvantaged socioeconomic backgrounds.

For most special needs students, their Individualized Educational Programs (IEP's) will be linked to the standards, with accommodations and individualized approaches to the depth and timetables for achievement. For individuals with severe disabilities, few of these standards may apply in terms of achievement. To know if students are meeting the standards, their progress must be measured over time. Most of this measuring will occur in the classroom where teachers see students on a daily basis and check for progress. Being accountable for results requires that everyone involved understand what results are desired. The goals, standards and benchmarks form the basis for this shared understanding.

Language Arts

Goal 1 – Reading

Goal 2- Literature

Goal 3- Writing

Goal 4- Listening and Speaking

Goal 5 – Research

Math

Goal 6 – Number Sense

Goal 7 – Estimation and Measurement

Goal 8 – Algebra and Analytical Methods

Goal 9 – Geometry goal

Goal 10 – Data Analysis and Probability Science

Goal 11 – Inquiry and Design

Goal 12 – concepts and Principles

Goal 13 – Science, Technology and Society

Textbooks are chosen that align to the Illinois Learning Standards. Houghton Mifflin Reading series

Testing Schedule:

Fall Stanford-Binet. The Stanford-Binet is a standardized test that aligns with the ISAT.
Spring ISAT-Illinois Standards Achievement Test. This state assessment is administered in the Spring on dates specified by the Illinois State Board of Education. Students are assessed in math, language arts, and science. Testing will take place February 28-March 11, 2011 (Grades 3,4,5,6, 7 and 8).

2012 ISAT				
Grades and Subjects Tested				
	<u>Reading</u>	<u>Mathematics</u>	<u>Science</u>	<u>Writing</u>
Grade 3	•	•		
Grade 4	•	•		

STUDENT CONDUCT

All students are considered to be under the jurisdiction of the regulations of the school. This includes going to and returning from school, attending and participating in activities such as field trips, etc. While education is a right of our youth, it is not an absolute right. It is qualified by eligibility requirements and, secondly by compliance with rules. The school must be concerned with the individual student and his/her welfare, but in working with the individual student, we must at the same time be concerned with the welfare of the group as a whole.

The following obligations apply to all students:

- A. To obey the rules of the school
- B. To apply themselves to the established course work.
 - 1. Be prompt and regular in attendance.
 - 2. Complete school assignments on time.
(Classwork/homework).
 - 3. Pay attention and show respect to teachers, staff, classmates, and themselves.
 - 4. Be willing to work at self-improvement.
 - 5. Learn to criticize fairly/properly and to accept criticism.
- C. To respect the rights of other students to learn.
- D. To respect the authority of their teachers, teachers aide, supervisors and all school staff.
- E. To respect school property.
- F. To conduct themselves properly in school, on school grounds, on buses, and at all School functions.
- G. To refrain from disruption, demonstrations, obscene, vulgar and inappropriate language, violence, and other forms of incitement.
- H. To leave the school grounds immediately upon being dismissed, go to or from school in an orderly manner and without delay, refrain from interference with other students on the way to and from school.

DISCIPLINE:

The teachers and administration will take necessary measures to provide for the health, safety and welfare of the students. Parents and students should be aware that cameras may be installed on school buses and common areas of the school in order to enforce disciplinary rules and for the safety and security of all. The following options are available to the teacher at the discretion of the principal to assist in the maintenance of an orderly educational environment.

- 1. Student/teacher conference
- 2. Student(optional)/teacher/parent conference
- 3. Detention
- 4. Referral to the principal office warning/disciplinary notice.

The following are disciplinary actions the principal may choose to use, but is not limited to:

- A. Conference with student, teacher and/or parent.
- B. Loss of privileges.
- C. Loss of participation in extra-curricular activities.
- D. A discipline note will be sent home to parents for your signature if there are consequences issued from an office referral.
- E. In-school suspension.

Positive Behavior Interventions and Supports (PBIS)

The overall goal of PBIS is to identify and enhance knowledge about, and practical demonstration of school-wide PBS practices, systems and outcomes along the three-tiered continuum (primary, secondary, tertiary).

The school-wide discipline is the emphasis on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a patchwork of individual behavioral management plans, a continuum of positive behavior support for all students within a school is implanted in areas including the classroom and non-classroom settings (such as hallways, restrooms). Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs.

Cell Phones:

No student on school property or at any school activity may use a cell phone. Cell phones must be turned off and stored away from being a possible distraction. Violation of this rule may result in:

- 1. Verbal warning
- 2. Confiscation of phone and parent contact
- 3. Conference with student, parent, and teacher
- 4. Office referral

The principal may bypass steps 1-3 for any gross infraction exhibited by student.

Prohibiting Cellular Communication Devices
and Electronic Paging Devices

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12/13/99

This Board of Education finds that the unrestricted and unregulated use by students of cellular communication devices, pocket pagers and similar electronic paging devices on school grounds or in school buildings adversely affects the educational environment, welfare and safety of students in that cellular communication devices, pocket pagers and similar electronic paging devices are being regularly used for the conduct of unlawful activities during school hours and on school property, including activities directly related to the unlawful possession, sale delivery or other trafficking in drugs or other controlled substances.

No student on or about school property or at any school activity will use any cellular communication device, pocket pager or similar electronic paging device during regular school hours or at any other time, unless the use of such device by the student has first been expressly permitted by the principal of his or her school or during an emergency situation occurring on the school property. Principals will grant such permission only for limited periods to individual students who demonstrate to the principal a legitimate, specific need for such device such as a family emergency or school-related project. In granting such permission, a principal may impose conditions upon the use of the device as will limit the disruption caused by the use of the device. While students will be permitted to possess cellular communication devices while on school property and during the school day, each such device shall be deactivated (powered down) during the school day. Any device that is found to be activated (powered on) during the school day, other than for use as approved above, may result in disciplinary action and confiscation of the device. Furthermore, the school district is not responsible for the damage, loss, or theft of any electronic device brought to school.

The possession of cell phones and other electronic paging devices, other than paging devices and two-way radios, are subject to the following rules:

1. They must be kept out of sight and in an inconspicuous location, such as a backpack, purse, or locker.
2. They must be turned off (powered down) during the regular school day unless the principal or his/her designee grants permission for them to be used or if needed during an emergency.
3. They may not be used in any manner that will cause disruption to the educational environment or will otherwise violate student conduct rules.

Penalties for violations of this Policy are as follows:

- A. Any student who is first suspected of violating this Policy (unless the violation is in accordance with paragraph C below) may be required, after being informed of the reasons why he or she is suspected of a violation and receiving an opportunity to state his or her version of events, to surrender any material or thing alleged to violate the Policy to school officials and attend a parent conference. At the parent conference, any material or thing surrendered by the student will be returned to the parent upon request.
- B. Any student alleged to have violated this Policy after a previous violation will, upon a finding of such violation in accordance with the requirements of Section 10-22.6 of The School Code and Board Policy 8600, is subject to suspension or expulsion for a period of time as authorized under Section 10-22.6. Furthermore, the offending student may be required to surrender any and all cellular devices to a designated school official during the school day for a period of time to be determined by the building principal.

C. Any student who uses a cellular communication device, pocket pager and/or similar electronic paging device for the purposes of academic dishonesty, cheating, in the commission of violation of any school rules or laws, will upon a finding of such violation in accordance with the requirements of Section 10-22.6 of the School Code and Board Policy 8600, be subject to suspension or expulsion for a period of time as authorized under Section 10-22.6 In the event that the student is engaged in academic dishonesty and/or cheating, he or she may face academic penalties in accordance with District policy. Lastly, the offending student may be required to surrender any and all cellular devices to a designated school official during the school day for a period of time to be determined by the building principal.

105 ILCS 5/10-20.5
105 ILCS 5/10-20.28
105 ILCS 5/10-21.10

3/14/05

08/11/08

SEXUAL HARASSMENT:

It is the right of each student and employee to learn and work in an environment free from sexual harassment. Each student, teacher and parent has a responsibility to maintain an educational environment free from harassment. All students are prohibited from causing sexual harassment of students or other employees on school premises or at school-sponsored activities.

Harassment or offensive conduct in the educational setting and work place is prohibited. Harassment includes, but is not limited to, intimidation or persistent abuse of another, whether physically, orally or in writing.

Sexual harassment includes: any activity of a sexual nature, sexual advances, or requests for sexual favors that are unwanted or unwelcome. Sexual harassment may include, but is not limited to: unwanted touching, pinching, patting, verbal comments of a sexual nature, sexual name-calling, pressure to engage in sexual activity, propositions, and unwanted body contact.

All complaints of sexual harassment should be reported following the district's Sex Equity and sexual Harassment Grievance Procedure. This written procedure is available through the building or school district office. All reports of harassment will be promptly and thoroughly investigated. Violators of this policy will be subject to the district's Disciplinary Procedures.

To the extent possible, all reports of harassment will be kept confidential. No student or employee will be subjected to adverse action in retaliation for any good faith report of harassment or for participation in an investigation about harassment under this policy. Students, parents and employees will be given information regarding this policy.

ANTI-BULLYING:

Brookwood School District 167 does not tolerate bullying in any form. All members of the school community are committed to ensuring a safe and caring environment, which promotes personal growth and positive self-esteem for all.

Bullying is an act of aggression causing embarrassment, pain or discomfort to another:

- It can take a number of forms: physical, verbal gesture, extortion and exclusion.
- It is an abuse of power
- Individuals or groups may be involved.

Some examples of bullying include:

- Any form of physical violence such as hitting, pushing, or spitting.
- Interfering with another's property by stealing, hiding, damaging or destroying it.
- Using offensive names, teasing, or spreading rumors about others or their families.
- Using put-downs, belittling others abilities and achievements.
- Writing offensive notes or graffiti about others.
- Making degrading comments about another's culture, religious or social background.
- Hurtfully excluding others from a group.
- Making suggestive comments or other forms of sexual harassment ridiculing another's appearance.
- Forcing others to act against their will.

If a student is bullied, he/she may:

- Feel frightened, unsafe, embarrassed, angry or unfairly treated.
- Have difficulty with school work, sleep or concentrating.
- Have difficulty with family and friends.
- Feel confused and not know what to do about problems.

Brookwood School District 167 recommends that parents:

- Watch for signs of distress in their children (unwillingness to attend school, a pattern of headaches, missing equipment, requests for extra money, damaged clothes, or bruising).
- Take an active interest in your children's social life and acquaintances. Advise your child to tell a staff member about the incident. If possible allow him/her to report and deal with the problem himself/herself.
- Inform the school if bullying is suspected.
- Keep a written record (who, what, when, where, why and how)
- Do not encourage your child to retaliate.
- Be willing to inform the school of any cases of suspected bullying, even if your own child is not directly affected.

Violations of Bullying will result in the consequences as outlined in the Brookwood School District 167 Discipline Handbook.

Student Bullying Policy (105 ILCS 5/27-23.7)

Brookwood School District does not tolerate bullying in any form. All members of the school Community are committed to ensuring a safe, and caring environment which promotes personal growth and positive self-esteem for all. The policy regarding this is annually provided to parents/guardians in the Brookwood School District 167 Discipline Handbook.

STUDENT RECORDS

Birth certificate requirement (325 ILCS 50/5)

Parents/guardians must provide the district with a valid (raised seal) certificate within 30 days of student enrollment. Failure to do so will result in the school contacting authorities as per the Missing Children's Act. Public Act 95-0439 amends the Missing Children Records Act (325 ILCS 50/5 to require, effective January 1, 2008, all preschool educational programs, child care Facilities, and day care homes or group day care homes licensed under the Child Care Act of 1969 to collect a certified copy of a child's birth certificate or other reliable proof of the child's identity and age, such as a passport, visa, or other governmental documentation, when a child is enrolled for the first time.

Student records:

The district adheres to the provisions of the Illinois Freedom of Information Act of 1984 and the provision of the Illinois School Student Records Act (105 ILCS 10/1 et seq) and the Family Rights and Privacy Act (20-U.S.C. 1232g). Disclosure of information about the students or from the student's cumulative file is in accordance with such laws and the applicable rules and regulations of the Illinois State board of Education.

The district maintains records of each student. Records are of two types:

Permanent records consist of basic identifying information, academic transcripts, attendance records, accident and health reports, record of release of permanent record information and other basic information. These records are kept for 60 years after graduation or transfer.

Temporary records consist of all information not required to be in the permanent record, including family information, race and gender, tests scores, psychological evaluations, special education files, and records of release of temporary records. The temporary record is reviewed every 5 years for destruction of out of date information and upon graduation from the eighth grade the record is sent to the receiving high school. Temporary student records will remain in the student's file until the student transfers, has graduated or permanently withdraw. Upon transfer, graduation, withdrawal temporary records may be destroyed at any time and must be destroyed within 5 years.

Upon a written request filed with a school administrator, the eligible parents/guardians of any student shall have the right to review and request copies of the official records directly related to their child.

Parents or eligible students have the right to inspect and review the student's education Records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR 99.31):

School officials with legitimate educational interest;

Other schools to which a student is transferring;

Specified officials for audit or evaluation purposes;

Appropriate parties in connection with financial aid to a student;

Organizations conducting certain studies for or on behalf of the school;

Accrediting organizations;

To comply with a judicial order or lawfully issued subpoena;

Appropriate officials in cases of health and safety emergencies; and

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

Schools may disclose, without consent, "directory" information (105 ILCS 10/6(e), such as a student's name, address, gender, grade level, telephone number, date and place of birth, parents/guardians names and addresses, honors and awards, school sponsored activities, organizations, athletics, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them.

In cases of divorce or separation, both parents/guardians may be permitted to inspect and copy the student's school records unless a court order indicates otherwise. At the option of the eligible parent/guardian, or a designee of the eligible person, a qualified professional may be present to assist in the interpretation of the student's records.

STUDENT SERVICES

Special Education Programs:

The District provides educational programming for children with disabilities from birth through Eight grade. Special education related services are provided by the school nurse, speech therapist, social worker, and school psychologist.

Referral Process

Each school operates a student services team/Building student services teams review referral Data and determine appropriate consultative interventions, diagnostic services, and/or the need for a case study.

Pupil Personnel

Pupil personnel services consist of health, psychological, guidance, social work, speech/language and accommodations to assist with educational programming. These services are available to all students in regular and special education programs.

Psychological Assessments and Consultation

The school psychologist is available to provide individual diagnostic evaluations of a student's intellectual, academic, perceptual and emotional functioning. Preventive, supportive, and/or therapeutic intervention may be recommended following an evaluation.

Social Work

Social work services are available at each building. The social worker is available to identify and assist students in resolving social and emotional difficulties which interfere with their attendance, adjustment to and achievement in school. Referral for these services can be made to the building administrator or social worker.

Section 504 Services

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with handicaps by school districts receiving federal financial assistance. The Section 504 regulation requires a school district to provide a "free appropriate public education" (FAPE) (105 ILCS 5/14-6/01) to each qualified person with a disability who is in the school district's jurisdiction, regardless of the nature or severity of the person's disability. Section 504 protects all students with handicaps, defines as those having any physical or mental impairments that substantially limits one or more major life activities, including learning. Examples of students who may be eligible under Section 504 are students with chronic health conditions such as sickle cell disease, AIDS, ADD, or ADHD.

If you believe your child is eligible under Section 504, contact the office of Pupil Personnel Services located in Central Office, 708-758-5190 or the building administrator regarding the identification, assessment, and placement of student.

Parents/guardians are informed that their special education child's educational rights are transferred to that child on the child's 18th birthday. The District will provide written notice of the transfer of rights to the student and the student's parents/guardians at an IEP meeting during the year that the student turns 17.

Textbook Loan: (105 ILCS 5/18-17, 5/28-15, 23 Ill. Admin. Code 350.15)

More textbooks which are used are rented to our students. Rental fees are charged for the purpose of paying for the actual cost of the books over the period of time the books are expected to last. Lost or damaged books will be reported to the teacher. Payment for such books will be required.

The State Board of Education shall provide the loan of one set of secular textbooks free of charge to any student in this State who is enrolled in grades kindergarten through 12 at a public or non-public school.

The Textbook Loan Program was authorized in 1975 and the program operates by providing funding to eligible applicants (see Section 350.10) to purchase approved materials and provide those to students who request the loan of such materials. The textbooks are purchased by the Illinois State board of Education and are the property of the State "on loan" to both public and nonpublic students. Each year, the agency determines which grade levels will be funded. The program funding is intended to provide supplemental dollars for student materials and does not Provide total funding for all instructional materials. No consumable materials are available through the program.

Parent Involvement Policies and Activities (20 U.S.C. 6318)

The parent school compact provides parents of students attending schools receiving Title 1 funds to participate in policies and activities. School-parent compacts are agreements developed between parents and school staff to help children achieve to high standards. The compacts recognize that families and schools need to work together toward mutual goals and that they share responsibilities for each student's performance. Specifically, the compacts are intended to promote shared responsibility for learning and ongoing communication.

AYP Notice and Notice of Availability of Supplemental Services (20 U.S.C. 6316(b)6(A)-(F))
The No Child Left Behind act of 20012 requires all states to measure each public school's and district's achievement and establish annual achievement targets for the state. The overarching is for all students to meet or exceed standards in reading and mathematics by 2014.

Each year, the state will calculate a school or district's Adequate Yearly Progress (AYP) based on the Illinois Standards Achievement Test determine if students are improving their performance based on the established annual targets.

No Child Left Behind (NCLB) only includes consequences for public schools that participate in the federal Title I program and do not make AYP. Title I schools, those with high percentages of Students from low-income families, receive additional federal funding to help educate these at-risk students. After not making AYP for two consecutive years, Title I schools enter improvement status. School improvement status consists of a series of interventions that become more extensive for each successive year that the school does not make AYP, including: 1) School choice; 2) supplemental services; 3) Corrective action; 4) Restructuring planning and 5) Restructuring implementation. It takes two consecutive years of not making AYP in the same subject area (English or Math) to enter school improvement status and two consecutive years making AYP in that subject to be removed from improvement status. A school that has demonstrated one year of progress remains in the current level/year of improvement and must continue to implement requirements for that specific year of school.

If applicable, notice of the school district's failure to attain Adequately Yearly Progress (AYP) will be given to parents/guardians. Along with the notice will be what the school is doing to address the problem of low achievement, what the local educational agency and/or state educational agency is doing to address the problem, and ways in which the parents may become involved. The school must notify parents and offer supplemental educational services (SES) tutoring provided outside of the school day or year to eligible (low-income) children that parents select from a list of state approved providers. The school must implement a public school choice program and notify parents that they may send their child to another public school (including a charter school) in the district that has not been identified for school improvement.

Family Educational Rights and Privacy Act (20 U.S.C. 1232g;; 34 CFR Part 99)
Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable Program of the U.S. Department of Education. Schools must notify parents and eligible students annually of their rights under FERPA.

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

Right to Review Board Policy (105) ILCS 5/10-20.5

Parents/guardians have the right to review Board policies available to the public at the Central Office. Questions pertaining to any policies should be addressed in writing to Central Office. The handbook is only a summary of board policies governing the district. The handbook may be amended during the year without notice. The Board of Education recognizes the need for administrators to implement additional files and procedures as needed.

Nondiscrimination

Equal education opportunities shall be available for all students without regard to race, color (105 ILCS 5/22-11), national origin, ancestry, sex (105 ILCS 5/227-1, ethnicity, language barrier, religious beliefs, physical and mental handicap or disability (42 U.S.C. 12102), sexual orientation, economic and social conditions or actual or potential marital or parental status.

No students shall, on the basis of his/her sex be denied equal access to programs, activities, services, or benefits, or be limited in the exercise of any right, privilege, advantage or denied access to educational and extra curricular activities. (20 U.S.C. 1681, 105 ILCS 5/27-1)

Rules and Code of Ethics for
Brookwood School District 167 Computer Users

As a computer user, I agree to follow the rules and code of ethics in all of my computer work while attending the Brookwood School District 167.

I recognize all computer users have the right to use the computer equipment.

1. I will only use the school computers for educational purposes.
2. I will use my time in the computer lab wisely and not waste computer supplies.
3. I will not disturb others who are working in the computer lab.
4. I will always be polite and use appropriate language when using the computer.
5. I will never reveal personal information on the computer such as home phone numbers and/or addresses.
6. I will only visit school-approved web sites and I will not bypass the district's filter.
7. I understand that my use of the computer and the internet is a privilege and not a right. If I abuse this privilege, I will lose it.

I recognize copyright laws protect computer software.

1. I will respect copyright laws and not copy software without the proper permission.
2. I will not install, upload or download software without proper school authorization.
3. I will not give, lend or sell computer software to others unless I have proper written permission of the copyright owner.
4. I will not use the school's computer network for any illegal activities such as hacking, copyright and/or license violations.
5. I will not use the district's network or district's access to the internet for financial or commercial gain.

I recognize that the work of all users is valuable.

1. I will protect the privacy of other's work and not copy, change, read or use another student's files without their approval.
2. I will not attempt to gain unauthorized access to the network, software programs and computer equipment.
3. I will not use another student and/or teacher's passwords to gain access to their files.
4. Because it is impractical for the district to monitor the district's computer network for improper or illegal activity at all times, it is the sole responsibility of the students and their parents to be solely responsible for any improper or illegal activity as a result of the student using the district's computer and network improperly.