

Responsibility ~ Kindness ~ Honesty ~ Respect



JOSEPH SEARS

EST. 1899

**Parent/Student Handbook and Directory
2017-2018**



**The Joseph Sears School
Kenilworth School District 38
542 Abbotsford Road
Kenilworth, Illinois 60043**

School/District Office Hours
8:00 a.m. – 4:00 p.m. (School Year)
8:00 a.m. – 12:00 p.m. (School Breaks/Summer)
www.kenilworth38.org

School Office: 847-256-5006 School Office Fax: 847-256-4418
District Office: 847-853-3801 District Office Fax: 847-256-4418
Business Office: 847-853-3804 Nurse’s Office: 847-853-3866

In the event a child will be absent, parents are required to call the School Nurse before 8:30 a.m. at 847-853-3866 or send an email to jbrothers@kenilworth38.org, and leave a message stating the reason for the absence. If parents fail to notify the School regarding the absence, the School will telephone the parents within the first two hours of the start of the session. In situations when a child is absent without notification and the parents cannot be reached to verify the absence, for safety reasons, the local police will be informed of the child’s absence.

Administration Contact Information:

Superintendent/Chief School 847-853-3805 cleroy@kenilworth38.org
Business Official, Dr. Crystal LeRoy

Principal, Mrs. Kendra Wallace 847-853-3802 kwallace@kenilworth38.org

Director of Student Services, 847-853-3806 bsabourin@kenilworth38.org
Mr. Besset Sabourin

Quick Reference Phone Numbers:

Kenilworth POLICE Department	Winnetka FIRE Department
Emergency 911	Emergency 911
Non-Emergency 847-251-2141	Non-Emergency 847-501-6029
Evanston Hospital 847-570-2000	New Trier High School 847-446-7000
Kenilworth Park District 847-251-1691	Kenilworth Public Works 847-251-9210
Kenilworth Assembly Hall	Kenilworth Village Hall 847-251-1666
Kenilworth Beach	Kenilworth Water Plant 847-251-1094
Village House	Republic Services 847-981-0091
JSS Booster Club President	(garbage removal/recycling)
Jennifer Rice 312-371-4463	U.S. Post Office
JSSPVA President	Kenilworth 847-251-1370
Mindy Douthit 312-622-6005	Wilmette 847-251-6039
Kenilworth Historical Society 847-251-2565	

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WELCOME TO THE JOSEPH SEARS SCHOOL

The Joseph Sears School's tradition of excellence began in the 1890's when Joseph Sears, Kenilworth's founder, donated land for a schoolhouse in what he conceived as a model community. Today, Kenilworth School District No. 38 provides a Junior Kindergarten through Eighth Grade education at The Joseph Sears School for approximately 472 students living in Kenilworth, as well as a portion of Winnetka and a section of Wilmette.

Sears' students consistently rank in the top tier nationally on standardized tests. In statewide testing by subject areas, Sears ranks among the top districts in the state. The Illinois State Board of Education recognized Kenilworth School District with The 2016 Certificate of Financial Recognition, the highest financial rating provided. Additionally, SchoolSearch recognized Sears School as "a top school district" in Illinois in August 2013 and *Chicago Magazine* rated Sears School the top school in Cook County; and again in June 2015, *Chicago Magazine* recognized Kenilworth School District as "the top school district in Illinois".

The size, intimacy and structure of Sears affords students a unique learning experience over a long period of time. Small class sizes favor optimal participation, personal development and a sense of belonging. Kindergarten through Fifth Grade classes are self-contained other than for art, world (foreign) language, music and physical education. In Sixth through Eighth Grades, instruction is departmentalized. With the education of the individual child as the central focus, Sears strives to provide an educational climate in which each child builds a core body of knowledge, masters key skills and develops useful habits of study, including an understanding of the creative process and superior critical thinking abilities.

In addition, our faculty helps each child acquire self-knowledge and expects each child to develop strong values and standards for themselves, as well as to practice responsible citizenship within the broader community. We also follow the Common Core State Standards, which serves as a universal guide as to the best practices in education today. According to the Illinois Board of Education, *"the goal is to better prepare Illinois students for success in college and the workforce in a competitive global economy."* In addition, students and teachers will continue to grow in their use of hardware and software as Sears stays committed to being engaged in 21st Century learning.

Since the District is small, all children live within walking distance of the School. A tunnel provides safe passage for students crossing Green Bay Road. Children have the option to go home for lunch and all students are able to participate in a fee-based lunch program sponsored by The Joseph Sears School Parents' Volunteer Association (JSSPVA).

Kindergarten through Eighth Graders attend school from 8:10 a.m. to 3:15 p.m., with 40 minutes for lunch for Kindergarten - 8th grade. Junior Kindergarten, available to 4-year-olds on a tuition basis, meets in the morning from 8:15 a.m. to 11:00 a.m. (September through December) and from 8:15 a.m. to 12:00 p.m. beginning after winter break (January through June).

We look forward to providing our students with an outstanding educational experience!

Administrators:

Dr. Crystal LeRoy, *Superintendent/Chief School Business Official*

Mrs. Kendra Wallace, *Principal*

Mr. Besset Sabourin, *Director of Student Services*

Board of Education Members:

Melinda Kelly, *President*

Danielle Boros, *Vice President*

John Gottschall

Donna Keller

Suzanne Nelson

Melissa Ross

Scott Wallace

The photos in this Handbook have been provided by various Sears School faculty and families.

* Information on the Sears Café may be found on the School website www.kenilworth38.org, under the Parents, Lunch Program tabs.

Sales and use of this confidential information is NOT allowed for commercial or other purpose and is limited to use by Joseph Sears School families.

MISSION STATEMENT AND STRATEGIC PLAN

Mission Statement

The Joseph Sears School Community nurtures and inspires each child to achieve his or her individual potential. We empower each student for lifelong learning and service by fostering an educational culture of excellence that:

- Teaches a core curriculum for mastery of key skills
- Practices critical and analytical thinking
- Explores the creative process

Strategic Plan

In order to uphold our Mission Statement, we developed a Strategic Plan that will guide our educational mission as follows:

Standards

- 1) We are committed to developing academic excellence, personal growth and strong ethics so *That Youth May Advance*.
- 2) The Cornerstone Behaviors provide the framework of individual expectations for our students. Each child is expected to practice:
 - Honesty
 - Kindness
 - Respect
 - Responsibility
- 3) We will be responsible stewards of community resources.
- 4) We will develop resiliency in our students by allowing them to make and learn from mistakes within a supportive environment.

We value...

- High academic standards for each student.
- A highly skilled faculty and staff committed to educational excellence.
- Balancing our quest for innovation with respect for tradition.
- The on-going development of useful Habits of Mind for each child today and into the future.

The Goals and Action Items to be implemented during the 2017-2018 school year are under review, and will be finalized later in the school year. The full plan will be distributed to all District families after the Strategic Plan renewal process is complete.

THE JOSEPH SEARS SCHOOL EXPECTATIONS

STUDENTS

Students are accountable for their academic growth and should come to school ready and prepared for their day's activities, service contributions and behave in accordance with *The Joseph Sears School Code of Conduct and Cornerstones of Behavior*: Respect, Honesty, Responsibility and Kindness.

FACULTY

Teachers deliver a rigorous and traditional curriculum, which prepares students for high school. Teachers communicate with parents about their scholars' growth. Teachers are committed to their continuing professional development that is a priority of the Administration and School Board.

PARENTS

Parents play a key role in the education of their children, providing the necessary support for their children's learning and citizenship. In order to maintain, the critical partnership between school and home, parents are responsible for sending their child to school ready to learn.

ADMINISTRATORS

Administrators provide leadership for all aspects of the educational program in a manner consistent with the philosophy and expectations of the School District.

SCHOOL BOARD

Representatives of the school community, the School Board defines and articulates the District's purpose and policies, and ensures the financial stability of the District.

COMMUNITY MEMBERS

Community members are encouraged to have a general understanding of the goals and practices of The Joseph Sears School and for communicating with the Administration and the School Board.

PARENT COMMUNICATION PROTOCOL PROCEDURE

COMPLIMENT AND COMPLAINT PROCEDURE

If a parent of a student wishes to compliment a teacher or other school staff member, a letter of recognition may be sent to the individual with a copy to the Superintendent.

The Faculty and Administration recognize that close communication between the home and the school is essential. From time to time situations may arise which require immediate and accurate communication. Teachers need and value such direct communication with parents whenever a concern may arise. Children and parents are best served when concerns are addressed early with the parties directly involved. Parents are requested to follow the complaint protocol described below when addressing a specific concern:

- If a parent has a question or concern, he/she should first contact the specific teacher involved. Most problems can be successfully resolved at this level.
- If the matter remains unresolved, a conference with an Administrator should be requested. A subsequent conference with the Principal, Mrs. Kendra Wallace, or the Director of Student Services, Mr. Besset Sabourin, Teacher and Parent may be necessary. The School and the Parent have the same goal for the child. That is, the very best educational experience for each child.
- If the matter persists, a formal written complaint should be filed with the Superintendent/Chief School Business Official (CSBO), Dr. Crystal LeRoy. A copy of the written complaint should be given to the Teacher. The Superintendent/CSBO shall be called upon to clarify or bring about a solution to this concern before any specific problems are brought to the Board of Education.
- If the matter remains unresolved after following the complaint protocol outlined above, a written complaint may be filed with the President of the Board of Education for resolution.

NEED HELP – WHO DO YOU CONTACT?

We know that it can be confusing for parents to know the correct person to contact when you have a question or concern about a particular topic. In most circumstances, the first person parents should contact with a general question or concern would be your child’s classroom teacher (JK-5) or advisor (6-8). There are other questions or concerns where another member of our Faculty and Staff may better address a question or concern.

In an effort to provide parents with some additional guidance on the correct person to contact, please reference the chart below.

<u>For Questions or Concerns Concerning:</u>	<u>Correct Person to Contact First:</u>
Your child’s overall classroom experience	Classroom teacher (JK-5) or advisory teacher (6-8)
Your child’s daily schedule	Classroom teacher (JK-5) or advisory teacher (6-8)
If your child has a conflict with a classmate	Classroom teacher (JK-5) or advisory teacher (6-8)
If your child has a conflict during lunch or recess	Assistant Director of Education, Mr. Jeff Gerdin
If your child expresses concern about attending school for reasons of safety or peer relations	Classroom teacher (JK-5) or advisory teacher (6-8)
Student access to the Sears School technology network or hardware including the Acceptable Use Policy	Technology Facilitator, Mrs. Allison Drew or Mrs. Enza Fox
Your child’s success or lack of success in learning	Classroom teacher (JK-5) or advisory teacher (6-8)
General school issues, suggestions, or recurring concerns.	Principal
Personnel	Principal
Building Rental/Usage	Executive Assistant to the Administration
Adding Sears School related information to the website calendar	Administrative Assistant
Adding Community related information to Sears School website or JSSPVA eNewsletter	JSSPVA Communications Chair
School Board Policies and Procedures	Principal
School and Athletic Fees	Chief School Business Official (CSBO)
School and Athletic Fee Waivers	Chief School Business Official (CSBO)

School Calendar



“I will always cherish the amazing everlasting memories, traditions, friends and teachers that I have encountered through the years.”

– Gabby Jarzin

2017-2018 CALENDAR

August 2017

08-21	Monday	Board of Education (BOE) Meeting	7:30 p.m.
08-23	Wednesday	iPad Boot Camp (Grades 6-8)	8:00 a.m.–3:00 p.m.
08-24	Thursday	iPad Boot Camp (Grades 6-8)	8:00 a.m.–3:00 p.m.
08-24	Thursday	New Family Orientation Night	6:00 p.m.
08-28	Monday	Teachers' Institute Day	
08-28	Monday	JSSPVA 8th Grade Beach Party	3:00 p.m.
08-28	Monday	Cub Scout Organizational Meeting	5:00 p.m.
08-29	Tuesday	Teacher's Institute Day	
08-29	Tuesday	Kindergarten Adventures	9:30 a.m.–10:15 a.m.
08-29	Tuesday	6th Grade Orientation	11:15 a.m.
08-29	Tuesday	Health Forms Due	
08-30	Tuesday	Student/Teacher "Meet and Greet" (SchoolPak Pick Up)	10:30 a.m.–11:30 a.m.
08-30	Wednesday	First Day of Student Attendance - Half Day (Grades K-8)	8:10 a.m.–11:20 a.m.
08-30	Wednesday	JSSPVA Family Fun Day (Blacktop/Townley Field)	1:00 p.m.–3:00 p.m.
08-30	Wednesday	Teacher Institute Day	11:45 a.m.–3:15 p.m.
08-30	Wednesday	Junior Kindergarten Curriculum Night	7:00 p.m.–8:00 p.m.
08-31	Thursday	Junior Kindergarten "Meet and Greet" (Individual Time Slots)	8:30 a.m.–12:30 p.m.
08-31	Thursday	Sears Café Begins	
08-31	Thursday	Instrumental Music Sign Up	3:00 p.m.–7:00 p.m.

September 2017

09-01	Friday	Junior Kindergarten "Meet and Greet" (Individual Time Slots)	8:30 a.m.–12:30 p.m.
09-04	Monday	No School – Labor Day Holiday	
09-05	Tuesday	First Day of Junior Kindergarten	8:15 a.m.–11:00 a.m.
09-05	Tuesday	2nd Grade Cub Scout Den Meeting	3:30 p.m.–4:30 p.m.
09-06	Tuesday	JSSPVA Room Parent Informational Meeting	8:20 a.m.–10:00 a.m.
09-06	Wednesday	Curriculum Night (Grades K-5)	6:15 p.m.–7:45 p.m.
09-06	Wednesday	JSS Booster Club Meeting	7:00 p.m.

Note: Dates are subject to change. Always refer to the online website calendar for the most current scheduling information.

*= Tentative Date

2017-2018 CALENDAR

09-07	Thursday	First Session of Chess Club and Chess Team Begins	
09-07	Thursday	Curriculum Night (Grades 6-8)	6:15 p.m.–8:00 p.m.
09-07	Thursday	8th Grade Washington DC Trip Parent/Student Meeting	7:00 p.m.–8:00 p.m.
09-08	Friday	JSSPVA 8th Grade Parent Reception (Offsite)	7:00 p.m.
09-11	Monday	MAP Testing Window Begins (Grades 2-8)	
09-11	Monday	Girl Scout Meetings	3:20 p.m.–4:30 p.m.
09-11	Monday	Webelo Scout Meeting	6:00 p.m.–7:15 p.m.
09-11	Monday	Boy Scout Troop Meeting	7:30 p.m.–9:00 p.m.
09-12	Tuesday	3rd Grade Cub Scout Den Meeting	3:30 p.m.–4:30 p.m.
09-15	Friday	MAP Testing Window Ends (Grades 2-8)	
09-15	Friday	JSSPVA Newcomers' Welcome Reception (Offsite)	7:00 p.m.
09-15	Friday	Drop-In Night 7th & 8th Grade (Village House)	7:00 p.m.–9:30 p.m.
09-18	Monday	Girl Scout Meeting	3:20 p.m.–4:30 p.m.
09-18	Monday	Boy Scout Troop Meeting	7:30 p.m.–9:00 p.m.
09-19	Tuesday	Third Grade Word Parade	8:30 a.m.–9:30 a.m.
09-19	Tuesday	JSSPVA Board Meeting	8:30 a.m.
09-19	Tuesday	2nd Grade Cub Scout Den Meeting	3:30 p.m.–4:30 p.m.
09-21	Thursday	No School – Local School Holiday	
09-23	Saturday	ILMEA District 7 Junior Band & Orchestra Auditions (Round Lake High School)	
09-25	Monday	8th Grade Washington, DC Trip Departure	
09-25	Monday	Girl Scout Meetings	3:20 p.m.–4:30 p.m.
09-25	Monday	Webelo Scout Meeting	6:00 p.m.–7:15 p.m.
09-25	Monday	Board of Education Meeting	7:30 p.m.
09-26	Tuesday	Outdoor Classroom Open House (Rain Date)	3:30 p.m.–5:00 p.m.
09-26	Tuesday	3rd Grade Cub Scout Den Meeting	3:30 p.m.–4:30 p.m.
09-27	Thursday	Outdoor Classroom Open House	3:30 p.m.–5:00 p.m.
09-28	Thursday	8th Grade Washington, DC Trip Return	
09-29	Friday	No School – Local School Holiday	

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2017-2018 CALENDAR

October 2017

10-02	Monday	Book Bats Begins	
10-02	Monday	Girl Scout Meetings	3:20 p.m.–4:30 p.m.
10-02	Monday	Boy Scout Troop Meeting	7:30 p.m.–9:00 p.m.
10-03	Tuesday	2nd Grade Cub Scout Den Meeting	3:30 p.m.–4:30 p.m.
10-04	Wednesday	School Pictures (Grades JK-7)	8:30 a.m.–3:00 p.m.
10-05	Thursday	Eighth Grade School Pictures	8:30 a.m.–3:00 p.m.
10-06	Friday	No School – Teachers’ Institute Day	
10-09	Monday	No School – Columbus Day Holiday	
10-10	Tuesday	Late Arrival for Students	9:20 a.m.
10-10	Tuesday	Walk or Bike to School Week Begins (October 10th-13th)	
10-10	Tuesday	Teen Read Week Begins	
10-10	Tuesday	3rd Grade Cub Scout Den Meeting	3:30 p.m.–4:30 p.m.
10-11	Wednesday	Walk or Bike to School	
10-12	Thursday	Walk or Bike to School	
10-12	Thursday	Outdoor Movie Night	7:00 p.m.
10-13	Friday	Walk or Bike to School	
10-13	Friday	Outdoor Movie Night (Rain Date)	7:00 p.m.
10-13	Friday	Drop-In Night 7th & 8th Grade (Village House)	7:00 p.m.–9:30 p.m.
10-16	Monday	Girl Scout Meetings	3:20 p.m.–4:30 p.m.
10-17	Tuesday	Teen Read Week Ends	
10-18	Wednesday	BOE Committee of the Whole Meeting	5:30 p.m.
10-19	Thursday	Early Student Dismissal	11:48 a.m.
10-19	Thursday	Parent Teacher Conferences	1:00 p.m.–7:30 p.m.
10-20	Friday	No School – Parent Teacher Conferences	8:00 a.m.–12:00 p.m.
10-21	Saturday	Cub Scout Pack 13 Fall Campout	
10-22	Sunday	Cub Scout Pack 13 Fall Campout	
10-23	Monday	Girl Scout Meetings	3:20 p.m.–4:30 p.m.
10-23	Monday	Boy Scout Troop Meeting	7:30 p.m.–9:00 p.m.
10-24	Tuesday	JSSPVA Board Meeting	8:30 a.m.
10-25	Wednesday	New Trier Township Festival Band Rehearsal (Select 8th Grade Students)	5:00 p.m.–7:00 p.m.
10-26	Thursday	New Trier Township Festival Band Concert (Select 8th Grade Students)	7:30 p.m.

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2017-2018 CALENDAR

10-28	Saturday	JSSPVA 8th Grade Halloween Party	
10-30	Monday	Girl Scout Meetings	3:20 p.m.–4:30 p.m.
10-30	Monday	Boy Scout Troop Meeting	7:30 p.m.–9:00 p.m.
10-31	Tuesday	Book Bats Ends	
10-31	Tuesday	Halloween Parade	1:55 p.m.
10-31	Tuesday	Halloween Parties	2:30 p.m.

November 2017

11-01	Wednesday	Kick Off Picture Book Month (November 2017)	
11-01	Wednesday	Fall Athletic Awards Ceremony	6:30 p.m.–7:30 p.m.
11-01	Wednesday	JSS Booster Club Meeting	7:00 p.m.
11-01	Wednesday	Junior Kindergarten Informational Session/Open House	7:00 p.m.–8:00 p.m.
11-02	Thursday	School Picture Retake Day (Grades JK-7)	8:15 a.m.–11:30 a.m.
11-02	Thursday	Vision and Hearing Student Screening	8:15 a.m.–3:15 p.m.
11-02	Thursday	New Trier Township Orchestra Concert (8th Grade Orchestra Students)	11:00 a.m.–10:00 p.m.
11-03	Friday	Vision and Hearing Student Screening	8:15 a.m.–3:15 p.m.
11-04	Saturday	ILMEA District 7 Junior Band & Orchestra Festival (Wauconda High School)	
11-05	Sunday	Daylight Savings Time Ends (Fall Back One Hour)	
11-06	Monday	Girl Scout Meetings	3:20 p.m.–4:30 p.m.
11-06	Monday	Webelo Scout Meeting	6:00 p.m.–7:15 p.m.
11-07	Tuesday	Fall Book Fair (Multipurpose Room)	7:30 a.m.–4:30 p.m.
11-07	Tuesday	2nd and 3rd Grade Cub Scout Den Meeting	3:30 p.m.–4:30 p.m.
11-08	Wednesday	Fall Book Fair (Multipurpose Room)	7:30 a.m.–4:30 p.m.
11-08	Wednesday	First Session of Creative Dramatics Begins	
11-09	Thursday	Fall Book Fair (Multipurpose Room)	7:30 a.m.–11:00 a.m.
11-09	Thursday	Vocal Music Concert (Grades 4, 5 & Junior High Choir)	7:00 p.m.
11-10	Friday	Veterans Day Celebration	
11-13	Monday	Girl Scout Meetings (First Aid)	3:20 p.m.–4:30 p.m.
11-13	Monday	Board of Education Meeting	7:30 p.m.
11-14	Tuesday	JSSPVA Board Meeting	8:30 a.m.
11-14	Tuesday	3rd Grade Cub Scout Den Meeting	3:30 p.m.–4:30 p.m.

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2017-2018 CALENDAR

11-16	Thursday	JSSPVA Ice Skate Exchange	3:15 p.m.–5:00 p.m.
11-16	Thursday	Fall Band Concert (Grades 4-8)	7:00 p.m.
11-17	Friday	Drop-In Night 7th & 8th Grade (Village House)	7:00 p.m.–9:30 p.m.
11-20	Monday	Girl Scout Meetings	3:20 p.m.–4:30 p.m.
11-20	Monday	Webelo Scout Meeting	6:00 p.m.–7:15 p.m.
11-20	Monday	Boy Scout Troop Meeting	7:30 p.m.–9:00 p.m.
11-22	Wednesday	No School – Thanksgiving Break	
11-23	Thursday	No School – Thanksgiving Break	
11-24	Friday	No School – Thanksgiving Break	
11-27	Monday	Late Arrival for Students	9:20 a.m.
11-27	Monday	Girl Scout Meetings	3:20 p.m.–4:30 p.m.
11-27	Monday	Boy Scout Troop Meeting	7:30 p.m.–9:00 p.m.
11-28	Tuesday	2nd Grade Cub Scout Den Meeting	3:30 p.m.–4:30 p.m.
11-30	Thursday	BOE Committee of the Whole Meeting	5:30 p.m.
TBD		COGAT Testing (Grades 3 & 5)	

December 2017

12-01	Friday	End of First Trimester	
12-04	Monday	Girl Scout Meetings	3:20 p.m.–4:30 p.m.
12-04	Monday	Boy Scout Troop Meeting	7:30 p.m.–9:00 p.m.
12-05	Tuesday	3rd Grade Cub Scout Den Meeting	3:30 p.m.–4:30 p.m.
12-06	Wednesday	Teacher Institute Evening	3:30 p.m.–6:30 p.m.
12-07	Thursday	Winter Orchestra Concert	7:00 p.m.
12-08	Friday	1st Trimester Panther Pride and Student Awards Ceremony	8:20 a.m.
12-11	Monday	Girl Scout Meetings	3:20 p.m.–4:30 p.m.
12-11	Monday	Board of Education Meeting	7:30 p.m.
12-12	Tuesday	JSSPVA Board Meeting	8:30 a.m.
12-15	Friday	Drop-In Night 7th & 8th Grade (Village House)	7:00 p.m.–9:30 p.m.
12-18	Monday	Girl Scout Meetings	3:20 p.m.–4:30 p.m.
12-19	Tuesday	2nd Grade Cub Scout Den Meeting	3:30 p.m.–4:30 p.m.
12-19	Tuesday	Elementary Music Concert (Grades 1 & 2)	7:00 p.m.
12-25	Monday	No School – Winter Break	
12-26	Tuesday	No School – Winter Break	

Note: Dates are subject to change. Always refer to the online website calendar for the most current scheduling information.

*= Tentative Date

2017-2018 CALENDAR

12-27	Wednesday	No School – Winter Break
12-28	Thursday	No School – Winter Break
12-29	Friday	No School – Winter Break
TBD		New Trier Entrance Exam for Joseph Sears School Students

January 2018

01-01	Monday	No School – Winter Break	
01-02	Tuesday	No School – Winter Break	
01-03	Wednesday	No School – Winter Break	
01-04	Thursday	No School – Winter Break	
01-05	Friday	No School – Winter Break	
01-08	Monday	School Resumes - Late Arrival for Students	9:20 a.m.
01-08	Monday	Junior Kindergarten Extended Day Begins	8:15 a.m.–12:00 p.m.
01-08	Monday	Girl Scout Scamper Rehearsals Begin	
01-08	Monday	Webelo Scout Meeting	6:00 p.m.–7:15 p.m.
01-08	Monday	Boy Scout Troop Meeting	7:30 p.m.–9:00 p.m.
01-09	Tuesday	3rd Grade Cub Scout Den Meeting	3:30 p.m.–4:30 p.m.
01-15	Monday	No School – Martin Luther King, Jr. Day Holiday	
01-16	Tuesday	2nd Grade Cub Scout Den Meeting	3:30 p.m.–4:30 p.m.
01-16	Tuesday	New Trier Choral Festival (New Trier Township High School, Winnetka Campus)	7:30 p.m.
01-17	Wednesday	Girl Scout Cookie Sale	3:15 p.m.–4:30 p.m.
01-17	Wednesday	Junior High Choral Festival (Select Choir Students)	7:30 p.m.
01-18	Thursday	New Student Picture Day	10:00 a.m.-11:00 a.m.
01-22	Monday	Webelo Scout Meeting	6:00 p.m.–7:15 p.m.
01-22	Monday	Boy Scout Troop Meeting	7:30 p.m.–9:00 p.m.
01-23	Tuesday	JSSPVA Board Meeting	8:30 a.m.
01-23	Tuesday	3rd Grade Cub Scout Den Meeting	3:30 p.m.–4:30 p.m.
01-25	Thursday	Winter Chess Tournament	3:30 p.m.–6:15 p.m.
01-25	Thursday	BOE Committee of the Whole Meeting	5:30 p.m.
01-26	Friday	Drop-In Night 7th & 8th Grade (Village House)	7:00 p.m.–9:30 p.m.
01-22	Monday	Boy Scout Troop Meeting	7:30 p.m.–9:00 p.m.

Note: Dates are subject to change. Always refer to the online website calendar for the most current scheduling information.

*= Tentative Date

2017-2018 CALENDAR

01-30	Tuesday	Second Session of Chess Club and Chess Team Begins	
01-30	Tuesday	2nd Grade Cub Scout Den Meeting	3:30 p.m.–4:30 p.m.
TBD		District Geography Bee	
TBD		District Spelling Bee	

February 2018

02-02	Friday	Scamper Night Assembly Performance (School Audience Only)	1:20 p.m.
02-02	Friday	Scamper Night Performance (Open to Community)	7:00 p.m.
02-03	Saturday	IGSMA Solo and Ensemble Contest (Baker Demonstration School)	
02-03	Saturday	35th Annual New Trier Jazz Festival (New Trier Township High School, Winnetka Campus)	
02-05	Monday	Board of Education Meeting	7:30 p.m.
02-06	Tuesday	3rd Grade Cub Scout Den Meeting	3:30 p.m.–4:30 p.m.
02-06*	Tuesday	NCISC Spelling Bee (Tentative Date)	6:00 p.m.–9:30 p.m.
02-07	Wednesday	Second Session of Creative Dramatics Begins	
02-07	Wednesday	Winter Athletic Awards Ceremony	6:30 p.m.–7:30 p.m.
02-07	Wednesday	JSS Booster Club Meeting	7:00 p.m.
02-10	Saturday	JSSPVA Annual Benefit Fundraiser	6:30 p.m.
02-12	Monday	MAP Testing Window Begins (Grades 2-8)	
02-12	Monday	Girl Scout Meetings	3:20 p.m.–4:30 p.m.
02-12	Monday	Boy Scout Troop Meeting	7:30 p.m.–9:00 p.m.
02-13	Tuesday	Junior Kindergarten Institute Day (Junior Kindergarten not in session this day)	
02-13	Tuesday	JSSPVA Board Meeting	8:30 a.m.
02-13	Tuesday	I Love Technology Night	6:30 p.m.–8:00 p.m.
02-13	Tuesday	100th Day of School Celebration (Elementary Grades)	
02-16	Friday	No School – Teachers’ Institute Day	
02-19	Monday	No School – Presidents’ Day Holiday	
02-20	Tuesday	Late Arrival for Students	9:20 a.m.
02-20	Tuesday	2nd Grade Cub Scout Den Meeting	3:30 p.m.–4:30 p.m.

Note: Dates are subject to change. Always refer to the online website calendar for the most current scheduling information.

*= Tentative Date

2017-2018 CALENDAR

02-21	Wednesday	7th Grade Springfield Trip Informational Meeting	6:30 p.m.
02-23	Friday	MAP Testing Window Ends (Grades 2-8)	
02-23	Friday	Drop-In Night – 8th Grade Outing (TBD)	7:00 p.m.–9:30 p.m.
02-24	Saturday	Drop-In Night - 7th Outing (TBD)	7:00 p.m.–9:30 p.m.
02-26	Monday	Girl Scout Meetings	3:20 p.m.–4:30 p.m.
02-26	Monday	Webelo Scout Meeting	6:00 p.m.–7:15 p.m.
02-27	Tuesday	3rd Grade Cub Scout Den Meeting	3:30 p.m.–4:30 p.m.
TBD		Girl Scouts' Daddy/Daughter Dance (Kenilworth Assembly Hall)	

March 2018

03-02	Friday	No School - Parent/Teacher Conferences	8:00 a.m.–3:00 p.m.
03-05	Monday	Girl Scout Thinking Day (Grade 3-6)	3:20 p.m.–4:30 p.m.
03-05	Monday	Girl Scout Meetings (Grades 7 & 8)	3:20 p.m.–4:30 p.m.
03-05	Monday	Boy Scout Troop Meeting	7:30 p.m.–9:00 p.m.
03-06	Tuesday	2nd Grade Cub Scout Den Meeting	3:30 p.m.–4:30 p.m.
03-07	Wednesday	Teacher Institute Evening	3:30 p.m.–6:30 p.m.
03-07	Wednesday	JSS Booster Club Meeting	7:00 p.m.
03-08	Thursday	BOE Committee of the Whole Meeting	5:30 p.m.
03-09	Friday	End of 2nd Trimester	
03-10	Saturday	Boy/Girl Scout Pancake Breakfast	7:30 a.m.–12:00 p.m.
03-11	Sunday	Daylight Savings Time Starts (Spring Forward One Hour)	
03-11	Sunday	Pinewood Derby	2:00 p.m.
03-12	Monday	Girl Scout Meetings	3:20 p.m.–4:30 p.m.
03-13	Tuesday	3rd Grade Cub Scout Den Meeting	3:30 p.m.–4:30 p.m.
03-16	Friday	2nd Trimester Panther Pride & Student Awards Ceremony	8:20 a.m.
03-16	Friday	Drop-In Night 7th & 8th Grade (Village House)	7:00 p.m.–9:30 p.m.
03-19	Monday	Girl Scout Meetings	3:20 p.m.–4:30 p.m.
03-19	Monday	Webelo Scout Cross Over Meeting	6:00 p.m.–7:15 p.m.
03-19	Monday	Boy Scout Troop Meeting	7:30 p.m.–9:00 p.m.
03-19	Monday	Board of Education Meeting	7:30 p.m.
03-20	Tuesday	JSSPVA Board Meeting	8:30 a.m.

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*= Tentative Date

2017-2018 CALENDAR

03-20	Tuesday	2nd Grade Cub Scout Den Meeting	3:30 p.m.–4:30 p.m.
03-20	Tuesday	Kindergarten Music Concert	7:00 p.m.
03-26	Monday	No School – Spring Break	
03-27	Tuesday	No School – Spring Break	
03-28	Wednesday	No School – Spring Break	
03-29	Thursday	No School – Spring Break	
03-30	Friday	No School – Spring Break	

April 2018

04-02	Monday	School Resumes - Late Arrival for Students	9:20 a.m.
04-02	Monday	Girl Scout Meetings	3:20 p.m.–4:30 p.m.
04-02	Monday	Boy Scout Troop Meeting	7:30 p.m.–9:00 p.m.
04-03	Tuesday	3rd Grade Cub Scout Den Meeting	3:30 p.m.–4:30 p.m.
04-04	Wednesday	Third Session of Creative Dramatics Begins	
04-04	Wednesday	JSS Booster Club Meeting	7:00 p.m.
04-08	Sunday	National Library and School Library Week (April 8-14)	
04-09	Monday	PARCC Testing Window Begins (Grades 3-8)	
04-09	Monday	Girl Scout Meetings	3:20 p.m.–4:30 p.m.
04-09	Monday	Webelo Scout Meeting	6:00 p.m.–7:15 p.m.
04-10	Tuesday	2nd Grade Cub Scout Den Meeting	3:30 p.m.–4:30 p.m.
04-13	Friday	Drop-In Night 7th & 8th Grade (Village House)	7:00 p.m.–9:30 p.m.
04-16	Monday	Girls Scout Meetings	3:20 p.m.–4:30 p.m.
04-16	Monday	Webelo Scout Meeting	6:00 p.m.–7:15 p.m.
04-16	Monday	Boy Scout Troop Meeting	7:30 p.m.–9:00 p.m.
04-16	Monday	Board of Education Meeting	7:30 p.m.
04-17	Tuesday	JSSPVA Board Meeting	8:30 a.m.
04-17	Tuesday	3rd Grade Cub Scout Den Meeting	3:30 p.m.–4:30 p.m.
04-18	Wednesday	7th Grade Springfield, IL Trip Departure	
04-20	Friday	7th Grade Springfield, IL Trip Return	
04-20	Friday	PARCC Testing Window Ends (Grades 3-8)	
04-23	Monday	Earth Week Begins (April 23-27th)	
04-23	Monday	Girl Scout Meetings	3:20 p.m.–4:30 p.m.
04-23	Monday	Cub Scout Pack 13 Blue and Gold Dinner	TBD

Note: Dates are subject to change. Always refer to the online website calendar for the most current scheduling information.

*= Tentative Date

2017-2018 CALENDAR

04-23	Monday	Boy Scout Troop Meeting	7:30 p.m.–9:00 p.m.
04-24	Tuesday	2nd Grade Cub Scout Den Meeting	3:30 p.m.–4:30 p.m.
04-27	Friday	8th Grade Play Performance	7:00 p.m.
04-28	Saturday	8th Grade Play Performance	7:00 p.m.
04-30	Monday	Girl Scout Meetings	3:20 p.m.–4:30 p.m.
04-30	Monday	Boy Scout Troop Meeting	7:30 p.m.–9:00 p.m.

May 2018

05-01	Tuesday	Mother/Daughter Banquet Dinner (Kenilworth Assembly)	6:00 p.m.–9:00 p.m.
05-01	Tuesday	3rd Grade Cub Scout Den Meeting	3:30 p.m.–4:30 p.m.
05-02	Wednesday	JSS Booster Club Meeting	7:00 p.m.
05-03	Thursday	BOE Committee of the Whole Meeting	5:30 p.m.
05-03	Thursday	Student Art Exhibit	6:00 p.m.–8:00 p.m.
05-07	Monday	Girl Scout Meetings	3:20 p.m.–4:30 p.m.
05-07	Monday	Webelo Scout Meeting (4th Grade Only)	6:00 p.m.–7:15 p.m.
05-10	Thursday	Spring Orchestra Concert	7:00 p.m.
05-14	Monday	Girl Scout Meetings	3:20 p.m.–4:30 p.m.
05-14	Monday	Webelo Scout Meeting (4th Grade Only)	6:00 p.m.–7:15 p.m.
05-15	Tuesday	JSSPVA Annual Board Meeting (New Board/Old Board)	8:30 a.m.
05-15	Tuesday	2nd Grade Cub Scout Den Meeting	3:30 p.m.–4:30 p.m.
05-15	Tuesday	Spring Athletic Awards Ceremony	6:30 p.m.–7:30 p.m.
05-16	Wednesday	No School for Junior Kindergarten Junior Kindergarten Parent/Teacher Conferences	1:00 p. m.–8:00 p.m.
05-16	Wednesday	Teacher Institute Evening	3:30 p.m.–6:30 p.m.
05-17	Thursday	Spring Chess Tournament	3:30 p.m.–6:15 p.m.
05-17	Thursday	Spring Band Concert	7:00 p.m.
05-18	Friday	Drop-In Night 6th, 7th & 8th Grade (Village House)	7:00 p.m.–9:30 p.m.
05-20	Monday	Memorial Day Parade for Kenilworth	2:00 p.m.
05-21	Monday	Board of Education Meeting	7:30 p.m.
05-23	Wednesday	Spring Vocal Concert (Grades 3 & 4)	6:30 p.m.
05-23	Wednesday	Spring Choral Concert (Grades 4-8)	7:30 p.m.
05-28	Monday	No School – Memorial Day Holiday	

Note: Dates are subject to change. Always refer to the online website calendar for the most current scheduling information.

*= Tentative Date

2017-2018 CALENDAR

05-29	Tuesday	Late Arrival for Students	9:20 a.m.
05-29	Tuesday	JSSPVA Board Meeting (Budget Allocation)	8:30 a.m.
05-30	Wednesday	We The People (5th Grade)	1:15 p.m.
05-30	Wednesday	8th Grade Project Showcase	
05-31	Thursday	Senior Field Day (Rain Date) (Grades 5-8)	
TBD		Teacher Appreciation Week	
TBD		We The People (Grade 5)	1:30 p.m.

June 2018

06-01	Friday	Senior Field Day (Grades 5-8)	
06-02	Saturday	Cub Scout Pack 13 Spring Camp Out	
06-03	Sunday	Cub Scout Pack 13 Spring Camp Out	
06-04	Monday	Junior Field Day (Rain Date) (Grades 1-4)	
06-05	Tuesday	Junior Field Day (Grades 1-4)	
06-06	Wednesday	3rd Trimester Ends	
06-06	Wednesday	8th Grade Awards Ceremony	8:20 a.m.
06-07	Thursday	8th Grade Graduation	5:00 p.m.
06-08*	Friday	Last Day for JSSPVA Sears Café (Tentative Date)	
06-08	Friday	3rd Trimester Panther Pride & Student Awards Ceremony	9:30 a.m.
06-11*	Monday	Last Day of School - Half Day for Students (only if no Emergency Days are Used - Tentative Date)	8:10 a.m.–11:20 a.m.
06-12	Tuesday	Emergency Day to be Used as Required	
06-13	Wednesday	Emergency Day to be Used as Required	
06-14	Thursday	Emergency Day to be Used as Required	
06-15	Friday	Emergency Day to be Used as Required	
06-18	Monday	Emergency Day to be Used as Required	
06-18	Monday	Board of Education Meeting	7:30 p.m.

SUMMER BREAK DISTRICT AND SCHOOL OFFICE HOURS

8:00 a.m.–12:00 p.m.

(Offices will be closed on July 4, 2018)

Note: Dates are subject to change. Always refer to the online website calendar for the most current scheduling information.

*= Tentative Date

Community/Extracurricular Activities



**“Sears is like a watch; it keeps you
on track for years to come.”**

– Claire Nodine

COMMUNITY INFORMATION

READY REFERENCE PHONE NUMBERS

Kenilworth POLICE Department	Emergency: 911
Non-Emergency:	847-251-2141
Winnetka FIRE Department	Emergency: 911
Non-Emergency:	847-501-6029
Evanston Hospital	847-570-2000
Kenilworth Historical Society	847-251-2565
Kenilworth Park District	847-251-1691
Kenilworth Assembly Hall	
Kenilworth Beach	
Village House	
Kenilworth Public Works	847-251-9210
Kenilworth Village Hall	847-251-1666
Kenilworth Water Plant	847-251-1094
New Trier Township High School	847-446-7000
Republic Services (garbage removal/recycling)	847-981-0091
US Post Office	
Kenilworth	847-251-1370
Wilmette	847-251-6039

The Joseph Sears School Directory was compiled and edited by faculty and staff members of The Joseph Sears School.

CONFIDENTIAL. FOR SCHOOL AND FAMILY USE ONLY.

*This directory and all personal information is strictly confidential and may **NOT** be provided to third parties outside of Sears School families and staff.*

Sales and use of this confidential information for any commercial or non-school related purpose is prohibited.

Please respect the privacy of our community members.

The Joseph Sears School, Kenilworth School District 38

542 Abbotsford Road, Kenilworth, Illinois 60043

Website: www.kenilworth38.org

Office: 847-256-5006

Office Fax: 847-256-4418

Nurse: 847-853-3866 and/or jbrothers@kenilworth38.org

THE BOARD OF EDUCATION IS LISTENING...

Kenilworth School District No. 38 created the **Sounding Board** to provide the community with the opportunity to share your comments, questions, compliments and concerns, and we look forward to hearing from you!

All messages are sent to the Superintendent/Chief School Business Official and the Board of Education Members. We are listening and you can communicate with us by sending an email to listen@kenilworth38.org.

All complaints to the Board of Education must be submitted in writing and addressed to the President of the Board. *A discussion with the Board President or a Board member is NOT a formal complaint.*

BOARD OF EDUCATION – DISTRICT 38

Melinda M. Kelly, <i>President</i>	847-728-0242 mindykelly@gmail.com
Danielle Boros, <i>Vice President</i>	847-728-0073 borosd@comcast.net
John Gottschall	312-925-9404 jagottschall@gmail.com
Donna E. Keller	847-728-0301 donna.keller@yahoo.com
Suzanne S. Nelson	847-728-0902 nelson7@yahoo.com
Melissa Ross	847-251-5001 mahross22@gmail.com
Scott Wallace	847-853-8655 scott@thewallaceclan.net

Board of Education - District 38 2017-2018 Meeting Dates

Regular Meetings

2017

Monday, August 21
Monday, September 25*
Monday, November 13*
Monday, December 11*

2018

Monday, February 5*
Monday, March 19
Monday, April 16
Monday, May 21
Monday, June 18

*Regular Meetings are scheduled on the third Monday of each month unless designated otherwise.

All Meetings begin with a Closed Session and Open Session begins at 7:30 p.m. Committee meetings are scheduled according to the availability of committee members. Board liaison meetings are subject to the organization’s schedule.

Board of Education Committee of the Whole Meeting Dates

2017

Wednesday, October 18
 Thursday, November 30

2018

Thursday, January 25
 Thursday, March 8
 Thursday, May 3

The Kenilworth Board of Education also meets as a Committee of the Whole to discuss or deliberate on Board affairs. Committee of the Whole meetings begin at 5:00 p.m. for Open Session unless otherwise noted in the posted agenda.

**JOSEPH SEARS SCHOOL
 2017-2018 SCHEDULE**

Jr. Kindergarten Day: 8:15 a.m.-11:00 a.m. (Sept.-Dec.)
 8:15 a.m.-12:00 p.m. (Jan.-June)
 Kindergarten – 8th Grade Day: 8:10 a.m.-3:15 p.m.

**Entrance into building for grades Kindergarten through 8th:
 8:10 a.m. Grades 6-8 (Baker Building); 8:10 a.m. Grades K-5**

Junior Kindergarten 8:15 AM – 8:20 AM

Regular Schedule - Important Bells

Front Door Opens (Baker Building)	Grades K-8th	8:10 a.m.
Tardy Bell/Instruction Begins	Grades K-8th	8:15 a.m.
Lunch	Grades K-4th	11:43 a.m.-12:28 p.m.
Lunch	Grades 5th-8th	11:48 a.m.-12:28 p.m.
Dismissal	All Grades	3:15 p.m.

Late Start Schedule - Important Bells

Front Door Opens (Baker Building)	Grades K-8th	9:20 a.m.
Tardy Bell/Instruction Begins	Grades K-8th	9:25 a.m.
Lunch	Grades K-4th	12:13 p.m.-12:58 p.m.
Lunch	Grades 5th-8th	12:18 p.m.-12:58 p.m.
Dismissal	All Grades	3:15 p.m.

JOSEPH SEARS SCHOOL PARENTS' VOLUNTEER ASSOCIATION (JSSPVA) 2017-2018

Board of Directors

President	Mindy Douthit
Immediate Past President	Kath Lyman
Vice President	Rebecca Quigley
Community Liaison	Nancy O'Donnell
Secretary	Emily Wyner
Treasurer	Antje Boeing
Immediate Past Treasurer	Robin Stone
Benefit Chairs	Crystal Pennington, Betsy Kilroy
Communications	Kris Whisner
Enrichment	Paras Malhotra, Kristin Pilant, Donna Calk
Family Awareness Network (FAN)	Lara Scarborough
New Trier Liaison	Adrienne Weisenberger
Nominating	M'Liz Simonds
Sears Café	Amy Crosby
Principal	Kendra Wallace

Board Sub-Committees

Benefit Future Chairs (2019)	TBD
Enrichment Future Chairs	Claudia Kocalis, Mari Franklin, Jennifer Martay

VP Sub-Committees

Book Fair Co-Chairs	Maureen Schwaab, Betsy Kilroy, Heather Khalaf, Sarah McGoohan
Book Fair Future Co-Chairs	Sarah Mohr, Meredith Sullivan, Luciana Kingston, Giuliana Trelles
Chess Club	Amy Schmalz, Chris Tribe
Creative Dramatics	Julie McConnell
Display Case	Stacy Smith
Environmental Representative	Jackie Moss
Family Fun Day	Anne Crowley
Family Fun Day Future	Linda Ransford
Field Day	Alex Mercury
Grounds Group	Candice Stepan
Library Tech Chair	Cathy Sheehan
Lost and Found Chair	Megan Sullivan
Newcomer Co-Chair	Anne Crowley, Debby Ponko

Outdoor Classroom Liaison	TBD
Room Parent Co-Chairs	Bridget Pennise, Bobbi Rowe
School Supply Chair	Alison Dempsey
Skate Exchange	Taryn Boatman
Staff Appreciation Co- Chairs	Kristen Carlson, Lisa Mugg
Student Picture Co-Chairs	Mirofora Geroulis, Marjorie Bransfield
Turkey Trot Chair	Sarah Halack
Veteran's Day Celebration Chair	Jennifer Cowen
Volunteer Planning	Jen Riefe

Community Liaison Sub-Committees

Alliance for Early Childhood Rep.	Stacey Sunderland Emigholz
Ability Awareness	Joanna Naftali

8th Grade Parent Coordinators Nancy Bedwell, Stacy Dale,
Veronica Durdov, Jessica Johnston

**JSSPVA MEETING SCHEDULE
FALL 2017 – SPRING 2018**

Meetings begin at 8:30 AM in the Multipurpose Room.

2017	2018
September 19	January 23
October 24	February 13
November 14	March 20
December 12	April 17
	May 15 (Annual Meeting and New Board/Old Board)
	May 29 (Budget Allocation Meeting)

The JSSPVA is your parent volunteer association. Your ideas and input will keep our association strong. Please put these meeting dates in your calendar and join us. If you have a question or suggestion for the JSSPVA, please contact the appropriate board member or committee chair.

If you would like to serve on the JSSPVA Board or chair a committee, contact the Nominating Chair, Stacy Smith, with your interest.

JSSPVA COMMUNICATIONS

The JSSPVA is dedicated to strengthening communication between the parent-volunteer organization and Sears' families. Any JSSPVA-related news and events can be submitted for publication on the JSSPVA's web page found at www.kenilworth38.org under the PVA/Booster Club Tab.

Submission Guidelines

- Save documents in Microsoft Word.
- Please don't use multiple text boxes to format your page.
- Email submissions to kristenwhisner@gmail.com

The JSSPVA Communications Chair is responsible for gathering submitted information and posting it to their web page.

Thank you!

JOSEPH SEARS SCHOOL BOOSTER CLUB MEETING SCHEDULE 2017-2018

Jennifer Rice, Booster Club President
TBD, Vice President
Chike Erokuw, Secretary
Timothy Pennise, Treasurer
Susan McInerney, Spirit Wear

*The Booster Club meets the 1st Wednesday of the month at 7:00 p.m., except were noted, in the Multipurpose Room.

2017	2018
September 6	February 7
November 1	March 7
	April 4
	May 2

KENILWORTH PARK DISTRICT

www.kenilworthparkdistrict.org

In addition to Sports Programs, Camps, and Educational, Fitness and Arts & Craft Classes; the Kenilworth Park District also offers series with Keynote Speakers, Cooking Classes, and Summer Movie Nights as well as annual events Halloween, Holiday Market, and Spring to Life Event. The Park District will release their Annual Program Guide in January. To view an electronic version of this Program Guide visit their website.

STRIKE ZONE BASEBALL AND SOFTBALL ACADEMY

The Kenilworth Park District has partnered with Strike Zone to offer Spring T-Ball grades K-1, and the Cal Ripken Youth Fall and Summer League for boys and girls 8U, 9U, and 10U. You can registration for these programs on the Kenilworth Park District website.

BASKETBALL

A boys and girls basketball program grades 1-3 as well as skills clinics are run by GameFace Sports Chicago. See the Kenilworth Park District website to registration for the KBA Basketball program or for the basketball clinics.

SOCCER

Kenilworth youth soccer is offered through the American Youth Soccer Organization (AYSO) Region 425. For more information, see their website: www.playsoccer.org.

LACROSSE

The Kenilworth Park District offers Boys Spring Lacrosse for Beginners (grades 2-3) that starts in April.

ICE SKATING

The Kenilworth Park District builds an ice rink on Townley Field for ice hockey and ice skating when weather conditions allow.

VILLAGE HOUSE

Located directly behind The Joseph Sears School, the Village House is available for rental. Contact the Kenilworth Park District at 847-251-1691 or for more information visit the Kenilworth Park District website.

SUMMER PROGRAMS AT THE PARK DISTRICT

The Kenilworth Park District offers several Summer Camp options for children ages 3-years-old to 6th Grade. Registration for Summer Camp opens in January.

VILLAGE HOUSE YOUTH CENTER BOARD 2017-2018

President:	Jessica Johnston	305-962-3177
VP Events:	Lara Scarborough	773-230-0102
Treasurer:	Alison Fitzgerald	312-918-4734
Chaperone Coordinator:	Claudine Verhulst	312-859-3887
Communications:	Kelly Demmers	312-590-0970

DROP-IN CALENDAR 2017-2018

Drop-in Events are from 7:00 p.m. to 9:30 p.m. at the VILLAGE HOUSE, unless otherwise noted. Open to 7th and 8th graders that have enrolled in Drop-In. *No outside guests.*

Event Dates:

2017

September 15
October 13
November 17
December 15

2018

January 26
February 23 (8th Grade Outing)
February 24 (7th Grade Outing)
March 16
April 13
May 18

(6th, 7th & 8th grade students may attend the May 28, 2018 Drop-In)

CHESS CLUB

Mrs. Chris Tribe	chrisjtribe@gmail.com	847-764-2020
Mrs. Amy Schmalz	devildomer@gmail.com	312-485-0402

Meeting Days

Tuesdays:	2nd and 3rd Grade - During Lunch
Wednesdays:	K-1st Grade - During Lunch
Thursdays:	Chess Team Group - 7:20-8:10 a.m. 4th-8th Grade - During Lunch

KENILWORTH VILLAGE GOVERNMENT

VILLAGE HALL, 419 RICHMOND ROAD

847-251-1666

Village Manager—Patrick Brennan

Chief of Police—David Miller

VILLAGE BOARD OF TRUSTEES

Ann Potter, President

Jeff Bedwell, Trustee

Cecily Kaz, Trustee

Joseph Konen, Trustee & Finance Com. Chair

Scott Lien, Trustee Public Works Com. Chair

Peter Shadek, Trustee Public Safety Com. Chair

Alison Winslow, Trustee & Building,
Planning and Zoning Committee Chair

Patrick Garvey, Treasurer

Tim Ransford, Clerk

PARK BOARD

Heidi Higgins, President

John Hart, Commissioner

Tim Simonds, Commissioner

Bill Bartholomay, Commissioner

Kevin Reilly, Commissioner

Amy Van Gorp, Treasurer

Johnathan Kiwala, Deputy
Secretary

LIBRARY BOARD

Kay Alexander, President

Elizabeth Cittadine, Vice President

Elizabeth Moerschel, Treasurer

Jennifer Davidson, Secretary

Kathleen Lyman

Betsy Kilroy

Deborah Zelten

KENILWORTH PARK DISTRICT STAFF

Johnathan Kiwala, Executive Director

Maryanne VanDyke, Finance Administrator

Jessica Camp, Program & Event Manager

Madison Roberts, Program Coordinator

Kevin Sohn, Park & Facility Maintenance

Jaime Solano, Park & Facility Maintenance

Nick Ellinger, Facility Maintenance

KENILWORTH ASSEMBLY HALL

An architectural treasure in the heart of the community, Kenilworth Assembly Hall is now owned by the Kenilworth Park District. This George Maher historical landmark serves as a meeting place for the various community organizations and provides monthly fun family activities and adult nights out. For questions about programing or to schedule an event, call Jessica Camp or Madison Roberts at 847-251-1691.

COMMUNITY EVENTS AND ACTIVITIES

The Joseph Sears School encourages families to participate in the multitude of activities our community offers. A few are highlighted below for your reference:

SCAMPER NIGHT

The Kenilworth Girl Scout Council presents an annual musical variety show known as *Scamper Night*. This Girls Scout production features Troop and grade level routines which have a common theme and that culminates in an evening performance in The Joseph Sears School Auditorium around the end of January, the first week of February. The Girl Scouts and the Kenilworth community look forward to Scamper Night each year!

BASEBALL

The Kenilworth/Winnetka Baseball Association (KWBA) is a nonprofit organization that emphasizes sportsmanship, team play and skill development for a variety of ages. The regular season runs from late April through July. For more information visit the KWBA website: kwba.light.sportspilot.com.

BASKETBALL

The Kenilworth Park District offers basketball programs and skills clinics for 1st-3rd grade boys and girls. Kenilworth Travel Basketball has a program for 4th-6th grade boys with 16 regular season games against area schools plus a tournament. An email will be sent to all boys in early October. If you have questions, you can email: Mark Timmerman, mtimmerman1@icloud.com and/or John Musolino, jmusolio@hotmail.com.

LACROSSE

Kenilworth Lacrosse offers Boys Spring Lacrosse (grades 3-8) starts the first week of April and concludes in early June. A fee is charged to cover program expenses. For more information, contact Chip Kenyon at 847-682-9773. For Girls Lacrosse, contact the Illinois Girls Lacrosse Association (IGLA): www.iglax.org.

FOOTBALL

Kenilworth Rebels Football is offered to boys grades 3-8. The football program starts the last week in August and concludes with an award banquet in early November. A fee is charged to cover program expenses. For information, contact Chip Kenyon at 847-682-9773.

SAILING

During the summer, the Kenilworth Sailing Club operates a sailing program on the beach adjacent to the Kenilworth Water Plant at Kenilworth Avenue and the lakefront. For information on Sailing Club programs or small boat storage visit: www.kenilworthsailingclub.org or contact Tom Nodine 312-504-6466.

Faculty Directory



**“Over the 10 years I’ve spent at Sears,
I’ve grown to consider my teachers and
peers to be my second family.”**

– Eden Hunsader

FACULTY AND STAFF 2017-2018

**Call 847-256-5006/7, and enter the extension number to
directly access faculty/staff voice mailboxes.**

By Grade Level

Administration	Names	Ext.	Room	Email (@kenilworth38.org)
Superintendent/CSBO	Dr. Crystal LeRoy	3805	118B	cleroy
Principal	Mrs. Kendra Wallace	3802	121B	kwallace
Dir. of Student Services	Mr. Besset Sabourin	3806	121C	bsabourin
Dir. of Bldg. & Grounds	Mr. Moris Quijada	3815	005	mquijada

Dept. / Grade	Names	Ext.	Room	Email (@kenilworth38.org)
Junior Kindergarten Teacher	Mrs. Tracey McDowell	3855	111	tmcdowell
Kindergarten Teacher	Ms. Shannon Szymikowski	3872	103	sszymikowski
Kindergarten Teacher	Mrs. Laurie Sahn	3847	107	lsahn
Kindergarten Teacher	Mrs. Jessica Singer	3880	105	jsinger
First Grade Teacher	Ms. Jill Carell	3820	116	jcarell
First Grade Teacher	Ms. Ann Rice	3846	117	arice
First Grade Teacher	Mrs. Blythe Szafoni	3857	113	bszafoni
Second Grade Teacher	Mrs. Jennifer Garza	3835	123	jgarza
Second Grade Teacher	Mrs. Alison Gilchrist	3834	129	agilchrist
Second Grade Teacher	Mrs. Barbara Rodriguez	3842	127	brodriguez
Third Grade Teacher	Mrs. Judi Conaghan	3844	222	jconaghan
Third Grade Teacher	Ms. Caryn Friedman	3898	223	cfriedman
Third Grade Teacher	Mrs. Toulia Sideris	3860	225	tsideris
Fourth Grade Teacher	Mrs. Rachael Jennings	3841	221	rjennings
Fourth Grade Teacher	Ms. Jennifer Arra	3843	215	jarra
Fourth Grade Teacher	Mrs. Allison Lopuszynski	3836	219	alopuszynski
Fifth Grade Teacher	Mrs. Kim Goff	3874	207	kgoff
Fifth Grade Teacher	Mrs. Bernadette Sloviitt	3811	205	bsloviitt
Fifth Grade Teacher	Ms. Courtney Weber	3832	211	cweber
Art Teacher (K-2)	Mrs., Baiba Kuntz	3829	255	bkuntz
Art Teacher (3-8)	Ms. Karolina Bajowska	3826	130	kbajowska
Art Teacher (3-8)	Ms. Margo Parkes	3817	130	mparkes
Assistant Director of Education	Mr. Jeff Gerdin	3825	121E	jgerdin

FACULTY AND STAFF

2017-2018

Athletic Director/Physical Education	Mrs. Natalie McLemore	3878	134/136	nmclemore
Bookkeeper	Ms. Trish Culhane	3867	121D	tculhane
Communications Coordinator	Mr. Chike Erokwu	3882	125	cerokwu
Data Manager	Mrs. Marcy Seiler	3879	255B	mseiler
Differentiation Facilitator	Mrs. Liz Gordon	3873	150	lgordon
ELA Teacher (6)	Mrs. Daphna Stepen	3848	260	dstepen
ELA Teacher (7)	Mrs. Julie Fontana	3818	256	jfontana
ELA Teacher (8)	Mrs. Anne Trueman	3845	172	atrueman
Executive Assistant to the Administration	Mrs. Julie Campanaro	3801	121A	jcampanaro
Executive Assistant HR/Business Services	Ms. Angela Lascola	3804	126	alascola
Front Entrance Greeter	Mrs. Deborah Geib	3862	Office	dgeib
Industrial Arts (5-8)	Mr. John Scheidt	3849	007	jscheidt
Instructional Assistant (3/4)	Ms. Debbie Beluch	4122	220	dbeluch
Instructional Assistant	Mrs. Karen Burriesci			kburriesci
Instructional Assistant	Ms. Ann Harvey			aharvey
Instructional Assistant (JK)	Ms. Debra Kruse	3884	111	dkruse
Instructional Assistant	Mr. Marcus Ledoux	4105		mledoux
Instructional Assistant (K)	Mrs. Sherry Nash	3897	107	snash
Instructional Assistant (LTC)	Miss Kristin Rydholm	4120	LTC	krydholm
Instructional Assistant (K)	Mrs. Tam Schoof			tschoof
Instructional Facilitator	Mrs. Megan Panje	3822	150	mpanje
Instrumental Music (4-8)	Ms. Lisa Lehman	3870	200	llehman
Library/Tech. Services Director	Ms. Elisabeth LeBris	3831	255B	elebris
Literacy Specialist (1-4)	Mrs. Emily Hayden	3828	157/216	ehayden
Literacy Specialist (5-8)	Dr. Robert Drewry	3854	157	rdrewry
Math Intervention Specialist	Ms. Christina Mellen	3853	251	cmellen
Math Intervention Specialist	Mrs. Cathy Quigley	3871	251	cquigley
Mathematics (6)	Mrs. Jayati Lunagariya	3833	253	jlunagariya
Mathematics (7)	Mrs. Justyna Hendry	3839	258	jhendry
Mathematics (8)	Mrs. Laura Romisher	3827	174	lromisher
Orchestra Teacher	Mrs. Gail Rodin	3859	204	grodin
Physical Education	Mr. Jason Hahnstadt	3875	134/136	jhahnstadt

FACULTY AND STAFF

2017-2018

Physical Education	Mr. Tyler Heidtke	3877	134/136	theidtke
Practical Arts/Outdoor Classroom	Mrs. Katie Nahrwold	3851	203	knahrwold
School Administrative Assistant	Mrs. Susan White	3864	Office	swhite
School Nurse	Mrs. Janet Brothers	3866	119	jbrothers
School Psychologist	Ms. Samantha Valsamis	3812	155	svalsamis
Science (6)	Ms. Andrea Urquhart	3883	214	aurquhart
Science Teacher (6/7)	Mrs. Catherine Lucas	3850	003	clucas
Science Teacher (8)	Mr. Jim Beavin	3824	001	jbeavin
Social Science (6/7)	Mr. Jeff Rosen	3830	154	jrosen
Social Science (8)	Mr. Scott Paeth	3814	152	spaeth
Social Worker (4-8)	Ms. Gabrielle Baehl	3809	254	gbaehl
Social Worker (JK-3, 6)	Mrs. Nancy Economou	3869	252	neconomou
Speech and Language Pathologist	Ms. Jennifer Bennett	3840	170	jbennett
Student Services (JK-2)	Ms. Jennifer Willis	3856	101	jwillis
Student Services (3/4)	Ms. Myra Love	3838	220	mlove
Student Services (5)	Dr. Leslie Richmond	3821	213	lrichmond
Student Services (6)	Mrs. Alison Johnson	3813	164	ajohnson
Student Services (7)	Ms. Alison Hecimovich	3858	157/166	ahecimovich
Student Services (8)	Ms. Cailey Richer	3819	157/166	cricher
Technology Facilitator	Mrs. Allison Drew	3808	255B	adrew
Technology Facilitator	Mrs. Enza Fox	3876	255B	efox
Technology Specialist	Mr. Max Casas	3868	255B	mcasas
Vocal Music Teacher (4-8)	Mr. Bill Gordon	3823	AUD	bgordon
Vocal Music Teacher (JK-3)	Mr. Ross Cabin	3807	202	rcabin
World Language French	Mrs. Michelle Harradine	3852	168	mharradine
World Language French/Spanish	Mrs. Cathleen Sheridan	3861	160	csheridan
World Language Latin (7/8) Soc. Science (6)	Mrs. Jennifer Comiza	3863	156	jcomiza
World Language Spanish	Mrs. Carol Rosenberg	3810	158	crosenberg
World Language Spanish/ESL	Mrs. Louise Pashinian	3865	162	lpashinian
Yearbook	Mrs. Sue Johnson	3894	252	sjohnson

FACULTY AND STAFF 2017-2018

By Alphabetical order

Administration	Names	Ext.	Room	Email (@kenilworth38.org)
Superintendent/CSBO	Dr. Crystal LeRoy	3805	118B	cleroy
Dir. of Bldg. & Grounds	Mr. Moris Quijada	3815	005	mquijada
Dir. of Student Services	Mr. Besset Sabourin	3806	121C	bsabourin
Principal	Mrs. Kendra Wallace	3802	121B	kwallace

Dept. / Grade	Names	Ext.	Room	Email (@kenilworth38.org)
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FACULTY AND STAFF 2017-2018

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FACULTY AND STAFF

2017-2018

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School Psychologist	Ms. Samantha Valsamis	3812	155	svalsamis
Fifth Grade Teacher	Ms. Courtney Weber	3832	211	cweber
School Administrative Assistant	Mrs. Susan White	3864	Office	swhite
Student Services (JK-2)	Ms. Jennifer Willis	3856	101	jwillis

District/School Information



**“Sears doesn’t just prepare you for
high school, it prepares you
for the rest of your life.”**

– Devlin Guthrie

SCHEDULES AND BUILDING HOURS

REGULAR SCHEDULE AND BUILDING HOURS

The school building opens at 7:30 a.m., and only students with authorized passes will be admitted. On days when the outdoor temperature is at or below zero degrees (F°), students are allowed to enter the building at 8:10 a.m.

	Enter	Tardy	Dismissal
JK (Sept.-Dec.)	8:15 a.m.	8:20 a.m.	11:00 a.m.
JK (Jan.-June)	8:15 a.m.	8:20 a.m.	12:00 p.m.
Grades K-8th	8:10 a.m.	8:15 a.m.	3:15 p.m.

Lunch Break Kindergarten - 4th Grade is from 11:43 a.m. – 12:28 p.m.
5th Grade – 8th Grade is from 11:48 a.m. – 12:28 p.m.

For Grades K-8, attendance is taken at 8:15 a.m. and 12:33 p.m. Students arriving after these designated times are marked tardy and must sign-in with the front entrance greeter and request a pass to go to class.

Kindergarten children who have not been picked up from their classroom by 3:15 p.m. will be taken to the School Office to wait while their parents are contacted.

JUNIOR HIGH DAILY PERIOD SCHEDULE

6th-8th Grade Schedules

Mon., Tues., Thurs., Fri.				Wednesday			
Period	6th Grade	7th Grade	8th Grade	Period	6th Grade	7th Grade	8thGrade
1	8:10-8:20	8:10-8:20	8:10-8:20	1	8:10-8:20	8:10-8:20	8:10-8:20
2	8:22-9:02	8:22-9:22	8:22-9:22	2	8:22-9:02	8:22-9:22	8:22-9:22
3	9:04-9:44	9:24-10:04	9:24-10:24	3	9:04-9:44	9:24-10:04	9:24-10:24
4	9:46-10:46	10:06-11:06	10:26-11:06	4	9:46-10:46	10:06-11:06	10:26-11:06
5	10:48-11:48	11:08-11:48	11:08-11:48	5	10:48-11:48	11:08-11:48	11:08-11:48
6	11:48-12:28	11:48-12:28	11:48-12:28	6	11:48-12:28	11:48-12:28	11:48-12:28
7	12:32-1:11	12:32-1:32	12:32-1:32	7	12:32-1:11	12:32-1:11	12:32-1:11
8	1:13-2:13	1:34-2:34	1:34-2:13	8	1:13-2:13	1:13-2:13	1:13-2:13
9	2:15-3:15	2:36-3:15	2:15-3:15	9	2:15-3:15	2:15-3:15	2:15-3:15

There are supervisors at the east and west ends of the tunnel for 15 minutes before school, at noon dismissal, before return from lunch and immediately after school. In addition, students who stay at school for lunch are supervised. Please note there is no supervision on our playgrounds before or after school. Therefore, children are asked to arrive no more than a few minutes prior to entry time. Similarly, unsupervised children must leave the school grounds at dismissal time.

AUTOMATED CALLING SYSTEM NOTIFICATION

The automated calling system, Blackboard Connect, has the capacity to record a message from the Sears Administration and instantly send the message to all Sears' homes. The use of this system is limited to emergencies such as school closings, and to alert parents to pertinent information that is best received via voicemail. Once an alert has been sent, the message will also be posted on the front page of the District website.

WEATHER EMERGENCIES

School closings due to weather or other emergencies are announced on major radio and TV stations. In addition, the School sends a Blackboard Connect voicemail message, text message (to authorized phone numbers) and an email (the most current on file) to each home.

Occasionally in the winter after a major snow storm, snow removal from sidewalks becomes a major undertaking and frequently homeowners are unable to clear the sidewalks for safe passage before school opens. In such situations, students have often resorted to walking in the streets. This is extremely dangerous and should be avoided. As a general rule, sidewalks in the Village are not plowed unless there is at least a two-inch accumulation of snow. In addition, the ground beneath the snow must be frozen adequately to permit plowing without causing damage to parkways or private property. Initial snow removal operations are concentrated on routes to the School, the train station, businesses and so on, until all public sidewalks are plowed.

DELAYED START SCHEDULE FOR POOR WEATHER DAYS

The goal of the delayed start schedule is to allow for a later start time and still have a five-hour school day. The delayed start schedule may be implemented on days when traveling between 5-8 a.m. is hazardous or due to other emergencies. When a delayed start is not scheduled in advance, a Blackboard Connect voicemail message as well a text message (to authorized phone numbers) and (the most current on file) will be sent to all Sears' students' homes.

DELAYED START SCHEDULE

Late Start Schedule

Start	9:20 a.m.
Lunch	12:13 - 12:58 p.m. - Grades K-4th 12:18 - 12:58 p.m. - Grades 5-8th
Dismissal	3:15 p.m.

K-5th Grade Late Start Schedule

Homeroom	9:20 a.m.
Lunch	12:13 - 12:58 p.m.
Dismissal	3:15 p.m.

LUNCH/RECESS

During lunch, students have the option to sign out and leave campus or to remain at school. There is no additional fee for students to remain at school for lunch. Students on campus during the lunch/recess period are under the supervision of faculty and staff during that period. No such supervision is provided nor any responsibility assumed by Kenilworth School District 38 for students during the time they leave the school during Lunch/Recess Period until they return to campus and report to class for the afternoon attendance check-in. Before leaving school, during the open campus lunch/recess period, a child must check out with their teacher before lunch and **sign out on one of the sheets located at the Baker Building exit doors or in the main office**. Failure to comply with this requirement will result in withdrawal by the School of the privilege of leaving campus during the open campus lunch /recess period.

Lunch at Joseph Sears School is from 11:43 a.m. to 12:28 p.m. for students Kindergarten-4th grades and from 11:48 a.m. to 12:28 p.m. for students in grades 5th-8th. Students should bring their lunch daily unless their parent has ordered through the JSSPVA approved lunch program. Outside lunches should not be delivered to school and on the **rare exception** that a lunch is forgotten, one may be dropped off on the cart located in the main entrance foyer by 11:45 a.m. Parents will be contacted after the third incident of failure to bring a lunch and may be required to set up a meeting with the Principal/Advisor if it continues.

SEARS CAFÉ

The Sears Café provides students with a healthy alternative to a packed lunch. The program uses local vendors to provide lunch service and is coordinated by the Joseph Sears School Parents' Volunteer Association (JSSPVA). For more information about this program, please go to the website under the Parents, Lunch Program tabs. Please note that *Marla's Brown Bag Lunches* <https://marlaslunch.orderlunches.com/>. is the provider of *Sears Café* lunches. No other programs are approved as a part of *Sears Café*.

The milk program begins on Tuesday, August 30, 2017. Participation in the lunch program does not require children to order milk for the school year. Half-pint cartons of 1% white, skim white and chocolate milk, as well as organic milk options of 1% white and chocolate milk may be ordered on a one to five carton(s) per week basis for the entire school year as follows:

Carton(s) per week	Regular Milk Cost for the year	Organic Milk Cost for the year
1	\$13	\$40
2	\$26	\$80
3	\$39	\$120
4	\$52	\$160
5	\$65	\$200

Children may take their milk on any day(s) during a particular week. Surplus milk, when available, is sold for 25¢ per carton.

ENTRANCE AND EXIT PATTERNS

ENTRANCE

All exterior doors are locked during school hours. In addition, upon entering the building, **all** visitors are required to sign in and provide appropriate identification to the front entrance greeter desk in the School Office. The system requires visitors to have their driver's license scanned into a name badge which they must wear while in the building. In addition, visitors are required to sign in and sign out when visiting the school. Adults in the building without a badge will be asked to return to the School Office and obtain one. It is the expectation that when a guest or visitor signs in, they are to go to their destination and return to the main office upon leaving. Guests and visitors are not to wander through the building or to disrupt the instructional day.

SCHOOL VOLUNTEERS

Parent volunteers and visitors are to follow school entrance procedures. The expectation is that parent volunteers are to go to their volunteer destination (library, classroom, lunchroom, etc...), fulfill their volunteer responsibilities, and then return to the School Office and sign out. Parent volunteers are not to roam the building or interrupt instruction during school hours.

PARENTS BRINGING ITEMS TO SCHOOL

If it is necessary to drop off an item (book, lunch, etc...) for your child during school hours; please:

- Label the item with the student's name,
- Place the item on the cart in the main entrance foyer, and
- Log the item in on the clipboard (items not logged in will be left on the cart).

Older students may pick up their item(s) themselves on the hall table outside the School Office. Office staff and/or teachers will assist younger students (Junior Kindergarten through Second Grade) with getting their item(s) delivered to them. Classroom instruction is not to be interrupted, and parents are not allowed to bring items directly to a child's classroom or locker while school is in session.

STUDENT ENTRANCE AND EXIT

The following entrance and exit doors have been established for each grade level:

- Junior Kindergarten-Doors by the Ivy Court playground
- Kindergarten-Doors by the Ivy Court playground
- Grade 1-Main Entrance
- Grade 2-South set of doors facing Abbotsford Road
- Grade 3-South set of doors facing Abbotsford Road
- Grade 4-Main Entrance
- Grade 5-Main Entrance
- Grade 6-Doors on the north and west side of the Baker Building
- Grade 7-Doors on the north and west side of the Baker Building
- Grade 8-Doors on the north and west side of the Baker Building

REGISTRATION

REGISTRATION OF NEW STUDENTS

Children enrolling for the first time in the Junior Kindergarten, Kindergarten and First Grade must be 4, 5 and 6 years of age, respectively, by September 1. Parents of these children need to present an original or certified copy of their child's birth certificate at the time of registration or a current passport. New students in all grade levels are required to provide the appropriate Proof of Residency, as well.

REGISTRATION OF RETURNING STUDENTS

Registration forms for returning student are available online and must be completed and submitted to the School before the beginning of the school year. In addition, parents are required to pay all school fees before the start of the school year.

PHYSICAL, DENTAL AND VISION EXAMINATIONS

Completed physical examination forms are required by August 29, 2017 for every child entering Junior Kindergarten, Kindergarten and Sixth Grade. A completed physical examination is also required by the date of school entrance for every student entering Sears from another school district.

Completed physical examination forms must comply with immunization requirements prescribed by *The Illinois School Code*. Immunity to diphtheria, pertussis, tetanus, polio, measles, rubella, mumps, and hepatitis B must be documented by stating the MONTH, DAY and YEAR of each immunization.

Additionally, Junior Kindergarten and Kindergarten require verification of varicella immunization or proof of immunity. Junior Kindergarten students must be immunized against haemophilus influenza (HIB).

Parents who object to physical examinations and/or immunizations on constitutional grounds must submit a signed statement to that effect. The statement will be reviewed by the state to determine its acceptance.

The mandated physical examination form and a letter explaining the immunization requirements are available online to parents in the spring preceding the school year they are needed. Parents are encouraged to take care of this requirement over the summer. **In compliance with *The Illinois School Code*, children who do not have a completed physical examination form on file by October 12 will not be able to attend beginning October 16 until forms are submitted.**

All students in interscholastic sports are required to have a current physical examination which indicates a physician's approval for participation in sports.

The physical examination report is due August 29, 2017 even if the sport your child is participating in begins later. Physicals are valid for one year from the date when the school year begins. Forms and a letter explaining this requirement are available online in the spring. Students are not permitted to participate in interscholastic practices or games until a completed physical examination form is on file.

In accordance with the Lead Poisoning Prevention Act (410 Ills 45/1), amended by Public Act 87-175, physicians must screen children who are six months to six years of age for lead poisoning. A physician's statement that a child has been screened for lead poisoning should be provided in conjunction with the physical examination form. However, neither *The Illinois School Code* nor the Lead Poisoning Prevention Act authorizes the exclusion of children who have not been screened from educational programs in which they are otherwise eligible to participate.

Dental examinations are required for students entering Kindergarten, Second, and Sixth Grades.

Vision examinations are required for all entering Kindergarten students and those students new to an Illinois school.

Please contact the School Nurse, Mrs. Janet Brothers, at (847) 256-3866 if you have questions regarding compliance with these requirements or if additional medical forms are needed. All health forms are available online on the District website under District 38; Health Services; Forms, tabs.

STUDENT FEES

Textbook and materials fee for each student attending Kindergarten through Fourth grade is \$190. The fee for Fifth grade is \$200. The fee for grades Sixth- Eighth is \$230. Please make your check or credit card payments payable to:

The Joseph Sears School. Payment is due at the time of registration. Similarly, fees for the lunch program, interscholastic sports and clubs are due prior to student participation.

Your child will not be able to participate in fee-based special activities and interscholastic sports until the required fee is paid. Parents will be notified if their child has been denied the opportunity to participate due to lack of payment to rectify the situation. Students will not be made aware if payment has yet to be received.

The Superintendent ensures that applications for fee waivers/modifications are widely available and distributed according to state law and ISBE rule. In addition, provisions will be made to assist parents/guardians so that applications are readily available and completed on time.

FEE WAIVERS AND SCHOLARSHIPS

If a student cannot afford the School fees or the purchase of milk, parents should contact Dr. Crystal LeRoy at (847) 853-3805 or at cleroy@kenilworth38.org to get an *Application for Fee Waiver* from the Superintendent/CSBO's office. Scholarships are available for interscholastic sports and clubs. Scholarship requests should be made directly to the Superintendent. Fee waivers and scholarship requests are kept confidential.

STUDENT ACCIDENT INSURANCE

Accident insurance is provided for each student at Sears School that covers them during the school day. Coverage is provided by Gerber Life Insurance Company. For additional information contact Zevitz-Redfield & Associates Inc. at (847) 374-0888. Claim forms are available from Dr. Crystal LeRoy in the Superintendent/CSBO's Office.

Parents who wish to extend this accident insurance to 24 hours per day may apply for it online through Gerber Life Insurance via their website, www.k12specialmarkets.com

PROGRAM DESCRIPTIONS AND CURRICULUM GUIDELINES

STATEMENT OF EDUCATIONAL PURPOSE

With the education of the individual child as the central focus, The Joseph Sears School strives to provide an educational climate in which each child builds a core body of knowledge, masters key skills, and develops useful habits of mind, including familiarity with the creative process and superior critical thinking abilities. In addition, the School helps each child acquire self-knowledge and expects each child to learn social values and high standards, and to practice responsible citizenship within the broader community.

Against a background of growing social complexity and increasing world globalization, Sears affirms its commitment to academic excellence, personal growth and ethics in order to best prepare each student for the future. Specifically, while at Sears, each student:

Builds a Body of Knowledge

- Masters core subjects: Literature/ Language Arts, Math, Science, Social Science and World Languages.
- Connects ideas and concepts within and across appropriate areas of study and understands how they apply to everyday life, locally and globally.
- Thinks critically about current issues affecting the larger world in which the student lives.
- Acquires exposure and aptitude in the Fine and Applied Arts.

- Learns the principles of nutrition and fitness; the fundamentals of sports; and, the discipline of sportsmanship.

Possesses Skills and Useful Habits of Mind

- Develops active listening skills in order to enhance all learning.
- Gains confidence and competence in presenting oneself and one's ideas orally.
- Attains a balanced proficiency across the core subjects.
- Masters the elements of effective writing, including ideas, organization, voice, sentence fluency, word choice, conventions and presentation.
- Learns how to conduct research using both standard and innovative procedures.
- Uses technology to capture, manipulate and communicate information and ideas throughout the curriculum.
- Grows in the ability to think critically in all disciplines by gathering, evaluating, and organizing information and ideas; recognizing patterns; testing hypotheses; and, drawing conclusions.
- Develops the ability to think creatively in all disciplines by elaborating, refining, analyzing and evaluating their own ideas in order to improve and maximize creative efforts.
- Learns how to work both effectively alone and cooperatively in a team.

Acquires Self-Knowledge

- Gains executive functioning skills by becoming, self-directed, developing organization and time management skills and by setting personal goals.
- Experiences satisfaction and self-esteem from setting high standards and meeting them.
- Gains the insight and strength that comes from learning from mistakes and failures.
- Grows in independence – emotionally and socially – as well as understands the interdependence of human relationships.
- Learns how to evaluate, take and reflect on risks.
- Experiences a sense of fulfillment and develops a commitment to life-long learning.

Demonstrates Solid Values and High Standards

- Works hard to understand right from wrong.
- Responds honestly to students, teachers, and staff.
- Shows respect for the rights and feelings of others.
- Learns respect for one's own strengths and limitations and accepts the strengths, limitations and differences of others.
- Tries to do one's personal best.
- Develops a personal code to help guide and monitor one's behavior.
- Displays a courteous, cooperative and supportive attitude towards others.
- Accepts responsibility for one's actions and their consequences.

Practices Responsible Citizenship

- Recognizes one's role and responsibility including making a positive contribution in one's family, school, community, country and world.

- Creates and maintains healthy habits, including a responsible attitude toward alcohol, drugs and sexuality.
- Builds supportive relationships by sharing ideas and concerns and by helping others face challenges and solve problems.
- Builds knowledge and develops appreciation of people from diverse backgrounds in order to participate effectively in a world enriched by social and cultural differences.
- Uses technology and communication tools in an effective, safe, appropriate, productive and instructionally sound manner.

EDUCATIONAL SERVICES AT THE JOSEPH SEARS SCHOOL: MAXIMIZING THE LEARNING POTENTIAL OF ALL STUDENTS A MULTI-TIERED SYSTEM OF SUPPORT (MTSS) APPROACH

Progress, Enrich, Support, Educate, Learn

MISSION STATEMENT

The Joseph Sears School Community nurtures and inspires each child to achieve his or her individual potential. We empower each student for lifelong learning and service by fostering an educational culture of excellence that:

- Teaches a core curriculum for mastery of key skills
- Practices critical and analytical thinking
- Explores the creative process

MULTI-TIERED SYSTEM OF SUPPORT

As evident by its Mission Statement, the focus of the District’s educational services is to maximize the learning potential of every student. Multi-Tiered System of Support (MTSS) is a federal and state mandated educational initiative which consistently and effectively enables the District to reach that goal. MTSS requires schools to develop a multi-tiered instructional model so all students are able to grow academically and social-emotionally. Sears tailors the enriched core curriculum to maximize student learning.

MTSS has three essential components:

- Differentiated core curricula for all students;
- Data-driven educational decisions that determine optimal learning rates and ideal academic and social-emotional performance levels; and,
- Teacher and parent collaboration to enhance student performance. MTSS is most commonly used to address reading and math instruction, but can also be applied to other academic or social/emotional areas.

Tier 1 - High Quality Core Curriculum, Universal Screening and Group Enrichment/Intervention

Tier 1 encompasses classroom instruction for all students, offering depth, breadth and complexity. Tier 1 also includes universal academic and behavioral supports. Teachers use provisions whenever a student struggles in the classroom or masters critical skills.

Tier 2 - Targeted Enrichment and Interventions

Tier 2 instruction supplements the Tier 1 core curriculum. It meets the needs of students who are not challenged sufficiently or are not progressing as expected in Tier 1. Teachers and parents meet to discuss additional educational services and develop a formal support plan.

Tier 3 - Intensive Enrichment and Intervention and Comprehensive Evaluation

Tier 3 instruction includes more explicit instruction than offered under Tier 2 that focuses on a specific skill need, whether that is an accelerated need or a remedial need. Instructional supports at this level are intended for students who:

- have demonstrated exceptional knowledge and skills based on performance data or exhibited an extraordinary capacity for learning;
- have significant deficits or underachievement and require the most intensive services available at Sears.

THE JOSEPH SEARS SCHOOL EDUCATIONAL SERVICES:

Tier 3: Intensive Level

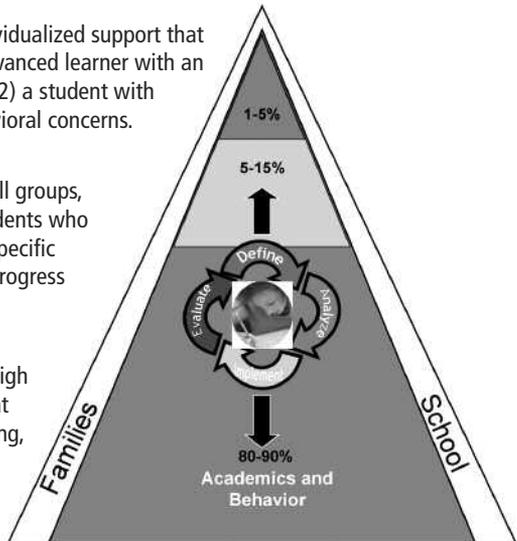
Instruction includes more explicit, individualized support that focuses on a specific skill for (1) an advanced learner with an extraordinary capacity for learning or (2) a student with significant underachievement or behavioral concerns.

Tier 2: Strategic Level

Supplemental instruction, often in small groups, designed to meet the needs of the students who need either (1) more challenge or (2) specific supports (academic or behavioral) to progress adequately in general education.

Tier 1: Universal Level

ALL students receive research-based, high quality, enriched general education that incorporates on-going universal screening, progress monitoring, and prescriptive assessment to design instruction. Faculty teach, reinforce and monitor behavior expectations in all settings. Discipline and other data inform the design of preventive and proactive interventions.



FREQUENTLY ASKED QUESTIONS

What is the difference between RtI and MTSS?

Although the terms are often used interchangeably by school districts MTSS differs from RtI in that MTSS is a framework focused on both academic and social/emotional learning. MTSS is a framework for monitoring and responding to student needs as a global level. RtI is a process within the MTSS framework that focuses on how students respond to instruction and interventions.

What subject areas should RtI encompass?

RtI should encompass the core academic areas: reading, math, writing, science and social science. When implementing MTSS, districts may focus on reading and math as their starting point and then expand to all core academic areas. MTSS also encompasses Social-Emotional, Functional, and Adaptive Skills of a child.

What are the potential benefits of RtI?

One of the strongest benefits of an RtI approach is that it eliminates a “wait to fail” situation because students get needed assistance promptly within the general education setting. Additional benefits include:

- Progress monitoring data informs instructional changes and keep teachers and parents informed about a student’s response to instruction and intervention.
- MTSS provides flexibility to access interventions as needed. For example, if data show progress, a student can move from Tier 1 to Tier 2 and back to Tier 1 within a relatively short period of time.

In what setting can enrichment and intervention happen?

RtI is a process for improving instruction and performance of all students, interventions and enrichment are provided in whole and/or small group settings. This could occur within the general education classroom or, at times, on a pull-out basis in other general education environments.

What role does RtI play in special education eligibility?

The RtI process is a part of the evaluation procedures that determine a student’s eligibility for special education under the specific learning disabilities (SLD) category, according to state law. In an RtI framework, a special education evaluation focuses on the effective educational goals, instruction and interventions that will address the student’s specific educational needs.

Can parents request an evaluation while their child is involved in an RtI process?

Yes. The parents’ right to request a special education evaluation at any time has not changed, nor have the requirements associated with the District’s response to such a request. Parents may request a special education evaluation at any time before, during or after their child’s involvement in an RtI process.

To determine special education eligibility, the School uses data collected during the RtI process. The School team, which includes a student's parents, determines if data is sufficient to determine eligibility or if additional data are needed. During this process, any interventions the student has been receiving will continue.

How do students with disabilities already receiving special education services fit into the RtI process?

The same problem solving process used in a multi-tiered RtI model is equally applicable to students who receive special education services. All students, including those with IEPs, receive core curriculum instruction, unless a replacement core is warranted. For those students who need them, intensive interventions are targeted to meet each student's strengths and weaknesses. The main difference for students who receive special education services (i.e., intensive intervention) is that the IEP team determines their services.

Can RtI be used for advanced learners?

Yes. Students who are advanced learners receive strength-based intervention to increase the potential for sufficient progress. Advanced students with learning difficulties also need interventions for skill deficits.

Is RtI just a way to avoid providing special education services?

No. RtI integrates the mandates of Every Student Succeeds Act (ESSA) and Individuals with Disabilities Education Act so that all students receive high quality, effective instruction. RtI also provides a framework for instruction for students who do receive special education services. The intent is to generate a seamless system of support that is available to all students at the first sign of need.

GLOSSARY

Important Terms to Know

Intervention: A change in instruction for a student in an area of learning or behavioral difficulty to try to improve performance and achieve adequate progress.

Enrichment: Learning experiences that enhance a student's knowledge by further developing creativity, critical thinking and problem solving skills.

Multiple-Tiered System of Support (MTSS): A term used to describe the school framework of providing academic and social/emotional support.

Progress Monitoring: A scientifically-based practice used to assess a student's academic and behavioral performance and to evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class.

Scientific, research-based instruction: Curriculum and educational interventions that are research-based and have been proven to be effective for most students.

Universal screening: A step taken by school personnel three times a year to determine which students are “at risk” for not meeting grade level standards. Universal screening can be accomplished by reviewing a student’s recent performance on state or district tests or by administering an academic screening such as AIMSweb to all students in a given grade level. Students whose scores on the screening fall below a certain cut-off point are identified as requiring continued progress monitoring and possibly more intensive interventions or enrichment.

ADDITIONAL RESOURCES

For more information, talk to your child’s teacher or the Sears School principal. You can also find information on these websites:

www.rti4success.org

National Center on Response to Intervention

<http://ies.ed.gov/ncee/wwc/>

U.S. Department of Education’s What Works Clearinghouse

<http://www.interventioncentral.org>

Intervention Central

<http://www.pbis.org>

Positive Behavioral Interventions and Supports

<http://www.studentprogress.org>

National Center of Student Progress Monitoring

<http://www.nasponline.org>

The National Association of School Psychologists

<http://www.nagc.org/>

National Association for Gifted Children

<http://www.iagcgifted.org/>

Illinois Association for Gifted Children

www.ctd.northwestern.edu

Center for Talent Development

<http://www.gifted-children.com/>

Gifted-Children.com

<http://www.hoagiesgifted.org/>

Hoagies” Gifted Education Page

<http://www.nfgcc.org/>

National Foundation for Gifted and Creative Children

<http://www.cectag.org/>

The Association for the Gifted

STUDENT SERVICES

The Student Services Department works closely with parents and teachers in order to provide assistance to students who are in need of support with academic, emotional or social issues. The Student Services Department includes:

- Director of Student Services
- Differentiation Facilitator
- Literacy Specialists
- Student Support Services Teachers
- School Nurse
- School Psychologist
- School Social Workers
- Speech/Language Therapist, Pathologist

Students who experience academic, social/emotional, behavioral and/or medical difficulties in the general education classroom are referred to the Grade Level or Problem Solving Team for discussion and review. The Team works collaboratively with the classroom teachers to develop intervention strategies to assist these students within the general classroom setting. Adaptations and/or modifications to the general curriculum may be made or supplemental services may be provided by Sears faculty. Depending upon the student's response to the intervention, the student may be found eligible for special education services. If necessary, a complete individual evaluation may be conducted to determine a student's eligibility for specific Student Services support. The results of the full evaluation are reviewed at a multidisciplinary conference. In this process, an Individual Education Program (IEP) is written that identifies a student's individual needs, goals and objectives for instruction, as well as the services required to meet the student's needs.

Students who are eligible for Student Services support receive assistance through a variety of service delivery methods. Support may be given within the general classroom setting or within the student services classroom setting based on the identified needs of each student. The primary, intermediate, and junior high support teachers work collaboratively with classroom teachers within the general classroom setting, work one-on-one with students, and work with smaller groups outside of the general classroom setting.

The Speech and Language Therapist provides services to all eligible students from Preschool through Eighth Grade. The Speech and Language Therapist works collaboratively with classroom teachers in order to provide services within the general education setting or in a smaller group setting, as appropriate. The Social Worker and Psychologist are available to support students who are experiencing difficulties with social/emotional issues. When a concern is identified by a teacher, parent or student, the Social Worker and/or Psychologist are available to provide direct services to students individually or in groups and to coordinate efforts between home, school and/or private resources. The Social Worker and

Psychologists are also available to assist parents during times of difficulty or crises. For further information, contact the School Social Worker or Psychologist.

SERVICES PROVIDED UNDER SECTION 504 OF THE REHABILITATION ACT OF 1973

Section 504 of the Rehabilitation Act of 1973 is a civil rights law designed to eliminate discrimination on the basis of any disability. Section 504 guarantees certain rights to individuals with disabilities, including the right to full participation and access to a free and appropriate public education. Essentially, Section 504 was designed to “level the playing field,” to ensure full participation by individuals with disabilities. To qualify for services, accommodations and modifications under Section 504 a student must: “have a physical or mental impairment which substantially limits one or more major life activities (e.g. caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working), have a record of having such an impairment, or be regarded as having such an impairment”.

Section 504 requires an evaluation and parent consent before any action is taken with respect to placement and services. If the Section 504 team determines that a child qualifies for services or support, a 504 plan is written and reviewed annually. Accommodations and modifications that offer access to curriculum/instruction are outlined in the 504 plan.

For further information, parents should contact Mr. Besset Sabourin at 847-853-3806 or bsabourin@kenilworth38.org.

SERVICES AND SCREENING FOR ENGLISH LANGUAGE LEARNERS

According to the Illinois School Code, an individual language proficiency screening is administered to each student identified through the home language survey as being a possible English Language Learner (ELL). In order for a student to be screened for English language proficiency, parents must indicate on the School registration form that another language is spoken at the home. The screening consists of the World Class Instructional Design and Assessment (WIDA) for Kindergarten and first semester first grade students and the Wide Access Placement Test (W-APT) for students in grades two through eight. Second semester first graders are given the W-APT.

The screening takes place within 30 days of enrollment. If a student is determined to be limited English proficient, his/her parents will be informed in writing of the results of the screening and the services to be provided. Such services most frequently consist of tutoring on a pull-out basis.

Students identified as ELL are assessed annually with the ACCESS test. ACCESS is a standards-based, criterion referenced English language proficiency test designed to measure English language learners’ social and academic

proficiency in English. It assesses social and instructional English as well as the language associated with language arts, mathematics, science and social studies within the school context across the four language domains: listening, speaking, reading and writing.

Parents may refuse ELL services by writing a letter stating that they refuse services. However, this parental statement does not relinquish the School's obligation to annually assess the student's language proficiency with the ACCESS for ELLs.

Should you have any questions, please feel free to contact Mr. Besset Sabourin at 847-853-3806 or bsabourin@kenilworth38.org.

SPEECH/LANGUAGE SCREENING

Speech/language screening procedures are conducted for Kindergarten students. Screening results will indicate one of the following:

1. Screening is passed. Oral communication appears to be within normal limits. No further action will be taken.
2. Screening is passed at the time; however, developmental errors were observed. Speech/language skills should be rescreened — with parental consent — to make sure developmental errors are emerging.
3. A possible speech/language delay was observed.
4. The child's communication skills should be evaluated by a speech/language pathologist to determine if a significant delay exists, and if the child is eligible to receive speech/language intervention. The speech/language pathologist will contact the parent to explain the proposed evaluation and to obtain consent.
5. Students new to the District will be screened with parent consent.

Other students' speech/language skills can be screened at the request of parents or teachers with parent consent. Should you have any questions, please feel free to contact Mr. Besset Sabourin at 847-853-3806 or bsabourin@kenilworth38.org.

PRESCHOOL SCREENING

Preschool screenings are available through Kenilworth School District No. 38 for children ages three and four who may need special assistance due to developmental, language or motor delays. The screening samples student functioning in areas important to success in school: speech/language, motor coordination, vision and hearing, concept development and social/emotional maturity. Parents who think their child may benefit from specialized assistance before entering Kindergarten are encouraged to have their children participate in this screening. If appropriate, additional assessment and intervention may be suggested.

EARLY INTERVENTION PROGRAM

Early intervention programs are available through Kenilworth School District No. 38 for children who appear to have developmental, language or motor delays. Children from birth to five years of age can also be screened for such delays and, if appropriate, a formal assessment can be completed. Considering the results of this assessment, children from birth to age five may be eligible for specific early intervention education programs provided by the School District.

NORTHERN SUBURBAN SPECIAL EDUCATION DISTRICT

Kenilworth School District No. 38 is a member of the Northern Suburban Special Education District (NSSSED) Cooperative. Through this Cooperative, extensive services are available from birth through age three, parent-infant education, and 3-5 year old early childhood education. In addition, special programs are available through NSSSED for students with significant educational needs from birth through age 21 to meet needs of students who are identified as being eligible for specialized services. These services include behavior intervention, occupational and physical therapy, as well as vision and hearing services. For further information regarding any of these services, parents should contact the Director of Student Services, Mr. Besset Sabourin at extension 3806 or at bsabourin@kenilworth38.org.

QUESTIONS OR CONCERNS

If parents have any concerns regarding their child's educational needs, they should discuss the issue with their child's classroom teacher. Typically, the teacher will share these concerns with the student support teacher assigned to his/her grade level and possible intervention strategies will be discussed and shared with the parents.

If parents have any questions about programming options available through the Student Services Department they should contact Mr. Besset Sabourin at (847) 853-3806 or at bsabourin@kenilworth38.org.

EDUCATIONAL PROGRAMS AND DELIVERY MODELS

Classes in the Kindergarten through Fifth Grades are self-contained. With the exception of special teachers for art, music, physical education and world (foreign) language, elementary school students spend the majority of their day in their own classroom pursuing the mastery of basic skills combined with the development of more sophisticated critical thinking.

In fifth grade students will have a homeroom teacher but will begin to make a transition to Junior High. They will have one teacher for Math and Science and a second teacher for English Language Arts and Social Studies. They will move through classes as a homeroom. Additionally, 5th grade marks the beginning of Junior High language with a 40 minute class period and experience on the elective wheel.

The Junior High School includes the Sixth, Seventh and Eighth Grades and classes are departmentalized. Students will take classes in the Core Curriculum: English, Math, Science, Social Science, and World Language. Students will also dress for and participate in Physical Education daily. Art, Industrial Arts, Music and Practical Arts are also offered to all students. High school level algebra is available to students on the basis of high math achievement test scores, strong performance in math and teacher recommendation.

Students may qualify for the New Trier Township High School math program that offers high school algebra in Seventh Grade and geometry in Eighth Grade. Admission to this program is based upon extensive testing at the Sixth Grade level provided by New Trier Township High School.

THE JUNIOR KINDERGARTEN PROGRAM

The Junior Kindergarten program is a tuition-based program open to School District residents and non-residents. Children must be four-years-old on or before September 1 to be eligible for Junior Kindergarten. An original or certified copy of the child's birth certificate or current passport must be presented when registering.

The Junior Kindergarten program, which starts Tuesday, September 6, 2017, follows the school calendar and runs from 8:15 a.m. - 11:00 a.m., Monday through Friday from September–December and from 8:15 a.m. to 12:00 p.m., Monday through Friday from January–June. Tuition for the 2017-2018 school year is \$6,000. A \$500 non-refundable deposit is required at the time of registration.

This program provides experiences that contribute to the social and emotional development, language and number readiness and fine and gross motor development to help children prepare for Kindergarten.

Students learn through positive involvement, interacting with others and problem solving in a warm and nurturing environment. Based upon an emergent curriculum, Junior Kindergarten units of study generally arise from students' interests for a portion of the day. Every child is treated with respect and competition is discouraged.

THE KINDERGARTEN PROGRAM

The Sears School Kindergarten program is a full day class, providing the opportunity for students to develop their readiness and post readiness skills in a more relaxed and supportive setting. All students are offered the full day class without a tuition component, based on the District's philosophical belief that the full day model is in the best developmental interest of our students. Illinois law allows school districts to provide a full day option as ours; however, we must also accommodate parents who believe their child would better thrive in a half day program. If you would like to consider a half-day option, please contact our Director of Student Services, Mr. Besset Sabourin at extension 3806 or at bsabourin@kenilworth38.org.

Kindergarteners attend school from 8:20 a.m. to 3:15 p.m. Students benefit from enjoyable instruction and activities related to math, literacy development, thematic units, play/discovery, world language, music, art, physical education and library/ technology within the context of a well-paced school day.

CURRICULUM INFORMATION

Kenilworth School District No. 38 strives to provide a rigorous, standards and researched based curriculum in all subject areas, using a variety of instructional approaches to meet the needs of all learners. Our curriculum development process is approximately five years in length beginning with a review and synthesis of current research and best practices, followed by the development of the curriculum map/outline and the identification of the instructional materials.

A team of teachers representing all grade levels and support staff make up the curriculum committee. Following a comprehensive curriculum renewal cycle, a content specific team leads and guides the work identifying data, research, resources and reviews trends and consults experts in the field. Collaboration occurs with the other New Trier Township elementary districts, as well as New Trier Township High School. Curriculum maps are developed for each grade level, identifying prerequisite learning, key content, goals/objectives, skills, academic vocabulary, and a scope and sequence. Common local assessments are developed for each grade level. Consideration of the instructional materials, technology, and resource recommendations are made to the Superintendent/Chief School Business Officer (CSBO) for adoption by the Board of Education.

Revisions to our report card and progress report formats are made as appropriate. Professional development is provided to support the administrators and teachers with the knowledge they will need to implement the new curriculum.

For more information about the specific curriculum in each discipline, please visit the District website at www.kenilworth38.org and select the “Curriculum” tab in the menu bar.

ICE SKATING UNIT

Weather permitting in winter, First through Eighth Grade students participate in a two-week ice-skating program. Students are required to bring skates to Physical Education class for this unit. In the event the weather conditions are not optimal, the ice-skating unit is cancelled. Please check the Physical Education tab on The Joseph Sears School website for daily updates on weather conditions and possible cancellations.

PHYSICAL EDUCATION REQUIREMENTS

All Sixth through Eighth Grade students wear uniforms for physical education classes. The physical education uniform consists of a gray Joseph Sears School T-shirt, blue Joseph Sears School shorts, socks and a pair of gym shoes. (The approved Joseph Sears School T-shirt and gym shorts may be purchased at the Wilmette Bicycle and Sports Shop (847) 251-1404.)

Gym shoes are to be kept in the Kindergarten cubbies for Kindergarten students, the hall locker, for Grades One through Five. Grades Six through Eight may store their uniforms and shoes in their assigned gym locker. Both the Boys’ and Girls’ gym lockers have built-in combination locks. Hiking or slip-on shoes are not appropriate. Please label all parts of the uniform with the child’s name. Uniforms should be taken home and washed weekly. Warm-up or sweat suits are suggested for cooler weather. Students may store this equipment in their gym lockers.

SECOND STEP

Second Step Grades K-5

Second Step is a social skills (Social Emotional Learning) program that teaches children how to identify the feelings of others, how to make and keep friends, how to handle anger management and conflict resolution and how to deal with bullying. This program serves students in Kindergarten through Fifth Grade.

Advisory Grades 6-8

The *Rush Neurobehavioral* executive functioning skills, the *Lion’s Quest Skills for Adolescence* and *Owning Up Empower Program* are used in Junior High. Each school year begins with students acquainting themselves with their new advisor(s); an orientation to the grade level, student schedule and locker. The Principal welcomes students and shares information about programs that they may get involved in, such as sports, music, drama, etc. The three half-day advisory sessions include:

Advisory—First Half-Day Session: Orientation, Positive Behavioral Intervention and Supports, and Executive Functioning

- Organization of binders, use of assignment books
- Identifying learning strengths and developing study strategies
- Tips on setting effective goals
- Team building activities to encourage group cohesiveness and positive peer interaction
- School community service opportunities where responsibility and leadership skills are encouraged
- 8th graders also develop their own leadership activity (e.g. a service activity for the greater community, a fundraiser, planning a Junior High event, etc.)
- School wide assembly around Positive Behavioral Intervention and Supports.

Advisory—Second Half-Day Session: Bullying and Harassment Awareness

- Awareness of different types of teasing, harassment and bullying, including Cyber bullying and strategies to deal with those types of situations
- Learning and practicing constructive ways to handle conflict
- Learning about the relationship between thoughts, emotions and actions
- Exploring effective alternatives such as conflict resolution

Advisory—Third Half-Day Session: Service Project

- The identification of a problem, the planning and implementation of the service project.
- The effects of service in a community, a country and globally.

STUDENT SOCIAL AND EMOTIONAL DEVELOPMENT

Student social and emotional development shall be incorporated in the District's educational program and shall be consistent with the social and emotional development standards to be contained in the Illinois Learning Standards.

The objectives for addressing the needs of students for social and emotional development through the educational programs are to: 1.) Enhance students' school readiness, academic success, and use of good citizenship skills; 2.) Foster a safe, supportive learning environment where students feel respected and valued; 3.) Teach social and emotional skills; 4.) Partner with families and the community to promote students' social and emotional development; and 5.) Prevent or minimize mental health problems in students.

SUBSTANCE ABUSE PREVENTION

The Substance Abuse Prevention Curriculum for Kindergarten through Eighth Graders focuses on encouraging a wellness attitude among children and includes an informational and social skills component. The informational component includes the effects of drugs on the body, the use of it in society as well as the misuse and dependency of both drugs and alcohol. The Kindergarten through Eighth Grade science and health programs also provide the foundation for the informational component of the program. The social skills component covers self-concept, self-discipline, interpersonal and communication skills, coping skills and responsible decision-making.

WORLD (FOREIGN) LANGUAGE

We are pleased to offer World (Foreign) Language instruction to all students in Kindergarten through Eighth Grades. This instruction includes French, Latin and Spanish. Students in Kindergarten through Sixth Grades participate in either French or Spanish. Students entering Seventh or Eighth Grade either continue studying their current elected language or may choose to enroll in Latin.

World language classes meet for 30 minutes four days a week in grades K-4, and have two additional days of language immersion. In grades 5-8, students begin the secondary program and will have World Language for 40 minutes, five days a week.

JUNIOR HIGH INFORMATION

THE JUNIOR HIGH ADVISORY PROGRAM ADVISORY PROGRAM (6, 7, 8 GRADES)

The purpose of the advisory program is to enhance the traditional role that teachers have always maintained as guides to their students. As Junior High advisors, teachers work with students in clarifying ideas, solving problems, setting goals, and lending a sympathetic ear. The advocacy role of the advisor enables students, parents and teachers to communicate progress and voice concerns. The advisor and his/her students form a team which is the foundation for a positive and productive Junior High experience.

The Joseph Sears School Advisory Program has been a part of the Junior High curriculum for over 20 years. It began with a growing awareness of adolescents' needs to connect with a faculty member who help them navigate the challenges of the middle school years. Established with the initial goal of preventing drug and alcohol use, suicide and violence, the program is designed to instill ethical values that lead students to making wise choices and following a healthy lifestyle. The curriculum has grown and evolved since its inception with the changing needs of our youth and community at large. Today, the Junior High Advisory continues to reinforce the Cornerstones of *Respect, Responsibility, Honesty* and *Kindness*. Its goals also encourage the social and emotional development of students, to strengthen the sense of community between faculty and students, and to build cohesiveness and tolerance within the peer group.

Advisories meet for five days a week, first thing in the morning. Additionally, sessions are scheduled through the year, where advisors and advisees meet to address a timely topic, a social emotional issue or an academic need. Each session is planned by the Advisory Committee (volunteer faculty members who represent each Junior High grade level).

ADVISORY GOALS

- To benefit student development through enhanced communication among staff;
- To facilitate communication between home and school;
- To develop a positive relationship between advisor and advisee;
- To encourage team work and cohesiveness within the advisory group;
- To help students develop social, emotional, and academic problem-solving strategies;
- To strengthen the sense of community between students and faculty.

THE ROLE OF THE ADVISOR IS TO:

- Know each advisee individually both academically and personally;
- Act as an advocate for each advisee;
- Serve as a liaison between home and school;
- Provide an environment that fosters group cohesiveness;
- Implement advisory curriculum activities and facilitate group discussions;
- Refer advisees to appropriate personnel, when necessary.

JUNIOR HIGH MUSIC ENSEMBLE GUIDELINES

The Joseph Sears Music Department is proud to offer students in grades six through eight the opportunity to participate in a performing arts ensemble during the school day. These music ensembles will include: Junior High Band, Junior High Orchestra and Junior High Choir. (Junior high students who elect to participate in more than one music ensemble will be responsible for keeping up with all required modified rehearsals and/or sectionals. Weekly collaborative, group rehearsals are required to be a part of a performing arts ensemble. Please discuss specific options with the music directors.)

Students interested in combining band/choir and orchestra/choir should discuss their intentions with the music directors prior to the start of the year.

ENSEMBLE ATTENDANCE POLICY

Because music ensembles rely on the contributions of each member, dependability, promptness, and being prepared for rehearsals are necessary for the success of all performing arts groups.

- Attendance for all music ensembles will be taken.
- Students will receive a tardy if they arrive late without a pass.
- All absences are considered unexcused unless the student is excused from class.

PERFORMANCE ATTENDANCE POLICY

Students are required to attend all scheduled performances. A concert schedule is published and distributed at the beginning of the school year in *Sears to Home*. Please schedule other activities around these very important performance dates.

JUNIOR HIGH SERVICE

Service is defined as a deed or performance that benefits the school community through volunteerism. Through our service program, we aim to promote the ideals of service by encouraging students to offer their time and efforts for the benefit of others.

The School offers a variety of opportunities to achieve this goal. Traditional service opportunities include, but are not limited to, serving as a safety patroller, library volunteer, office assistant, lunchtime helper and school store clerk. Sixth, seventh, and eighth grade students must work one hour in a job sponsored by a faculty member for each service point earned. Each advisor will assist students in identifying service opportunities, if assistance is needed. A special appreciation activity is held in the spring for those who earn a total of 20 points for the school year. Students will keep track of their points on an official service card provided by their advisor.

Additionally, the entire junior high student body participates in at least one service project annually, for which points are not awarded. We have also been accepted into the *Presidential Service Award Program*.

JUNIOR HIGH RECOGNITION

Outstanding student character is recognized with Panther Pride Awards. The honor acknowledges two students from each of the Sixth, Seventh and Eighth grade levels each trimester who are selected by Junior High faculty members and the Principal for demonstrating the four cornerstones of The Joseph Sears School: *Kindness, Respect, Honesty and Responsibility*.

The Panther Pride Award is based on qualities the 6th, 7th and 8th grade teachers observe such as, motivating others in positive way, resolving peer disagreements, getting others to work together, “making things happen”, assuming leadership roles in a group situation, showing pride in work, striving to achieve at the highest level possible, reacting to challenges enthusiastically, approaching situations expecting to do well, telling the truth and completing own work, setting challenging goals, self advocating and treating classmates and teachers with respect. A child may only be selected one time in their Junior High career for this award. Please refer to the school website for the latest requirements and awards.

JUNIOR HIGH GRADING EXPECTATIONS

In Junior High, students receive academic grades as indications of mastery of content specific standards and learning targets. In the Junior High, students are allowed to retake tests or redo assignments at the teachers’ discretion. Assignments not turned in on time for reasons other than the result of an absence, are reduced as follows:

10% is deducted from the grade if an assignment is one day late.

20% is deducted from the grade if an assignment is two days late.

If the assignment is not turned in after two days, the student will be assigned to the Homework Center until the assignment is completed and turned in. Students with a history of incomplete, late or unsubmitted assignments will be required to meet with their teachers. The child's parents will be contacted and an action plan will be put into place. Failure to submit work may result in exclusion from school sponsored activities.

TESTING

Measures of Academic Progress (MAP) testing will take place for students in early September to facilitate monitoring individual student progress in the basic skills of math, reading and language arts. This test will also be administered again in February. In April 2018, students in Grades 3 through 8 are scheduled to take the Partnership for Assessment of Readiness for College and Careers (PARCC) required by the State Board of Education. This assessment was introduced during the 2014-2015 school year and took the place of the former Illinois Standards Achievement Test (ISAT). Students will be assessed in Mathematics and English Language Arts (ELA)/Literacy. In 5th and 8th grades, students will also participate in one National Science exam. Students in grades 3rd and 5th, will take the CoGat assessment in November. This assessment measures aptitude and is used as a data point for placement and as part of a child's academic profile.

In order to provide an optimal testing situation for all students, parents are asked not to schedule any appointments that take children out of school during testing times. The specific testing dates for each assessment window are listed in the calendar. Information and results of assessments will be shared with parents once they are made available to the District.

Additionally, on December 3, 2017, all Eighth Graders in New Trier Township will participate in placement assessments at New Trier Township High School. (Note - This year the test will be taken at the Northfield campus instead of the east Winnetka Avenue campus due to construction.) These test results, mailed directly to parents by New Trier Township High School, facilitate student placement for Ninth Grade.

ACADEMIC PROMOTION

Students are expected to meet District objectives and learning targets for the grade level in order to be promoted to the next academic year.

Decisions to promote a student to the next grade level are based upon successful completion of the curriculum, attendance, performance on standardized assessments given by Kenilworth School District No. 38, state mandated assessments and teacher created assessments.

No student shall be promoted to the next grade level based solely upon age or any other reasons not related to the student's academic performance. Appropriate remedial programs are provided to assist students who qualify for promotion to the next grade level, but need additional support.

Promotion of a student with an Individualized Education Plan (IEP), or receiving reasonable accommodations pursuant to Section 504 of the Rehabilitation Act, is made in accordance with this policy. However, if it is determined that such a student should not be promoted under this policy, then the student's IEP or Section 504 team determine whether promotion is based on or related to the student's IEP, Section 504 plan or other special needs as determined by the IEP or Section 504 team.

NONDISCRIMINATION POLICIES

Kenilworth School District No. 38 is committed to providing a working and educational environment free from unlawful discrimination. The District does not discriminate on the basis of race, color, religion, national origin, ancestry, age, sex, marital status, disability/ handicap, unfavorable military discharge, or on any other unlawful basis in the recruitment, selection, employment or transfer of its employees. Further, Kenilworth School District No. 38 does not unlawfully discriminate in the provision of services, programs and/or activities.

It is the expressed intent of the Board of Education that every policy, practice and procedure conforms to all applicable requirements of federal and state law.

Americans With Disabilities Act (ADA)

In accordance with the requirements of the Americans with Disabilities Act (ADA), no qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the service, programs, or activities of Kenilworth School District No. 38, or be subjected to discrimination by Kenilworth School District No. 38. Nor shall any qualified individual with a disability be discriminated against because of the disability of such individual in regard to job application procedures, the hiring, advancement, or discharge of employees, employee compensation, job training, and other terms, conditions, and privileges of employment.

LIBRARY TECHNOLOGY CENTER

The Library Technology Center (LTC) is a learning commons designed to support and enrich the curriculum and to optimize the interests and cognitive skills of all students. These include materials designed to stimulate knowledge and understanding and encourage literary appreciation, aesthetic values and ethical standards. Students are introduced to the concept of seeing all sides of an

issue and of developing an awareness and appreciation of the religious, ethnic, and cultural groups of the world and their impact on the American heritage. The LTC provides instruction, guidance and materials for students in a technologically rich environment. The LTC staff also provides instruction and guidance to teach students and faculty/staff effective and judicious use of the Center's materials and portals. The LTC curriculum aligns with the AASL and NETS standards that are in line with the School's Common Core State Standards. The LTC and Technology Curricula can be viewed under the Technology menu on the website.

The LTC houses approximately **22,000** barcoded items and subscribes to 20 print magazines. Non-print media include an extensive **500** title DVD library Augmented by an all school *Discovery Education* streaming video subscription. The entire collection, including the catalog and the circulation system, is supported through the SirsiDynix Library Technology System. The Library catalog is accessible from any internet connection at jssl.sirsi.net.

A technology philosophy of "anytime, anywhere" access has been initiated to include a wireless environment, work stations, laptops, mobile devices and educational software and Web 2.0 tools to support the school's academic goals. This philosophy embraces the BYOD (Bring Your Own Device) environment to encourage Junior High students to leverage their technology lives both in and out of school.

Sears School uses the Internet as a communication, research and learning tool. This online tool adds an important dimension to the curriculum. To create the most positive online learning environment, the LTC offers multiple online educational subscription services, such as: Infotrac: Gale Group periodical database for elementary and Junior High research, Biography Reference Center (450,000 biographies) Grolier Online (grades 3-8 reference database accessible from home and school), Culture Grams, BrainPop and BrainPop Jr., Enchanted Learning, BookFlix, TrueFlix and ScienceFlix. (For a complete list of these online subscriptions, visit Sears Cybersites under the Student menu on the website).

In addition, Internet access is provided in order to bring an enhanced array of learning opportunities to the School. The School website serves the dual purpose of disseminating information to the community and being an academic tool for students. To provide a safe Internet experience, the Sears School network uses filtering software to help ensure that online access remains within the School standards for educational and recreational appropriateness.

TECHNOLOGY SYSTEM ACCEPTABLE USE POLICY

The purpose of the Technology System Acceptable Use Policy (AUP) is to define the responsibilities associated with the use of the Internet and all technologies at Sears School. The agreement ensures that communication between parents and their children has occurred. Both should be in agreement about the responsibilities and consequences stated in the policy.

In order for each child to take advantage of technological resources at school, each family must sign the AUP agreement for their child(ren).

These forms are available online at the time of registration and are valid throughout each student's school years at Sears. No student may use the network computers without a signed AUP on file with the School. Once signed, the AUP is current for each student for each school year, unless changes are made by the Board of Education to the policy. At such time, parents are required to sign the updated form.

BIRTHDAY BOOK PROGRAM

The Birthday Book Program offers a worthwhile celebration of a student's birthday whereby a student may give his/her teacher a book with the child's name, grade and birth date on a special bookplate. The "birthday" book is then added to the LTC's permanent collection. Students of all ages take pride in making a personal contribution to the School that will benefit students for years to come.

HOMEWORK

HOMEWORK PHILOSOPHY STATEMENT

Homework is a component of the academic program at Sears. Homework is part of the academic success both for the rigorous Sears' curriculum and to develop academic and study skills necessary for success in high school and beyond. Sears' students, families, faculty and administration share the responsibility for students maximizing the benefits of assigned homework while still maintaining a healthy and balanced lifestyle. Homework reinforces critical new learning and provides formative data about retention and independent application of concepts.

Research indicates a clear correlation between homework completion and academic success. Research also indicates detrimental and counter-productive effects of too much homework, both on students' stress levels and academic performance.

Sears' faculty and administration are committed to providing students with the best opportunities for growth and success in school by assigning meaningful and purposeful homework. Purposes for homework include: practicing and reinforcing material previously studied in class, introduction of new material, extending previously learned skills to new situations and contexts, and producing original work such as book reports, science projects, and creative writing.

Sears' faculty and administration continue to evaluate and improve the School's homework policy and the way in which this information is communicated to both students and families. The following allotted homework timelines are designed to serve as a guideline to enhance student learning without adding additional pressure to afterschool and family life:

Expectations Regarding Homework

HOMEWORK GUIDELINES GRADES 1-5

GRADE	DAILY AVERAGE	AREAS
1	20 min.	Spelling, math, and independent reading
2	20-30 min.	Spelling, math facts and independent reading. Long-term projects as assigned with advance notice
3	30-40 min.	1 or 2 subjects. Daily independent reading - 20 min. Math facts - 5 min. Long-term projects as assigned with advance notice
4	40-50 min.	Subjects may vary. Daily reading. Long-term projects as assigned with advance notice
5	45-60 min.	Subjects may vary. Daily reading. Long-term projects as assigned with advance notice

SUBJECT - Weekly Average	GRADE 6	GRADE 7	GRADE 8
Math	115 min	150 min	180 min
Science	60 min	70 min	85 min
Language Arts	110 min	120 min	140 min
Literature	110 min	120 min	140 min
Social Science	60 min	80 min	120 min
World Language	40 min	60 min	85 min
TOTAL MIN/WEEK	495	600	750
MAXIMUM HRS/WEEK	8 hrs, 15 min	10 hrs	12 hrs, 30 min
MAXIMUM HRS/DAY	1 hr, 40 min	2 hrs	2 hrs, 30 min

At Sears, students are encouraged to develop academic strength. This is built slowly but consistently over the years. By gradually increasing the amount of homework each year, students are challenged and learn to meet the demands of academic work. Students begin to learn the discipline of homework in the first grade with daily independent reading and weekly spelling lists. Each year, the frequency and amount of homework increases. At the appropriate time, daily assignments are coupled with long-term projects. Students are also expected to read at home every day.

GUIDELINES FOR STUDENTS AND PARENTS REGARDING THE COMPLETION OF HOMEWORK

Below are suggestions which may be helpful for families if issues regarding time spent on homework or difficulties in completing homework, arise throughout the school year.

1. Have an open and honest discussion about homework strategies and study habits to determine if your child is making the best use of his/her time spent on homework. This discussion may help you determine whether or not additional support is needed to manage time, focus and concentrate on homework while balancing extracurricular activities and leading a healthy lifestyle. You may also decide that your child needs less distractions (such as no electronic devices) or a designated time devoted to homework to minimize distractions and facilitate the most productive learning environment. It is recommended that you identify a spot to do homework daily that is free from distractions and set up for efficiency. Making homework a routine maximizes the minutes spent.
2. Students should discuss any homework challenges directly with the appropriate teacher to work on resolving them, including time spent, understanding expectations, instructions and strategies to effectively complete assignments.
3. The expectation is that students complete their homework independently with guidance or support from an adult. All work completed should be done by the student to give the teacher accurate performance information to inform instruction.
4. If all of these steps are taken, and homework issues remain unresolved, families should contact the appropriate teacher to collaborate on strategies to best help the student succeed.

REPORTING STUDENT PROGRESS

The intellectual, social and emotional development of the student is a fundamental interest that the faculty and administration share with parents. Academic achievement is affected by a wide range of social, emotional and physical factors, as well as intellectual abilities. This is one reason why Sears School places particular value on timely communication and a partnership with parents. Parent orientation meetings, progress reports, conferences and informal communications provide the framework for sharing information with parents about the educational progress of their child.

Conferences play a key role in reporting student progress. They afford parents and teachers the opportunity to discuss academic and social growth and to establish appropriate goals for the child. While conference days are scheduled on the

school calendar, conferences may also be initiated by parents or teachers at any time. Parents may call the teacher directly or the School Office to arrange a conference. Parents are encouraged to formally confer with their child's teacher at least twice during the school year.

Student progress reports are issued on a trimester basis in Kindergarten through Eighth Grade. Progress reports are mailed to the parents of students in Kindergarten through Fifth Grade by their homeroom teachers each trimester. Parents of Sixth through Eighth Grade students may view the report card for the first two trimesters on the grade portal. All students final report cards (third trimester) will be mailed home.

Different progress report forms are used for Junior Kindergarten; Kindergarten; Grades 1, 2 and 3; 4 and 5; and, the Junior High (Grades 6-8). Careful review of the progress reports is encouraged. Mid-term reports including deficiency notices for Grades Six through Eight are sent home by every subject area teacher at mid-trimester. Parents are encouraged to contact faculty members at school to discuss any concerns regarding the progress of their child and to conference whenever the situation warrants it. The student progress reporting system introduces letter grades in the Fourth Grade.

The following numerical standards are used in subjects where tests provide a basis for the grade:

100 - 99	A+	78 - 73	C
98 - 93	A	72 - 71	C-
92 - 91	A-	70 - 69	D+
90 - 89	B+	68 - 63	D
88 - 83	B	62 - 61	D-
82 - 81	B-	60 - lower	U
80 - 79	C+		

The following standards are considered in determining letter grades:

Mastery of Skills

- A: Consistently accurate
- B: Usually accurate
- C: Making progress towards accuracy
- D: Frequently inaccurate
- U: Consistently inaccurate

Understanding of Concepts in Area

- A: Exceptionally alert and grasps concepts
- B: Alert and grasps concepts
- C: Making progress is grasping concepts
- D: Often slow in grasping concepts
- U: Consistently fails to grasp concepts

Work Habits

- A: High degree of organizational skills; does more than required
- B: Shows organization and responsibility
- C: Concerted effort in improving organizational skills
- D: Inconsistent effort; lacks self-motivation
- U: Rarely completes work; needs teacher direction

Communication of Facts and Ideas

- A: Shows originality, clarity, and conviction in expression
- B: Usually clear and effective
- C: Making progress in clarity of expression
- D: Often has difficulty in expressing ideas
- U: Lacks ability to express thoughts/ideas

High Level Thinking

- A: Shows exceptional ability in evaluating and applying knowledge
- B: Usually able to apply knowledge
- C: Making progress in applying knowledge
- D: Often neglects to apply known facts
- U: Consistently fails to see relationships

Test Performance

- A: Consistently shows exceptional competency
- B: Usually competent
- C: Shows an average degree of competence
- D: Performs inconsistently
- U: Consistently performs below grade

TEXTBOOKS FOR HOME

Parents of sixth, seventh and eighth graders may acquire a second set of textbooks to be kept at home. The availability of these textbooks addresses situations where it is not in the best interest of the student's physical health or feasible to carry a heavy pack of books back and forth. Such requests should be made directly to the Principal. The cost for securing textbooks for home is \$50 per student. The availability of the second set of textbooks is limited to the inventory on hand. If required textbooks are not available through the school, textbooks may be purchased, at the family's expense, at Amazon.com or a similar website.

SCHOOL EVENTS AND ACTIVITIES

In addition to our strong academic program, Sears encourages students to participate in extracurricular activities as part of our mission to educate the whole child. To that end, the School offers a multitude of enrichment outside of the classroom, as listed below. For the specific dates/times, please view the School Calendar and our weekly e-newsletter *Sears to Home*.

STUDENT ART EXHIBIT

During the annual Student Art Exhibit, students' schoolwork and art projects demonstrating the use of various media are displayed. This is not a competitive exhibit. The work of every student is displayed and community members are welcome to attend this spring event.

BOOK FAIR

The Book Fair is held in November and is sponsored by The Joseph Sears School Parents' Volunteer Association (JSSPVA). All students attend the Fair and proceeds from the book sale are donated to the Library Technology Center (LTC) for the purchase of materials. Parents of primary-age children are encouraged to attend the Book Fair during the time scheduled for their child's class. A second Book Fair, also sponsored by the JSSPVA, is held in the spring.

8TH GRADE GRADUATION PARADE

The Annual Eighth Grade Graduation Parade is a wonderful tradition. The Kenilworth Police Department and The Joseph Sears School Administration have developed a safe and festive parade route. This traditional parade route allows families of graduates, school personnel and members of the greater school community interested in joining the parade to safely participate. The parade route can be viewed on the District and Kenilworth Police Department websites.

Publishing the permanent parade route gives attendees time to position themselves along the route for the best possible viewing of our Sears graduates. We understand that the route may not pass directly in front of all graduates' homes every year. However, we hope this Sears tradition is viewed as an opportunity for families to share this special event with other families along the parade route.

8TH GRADE PLAY

The Eighth Grade class presents a play each spring. This is a culminating experience for the class prior to graduation. Proceeds are generally used for the purchase of a class gift and a charitable contribution.

8TH GRADE WASHINGTON, D.C. TOUR

The Kenilworth School District No. 38 Board of Education sponsors the annual 8th Grade Washington D.C. tour. WorldStrides coordinates the tour. The School Board highly values the tour to the extent that it has approved and scheduled the tour during regular school days.* The approved tour dates for the 2017-2018 school year are Monday, September 25, 2017 through Thursday, September 28, 2017.

The goal for the trip is to tour Washington, D.C. and other historically significant sites. To that end, administrators, along with Sears' Social Science Teachers, meet with a WorldStrides representative to outline a comprehensive itinerary,

pertinent to the 8th Grade Social Science curriculum and allow time for a more thorough exploration of each leg of the tour’s journey.

Curriculum packets are designed to complement each stop of the tour. In addition, there are nightly “debriefings” of sites visited during the day and an anticipatory discussion of the next day’s tours. Eighth Grade faculty chaperone the tour. If you have any questions about the trip, please contact Principal, Mrs. Kendra Wallace, kwallace@kenilworth38.org or (847) 853-3802.

*Contact Mrs. Wallace for confidential scholarship opportunities.

FIELD DAY

Sears’ traditional Junior and Senior Field Days are held at the end of the school year so that all students can participate in fun individual and/or team sports. When students enter Sears, they are assigned to one of two teams—Tigers or Wildcats—and remain on the same team through Eighth Grade. As Tigers or Wildcats, they annually participate in Field Day activities appropriate for their grade level. Parents are welcome to volunteer and/or watch their children in activities that demonstrate school spirit, cooperation and community pride.

HALLOWEEN PARADE

The Halloween Parade is an annual tradition at Sears where all the students dress in costume and participate. Parents are welcome to watch the procession on Tuesday, October 31, 2017 which starts at the Auditorium entrance; weather permitting, proceeds south to Kenilworth Avenue, north on Cumnor Road and ends on the blacktop area behind the School.

Afterwards, students enjoy classroom and advisory parties. Halloween costumes worn for the Sears parade cannot include toys or look-alike guns, firearms, rifles, shotguns, knives, brass knuckles, billy clubs or any other type of weapons.

In order to maximize the educational value of the day and provide time for Halloween activities, an additional class period is held thus extending the morning session to 12:45 p.m. Students are encouraged to bring a healthy mid-morning snack on parade day.

Halloween Schedule-Tuesday, October 31, 2017

Morning session, Grades K-8	8:10 AM–12:45 PM
Lunch Hour (lunch program in session)	12:45 PM–1:45 PM
Afternoon session begins	1:50 PM
Parade	1:55 PM
Classroom parties	2:30 PM
Dismissal K-8	3:15 PM

7TH GRADE SPRINGFIELD/ST. LOUIS TOUR

The Kenilworth School District No. 38 Board of Education also sponsors a 7th Grade Springfield/St. Louis tour. WorldStrides coordinates the tour. The School Board greatly values the tour to the extent that it has approved and scheduled the tour during regular school days.* Tour dates for the 2017-2018 school year are Wednesday, April 18, 2018 through Friday, April 20, 2018.

The goal for the trip is to tour Springfield, Illinois, and other historically significant sites in St. Louis, Missouri. To that end, administrators, along with the faculty on the 7th Grade team, meet with a WorldStrides representative to outline an itinerary that is cross-curricular and comprehensive, pertinent to the 7th Grade curriculum.

The 7th Grade faculty chaperone the tour. If you have any questions regarding the scheduled tour, please contact the Principal, Mrs. Kendra Wallace, at kwallace@kenilworth38.org or (847) 853-3802.

*Contact Mrs. Wallace for confidential scholarship opportunities.

STUDENT ADVISORY BOARD

The Student Advisory Board (SAB) is the Sears School student government. The purpose of the Student Advisory Board is to give interested sixth, seventh and eighth graders the opportunity to address Junior High students and faculty topics and issues. The SAB is also responsible for encouraging school spirit activities such as organizing fundraisers, sponsoring special school events, and planning activities to benefit charitable causes.

Participation on the Student Advisory Board is voluntary and contingent upon compliance with *The Code of Conduct* and satisfactory academic performance. Regular SAB meetings are held during lunch. The frequency of meetings is determined by the needs of the Board. Special meetings and subcommittee meetings may also be arranged before and after school. The SAB reports directly to the Principal. SAB activities are reported in *Sears to Home*.

STUDENT HEALTH AND SAFETY

Medical care is provided by the School Nurse after careful individual evaluation. Parents are contacted by telephone regarding health or medical concerns requiring treatment. In the event that a parent cannot be reached when a child needs immediate treatment, the designated neighbor or relative is informed of the student's medical status. If a suitable arrangement for care of the child at home cannot be made, the child will stay with the Nurse. If the child needs immediate medical attention, the physician listed on the child's registration form may be called. With an injury, emergency care is first administered by the Nurse. If further medical attention is indicated, parents will be notified to transport their child.

If a significant emergency situation occurs, the Winnetka Fire Department will be called to transport students for emergency care. Parents will be notified immediately to secure permission for treatment of the student upon arrival at the hospital. According to Illinois law and Evanston Hospital policy, medical and surgical procedures are performed on children under the age of 18 only if the parent's or legal guardian's written consent is received. If the physician attending the student deems that the student's health would be adversely affected, care will be given. The Nurse or a School official will stay with the child until a parent arrives.

GUIDELINES FOR MEDICATION ADMINISTRATION

These guidelines are provided to assure the safe administration of required medications and to limit the number of medications given in the School.

Please inform the Nurse of medications taken on a daily basis at home. In case of emergency, it is important to know which medications a child is taking. The Nurse can make better judgments if she is aware of the medications your child is taking. Also, inform the Nurse if the medication or the dose changes during the year.

Only those medications which must be administered during school hours will be given by the School Nurse. All medications administered by the Nurse must be accompanied by a School Medication Authorization Form which can be picked up in the Nurse's Office. Consent forms are valid for the current school year only.

Prescribed medication, including inhalers, should be brought to School in the original container stating the name of the child, prescription number, medication name and dosage, administration route and/or other directions, dates to be taken, licensed prescriber's name, pharmacy name, address and phone number. Medication sent in baggies, envelopes or lunches will not be administered.

When having the prescription filled, please ask the pharmacist to give you a second properly labeled bottle for the School. Non-prescription medication (over-the-counter medication) may be administered by the Nurse. The Nurse will accept one telephone or electronically communicated authorization, but that must be followed with a completed authorization form. A doctor's order is required for all non-prescription medications.

If a child has medical needs which require that he/she carry medication, such a request must be in writing from both physician and parent. Appropriate staff including the Administration and Homeroom Teacher will be notified regarding the reason for taking the medication and side effects of the medication. Every medication which is given will be recorded on the child's individual health record.

Parents should pick up unused medication at the end of the school year. The Nurse will dispose of any medication left at the end of the school year.

CONTAGIOUS DISEASES

Parents are requested to call the School Nurse immediately to report the diagnosis of a contagious disease. These include, but are not limited to, German measles, regular measles, mumps, chicken pox, scarlet fever, strep throat, pinworms, conjunctivitis, influenza, pertussis (Whooping Cough), impetigo and infectious mononucleosis. When the first classroom exposure occurs and if the School has been informed, a notice will be sent home to all students in the particular classroom.

HEAD LICE

Occasionally, there are cases of head lice at Sears School. This is a contagious condition and requires immediate attention. In the event your child has contracted head lice, please notify your physician immediately for recommended treatment. Parents are also requested to inform the School Nurse so that other members of the particular class may be examined for head lice by the Nurse in order to prevent this condition from spreading to other children.

RESTRICTIONS IN PHYSICAL EDUCATION

Parental or doctor's requests for non-participation or restricted participation in physical education must be given to the Nurse. Parental or doctor's excuses restricting activity must describe the child's difficulty and specific kinds of activities to be avoided. Excuses must be presented, in writing to the Nurse, and will be honored (1) for a maximum of three consecutive days at the request of a parent; and, (2) on the written advice from the doctor for a specified period. Excuses will be completed in duplicate with a copy given to the physical education teacher and a copy to be kept in the Nurse's Office. Students who are excused from physical activity during gym and the lunch program must report to physical education class and the lunch program. The Physical Education teachers or lunch program personnel may assign an excused student to a non-physical activity or responsibility during the class or lunch period.

GENERAL HEALTH GUIDELINES

In order to provide a healthy school environment for students and faculty/staff, the following guidelines have been prepared to assist families in determining whether or not a student should attend school.

Fever - A student needs to be **fever free for at least 24 hours** before returning to school.

Strep throat - A student needs to be treated with antibiotics for 24 hours before returning to school.

Colds - Please keep your student home if he/she has an excessive runny nose, excessive coughing, an elevated temperature or are too uncomfortable to function in school.

Rashes - The student should remain at home with any undiagnosed skin rash or must present a doctor's note stating that the rash is non-contagious.

Diarrhea - If a student has diarrhea 2 times in a day, he/she should remain at home until the diarrhea subsides.

Eye Infections - If a student has bacterial conjunctivitis (pink eye), he/she needs to complete 24 hours of antibiotic eye drops before returning to school.

CONCUSSION INFORMATION

A concussion is a brain injury and all brain injuries are serious. They are caused by a bump, blow or jolt to the head or by a blow to another part of the body with the force transmitted to the head. They can range from mild to severe and can disrupt the way the brain normally works. Even though most concussions are mild, **all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly.** In other words, even a "ding" or a bump on the head can be serious. You can't "see" a concussion and most sports related concussions occur without loss of consciousness. Signs and symptoms of concussion may show up right after the injury or can take hours or days to fully appear. If your child reports any symptoms of a concussion, or if you notice the symptoms or signs of concussion yourself, seek medical attention immediately.

Symptoms may include one or more of the following:

- Headaches
- "Pressure in head"
- Nausea or vomiting
- Neck Pain
- Balance problems or dizziness
- Blurred, double or fuzzy vision
- Sensitivity to light or noise
- Feeling sluggish or slowed down
- Feeling foggy or groggy
- Drowsiness
- Change in sleep patterns
- Amnesia
- "Don't feel right"
- Fatigue or low energy
- Sadness
- Nervous or anxious
- Irritability
- More emotional
- Confusion
- Concentration or memory problems (forgetting game plays)
- Repeating the same question/comment

Signs observed by teammates, parents and coaches include:

- Appears dazed
- Vacant facial expression
- Confused about assignment
- Forgets plays
- Is unsure of game, score or opponent
- Moves clumsily or is uncoordinated
- Answers questions slowly
- Slurred speech
- Shows behavior or personality changes
- Can't recall events prior to hit
- Can't recall events after hit
- Seizures or convulsions
- Any change in typical behavior or personality
- Loses consciousness

What can happen if my child keeps on playing with a concussion or returns too soon?

Athletes with the signs and symptoms of concussion should be removed from play immediately. Continuing to play with the symptoms of a concussion leaves young athletes vulnerable to greater injury. There is an increased risk of significant damage from a concussion for a period of time after that concussion occurs, particularly if the athlete suffers another concussion before completely recovering from the first one. This can lead to prolonged recovery, or even to severe brain swelling (second impact syndrome) with devastating and even fatal consequences. It is well known that adolescent or teenage athletes will often fail to report symptoms of injuries. Concussions are no different. As a result, well-informed administrators, coaches, parents and students are often the key to a student athlete's safety.

If you think your child has suffered a concussion...

Any athlete even suspected of suffering a concussion should be removed from the game or practice immediately. No athlete may return to activity after an apparent head injury or concussion, regardless of how mild it seems or how quickly symptoms clear, without medical clearance. Close observation of the athlete should continue for several hours. IHSA Policy requires athletes to provide their school with written clearance from either a licensed physician or a certified athletic trainer working in conjunction with said physician prior to returning to play or practice following a concussion or after being removed from an interscholastic contest due to a possible head injury or concussion and not cleared to return to that same contest. In accordance with state law, all IHSA member schools are required to follow this policy.

You should also inform your child's coach if you think your child might have a concussion. Remember it's better to miss one game than miss the whole season. When in doubt, athletes sit out! For current and up-to-date information on

concussions you can go to: www.cdc.gov/ConcussionInYouthSports/

Adapted from the CDC and the 3rd International Conference on Concussions in Sport.

SCHOOL WELLNESS

Student wellness, including good nutrition and physical activity, is strongly promoted as part of the District's educational program, school activities and meal programs.

Goals for Nutrition Education

The goals for addressing nutrition education include the following:

1. Sears supports and promotes good nutrition for students.
2. Sears fosters the positive relationship between good nutrition, physical activity and the capacity of students to grow academically.
3. Nutrition education is part of the District's comprehensive health education curriculum.

Goals for Physical Activity

The goals for addressing physical activity include the following:

1. The Sears School supports and promotes an active lifestyle for students.
2. Physical education is taught in all grades and includes a sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting and encourages healthy habits and attitudes to maintain a healthy lifestyle.

Unless otherwise exempted, all students are required to engage in a physical education activity every day. The curriculum is consistent with and incorporates relevant Illinois Learning Standards for Physical Development and Health as established by the Illinois State Board of Education.

FOOD ALLERGY MANAGEMENT PROGRAM

The following procedure implements policy 7:285, *Food Allergy Management Program*, which is based upon the joint State Board of Education (ISBE) and Ill. Dept. of Public Health (IDPH) publication, *Guidelines for Managing Life-Threatening Food Allergies in Schools (ISBE/IDPH Guidelines)*, available at: www.isbe.net/nutrition/pdf/food_allergy_guidelines.pdf (105 ILCS 5/2-3.149(b), added by P.A. 96-349 and renumbered by P.A. 96-1000). This administrative procedure contains three sections as follows:

1. Glossary of Terms
2. Food Allergy Management Program
3. Individual Food Allergy Management (Three Phases)
Phase One: Identification of Students with Food Allergies

Phase Two: Prevention of Exposure to Known Allergens

Phase Three: Response to Allergic Reactions

All references to the ISBE/IDPH Guidelines within the procedures will refer to the specific section title or Appendix with the page number in parenthesis.

1) Glossary of Terms

Food Allergy Management Program (Program) - The overall process that the Superintendent and other District-level administrators use to implement policy 7:285, *Food Allergy Management Program*, which is based upon the *ISBE/IDPH Guidelines*.

Individual Food Allergy Management - The process at the building-level used to manage and prevent anaphylaxis. The process identifies: (a) students with allergies, (b) procedures to prevent exposure to known allergens, and (c) appropriate responses to allergic reactions. It is synonymous with the third section in this sample administrative procedure.

Individual Health Care Plan (IHCP) - A document that outlines a food allergic student's needs, and at minimum, includes the precautions necessary for food allergen avoidance and emergency procedures and treatments. Its function is similar to a 504 Plan (see below). **Important:** Consult the Board Attorney about whether the Program should implement a 504 Plan or IHCP. This Program's procedures implement 504 Plans only. Insert IHCP in place of or in addition to 504 Plan in this document if the District will also implement IHCPs.

504 Plan - A document that outlines a food allergic student's needs, necessary accommodations, and individual staff member responsibilities. Its function is identical to an IHCP while also including procedural protections (see above). This Program's procedures implement 504 Plans only.

2) Food Allergy Management Program

Actor

Action

Superintendent or Designee Identify existing policies, procedures and exhibits which affect implementation of the Program.

Recommend any policy changes to the School Board for consideration.

Review with the Principal, other appropriate administrative and special education staff, and the Board Attorney to discuss this Program, the *ISBE/IDPH Guidelines*, and prepare the Principal to implement it in his or her building.

School Nurse

Educate and train all staff by coordinating, through the Superintendent or Principal, the required in-service training

program(s) for staff working with students. The in-service must be conducted by a person with expertise in anaphylactic reaction management and include administration of medication with an auto-injector (105 ILCS 5/10-22.39(e), added by P.A. 96-349).

This training should also include:

- How to recognize symptoms of an allergic reaction
- Review of high-risk areas
- Steps to take to prevent exposure to allergen
- How to administer an epinephrine auto-injector
- How to respond to a student with a known allergy as well as a student with a previously unknown allergy
- Information to increase awareness of bullying and sensitivity to issues that students with food allergies face in the school setting

Monitor the Program by periodically assessing its effectiveness.

Incorporate updated medical best practices into all areas of the Program.

Superintendent or Designee Establish a schedule to report any recommendations to enhance the Program's effectiveness to the Board for consideration.

Principal Inform the school community of the Program by providing the information to students and their parents/guardians.

Implement the Program in the building by meeting with the Nurse/DSP and special education staff.

Educate staff members about the Program and their likely involvement with Individual Food Allergy Management. Inform staff members and volunteers to first use the epinephrine auto-injector and then call 911 anytime an allergic reaction is suspected.

Add information about the District's Program and any other building-related specifics of the Program to student handbooks.

School Board Monitor 7:285, *Food Allergy Management*, and make changes recommended by the Superintendent.

Provide the appropriate resources for the Superintendent to successfully implement the Program

3) Individual Food Allergy Management

Phase One: Identification of Students with Food Allergies

Actor	Action
Parent/ Guardian	Inform the Principal of the student’s food allergy. Complete Allergy History Form (App. B-8, pg. 56 and available at: www.isbe.state.il.us/nutrition/word/sample_allergy_hstry_form.doc) and School Medication Authorization Form. Participate in all meetings to assess and manage the individual
School Nurse	Follow the District’s procedural safeguards for convening a meeting to assess the individual student’s allergy management needs.
504 Team	For a student who is not already identified as disabled, determine whether a referral for an evaluation is warranted using the District’s evaluation procedures for determining whether a student is a student with a disability within the meaning of IDEA or Section 504 (see Board policy 6:120, <i>Education of Children with Disabilities</i>). For a student with an existing IEP or Section 504 plan, or who qualifies for one on the basis of his or her food allergy, determine: <ol style="list-style-type: none">1. Whether the student’s food allergy requires <i>related services</i> to ensure the provision of a “free appropriate public education” (FAPE), and/or2. Whether the student’s food allergy requires appropriate <i>reasonable accommodations</i> for the student’s disability. If the answer to either of the above questions is negative, notify the parent/guardian in writing of the reasons for the denial and the right to appeal. Provides any required procedural safeguard notices. See 23 Ill.Admin.Code Part 226; Section 504 of the Rehabilitation Act of 1973 (34 C.F.R. Parts 104 and 300); and 6:120-AP1, E1, <i>Notice to Parents/Guardians Regarding Section 504 Rights</i> . If the answer to either of the above questions is positive: <ol style="list-style-type: none">1. Gather appropriate health information by using the completed Allergy History Form (App. B-8, pg. 56) and Emergency Action Plan (EAP) (App. B-5, p.48).2. Identify all necessary accommodations and complete a 504 Plan (use the District’s established forms or App. B-7, pg. 52-55). For meal substitutions, see App. B-4, pg. 45-46.

3. Determine which staff provides the identified accommodations. Remember that accidental exposures are more likely to happen when an unplanned event or non-routine event occurs and special care should be taken to address procedures for staff members who provide transportation, substitute teach, coach or other activities, field trips, and classroom celebrations. For a list of staff members to contact, see *Creating a Safer Environment for Students with Food Allergies* (pg. 19).
4. Assign responsibilities to individual staff members for providing the identified accommodations (General Guidelines, pg. 20-40). Inform absent staff members during the creation of the 504 Plan of their responsibilities.
5. Identify willing 504 Team members trained in emergency response to respond to any allergic reactions the student may have.
6. Provide the required procedural safeguard notices. See 23 Ill.Admin.Code Part 226; Section 504 of the Rehabilitation Act of 1973 (34 C.F.R. Parts 104 and 300); and 6:120-AP1, E1, *Notice to Parents/ Guardians Regarding Section 504 Rights*.

Phase Two: Prevention of Exposure to Known Allergens

Actor

School Nurse

Action

Convene a meeting to educate all the staff members who will provide the identified 504 Plan accommodations about their responsibilities.

Ensure that individual staff members perform their responsibilities and provide the necessary accommodations for the student's individual health needs.

Facilitate the dissemination of accurate information in the building about the student's food allergy while respecting privacy rights.

Provide a medical alert to parents/guardians that does not name the student. The communication should inform other students and their parents/guardians about the importance of keeping their educational setting free of the food allergen.

Prepare a list of answers to anticipated questions about managing the student's health needs.

Check for any known competing educational interests with the student's health needs among other students attending the school (i.e., diabetes, service animals, etc.). Manage identified students' competing educational interests by:

1. Creating a method to monitor identified competing educational interests between students.
2. Responding to future unidentified competing educational interests and managing them immediately.
3. Modifying any other conditions as the facts of the situation require.

Phase Three: Response to Allergic Reactions

Actor

Action

All Appropriate Personnel Follow the student's 504 Plan and EAP.

All Personnel Anytime an allergic reaction is suspected, give the epinephrine auto-injector first, and then call 911.

SNACKS AT SCHOOL

Children may carry reusable water bottles to class. In grades K-8, students bring their own snacks to school. Please use this as an opportunity to teach children about healthy eating. Try to select unprocessed natural food. If possible, please avoid all nut products. We have many students who have serious allergic reactions to nuts.

Suggested healthy snacks include:

- Fruit juice-100% is preferred
- Fresh fruit-bananas, grapes, apples, oranges
- Fresh vegetables-dips made with yogurt or salad dressing
- Cubed or sliced cheese
- Mini rice cakes
- Small bagels, bread sticks
- Popcorn, pretzels
- Crackers-preferably whole grain
- Dry cereal in plastic bags
- Dried fruits

Snack foods to avoid include items such as: cookies, candy, sweets, cake, bread, donuts, fruit roll-ups, fun fruits, sweetened juices, chips, etc.

STUDENT ABSENCES, MEDICAL RESTRICTIONS, RELEASE FROM SCHOOL AND TARDIES

ABSENCES

In the event a child will be absent, parents are required to notify the School Nurse, Janet Brothers, by 8:30 a.m. You may contact her by phone at 847-853-3866, or email at jbrosthers@kenilworth38.org, leaving a message stating the reason for the absence. If parents fail to notify the School regarding the absence, the School will telephone the parents within the first two hours of the start of the session. In situations when a child is absent without notification and the parent cannot be reached to verify the absence, as a precaution, the local police is contacted and informed of the child's absence.

When a student has an excused absence, the student's teacher generally assembles the work and has it ready to be sent home. If you would like to arrange to have a sibling or classmate bring your child's work home, please call the School Office or inform the nurse to make the arrangements. You may also request the homework be left at the School Office for a parent to pick up by 4 p.m.

Junior High students generally carry their materials home with them. Therefore, they may phone one another for the day's assignments or refer to homework assignments available on the teacher's Canvas page. Parents may also call the School Office by 9 a.m. to arrange for homework to be sent home or picked up in the School Office after 3:30 p.m. In the Junior High, students have the same number of days to make up missed work as the number of days they had an excused absence.. Tests and quizzes will be rescheduled with the teacher within a reasonable timeframe.

EXCUSED ABSENCES AND RELEASE FROM SCHOOL

Students are excused from attendance for reasons of ill health or other temporary emergency. Students who are absent frequently or for long periods of time must have their absence endorsed by a physician. Those students unable to attend for an extended period of time are provided with home tutoring services. Further information is available from the School Nurse.

PLANNED ABSENCES

Students are expected to be in attendance each day that school is in session unless there is illness or an emergency. In 2011, Illinois Law was updated and requires that any student who misses more than 5% of the school year (8.5 days) due to absenteeism is classified as a truant. Absences other than those defined as "valid cause" will not be considered excused. Absences due to trips and other purposes are not considered valid absences and are strongly discouraged by the school. Make-up work cannot replace in class-learning and is not required for teachers to provide such work for absences of this sort. Lessons are carefully planned and

implemented to assure student mastery of important concepts. Most often, these lessons involve hands-on activities and/or teacher led discussions that focus on critical thinking skills. Although some class work and homework can be completed while the child is away, valuable learning time is lost anytime a child is absent.

105 ILCS 5/26-2a

A “truant” is defined as a child subject to compulsory school attendance and who is absent without valid cause from such attendance for a school day or portion thereof.

“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.

“Chronic or habitual truant” shall be defined as a child who is subject to compulsory school attendance and who is absent without valid cause from such attendance for 5% or more of the previous 180 regular attendance days.

Parents should notify the School Nurse one week in advance of the planned absence. The Nurse will notify the Office Staff who will put a work request form in each teacher’s mailbox. The teachers send assignments to the Office two days before the absence. In Junior High students have the same number of days to make up missed work as the number of days they were absent. Tests and quizzes are scheduled with the teacher within a reasonable time frame.

RELIGIOUS HOLIDAYS

Absence from school to observe a religious holiday is considered an excused absence. Students who are absent to observe a religious holiday may make up all tests and study assignments.

CHILDREN RELEASED FROM SCHOOL

While it is preferred that students attend school for the entirety of the day, there are exceptions for when a student may need to be released from school during the school day. These exceptions should not be standing appointments or scheduled lessons that remove the child from the school learning environment on a regular basis. The State of Illinois requires that a student be present for 150 minutes to count as present for a full of a day of school. In addition, it is considered a half-day absence if a student is absent for more than 75 minutes.

The following are guidelines for a child to be released during school hours:

- Must be approved by the school nurse or a school administrator.
- For dental, doctor and other medical appointments, children must be signed out at the School Office by an authorized adult.
- No child may leave without an adult.
- A note from the parent/guardian requesting their child to be released at an

indicated time is required and should be presented to the homeroom/advisory teacher before school begins that day. The note then is endorsed and sent to the school nurse.

- If an approved standing appointment is on record, a daily note is not required, but an authorized adult must sign the student out at the School Office each day.
- If a school release will need to happen over a period of time, a request for release must be submitted to and approved by the Superintendent's Office.
- If the child returns during school hours he/she must sign in at the School Office.

If you need to pick up your child unexpectedly, please adhere to the following protocol:

- Come to the School Office and inform the front office greeter that you will need to pick up your child.
- A photo ID is required to verify identification and that that adult is authorized to pick up the child.
- The front office greeter or office staff will locate and summon your child to the School Office.
- The school assumes the authority to release children to authorized adults listed during registration or updated through the course of the year.
- Children will not be released to relatives or other adults that do not have authorization.

EXPECTATIONS FOR PUNCTUALITY

Morning and afternoon attendance is taken at 8:15 a.m. in the morning and 12:33 p.m. in the afternoon, respective of the grade level. Students arriving after the 8:15 a.m. or 12:33 p.m. bell are tardy and must sign-in with the front entrance greeter and request a pass to go to class. For Junior High students, three unexcused tardies for classes including morning advisory and sixth period will result in a formal detention.

SAFETY POLICIES AND PROCEDURES

ANIMALS

- Dogs are not permitted on Sears School property per Village ordinance.

BICYCLISTS

- Students must wear bicycle helmets and follow bicycle best practices.
- Use recommended routes to and from Joseph Sears School. Crossing at the Kenilworth Avenue railroad tracks is not condoned.
- Ride on the sidewalk, yielding to pedestrians.
- Walk bikes at crosswalks, in the tunnel, and on Sears School property between 8:00 a.m. and 3:30 p.m.
- Young children (Junior Kindergarten through Second Grade) may not ride their bikes to school unless accompanied by an adult or an older sibling.
- All bikes left on Sears School property must be locked. The District is not responsible for lost, damaged, or stolen bicycles. It is recommended that

a report be filed with The Kenilworth Police Department, if something happens to one's bike.

- Bicycles should not be left on school grounds over night.

CELLULAR PHONE USE IN SCHOOL ZONE

The law now limits cell phone use while driving.

Effective January 2010, two Illinois laws were created to improve driver and pedestrian safety:

No Cell Phones in School Zones: This law makes it illegal to use a wireless phone at any time while operating a motor vehicle on a roadway in a school speed zone. There are exceptions for a person engaged in an emergency and when the phone is in voice-activated mode.

Text Messaging Ban: This law makes it illegal to compose, send or read text messages, read or compose e-mail, look at the Internet or otherwise compose or send any type of electronic message while driving.

DROP OFF/PICK UP SITES AND GUIDELINES

Locations:

Junior Kindergarten and Kindergarten

- East side of Ivy Court (northbound traffic only)
- Drop off is next to the Kindergarten playground

Grades 1-4

- Abbotsford Road west side (southbound traffic only)

Grades 5-8

- Melrose Avenue (westbound, west of Abbotsford road)
- The Alley by the west tunnel entrance

Guidelines:

- Students should always exit vehicles on the sidewalk side.
- Students may not be picked up or dropped off on the bridge.
- Students may not be picked up in the middle of the road or by a double parked vehicle.
- Do not exit your vehicle or leave your care in the pick up line.
- Please have scholars ready to exit the vehicle with gear on and backpacks/lunches in hand.
- Please refrain from using your cell phone when in the drop off/pick up line.
- If you do not see your child at pick, please circle the block. This facilitates pick up especially during inclement weather.

EMERGENCY/CRISIS PREPAREDNESS

Kenilworth School District No. 38 has an emergency/crisis management plan that is updated on a regular basis. The plan provides direction for all school personnel regarding a myriad of potential emergency or crisis situations. If a situation arises that requires evacuation from The Joseph Sears School, the following off-campus locations are identified to house students, faculty and staff:

Students in Junior Kindergarten, Kindergarten, First, Second, Third and Fourth Grades report to the Kenilworth Club at 410 Kenilworth Avenue. Students in Fifth, Sixth, Seventh and Eighth Grades report to New Trier Township High School's East Campus at 385 Winnetka Avenue.

Information regarding an off-campus evacuation will be sent to parents as soon as possible via the emergency voicemail and text message system.

FIRE, TORNADO AND INTRUDER DRILLS

During the course of the year, a series of safety drills (fire, tornado, intruder) are conducted to ensure students are familiar with emergency procedures. All occupants including visitors in the School facility at the time of the drill are required to participate in the drill.

ONE-WAY STREETS

One-way streets on school days during school hours:

- Abbotsford Road between Cumberland Avenue and Melrose Avenue is southbound.
- Cumberland Avenue between Abbotsford Road and Essex Road is westbound.
- Cumnor Road between Kenilworth Avenue and Melrose Avenue is northbound.

OTHER RIDERS

(scooters, in-line skates, skateboards, etc.):

- All safety rules that apply to bikes apply to scooters, in-line skates, and skateboards.
- Do not use scooters, in-line skates, or skateboards on playground equipment at any time.
- Motorized scooters and skateboards are prohibited on Sears School property.

PARKING

- Obey all posted parking restrictions. They are strictly enforced!
- Timed parking is available on Ivy Court, Abbotsford Road and Melrose Avenue.
- **Stay in your vehicle when using a loading zone.**

PEDESTRIANS

- Use recommended routes to and from Sears School. Crossing at the railroad tracks on Kenilworth Avenue is not condoned.
- Cross streets only at the corners. Use crosswalks.
- Cross Abbotsford Road, Ivy Court, and Sterling Road with the crossing guard.
- Use the tunnel to cross under Green Bay Road and railroad tracks. Never cross over the railroad tracks.
- Never walk or sit on the sides of the Abbotsford Road stone bridge.

SAFE BICYCLING TIPS

- Wear properly fitted helmets.
- Make sure bike has safety reflectors and bell.
- Register your bike with your local police.
- Carry identification in case of emergency. Put it in your helmet.

SAFE DRIVING TIPS

- Please do not turn around in driveways near Sears School.
- Observe the posted speed limits-20 mph when children are present, 25 mph at other times.

TUNNEL FLOODING

On rare occasions, the Green Bay Road underpass tunnel floods. This is a very important passageway which assists in safe passage of students to and from school. In the event the tunnel is flooded and students need to be rerouted from the west end of the underpass to Sears, children will be instructed to walk south on the east side of Sterling Road to Park Drive. They will then proceed east on the north side of Park Drive to the corner store at Green Bay Road. Police officers will help students cross Green Bay Road and instruct them to cross the track ONLY when the traffic gates are up on Kenilworth Avenue.

If the underpass is flooded and students need to be rerouted from the east end of the underpass to their homes on the west side of Green Bay Road, children will be instructed to walk south across Townley Field to Richmond Road and then proceed south to Kenilworth Avenue, and walk on the north side of Kenilworth Avenue to Green Bay Road where a police officer will help them cross Green Bay Road and cross the railroad tracks at the railroad crossing at Kenilworth Avenue.

HOME/SCHOOL PARTNERSHIP

HOME/SCHOOL COMMUNICATION

Timely communication and a strong partnership between home and school are critical to each student's success. Parents are strongly urged to connect with their child's teacher to maintain an understanding of their child's educational process. Parents should inform their child's teacher in a timely manner of any concerns they may have regarding the social, emotional and academic growth of their child. Our faculty is readily available to parents in order to create a healthy bridge between school and home.

We want our teachers to be focused on teaching and meeting the needs of their students all day. The teachers' attention should not be diverted during the school day by parent messages that are unnecessary and should be handled at home. Teachers should never be asked to help coordinate playdates. Teachers should not be emailed with instructions for changes in after school plans. In case of an emergency, a parent should notify the school office with instructions.

We do not want our teachers to read emails, relay messages about lunch, forgotten items or confirm after school plans in place of their primary duties - educating our students. Teachers are not expected to check their email during the course of the school day. Before your children leave home in the morning, please make

sure they have a plan for lunch, bring their school materials and know what they are doing after school.

KENILWORTH SCHOOL DISTRICT NO. 38 WEBSITE

www.kenilworth38.org

The School District website is a source for detailed information about the District and the Sears School. The most recent issues of *Sears to Home*, and the monthly calendar are also posted to the website.

SEARS TO HOME

Sears to Home, the School e-newsletter, provides bi-weekly communication between school and home. It serves primarily to inform parents of the educational programs and activities at Sears School and is typically emailed home every other Friday between September and June.

JSSPVA Communications

JSSPVA-related news and information on events can be found on their web page at www.kenilworth38.org under the PVA/Booster Club Tab.

THE SPORTS CALENDAR

Notification regarding a change in any team schedule is sent via email directly from coaches to parents. Additionally, an updated game schedule is maintained on the online Sports Calendar located on the website.

SCHOOL VOICEMAIL

All Sears faculty and staff voice mailbox numbers are listed at the beginning of the Parent Handbook. You may reach the voice mailbox by dialing 847-256-5006/7 and then enter the voice mailbox number.

SCHOOL EMAIL

Administration and faculty/staff e-mail contacts are also listed in the Parent Handbook and on the District website.

THE SOUNDING BOARD - "Listen"

The Sounding Board promotes communication between Sears School and the community. Questions, comments and concerns can be directed to the Sounding Board via email to listen@kenilworth38.org. Sounding Board emails are sent directly to the Superintendent and each Board of Education member.

CLASSROOM PLACEMENT

One important task for the Faculty in the spring is the creation of class lists for each school year. The task involves a process that stretches over weeks and includes input from your child's current teachers and those who work with your child in special subjects. Teachers strive to create classes for each year that are balanced in terms of numbers, boy/girl ratio, academic abilities, special needs and strengths, disciplinary issues and personality traits.

Please note that the sectioning of students into balanced groups precludes parent requests for teachers. Each class list is developed to reflect effective group dynamics and a balance of children’s strengths and needs. Teachers’ recommendations have the benefit of all data to make the best match for your child to a teacher and classmates.

Parent requests for a particular teacher cannot be given general consideration and are not appropriate. Further, there is no guarantee that teachers who are assigned to a certain grade level this year will be teaching at the same grade level next year. Such decisions are made by the Administration; however, if you have information you would like us to consider as it pertains to a child’s learning style, please put it in writing and send it to the Principal no later than April 1, 2018. A request for parent input is also sent out annually.

We do not save information from previous years, so if there is a particular consideration you have requested in the past and you still think it is pertinent, please write another brief note outlining the information to be considered.

Please note that making a request does not guarantee that it will be honored. Requests made directly to teachers will not be considered. Written requests are the only manner of cross checking that is effective. Placement requests based upon hearsay and negative innuendo about faculty members are inappropriate and will not be considered. Parent input is important, but does not outweigh professional decisions.

Lastly, notification of your child’s classroom teacher (Junior Kindergarten through Fifth Grade) or advisor (Sixth through Eighth Grades) will be mailed to District families in August 2018 via the U.S. Postal Service. There will not be any changes in student placement after this date due to official or unofficial requests that were made but not honored.

We appreciate every parent who has given thoughtful consideration to the guidelines in the past and we look forward to working with teachers to provide the best possible class placement for your child(ren) each school year.

DISTRICT POLICIES

(District policies may be updated throughout the course of the school year and posted to the Board of Education webpage on the District website. <http://www.kenilworth38.org/board/district-policies> Posted online policies are considered the most current and will supersede any version of the policies provided in the printed handbook.)

STUDENT RESIDENCY

Resident Students

In order to attend School District No. 38, students must live in the District that includes Kenilworth and small sections of Winnetka and Wilmette. Otherwise, students living outside of the district must pay tuition to attend The Joseph Sears School. At the time of enrollment, the student's parent or legal Guardian or custodial adult with custody and control of the student must show proof of residency (such as mortgage statements and utility bills) and complete the School's Verification of Residency registration form with the Principal or his/her designee. A student's residence must be the same as the person who has legal custody of the child.

However, according to state law, some exceptions are made, as follows:

- 1) A person asserting legal custody over a student, who is not the child's natural or adoptive parent, must 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.
- 2) If the District knows the current address of the child's natural or adoptive parent, the District will request in writing that the parent complete a sworn statement: (a) describing the role and custodial responsibilities 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 decisions and medical decisions in case of emergency.
- 3) 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 having to pay tuition.
- 4) When a student's change of residence is due to the military service obligation of the student's legal custodian, the student's residence is deemed to be unchanged for the duration of the custodian's military service obligation if the student's custodian makes a written request. The District, however, is not responsible for the student's transportation to or from school.

5) 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 will be allowed to enroll on a tuition-free basis, subject to the requirements of State law.

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 must be an incoming 8th grader who has attended the school for the previous school year.
2. The student will only be accepted if classroom space and instructional resources permit.
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 transporting the student to and from school.

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. School 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 School 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.

EQUAL EDUCATIONAL OPPORTUNITIES

Equal educational and extracurricular opportunities shall be available for all students without regard to color, race, nationality, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender identity, status of being homeless, order of protection status, actual or potential marital or parental status, including pregnancy. Further, the District will not knowingly enter into agreements with any entity or any individual that discriminates against students on the basis of sex or any other protected status, except that the District remains viewpoint neutral when granting access to school facilities under School Board policy 8:20,

Community Use of School Facilities. Any student may file a discrimination grievance by using Board policy 2:260, *Uniform Grievance Procedure*.

SEX EQUITY

No student shall, based on sex, sexual orientation, or gender identity be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities. Any student may file a sex equity complaint by using Board policy 2:260, *Uniform Grievance Procedure*. A student may appeal the Board's resolution of the complaint to the appropriate Intermediate Service Center (pursuant to 105 ILCS 5/3-10) and, thereafter, to the State Superintendent of Education (pursuant to 105 ILCS 5/2-3.8).

The School Code, 105 ILCS 5/27-1 and Federal Law 20 U.S.C. §1681 forbid sex discrimination in the provision of programs or activities by the District; and federal and state regulations, 34 C.F.R. §§106 *et seq.* and *Ill. Admin. Code 23 §§200.10 et seq.* require the adoption of a non-discrimination policy by the District. Implementing a non-discrimination policy will ensure the equal quality of educational instruction and programs and will eliminate the effects of any past practices which may have drawn individual distinctions based on sex.

Kenilworth School District No. 38 shall not discriminate on the basis of sex, marital status, parental status, or pregnancy, in programs or activities supported by District funds or using District facilities. Students shall not be subjected to sexual harassment or intimidation by any School employee, by other students, or by the effect of any District policy or practice. All Kenilworth School District No. 38 policies must be interpreted and applied in conformity with this policy of non-discrimination to eliminate discriminatory effects.

EDUCATION OF HOMELESS CHILDREN

Each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education, as provided to other children and youths, including a public pre-school education. A "homeless child" is defined as provided in the McKinney Homeless Assistance Act and State law. The Superintendent shall act as or appoint a Liaison for Homeless Children to coordinate this policy's implementation.

A homeless child may attend the District school that the child attended when permanently housed or in which the child was last enrolled. A homeless child living in any District school's attendance area may attend that school.

The Superintendent or designee shall review and revise rules or procedures that may act as barriers to the enrollment of homeless children and youths. In reviewing and revising such procedures, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. Transportation shall be

provided in accordance with the McKinney Homeless Assistance Act and State law. The Superintendent or designee shall give special attention to ensuring the enrollment and attendance of homeless children and youths who are not currently attending school. If a child is denied enrollment or transportation under this policy, the Liaison for Homeless Children shall immediately refer the child or his or her parent/guardian to the ombudsperson appointed by the Regional Superintendent and provide the child or his or her parent/guardian with a written explanation for the denial. Whenever a child and his or her parent/guardian who initially share the housing of another person due to loss of housing, economic hardship, or a similar hardship continue to share the housing, the Liaison for Homeless Children shall, after the passage of 18 months and annually thereafter, conduct a review as to whether such hardship continues to exist in accordance with State law.

STUDENT RECORDS

Student Records Defined

School student records are confidential and information from them shall not be released other than as provided by law. A school student record is any writing or other recorded information concerning a student and by which a student may be identified individually that is maintained by a school or at its direction by a school employee, regardless of how or where the information is stored, except as provided in State or federal law as summarized below:

1. Records kept in a staff member's sole possession.
2. Records maintained by law enforcement officers working in the school.
3. Video and other electronic recordings (including without limitation, electronic recordings made on school buses) that are created in part for law enforcement, security, or safety reasons or purposes. The content of these recordings may become part of a school student record to the extent school officials create, use, and maintain this content, or it becomes available to them by law enforcement officials, for disciplinary or special education purposes regarding a particular student.
4. Any information, either written or oral, received from law enforcement officials concerning a student less than the age of 18 years who has been arrested or taken into custody.

Maintenance of School Student Records

The District maintains two types of school records for each student:

a *permanent record* and a temporary record.

The *permanent record* shall include:

Basic identifying information, including the student's name and address, birth date and place, gender, and the names and addresses of the student's parent(s)/guardian(s)

Academic transcripts, including grades, graduation date, and grade level achieved

Attendance record

Accident and health reports

Record of release of permanent record information in accordance with the Illinois School Records Act [105 ILCS 10/6(c)]

The *permanent record* may include:

Honors and awards received

School-sponsored activities and athletics

No other information shall be kept in the permanent record.

The permanent record shall be maintained for at least 60 years after the student graduated, withdrew, or transferred. All information not required to be kept in the student permanent record is kept in the student temporary record and must include:

A record of release of temporary record information in accordance with the Illinois School Records Act [105 ILCS 10/6(c)]

Scores received on the State assessment tests administered in the elementary grade levels (that is, Kindergarten through Grade 8)

Information regarding serious infractions (that is, those involving drugs, weapons, or bodily harm to another) that resulted in expulsion, suspension or the imposition of punishment or sanction

Information provided under the Abused and Neglected Child Reporting Act (325 ILCS 5/8.6), including any final finding report received from a Child Protective Service Unit

Completed home language survey

The *temporary record* may include:

Family background information

Intelligence test scores, group and individual aptitude test scores

Reports of psychological evaluations, including information on intelligence, personality and academic information obtained through test administration, observation, or interviews

Elementary achievement level test results

Participation in extracurricular activities, including any offices held in school-sponsored clubs or organizations

Honors and awards received

Other disciplinary information

Special education files, including the report of the multidisciplinary staffing on which placement or non-placement was based, and all records and tape recordings relating to special education placement hearings and appeals

Verified reports or information from non-educational persons, agencies, or organizations

Verified information of clear relevance to the student's education

Information in the temporary record will indicate authorship and the date it was added to the record. The District will maintain the student's temporary record for at least 5 years after the student transferred, graduated, or permanently withdrew. Temporary records that may be of assistance to a student with disabilities who graduates or permanently withdraws, may, after 5 years, be transferred to the parent(s)/guardian(s) or to the student, if the student has succeeded to the rights of the parent(s)/guardian(s).

The Principal is the records custodian for his or her respective building and is responsible for the maintenance, care, and security of a student's permanent or temporary records. Upon a student's graduation, transfer, or permanent withdrawal, the Principal or designee shall notify the parent(s)/guardian(s) and the student when the student's permanent and temporary school records are scheduled to be destroyed and of their right to request a copy. Before any school student record is destroyed or information deleted therefrom, the parent/guardian must be given reasonable prior notice at his or her last known address and an opportunity to copy the record and information proposed to be destroyed or deleted. Student records shall be reviewed at least every four years to verify entries and correct inaccurate information.

Access to Student Records

The District shall grant access to student records as follows:

1. Neither the District nor any of its employees shall release, disclose, or grant access to information found in any student record except under the conditions set forth in the Illinois School Student Records Act.
2. The parent(s)/guardian(s) of a student under 18 years of age, or designee, shall be entitled to inspect and copy information in the child's school records; a student less than 18 years old may inspect or copy information in the student's permanent school record. Such requests shall be made in writing and directed to the Principal. Access to the records shall be granted within 15 days of the District's receipt of such a request.

Where the parents/guardians are divorced or separated, both shall be permitted to inspect and copy the student's school records unless the District has actual

notice of a court order indicating otherwise. The District shall send copies of the following to both parents/guardians at either's request, unless the District has actual notice of a court order indicating otherwise:

- a. Academic progress reports or records;
- b. Health reports;
- c. Notices of parent-teacher conferences;
- d. School calendars distributed to parents/guardians; and,
- e. Notices about open houses, graduations and other major school events including pupil-parent/guardian interaction.

When the student reaches 18 years of age, graduates from high school, marries, or enters military service all rights and privileges accorded to parent(s)/guardian(s) become exclusively those of the student.

Access shall not be granted the parent(s)/guardian(s) or the student to confidential letters and recommendations concerning applications for employment or the receipt of an honor or award which were placed in the records prior to January 1, 1975, provided such letters and statements are not used for purposes other than those for which they were specifically intended. Access shall not be granted to such letters and statements entered into the record at any time if the student has waived his or her right of access after being advised of his or her right to obtain the names of all persons making such confidential letters and statements.

3. The District may grant access to, or release information from, student records without parental/guardian consent or notification to District employees or officials or the Illinois State Board of Education, provided a current, demonstrable, educational or administrative need is shown. Access in such cases is limited to the satisfaction of that need.

4. The District may grant access to, or release information from, student records without parental/guardian consent or notification to any person for the purpose of research, statistical reporting or planning, provided that no student or parent(s)/guardian(s) can be identified from the information released, and the person to whom the information is released signs an affidavit agreeing to comply with all applicable statutes and rules pertaining to school student records.

5. The District shall grant access to, or release information from, a student's records pursuant to a court order, provided that the parent(s)/guardian(s) shall be given prompt written notice of such order's terms, the nature and substance of the information proposed to be released, and an opportunity to inspect and copy such records and to challenge their contents. 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 student's parent(s)/guardian(s).

6. The District shall grant access to, or release information from, any student record as specifically required by federal or State statute.

7. The District shall grant access to, or release information from, student records to any person possessing a written, dated consent, signed by the parent(s)/guardian(s) or eligible student stating to whom the records may be released, the information or record to be released, and the reason for the release. One copy of the consent form will be kept in the records and one copy is mailed to the parent(s)/guardian(s) or eligible student by the Superintendent. Whenever the District requests the consent to release certain records, the Principal shall inform the parent(s)/guardian(s) or eligible student of the right to limit such consent to specific portions of information in the records.

8. The District may release student records to the Principal of another Illinois school, or an official with similar responsibilities in a non-Illinois school, in which the student has enrolled or intends to enroll, upon written request from such official.

9. Prior to the release of any records, or information under items 6 and 8 above, the District shall provide prompt written notice to the parent(s)/guardian(s) or eligible student of this intended action. This notification shall include a statement concerning the nature and substance of the records to be released and the right to inspect, copy, and challenge the contents. If the release is under 6 above and relates to more than 25 students, a notice published in the newspaper is sufficient.

10. The District may release student records or information in connection with an emergency without parental consent if the knowledge of such information is necessary to protect the health or safety of the student or other persons. The Principal shall make this decision taking into consideration the nature of the emergency, the seriousness of the threat to the health or safety of the student or other persons, the need for such records to meet the emergency, and whether the persons to whom such records are released are in a position to deal with the emergency. The District shall notify the parent(s)/guardian(s) or eligible student as soon as possible of the information released, the date of the release, the person, agency or organization to whom the release was made, and the purpose of the release.

11. The District shall grant access to, or release information from student records to juvenile authorities when necessary for the discharge of their official duties upon their request before the student's adjudication, provided they certify in writing that the information will not be disclosed to any other party except as provided under law or order of court. "Juvenile authorities" means: (a) a circuit court judge and court staff members designated by the judge; (b) parties to the proceedings under the Juvenile Court Act of 1987 and their attorneys; (c) probation officers and court appointed advocates for the juvenile authorized by the judge hearing the case; (d) any individual, public or private agency having court-ordered custody of the child; (e) any individual, public or private agency providing education, medical or mental health service to the child when the requested information is needed to determine the appropriate service or treatment for the minor; (f) any

potential placement provider when such release is authorized by the court to determine the appropriateness of the potential placement; (g) law enforcement officers and prosecutors; (h) adult and juvenile prisoner review boards; (i) authorized military personnel; and, (j) individuals authorized by court.

12. The District shall grant access to, or release information from student records, to a SHOCAP (Serious Habitual Offender Comprehensive Action Program) committee member, provided that:

- a. The committee member is a State or local official or authority;
- b. The disclosure concerns the juvenile justice system's ability to effectively serve, prior to adjudication, the student whose records are to be released and the official or authority certifies in writing that the records will not be disclosed to any other party except as provided under State law without the prior written consent of the student's parent(s)/guardian(s);
- c. The disclosure's purpose is limited to identifying serious habitual juvenile offenders and matching those offenders with community resources pursuant to Section 5-145 of the Juvenile Court Act of 1987: and,
- d. The release, transfer, disclosure, or dissemination consistent with the Family Educational Rights and Privacy Act.

13. The District charges \$.35 per page for copying information from a student's records. No parent(s)/guardian(s) or student shall be precluded from copying information because of financial hardship.

14. Except as provided below, a record of all releases of information from student records (including all instances of access granted whether or not records were copied) shall be kept and maintained as part of such records. This record shall be maintained for the life of the student record and shall be accessible only to the parent(s)/guardian(s) or eligible student, Principal, or other person. The record of release shall include:

- a. Information released or made accessible.
- b. The name and signature of the Principal.
- c. The name and position of the person obtaining the release or access.
- d. The date of the release or grant of access.
- e. A copy of any consent to such release.

No record of a disclosure is maintained when records are disclosed according to the terms of an ex parte court order.

Orders of Protection

Upon receipt of a court order of protection, the Principal shall file it in the records of a child who is the "protected person" under the order of protection. No information or records shall be released to the Respondent named in the order of protection. When a child who is a "protected person" under an order of protection transfers to public or private school, or as soon as possible, the Principal may, at the request of the Petitioner, provide, within 24 hours of the transfer or

as soon as possible, written notice of the order of protection, along with a certified copy of the order, to the school to which the child is transferring.

Directory Information

The District may release certain directory information regarding students, except that a student's parent(s)/guardian(s) may prohibit the release of the student's directory information. Directory information is limited to:

Name

Address

Gender

Grade level and Class Assignment

Birth date

Parents'/guardians' names and addresses

Academic awards, degrees, and honors

Information in relation to school-sponsored activities, organizations and athletics

Period of attendance in school

The notification to parents/guardians and students concerning school records will inform them of their right to object to the release of directory information.

Student Record Challenges

The parents/guardians may challenge the accuracy, relevancy, or propriety of their student's school records. However when the student's school records are being forwarded to another school, no challenge may be made to grades or references to expulsions or out-of-school suspensions. The parents/guardians have the right to request a hearing at which each party has the right to:

1. Present evidence and to call witnesses;
2. Cross-examine witnesses;
3. Counsel;
4. A written statement of any decision and the reasons therefore; and,
5. Appeal an adverse decision to an administrative tribunal or official to be established or designated by the State Board.

The parent(s)/guardian(s) may insert a written statement of reasonable length describing their position on disputed information. The School will include a copy of the statement in any release of the information in dispute.

STUDENT RECORDS POLICY

School student records are confidential and information from them shall not be released other than as provided by law. A school student record is any writing or other recorded information concerning a student and by which a student may be identified individually that is maintained by a school or at its direction by a school employee, regardless of how or where the information is stored, except as provided in State or federal law as summarized below:

1. Records kept in a staff member's sole possession.
2. Records maintained by law enforcement officers working in the school.
3. Video and other electronic recordings (including without limitation, electronic recordings made on school buses) that are created in part for law enforcement, security, or safety reasons or purposes. The content of these recordings may become part of a school student record to the extent school officials create, use, and maintain this content, or it becomes available to them by law enforcement officials, for disciplinary or special education purposes regarding a particular student.
4. Any information, either written or oral, received from law enforcement officials concerning a student less than the age of 18 years who has been arrested or taken into custody.

State and federal law grant students and parent(s)/guardian(s) certain rights, including the right to inspect, copy, and challenge school student 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).

The Superintendent shall fully implement this policy and designate an official records custodian who shall maintain and protect the confidentiality of school student records, inform staff members of this policy, and inform students and their parent(s)/guardian(s) of their rights regarding school student records.

CONDUCT OF VISITORS WHILE ON SCHOOL PROPERTY

While the District encourages visitors to The Joseph Sears School, they are forbidden from interfering with the educational mission of the District. Accordingly, all visitors must conduct themselves in such a way as to not impede, delay or otherwise disrupt the District's educational program or any other activity occurring on school property.

All visitors to school property must respect the privacy rights of the students attending Sears School, including those rights established pursuant to the Family Educational Rights and Privacy Act, 20 U.S.C., Paragraph 1232g. The use of photo and/or video cameras by an individual visiting the School is restricted as use of such equipment may interfere with the District's educational program, infringe upon students' right to privacy and may be distracting. However, the use of such cameras is permitted during extracurricular activities and special events held at the School. The use of photo and/or video cameras on school property at

any other time *may be prearranged* with permission from the classroom teacher or supervisor in charge of the activity.

FREEDOM OF INFORMATION ACT

Public Inspection of Records

Pursuant to the provisions of The Freedom of Information Act (“the Act”) (Ill. Rev. State. 5 ILCS 140/, Illinois Freedom of Information Act. et seq.), public records of Kenilworth School District No. 38, Cook County, Illinois including the Board of Education, shall be made available for inspection and copying. No fees shall be charged for the first 50 pages of black and white, letter or legal sized copies requested. After the first 50 pages, the fee for black and white, letter or legal sized copies is 15¢ per page. Actual cost is charged for non-standard sized documents as well as recordings, such as CD and DVD). Please contact the District Freedom of Information Officer at 847-853-3805 to secure a Freedom of Information Act Request form, as needed. This form and additional information is also posted on the District website at www.kenilworth38.org within the FOIA tab.

TITLE I – PARENT INVOLVEMENT

Parents will be notified if their child is participating in special reading instruction that utilizes federal funds. Parents may request the qualifications of their child’s teacher. Parent input/information will be reviewed at an informational meeting each fall.

SEXUAL HARASSMENT

Harassment of Students Prohibited

No person, including a District employee or agent, or student, shall harass or intimidate 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 or intimidating conduct, 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, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

Complaints of harassment or intimidation 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, such as 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 as 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, 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 Principal, for appropriate action. The Superintendent shall insert into this policy 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.

Nondiscrimination Coordinator:

Dr. Crystal LeRoy
542 Abbottsford Road
Kenilworth, IL 60043
Telephone: (847) 853-3805
cleroy@kenilworth38.org

Complaint Managers:

Mrs. Kendra Wallace
542 Abbottsford Road
Kenilworth, IL 60043
Telephone: (847) 853-3802
kwallace@kenilworth38.org

Mr. Besset Sabourin
542 Abbottsford Road
Kenilworth, IL 60043
Telephone: (847) 853-3806
bsabourin@kenilworth38.org

The Superintendent shall use reasonable measures to inform staff members and students that the District will not tolerate sexual harassment, such as by including this policy in the appropriate handbooks. Any District student who is determined, after an investigation, to have engaged in sexual harassment will be subject to disciplinary action, which may include suspension or expulsion consistent with the discipline policy. Any person making a knowingly false accusation regarding sexual harassment will likewise be subject to disciplinary action up to suspension or expulsion.

STUDENT BEHAVIOR

The *Code of Conduct* provides the framework of behavior expectations for all children attending The Joseph Sears School and for all groups and/or agencies using the school facility.

NOTIFYING PARENTS OF CODE OF CONDUCT AND DRESS CODE OF CONDUCT

The Parent-Student Handbook containing The *Code of Conduct* and the *Dress Code of Conduct* is distributed to all parents/guardians annually within fifteen (15) days of the opening of the school year or at the time a student enrolls if an enrollment occurs after the opening of the school year. Additionally, parents/guardians are asked to provide their signature electronically at the time they register their student, acknowledging they have read, discussed and support both *Codes of Conduct*.

THE JOSEPH SEARS SCHOOL CODE OF CONDUCT

Introduction to the Code of Conduct

The *Code of Conduct* is intended to focus students' attention on the primary objectives of their academic growth and appropriate conduct.

The *Code of Conduct* provides the framework of individual expectations for each child attending The Joseph Sears School and for all individuals, groups and/or agencies involved with the School.

The *Code of Conduct* identifies the four Cornerstone Behaviors: Responsibility, Kindness, Honesty and Respect and the related rules/expectations and examples of practice. Each student is expected to practice these Cornerstone Behaviors with the support of teachers, parents and administrators. Failure to uphold the *Code of Conduct* will result in appropriate and consistent consequences.

The *Code of Conduct* promotes citizenship and ethical behavior, which provide a foundation for enhanced learning, social development and leadership for each student at The Joseph Sears School.

Support for the *Code of Conduct* is required and parents and students are asked to acknowledge their commitment in writing on the Acknowledgement of Receipt, Review and Commitment to Uphold the *Code of Conduct* form.

Cornerstone Behavior

RESPONSIBILITY

Rules/Expectations	Expected practices include, but are not limited to:
1. Attend school and participate as expected.	a. Come to school and all classes on time. b. Participate in an appropriate manner. c. Use all technology appropriately. (See Acceptable Use Policy.)
2. Accept responsibility for your own learning.	a. Come to class with all homework completed. b. Come to school with all necessary supplies.
3. Accept rules and respect authority.	a. Accept responsibility for behavior and consequences. b. Students are expected to report to an adult gross violations of the <i>Code of Conduct</i> . c. Adhere to the rules of each classroom and all common areas inside and outside of school. d. Follow Directions e. Food and chewing gum are not allowed in class without teacher approval.
4. Be responsible for your safety and that of others.	a. Report unsafe situations to an adult immediately. b. Do not engage in any behavior that endangers your safety and/or the safety of others. c. Distractions to the learning environment are not allowed. d. Mobile devices can not be used by students unless directed by a teacher during classroom hours. Such devices are prohibited from use in locker rooms and/or restrooms at all times. Mobile devices can be used before school, at lunch and after school. e. Students must not use or possess alcohol, tobacco, drugs, weapons, look-alike weapons or flammable/explosive materials. Improper use of prescription medications or other substances and possession of drug-related paraphernalia is not allowed. f. Students must not use, possess, sell or distribute weapons, look-alike weapons or explosive/flammable materials.

Cornerstone Behavior

KINDNESS

Rules/Expectations | **Expected practices include, but are not limited to:**

1. Be courteous, helpful and cooperative.	<ul style="list-style-type: none"> a. Be inclusive in your school interactions. b. Assist others whenever possible and appropriate. c. If sharing is appropriate, share equitably.
2. Support others with positive words and actions.	<ul style="list-style-type: none"> a. Encourage others to do their personal best. b. Voice legitimate, descriptive praise for jobs well done. c. Use words carefully and thoughtfully. Name calling, mocking or laughing maliciously at others is unacceptable. Avoid negative nonverbal behavior, for example, pointing and laughing, rolling eyes or inappropriate written or Internet communications. (See Acceptable Use Policy.)
3. Accept both success and disappointment.	<ul style="list-style-type: none"> a. Practice good sportsmanship. b. Be humble. c. Control your temper.

Cornerstone Behavior

HONESTY

Rules/Expectations | **Expected practices include, but are not limited to:**

1. Tell the truth.	<ul style="list-style-type: none"> a. Tell the whole truth, with no omissions. b. Do not deny others the right to tell the truth. <ul style="list-style-type: none"> > Do not deny guilt when guilty, such as: “I was just kidding/joking.” “I didn’t see them.” “It was an accident.” “Can’t you take a joke?” “But, I didn’t do anything.” > When School personnel ask for your name, answer immediately and truthfully. c. Students must give their name when asked by school personnel and must sit in their assigned seats within the school building.
2. Do not steal.	<ul style="list-style-type: none"> a. Ask permission before borrowing. b. Return borrowed materials on time and in the same condition they were in when you borrowed them. c. All forms of stealing are prohibited.

3. Do not cheat.
- a. Do not cheat on assignments quizzes or tests.
 - b. Do not discuss quiz/test questions and/or answers with someone who has not taken the quiz/test.
 - c. Do not represent other students' work as your own.
 - d. Do not plagiarize.

Cornerstone Behavior

RESPECT

Rules/Expectations	Expected practices include, but are not limited to:
1. Show respect for yourself.	<ul style="list-style-type: none"> a. Students must dress appropriately for all school related/sponsored functions. Student dress or appearance must conform to the Dress Code of Conduct. b. Students must not engage in inappropriate physical affection. c. Students must not use or possess drugs, alcohol, tobacco or explosive/flammable materials. Improper use of prescription medications or other substances and possession of drug-related paraphernalia are not allowed. d. Students must not use, possess, sell or distribute weapons, look-alike weapons or explosive/flammable materials.
2. Show respect for fellow students.	<ul style="list-style-type: none"> a. Students must keep hands, feet and objects to themselves. b. Student interactions with fellow students must reflect courtesy and civility. c. Students must use appropriate language. d. Students must have permission to use one another's possessions or to go into another's locker or desk. e. Physical, verbal and nonverbal abuse, fighting, harassment, bullying, threats or intimidation will not be tolerated in any form.
3. Show respect for all adults.	<ul style="list-style-type: none"> a. Student actions with adults must reflect courtesy and civility. b. Students must obey adult instructions/directions. c. Insubordination, verbal and nonverbal abuse, and assault will not be tolerated in any form.
4. Show respect for school property.	<ul style="list-style-type: none"> a. Lockers and hallways must be maintained properly. b. School equipment must be used appropriately. c. Physical environment must not be defaced. d. Destruction of school property and setting false emergency alarms are prohibited.

Code of Conduct Violation Procedures and Consequences

Positive behavior will be expected on a daily basis. However, students who fail to uphold the *Code of Conduct* will be held accountable for their actions by teachers and administrators through the application of appropriate and consistent consequences, which may be formal or informal, contingent upon the nature of the misbehavior.

A framework of meaningful and enforceable consequences has been established to ensure equitable, differentiated and fair responses for misbehavior. Student actions and formal teacher actions will be documented. Parent contact is expected in conjunction with all formal consequences.

Consequences may include a conference with a teacher, parent contact, a conference with the principal, formal detentions, parent conference(s) with appropriate staff, establishment of behavior plans, in-school and out-of-school suspensions, disqualification from school sponsored events and activities and expulsion as outlined in Kenilworth School District No. 38 Policy and the *Illinois School Code*.

Students assigned detention are expected to attend on the date assigned and fulfill required activities to ensure there are not future infractions.

Suspension and expulsion are serious consequences governed by the Illinois School Code and Kenilworth School District No. 38 policy which apply to incidents of gross disobedience or misconduct. Gross disobedience or misconduct shall include any activity or behavior which might reasonably lead school authorities to forecast substantial disruption or material interference with school activities, whether these activities take place in the school, on the school grounds or at a school-sponsored function. Examples of such prohibited conduct include but are not limited to: insubordination or serious verbal abuse of another student or faculty/staff member, fighting, destroying school property, use or possession of drugs, alcohol or weapons, smoking, false emergency alarms, assault, bullying, threats or intimidation to students or faculty/staff and theft.

Extracurricular activities are those activities which are sponsored by The Joseph Sears School and which ordinarily occur outside the school day and include but are not limited to athletics, Student Advisory Board and the eighth grade play. Student participation in extracurricular activities will depend upon satisfactory grades in school subjects and compliance with the *Code of Conduct*.

Participation in all extracurricular activities is a privilege earned by students at The Joseph Sears School. Without a signed Acknowledgement of Receipt, Review and Commitment to Uphold the *Code of Conduct*, students will be precluded from participation in extracurricular activities.

Letters of Recommendation will be written only if a student's behavior complies with the *Code of Conduct*.

*Behavior Plan – An agreed upon intervention plan to improve a targeted behavior, including incentives and consequences.

SCHOOL WIDE POSITIVE BEHAVIOR SUPPORT

Safe & Civil School is designed to improve school climate and student behavior in the district, across the school and within the classroom. Decades of research have been refined with the goal to create a learning community where students behave responsibly and respectfully. This model emphasizes proactive, positive and instructional behavior management that establishes school wide norms throughout common areas and in daily routines as well as within the classroom.

Using this approach, common behavior expectations will be laid out school wide. The behavior expectations focus on student's P.A.W.S-ing for Joseph Sears School's Cornerstone Behaviors:

- P - Positive
- A - Approach
- W - with
- S - Students
- Cornerstone Behaviors: Respect, Responsibility, Honesty, and Kindness

Throughout the building, common areas will have reminders of expected behaviors that will be explicitly taught in school wide assemblies, homeroom/ advisory and throughout the course of the year. The expectations include how students move, communicate and engage in different spaces. This approach will also be reflected in our classrooms. This approach, known as STOIC - Structure, Teach, Observe, Interact Positively and Correct Fluently - will continue to evolve over the next three years as we build and develop our systems. This model creates safe, positive and inviting school climates where there is consistency and approach and expectations.

In the classroom, CHAMPS will be rolled out in specials and in grades K-4 this year and 5th-8th SY 2018-19. CHAMPS mirrors the structure of common areas in the classroom assuring that these elements are defined for various lessons and routines in the class.

- **Conversation** =which level voice the students may use during the task
- **Help**=how students signal for help during a task
- **Activity** =what is the task or objective
- **Movement** =how much movement the students are allowed within the classroom is permitted during the activity
- **Participation** =what students do or sound like that demonstrates they are participating
- **Successful students** =the end result when a student follows the program

Both of these elements emphasize the positive, explicit expectations and the need to teach and reteach expected behaviors. Like our academic support, this will be paired with a Three Tier approach to behavior intervention that aligns behavior choices with teaching and reteaching and appropriate accountability measures for continued behaviors that are disruptive to learning. This approach focuses on establishing effective and positive guidelines for all learners to ensure a safe, positive and engaging school house.

THE JOSEPH SEARS SCHOOL BEHAVIOR MANAGEMENT FLOW CHART

(Updated 03/23/2017)

TIER 1 – Misbehavior (Mild)

Minor misbehavior that can be adequately corrected at the time and reasonably within the classroom environment

Examples of Tier 1 Misbehaviors:

- Blurting/calling out in class
- Making noises
- Not following verbal directions
- Name calling (minor)
- Profanity (accidental)
- Throwing objects (no harm intended)
- Out of seat/not paying attention
- Gum/candy/soda
- Work not complete (refusal)
- Misuse of materials
- Prohibited objects at school (like toys or technology)
- Dress Code
- Running in hallways
- Technology Violation Tier 1

Possible Responses (*Universal Baseline Prevention*)

- Classroom management in place
- Taught/ Re-taught behavior expectations and skills
- Verbal warning
- Classroom Consequences
- Change Seating
- Increase proactive interactions
- Behavior Log
- Note home/Email/Call parent

Addressing the Behavior

Incidental or minor misbehavior that can be adequately corrected at the time and reasonably within the classroom environment. It is age/developmentally appropriate, does not significantly impact the child's ability to learn or his/her classmates ability to learn.

Forms/Documentation (*Tier 1 Behavior Form - optional*)

Team Documentation or recording of behaviors. Behaviors should be recorded informally.

Possible Behavior Management Options

- Classroom management in place

- Taught/ Re-taught behavior expectations and skills
- Verbal warning
- Classroom Consequences
- Change Seating
- Increase proactive interactions
- Behavior Log
- Note home/Email/Call parent

TIER 2 –Misbehavior (Moderate)

Behaviors corrected at the time and in the setting in which they occur.

Behavior Referral Tier 2

Examples of Tier 2 Misbehaviors:

- Habitual* level 1 misbehavior
- Stealing, minor – one time (e.g. Pencil)
- Profanity directed at other students
- Talking back to adults
- Damaging property/misuse of materials/facility
- Playing in the hallways/restrooms
- Inappropriate play (e.g. Picking up someone, tackle football)
- Plagiarism or cheating
- Possession of inappropriate objects (e.g. technology)
- Habitual* refusal to do work
- Habitual* lying
- Throwing objects/food (w/out intent to harm)
- Bullying behaviors (early-stage or not severe)**
- Technology Violation Tier 2

Possible Responses

- Continue to apply Level 1 Strategies
- Meaningful work/student jobs
- Notice to support team and/or administration
- MTSS/Site level problem solving team
- Remove student/time away
- Detention***
- Contact social worker/administrator

Addressing the Behavior

Behaviors corrected at the time and within the classroom management structure of the class. Correction is often linked to logical consequences (apology for action, take a break, loss of privilege, detention***, change of seat, etc. . .).

Forms/Documentation - Behavior Referral Tier 2

This form will be completed and sent to the team/administration. The information is recorded in a database. The office will record information into PowerSchool for long term record keeping. Teacher should contact family

Possible Behavior Management Options

- Continue to apply Level 1 Strategies
- Meaningful work/student jobs
- Notice to support team and/or administration
- MTSS/Site level problem solving team
- Remove student/time away
- Detention***
- Contact social worker/administrator

TIER 3 –Misbehavior (Severe)

Serious misbehaviors or violations of code.

Administrative involvement and *Behavior Referral Tier 3*

Examples of Tier 3 Misbehaviors:

- Habitual* level 2 misbehavior
- Injury to person (willful)
- Willful violence
- Weapon or dangerous object (or replica)
- Sale of controlled/illegal drugs or paraphernalia
- Robbery/extortion
- Vandalism – severe or habitual
- Tobacco
- Obscene act or profanity
- Defiance or disruption – habitual*
- Receiving stolen property
- Sexual Assault or Battery
- Harassment/hazing/hate violence/bullying**
- Terrorist threat
- Technology Violation Tier 3

Possible Responses

- Re-teach behavior expectations
- Behavior Support Plan
- Parent/teacher/administrator conference
- Referral to office/group skills
- In-house suspension/suspension/referral for expulsion
- Crime report

Addressing the Behavior

Serious misbehaviors or violations of code. Send the student to the office where an administrator or assistant director of education will address behavior. Student will be given a yellow clip board to indicate purpose for office visit.

Forms/Documentation - Behavior Referral Tier 3

This form will be completed and sent to the team/administration. When possible, it should accompany student to the office. The information is recorded in a

database. The office will record information into PowerSchool for long term record keeping. Administration will communicate consequences and next steps with the team and family.

Possible Behavior Management Options

- Re-teach behavior expectations
- Behavior Support Plan
- Parent/teacher/administrator conference
- Referral to office/group skills
- In-house suspension/suspension/referral for expulsion
- Crime report

KEY:

* Behavior to be defined as “habitual” is generally 3 times

**Bullying behaviors: purposeful, involve imbalance of power (physical, social, other) and part of a pattern. Vary from early to chronic.

Verbal bullying: teasing, name-calling, spreading rumors, etc. Physical bullying: pushing, hitting, kicking, etc.

***Conditions for Defiance Level 3: 1) First direction given is clear, observable and immediate; 2) The second direction is repeated with seriousness and emphasized; 3) Third direction is repeated and written on paper, along with the student’s response to the teacher’s direction

CODE OF CONDUCT FIELD TRIP EXPECTATIONS

Field Trips are taken for educational and enrichment purposes. Students are representing Sears School and the community. The *Code of Conduct* is also in effect during field trips and is strictly enforced. Violators will be prohibited from attending at least the next field trip. Parents may be asked to chaperone their child on future field trips.

DRESS CODE OF CONDUCT

Expectations for students’ dress and appearance at school are grounded in the belief that school is the children’s place of work. As such, students must dress appropriately for their work at school to ensure maximum engagement in learning. Expectations for dress apply to field trips and any school related activity or function. As in past years, student dress and appearance cannot be disruptive to the educational process.

The following clothing shall not be worn to school:

- Headgear - hats, visors, sweatbands, bandanas or hoods
- Clothing that reference drugs, alcohol and/or tobacco products
- Clothing with vulgar, offensive or sexually suggestive remarks/images
- Clothing that reveals undergarments or midriff

Students whose dress or appearance is deemed disruptive the educational process will be asked to change to more suitable dress that meets the expectations of dressing for the work of school. Repeated dress code violations will result in parent notification.

ACKNOWLEDGEMENT OF RECEIPT AND REVIEW OF THE CODE OF CONDUCT

The Acknowledgement of Receipt and Review of *The Code of Conduct* must be signed annually and returned within fifteen (15) days of receipt. Additionally, students and parents/guardians are asked to provide their signature electronically at the time of registration, acknowledging they have read, discussed and support, *The Code of Conduct*. Without a signed Acknowledgement of Receipt and Review of *The Code of Conduct*, a child is precluded from participating in extra-curricular activities.

REMOVAL OF STUDENTS FOR DISRUPTIVE BEHAVIOR

Teachers and other certified educational employees may remove students from classrooms or any school related activity for disruptive behavior. When such removal results in a formal consequence, the student and the parent/guardian must be notified in writing as to the specifics of the disruptive behavior.

A conference may be set with the teacher or the certified educational employee to discuss the incident. If the issue cannot be resolved with the teacher or other certified educational employee, the parent/guardian may confer with an administrator. For behavior constituting gross disobedience or misconduct the suspension and expulsion policies apply.

CORPORAL PUNISHMENT

Corporal punishment is not an appropriate part of the School's disciplinary program; however, corporal punishment must be distinguished from just and reasonable corporal force which may be used by teachers and school authorities. The purpose of the corporal force is to protect, control and restrain, not to punish. Such force should be used only to the minimum extent necessary to quell an action threatening physical injury to others or to self, or to obtain possession of weapons or other dangerous objects upon the person or within the control of a pupil.

PREVENTING BULLYING, INTIMIDATION, AND HARASSMENT

Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors is an important District goal. The Superintendent or designee shall develop and maintain a program that:

1. Fully implements and enforces each of the following Board policies:
 - a. 7:190, *Student Discipline*. This policy prohibits students from engaging in hazing or any kind of aggressive behavior that does physical or psychological harm to another or any urging of other students to engage in such conduct; prohibited conduct includes any use of violence, force, noise, coercion, threats, intimidation, fear, harassment, bullying, hazing, or other comparable conduct.

- b. 7:310, *Restrictions on Publications and Written or Electronic Material*. This policy prohibits students from: (i) intentionally accessing and/or distributing at school any written or electronic material, including material from the Internet, that will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities, and (ii) creating and/or distributing written or electronic material, including Internet material and blogs, that causes substantial disruption to school operations or interferes with the rights of other students or staff members.
- c. 7:20, *Harassment of Students Prohibited*. This policy prohibits any person from This policy prohibits any person from harassing or intimidating a student based upon a student’s sex, color, race, religion, creed, ancestry, national origin, physical or mental disability, or sexual orientation.

Full implementation of the above policies includes: (a) conducting a prompt and thorough investigation of alleged incidents of bullying, intimidation, or harassing behavior, (b) providing each student who violates one or more of these policies with appropriate consequences and remedial action, and (c) protecting students against retaliation for reporting such conduct.

- 2. Defines bullying and examines the appropriate steps to understand and rectify conditions that foster bullying, intimidation, and harassment. This contemplates taking action beyond traditional punitive discipline to eliminate or prevent these disruptive behaviors.
- 3. Includes bullying prevention and character instruction in all grades in accordance with State law and Board policy 6:60, *Curriculum Content*. This includes incorporating student social and emotional development into the District’s educational program as required by State law and in alignment with Board policy 6:65, *Student Social and Emotional Development*.
- 4. Fully informs staff members of the District’s goal to prevent students from engaging in bullying and the measures being used to accomplish it. This includes: (a) communicating the District’s expectation – and the State law requirement – that teachers and other certificated employees maintain discipline, and (b) establishing a process for staff members to fulfill their obligation to report alleged acts of bullying, intimidation, harassment, and other acts of actual or threatened violence.
- 5. Encourages all members of the school community, including students, parents, volunteers, and visitors, to report alleged bullying, intimidation, harassment, and other acts of actual or threatened violence.
- 6. Actively involves students’ parents/guardians in remediating the 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.
- 7. Communicates the District’s expectation that all students conduct themselves with a proper regard for the rights and welfare of other students. This includes a process for commending or acknowledging students for demonstrating appropriate behavior.

8. Annually communicates this policy to students and their parents/guardians. This includes annually disseminating information to all students and parents/guardians explaining the serious disruption caused by bullying, intimidation, or harassment and that these behaviors will be taken seriously and are not acceptable in any form.
9. Engages in ongoing monitoring that includes collecting and analyzing appropriate data on the nature and extent of bullying in the District’s school and, after identifying appropriate indicators, assesses the effectiveness of the various strategies, programs, and procedures and reports the results of this assessment to the Board along with recommendations to enhance effectiveness.
10. Complies with State and federal law and aligns with Board policies. This includes prompting the Board to update the policy beginning every two years after its initial adoption and filing this policy with the Illinois State Board of Education after the Board adopts or updates it.

HAZING PROHIBITED

Soliciting, encouraging, aiding, or engaging in hazing is prohibited. “Hazing” means any intentional, knowing or reckless act directed against a student for the purpose of being initiated into, affiliating with, holding office in or maintaining membership in any organization, club, or athletic team whose members are or include other students.

Students engaging in hazing are be subjected to one or more of the following disciplinary actions:

- Removal from the extra-curricular activities
- Conference with parent(s)/guardian(s)
- Referral to appropriate law enforcement agency

Students engaging in hazing that endangers the mental or physical health or safety of another may also be subject to:

- Suspension for up to 10 days
- Expulsion for the remainder of the school term.

MISCONDUCT BY STUDENTS WITH DISABILITIES

Behavior Interventions

Behavioral interventions shall be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. The School Board will establish and maintain a committee to develop, implement, and monitor procedures on the use of behavioral interventions for children with disabilities.

Discipline – The Special Education Student

The District shall comply with the provisions of the Individuals With Disabilities Education Act of 2004 and the Illinois State Board of Education’s *Special Education* rules when disciplining special education students. No special education

student shall be expelled if the student's particular act of gross disobedience or misconduct is a manifestation of his or her disability.

Suspension and Expulsion

The following are suspension procedures:

1. Before suspension, the student shall be provided a conference during which the charges will be explained and the student will be given an opportunity to respond to the charges.
2. A pre-suspension conference is not required and the student can be immediately suspended when the student's presence poses a continuing danger to persons or property or an ongoing threat of disruption to the educational process. In such cases, the notice and conference shall follow as soon as practical.
3. Any suspension shall be reported immediately to the student's parent(s)/guardian(s). A written notice of the suspension shall state the reasons for the suspension, including any school rule which was violated, and a notice to the parent(s)/guardian(s) of their right to a review of the suspension. A copy of a notice shall be given to the School Board.
4. Upon request of the parent(s)/guardian(s), a review of the suspension shall be conducted by the School Board or a hearing officer appointed by the Board. At the review, the student's parent(s)/guardian(s) may appear and discuss the suspension with the Board or its hearing officer and may be represented by counsel. After presentation of the evidence or receipt of the hearing officer's report, the Board shall take such action as it deems appropriate.

The following are expulsion procedures:

1. Before expulsion, the student and parent(s)/guardian(s) shall be provided written notice of the time, place, and purpose of a hearing by registered or certified mail requesting the appearance of the parent(s)/guardian(s). If requested, the student shall have a hearing, at the time and place designated in the notice, conducted by the Board or a hearing officer appointed by it. If a hearing officer is appointed by the Board, he or she shall report to the Board the evidence presented at the hearing and the Board shall take such final action as it finds appropriate.
2. During the expulsion hearing, the student and his or her parent(s)/guardian(s) may be represented by counsel, present witnesses, and other evidence and cross-examine witnesses. At the expulsion hearing, the Board or hearing officer shall hear evidence of whether the student is guilty of the gross disobedience or misconduct as charged. After presentation of the evidence or receipt of the hearing officer's report, the Board shall decide the issue of guilt and take such action as it deems appropriate.

The Superintendent or Principal may suspend from attendance students guilty of gross disobedience or misconduct, or the Board may expel such students from attendance. However, all action shall be in accord with section 10-22.6 of *The Illinois School Code*.

Gross disobedience or misconduct shall include any activity or behavior which might reasonably lead school authorities to forecast substantial disruption or material interference with school activities or which, in fact, is a substantial disruption or material interference with school activities, whether these activities take place in the school, on school grounds, or at a school sponsored function. Examples of such prohibited conduct include but are not limited to: insubordination, serious verbal abuse of another student or staff member, fighting, destroying school property, use or possession of drugs, alcohol or weapons, smoking, false fire alarm, assault, threats or intimidation to students or staff and theft.

In accordance with the Gun Free Schools Act of 1993, any student who possesses a gun, firearm, rifle, shotgun or look-alike thereof on school property will be expelled for not less than one school year. Under the Quality First Act of 1996, any student who possesses a knife, brass knuckles, billy club or any item which is used or attempted to be used to cause bodily harm may be expelled from School.

ADMINISTRATIVE RULES FOR THE RECIPROCAL REPORTING AGREEMENT BETWEEN THE VILLAGE OF KENILWORTH POLICE DEPARTMENT AND KENILWORTH SCHOOL DISTRICT NO. 38

I. Definitions

A. Law enforcement agencies mean the police departments of all municipalities within the territory of the School District; the sheriff(s) with jurisdiction in unincorporated areas within the territory of the School District, if any; and the State's Attorney(s) having jurisdiction over the territory of the School District.

B. Criminal offenses mean misconduct by a student, which is reasonably believed to constitute a criminal offense as defined in the Illinois Criminal Code.

II. Reports From The School District to Local Law Enforcement Agencies

A. Provision of Directory Information

The Superintendent or Superintendent's designee to annually provide to local law enforcement agencies a list of directory information that includes the names and addresses of students enrolled in the School District, to the extent allowed by the Family Educational Rights and Privacy Act and the Illinois School Student Records Act.

B. Reports of Criminal Offenses Not Identifying Individual Students

The Superintendent or Superintendent's designee may make confidential reports, verbally or in writing, to local law enforcement agencies of criminal offenses believed to have been committed by students, without identifying individual students.

C. Reports of Criminal Offenses Identifying Individual Students

1. Verbal reports of criminal offenses identifying individual students are made to local law enforcement agencies by School personnel who have personal knowledge of the criminal offenses involved. School personnel shall consult with the Superintendent or Superintendent's designee prior to making any such report.
2. Written reports to local law enforcement authorities identifying individual students who have committed or are believed to have committed criminal offenses are to be made only:
 - a. By a member of the District's law enforcement unit, who is to provide only written information created and maintained by the law enforcement unit for the purpose of law enforcement, and/or
 - b. By the Superintendent or Superintendent's designee, who may disclose permanent or temporary student record information to local law enforcement officers and prosecutors when necessary for the discharge of the authorities' official duties, but only upon their request for such information prior to adjudication of the student and upon their written certification that the information cannot be disclosed to any other party except as provided under law or order of court, and/or
 - c. Pursuant to a court order or subpoena.

D. Mandatory Reports of Criminal Offenses

1. Upon receipt of a written complaint from any school personnel, the Superintendent (or designee) is required to immediately report to local law enforcement all incidents of battery committed against teachers, teacher personnel, administrative personnel or support personnel. (105 ILCS 5/10-21.7.) Notification of the state police is required within three days.
2. The Superintendent (or designee) is required to immediately report to local law enforcement:
 - a. Upon receiving a report from any school official or from any other person that any person, other than a law enforcement official engaged in the conduct of his or her official duties, was observed in possession of a firearm on school grounds; 105 ILCS 5/10-27.1A(a), (b); and,
 - b. Upon receipt of any written, electronic, or verbal report from any school personnel regarding a verified incident involving a firearm in a school or on school owned or leased property. 105 ILCS 5/10-27.1A(c). Notification of the state police is subject to state police requirements. Such incidents include possession of a firearm. Firearm is defined in 430 ILCS 65/1.1.

3. The Superintendent or Superintendent's designee is required to report to local law enforcement within 48 hours of becoming aware of any incidents involving violation of '5.2 of the Cannabis Control Act and/or Section 401 and Section 407(b) of the Illinois Controlled Substances Act occurring in the school, on the real property comprising the school, on a public way within 1,000 feet of the school, or in any conveyance owned, leased or contracted by a school to transport students to or from school or a school-related activity.
105 ILCS 127/2.

III. Reports From Local Law Enforcement Agencies to The School District

A. Receipt of Reports from Local Law Enforcement Agencies The Superintendent or Superintendent's designee shall receive from local law enforcement agencies law enforcement records concerning students enrolled in the District who have been arrested for offenses classified as felonies or a Class A or B misdemeanor.

B. Confidentiality of Reports Received from Local Law Enforcement Agencies

The records described in Section A above, as received by the District, shall be available only to the Superintendent of the District or the Superintendent's designee in the school where the student who is the subject of the records is enrolled and, as appropriate, to teachers, guidance counselors, social workers or psychologists employed by the District who have school responsibilities with respect to the student.

DRUG-FREE SCHOOLS AND COMMUNITIES ACT POLICY

Kenilworth School District No. 38 follows the *Federal Drug-Free Schools and Communities Act of 1989 (20 U.S.C. #5145, Public Law 101-226)*.

In conformance with the Act, the Superintendent will implement a program and rules to prevent the unlawful possession, use or distribution of illicit drugs and alcohol by students and employees.

Drug-Free Schools and Communities Act

I. Definitions

A. The term "student" includes any child who is attending classes in the District.

B. The term "employee" is defined as any full or part-time employee of the District.

C. The term "controlled substances" or "drugs" is defined in schedules I-V of Section 202 of the Federal Controlled substances Act (21 U.S.C. Section 812).

D. The term "school property" will include the School's buildings, grounds and off-campus sites leased or controlled by the School.

E. The term "school activities" will include all on-campus functions as well as school-sponsored, off-campus functions such as officially sanctioned field trips, social activities and professional meetings attended by employees.

F. The term "illicit alcohol" is defined as alcohol which is possessed, used or distributed in violation of Federal, state or local law.

II. Standard of Conduct

A. No student or employee shall possess, use or distribute illicit drugs or alcohol on school premises or as part of any of its activities.

III. Statement of Sanctions

A. Students: Discipline for violating the standards of conduct set out in Section II will be governed by the District's student and disciplinary policies and rules. Consistent with local, state and federal law, the District will impose sanctions on students who violate the standards of conduct, up to and including expulsion and referral for prosecution.

B. Employees: Discipline for violating the standards of conduct set out in Section II will be governed by the District's employee and disciplinary policies and rules. Consistent with local, state and federal law, the District will impose sanctions on employees who violate the standards of conduct, up to and including termination and referral for prosecution.

IV. Drug and Alcohol Education and Prevention Programs

The District will develop and maintain age appropriate, developmentally based drug and alcohol education and prevention programs which address the legal, social and health consequences of drug and alcohol use. The program provides information about effective techniques for resisting peer pressure to use illicit drugs or alcohol for students in all grades of the District. Through these programs and in other appropriate settings, the District will convey to students that the use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful.

V. Available Drug and Alcohol Rehabilitation Programs

The following are the names, addresses and telephone numbers of local drug and alcohol counseling, treatment, rehabilitation and re-entry programs available to employees and students:

Advocate Outpatient
(*Adults Only*)
701 Lee Lane, Suite 800
Des Plaines, IL 60016
(847) 795-3100

Addictions Chapman Center
718 Glenview Avenue
Highland Park, IL 60035
(847) 480-3720

Haven Youth and Family Services
825 Green Bay Rd., Ste. 200
Wilmette, IL 60091
(847) 251-6630

Family Service of Glencoe (Adolescence)
675 Village Court
Glencoe, IL 60022
(847) 835-5111

The Josselyn Center
405 Central Avenue
Northfield, IL 60093
(847) 441-5600

Riveredge Hospital
8311 W. Roosevelt Road
Forest Park, IL 60130
(708) 771-7000

The above listing of available programs should not be considered in any way as an endorsement or recommendation of their services by The Joseph Sears School.

VI. Distribution of Information

Every year parents, students and employees will be given a brochure containing the standards of conduct, statement of sanctions and information about local drug and alcohol counseling, treatment and rehabilitation or re-entry programs available to students and employees. The brochure shall also notify parents, students and employees that compliance with the District's drug and alcohol policy is mandatory.

VII. Biennial Review of Drug and Alcohol Policy

The District will conduct a biennial review of this policy to (a) determine its effectiveness and implement changes to the policy or program if they are needed; and (b) insure that the sanctions required under the policy and rules are consistently enforced.

If during the 2017-2018 school year any of the Board of Education policies are revised, replaced or removed, the most current policy takes precedent over all printed and/or former policies. This handbook is only a summary of key policies governing the District. Board policies are available on line or at the District office. All students, parents, faculty and staff are expected to comply with the policies.

TEEN DATING VIOLENCE PROHIBITED

Engaging in teen dating violence that takes place at school, on school property, at school-sponsored activities, or in vehicles used for school-provided transportation is prohibited. Board policy 7:185 *Teen Dating Violence Prohibited* provides guidelines for education to prevent teen violence, as well as confirmation of its prohibition.

ERIN'S LAW

Erin's Law was enacted as Public Act 97-1147, effective January 24, 2013. In compliance with state law, as part of the District's regular curriculum, the health program in Junior Kindergarten through Eighth grade includes annual instruction on the danger of and how to avoid abduction and age-appropriate sexual abuse and assault awareness and prevention.

No student shall be required to take or participate in any class or course on sexual abuse if his/her parent/guardian submits a written objection to the Principal. Parents/guardians will be given at least 5 day written notice before instruction on avoiding sexual abuse begins.

SEX OFFENDER COMMUNITY NOTIFICATION LAW

State law requires schools to notify parents/guardians during school registration or parent-teacher conferences that information about sex offenders and violent

offenders against youth is available to the public on the Illinois State Police's website. The Illinois State Police website contains the following:

Illinois Sex Offender Registry, www.isp.state.il.us/sor/
Illinois Murderer and Violent Offender Against Youth Registry,
www.isp.state.il.us/cmvo/
Frequently Asked Questions Concerning Sex Offenders,
www.isp.state.il.us/sor/faq.cfm

STUDENT AND FAMILY PRIVACY RIGHTS

A student's parent(s)/guardian(s) may inspect, upon their request, any instructional material used as a part of their child/ward's educational curriculum within a reasonable time of their request. Under no circumstances may a school official or staff member provide a student's "personal information" to a third party without parental consent.

ASBESTOS SURVEY REPORTS (NON-FRIABLE AND FRIABLE)

An Asbestos Management Plan is developed to control asbestos fiber release and protect human health and the environment. A copy of the Asbestos Hazard Emergency Response Act (AHERA) Asbestos Inspection Reports and Management Plans are available for public inspection at the Kenilworth School District No. 38 District Office, located at The Joseph Sears School, 542 Abbotsford Road, Kenilworth, between the hours of 8:30 a.m. and 4:00 p.m., Monday through Friday, excluding official school holidays.

In March 2017, the required Three- Year Asbestos Inspection was completed. Abatement projects in 2008 and 2009 have removed asbestos-containing materials in conjunction with scheduled renovation projects.

SPRAYING FOR PEST CONTROL

The Superintendent shall take all reasonable measures to protect: (1) the safety of District personnel, students, and visitors on District premises from risks associated with hazardous materials, and (2) the environmental quality of the District's buildings and grounds. Before pesticides are used on District premises, the Superintendent or designee shall notify employees and parents/guardians of students as required by the Structural Pest Control Act, 225 ILCS 235/, and the Lawn Care Products Application and Notice Act, 415 ILCS 65/. The legislation requires all Illinois schools to adopt a pest control process called Integrated Pest Management (IPM) and to notify staff, students and parents prior to certain types of pest control applications.

In addition, Public Act 21-99 requires school districts to maintain a registry of parents or guardians of students who wish to receive notification before any broadcast applications of pesticides are applied on school grounds.

The focus of the program is to identify and eliminate conditions in the school which could cause pests to become a problem. Applications of pest control materials are made only when necessary to eliminate a pest problem. Regular spraying is not a part of the program. Such applications will take place after school hours and on weekends, when possible.

If it becomes necessary to use any pest control products other than traps or baits, notice will be posted by the office two business days prior to the application. The only exception to the two-day notice would be if there was an immediate need for an application. Notice would then be posted as soon as practicable. If you would like to receive written notification prior to the application of any pest control materials subject to the notification requirements, please contact the School Nurse at 847-853-3866.

Athletics

The Joseph Sears School Athletic Teams are designed to incorporate the positive benefits of organized sports while following the theories and practices set forth by the Kenilworth School District #38.



“Being a Sears Panther has taught me how to embrace challenges and persevere through anything.”

– Braidon Fitzpatrick

INTERSCHOLASTIC SPORTS

The Joseph Sears School Athletic Team Philosophy

The Joseph Sears School Athletic Teams are designed to incorporate the positive benefits of organized sports while following the theories and practices set forth by the Kenilworth School District #38. Our goals of the program are to help all students have age-appropriate opportunities to:

- Develop skills and knowledge of game strategies and rules;
- Enhance the normal physical and social growth and maturation process;
- Improve socialization, self-esteem, self-perception, and psychological well-being;
- Use and increase their unique talents and skills;
- Understand the importance of sportsmanship, teamwork, and respect teammates, coaches, officials, and opponents.

Our objective is to have students, coaches, and parents understand the importance of development and learning. We strive for the athletic teams to enhance life lessons that are taught in the classroom, while at the same time helping improve individual physical skills.

Joseph Sears Athletic Opportunities

Fall Sports

Girls' Volleyball

Girls' volleyball is open for all girls in Sixth, Seventh, and Eighth grade students and will begin practicing at a specified date in the fall. All participants must provide their own kneepads and gym shoes.

Field Hockey

Field hockey is offered to Sixth, Seventh and Eighth grade girls and will begin practicing at a specified date in the fall. All grade levels may be divided into their own team depending on turnout. All participants must provide approved shin guards, mouth guard, eyewear, cleats and field hockey stick.

Cross Country

Co-Ed Cross Country is open to Fifth, Sixth, Seventh, and Eighth grade students. Practices will be after school at a specified day in the fall.

Co-Ed Soccer

Soccer is offered to Fifth, Sixth, Seventh and Eighth grade boys and girls and will begin practicing at a specified date in the fall. All grade levels may be divided into their own team depending on turnout. All players will need shin guards, cleats, and proper athletic gear for practice. Practice begins on a specified date in the fall.

Winter Sports

Boys' Basketball

Basketball is offered to Seventh and Eighth grade boys. Tryouts will held on specified dates in the fall, to determine the Blue (Varsity) and White (JV) levels. All participants must provide their own gym shoes.

Girls' Basketball

Basketball is offered to Seventh and Eighth grade girls. Tryouts will held on specified dates in the fall, to determine the Blue (Varsity) and White (JV) levels. All participants must provide their own gym shoes.

Spring Sports

Boys' Volleyball

Boys' volleyball is open to Sixth, Seventh, and Eighth grade boys and will begin after the New Year. All participants must provide their own kneepads and gym shoes.

Track & Field

Coed Track and Field is offered to Fifth, Sixth, Seventh, and Eighth grade students. Practicing will begin after spring break. All participants must provide their own gym shoes.

Student Athletics Code of Conduct

Expectations

All students participating in Joseph Sears sports are expected to adhere to The Joseph Sears School Code of Conduct. Students are expected to follow the principles of behavior as outlined through the Four Cornerstones during all practices, games and athletic events. Violations of school or team rules are grounds for dismissal or suspension from the team and/or school.

Eligibility

A student is considered athletically eligible to participate in sports at The Joseph Sears School if he or she meets the following criteria:

1 Academic Eligibility: Students who are earning at least a C- or higher in all of their classes will be eligible to participate in organized team activities. This applies to all classes taken, both core subjects and related studies. Students will be able to participate in practices or games once they have improved their grade(s) to a minimum of a C-. Progress reports will be given to teachers throughout the season to ensure that students have their priorities in order. Disqualification from extracurricular activities is automatic for two weeks commencing from the date of disqualification or until the deficiency is satisfied, whichever comes first. Participants must keep the program in proper perspective. This is a learning experience and must be treated as such. Equal playing time is not guaranteed, although coaches will make every effort to adjust playing time as conditions permit.

2 School Attendance: Students must be present for a minimum of four (4) hours of school to be eligible to participate in team-sponsored activities for that day. This includes both practices and games. Students are also expected to be at school and in class on time. Actions may be taken if a student collects five (5) tardies or more per trimester.

3 Other requirements: Students must have completed participation form, IHSA physical form, concussion form and payment turned in prior to the start of the season. Failure to do so could result in loss of athletic eligibility.

Use of School Property

Students are expected to properly use and respect school property. This includes keeping the locker rooms clean, respecting the gym spaces (no food/drink/gum in gyms), using equipment properly, and keeping track and care of team issued uniforms. Uniforms will be issued to participants with the expectation that they will be returned in good condition at the end of the season. Uniforms are the property of The Joseph Sears School. A \$75 fee will be assessed for any unreturned or damaged uniform. Participants are responsible for the cleaning and care of the uniform during the season.

Practices

Attendance at practices is mandatory. The coaching staff will determine length of the practices. Practice schedules will be distributed in advance. Practices are held before or after school on days when school is in session. Some weekend practices may be scheduled. Visitors are not permitted to attend practices unless specifically invited by the coach. For safety reasons, proper attire is required for participation in practice.

Playing Time

A primary goal of The Joseph Sears School interscholastic program is to prepare each player to the best of his/her ability for a significant team role. A key step in meeting this goal is to give every player a chance to play in both league games and in tournament situations. For all age groups, differences in playing time are determined by relative player commitment, work ethic, and skill.

Parent Athletics Code of Conduct

Expectations

Interscholastic athletic competition should demonstrate high standards of ethics and sportsmanship and promote the development of good character. Parents are an essential piece that will help with the success of the athletic program in this area. Parents serve as role models that students often emulate.

Parent Pledge

I hereby pledge to provide positive support, care, and encouragement for my child participating in Joseph Sears School interscholastic sports. I will:

1. Encourage good sportsmanship by demonstrating positive support for all players, coaches, and officials at every event
2. Place the emotional and physical well-being of my child ahead of my personal desire to win
3. Insist that my child play in a safe and healthy environment
4. Support coaches and officials working with my child, in order to encourage a positive and enjoyable experience for all
5. Demand a sports environment for my child that is free from drugs, tobacco, and alcohol and will refrain from their use at all events
6. Remember that the game is for the players – not parents
7. Do my very best to make sports fun for my child
8. Ask my child to treat other players, coaches, fans, and officials with respect regardless of race, sex, creed or ability.

Player Safety

Coaches will consider player safety as an overriding priority. While injuries are a risk in any athletic activity, appropriate protective gear is required and the rules of the game will be enforced. It is the responsibility of the parents to notify the coach in writing before the season, or as soon as practical, of any medical condition or physical limitation, which could impair their child's ability to safely perform sports related activities.

Each parent is required to sign a Transportation Acknowledgment and Release prior to a player's participation in The Joseph Sears School interscholastic sports program. The release portion of this form authorizes emergency treatment for a player if a parent is not present. Team practices outdoors will not be conducted in

the immediate presence of lightning or heavy thunder. The decision to conduct or to continue a practice or game rests with the coach or referee, depending on the situation.

Transportation Agreement

I understand that Kenilworth School District No. 38 (hereinafter “District”) is not required to provide bus service or transportation for my child to and from any extracurricular, school-sponsored, or interscholastic events or activities (hereinafter “extracurricular activities”) which take place outside school hours.

I agree that in the event that my child needs to be transported to any facility or location to participate in any extracurricular activities, I am solely responsible for any such transportation arrangements, and any and all duties and responsibilities associated with such transportation, including but not limited to ensuring that the person providing such transportation holds a valid driver's license, license plate, and vehicle insurance. I also agree that the District is not responsible or liable for any injuries or damages caused in connection with such transportation.

As a condition of my child's participation in extracurricular activities, I hereby release, discharge, and waive any and all rights or actions, in law or equity, for claims arising from my child's transportation to and from such activities, and agree to indemnify the District, its agents and employees, from and against any such claims. Further, I hereby grant permission for school personnel to take such action as may be required in case of medical emergency, understanding that every effort will be made to contact parents/guardians prior to exercising this authority.

Sports Fees

Athletics *fees for the year* are approved by the Kenilworth Board of Education during the previous school year.

2017-2018 Athletic Fees

Girls Volleyball	\$225
Girls Field Hockey	\$225
Co-Ed Soccer	\$225
Co-Ed Cross Country	\$200
Girls Basketball	\$425
Boys Basketball	\$425
Boys Volleyball	\$225
Co-Ed Track and Field	\$200

Refund Policy

If your child decides not to participate in a sport after payment to the school has been made, you may request a refund by emailing Athletic Director Natalie McLemore at nmclmore@kenilworth38.org.

Scholarships

No student will be excluded from participation for financial reasons. If you need a fee waiver scholarship (provided by the Sears Booster Club), please contact our school principal, Mrs. Kendra Wallace at 847-853-3802 or kwallace@kenilworth38.org.

Uniforms

Uniforms will be issued to student athletes with the expectation that they will be returned in good condition at the end of the season. Uniforms are the property of The Joseph Sears School. Students are responsible for the cleaning and care of the uniform during the season. Uniforms can be dropped off at the Joseph Sears Front Office. A \$75 late fee will be assessed to students who do not return uniforms before the following dates:

2017-2018 Uniform Return Deadlines

Fall Sports	November 3, 2017
Winter Sports	February 9, 2018
Spring Sports	May 18, 2018

The Athletic Code of Conduct for all participants in extracurricular activities requires:

- (1) that participants in extracurricular activities conduct themselves as good citizens and examples of their school at all times, including after school and on days when school is not in session, and whether on or off school property, and;
- (2) that participants who fail to abide by the code may be removed from the activity.

All coaches and sponsors of extracurricular activities annually review the rules of conduct with participants and provide participants with a copy. In addition, coaches and sponsors of interscholastic athletic programs provide instruction on steroid abuse prevention to students in seventh and eighth who participate in these programs. The purpose of the interscholastic sports program is to offer students the opportunity to participate in competitive athletics.

Athletics Calendars

Game schedules and practice calendars are maintained by coaches and can be found on the district athletics webpage www.kenilworth38.org/athletics. Each sport has its own calendar and corresponding iCal feed. Calendar feeds can be imported into most calendar management platforms (Apple Calendars, Google Calendars, Microsoft Outlook, etc.) on most mobile devices. Please refer to the athletics calendar webpage for additional information.

THE JOSEPH SEARS SCHOOL COMMUNITY

Kenilworth is a unique community, just 16 miles north of Chicago. Its 2,500 residents join together to preserve the vitality of its organizations, clubs, community centers, and The Joseph Sears School. Approximately 25 organizations provide leadership in areas such as political organizations, charitable giving, spiritual growth and Scouting. Others address current issues regarding recycling, parks and libraries. Some offer instruction in sailing, baseball, basketball, lacrosse and football. Area wide programs provide additional opportunities in soccer, hockey and swimming. The Kenilworth Club, a community club open to all residents, is the focus for many of the Village's key activities and offers its own family-oriented program.

Local property taxes provide the primary source of revenues for the operation of the School. In addition, The Joseph Sears School Parents' Volunteer Association (JSSPVA) and The Joseph Sears School Booster Club serve as important sources of support to the School. This past year, parents hosted a Benefit event that raised over \$100,000 for enhancements to the School and its programs. Additionally, an endowment fund has been established by the Foundation. Talented parents contribute their time to provide key services both for the School and in extracurricular areas.

We are fortunate to have a learning environment that supports our children in such a comprehensive manner. We thank everyone for their support, suggestions and continued efforts to provide such an excellent educational environment for our children.



Kenilworth Grammar School



THE JOSEPH SEARS SCHOOL

542 ABBOTSFORD ROAD KENILWORTH, ILLINOIS 60043

PHONE: 847.256.5006 FAX: 847.256.4418

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