

# TABLE OF CONTENTS

Welcome to The Joseph Sears School	Page 3
Kenilworth School District No. 38 Strategic Plan	Page 5
The Joseph Sears School Expectations	Page 7
Parent Communication Protocol Procedure	Page 8
Need Help - Who Do You Contact?	Page 9
<b>School Calendar</b>	
2019-2020 Calendar	Page 11
District/School Website Calendar	Page 12
<b>Community/Extracurricular Activities</b>	
Board of Education – District 38	Page 15
Chess Club	Page 21
Community Events and Activities	Page 24
Community Phone Numbers	Page 14
Drop-In Calendar	Page 20
Joseph Sears School Booster Club Meeting Schedule	Page 19
Joseph Sears School Parents' Volunteer Association	Page 16
Kenilworth Cub Scouts/Boy Scouts	Page 23
Kenilworth Girl Scouts	Page 21
Kenilworth Park District	Page 19
The Joseph Sears School Community	Page 13
<b>Faculty Directory</b>	
Faculty and Staff by Grade Listing	Page 25
Faculty and Staff by Alphabetical Listing	Page 28
<b>Class Lists</b>	
Class Lists by Grade	Page 31
<b>Family Directory</b>	
Alphabetical Listing of Families by Student Name	Page 39
<b>District/School Information</b>	
Absences	Page 117
Academic Promotion	Page 97
Administrative Rules for the Reciprocal Reporting Agreement Between the Village of Kenilworth Police Department and Kenilworth School District No. 38	Page 158
Americans With Disabilities Act	Page 98
Cellular Phone Usage	Page 120
Classroom Placement	Page 124
Code of Conduct	Page 140
Concussion Information	Page 110
Curriculum Information	Page 89
Conduct of Visitors While on School Property	Page 136
District Policies	Page 125
Dress Code of Conduct	Page 149
Drop Off/Pick Up Sites and Guidelines	Page 121
Dropping Off School Items For Students	Page 76
Drug-Free Schools and Communities Act Policy	Page 160
Education of Homeless Children	Page 128
Educational Programs and Delivery Models	Page 88
Entrance and Exit Patterns	Page 76
Equal Education Opportunities	Page 128

# TABLE OF CONTENTS CONTINUED

Food Allergy Management Program	Page 112
Freedom of Information Act	Page 137
Home/School Partnership	Page 123
Homework	Page 100
Junior High Grading Expectations	Page 94
Junior High Information	Page 92
Junior High Music Ensemble Guidelines	Page 93
Junior High Regular Period Schedule	Page 73
Junior High Service	Page 94
Junior High Recognition	Page 94
Junior Kindergarten Program	Page 88
Kindergarten	Page 89
Late Arrival Days for Students	Page 74
Library Technology Center	Page 98
Lunch/Recess	Page 75
Nondiscrimination Policies (ADA)	Page 98
Milk Program	Page 76
Misconduct by Students with Disabilities	Page 155
Multi-Tiered System of Support	Page 79
Preventing Bullying, Intimidation, and Harassment	Page 150
Registration	Page 77
Reporting Student Progress	Page 102
Safety Policies and Procedures	Page 120
School Events and Activities	Page 104
School Fees	Page 78
School Schedules and Building Hours	Page 73
School Wide Positive Behavior Support	Page 145
Sears Café	Page 75
Sex Equity	Page 128
Sexual Harassment	Page 138
Sex Offender Community Notification Law	Page 162
Snacks at School	Page 117
Social Emotional Learning	Page 90
Student Absences, Medical Restrictions, Release from School and Tardies	Page 117
Student and Family Privacy Rights	Page 162
Student Behavior	Page 140
Student Entrance and Exit	Page 77
Student Health and Safety	Page 107
Student Services	Page 84
Substance Abuse Prevention	Page 91
Student Records	Page 129
Student Records Policy	Page 136
Student Residency	Page 125
Testing	Page 95
Textbooks for Home	Page 104
Title I – Parent Involvement	Page 138
Weather Emergencies	Page 74
World (Foreign) Language	Page 92

## **Athletics**

Parent Athletics Code of Conduct	Page 168
Student Athletics Code of Conduct	Page 166
The Joseph Sears School Athletic Team Philosophy	Page 165

# 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 460 students living in Kenilworth, as well as a portion of Winnetka and a section of Wilmette.

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).

**Administrators:**

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

Dr. Lisa Leali, *Chief Education Officer*

Dr. Roger Prosise, *Interim Principal*

Dr. Gary Zabika, *Interim Principal*

Dr. Stephanie Helfand, *Interim Assistant Principal*

Ms. Alison Hecimovich, *Interim Director of Student Services*

Dr. Carrie De La Cruz, *Interim Student Services Administrator*

**Board of Education Members:**

Mr. Evan Lukasik, *President*

Mr. John Gottschall, *Vice President*

Dr. Lisa Metzger-Mugg

Mrs. Suzanne Nelson

Mr. Stephen N. Potter

Mrs. Mia Casey Sachs

Mr. Andrew Stone

***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.***

# STRATEGIC PLAN

## **Vision Statement**

All students will be prepared to advance and thrive, now and into the future.

## **Mission Statement**

The Joseph Sears School delivers a personalized educational experience that empowers and challenges each student to grow academically and develop personally.

## **Guiding Principles**

### **We make learning personal**

We celebrate each student's strengths, abilities and interests and use those as the foundation for personalized instruction. The scale of our school allows us to establish teacher/student connections that facilitate this process. We know our students, but we also encourage them to know themselves as they play a key role in their personal learning process.

### **We support the whole student**

We have high expectations for our student's academic experience as well as their personal experience. We want our students to have skills and dispositions that help them as they navigate and progress through school and beyond. This necessitates a holistic view as we support and educate our students in matters of character, citizenship and social emotional learning.

### **We embrace continuous growth and improvement**

We are committed to instilling a growth mindset in our learning community to ensure our students strive to reach their full potential and that they focus on true learning. We create opportunities for students to experience risk and failure and instill the importance of courage and resilience that are an inherent part of that learning process.

### **We are a connected community**

We are committed to cultivating the connectedness that is a hallmark of our community. This connectedness is multi-faceted and includes connection between teachers and students, collaboration amongst our educators, and relationships that extend beyond the schoolhouse to our community. Our traditions connect us together as an extended community. Our four cornerstones serve to ground and reinforce this connection.

## **We prioritize four core competencies: Curiosity, Creativity, Courage and Compassion**

At The Joseph Sears School, we understand that our students need to be ready for a world that is ever-changing. We believe that there are core competencies which will support our students in whatever path they take into the future. These competencies cross disciplines and will support our students to continue learning throughout their lives, think creatively and critically and act with courage, conviction and empathy.

## **Strategic Priorities**

1. The Sears Student: Provide students with the curriculum, instruction and assessment that fosters growth and challenges them in keeping with the mission of The Joseph Sears School
2. The Sears Educator: Hire, develop & retain high-performing faculty and staff that embrace continuous improvement in service of Sears students
3. The Sears Community: Engage all Sears families and community organizations to communicate and collaborate in a respectful and transparent manner
4. The Sears Finances and Operation: Maintain a solid short- and long-term financial position while investing in resources and infrastructure that align with educational priorities

## **Portrait of a Sears Graduate**

### **Fearless Learner**

Sears graduates enjoy new challenges and are eager to learn from their mistakes.

### **Creative Thinker**

Sears graduates are brave and innovative thinkers.

### **Courageous Advocate**

Sears graduates demonstrate empathy by advocating for themselves and others.

### **Compassionate Citizen**

Sears graduates better their communities by modeling the Four Cornerstones.

# 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*: Responsibility, Kindness, Honesty, and Respect.

## **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 Board of Education.

## **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 Kenilworth School District No. 38.

## **SCHOOL BOARD**

Board of Education representatives of the school community, the School Board of Education 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 of Education.

# 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, or the Director of Student Services, 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). 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 homeroom 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.

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

# 2019-2020 SCHOOL YEAR CALENDAR

## AUGUST

- 26 **No School** – Teacher Institute Day
- 27 **No School** - Teacher Institute Day – Meet and Greet
- 28 First Day for Grades K-8– Half Day (8:10 a.m.–11:20 a.m.)

## SEPTEMBER

- 2 **No School** – Labor Day Holiday
- 3 First Day for Junior Kindergarten
- 3 **Late Arrival** for Students (9:20 a.m.)
- 30 **No School** – Local School Holiday

## OCTOBER

- 9 **No School** – Local School Holiday
- 14 **No School** – Teacher Institute Day
- 15 **Late Arrival** for Students (9:20 a.m.)
- 24 **Early Dismissal** for Students (11:48 a.m.)  
Parent/Teacher Conferences (1:00-7:30 p.m.)
- 25 **No School** – Parent/Teacher Conferences (8:00 a.m.-12:00 p.m.)

## NOVEMBER

- 27-29 **No School** – Thanksgiving Break

## DECEMBER

- 2 **Late Arrival** for Students (9:20 a.m.)
- 23-3 **No School** – Winter Break

## JANUARY

- 6 **School Resumes/Late Arrival** for Students (9:20 a.m.)
- 20 **No School** – Martin Luther King, Jr. Day Holiday

## FEBRUARY

- 14 **No School** – Teacher Institute Day
- 17 **No School** – Presidents’ Day Holiday
- 18 **Late Arrival** for Students (9:20 a.m.)
- 28 **No School** – Parent/Teacher Conferences (8:00 a.m.-3:00 p.m.)

# 2019-2020 CALENDAR

## MARCH

23-27 **No School** – Spring Break

30 **School Resumes/Late Arrival** for Students (9:20 a.m.)

## APRIL

10 **No School** – Local School Holiday

## MAY

25 **No School** – Memorial Day Holiday

26 **Late Arrival** for Students (9:20 a.m.)

## JUNE

4 Eighth Grade Graduation (5:00 p.m.)

9 Last Day of School (11:20 a.m. Student Dismissal)\*

10 Teacher Institute Day\*

11-17 Emergency Days to be Used as Required

*\*If no Emergency Days are Used*

Total Student Attendance Days: 176

Total Faculty and Staff Days: 183

*Approved by the Kenilworth Board of Education March 18, 2019*

Calendar events and activities are also listed on the District/School website:  
[www.kenilworth38.org](http://www.kenilworth38.org)

The District/School Calendar can be found on the About page or QUICK LINKS drop down menu.

The District/School Calendar is updated often. You can print this calendar, download to your personal calendar and filter the events you wish to display (Board of Education, Community, District/School, Extracurricular, Fine Arts, Testing, Traditions, and US Holidays).

The Simplified Joseph Sears School Calendar view only lists holidays, school breaks, early dismissal/late arrival, and no school days.

# THE JOSEPH SEARS SCHOOL COMMUNITY

Kenilworth is a unique community, just 16 miles north of Chicago. Its 2,520 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 Assembly Hall, a community venue 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 Booster Club and The Joseph Sears School Parents' Volunteer Association (JSSPVA) serve as important sources of support to the School. The JSSPVA enhances and supplements the educational quality of The Joseph Sears School by providing service through enrichment programs and to raise funds for those and other related purposes. Additionally, an endowment fund has been established by the Foundation. Talented and dedicated 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.



# COMMUNITY 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
Cubs Care, Sports, Camps, Field Usage	
Kenilworth Assembly Hall	
Village House	
Kenilworth Public Works	847-251-9210
Kenilworth Village Hall	847-251-1666
Kenilworth Beach	
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 The Joseph 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](http://www.kenilworth38.org)  
Office: 847-256-5006  
Office Fax: 847-256-4418  
Attendance Line: 847-853-3866

# 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

Evan Lukasik, *President*

elukasik@kenilworth38.org

John Gottschall, *Vice President*

jpgottschall@kenilworth38.org

Lisa Metzger-Mugg

lmetzgermugg@kenilworth38.org

Suzanne S. Nelson

snelson@kenilworth38.org

Stephen N. Potter

spotter@kenilworth38.org

Mia Casey Sachs

msachs@kenilworth38.org

Andrew Stone

astone@kenilworth38.org

## Board of Education - District 38 2019-2020 Meeting Dates

### Regular Meetings

#### 2019

Thursday, August 22

Tuesday, September 24

Monday, November 18

Monday, December 9

#### 2020

Monday, February 10

Monday, March 16

Monday, April 20

Monday, May 18

Monday, June 8

All Meetings begin at 5:30 p.m. for Closed Session and 7:30 p.m. for Open Session unless otherwise noted in the posted agenda. Board liaison meetings are subject to the organization's schedule.

### Board of Education Committee of the Whole Meeting Dates

#### 2019

Thursday, October 15

#### 2020

Thursday, January 16

Thursday, March 5

Thursday, May 7

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 PARENTS' VOLUNTEER ASSOCIATION (JSSPVA) 2019-2020

## Board of Directors

President	Julie Ruck
Immediate Past President	Rebecca Quigley
Vice President	Sarah Halack
Vice President of Community Relations	Beth Beeler
Vice President of Green Initiatives	Betsy Kilroy
Secretary	Nicole Borovicka
Treasurer	Jennifer Martay
Immediate Past Treasurer	Antje Boeing
Benefit Chairs	Jenica Myszkowski
	Lydia Mathas
	Claudia Kocalis
Communications Chairs	Katie Alexander
	Nora Jewett
Enrichment Chairs	Lauren Garner
	Bridget Pennise
	Katie White
Volunteer Coordinator	Eleanor Husman
Nominating Chair	Emily Tzur
Room Parent	Antonine Kaiser
	Heather Chamberlain
Staff Appreciation	Pamela Norris
	Kathy Ambrosino
	Kris Whisner

## Vice President's Subcommittees

Book Fair Chairs (2019-2020)	Carrie Kelly
	Mia Sachs
	M'Liz Simonds
Book Fair Future Chairs (2020-2021)	Hilary Kallop
	Cailin Davis
	Liz Martin
Creative Dramatics	Joanna Fields
Display Case	Jennifer Dixton
Diversity & Awareness	Kath Lyman
Family Fun Day	Erin Papuga
	Brittany Gottschall

Family Fun Day Future

Dedee Enqvist

Mary Jane Melgaard

Field Day Chair

Cathie Flanagan

Lost and Found Chair

Carly Cape

Newcomers Chairs

Debby Caldwell

Kelly Mangel

Kristie Bennett

School Supply Chair

Caroline Vorraber

Sears Café Chair

Amy O'Dell

Skate Exchange

Allison McEntee

Student Picture Chairs

Angela Keefe, Beth Ottsen

Veteran's Day Celebration

Chris Jerome

Mike Martin

Tim Keneally

World Culture Fair

Trish Saltzman

Vanessa Menton

## **VP of Community Relations Subcommittees**

Alliance for Early Childhood

Liz MacIntosh

FAN Representative

Meredith Sullivan

New Trier Liaison

Lynne Hemmer

## **Vice President of Green Initiatives Subcommittees**

Earth Day

Jessica Bollhoefer

Grounds Group

Stacey Sunderland

Outdoor Classroom Liaison

Julia Peterson

School Recycling

Mirofora Geroulis

Walk and Bike to School

Rachel Smith

## **Room Parent Co-Subcommittees**

8th Grade Coordinators

Nancy O'Donnell

Lisa O'Rourke

Libby Graham

Lara Scarborough

# JSSPVA MEETING SCHEDULE FALL 2019 - SPRING 2020

Meetings begin at 8:30 a.m. in the Multipurpose Room, unless otherwise specified.

<b>2019</b>	<b>2020</b>
September 11	January 15
October 16	February 12
November 13	March 11
December 11	April 8
	May 13

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 on a committee, please contact the Nominating Chair. All parents are automatically members of the JSSPVA and everyone is invited to join.

## 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](http://www.kenilworth38.org) under the Community Tab.

### **Submission Guidelines**

- Format documents in Microsoft Word.
- Please do not use multiple text boxes to format your page.
- Email submissions to Communications Chairs.

*The JSSPVA Communications Chairs are responsible for gathering information to submit to their e-newsletter and posting it to their web page.*

# JOSEPH SEARS SCHOOL BOOSTER CLUB MEETING SCHEDULE 2019-2020

Timothy Pennise, President  
Beth Beeler, Vice President  
Deborah Keegan, Secretary  
Debby Caldwell, Treasurer  
Jennifer Rice, Spirit Wear

<b>2019</b>	<b>2020</b>
September 18*	February 5
November 6	March 4
	April 1
	May 6

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

## KENILWORTH PARK DISTRICT

410 Kenilworth Avenue  
847-251-1691  
[www.kenilworthparkdistrict.org](http://www.kenilworthparkdistrict.org)

Executive Director: Johnathan Kiwala	<a href="mailto:jkiwala@kpdistrict.org">jkiwala@kpdistrict.org</a>
Recreation Coordinator: Thys Wallace	<a href="mailto:twallace@kpdistrict.org">twallace@kpdistrict.org</a>
Events Manager: Michelle Brookfield	<a href="mailto:mbrookfield@kpdistrict.org">mbrookfield@kpdistrict.org</a>

In addition to Sports Programs, Camps and Educational, Fitness, and Arts & Craft Classes; the Kenilworth Park District also hosts Keynote Speakers, Cooking Classes, an annual Holiday Market, and a Spring to Life Event.

### **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 register 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 Hoops4Health. See the Kenilworth Park District website to register for a Basketball program or clinic.

## **SOCCER**

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

## **SUMMER CAMPS, PROGRAMS AND ACTIVITIES**

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**

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.

# **VILLAGE HOUSE YOUTH CENTER BOARD 2019-2020**

President:	Laura Bayindiryan	773-218-9114
Treasurer:	Alison Fitzgerald	312-918-4734
VP Chaperone Coordinator:	Elizabeth Cournoyer	401-374-5592
VP Communications:	Kelly Demmers	312-590-0970

# **DROP-IN CALENDAR 2019-2020**

**Drop-in Events are from 7:00 p.m. to 9:00 p.m. at the VILLAGE HOUSE, unless otherwise noted.** Open to 7th and 8th graders that have enrolled in Drop-In. No outside guests.  
*(6th, 7th & 8th grade students may attend the May 15, 2020 Drop-In)*

**Event Dates:****2019**

September 13  
 October 4  
 November 15  
 December 13

**2020**

January 10  
 February 7 (7th & 8th grade Outings)  
 March 6  
 April 24  
 May 15

**CHESS CLUB**

Ms. Alice Holt info@chess-ed.com 847-775-9906  
 Director of Programs, Chess-Ed

**Meet During Lunch on:**

Tuesdays 2nd and 3rd grade  
 Wednesdays Kindergarten and 1<sup>st</sup> grade  
 Thursdays 4th-8th grade

*Please visit the District/School website: [www.kenilworth38.org](http://www.kenilworth38.org) for a complete list of extracurricular offerings at The Joseph Sears School.*

## **KENILWORTH GIRL SCOUTS ASSOCIATION 2019-2020**

**Kenilworth Girl Scouts Coordinator:**

Leslie Creel 847-404-7814 thecreels@mac.com

**Co-Coordinator:**

Trish Saltzman 847-764-3273 trishsaltzman@gmail.com

**Kenilworth Treasurer:**

Maria Jones 847-251-5156 miajones@yahoo.com

**For Scholarships Contact:**

Maria Jones 847-251-5156  
 Maria Welch 847-525-5111  
 Jennifer Patterson 847-612-1570

### **3rd Grade Brownies - Troop 40104**

Maggie Andrews	773-339-9933	maggieandrews2001@yahoo.com
Theresa Boutross	312-953-1243	tmbout@me.com
Jennifer Dixton	847-691-5174	jdixton@gmail.com
Vanessa Menton	646-498-8142	vrathmenton@gmail.com

### **4th Grade Girl Scout Juniors - Troop 40116**

Katie Alexander	773-860-4697	kbartamoran@gmail.com
Liz Kaiser	917-855-1651	lizkaiser11@gmail.com
Erin Paul	773-744-9830	ejdesign@gmail.com
Jen Riefe	773-495-0886	jenriefe@gmail.com

### **5th Grade Girl Scout Juniors - Troop 40112**

Nicole Borovicka	773-726-1111	nicoleborovicka@gmail.com
Kelly Mangel	847-910-2621	kelly.mangel@gmail.com
Sarah Mohr	626-372-9177	sarah.h.mohr@gmail.com
Emily Tzur	847-920-5229	emily.tzur@gmail.com

### **6th Grade Girl Scout Cadettes - Troop 40101**

Laura Bayindiryan	847-251-1361	laura@bayindiryan.com
Tanya Brown	847-920-5574	tanyahbrown@gmail.com
Alison Fitzgerald	312-918-4737	thefitzfive@gmail.com
Lisa O'Rourke	224-216-9352	lmorourke@mac.com
Trish Saltzman	847-764-3273	trishsaltzman@gmail.com

### **7th Grade Girl Scout Cadettes - Troop 40123**

Michele Bacik	917-763-1941	michele.bacik@gmail.com
Debbie Kelly	312-524-6248	prayforshane@yahoo.com
Emily Wyner	847-894-1790	emilywyner@hotmail.com

### **8th Grade Girl Scout Cadettes - Troop 40102**

Leslie Creel	847-404-7814	thecreels@mac.com
Anne Crowley	847-977-6772	annecrowley72@gmail.com
Julie Hawley	847-999-8852	frantsvehawley@gmail.com
Katie Swanson	847-271-4398	kswan123@sbcglobal.net

# KENILWORTH CUB SCOUTS/BOY SCOUTS 2019-2020

## PACK 13 CUB SCOUT AND WEBELO SCOUT LEADERSHIP (Grades 2-5)

Cubmaster	Mike Judy	847-920-5270
Advancement	M'Liz Simonds	847-256-2585
Committee Chair	Kerry Judy	773-474-9029
Council Liaison and Registrar	Rick Gordon	847-251-4396
Membership Chair	Rebecca Quigley	214-263-3902
Popcorn Chair	Beth Ottsen	847-501-0149
Pancake Breakfast Tickets Chair	Kimberly Hedley	312-342-6884
Treasurer	Sean Fallon	847-251-5652
5th Grade Webelo Scout Leader	Bill Graham	847-256-3232
4th Grade Webelo Scout Leader	Tim Quigley	847-906-4336
3rd Grade Den Leader	Kimberly Hedley	312-342-6884
2nd Grade		

## TROOP 13 - BOY SCOUT LEADERSHIP (Grades 6-8)

Scoutmaster	Randy White	847-256-9419
Asst. Scoutmaster	Jeff Bedwell	847-256-1781
Asst. Scoutmaster and Quartermaster	David Mangel	847-251-4313
Asst. Scoutmaster, Registrar, and Camp Makajawan	Peter Ruck	847-254-2962
Calendar and Logistics Chair	Denise Seminetta	847-652-5072
Advancement Co-Chair	Cindy Baur	847-251-1669
Advancement Co-Chair	Bill Fitzgerald	847-256-3563
Committee Chair and Treasurer	John Hart	847-251-0984
Council Liaison	Rick Gordon	847-251-4396
Ski Trip Chair	Tim Simonds	847-256-2585

## KENILWORTH SENIOR SCOUTS (VENTURE CREW 13)

Crewmaster	Bob Dold Jr.	847-251-4500
Crewmaster	Tom Edson	847-917-1580

# 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](http://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 at [mtimmerman1@icloud.com](mailto:mtimmerman1@icloud.com) or Chris Wyner at [christopherwyner@hotmail.com](mailto:christopherwyner@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](http://www.iglax.org).

## **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](http://www.kenilworthsailingclub.org) or contact Tom Nodine 312-504-6466.

# FACULTY AND STAFF 2019-2020

**To directly call a faculty or staff member,  
dial 847-853-extension number.**

## By Grade Level

Administration	Names	Ext.	Room	Email (@kenilworth38.org)
Superintendent/CSBO	Dr. Crystal LeRoy	3805	118B	cleroy
Chief Education Officer	Dr. Lisa Leali	3822	121E	lleali
Interim Principals	Dr. Roger Prorise	3802	121B	rprorise
	Dr. Gary Zabilka	3803	121B	gzabilka
Interim Assistant Principal	Dr. Stephanie Helfand	3886	121A	shelfand
Interim Director of Student Services	Ms. Alison Hecimovich	3806	121C	ahecimovich
Interim Student Services Administrator	Dr. Carrie De La Cruz	3887	121C	cdelacruz
Assistant Director of Education	Mr. Jeff Gerdin	3825	155	jgerdin
Director of Building and 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	Mrs. Allison Lopuszynski	3836	103	alopuszynski
Kindergarten Teacher	Mrs. Jessica Singer	3880	105	jsinger
Kindergarten Teacher	Mrs. Laurie Sahn	3847	107	lsahn
First Grade Teacher	Mrs. Blythe Szafoni	3857	113	bszafoni
First Grade Teacher	Ms. Jill Carell	3820	116	jcarell
First Grade Teacher	Ms. Ann Rice	3846	117	arice
Second Grade Teacher	Mrs. Jennifer Garza	3835	123	jgarza
Second Grade Teacher	Mrs. Barbara Rodriguez	3842	127	brodriguez
Second Grade Teacher	Mrs. Alison Gilchrist	3834	129	agilchrist
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	Ms. Lore Tenezaca	3841	215	ltenezaca
Fourth Grade Teacher	Ms. Jennifer Arra	3843	219	jarra
Fourth Grade Teacher	Mrs. Kim Goff	3874	221	kgoff

# FACULTY AND STAFF

## 2019-2020

Fifth Grade Teacher	Ms. Samantha Calabrese	3872	205	scalabrese
Fifth Grade Teacher	Mrs. Bernadette Slovitt	3811	207	bslovitt
Fifth Grade Teacher	Ms. Courtney Weber	3832	211	cweber
Admin. Assist. to Principals and Assistant Principal	Mrs. Susan White	3864	Office	swhite
Art Teacher (K-2, 6)	Mrs. Margo Parkes	3817	126	mparkes
Art Teacher (3-5, 7, 8)	Ms. Karolina Bajkowska	3826	130	kbajkowska
Athletic Director/Physical Education	Mrs. Natalie McLemore	3878	134	nmclemore
Bookkeeper	Ms. Trish Culhane	3867	121D	tculhane
Building Maintenance	Mr. Jonathan Quijada	3815	005	jquijada
Communications Coordinator	Ms. Deborah Keegan	3882	125	dkeegan
Data Manager	Mr. Giovanni Guerrero	3879	255B	gguerrero
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
Exec. Assist. to Director of Student Services	Mrs. Julie Campanaro	3801	Office	jcampanaro
Executive Assistant to Superintendent/CSBO	Ms. Angela Lascola	3804	118A	alascola
Greeter/Assistant to Chief Education Officer	Ms. Laura Wise	3862	Office	lwise
Industrial Arts (5-8)	Mr. John Scheidt	3849	007	jscheidt
Library/Tech. Services Director	Ms. Elisabeth LeBris	3831	255B	elebris
Literacy Specialist (1-4)	Mrs. Emily Hayden	3828	157	ehayden
Literacy Specialist (5-8)	Dr. Robert Drewry	3854	157	rdrewry
Math Intervention Specialist (K-4)	Ms. Christina Mellen	3853	251	cmellen
Math Intervention Specialist (5-8)	Mrs. Cathy Quigley	3871	251	cquigley
Mathematics (6)	Mrs. Jayati Lunagariya	3833	253	jlanagariya
Mathematics (7)	Mrs. Justyna Hendry	3839	258	jhendry
Mathematics (8)	Mrs. Laura Romisher	3827	174	lromisher

# FACULTY AND STAFF 2019-2020

Orchestra Teacher (4-8)	Mrs. Gail Rodin	3859	204	grodin
Physical Education	Mr. Jason Hahnstadt	3875	134	jhahnstadt
Physical Education	Ms. Katy Spangler	3877	134	kspangler
Practical Arts/Outdoor Classroom	Mrs. Katie Nahrwold	3851	203	knahrwold
School Nurse	Mrs. Terry Oquendo	3893	119	toquendo
School Psychologist	Ms. Samantha Valsamis	3812	170	svalsamis
Science/Social Science (6)	Mrs. Andrea Drangsholt	3883	214	adrangsholt
Science Teacher (7)	Mrs. Catherine Lucas	3850	003	clucas
Science Teacher (8)	Mr. Jim Beavin	3824	001	jbeavin
Social Science (7)	Mr. Jeff Rosen	3830	154	jrosen
Social Science (8)	Mr. Scott Paeth	3814	152	spaeth
Social Worker (JK-4)	Mrs. Gabrielle Noyes	3809	254	gnoyes
Social Worker (5-8)	Mrs. Nancy Economou	3869	252A	neconomou
Speech and Language Pathologist	Ms. Jennifer Bennett	3840	170	jbennett
Student Services (JK-1)	Ms. Jennifer Willis	3856	101	jwillis
Student Services (2/3)	Ms. Myra Love	3838	220	mlove
Student Services (4)	Dr. Leslie Richmond	3821	213	lrichmond
Student Services (5)	Ms. Katie McGowan	3885	216	kmcgowan
Student Services (6)	Mrs. Alison Johnson	3813	164	ajohnson
Student Services (7)	Ms. Robyn Valerios	3858	166	rvalerios
Student Services (8)	Ms. Cailey Richer	3819	166	cricher
Technology Facilitator	Ms. Faith Smith	3810	255B	fsmith
Technology Facilitator	Mrs. Enza Fox	3876	255B	efox
Technology Specialist	Mr. Max Casas	3868	255B	mcasas
Vocal Music Teacher (JK-3), RtI	Mr. Ross Cabin	3807	202	rcabin
Vocal Music Teacher (4-8)	Mr. Bill Gordon	3823	AUD	bgordon
World Language French	Mrs. Michelle Harradine	3852	168	mharradine
World Language French/Spanish	Mrs. Cathleen Sheridan	3861	160	csheridan
World Language Latin Soc. Science (6)	Mrs. Jennifer Comiza	3863	156	jcomiza
World Language Spanish	Mrs. Allison Drew	3808	158	adrew
World Language Spanish/ESL	Mrs. Louise Pashinian	3865	162	lpashinian
Yearbook	Mrs. Sue Johnson	3894	255B	sjohnson

# FACULTY AND STAFF 2019-2020

## By Alphabetical order

<b>Administration</b>	<b>Names</b>	<b>Ext.</b>	<b>Room</b>	<b>Email (@kenilworth38.org)</b>
Interim Student Services Administrator	Dr. Carrie De La Cruz	3887	121C	cdelacruz
Assistant Director of Education	Mr. Jeff Gerdin	3825	155	jgerdin
Interim Director of Student Services	Ms. Alison Hecimovich	3806	121C	ahecimovich
Interim Assistant Principal	Dr. Stephanie Helfand	3886	121A	shelfand
Chief Education Officer	Dr. Lisa Leali	3822	121E	lleali
Superintendent/CSBO	Dr. Crystal LeRoy	3805	118B	cleroy
Interim Principals	Dr. Roger Prosis	3802	121B	rprosis
Director of Building and Grounds	Mr. Moris Quijada	3815	005	mquijada
Interim Principals	Dr. Gary Zabilka	3803	121B	gzabilka
<b>Dept. / Grade</b>	<b>Names</b>	<b>Ext.</b>	<b>Room</b>	<b>Email (@kenilworth38.org)</b>
Fourth Grade Teacher	Ms. Jennifer Arra	3843	219	jarra
Art Teacher (3-5, 7, 8)	Ms. Karolina Bajkowska	3826	130	kbajkowska
Science Teacher (8)	Mr. Jim Beavin	3824	001	jbeavin
Speech and Language Pathologist	Ms. Jennifer Bennett	3840	170	jbennett
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First Grade Teacher	Ms. Jill Carell	3820	116	jcarell
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World Language Spanish	Mrs. Allison Drew	3808	158	adrew

# FACULTY AND STAFF 2019-2020

Literacy Specialist (5-8)	Dr. Robert Drewry	3854	157	rdrewry
Social Worker (5-8)	Mrs. Nancy Economou	3869	252A	neconomou
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Technology Facilitator	Mrs. Enza Fox	3876	255B	efox
Third Grade Teacher	Ms. Caryn Friedman	3898	223	cfriedman
Second Grade Teacher	Mrs. Jennifer Garza	3835	123	jgarza
Second Grade Teacher	Mrs. Alison Gilchrist	3834	129	agilchrist
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Instrumental Music (4-8)	Ms. Lisa Lehman	3870	200	llehman
Kindergarten Teacher	Mrs. Allison Lopuszynski	3836	103	alopuszynski
Student Services (2/3)	Ms. Myra Love	3838	220	mlove
Science Teacher (7)	Mrs. Catherine Lucas	3850	003	clucas
Mathematics (6)	Mrs. Jayati Lunagariya	3833	253	jlunagariya
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Social Worker (JK-4)	Mrs. Gabrielle Noyes	3809	254	gnoyes
School Nurse	Mrs. Terry Oquendo	3893	119	toquendo

# FACULTY AND STAFF 2019-2020

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First Grade Teacher	Ms. Ann Rice	3846	117	arice
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Kindergarten Teacher	Mrs. Laurie Sahn	3847	107	lsahn
Industrial Arts (5-8)	Mr. John Scheidt	3849	007	jscheidt
World Language French/Spanish Third Grade Teacher	Mrs. Cathleen Sheridan	3861	160	csheridan
Kindergarten Teacher	Mrs. Toula Sideris	3860	225	tsideris
Fifth Grade Teacher	Mrs. Jessica Singer	3880	105	jsinger
Technology Facilitator	Mrs. Bernadette Slovitt	3811	207	bslovitt
Physical Education	Ms. Faith Smith	3810	255B	fsmith
ELA Teacher(6) First Grade Teacher Student Services (7) Fourth Grade Teacher ELA	Ms. Katy Spangler	3877	134	kspangler
Teacher (8) School	Mrs. Daphna Stepen	3848	260	dstepen
Psychologist Fifth Grade Teacher Admin. Assist. to Principals and Assistant Principal	Mrs. Blythe Szafoni	3857	113	bszafoni
Student Services (JK-1)	Ms. Robyn Valerio	3858	166	rvalerio
Greeter/Assistant to Chief Education Officer	Ms. Lore Tenezaca	3841	215	ltenezaca
	Mrs. Anne Trueman	3845	172	atrueman
	Ms. Samantha Valsamis	3812	170	svalsamis
	Ms. Courtney Weber	3832	211	cweber
	Mrs. Susan White	3864	Office	swhite
	Ms. Jennifer Willis	3856	101	jwillis
	Ms. Laura Wise	3862	Office	lwise

# SCHOOL SCHEDULES AND BUILDING HOURS

## REGULAR SCHEDULE AND BUILDING HOURS

The school building opens at 7:30 a.m. Only students who are going to an extracurricular activity, the Library Technology Center, a school detention, a prearranged appointment with a teacher, or on days when the outdoor temperature is at or below zero degrees (F°) can come in the Main Entrance before 8:10 a.m.

	<b>Enter</b>	<b>Dismissal</b>
JK (Sept.-Dec.)	8:15 a.m.	11:00 a.m.
JK (Jan.-June)	8:15 a.m.	11:45 a.m.
Grades K-8th	8:10 a.m.	3:15 p.m.

**Lunch/Recess** Kindergarten-8th grade is from 11:50 a.m.-12:30 p.m.

For Grades K-8, **attendance is taken at 8:15 a.m. and 12:31 p.m.** Students arriving after these designated times are marked tardy and must sign-in at the School Office and obtain a Tardy Pass to bring 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 REGULAR PERIOD SCHEDULE

### 6th-8th Grade Schedules

*(CORE subjects are English Language Arts, Math, Science, and Social Science; WL stands for World Language; PE stands for Physical Education; and RAR is for Related Arts Rotation of Band, Orchestra, Chorus, Art, Innovative Tech, Practical Arts, and Industrial Arts throughout the school year.)*

	<b>6th Grade</b>		<b>7th Grade</b>		<b>8th Grade</b>	
<b>1</b>	8:10-8:20	ADVISORY	8:10-8:20	ADVISORY	8:10-8:20	ADVISORY
<b>2</b>	8:22-9:02	WL	8:22-9:22	CORE 1	8:22-9:22	CORE 1
<b>3</b>	9:04-10:04	CORE 1	9:24-10:04	WL	9:24-10:04	PE
<b>4</b>	10:06-11:06	CORE 2	10:06-10:46	PE	10:06-10:46	WL
<b>5</b>	11:08-11:48	PE	10:48-11:48	CORE 2	10:48-11:48	CORE 2
<b>6</b>	11:50-12:30	LUNCH	11:50-12:30	LUNCH	11:50-12:30	LUNCH
<b>7</b>	12:31-1:11	RAR	12:31-1:11	RAR	12:31-1:11	RAR
<b>8</b>	1:13-2:13	CORE 3	1:13-2:13	CORE 3	1:13-2:13	CORE 3
<b>9</b>	2:15-3:15	CORE 4	2:15-3:15	CORE 4	2:15-3:15	CORE 4

# LATE ARRIVAL DAYS FOR STUDENTS

Start 9:20 a.m.  
Lunch/Recess 12:19 p.m. -12:59 p.m. for Grades K-8th  
Dismissal 3:15 p.m.

**There are adult supervisors at the tunnel’s east and west ends 15 minutes before school, at the beginning and end of the Lunch/Recess period, and immediately after school. In addition, students who stay at school for lunch are supervised. Please note there is no supervision in the Library Technology Center (LTC) or 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, Swift K12 Alert, 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 delayed starts and 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/School 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 Swift K12 Alert voicemail, text (to authorized phone numbers), and email message (what is listed in PowerSchool) 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 5:00-8:00 a.m. is hazardous or due to other emergencies. When a delayed start is not scheduled in advance, a Swift K12 Alert voicemail, text message (to authorized phone numbers), and email message (what is listed in PowerSchool) will be sent to all Sears' students' homes.

## LUNCH/RECESS PERIOD

During lunch, students have the option to remain at school or to sign out and leave campus. 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. No such supervision is provided, nor any responsibility assumed by Kenilworth School District 38 for students during the time they leave school during the Lunch/Recess Period and until they return to campus. During the open campus Lunch/Recess period, students 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 School Office**. Failure to comply with this requirement will result in the withdrawal of the privilege to leave campus during the Lunch/Recess period.

Lunch at Joseph Sears School is from 11:50 a.m. to 12:30 p.m. Students should bring their lunch each day of school 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, a sack lunch may be dropped off on the cart in the main entrance foyer by 11:45 a.m. Parents will be contacted after the third incident of their child not bringing lunch and may be required to meet with the Principal/Advisor.

## 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 For Parents, Lunch Program tabs. Please note that *Marla's Brown Bag Lunches* <https://marlslunch.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 the first full-day of school. 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:

<b>Carton(s) per week</b>	<b>Regular Milk Cost for the year</b>	<b>Organic Milk Cost for the year</b>
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 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, all 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 to 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 School Office upon leaving. Guests and visitors are not to wander through the building or to disrupt the instruction during school hours.

### 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 disrupt instruction during school hours.

### DROPPING OFF SCHOOL ITEMS FOR STUDENTS

If it is necessary to drop off a school related item that your child needs during the school day (book, lunch, eye glasses, etc...):

- Student's full name needs to be on item,
- Place item on grey cart in the main entrance foyer, and
- Log item in the binder (items not logged in will be left on grey cart).

*Logged-in items are transferred to the Student Pick Up Table by office personnel several times a day.*

Students are expected to pick up their item(s) themselves from the Student Pick-Up Table. Office staff and/or teachers will assist junior kindergarten through second grade students with getting their item(s) to them. Office staff do not deliver items and cannot call into classrooms because it interrupts instruction.

## **STUDENT ENTRANCE AND EXIT**

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

- Junior Kindergarten - Doors by Ivy Court playground
- Kindergarten - Doors by 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. Residents who move within District boundaries, new students, and risen Joseph Sears JK students to kindergarten are required to provide the appropriate verification 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 the first full-day of school 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 Joseph Sears School 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 11 will not be able to attend beginning October 15 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 the first full-day of school 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. Terry Oquendo, at (847)853-3866 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.

## SCHOOL 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](mailto: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 The Joseph 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](http://www.k12specialmarkets.com)

# **A MULTI-TIERED SYSTEM OF SUPPORT (MTSS)/A RESPONSE-TO-INTERVENTION (RtI) APPROACH**

## **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 before their peers.

## **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 to take place in their homeroom/advisory.

## **Tier 3 - Intensive Enrichment and Intervention and Comprehensive Evaluation**

Tier 3 instruction includes more explicit instruction than Tier 2 and 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

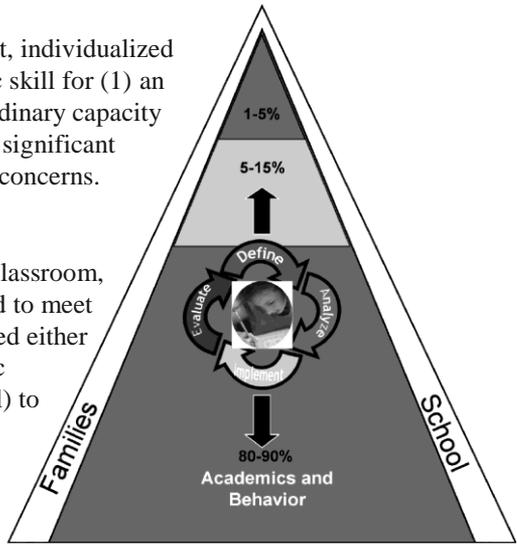
Instruction includes more explicit, individualized support that focuses on a specific skill for (1) an advanced learner with an extraordinary capacity for learning or (2) a student with significant underachievement or behavioral concerns.

## Tier 2: Strategic Level

Supplemental instruction in the classroom, often in small groups, is 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 all 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 for monitoring and responding to student needs at a global level, incorporating not only student supports, but also professional development for teachers. RtI is a process within the MTSS framework that focuses on designing specific plans for individuals or groups of students, and monitoring how students respond to instruction and interventions.

### What subject areas should RtI encompass?

RtI should encompass the core academic areas of literacy and math. MTSS and RtI also address Social-Emotional, Functional, and Adaptive Skills of students.

### 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?**

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?**

Data from the RtI process are considered when determining a student’s eligibility for special education under the specific learning disabilities (SLD) category, according to state law.

### **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, Sears 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 support continuous growth and achievement. Advanced students with learning difficulties may 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:** Programs, instructional strategies 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 possibly 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](http://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](http://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.

Students with disabilities who do not qualify for an Individualized Education Program ("IEP") may qualify for supports under Section 504 of the Federal Rehabilitation Act of 1973, if the student: (1) has a physical or mental impairment that substantially limits one or more major life activities, (2) has a record of a physical or mental impairment, or (3) is regarded as having a physical or mental impairment.

If you believe your student may be a student with a disability and requires reasonable accommodations in the school setting, you may contact the Director of Student Services at 847-256-5006 for more information regarding the identification, assessment, and placement of your student.

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

### **Notice of Related Service Logs**

The District maintains related service logs that document the type and number of minutes of related service administered under a student's individualized education program (IEP). These related service logs will be available to parents/guardians at a student's annual review IEP meeting. Parents/guardians may also request a copy of any IEP related service log maintained for their child. Please direct any requests for a copy of a related service log for your child to Alison Hecimovich, Interim Director of Student Services.

## **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 the Director of Student Services.

## **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 the Director of Student Services.

## **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 the Director of Student Services.

## **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 (NSSED) 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 NSSED 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.

## **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 the Director of Student Services.

## **EDUCATIONAL PROGRAMS AND DELIVERY MODELS**

Classes in the kindergarten through fifth grades are self-contained. With the exception of special teachers for art, music, library, 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. In the second semester, they will begin to rotate through 5th grade classrooms with their homeroom, in order to experience a more typical junior high schedule. Additionally, 5th grade marks the beginning of junior high language with a daily 40 minute class period.

The junior high school includes the sixth, seventh and eighth grades and classes are departmentalized. Students will take classes in the Core Curriculum: English Language Arts, 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 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 must be presented when registering.

The junior kindergarten program, which starts the Tuesday after the Labor Day Holiday, 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 11:45 a.m., Monday through Friday from January–June. Tuition for the 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**

Kindergarten is full day and provides a supportive environment for students to develop their readiness and post readiness skills. The District's philosophical belief is that the full day model is in the best developmental interest of our kindergarten 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.

Kindergarteners attend school from 8:15 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 dynamic and our teachers review and refine their curricula each school year. Teachers have access to many instructional resources in order to support a differentiated and personalized instructional program for our students. Continuous collaboration occurs with the other New Trier Township elementary districts, as well as New Trier Township High School, in order to ensure that our program is preparing students to be successful beyond 8th grade. Curriculum maps are developed for each grade level, identifying elements like: prerequisite learning, key content, goals/objectives, skills, academic vocabulary, and a scope and sequence. Common local assessments are developed for each grade level. 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 need to implement the any curricular changes.

For more information about the specific curriculum in each discipline, please visit the District website at [www.kenilworth38.org](http://www.kenilworth38.org) and select “Curriculum” on the Academics page.

## **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 District/School website for possible updates on weather conditions and 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 required for all physical education classes including junior kindergarten students. Gym shoes are to be kept in the kindergarten cubbies for kindergarten students, and hall locker, for grades one through five. Grades six through eight may store their uniforms and gym 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.

## **SOCIAL EMOTIONAL LEARNING**

Our goal is to ensure that not only are our students academically prepared for their futures, but that we have made all efforts to ensure that they maintain a high sense of personal well-being. Our focus is to equip our students with strategies to identify their emotions and process them in a healthy way.

### **Mindfulness**

One way we do this is through Mindful Minutes. After lunch, at 12:35 every day, all students will take one minute to quietly re-focus on school work. This one minute of quiet reflection is meant to give all students an opportunity to reflect on the morning and to quietly set an intention for the afternoon. All of our teachers will work with our students on strategies to quickly self-assess, reflect and set goals for the afternoon. Current research supports this type of strategy for transitioning between activities and ensuring high levels of focus and productivity.

Our school-wide Mindful Mornings five times this school year support all student engagement in lessons and activities which address the social emotional competencies of self-awareness and self-management. These standards come from the Collaborative for Academic and Social Emotional Learning (CASEL.org). These two competencies are critical for children to work on in order to be successful students and adults. Students will have an opportunity to learn, discuss and reflect independently during each of these sessions.

Our topics for this year's Junior High program are:

- September - Self-Confidence
- November - Identifying and Managing Emotions like Stress
- January - Goal Setting
- March - Self-Perception
- May - Celebration

Our topics for this year's Elementary program are:

- September - Introduction to the Zones of Regulation
- November - The difference between Expected and Unexpected Behaviors
- January - Identifying our triggers and building a toolbox of strategies
- March - Identifying the size of any problem and how to make sure our reactions match
- May - Celebration

Our elementary classrooms will also continue to utilize the Second Step program to support other aspects of social emotional learning in their classrooms.

2020-2021 programming will focus on the CASEL competencies relating to social awareness and relationship skills.

## **Movement**

Movement Minutes each day provide an opportunity for our students to move and connect with their peers during class in order to keep them engaged and able to focus.

JK - 40 minutes per day

Kindergarten - 30 minutes per day

1st-5th grades - 20 minutes per day

6th-8th grades - 5 minutes per core academic (60 minute) period

## **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 LANGUAGE**

We are pleased to offer World Language instruction in French, Latin and Spanish. Junior kindergarten through fifth grade may elect to take French or Spanish. Students entering fifth grade either continue studying their current elected language or may choose to enroll in Latin (pending sufficient enrollment).

World language classes meet for 30 minutes four days a week in Grades K-4. In Grades 5-8, students begin the secondary program and 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 *Responsibility, Kindness, Honesty, and Respect*. 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 Social Emotional Learning Committee (volunteer faculty

members who represent each Junior High grade level) and our Student Services Department.

## **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.

## **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: Band, Orchestra and Choir. (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: *Responsibility, Kindness, Honesty, and Respect*.

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. 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

### **Measure of Academic Progress (MAP) Test**

- Grade: 2-8
- Administered: Fall, Winter, Spring
- Results: Shared at Parent Teacher Conferences/Sent home with Final Report Cards
- Time: Approximately 120-180 minutes (untimed)

The MAP test is a nationally normed test, which means student growth over time can be determined, but also, student achievement compared to peers across the country.

This adaptive assessment is taken on the iPad and begins with questions addressing grade level content for each student. The difficulty of each subsequent question is based on the student responses. If students are answering grade level questions incorrectly, the questions become easier, and if they are answering questions correctly, they get more difficult.

As an instructional tool, MAP provides educators with many resources designed to support differentiated instruction in the classroom. Teachers are able to access the MAP data system to look up student scores and determine areas of strength or weakness based on those scores. This information can be used for a period of time in order to design instruction that is appropriately challenging for all students. It is also part of the matrix utilized for placement in math courses for 6th grade.

The MAP reports also provide students with a Lexile level, which is similar to the reading level provided through the Benchmark Assessment System. This level can be used to support the appropriate selection of texts for student instruction, however, should not be a limiting factor for student book selection.

The MAP assessment, just like other assessments, provides a "snapshot" of student growth and achievement on a given day and does not define in total the achievement and growth profile for a student.

### **Illinois Assessment of Readiness (IAR) and the Illinois Science Assessment (ISA)**

- Grade: 3-8
- Administered: Spring only
- Results: Sent home in October
- Time: Approximately 8.5-14 hours depending on grade level

Students in grades 3-8 take the Illinois Assessment of Readiness (IAR) in reading and math every spring. The Illinois Science Assessment (ISA) is given to all students in grades 5 and 8 each spring, as well.

These tests are standardized assessments given to all students across the state to measure student achievement on the Illinois Standards for Learning. Illinois belongs to a consortium of states which designed this assessment to measure the standards, which are the basis of our curriculum.

The assessments are administered over the course of a three week period and are taken on the iPads. Students are given opportunities to practice on the digital tools and question formats of the test, prior to the assessment window.

The results of this assessment are used primarily for accountability across the state. The results are disaggregated by student subgroups which have been identified by the state of Illinois. Schools and districts which have an achievement gap between the majority group and any subgroup are identified by the state as having a priority area of focus.

The data from these assessments can also be used to evaluate a district's core curriculum with regard to the standards and adjust programs to ensure that all standards are being addressed for all students.

For more information on IAR/ISA, please visit the Illinois State Board of Education website: <https://www.isbe.net>

### **Cognitive Abilities Test (CogAt)**

- Grade: 3 and 5
- Administered: Fall only
- Results: Kept on fileT
- Time: Approximately 90 minutes

The CogAT Abilities Test assesses the cognitive domains of Verbal, Quantitative, and Nonverbal reasoning which have been associated with school success traditionally.

This assessment is taken with paper and pencil and has different forms to enhance test security. It is the most widely used test of cognitive ability in the nation.

The results of this assessments can be used by educators to inform differentiated instruction. They are also used as a part of the math matrix utilized for placement in math courses in 6th grade.

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, the first Saturday in December, all eighth graders in New Trier Township will participate in placement assessments at New Trier Township High School. 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.

## **ACCELERATED PLACEMENT PROGRAM**

Kenilworth District 38 provides an Accelerated Placement Program (APP). The APP advances our goal of providing educational programs with opportunities for each student to develop to his or her maximum potential. Our APP provides an educational setting with curriculum options usually reserved for students who are older or in higher grades than the student participating in the APP. APP options include, but may not be limited to: accelerating a student in a single subject; other grade-level acceleration; and or above grade level enrichment opportunities. Participation in the APP is open to all students who demonstrate high ability and who may benefit from accelerated placement.

Parents who wish to request a student evaluation for entrance into the Advanced Placement Program, should contact the Chief Education Officer prior to February 1. At that time, parents will be asked to complete a formal request for

evaluation in writing. Upon receipt of the formal request, the child's academic team, which includes the parent/guardian, current teacher (s) and the Chief Education Officer will convene to discuss the evaluation process. Should a child qualify for the APP, a transition plan will be developed by the team. In the event that the child does not qualify for the APP, parents will be provided with an option to formally override the school's recommended placement. Placement override paperwork will be housed in the child's permanent file.

## **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 ISTE standards that are in line with the School's Illinois 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 Follett Destiny Automated Library Technology System. The Library catalog is accessible from any internet connection with a link on the school website.

A technology philosophy of "anytime, anywhere" access has been initiated to include a wireless environment, work stations, laptops, mobile devices, educational software and Web 2.0 tools to support the school's academic goals. Sears School is a 1-1 iPad environment with 24/7 use in Grades 6-8.

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.

The LTC is also open on regular school days before school at 7:35 a.m., and after school Monday through Thursday until 5:00 p.m. On Fridays the LTC closes at 4:00 p.m. The LTC is not open for students on Late Arrival or Teacher Institute days.

## **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 with registration. No student may use the network computers or devices without a signed AUP on file with the School.

## **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 is essential for academic success both for the rigorous Joseph Sears School curriculum and to develop academic and study skills necessary for success in high school and beyond. Joseph Sears School students, families, faculty and administrators share the responsibility for students maximizing the benefits of assigned homework while still maintaining a healthy and balanced lifestyle.

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.

Joseph Sears School faculty and administrators 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 to build background knowledge and schema, extending previously learned skills to new situations and contexts, and producing original work such as book reports, science projects, and creative writing.

Faculty and administrators continuously evaluate the school's homework policy and the way in which this information is communicated to both students and families. The Joseph Sears School homework guidelines below are intended to provide parents and families with the typical workload per day for students. Should any student experience that his or her time spent on homework is far exceeding the guidelines, we encourage communication between parents, students and teachers so that we may collaborate on solutions and support each child with what he or she needs in order to be successful.

## HOMEWORK GUIDELINES

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
6	70-85 min.	Subjects may vary. Daily reading. Long-term projects as assigned with advance notice
7	90-100 min.	Subjects may vary. Daily reading. Long-term projects as assigned with advance notice
8	105-115 min.	Subjects may vary. Daily reading. Long-term projects as assigned with advance notice

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, grade 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**

A Book Fair is held in November and in May 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.

## **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. The Grand Classroom 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 2019-2020 school year are Tuesday, October 1, 2019 through Friday, October 4, 2019.

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 Grand Classroom 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 the Interim Principal at (847) 853-3802.

Financial Aid is available if you contact Dr. Crystal LeRoy. All requests will be handled in a confidential manner.

## 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 Wednesday, October 31, 2019 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-Wednesday, October 31, 2019

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 2019-2020 school year are Wednesday, April 29, 2020 through Friday, May 1, 2020.

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 at (847) 853-3802.

Financial Aid is available if you contact Dr. Crystal LeRoy. All requests will be handled in a confidential manner.

## **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/](http://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](http://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

<b>Actor</b>	<b>Action</b>
Superintendent or Designee	<p>Identify existing policies, procedures and exhibits which affect implementation of the Program.</p> <p>Recommend any policy changes to the School Board for consideration.</p> <p>Review with the Principal, other appropriate administrative and special education staff, and the Board Attorney to discuss this Program, the <i>ISBE/IDPH Guidelines</i>, and prepare the Principal to implement it in his or her building.</p>
School Nurse	<p>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).</p> <p>This training should also include:</p> <ul style="list-style-type: none"> <li>• How to recognize symptoms of an allergic reaction</li> <li>• Review of high-risk areas</li> <li>• Steps to take to prevent exposure to allergen</li> <li>• How to administer an epinephrine auto-injector</li> <li>• How to respond to a student with a known allergy as well as a student with a previously unknown allergy</li> <li>• Information to increase awareness of bullying and</li> </ul>

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](http://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, *Education of Children with Disabilities*).

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:

1. Whether the student’s food allergy requires *related services* to ensure the provision of a “free appropriate public education” (FAPE), and/or
2. Whether the student’s food allergy requires appropriate *reasonable accommodations* 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-API, E1, *Notice to Parents/Guardians Regarding Section 504 Rights*.

**If the answer to either of the above questions is positive:**

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**

### **Action**

School Nurse

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 contact the homeroom/advisory teacher and [attendance@kenilworth38.org](mailto:attendance@kenilworth38.org) or the Attendance phone line 847-853-3866 before 8:30 a.m. and state the reason for the child's absence. If parents fail to notify the School about an absence, the School will attempt to reach the parents within the first two hours of the session start. If the parents cannot be reached to verify the absence, for safety reasons, the School will then notify the local police.

When a student has an excused absence, the student's homeroom/advisory 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 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 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 for a 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 an 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, sporting events, 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 student’s homeroom/advisory teacher and attendance@kenilworth38.org or the Attendance phone line 847-853-3866 one week in advance of a planned absence, and the reason for the absence needs to be stated. If parents give the homeroom/ advisory teacher enough advanced

notice the teacher(s) can send assignments to the School 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 authorized adult.
- A note from the parent/guardian requesting their child to be released at an indicated time with the reason stated 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 Entrance Greeter that you need to pick up your child.
- A photo ID is required to verify identification of the adult that is authorized to pick up the child.
- The school assumes the authority to release children to only 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. and at 12:31 p.m. (except for junior kindergarten). Students arriving after the 8:15 a.m. or 12:31 p.m. bell are tardy and must sign-in at the School Office and receive a pass to go to class. For junior high students, three unexcused tardies for classes including morning advisory and seventh period will result in a formal school detention.

## SAFETY POLICIES AND PROCEDURES

### ANIMALS

- Dogs are not permitted on Joseph 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:

JK-4th grades report to the Kenilworth Assembly Hall at 410 Kenilworth Avenue. 5th-8th 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](http://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 in their bi-weekly e-newsletter and on their web page at [www.kenilworth38.org](http://www.kenilworth38.org) under the Community.

## **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/Student Handbook. You may reach the voice mailbox by dialing 847-853-extension number.

## **SCHOOL EMAIL**

Administration and faculty/staff e-mail contacts (with the domain @kenilworth38.org) are also listed in the Parent/Student 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](mailto: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, 2020. 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 homeroom teacher (JK-5th grade) or advisor (6th-8th grades) will be mailed to District families in August 2020 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.

## **Accelerated Placement Program**

The District provides an Accelerated Placement Program (APP). The APP advances the District's goal of providing educational programs with opportunities for each student to develop to his or her maximum potential. The APP provides an educational setting with curriculum options usually reserved for students who are older or in higher grades than the student participating in the APP. APP options include, but may not be limited to: (a) accelerating a student in a single subject; (b) other grade-level acceleration; and (c) early entrance to kindergarten or first grade. Participation in the APP is open to all students who demonstrate high ability and who may benefit from accelerated placement. It is not limited to students who have been identified as gifted and talented. Eligibility to participate in the District's APP shall not be conditioned upon the protected classifications identified in School Board policy 7:10, *Equal Educational Opportunities*, or any factor other than the student's identification as an accelerated learner.

The Superintendent or designee shall implement an APP that includes:

1. Decision-making processes that are fair, equitable, and involve multiple individuals, e.g. District administrators, teachers, and school support personnel, and a student's parent(s)/guardian(s);
2. Notification processes that notify a student's parent(s)/guardian(s) of a decision affecting a student's participation in the APP; and
3. Assessment processes that include multiple valid, reliable indicators.

The Superintendent or designee shall annually notify the community, parent(s)/guardian(s), students, and school personnel about the APP, the process for referring a student for possible evaluation for accelerated placement, and the methods used to determine whether a student is eligible for accelerated placement. Notification may: (a) include varied communication methods, such as student handbooks and District or school websites; and (b) be provided in multiple languages, as appropriate.

LEGAL REF.: 105 ILCS 5/14A.

CROSS REF.: 6:10 (Educational Philosophy and Objectives), 6:130 (Program for the Gifted), 7:10 (Equal Educational Opportunities), 7:50 (School Admissions and Student Transfers To and From Non-District Schools)

## **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 and the unique student identifier assigned and used by ISBE, Student Information System

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 or offices held in school sponsored organizations

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)

Completed home language survey

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

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

Grade level and Class Assignment

Parents’/guardians’ names and contact information

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**

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 are required to report to the school office and receive permission to remain on school property. All visitors must provide a state or federal issued identification, and wear a visitor's badge. When leaving the school, visitors must return their badge. On those occasions when large groups of parents and friends are invited onto school property or during some athletic events for viewing, visitors are not required to sign in but must follow school officials' instructions. Persons on school property without permission will be directed to leave and may be subject to criminal prosecution.

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

Requests to access the school building, facility, and/or educational program, or to interview personnel or a student for purposes of assessing the student's

special education needs, should be made with the Director of Student Services. Access shall be facilitated according to guidelines from the Superintendent or designee.

The School District expects mutual respect, civility, and orderly conduct among all people (including visitors, students, and employees) on school property or at a school event. (See the full policy 8:30 *Visitors to and Conduct 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.

### **Enforcement**

Any faculty or staff member may request identification from any person on school property; refusal to provide such information is a criminal act. The Principal or designee shall seek the immediate removal of any person who refuses to provide requested identification.

Any person who engages in conduct prohibited by this policy may be ejected from school property. The person is also subject to being denied admission to school events or meetings for up to one calendar year.

## **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](http://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 any student on the basis of actual or perceived: color, race, religion, creed, national origin; military status; unfavorable discharge status from military service; sex; sexual orientation; gender identity; gender-related identity or expression; ancestry; age; religion; physical or mental disability, order of protection status; status of being homeless; actual or potential marital or parental status, including pregnancy; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. The District will not tolerate harassing or intimidating conduct, or bullying, whether verbal, physical, sexual 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, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, 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 including sexual violence 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. The term “sexual violence” includes a number of different acts. Examples of sexual violence include, but are not limited to, rape, sexual assault, sexual battery, sexual abuse, and sexual coercion.

Students are encouraged to report claims or incidences of bullying, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, Principal, Complaint Manager or any staff member with whom the student is comfortable speaking. A student 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 a student was a victim of any prohibited conduct perpetrated 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 Abbotsford Road  
Kenilworth, IL 60043  
Telephone: (847) 853-3805  
cleroy@kenilworth38.org

**Complaint Managers:**

Dr. Lisa Leali  
542 Abbotsford Road  
Kenilworth, IL 60043  
Telephone (847) 853-3822  
lleali@kenilworth38.org

Mr. Jeff Gerdin  
542 Abbotsford Road  
Kenilworth, IL 60043  
Telephone: (847) 853-3825  
jgerdin@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 employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action up to and including discharge. 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 and including discharge, with regard to employees, or suspension and expulsion, with regard to students.

## **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, 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.	<ul style="list-style-type: none"> <li>a. Come to school and all classes on time.</li> <li>b. Participate in an appropriate manner.</li> <li>c. Use all technology appropriately. (See Acceptable Use Policy.)</li> </ul>
2. Accept responsibility for your own learning.	<ul style="list-style-type: none"> <li>a. Come to class with all homework completed.</li> <li>b. Come to school with all necessary supplies.</li> </ul>
3. Accept rules and respect authority.	<ul style="list-style-type: none"> <li>a. Accept responsibility for behavior and consequences.</li> <li>b. Students are expected to report to an adult gross violations of the <i>Code of Conduct</i>.</li> <li>c. Adhere to the rules of each classroom and all common areas inside and outside of school.</li> <li>d. Follow Directions</li> <li>e. Food and chewing gum are not allowed in class without teacher approval.</li> </ul>
4. Be responsible for your safety and that of others.	<ul style="list-style-type: none"> <li>a. Report unsafe situations to an adult immediately.</li> <li>b. Do not engage in any behavior that endangers your safety and/or the safety of others.</li> <li>c. Distractions to the learning environment are not allowed.</li> <li>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.</li> <li>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.</li> <li>f. Students must not use, possess, sell or distribute weapons, look-alike weapons or explosive/flammable materials.</li> </ul>

## Cornerstone Behavior

### KINDNESS

<b>Rules/Expectations</b>	<b>Expected practices include, but are not limited to:</b>
1. Be courteous, helpful and cooperative.	<ul style="list-style-type: none"> <li>a. Be inclusive in your school interactions.</li> <li>b. Assist others whenever possible and appropriate.</li> <li>c. If sharing is appropriate, share equitably.</li> </ul>
2. Support others with positive words and actions.	<ul style="list-style-type: none"> <li>a. Encourage others to do their personal best.</li> <li>b. Voice legitimate, descriptive praise for jobs well done.</li> <li>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.)</li> </ul>
3. Accept both success and disappointment.	<ul style="list-style-type: none"> <li>a. Practice good sportsmanship.</li> <li>b. Be humble.</li> <li>c. Control your temper.</li> </ul>

## Cornerstone Behavior

### HONESTY

<b>Rules/Expectations</b>	<b>Expected practices include, but are not limited to:</b>
1. Tell the truth.	<ul style="list-style-type: none"> <li>a. Tell the whole truth, with no omissions.</li> <li>b. Do not deny others the right to tell the truth.               <ul style="list-style-type: none"> <li>➤ 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.”</li> <li>➤ When School personnel ask for your name, answer immediately and truthfully.</li> </ul> </li> <li>c. Students must give their name when asked by school personnel and must sit in their assigned seats within the school building.</li> </ul>
2. Do not steal.	<ul style="list-style-type: none"> <li>a. Ask permission before borrowing.</li> <li>b. Return borrowed materials on time and in the same condition they were in when you borrowed them.</li> <li>c. All forms of stealing are prohibited.</li> </ul>

- |                  |  |
|------------------|--|
| 3. Do not cheat. | <ul style="list-style-type: none"> <li>a. Do not cheat on assignments quizzes or tests.</li> <li>b. Do not discuss quiz/test questions and/or answers with someone who has not taken the quiz/test.</li> <li>c. Do not represent other students' work as your own.</li> <li>d. Do not plagiarize.</li> </ul> |
|------------------|--|

## Cornerstone Behavior

### RESPECT

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

## ***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

Our 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 has been 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: Responsibility, Kindness, Honesty, and Respect.

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.

We emphasize the positive, explicit expectations and the need to teach and reteach expected behaviors. Like our academic support, this 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 03/23/2019)

### **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 to 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. Reasonable force should be used only to the minimum extent necessary to maintain safety for students, staff, or other persons, or for the purpose of self-defense or defense of property.

## **PREVENTION OF AND RESPONSE TO 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 and providing all students equal access to a safe, non-hostile learning environment are important District goals.

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

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

that bullying through this means has occurred; it does not require staff members to monitor any non-school-related activity, function, or program.

**Definitions from Section 27-23.7 of the School Code (105 ILCS 5/27-23.7)**

“Bullying” includes “cyber-bullying” and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing the student or students in reasonable fear of harm to the student’s or students’ person or property;
2. Causing a substantially detrimental effect on the student’s or students’ physical or mental health;
3. Substantially interfering with the student’s or students’ academic performance; or
4. Substantially interfering with the student’s or students’ ability to participate in or benefit from the services, activities, or privileges provided by a school.

“Cyber-bullying” means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. “Cyber-bullying” includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of “bullying.” “Cyber-bullying” also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of “bullying.”

“Restorative measures” means a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that: (i) are adapted to the particular needs of the school and community, (ii) contribute to maintaining school safety, (iii) protect the integrity of a positive and productive learning climate, (iv) teach students the personal and interpersonal skills they will need to be successful in school and society, (v) serve to build and restore relationships among students, families, schools, and communities, and (vi) reduce the likelihood of future disruption by balancing accountability with an understanding of students’ behavioral health needs in order to keep students in school.

“School personnel” means persons employed by, on contract with, or who volunteer in a school district, including without limitation school and school district administrators, teachers, school guidance counselors, school social

workers, school counselors, school psychologists, school nurses, cafeteria workers, custodians, bus drivers, school resource officers, and security guards.

### **Bullying Prevention and Response Plan**

The Superintendent or designee shall develop and maintain a bullying prevention and response plan that advances the District’s goal of providing all students with a safe learning environment free of bullying and harassment. This plan must be consistent with the requirements listed below; each numbered requirement, 1-12, corresponds with the same number in the list of required policy components in 105 ILCS 5/27-23.7(b) 1-12.

1. The District uses the definition of “bullying” as provided in this policy.
2. Bullying is contrary to State law and the policy of this District. However, nothing in the District’s bullying prevention and response plan is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment to the U.S. Constitution or under Section 3 of Article I of the Illinois Constitution.
3. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the Nondiscrimination Coordinator, Principal, a Complaint Manager or any staff member with whom the student is comfortable speaking. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the District named officials or any staff member. The District named officials and all staff members are available for help with a bully or to make a report about bullying. Anonymous reports are also accepted.

#### **Nondiscrimination Coordinator:**

Dr. Crystal LeRoy  
542 Abbotsford Road  
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cleroy@kenilworth38.org  
(847) 853-3805

#### **Complaint Managers:**

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Telephone: (847) 853-3825  
jgerdin@kenilworth38.org

4. Consistent with federal and State laws and rules governing student privacy rights, the Superintendent or designee shall promptly inform the parent(s)/guardian(s) of every student involved in an alleged incident of bullying and discuss, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures.

5. The Superintendent or designee shall promptly investigate and address reports of bullying, by, among other things:
  - a. Making all reasonable efforts to complete the investigation within 10 school days after the date the report of a bullying incident was received and taking into consideration additional relevant information received during the course of the investigation about the reported bullying incident.
  - b. Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.
  - c. Notifying the Building Principal or school administrator or designee of the reported incident of bullying as soon as possible after the report is received.
  - d. Consistent with federal and State laws and rules governing student privacy rights, providing parents/guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the Principal or school administrator or his or her designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.

The Superintendent or designee shall investigate whether a reported incident of bullying is within the permissible scope of the District's jurisdiction and shall require that the District provide the victim with information regarding services that are available within the District and community, such as counseling, support services, and other programs.

6. The Superintendent or designee shall use interventions to address bullying, that may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services.
7. A reprisal or retaliation against any person who reports an act of bullying is prohibited. A student's act of reprisal or retaliation will be treated as "bullying" for purposes of determining any consequences or other appropriate remedial actions.
8. A student will not be punished for reporting bullying or supplying information, even if the District's investigation concludes that no bullying occurred. However, knowingly making a false accusation or providing knowingly false information will be treated as bullying for purposes of determining any consequences or other appropriate remedial actions.
9. The District's bullying prevention and response plan must be based on the engagement of a range of school stakeholders, including students and parents/guardians.

10. The Superintendent or designee shall post this policy on the District's Internet website, if any, and include it in the student handbook, and, where applicable, post it where other policies, rules, and standards of conduct are currently posted. The policy must also be distributed annually to parents/guardians, students, and school personnel, including new employees when hired, and must also be provided periodically throughout the school year to students and faculty.
11. The Superintendent or designee shall assist the Board with its evaluation and assessment of this policy's outcomes and effectiveness. This process shall include, without limitation:
  - a. The frequency of victimization;
  - b. Student, staff, and family observations of safety at a school;
  - c. Identification of areas of a school where bullying occurs;
  - d. The types of bullying utilized; and
  - e. Bystander intervention or participation.
12. The evaluation process may use relevant data and information that the District already collects for other purposes. The Superintendent or designee must post the information developed as a result of the policy evaluation on the District's website, or if a website is not available, the information must be provided to school administrators, Board members, school personnel, parents/guardians, and students.

The Superintendent or designee shall fully implement the Board policies, including without limitation, the following:

- a. 2:260, *Uniform Grievance Procedure*. A student may use this policy to complain about bullying.
- b. 6:60, *Curriculum Content*. Bullying prevention and character instruction is provided in all grades in accordance with State law.
- c. 6:65, *Student Social and Emotional Development*. Student social and emotional development is incorporated into the District's educational program as required by State law.
- d. 6:235, *Access to Electronic Networks*. This policy states that the use of the District's electronic networks is limited to: (1) support of education and/or research, or (2) a legitimate business use.
- e. 7:20, *Harassment of Students Prohibited*. This policy prohibits any person from harassing, intimidating, or bullying a student based on an identified actual or perceived characteristic (the list of characteristics in 7:20 is the same as the list in this policy).

- f. 7:185, *Teen Dating Violence Prohibited*. This policy prohibits teen dating violence on school property, at school sponsored activities, and in vehicles used for school-provided transportation.
- g. 7:190, *Student Discipline*. This policy prohibits, and provides consequences for, hazing, bullying, or other aggressive behaviors, or urging other students to engage in such conduct.
- h. 7:310, *Restrictions on Publications*. This policy prohibits students from and provides consequences for: (1) accessing and/or distributing at school any written, printed, 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 (2) creating and/or distributing written, printed, or electronic material, including photographic material and blogs, that causes substantial disruption to school operations or interferes with the rights of other students or staff members.

## **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). An attempted phone call to the student's parent(s)/guardian(s) will be made. A written notice of the suspension to the parent(s)/guardian(s) and the student shall: provide notice to the parent(s)/guardian(s) of their child's right to a review of the suspension; include information about an opportunity to make up work missed during the suspension for equivalent academic credit; detail the specific act of gross disobedience or misconduct resulting in the decision to suspend; provide rationale or an explanation of how the chosen number of suspension days will address the threat or disruption posed by the student or his or her act of gross disobedience or misconduct. A copy of a notice shall be given to the School Board including the reason for the suspension and the suspension length.

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

The following are expulsion procedures:

1. Before a student may be expelled, the student and parent(s)/guardian(s) shall be provided a written request to appear at a hearing to determine whether the student should be expelled. The request shall be sent by registered or certified mail, return receipt requested. The request shall:

- a. Include the time, date, and place for the hearing.
  - b. Briefly describe what will happen during the hearing.
  - c. Detail the specific act of gross disobedience or misconduct resulting in the decision to recommend expulsion.
  - d. List the student's prior suspension(s).
  - e. State that the School Code allows the School Board to expel a student for a definite period of time not to exceed 2 calendar years, as determined on a case-by-case basis.
  - f. Ask that the student or parent(s)/guardian(s), or attorney inform the Superintendent or Board Attorney if the student will be represented by an attorney and, if so, the attorney's name and contact information.
2. Unless the student and parent(s)/guardian(s) indicate that they do not want a hearing or fail to appear at the designated time and place, the hearing will proceed. It shall be conducted by the Board of Education or a hearing officer appointed by it. If a hearing officer is appointed, 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. Whenever there is evidence that mental illness may be the cause for the recommended expulsion, the Superintendent or designee shall invite a representative from the Dept. of Human Services to consult with the Board.
  3. During the expulsion hearing, the Board or hearing officer shall hear evidence concerning whether the student is guilty of the gross disobedience or misconduct as charged. School officials must provide: (1) testimony of any other interventions attempted and exhausted or of their determination that no other appropriate and available interventions were available for the student, and (2) evidence of the threat or disruption posed by the student. The student and his or her parent(s)/guardian(s) may be represented by counsel, offer evidence, present witnesses, cross examine witnesses who testified, and otherwise present reasons why the student should not be expelled. 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 finds appropriate.
  4. If the Board acts to expel the student, its written expulsion decision shall:
    - a. Detail the specific reason why removing the student from his or her learning environment is in the best interest of the school.
    - b. Provide a rationale for the specific duration of the recommended expulsion.
    - c. Document how school officials determined that all behavioral and disciplinary interventions have been exhausted by specifying which interventions were attempted or whether school officials determined that no other appropriate and available interventions existed for the student.
    - d. Document how the student's continuing presence in school would
      - (1) pose a threat to the safety of other students, staff, or members of the school community, or
      - (2) substantially disrupt, impede, or interfere with the operation of the school.

5. Upon expulsion, the District may refer the student to appropriate and available support services.

## **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 Family Service of Glencoe (Adolescence)  
825 Green Bay Rd., Ste. 200  
Wilmette, IL 60091  
(847) 251-6630

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 2019-2020 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/](http://www.isp.state.il.us/sor/)  
Illinois Murderer and Violent Offender Against Youth Registry,  
[www.isp.state.il.us/cmvo/](http://www.isp.state.il.us/cmvo/)  
Frequently Asked Questions Concerning Sex Offenders,  
[www.isp.state.il.us/sor/faq.cfm](http://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 2019, 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 847-853-3893.

# 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.

**2019-2020 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](mailto:nmclmore@kenilworth38.org).

## **Scholarships**

No student will be excluded from participation for financial reasons. If you need a fee waiver scholarship (provided by The Joseph Sears School Booster Club), please contact the Superintendent and Chief School Business Official, Dr. Crystal LeRoy at 847-853-3805 or [cleroy@kenilworth38.org](mailto:cleroy@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:

### **2019-2020 Uniform Return Deadlines**

Fall Sports	November 8, 2019
Winter Sports	February 7, 2020
Spring Sports	May 15, 2020

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](http://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.