Lake Forest School District 67

Parent/Teacher Handbook

2011-2012

District Office / Board of Education

300 S. Waukegan Road (Lake Forest High School West Campus)
Lake Forest, IL 60045
847-235-9657 Fax 847-234-5132
Dr. Harry Griffith, Superintendent

Cherokee Elementary School (Grades K-4)

475 East Cherokee Road
Lake Forest, IL 60045
847-234-3805 Fax 847-615-4467
Dr. Michelle Shinn, Principal
Mr. Robert Bolin, Associate Principal

Everett Elementary School (Grades K-4)

1111 Everett School Road
Lake Forest, IL 60045
847-234-5713 Fax 847-615-4466
Dr. Ingrid Wiemer, Principal
Mrs. Bridget Booker, Associate Principal

Sheridan Elementary School (Grades K-4)

1360 North Sheridan Road
Lake Forest, IL 60045
847-234-1160 Fax 847-615-4465
Dr. Michelle Shinn, Principal
Mr. Robert Bolin, Associate Principal

Deer Path Middle School (Grades 5-8)

95 West Deerpath
Lake Forest, IL 60045
Office for Grades 5/6 - 847-615-4470 Fax 847-615-4464
Office for Grades 7/8 - 847-604-7400 Fax 847-234-2389
Dr. Andy Henrikson, Interim Principal
Mr. Tom Cardamone Asst. Principal Grade 5
Ms. Julie Moser, Asst. Principal Grade 6
Ms. Rebecca Leafman, Asst. Principal Grade 7
Mr. Paul Suminski, Asst. Principal Grade 8

This handbook has been prepared to outline the broad policies of school operation and to be used as a ready reference in answering specific questions.

Announcements of regularly scheduled school and district events and other special activities appear in the school and district email announcements (e-newsletters), and on the District website: www.lf67.org. Local newspapers/news sources also carry stories about our schools and district.

Photographs and videos of students and staff are taken throughout the year to be used for the District website, e-newsletters, newspapers/new sources (both print and online editions), and other District 67 publicity purposes. Lake Forest Cable TV films various events for local viewing. If you do not want your child photographed or videotaped for District 67 use, you must submit, in writing, a statement to the Superintendent of Schools.

How to Contact a Staff Member

(Directories can be found on the district website: http://www.lf67.org. Click on "Directory.")

All staff members have their own direct phone numbers. To locate a staff members' phone number, please visit the district website or use our phone system's dial by name directory by calling 847-234-6010.

To contact one of our schools, or the school's office staff:

- Cherokee 847-234-3805
- Everett 847-234-5713
- Sheridan 847-234-1160
- DPM (5-6) 847-615-4470
- DPM (7-8) 847-604-7400

For the Administraction Center only, call 847-235-9657

E-mail any faculty or staff member by following this format: name@lfschools.net where "name" is one word including the first letter of the first name and the entire last name.

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How Can I Learn More About the District?

Bookmark our website (www.lf67.org) and periodically check on areas of interest, **check the local newspapers** or TribLocal.com (online newspaper), or **attend or watch board meetings** (for more information, please see page 6).

Sign up for Your School's Grade-Level Listserves

to receive electronic announcements regarding school and district information, news, and events. To sign up, visit the district website, click on the "Schools" tab, and then on "Listserve Signup" and follow the directions on that page.

Parent Resources

Edline: a web-based program used by Deer Path Middle School that allows students and parents the ability to check assignments, projects, syllabus, and upcoming calendar events for a particular class. Check with your school for log-in information.

PowerSchool: a web-based program that allows students and parents the ability to check grades and attendance for their classes. Staff update grades in PowerSchool on a regular basis. Check with your school for log-in information.

Instant Alert: a notification system used to inform parents of a school closing or late start. An alert will be sent to the **primary phone number** that you have registered with the district. For more information, please see page 14.

MyNutriKids: an online prepayment service to deposit money into your child's school meal account. For more information, please see page 6.

District Calendar – 2011-2012

Monday, August 22, 2011
Institute Day – No Student Attendance
Tuesday, August 23, 2011
Institute Day – No Student Attendance
Wednesday, August 24, 2011
Institute Day – No Student Attendance
Thursday, August 25, 2011
First Day of Student Attendance – ½ day (grades 1-8)

Monday, September 5, 2011
Labor Day – No School

Monday, October 10, 2011
Columbus Day – No School

Friday, November 11, 2011
School Improvement Day – ½ day
Tuesday, November 22, 2011
Full Day of School – Conferences 4:00-8:00
Wednesday, November 23, 2011
No Student Attendance – Parent-Teacher Conferences 8:00-3:30
Thursday, November 24, 2011
Thanksgiving Day – No School
Friday, November 25, 2011
Thanksgiving Break – No School

Friday, December 16, 2011
Winter Break Begins at Close of School Day

Tuesday, January 3, 2012
School Reopens

Monday, January 16, 2012
Martin Luther King, Jr. – No School

Friday, February 17, 2012
Tri-District Spring Institute – No Student Attendance
Monday, February 20, 2012
Presidents' Day – No School

Thursday, March 1, 2012
Parent-Teacher Conferences – ½ day
Friday, March 2, 2012
Parent-Teacher Conference – No School
Friday, March 23, 2012
Spring Break Begins at Close of School Day

Monday, April 2, 2012
School Reopens
Friday, April 6, 2012
Day of Non-attendance

Friday, May 25, 2012
School Improvement Day – ½ day
Monday, May 28, 2012
Memorial Day – No School

Friday, June 8, 2012
Last Day of School

- *If (5) emergency days are not used, the last day for students will be Friday, June 1, 2012.*
- *On Early Release days, K-4 buildings release at 11:00 a.m. DPM releases at 11:35 a.m.*

REV 6.22.11 KAS/mbs

District Calendar – 2012-2013

Monday, August 27, 2012
Institute Day – No Student Attendance
Tuesday, August 28, 2012
Institute Day – No Student Attendance
Wednesday, August 29, 2012
First Day of Student Attendance ½ day (grades 1-8)

Monday, September 3, 2012
Labor Day - No School

Monday, October 8, 2012
Columbus Day - No School

Friday, November 9, 2012
School Improvement Day - ½ day (AM kindergarten attends)
Monday, November 19, 2012
Full Day of School – Parent-Teacher Conferences 4:00-8:00
Tuesday, November 20, 2012
No Student Attendance - Parent-Teacher Conferences 8:00-3:30
Wednesday, November 21, 2012
No Student Attendance
Thursday, November 22, 2012
Thanksgiving Day - No School
Friday, November 23, 2012
Thanksgiving Break - No School

Friday, December 21, 2012
Winter Break Begins at Close of School Day

Monday, January 7, 2013
School Reopens
Friday, January 18, 2013
Institute Day – No Student
Monday, January 21, 2013
Martin Luther King, Jr. - No School

Friday, February 15, 2013
Tri - District Spring Institute - No Student Attendance
Monday, February 18, 2013
Presidents' Day - No School
Thursday, February 28, 2013
Parent - Teacher Conferences - ½ day (PM kindergarten attends)

Friday, March 1, 2013
Parent - Teacher Conference - No School
Friday, March 22, 2013
Spring Break Begins at Close of School Day

Monday, April 1, 2013
School Reopens

Friday, May 24, 2013
School Improvement Day - ½ day (AM kindergarten attenda)
Monday, May 27, 2013
Memorial Day - No School

Wednesday, June 12, 2013
Last Day of School

- *If (5) emergency days are not used, the last day for students will be Wednesday, June 5, 2013.*
- *On Early Release days, K - 4 buildings release at 11:00 a.m. DPM releases at 11:35 a.m.*

REV 2.24.11 KAS/mbs

Any changes to the District Calendars for the 2011-2012 or 2012-2013 school years will be posted on the District website.

District 67 Website

http://www.lf67.org

District 67 Information

The District's Homepage provides a wealth of information and links to the most important information concerning our district. Some of the items you will find include:

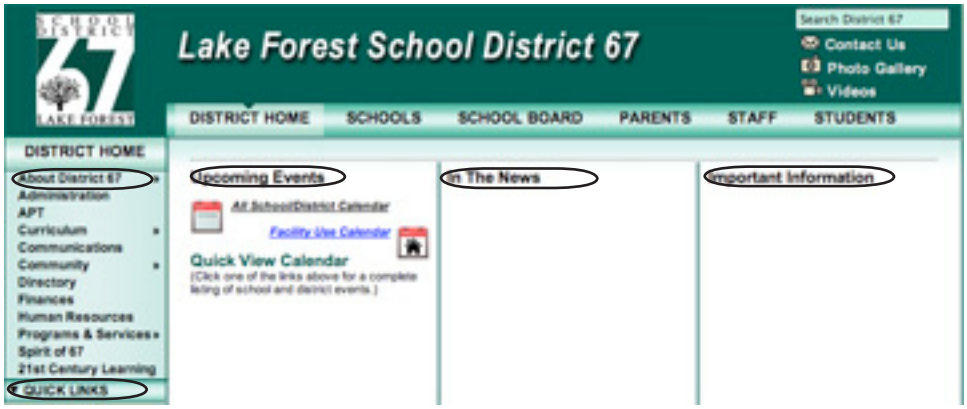
Upcoming Events: a quick view of the District Calendar, and links to the District / All School Calendar, and Facility Use Calendar. (For school-specific activities and events, you can also check each school's website by clicking on the "Schools" tab.)

In The News: news stories about our schools and district.

Important Information: this area is designated for posting time-sensitive and other key information.

Navigation Area: highlights of this section include:

- **About District 67**
  - District 67 Overview
  - All School / District Calendar
  - Emergency Information
  - Food Services / Wellness Policy
  - Health & Safety
  - Map/Boundaries
  - Policies & Procedures
  - Registration & Fees
  - Report Card
  - School Supplies
  - School Hours
  - Transportation



- **APT (Association of Parent/Teachers)**
- **Communications** (press releases)
- **Community** (Lake Forest/local information, community programs, and Green Backpack for community/school flyers)
- **Curriculum** (assessment/grading, curriculum guides, and links to the TIME Zone, and world language websites)
- **Directory** (staff lists and contact information for district and schools)
- **Finances** (budget and other financial reports)
- **Human Resources** (online applications and substitute teaching information)
- **Program & Services** (Early Learning Program, Department of Student Services, Emotional Wellness, Gifted Services)
- **Spirit of 67 Foundation** (not-for-profit organization and the only funding vehicle authorized by District 67)
- **21st Century Learning** (information about the district's 21st Century initiative/technology)
- **Quick Links:** Quick access to APT, Brainstormers, Downloads/Forms, Edline, Emergency Information (Instant Alert), Food Services (School Menus), PowerSchool, Pay Fees Online (Web Store), and Spirit of 67.

Hours of the School Day

Regular School Hours

Cherokee, Everett, Sheridan (grades K-4)

Extended-day Kindergarten - Grade 4	Monday *	8:00 am	1:45 pm
	Tuesday-Friday	8:00 am	2:50 pm
1/2 Day (AM) Kindergarten	Monday-Friday	8:00 am	11:10 am
Deer Path Middle School (grades 5-8)	Monday-Friday	8:35 am	3:35 pm

** Students at Cherokee, Everett, and Sheridan – except 1/2 day Kindergarten – will follow the Continuous Improvement Initiative (CII) Schedule on Mondays only to allow collaborative planning time for staff members. Deer Path Middle School students will follow their regular schedule Monday through Friday.*

Late Start Day

If a day is designated as a Late Start Day, buses will run regular morning routes - only two hours later than the originally scheduled time. Dismissal times and afternoon bus routes and times will remain as originally scheduled. There will be no 1/2 Day Kindergarten on late start days. (Please Note: If a Late Start Day falls on a Monday, all schools will continue to follow the Continuous Improvement Initiative release schedule.)

Half Day of Attendance

Students will follow a Half Day of Attendance schedule on the first day of school year and during Parent-Teacher Conferences.

Cherokee, Everett, Sheridan (including 1/2 and Extended-day Kindergarten)	8:00 am	11:00 am
Deer Path Middle School	8:35 am	11:35 am

General Information

Attendance

Our school policy is based on the requirements of the state law, which states that a child be present for five clock hours of instruction to be given credit for a full school day of attendance. Kindergarten students must be present for two hours. Please attempt to schedule doctor and dentist appointments outside of school hours so that little or no time is missed. Attendance is documented on report cards.

Your cooperation is sought in scheduling family vacation periods and other non-school connected activities during regular school holidays. Success in our educational program is dependent upon regular school attendance. Also, fiscal support of our schools by the state of Illinois is based upon student attendance.

Absence

If your child is absent from school because of illness, please notify the school within one hour after the beginning of the school day. This permits a check on attendance and is a valuable security measure for your child. After three days, homework assignments may be issued at parent's request, and may be picked up after school hours or delivered by a classmate. If notification is not made on the morning of initial absence, it is necessary that you provide a note stating the cause of absence on the day that your child returns to school.

As noted above, District 67 does not encourage absences for reasons other than illness. However, when such absences are unavoidable, parents are asked to complete a social absence form (DF#1115 - Absence Form) at least one week prior to the student's absence. This form is available in each principal's office and from the district's website: www.lf67.org (click on downloads/forms from the "Quick Link" menu). Absences from school can hinder children's progress and affect their learning and functioning upon return. Missed assignments and tests will be made up by students at the discretion of the teacher. The student's assignments may be given before or after the social absence upon teacher's discretion.

Tardy Procedures

Tardiness has a detrimental effect on all of our students. Tardiness causes a disruption to the educational setting, and causes the student who is late to miss work and instruction for their class. To ensure that class time is used effectively and efficiently, District 67 adopted a set of procedures that began on September 10, 2007.

Each school will carefully track all students who are tardy, and notify parents when the student acquires a 4th tardy. Be sure to check with your school for detailed procedures, which vary by grade level. These procedures ensure that the family is informed, and records are kept to make certain students who are chronically tardy learn the importance of punctuality. For students who are consistently on time, these procedures ensure that students who are tardy will not be allowed to disrupt the flow of the teacher's lesson.

Classroom Parties

The teacher and room parents plan classroom parties during the year. The Association of Parents and Teachers (APT) has established guidelines for parties, suggesting that food treats be confined to regular school parties, that refreshments be limited to one drink and one treat at each party, and that birthday treats end after fifth grade.

In addition, the District has a Wellness Policy*, which provides nutrition guidelines for foods available on school campuses, and for classroom snacks and celebrations. Additional information regarding this policy can be found on the district website, including a Healthful Food and Beverage List to assist you in selecting healthy choices for your child's classroom snacks/celebrations. In creating this list, consideration was also given to the medical needs of students with severe allergies in an effort to keep classroom spaces safe for all children.

** Throughout the school year, there are three (3) times where exceptions may be made to the Policy guidelines for celebrations; Halloween parties, Winter Holiday parties and Valentines Day parties. During this time, food may be provided to students that does not meet the Wellness Guidelines.*

Co-Curricular Activities

Activities designed to provide an outlet for creative and physical energy, and a balance for a strong academic program, are a part of the program in District 67 schools. After-school clubs, sponsored by teachers and/or volunteer parents, give children in grades K-8 a wide variety of experiences. Opportunities exist in areas such as arts, foreign language, scientific experimentation, chess, cartooning club, yearbook club, computer club, environmental club, music, debate, book clubs, and math clubs. In addition, a wide variety of enrichment and reinforcement activities are provided through Brainstormers; a self-funded before/after-school program.

After-school sports options are available for students in grades 5-8. Some activities are run by the Lake Forest Recreation Department but offered at the middle school campus. A brochure of activities run by Lake Forest Recreation Department is available at their location. Other school-run intramural activities include tennis, golf, basketball, pom pons, floor hockey, tennis, and fitness training. In addition, interscholastic activities include: volleyball, field hockey, cross country, soccer, basketball, pom pons, cheerleading, wrestling, and track.

Community Development

Education is a community endeavor and we invite parent and community involvement in school activities. Those who have talents useful to the school are encouraged to submit their names to the APT, the individual school principal or to their child's teacher.

In an effort to enhance parent-teacher communication and to facilitate District 67's program of individualization, volunteers are needed to: act as math aides, help in reading programs, assist in art programs, act as guest speakers on current curriculum topics, serve as aides for noon time clubs, help in collecting materials needed in class, act as chaperones for field trips and dances, and assist in science lab activities.

Field Trips

Educational field trips are generally limited to the Chicago metropolitan area and southeastern Wisconsin. For all field trips, parents must sign a permission slip. Bodily injury liability coverage is required of each bus contractor. Transportation and/or admission fees are, in some instances, charged to each student on a prorated basis.

District 67 does not sponsor or support trips to Springfield, Washington, D.C., etc. which are sometimes offered by agencies or individuals acting on their own behalf. Participation is an individual parent decision. District 67 holds no liability whatsoever in these situations.

Insurance

Lake Forest School District 67 has purchased student accident insurance coverage on your child's behalf. This program provides

coverage for your child for any injuries incurred while participating in any school-sponsored and/or supervised activity, including athletics. If students have other insurance, District 67 coverage is secondary. The program administrators are Zevitz, Redfield & Associates, Inc., 847-374-0888. Claim forms are available at the nurses's office.

Lost and Found

Lost articles are retained in each building for a reasonable time. Labeling your child's clothing and other items facilitates the immediate return of the lost items to their owners. Please be sure that your child's bicycle has a lock and that your child knows how to use it. Keep electronics and all other expensive/meaningful items at home.

Parental Questions, Concerns, or Inquiries

The District values open and direct communication with parents. Parents are encouraged to address their questions or concerns to the person, or office most directly involved in the matter's resolution. When subsequent conversation is deemed necessary the customary "chain of command" should be followed (e.g., teacher to principal to appropriate central office administrator to Board of Education). Those involved in addressing matters that are raised are committed to responding in an appropriate and timely manner.

Although there may be specific matters which would be addressed in a manner other than is prescribed below, parental inquiries should generally be directed as follows:

- A child's teacher should be the initial point of contact when parents have a question or concern about specific issues such as student progress, grade level or subject area curriculum, classroom practices or expectations, the instructional program, student assessment, student discipline, or other matters related to classroom activities or organization.
- The school principal would be the appropriate person to contact initially when a question or concern exists relative to school rules or regulations, student placement practices, student registration, parent participation and involvement, student records, special programs and related student services, building goals, or other matters related specifically to school-wide activities or organization.
- The office of the Assistant Superintendent of Curriculum & Instruction, 847-604-7440, should be contacted when parents have questions about instructional practices, curriculum, the district's technology programs, other general curriculum or program matters, library/media, or questions about the district calendar.
- The office of the Deputy Superintendent of Finance and Operations, 847-604-7404, should be the initial point of contact with questions related to district finances, buildings and grounds operations, district transportation services, food services, materials and activities fees, purchasing practices, facility rental, or other matters related to budget, finance or general operations.
- Questions related to student performance and achievement, related grants, special education programming or student services should be directed to the Assistant Superintendent of Student Services, 847-604-7426.
- Questions related to gifted and talented programs and services should be initiated with the Director of Gifted Services, 847-235-9665.
- The Office of the Superintendent, 847-604-7401, should be contacted initially when questions or concerns exist relative to district policies or procedures and their application, general district questions or concerns, public communications, Board of Education meetings and agenda, or other matters related to district operations which are not defined within the general role descriptions delineated above.
- Concerns or questions about district policy procedures, practices, programs, operations, Board actions, or other matters related to governance should be directed to the Board of Education.

Professional Development

The maintenance and development of new professional competencies of the staff is important to sustaining and improving the quality of the schools. Research shows that substantial changes in teaching practice are likely to occur only when teachers have extended, ongoing assistance that is grounded in classroom practice. School is dismissed 1.25 hours earlier than regular scheduling one day a week for grades K-4. Staff development is embedded into the planning periods for grades 5-8. Teachers also meet for a few days during the school year to facilitate implementation of new programs. Notification of these days is made through the District 67 website, and listed in the annual school calendar. Please be alert to these dates as they are announced so that your plans can be adjusted to accommodate the children.

The Board of Education supports staff development by providing funds for continued professional activities, which include workshops, conferences and graduate studies.

The District 67 Professional Development Academy is a professional development program based on the annual educational goals of the District. A Professional Staff Development Committee assists with the design and implementation of the plan to enable faculty to fulfill plans for life-long learning. Courses are taught in all content areas, child development, leadership, and technology. Also, each school establishes site-based annual goals to enhance the instructional program and meet each building's specific needs. There is a continued emphasis on improving staff knowledge of interdisciplinary curriculum approaches, assessments, higher level thinking skills, working with gifted & learning disabled students, and developing 21st Century Learning practices into the classroom.

District 67 supports the National Boards for Professional Teaching Standards and provides a stipend for teachers earning this certification. This rigorous professional growth experience asks teachers to construct an extensive portfolio of their work; in constructing this portfolio, teachers closely examine and reflect upon their practice, and their use of data to improve instruction. Finally, before being able to earn the designation of "master teacher," candidates must pass a battery of exams in their content area. Currently there are 23 teachers in District 67 who have achieved this remarkable status. Among K-8 Illinois school districts, District 67 ranks #2 in terms of total Master Teachers on staff.

Transfer from Lake Forest Schools

Parents should give advance notice of transfer to another school to the building principal to permit the preparation of transfer records and reimbursement of accumulated lunch funds or other fees.

A transfer card is made available to the parent for presentation to the next school of attendance. Parents are requested to sign a waiver so that academic and health records may be released to the school to which a child is transferred. Report cards and other student records will not be sent until all fees or debts have been paid, or satisfactory arrangements have been made with the principal.

Fees and Registration

Fees

The following schedule has been set for the 2011-2012 school year for consumable materials/technology, and activities fees:

Consumable Materials/Technology Fees

Kindergarten	*$155.00*
Grades 1-3	*$230.00*
Grade 4 (includes calculator)	*$246.00*
Grades 5-7	*$230.00*
Grade 8 (includes graduation fee)	*$360.00*

Additional Fees

Calculator - Grades 5-6 (only if replacement needed)	*$16.00*
Calculator - Grades 7 (gr. 8 only if replacement needed)	*$100.00*
Gym Uniform - Grade 7 (gr. 8 only if replacement needed)	*$11.00*
Yearbook - Grades K-4 (optional)	*$20.00*
Yearbook - Grades 5-8 (optional)	*$25.00*
Netbook - Grades 5-6	*$75.00*
Band/Orchestra/Chorus - Grades 5-8 (Participating students only)	*$65.00*
Band/Orchestra Rental (Rental/maintenance for students using District instruments)	*$90.00*
Interscholastic Athletics - Grades 5-8 Field Hockey, Cross Country, Soccer, Pom Pons, Track, Volleyball, Wrestling (*Additional tournament fee may apply)*	*$80.00*
Cheerleading, Basketball	*$110.00*

Transportation Fees

Option A: Whole Year	*$430.00 – single rider* *$750.00 – 2 riders* *$975.00 – 3 or more*
Option B: First Semester *	*$265.00 - single rider* *$425.00 - 2 riders* *$537.50 - 3 or more*

**Please check with the Business Office for payment schedule and payment dates. For families interested in payment by semesters, a $50.00 administrative fee has been added to the first semester fee.*

Option C: Full Year, Mid-day Kdg Bus - 1/2 Day	*$215.00 per rider*
Option D: "10 Pass"	*$45.00*

(10 one-way family passes - one time purchase per child)

Registration of New Students

To be eligible for entry into kindergarten, a child must be five years of age by September 1, 2011. To enter first grade, a child must be six years of age by September 1, 2011. Students transferred into the school district will be accepted at the grade level recommended by the school of previous enrollment, unless the parent and building principal agree on other assignment in the best interest of the child.

School Lunch Program

All students staying for lunch must eat in the lunchroom under supervision. Students may bring their lunch from home or purchase their lunch. The lunch program begins on the first full day of school and is in operation each full day school is in session. Menus are posted online (www.lf67.org/About District 67/Food Services).

Elementary students may order one of the daily entree selections from the elementary school menu featured monthly, while Deer Path Middle School can select their meal from either their monthly school menu or the "a la carte" line. The hot lunch entree at the elementary schools and the middle school includes one milk selection, and the Fruit & Veggie Cart featuring seasonal fresh fruit and vegetables, low fat Ranch dip, and canned fruit in juice. The cost of a single hot lunch entree is $3.50, and milk is $ .50 (a single hot lunch entree with organic milk is $4.65). A la carte entrees at the middle school vary in price. The DPM a la carte menu is posted online.

Lake Forest School District 67 and Quest Food Services are pleased to provide our families a convenient, easy and secure online prepayment service to deposit money into your child's school meal account (www.MyNutrikids.com). This service also provides parents the ability to view your child's account balance, and print out a copy of your child's eating history report. The history report will show you all dates and times that your child has purchased a lunch within the past thirty days. Additional information and instruction are posted online.

At the elementary schools the student will make their lunch selection in homeroom each morning. At lunch, your child will simply give his or her name to the cashier and the cashier will view the student's picture online and debit their account.

At the middle school the student will swipe their student ID at the lunch line, the cashier will verify the student's picture and the account will be debited. We encourage all middle school students to be responsible with their IDs, but if one is forgotten or lost, ID numbers and names can be searched on the computerized Point of Sale (POS) system to ensure the student has lunch for that day. Replacement IDs can be issued in the middle school office – the first replacement is free but subsequent ones will cost $5 each.

Prices, which are subject to change, are dependent upon costs and federal reimbursement, and changes are reported on the district website.

A Food Service Advisory Council, consisting of parents and District 67 staff, meets regularly to monitor the food service program. If you are interested in serving on this committee, or for any questions or comments about the lunch program, please contact Anne Simons, Quest Food Service Director at 847-604-7476 or asimons@lfschools.net.

Transportation

The District is committed to having a safe and efficient student transportation program available to it's students. Transportation is fee-based, and bus routes are established to serve the greatest number of students with maximum safety and efficiency.

Bus passes and/or student ID cards will be distributed to students during the first month of school. These passes/IDs must be shown when boarding the bus. Detailed information packets are mailed home over the summer and are available in the school offices

throughout the year. This information packet contains student behavioral rules and regulations.

Routes will vary somewhat from year to year, and changes may be necessary after the schedule has been put into operation. An emergency route system will be employed on a temporary basis if regular routes are unsafe or impassable.

Parents are required to provide transportation whenever children are detained or expected to come before school for disciplinary or other reasons. Also, if a student is temporarily disabled due to an illness or injury, that child's bus stop may be temporarily adjusted as long as other bus stops on the route are not delayed and the bus' arrival time to school is not affected. Parents of a child with a temporary disability are to contact Allen Albus, Deputy Superintendent of Finance and Operations at 847-604-7402 to request special arrangements.

Children should be at their stop a few minutes before the bus is to arrive and wait in an orderly manner. We ask your cooperation in developing safe habits for coming to and returning from school, and reserve the right to deny bus privileges to any student who does not exercise proper behavior.

Please be aware that the district reserves the right to utilize video/audio recordings on buses to monitor and maintain a safe environment.

District Associations

Association of Parents and Teachers

The core mission of the District 67 Association of Parents and Teachers (APT) is to promote good communication and cooperative working relationships among the community, school and home. The group works to enrich the educational experience of all District 67 students through a myriad of wonderful school-based programs that are implemented by dedicated parent volunteers and financed largely by dues-paying APT member families. District 67 schools include Cherokee, Everett and Sheridan elementary schools, as well as Deer Path Middle School.

APT membership is $28 per family and includes one APT Directory that supplies class lists, names and addresses for District 67 students. Annual APT membership dues can be paid for along with school fees by check, credit card, or through the District 67 office. These dues make up the lion's share of the group's operating budget, which is directed back to the schools to finance APT programs throughout the school year.

By "joining" you are supporting APT's efforts with your dues. Your membership does not require further time or monetary commitment. However, if you would like to become more involved, you will find information about APT meetings and volunteer opportunities in your Directory, weekly school e-newsletter on the District website and/or your school website. Your participation is welcome at any level, whether it be simply attending an APT meeting at your school, taking on an APT committee position or helping out at an APT-sponsored school event. APT's success relies on the consistent and enthusiastic support and involvement of District 67 parents.

Questions about APT can be directed to the APT Executive Board President or to one of the school APT Presidents.

Board of Education

Meetings of the Board of Education will generally be held on the fourth Tuesday of the month from September through July (no meetings are held in August). Meetings are held in the Board Room at Lake Forest High School West Campus, 300 S. Waukegan Rd. (2nd floor) and begin at 7:00 p.m. The agenda and any changes to meeting dates or location are posted on the district's website (www.lf67.org/schoolboard) and on the Administration Center front door prior to each meeting. Agenda items include matters related to education, finance, and operations. The public is encouraged to attend Board of Education meetings.

The Spirit of 67 Foundation… Every Student, Every School, Every Day!

The Spirit of 67 Foundation is a not-for-profit organization and the only funding vehicle authorized by District 67. The mission of the Spirit is to raise funds and acquire resources to enrich and enhance the educational and cultural experiences of students, parents, faculty, and staff of District 67 in ways that might not otherwise be provided. The Spirit of 67 Foundation benefits EVERY STUDENT, IN EVERY SCHOOL, EVERY DAY.

Established in 1985, the Spirit has raised more than $3 million since 1985. Total revenue generated during the 2010-11 school year was $247,092, including almost $49K from the 4th Annual Fall Benefit Luncheon and over $60K from the 10th Annual Home Tour. The remaining dollars came from 47% of the District families who joined the Spirit this past year.

Thanks to the generosity of our families, more than $266K will be awarded in 26 separate grants this year. The 2011-2012 grants will focus evenly across all areas of curriculum including Fine Arts, Language Arts, Math, Science, Social Studies, Technology, Wellness, Social & Emotional Development and more! The Spirit evaluates and selects grants submitted by parents, teachers, administrators, the APT and students.

If you have questions or would like more information, the Spirit can be reached by email (info@spiritof67foundation.org), mail (300 S. Waukegan Road , Lake Forest , IL 60045) or by phone (847-615-6056). You can find more information about the Spirit on our dynamic website at www.spiritof67foundation.org.

District Policies & Procedures

(Board Policies adopted 9/29/10. For additional information, please refer to the Board Policy Manual found on the website: www.lf67.org/schoolboard.)

Community Relations

Policy 8:30 – Visitors to and Conduct on School Property

The following definitions apply to this policy:

- **School property** - School buildings and grounds, all District buildings and grounds, vehicles used for school purposes, and any location used for a School Board meeting, school athletic event, or other school-sponsored event.
- **Visitor** - Any person other than an enrolled student or District employee.

All visitors to school property are required to report to the Building Principal's office, both entering and exiting, and receive permission to remain on school property. All visitors must sign a visitors' log, show identification, and wear a visitor's badge. On those occasions when large groups of parents and friends are invited onto school property, 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.

Except as provided in the next paragraph, any person wishing to confer with a staff member should contact that 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 teacher's conference/preparation period.

Requests to access a 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 at the appropriate building. 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 on school property or at a school event. No person on school property or at a school event (including visitors, students, and employees) shall:

1. Strike, injure, threaten, harass, or intimidate a staff member, a Board member, sports official or coach, or any other person;
2. Behave in an unsportsmanlike manner, or use vulgar or obscene language;
3. Possess a weapon, any object that can reasonably be considered a weapon or looks like a weapon, or any dangerous device;
4. Damage or threaten to damage another's property;
5. Damage or deface school property;
6. Violate any Illinois law, or town or county ordinance;
7. Smoke or otherwise use tobacco products;
8. Consume, possess, distribute, or be under the influence of alcoholic beverages or illegal drugs;
9. Impede, delay, disrupt, or otherwise interfere with any school activity or function (including using cellular phones in a disruptive manner);
10. Enter upon any portion of school premises at any time for purposes other than those that are lawful and authorized by the Board;
11. Operate a motor vehicle: (a) in a risky manner, (b) in excess of 20 miles per hour, or (c) in violation of an authorized District employee's directive;
12. Engage in any risky behavior, including roller-blading, roller-skating, or skateboarding;
13. Violate other District policies or regulations, or a directive from an authorized security officer or District employee; or
14. Engage in any conduct that interferes with, disrupts, or adversely affects the District or a School function.

Enforcement

Any staff member may request identification from any person on school property; refusal to provide such information is a criminal act. The Building 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.

Procedures to Deny Future Admission to School Events or Meetings

Before any person may be denied admission to school events or meetings as provided in this policy, the person has a right to a hearing before the Board. The Superintendent may refuse the person admission pending such hearing. The Superintendent or designee must provide the person with a hearing notice, delivered or sent by certified mail with return receipt requested, at least 10 days before the Board hearing date. The hearing notice must contain:

1. The date, time, and place of the Board hearing;
2. A description of the prohibited conduct;
3. The proposed time period that admission to school events will be denied; and
4. Instructions on how to waive a hearing.

Gifts

Board Policy 2:105 - Ethics and Gift Ban

Prohibited Political Activity

The following precepts govern political activities being conducted by District employees and Board of Education members:

1. No employee shall intentionally perform any "political activity" during any "compensated time," as those terms are defined herein.
2. No Board member or employee shall intentionally use any District property or resources in connection with any political activity.
3. At no time shall any Board member or employee intentionally require any other Board member or employee to perform any political activity: (a) as part of that Board member's or employee's duties, (b) as a condition of employment, or (c) during any compensated time off, such as, holidays, vacation, or personal time off.
4. No Board member or employee shall be required at any time to participate in any political activity in consideration for that Board member or employee being awarded additional compensation or any benefit, whether in the form of a salary adjustment, bonus, compensatory time off, continued employment or otherwise; nor shall any Board member or employee be awarded additional compensation or any benefit in consideration for his or her participation in any political activity.

A Board member or employee may engage in activities that: (1) are otherwise appropriate as part of his or her official duties, or (2) are undertaken by the individual on a voluntary basis that are not prohibited by this policy.

Limitations on Receiving Gifts

Except as permitted by this policy, no Board member or employee, and no spouse of or immediate family member living with any Board member or employee shall intentionally solicit or accept any "gift" from any "prohibited source," as those terms are defined herein, or that is otherwise prohibited by law or policy. No prohibited source shall intentionally offer or make a gift that violates this policy.

The following are exceptions to the ban on accepting gifts from a prohibited source:

1. Opportunities, benefits, and services that are available on the same conditions as for the general public.
2. Anything for which the Board member or employee, or his or her spouse or immediate family member, pays the fair market value.
3. Any: (a) contribution that is lawfully made under the Election Code, or (b) activities associated with a fund-raising event in support of a political organization or candidate.

4. Educational materials and missions.
5. Travel expenses for a meeting to discuss business.
6. A gift from a relative, meaning those people related to the individual as father, mother, son, daughter, brother, sister, uncle, aunt, great aunt, great uncle, first cousin, nephew, niece, husband, wife, grandfather, grandmother, grandson, granddaughter, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, half sister, and including the father, mother, grandfather, or grandmother of the individual's spouse and the individual's fiancé or fiancée.
7. Anything provided by an individual on the basis of a personal friendship unless the recipient has reason to believe that, under the circumstances, the gift was provided because of the official position or employment of the recipient or his or her spouse or immediate family member and not because of the personal friendship. In determining whether a gift is provided on the basis of personal friendship, the recipient shall consider the circumstances under which the gift was offered, such as: (a) the history of the relationship between the individual giving the gift and the recipient of the gift, including any previous exchange of gifts between those individuals; (b) whether to the actual knowledge of the recipient the individual who gave the gift personally paid for the gift or sought a tax deduction or business reimbursement for the gift; and (c) whether to the actual knowledge of the recipient the individual who gave the gift also at the same time gave the same or similar gifts to other Board members or employees, or their spouses or immediate family members.
8. Food or refreshments not exceeding $75 per person in value on a single calendar day; provided that the food or refreshments are: (a) consumed on the premises from which they were purchased or prepared; or (b) catered. "Catered" means food or refreshments that are purchased ready to consume which are delivered by any means.
9. Food, refreshments, lodging, transportation, and other benefits resulting from outside business or employment activities (or outside activities that are not connected to the official duties of a Board member or employee), if the benefits have not been offered or enhanced because of the official position or employment of the Board member or employee, and are customarily provided to others in similar circumstances.
10. Intra-governmental and inter-governmental gifts. "Intra-governmental gift" means any gift given to a Board member or employee from another Board member or employee, and "inter-governmental gift" means any gift given to a Board member or employee by an officer or employee of another governmental entity.
11. Bequests, inheritances, and other transfers at death.
12. Any item or items from any one prohibited source during any calendar year having a cumulative total value of less than $100.

Each of the listed exceptions is mutually exclusive and independent of every other.

A Board member or employee, his or her spouse or an immediate family member living with the Board member or employee, does not violate this policy if the recipient promptly takes reasonable action to return a gift from a prohibited source to its source or gives the gift or an amount equal to its value to an appropriate charity that is exempt from income taxation under Section 501(c)(3) of the Internal Revenue Code.

Homework

Policy 6:290 - Homework

The purpose of homework will be to extend learning through practice or reinforcement of skills presented in class, preparation for future class work, extension of ideas or concepts, creative or personal expression related to learning, application of knowledge or skills, and completion of class work.

Homework is to be done independently outside regular class time. The type, frequency, and quantity of independent work will be based on the learning to be accomplished, and the needs of the individual student as determined by the professional judgment of the teacher. Homework will reinforce, or be an application of, the classroom instruction and shall not be used for disciplinary purposes.

Benefits to students

- Communicate to the students that learning takes place all the time, not just in school
- Develop responsibility and study skills
- Reinforce academic skills
- Increase retention

Professional Staff Responsibilities

- Provide timely feedback on the product and the demonstration of responsibility
- Provide direction and instruction to enable the student to work independently on the work sent home

Student Responsibilities

- Bring directions and appropriate materials home
- If there are questions, ask the teacher before going home
- Complete work on time
- Put forth effort required for quality work

Principal/Administration Responsibilities

- Facilitate articulation regarding homework between and within grade levels reviewing areas such as type and frequency
- Provide inservice support to staff and parents

Parental Responsibilities

- Provide support through organization of time, space, and materials for homework
- Foster independence by allowing the child to own his/her work

Personal Appearance and Dress

Board Policy 7:160 – Student Appearance

A student's appearance, including dress and grooming, must not disrupt the educational process, interfere with the maintenance of a positive teaching/learning climate, or compromise reasonable standards of health, safety, and decency. Procedures for handling students who dress or groom inappropriately will be developed by the Superintendent and included in the Student Handbook.

District Policy

The establishment of acceptable standards of dress for school is a parental responsibility. Ensuring the health and safety of each student, and providing a proper learning environment is the responsibility of the school. Therefore, when a child's dress and grooming endanger health and safety, damage school property, or disrupt or diminish the learning process in any way, students may be directed by the Administration to modify such dress or grooming.

Parents of students attending Deer Path Middle School (grades 5-8) should refer to the DPM Handbook for specific dress code restrictions.

Student Conduct, Expectations, and Discipline

Policy 7:190 – Student Discipline

Student Expectation and Discipline

The school environment of District 67 encourages students to develop self-control and self-respect, to respect the rights of all other students, to show courtesy to all adults and children with whom they come in contact, and to properly care for all school property. Disciplinary actions, when required, shall be reasonable and considerate of the needs and rights of each student as well as the needs and rights of all other students and adults in District 67 schools.

Prohibited Student Conduct

The school administration is authorized to discipline students for gross disobedience or misconduct, including but not limited to:

1. Using, possessing, distributing, purchasing, or selling tobacco materials.
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, or selling:
   a. Any illegal drug, controlled substance, or cannabis (including marijuana and hashish).
   b. Any anabolic steroid unless being administered in accordance with a physician's or licensed practitioner's prescription.
   c. Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician's or licensed practitioner's prescription.
   d. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician's or licensed practitioner's instructions.
   e. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.
   f. "Look-alike" or counterfeit drugs, including a substance not containing an illegal drug or controlled substance, but one: (a) that a student believes to be, or represents to be, an illegal drug or controlled substance; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug or controlled substance.
   g. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.

   Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they had the prohibited substance, as applicable, in their possession.
4. Using, possessing, controlling, or transferring a "weapon" as that term is defined in the Weapons section of this policy, or violating the Weapons section of this policy.
5. Using or possessing an electronic paging device. Using a cellular telephone, video recording device, personal digital assistant (PDA), or other electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Prohibited conduct specifically includes, without limitation, creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device, or cellular phone. Unless otherwise banned under this policy or by the Building Principal, all electronic devices must be kept powered-off and out-of-sight during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student's individualized education program (IEP); or (c) it is needed in an emergency that threatens the safety of students, staff, or other individuals.
6. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.
7. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a District staff member's request to stop, present school identification, or submit to a search.
8. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, and wrongfully obtaining test copies or scores.
9. Engaging in hazing or any kind of bullying or aggressive behavior that does physical or psychological harm to a staff person or another student, or urging other students

to engage in such conduct. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network, or other comparable conduct.

10. Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's personal property.
11. Being absent without a recognized excuse; State law and Board of Education policy regarding truancy control will be used with chronic and habitual truants.
12. Being involved with any public school fraternity, sorority, or secret society, by: (a) being a member; (b) promising to join; (c) pledging to become a member; or (d) soliciting any other person to join, promise to join, or be pledged to become a member.
13. Being involved in gangs or gang-related activities, including displaying gang symbols or paraphernalia.
14. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, and hazing.
15. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

For purposes of this policy, the term "possession" includes having control, custody, or care, currently or in the past, of an object or substance, including situations in which the item is: (a) on the student's person; (b) contained in another item belonging to, or under the control of, the student, such as in the student's clothing, backpack, or automobile; (c) in a school's student locker, desk, or other school property; or (d) at any location on school property or at a school-sponsored event.

Efforts, including the use of early intervention and progressive discipline, shall be made to deter students, while at school or a school-related event, from engaging in aggressive behavior that may reasonably produce physical or psychological harm to someone else. The Superintendent or designee shall ensure that the parent/guardian of a student who engages in aggressive behavior is notified of the incident. The failure to provide such notification does not limit the Board's authority to impose discipline, including suspension or expulsion, for such behavior.

No disciplinary action shall be taken against any student that is based totally or in part on the refusal of the student's parent/guardian to administer or consent to the administration of psychotropic or psychostimulant medication to the student.

The grounds for disciplinary action, including those described more thoroughly later in this policy, apply whenever the student's conduct is reasonably related to school or school activities, including, but not limited to:

1. On, or within sight of, school grounds before, during, or after school hours or at any time;
2. Off school grounds at a school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school;
3. Traveling to or from school or a school activity, function, or event; or
4. Anywhere, if the conduct interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including, but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

Disciplinary Measures

Disciplinary measures may include:

1. Disciplinary conference.
2. Withholding of privileges.
3. Seizure of contraband.
4. Suspension from school and all school activities for up to 10 days, provided that appropriate procedures are followed. A suspended student is prohibited from being on school grounds.
5. Suspension of bus riding privileges, provided that appropriate procedures are followed.
6. Expulsion from school and all school-sponsored activities and events for a definite time period not to exceed 2 calendar years, provided that the appropriate procedures are followed. An expelled student is prohibited from being on school grounds.
7. Notifying juvenile authorities or other law enforcement whenever the conduct involves illegal drugs (controlled substances), "look-alikes," alcohol, or weapons.
8. Notifying parents/guardians.
9. Temporary removal from the classroom.
10. In-school suspension for a period not to exceed 5 school days. The Building Principal or designee shall ensure that the student is properly supervised.
11. After-school study or Saturday study provided the student's parent/guardian has been notified. If transportation arrangements cannot be agreed upon, an alternative disciplinary measure must be used. The student must be supervised by the detaining teacher or the Building Principal or designee.
12. Community service with local public and nonprofit agencies that enhances community efforts to meet human, educational, environmental, or public safety needs. The District will not provide transportation. School administration shall use this option only as an alternative to another disciplinary measure giving the student and/or parent/guardian the choice.

A student who is subject to suspension or expulsion may be eligible for transfer to an alternative school program.

Corporal punishment is prohibited. Corporal punishment is defined as slapping, paddling, or prolonged maintenance of students in physically painful positions, or intentional infliction of bodily harm. Corporal punishment does not include reasonable

force as needed to maintain safety for students, staff, or other persons, or for the purpose of self-defense or defense of property.

Weapons

A student who is determined to have brought one of the following objects to school, any school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school shall be expelled for a period of at least one calendar year but not more than 2 calendar years:

1. A firearm, meaning any gun, rifle, shotgun, or weapon as defined by Section 921 of Title 18 of the United States Code (18 U.S.C. § 921), firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act (430 ILCS 65/), or firearm as defined in Section 24-1 of the Criminal Code of 1961 (720 ILCS 5/24 1).
2. A knife, brass knuckles, or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm, including "look alikes" of any firearm as defined above.

The expulsion requirement under either paragraph 1 or 2 above may be modified by the Superintendent, and the Superintendent's determination may be modified by the Board on a case-by-case basis. The Superintendent or designee may grant an exception to this policy, upon the prior request of an adult supervisor, for students in theatre, cooking, martial arts, and similar programs, whether or not school-sponsored, provided the item is not equipped, nor intended, to do bodily harm.

Required Notices

A school staff member shall immediately notify the office of the Building Principal in the event that he or she: (1) observes any person in possession of a firearm on or around school grounds; however, such action may be delayed if immediate notice would endanger students under his or her supervision, (2) observes or has reason to suspect that any person on school grounds is or was involved in a drug-related incident, or (3) observes a battery committed against any staff member. Upon receiving such a report, the Building Principal or designee shall immediately notify the local law enforcement agency, State Police, and any involved student's parent/guardian. "School grounds" includes modes of transportation to school activities and any public way within 1000 feet of the school, as well as school property itself.

Delegation of Authority

Each teacher, and any other school personnel when students are under his or her charge, is authorized to impose any disciplinary measure, other than suspension, expulsion, corporal punishment, or in-school suspension, that is appropriate and in accordance with the policies and rules on student discipline. Teachers, other certificated educational employees, and other persons providing a related service for or with respect to a student, may use reasonable force as needed to maintain safety for other students, school personnel, or other persons, or for the purpose of self-defense or defense of property. Teachers may temporarily remove students from a classroom for disruptive behavior.

The Superintendent, Building Principal, Assistant Building Principal is authorized to impose the same disciplinary measures as teachers and may suspend students guilty of gross disobedience or misconduct from school (including all school functions) and from riding the school bus, up to 10 consecutive school days, provided the appropriate procedures are followed. The Board may suspend a student from riding the bus in excess of 10 school days for safety reasons.

Student Handbook

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

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

Policy 7:70 – Attendance and Truancy

Compulsory School Attendance

This policy applies to individuals who have custody or control of a child: (a) between the ages of 7 and 17 years of age (unless the child has graduated from high school), or (b) who is enrolled in any of grades, kindergarten through 12, in the public school regardless of age. These individuals must cause the child to attend the District school wherein the child is assigned, except as provided herein or by State law. Subject to specific requirements in State law, the following children are not required to attend public school: (1) any child attending a private school (including a home school) or parochial school, (2) any child who is physically or mentally unable to attend school (including a pregnant student suffering medical complications as certified by her physician), (3) any child lawfully and necessarily employed, (4) any child over 12 and under 14 years of age while in confirmation classes, and(5) any child absent because his or her religion forbids secular activity on a particular day.

The parent/guardian of a student who is enrolled must authorize all absences from school and notify the school in advance or at the time of the student's absence. A valid cause for absence includes illness, observance of a religious holiday, death in the immediate family, family emergency, other situations beyond the control of the student, other circumstances that cause reasonable concern to the parent/guardian for the student's safety or health, or other reason as approved by the Superintendent or designee.

Absenteeism and Truancy Program

The Superintendent or designee shall manage an absenteeism and truancy program in accordance with *The School Code* and Board of Education policy. The program shall include but not be limited to:

1. A protocol for excusing a student from attendance who is necessarily and lawfully employed. The Superintendent or designee is authorized to determine when the student's absence is justified.
2. A process to telephone, within 2 hours after the first class, the parents/guardians of students in grade 8 or below who are absent without prior parent/guardian notification.
3. A process to identify and track students who are truants, chronic or habitual truants, or truant minors as defined in *The School Code*, Section 26-2a.
4. Methods for identifying the cause(s) of a student's unexcused absenteeism, including interviews with the student, his or her parent(s)/guardian(s), and staff members or other people who may have information.
5. The identification of supportive services that may be offered to truant or chronically truant students, including parent-teacher conferences, student and/or family counseling, or information about community agency

services. See Board Policy 6:110, Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program.

6. A process to request the assistance and resources of outside agencies, such as, the juvenile officer of the local police department or the truant office of the appropriate Regional Office of Education, if truancy continues after supportive services have been offered.
7. A protocol for cooperating with non-District agencies including County or municipal authorities, the Regional Superintendent, truant officers, the Community Truancy Review Board, and a comprehensive community based youth service agency. Any disclosure of school student records must be consistent with Board policy 7:340, Student Records, as well as State and federal law concerning school student records.
8. An acknowledgement that no punitive action, including out-of-school suspensions, expulsions, or court action, shall be taken against a chronic truant for his or her truancy unless available supportive services and other school resources have been provided to the student.
9. The criteria to determine whether a student's non-attendance is due to extraordinary circumstances shall include economic or medical necessity or family hardship and such other criteria that the Superintendent believes qualifies.

Policy 7:200 – Suspension Procedures

The Superintendent shall implement suspension procedures that provide, at a minimum, for the following:

1. Before a student may be suspended, 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 practicable.
3. Any suspension shall be reported immediately to the student's parent(s)/guardian(s). A written notice of the suspension shall state the reasons for the suspension, including any school rule that was violated, and a notice to the parent(s)/guardian(s) of their right to a review of the suspension. The Board of Education must be given a summary of the notice, 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 or a hearing officer appointed by the Board. At the review, the student's parent(s)/guardian(s) may appear and discuss the suspension with the Board or its hearing officer and may be represented by counsel. After presentation of the evidence or receipt of the hearing officer's report, the Board shall take such action as it finds appropriate.

Policy 7:210 – Expulsion Procedures

The Superintendent or designee shall implement expulsion procedures that provide, at a minimum, for the following:

1. Before a student may be expelled, the student and his or her 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 should include:
   a. The reasons for the proposed expulsion as well as the conduct rule the student is charged with violating.
   b. The time, date, and place for the hearing.
   c. A short description of what will happen during the hearing.
   d. A statement indicating that *The School Code* allows the Board of Education to expel a student for a definite period of time not to exceed 2 calendar years, as determined on a case by case basis.
   e. A request that the student or parent(s)/guardian(s) inform the District if the student will be represented by an attorney and, if so, the attorney's name.
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.
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. 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.

Policy 7:220 – Bus Conduct

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

1. Prohibited student conduct as defined in Board of Education Policy, 7:190, Student Discipline.
2. Willful injury or threat of injury to a bus driver or to another rider.
3. Willful and/or repeated defacement of the bus.
4. Repeated use of profanity.
5. Repeated willful disobedience of a directive from a bus driver or other supervisor.
6. Such other behavior as the Superintendent or designee deems to threaten the safe operation of the bus and/or its occupants.

If a student is suspended from riding the bus for gross disobedience or misconduct on a bus, the Board of Education may suspend the student from riding the school bus for a period in excess of 10 days

for safety reasons. The District's regular suspension procedures shall be used to suspend a student's privilege to ride a school bus.

Electronic Recordings on School Buses

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

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

The content of the electronic recordings are student records and are subject to District policy and procedure concerning school student records; such recordings are exempt from the Eavesdropping Act. Only those people with a legitimate educational or administrative purpose may view and/or listen to the electronic video and/or audio recordings. If the content of an electronic recording becomes the subject of a student disciplinary hearing, it will be treated like other evidence in the proceeding.

Educational Records: Parental and Student Rights

The Lake Forest Public Elementary Schools maintain individual Permanent and Temporary records on each student, as follows:

A Permanent Record, prepared for each student, includes identifying information, attendance and academic information, a Permanent Health Record and accident reports. The permanent record is filed in the office of the school principal while the student is in attendance or until such time as the student completes eighth grade (or for previously transferred students when his class completes eighth grade) when that information is transferred to Lake Forest High School under terms of the intergovernmental agreement and remains in the custody of Lake Forest High School for a period of sixty (60) years.

The Temporary Record includes a Cumulative Folder which contains basic student information; i.e., birth date and place, family background, emergency health information, grades and academic record, standardized test scores, parent-teacher summary reports, awards and activities, and special education data, and is filed in the office of the principal of the school where the student attends.

A temporary Special Educational Record is also kept for all children referred for a case study evaluation and/or who receive special education services. This consists of referral information, observation and screening data, psychological evaluations, staffing and progress reports, reports from physicians and other agencies having direct contact with the student and other verified information deemed relevant to the education of the student. This record is housed in the Department of Student Services at the District 67 Administrative Center and may be reviewed by parent(s) at any time.

Upon transfer or permanent withdrawal from the district, temporary records are forwarded to the receiving school district upon written request.

The Permanent Health Record, all Temporary Student Records and all Special Education Records of the children in the 8th grade graduating class, including those who have transferred or otherwise withdrawn within the time period of five years prior to the 8th grade graduation of the student's respective class and whose records have not been formally transferred to another district, may be delivered to Lake Forest High School District 115 on or following June 30th of the year of the 8th grade class graduation. Parents have the Right to review, challenge and make copies of all student records prior to graduation, transfer, or permanent withdrawal. Parents of students graduating from 8th grade should accomplish this prior to January of the year of the 8th grade graduation as all records are sent to Lake Forest High School District 115 per intergovernmental agreement.

All temporary records not requested by other receiving districts and/or left in the custody of District 67, prior to or following June 30, 1977, will be destroyed five (5) years following the student's transfer or permanent withdrawal from the district, unless otherwise notified in writing by the parents or legal guardians of these students.

Parents have the following rights pertaining to student records kept by the school:

1. The right to inspect and copy, at the parents' expense, any permanent and temporary records. The cost of each copy shall be determined yearly. No person shall be denied copies due to an inability to bear the cost. Requests for access and review shall be made to the school principal and shall be granted within ten (10) school (work) days after the request has been received.
2. Where parents of the child are divorced, copies of school permanent and temporary records shall be provided to both parents by mail when they are requested in writing by either parent unless a court order to the contrary is in effect. The specific materials to be furnished are as follows:
    a. Reports or records, which reflect the pupil's academic progress
    b. Reports of the pupil's emotional and physical health
    c. Notices of school-initiated parent-teacher conferences
    d. Notices of major school-sponsored events, such as open houses, which involve pupil-parent interaction
    e. Copies of the school calendar regarding the child which are furnished by the school district to one parent be furnished by mail to the other parent
3. Parents have the right to challenge the contents of student records. Following the review, the parents have the further right to challenge and correct or delete inaccurate, misleading, or otherwise inappropriate data contained therein at the discretion of the school principal.
4. The parents have the right to request a hearing before a hearing officer appointed by the Superintendent of Schools, should an issue concerning the challenge be unresolved. The hearing is requested by completing a form furnished by the school and shall be set within fifteen (15) school days of the receipt of the form by the Superintendent of Schools, or his designee.
5. Parents may request a list of free or low cost legal services through the Department of Student Services.
6. If the hearing does not resolve the issue, the parents have a further right to request a hearing before the Superintendent of the Educational Services Region.

7. Parents have the right to control access and release of school student records and the right to request a copy of information released.
8. The school should grant access to, or release specific information from, school student records without parental consent or notification only to:
    a. An employee or official of the school or school district or the State Board of Education, provided such employee or state official has a current demonstrable education interest in the student and the records are in furtherance of such interest.
    b. To any person for the purpose of research, statistical reporting, or planning, providing that no student or parent 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.
    c. Pursuant to a court order, provided that the procedures outlined in Ill. Rev. Statutes, 1985, CH. 122, Article 50-6(a), (5) are observed.
9. The Lake Forest High School shall maintain original student permanent and health records for sixty (60) years. Neither Lake Forest High School nor Lake Forest School District 67 shall maintain any student temporary record during a period of its usefulness to the student and school, and in no case longer than five (5) years following transfer or withdrawal from either school district.
10. "Directory Information" may be released to the general public unless a parent specifically requests, in writing, that any or all such information not be released on his/her child. "Directory Information" shall consist of:
    a. Identifying information: name, address, gender, grade level, birth date and place, and parents' names and addresses.
    b. Academic award and honors, and school attendance.
    c. Information in relation to school-sponsored activities, organizations, and athletics.
11. The Temporary Record shall include a copy of Record of Access (IST-3) or Notification of Subpoena (IST-4) of Definition of Term Parent: Parent(s) is defined as 1) Natural parent(s); 2) Step parent(s); 3) Legal guardian(s); 4) the State of Illinois for children who are wards of the State (provisions of the Juvenile Court Act; 5) Foster parent(s); and 6) Surrogate parent(s) for those children who have no parent identified or who have parents that cannot be located.

The need for a surrogate parent(s) will be determined by the Assistant Superintendent of Student Services who will follow State guidelines (Illinois 23) for determining the need for and assigning surrogate parent(s).

Freedom of Information Act

Requests for information under the Freedom of Information Act should be made in writing and directed to: Jennifer Hermes, FOIA Officer, (foiaofficerd67@lfschools.net), School District 67, 300 S. Waukegan Road, Lake Forest, IL 60045. Most requests will be responded to within 5 business days of receipt.

Nondiscrimination

Lake Forest Elementary School District 67 is committed to providing its students and staff with supportive and positive learning environment in its schools. Members of the school community are expected to treat each other with mutual respect. Disrespect among members of the Lake Forest Elementary School District community is unacceptable as it may threaten to disrupt the positive learning environment, which our District has achieved and continually strives to maintain.

Harassment or disrespectful behavior based on race, color, religion, national origin, sex, sexual orientation, age, or disability, whether committed by an administrator, teacher or a student toward any member of the Lake Forest Elementary School District community will not be tolerated. Harassment can include any unwelcome conduct, whether verbal, physical, or visual, and may include, for example, jokes about another person, derogatory remarks, demeaning comments or behavior, slurs, name calling, threats, and bullying.

All Lake Forest Elementary School District employees are responsible to help assure that harassment is avoided or promptly addressed in our school community. Any school employee who observes, overhears, or otherwise witnesses harassment based on race, color, religion, national origin, sex, age or disability should take prompt and appropriate action to address the harassment and to address the prevention of its reoccurrence.

If an employee or a student believes that they have been harassed, notification should be made to your principal or Dr. Julie Cooley, the District's Nondiscrimination Coordinator.

The District 67 Board of Education has adopted a number of policies that promote equal educational opportunities for children as well as policies strictly prohibiting harassment of any kind. If you should have any questions regarding your responsibility to address harassment in our schools, please do not hesitate to speak with your building principal or contact Dr. Julie Cooley at 847-604-7426.

Notice of Special Educational Services for Exceptional Children

Lake Forest School District 67 provides special education services for exceptional children, ages three through fourteen. A Lake Forest child is eligible for special education services if he/she is: multi-disabled, physically impaired, other health impaired, learning disabled, developmentally delayed, speech/language impaired, visually impaired, hearing impaired, mild to severely mentally impaired, emotionally disturbed, autistic, or suffers a traumatic brain injury. Parents are urged to contact Student Services staff in your child's building to share information or concerns, which may lead to additional support or intervention for students K-8.

Lake Forest School District 67 annually conducts a general screening for preschool children, ages three to five. Registration is required prior to the screening. Call 847-604-7422 for more information.

Each child is entitled to nondiscriminatory evaluation for each identified and diagnosed disability. District procedures include the use of Response to Intervention (RtI) as part of the identification process. RtI is the practice of providing high quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction and educational decision related to special education. A multi-disciplinary conference involving parents, teachers, and all

members of the evaluation team review and determine eligibility based on RtI data.

Parents will be invited to participate in an annual review of their child's Individual Educational Program (IEP) with full access to the child's records and confidentiality as to their contents. If the parents' or child's primary language is not English, the child is evaluated by qualified personnel in his/her primary language and an interpreter may be provided if requested. If it is determined in the multi-disciplinary staff conference that the child's disability is too severe or profound for a public school special education program, the school district will provide alternative placement. Public funds will pay for the child's tuition to a private special education school only if it is determined as being appropriate and in the least restrictive environment. If the parents disagree with the Individual Educational Program proposed for their child or are dissatisfied with his/her present placement, or have been denied any of their rights, they have the right to an impartial due process hearing. The Illinois State Board of Education appoints an impartial hearing officer to hear both sides and renders a recommendation to the local education agency.

Parents are entitled to receive a copy of Rules and Regulations to Govern the Administration and Operation of Special Education, issued by the Illinois State Board of Education. A list of Parent Rights in brief will also be provided to the parent annually and will be reviewed with the parent at the time of the multi-disciplinary conference. Parents may request a list of free or low cost legal services through the Department of Student Services.

A temporary Special Education Record is also kept for all children referred for a case study evaluation and/or who receive special education services. This consists of the information referred to above and may also contain referral information, observation and screening data, psychological evaluations, staffing and progress reports, reports from physicians and other agencies having direct contact with the student and other verified information deemed relevant to the education of the student. This record is housed in the Department of Student Services at the District 67 Administrative Center. Annual notification shall be made to all residents of Lake Forest by the publication of this notice each year.

Questions concerning special education in Lake Forest School District 67 should be directed to Dr. Julie Cooley, Assistant Superintendent of Student Services, School District 67, 300 S. Waukegan Rd., Lake Forest, Illinois 60045.

Again, a complete copy of the State Board of Education "A Parent's Guide: The Educational Rights of Students With Disabilities" is available at the office. You are urged to consult this should your child be considered for special educational services. The Assistant Superintendent of Student Services or her agent will review this with you.

Procedures Regarding Observations and Tutoring by Non-District Personnel

These procedures apply to parental requests for in-school tutoring and student/classroom observations by the parent or guardian or by a private provider employed by parents for the purpose of tutoring, instructional planning or as part of an evaluation.

It is our intent to maintain an optimal learning environment and limit instructional disruptions. We intend to protect our schools from unknown individuals who have not been subject to our hiring procedures (background checks, review of professional credentials, etc.) and protect the confidentiality of all our district students.

Procedures include:

- All student observations will be scheduled one week in advance with the school principal or assistant principal.
- A release of information will be signed by the parent to allow the observation and sharing of information, either verbally or by written report, following the observation.
- The parent or private provider will agree to protect the confidentiality of all students in the vicinity of the observation.
- The timing and frequency of all observations will be scheduled in such a way that maintains a climate conducive to learning and will be at the discretion of the principal or designee.
- The principal or designee will accompany the individual during the observation.
- Following the observation the observer will share conclusions with the principal or designee.
- The principal or designee will communicate conclusions or feedback from observation with school staff when appropriate.
- We do not allow private tutoring paid for by parents to be done in our schools, before, during or after the school day.
- Observations will not be allowed during small group student therapy sessions as part of an Individualized Education Plan.

School Visitation Rights Act

The Illinois School Visitation Rights Act requires that parents and/or guardians be notified that employers must grant an employee leave of up to a total of eight hours during any school year, and no more than four hours of which may be taken on any given day, to attend school conferences and classroom activities related to the employee's child if the conference or classroom activities cannot be scheduled during nonworking hours.

District 67 encourages parent participation in their children's education and will cooperate with parents and their employers in the verification of attendance.

Emergency Information, Health, and Safety

Emergency Closing of School

Should severe weather require the closing of school or make it impossible for buses to operate, the Honeywell Instant Alert notification system will be utilized. An alert will be sent to the **primary phone number you have registered with the district.** If you wish to receive notification using other devices (cell phone, email, etc.), you must update your profile by logging into the Instant Alert website: (https://instantalert.honeywell.com. You should also log onto your profile to update your contact information. Maintaining the accuracy of your profile will increase the ability of the school to keep you informed. (For instructions to log in/update your profile, click on "Emergency Information" under "Quick Links" on the district website).

You can also check the district website: www.lf67.org for school closing information. Other websites that provide

school closing information include: www.cancellations.com or www.energencyclosingcenter.com. You may also listen for an announcement from 6:30 a.m. to 8:00 a.m. on the following radio stations: WGN (720 AM), and WBBM (780 AM); and the following TV stations: CBS, ABC, NBC, WGN, FOX and CLTV News. Our official title is Lake Forest School District 67.

Disaster Preparedness

In accordance with the School Safety Drill Act, all students participate in safety drills such as fire drills, a bus evacuation drill, shelter-in-place exercises, and lock downs. Protecting the welfare and safety of our students and staff in times of natural or man-made disasters is paramount for us.

Late Start

If a day is designated as a late start day, buses will run regular morning routes – only two hours later than the originally scheduled time. Dismissal times and afternoon bus routes and times will remain as originally scheduled. There will be no morning kindergarten on late start days. Afternoon kindergarten will remain the same.

Drug, Alcohol and Substance Abuse

District 67 has adopted and implemented a program to prevent the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees. Parents are provided, annually, with the District 67 Policy on Discipline that sets forth standards of student conduct that clearly prohibit unlawful possession, use or distribution of illicit drugs and alcohol on school premises or as a part of any school activity. Disciplinary actions to be imposed in the event that these standards for conduct are violated, are also specified in the policy statement.

Health Services

There is a health office equipped for first aid treatment in each school building. Certified School Nurses and Registered Nurses provide health care in these offices.

Please remember to complete your emergency contact forms before the beginning of each school year and update any time there is a change in your information. This form and your child's physical exam form are your vehicle for communicating any health concerns to school. Parents are urged to notify the nurse if a child has any health problems.

Telephone the school office within one hour of the start of school if your child will be absent. Please report any communicable childhood diseases (e.g., chicken pox, impetigo, "strep" throat, conjunctivitis, etc.). The school will respect the privacy of the individual child, and may notify families of exposure to infectious disease.

Food Allergies/Anaphylaxis

The district has developed procedures for management of food allergies/anaphylaxis. The procedures guide and forms can be accessed online: www.lf67.org. Click on "About District 67" and "Health & Safety."

Medication and Students in School

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

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

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

(Reference Board Policy 7:270 - Administering Medicines to Students)

Authorization for Administration of Medication

1. All medications given or self-administrated in school, including non-prescription drugs, shall be prescribed by a licensed prescriber on an individual basis as determined by the student's health status. The "School Medication Authorization Form," a two-sided document, must be completed and signed by both the parent/guardian and physician. It is maintained in the student's individual medication record.

a. A written order for prescription and non-prescription medications must be obtained from the student's licensed prescriber. The order includes:
   - Student's name
   - Date of birth
   - Licensed prescriber, signature and date
   - Licensed prescriber phone and emergency number(s)
   - Name of Medication
     - Dosage
     - Route of administration
     - Frequency and time or circumstances of administration
   - Diagnosis requiring medication
   - Intended effect of the medication/possible side effects
   - Other medication student is receiving
   - Time interval for re-evaluation

2. Nurses are responsible for their own actions regardless of the licensed prescriber's written order. It is the nurse's responsibility to clarify any medication order that is deemed inappropriate or ambiguous. Nurses have the right and responsibility to decline to administer a medication if they feel it jeopardizes student safety. In such instances, the nurse must notify the parent or guardian, student's physician, and administrator.

3. It is preferred that a parent brings the medication to school. When this is not possible, arrangements should be made with the nurse to assure safe transport of medications from home to school. Medication must be brought to the school in a container, labeled appropriately by the pharmacist or licensed prescriber.

   a. Prescription medication shall display:
      - Student's name
      - Prescription number

- Medication name and dosage
- Administration route or other directions
- Date and refill
- Licensed prescriber's name
- Pharmacy name, address, and phone number
- Name or initials of pharmacist

4. In addition to the licensed prescriber's order, a written request shall be obtained from the parent(s) or guardian requesting that medication is given during school hours The request must include the name of the student, the parent(s) or guardian's name and phone number in case of emergency. It is the parent(s) or guardian's responsibility to ensure that the licensed prescriber's order, written request and medication are brought to the school. (Please note: a parent/doctor authorization form is available to download from the district's website: www.lf67.org.)
5. Over the Counter Medication (OTC):
   a. OTC (non-prescription) medication shall be brought in with the manufacturer's original label with the ingredients listed and the child's name affixed to the container.

Persons Authorized to Administer Medication

The following staff members may administer medications under these guidelines:

1. Certificated School Nurse – a registered professional nurse who holds a Type 73 School Service Personnel Certificate with endorsement in school nursing or any non-certificated registered professional nurse who was employed in the school district of current employment before July 1, 1976.
2. Registered Nurse (R.N.) – holds a current Illinois Registered Nurse license from the Illinois Department of Professional Regulation and has completed the required pharmacology course that allows him/her to administer medication.
3. Licensed Practical Nurse (LPN) – holds a current Illinois Practical Nurse license from the Illinois Department of Professional Regulation and has completed the required pharmacology course that allows him/her to administer medication.
4. When any of the above personnel are not available, the school administrator (or other school personnel who have volunteered and have received training from the certificated school nurse) may administer medication, under the nurse's direction. Teachers and other non-administrative employees cannot be required to administer medication, although they may volunteer to do so. Because of their "in loco parentis" status, school employees are afforded liability protection from negligence in the administration of medication and treatment in a school setting. Those school employees who do not hold a valid IDPR license and volunteer to administer medication must be properly trained and supervised by the Certificated School Nurse. Such training will include the proper procedure for administering medication, documentation, and possible side effects of medication administered. Any staff members at the school – whether certificated or not – may administer medication in an emergency.

Self-administration of Medication

A student may possess an epinephrine auto-injector (EpiPen®) and/or medication prescribed for asthma for immediate use at the student's discretion, provided the student's parent/guardian has completed and signed a "School Medication Authorization Form." The School District shall incur no liability, except for willful and wanton conduct, as a result of any injury arising from a student's self-administration of medication or epinephrine auto-injector or the storage of any medication by school personnel. A student's parent/guardian must indemnify and hold harmless the School District and its employees and agents, against any claims, except a claim based on willful and wanton conduct, arising out of a student's self-administration of an epinephrine auto-injector and/or medication, or the storage of any medication by school personnel. *(Reference Board Policy 7:270 - Administering Medicines to Students)*

Students should be evaluated on an individual basis regarding the need to carry emergency medication, specifically including asthma medication and EpiPen®. In addition to the authorization set forth in Paragraph 1 of this policy, a written statement signed by the student's physician, parent(s) or guardian, and student verifying the necessity and student's ability to self-administer the medication appropriately must be maintained on file in the health office.

The school nurse will assess and document the student's knowledge and technique regarding self-administration of emergency medication. (Please note: a self-administration authorization form is available to download from the district's website: www.lf67.org.)

Once a student has satisfied the requirements of this policy, the student will be permitted to carry and use emergency medication while in school, while at school sponsored activities, while under the supervision of school personnel, and before or after normal school activities, such as while in before or after-school care on school operated property.

A backup supply of medication to be self-administered must be provided to the school nurse who will maintain such medication in accordance with this policy.

With respect to the self-administration of medication, in the case of an asthma inhaler, the parents or guardians of the pupil may provide a written statement to the school from the parents or guardians containing specified information concerning the medication, along with the prescription label. A statement from the pupil's physician, physician assistant, or advanced practice registered nurse is not required.

Annual Renewal of Authorization for Administration of Medication

A written request from a student's parent(s) or guardian requesting that medication is given during school hours, or a written authorization permitting self-administration of medication under Paragraph 1 of this policy is effective only for the school year in which it was granted or until the end of the particular treatment regime. Any request or authorization under paragraph 1 must be renewed with each school year (or upon a new treatment regime), and the requirements of Paragraph 1 must be satisfied with each renewal.

Student Refusal to Take Medication

A student has the right to refuse medication. In such instances, it is the nurse's responsibility to explain to the students as fully and clearly as possible the importance of taking the medication. If the

student continues to refuse to comply, the parent or guardian and administrator must be notified.

References: 105 ISCS 5/10-22.21b and 105 ILCS 5/24-24, of the Illinois School Code

Physical Examination and Immunization Requirements

These mandatory requirements are set by the State of Illinois for students entering early childhood/preschool programs, kindergarten, second grade, sixth grade, and all new students to the District or state.

(For more information, go to: http://www.idph.state.il.us.)

1. A physical exam must be done within one year prior to preschool, kindergarten, sixth grade, and new students entering the District from another state or country. This exam must be recorded on the Certificate of Child Health Examination form.
2. The physical exam form must be signed and dated by your health care provider. The name, address and telephone number must be clearly written or stamped on the form.
3. The health history section of the form must be completed, dated, and signed by the parent.
4. Immunizations must be completed according to the schedule of the Illinois Department of Public Health.
5. All sections on the Certificate of Health Examination are to be completed (front and back).

All forms are due in the school office by the first day of school. No child will be permitted to attend school after October 14th unless they meet these health requirements. If you need assistance or explanation, please contact the school nurse.

Students transferring from out of state or country must present a physical exam completed within one year prior to Illinois school entrance on a comparable form, and must comply with the immunization schedule. All transfer students shall have 30 days following registration to comply with the health examination and immunization requirements.

Please make your appointments early so your child's health record is complete by the start of school. It is advisable to make copies of the form for your own records.

Dental Examinations

The state of Illinois requires that all children entering kindergarten, second, and sixth grade have a dental examination. The dental examination must be completed within 18 months prior to the May 15th deadline of each year. Proof of Dental Examination is due no later than May 15.

Vision Examination Requirement

The state of Illinois now requires proof of an eye examination by an optometrist or physician who provides complete eye examinations for kindergarten students, or for any student enrolling in an Illinois school for the first time. An Eye Examination Report must be submitted to the school no later than October 15th and must have been completed within one year prior to that date.

The Certificate of Child Health Examination form, Proof of Dental Examination Form, and Eye Examination Report form can be downloaded in PDF format from the District 67 website.

Sports Physical Examinations

Physical examinations are required each year for students who are participating in any interscholastic or intramural sports, after school or on weekends. Sport physicals are good for only one year from the date of the last examination, and must be on file in the school office before the student will be allowed to participate.

If your child is planning to participate in any sports program during the school year, it is required that the physical examination form be completed before tryouts. Please bring the completed form to the school office.

Physical Education Restrictions

If a student's activities must be restricted for any reason, it is necessary to inform the school nurse. The Principal, or the school nurse, upon written request from the parent, may excuse the student from regular activity for up to two days. If the restriction is for more than two days, you must present a written physician's statement, which describes the length of time and reason for the student's inability to participate in the regular program. When these restrictions are modified, the school nurse must again be informed by a written physician's statement.

Screenings

Illinois State law requires that students in kindergarten, second, and eighth grades, all new students, teacher or parent referrals, plus any students receiving special education services be screened annually for vision problems. Hearing screening is required for students in kindergarten, first, second and third grades, all students receiving special education services, new students, and teacher or parent referrals. Screening begins in the fall and continues through the year. You will be notified if the results indicate further evaluation is needed.

Vision screening is not a substitute for a complete eye and vision examination by an eye doctor. Your child is not required to undergo this vision screening if an optometrist or ophthalmologist has completed and signed a report form indicating that an examination has been administered within the previous 12 months.

School Safety

A continuing responsibility of the home, school and community is the safety of our children. Please urge your children to 1) go to and return home from school by the safest, most direct route, without loitering; 2) use the sidewalks when walking, and cross only at marked intersections; 3) use the sidewalks, except in the business district, for bicycling; 4) use the right side of the road where no sidewalk exists; 5) await the school bus in an orderly manner; and 6) understand what to do in the event schools must close early and students must be sent home before the usual dismissal time.

Our school entrance doors are equipped with keypads and camera monitors. Please ring the bell and identify yourself to the door monitor. Parents and visitors are asked to sign in upon entering the building and wear identification nametags throughout their stay in our buildings.

Student Assessment

Student Placement

Learning is an individual matter; formal education is provided for groups of learners. Our purpose in maintaining classroom groups at a reasonable number of students is to provide for individual and small group instruction.

Assignment to a classroom group is made after professional consideration of each individual child by the building principal and his/her staff. Taken into consideration are such factors as class size, sex of students, learning styles, ability and achievement, learning or emotional problems, and peer relationships. Parental requests asking that a child be placed with a specific teacher are discouraged. If extenuating circumstances exist, a written request to the building principal may be submitted. This request should provide specific

reasons and a thorough explanation of the child's needs. Such a request will be considered if the reasons given do not conflict with the criteria for placement stated above.

Elementary Schools

The principle type of grouping in the elementary grades is in the areas of reading and math where children of similar readiness are grouped by the teacher so that they may progress at their own level of achievement. Groups are made, as they are required in other areas, with all groupings flexible. Groupings may change on a day-to-day basis, depending upon the immediate and the long-range needs of the children.

Each K-4 school has an Enrichment Resource Teacher (ERT) who works closely with classroom teachers to help provide flexible groupings, differentiate the curriculum and help meet individual student's unique needs.

Middle School

Grouping decisions in grades 5-8 are made in the academic areas of language arts and mathematics. Instructional groups in these subject areas are as follows:

- Language Arts – Parallel Curriculum, Standard, Advanced, and Quest (see Differentiation booklet for more information on grade level groupings).
- Math – Parallel Curriculum, Standard, Advanced, Advanced Plus, and Quest (see Differentiation booklet for more information on grade level groupings)

Placement in Advanced, Advanced Plus, and Quest classes for middle school students is based on professional judgment from teachers and testing data. Individual student placement is reviewed on an ongoing basis throughout the year.

World language instruction groups at the eighth grade level may include:

- Mandarin – Standard
- Latin – Standard and Honors
- French – Standard and Honors
- Spanish – Standard and Honors

Placement in honors classes is determined by teacher recommendation.

Instruction in the academic areas for all students is centered around a standard district curriculum. Modifications are made by staff according to the instructional needs of the group and the individual student. Each student, regardless of group placement, receives the same basic core curriculum. Grouping allows variation of pace, depth, breadth, and mode of instruction with which the material is studied.

Testing Program

The use of tests, quizzes, written or oral reports, discussions, participation and other factors are considered in the total evaluation of the progress of a student. One phase of this evaluation is the use of standardized tests. Lake Forest District 67 uses standardized assessment to meet state requirements and to further three important district goals: 1) measuring student growth and progress, 2) monitoring curriculum strengths and weaknesses, and 3) assisting in student placement decisions. When applied over a period of time and used in relation to other evaluation devices, these tests may provide an indication of overall group achievement.

District personnel analyze this data for student growth and curriculum strengths and weaknesses. Teachers may also use the results for support data in studying class and individual student growth.

District 67 uses the NWEA Measures of Academic Progress (MAP) to measure academic achievement in grades 2-8. Selected student groups in grades 2 and 4 are assessed using the Cognitive Abilities Test. The Illinois Standards Achievement Test is administered to all students in grades 3-8 and provides another indicator of group academic achievement data. Parents receive test reports for each standardized assessment in which a child has participated.

District 67 Standardized Assessment Results

The District 67 Assessment Committee ensures that the District compares itself to a variety of local, state, national, and international standards. District 67 continues to score significantly well above the state expectations for each grade level tested on the Illinois Standard Achievement Test (ISAT). The NWEA Measures of Academic Progress (MAP) is used to measure student growth and achievement on the District 67 math, reading, and language usage benchmarks. National percentile norming data is also provided. We believe these measures assist us in setting the expectation of world-class achievement in the Lake Forest School District.

Reporting Pupil Progress

Student progress shall be reported to parents on an ongoing basis through regularly scheduled parent-teacher conferences. Fall and spring parent-teacher conferences may be held on a flexible schedule. Each teacher will determine his or her own scheduling process. The homeroom teacher or teaching team shall meet with every student's parent(s) sometime in the fall. The fall conference may be scheduled any time on or before the conference dates of November 21 and 22.

The spring conference dates are March 1 and 3. The second conference may be scheduled on these days or any time after the fall conference. If both the teacher and parent(s) see no need for a conference at that time, the conference may be waived.

When a conference is scheduled and parent(s) are unavailable, the conference will be rescheduled at a mutually agreed upon time. Phone conferences are acceptable. Both parents and teachers have the right to ask for a conference at any time during the school year.

Progress reports are given to parents of children in first through fourth grade prior to the fall conference, and for children in kindergarten through fourth grade, prior to the spring conference. A final progress report is given to parents at the end of the school year. A formal computer-generated report card is sent home with students three times during the school year for fifth through eighth grade students. This report designates a letter grade given for each subject. Parents of students in grades 5-8 may log onto their PowerSchool account to see information on their child's academic progress. Parents are encouraged to contact the individual teachers whenever there is a question regarding a child's status.

Promotion

Promotion from eighth grade is contingent upon students having earned minimum passing grades and having demonstrated sufficient social and emotional growth and development or upon the best judgment of school authorities who determine that it is in the best interests of the child that promotion be granted. Minimum requirements are demonstrated by maintaining a 1.00 average in all core classes for all three terms of the school year. Also, students must pass the United States and Illinois State Constitution Tests.

Special Programs

Brainstormers

District 67 offers a wide variety of academic, fine arts, and other unique classes throughout the school year and through its summer program. Annual musicals are offered for students at all grade levels. Classes are held at each school throughout the year and summer classes are held at Deer Path Middle School. Current class offerings are available through the Brainstormers website as well as advertised through each school's listserve. For more information, please email brainstormers@lfschools.net.

Department of Student Services

The Department of Special Services offers a comprehensive continuum of services for students eligible for special education services due to academic, social, or language difficulties. These students are supported in general education classrooms with a variety of resource supports and related service providers. Care is taken to use research based instructional materials and skill development is frequently monitored. The department endorses a partnership philosophy with parents and encourages them to be active members of their child's educational team.

The Individuals with Disabilities Education Act (IDEA) details the guidelines for the identification, evaluation, and eligibility determination for students who may be eligible for special education services. In the most recent re-authorization of IDEA (2004), the process for identifying students eligible under the Specific Learning Disabilities (SLD) category changed significantly from the past 29 years of practice. The most noticeable changes includes the removal of the requirement to consider a severe discrepancy between achievement and intellectual ability, and the inclusion of the requirement that a local education agency may use a process which determines if a child responds to scientific, research based intervention as part of the evaluation process. This process is most commonly referred to as Response to Intervention (RtI).

The Illinois State RtI Plan, issued on January 1, 2008, outlines a framework for statewide implementation of RtI. Included in this Plan is the requirement that school districts are required to use a process that determines how a student responds to scientific, research-based interventions (RtI) when determining whether that student is or continues to be eligible for and entitled to special education services under the category of SLD. *(ISBE Guidance Doc ref.)*

Key components of an RtI process include (a) a school-wide, multi-tier instructional and behavioral system for preventing school failure, (b) universal screening, (c) progress monitoring, and (d) a data-based decision making process for determining the severity of student needs and movement within the multi-tier system. In short, an RtI process eliminates the wait-to-fail model. All students are screened on an ongoing basis, services are provided based on need rather than waiting for students to fail before high-quality interventions can be used, and an accountability system ensures frequent progress monitoring that informs changes in both the type and intensity of programming.

Early Learning Program

District 67 operates the Early Learning Program for students 3-5 years of age with special education needs. The program is designed to support children's social, language, cognitive/preacademic, and motor development. This half-day program is staffed by District 67 and includes a Special Education Teacher, Speech and Language Pathologist, School Psychologist and Teacher Assistant(s). Occupational and Physical Therapy services are provided by NSSED. The Early Learning Program is located at Sheridan Elementary School and includes integration opportunities. For more information, contact the Director of Student Services, Anne Dunn, 847-235-9661 or Early Learning Program teacher Ann Berardi, 847-235-9667.

Extended-day Kindergarten

District 67 offers an Extended-day Kindergarten program that begins and ends daily at the same times as grades 1-4. Optional bus transportation fees are the same as for all District 67 students. The program is self-funded and tuition for the 2011-2012 school year is $4,800 per student. (Please note: this fee is in addition to the regular kindergarten material fees.)

The key components of the Extended-day program are curriculum objectives identical to the half-day program, with multiple opportunities for extended learning; interactive experiences related to subject areas; reinforcement of objectives through fine arts and social development; opportunities for enrichment such as art, music, drama; and additional time for problem solving projects. For more information, please contact Dr. Michelle Shinn, 847-615-4454.

Gifted Services - Explore/Quest Programs

The Explore (grades K-4) and Quest (grades 5-8) programs have a number of roles in the District. First, they support regular classroom instruction with enrichment strategies that foster critical and creative thinking for all students. These strategies are provided through staff development and through having resource teachers serve as partners with the regular classroom staff. This type of support is most prevalent at grades kindergarten through grade 4 when students are not formally identified for Explore services. The second major role, and the one for which these programs are best known, is to provide accelerated/enriched curriculum in language arts and/or math to students identified as highly abstract thinkers in grades 3-8. (Please see our district website for more information about these programs - www.lf67.org/programs/gifted services.)

Parents who believe their child requires services from the Explore/Quest programs should contact their child's classroom teacher. The building principal and Explore/Quest teachers should also be contacted. If parents have questions regarding the screening process and procedures, they should contact Colleen Brueggeman, Director of Gifted Services, at 847-235-9665.

Reading Specialist Program

District 67 has provided support services in reading for children who are ineligible for special education services since 1991. K-4 Reading Specialists implement a resource program that provides pullout services for eligible students, in class services for all children and consultative and support services for teachers and parents. Working within these parameters the teachers and Reading Specialists introduce techniques that enhance patterns and strategies to build skills in the context of literature and classroom curriculum content. In addition, working in collaboration with teachers and parents, this program enhances the literacy development of all K-4 students in our district.

Title Programs

Title IX of the Education Amendments of 1972 specifically prohibits discrimination by sex in federally assisted education programs. Any questions related to Title IX regulations are to

be forwarded to Dr. Julie Cooley at the District Administration Center, or by telephone at 847-604-7426.

Public Laws 93-112 and 93-516 prohibit discrimination against the disabled with respect to admissions, access to, treatment, or employment in programs and activities. Inquiries relating to these matters are also to be directed to Dr. Julie Cooley.

Curriculum

The curriculum of the Lake Forest School District 67 undergoes careful development and continuous evaluation and revision based upon an established review cycle. In addition, District 67 collaborates with Lake Forest High School District 115 to review curriculum throughout the school year.

Curriculum is designed to provide a coordinated sequence of study in the areas of language arts, mathematics, science, social studies, world language, the arts, physical education, and health. The professional staff has the responsibility of determining the scope of the curriculum as it relates to the ability and capacity of each student.

Curriculum Coordinating Committee

The Curriculum Coordinating Committee (CCC) is a representative group of teachers, administrators, and parents that reviews curriculum developed by teachers and makes recommendations to the Board of Education. The CCC will serve as a sounding board for district staff and community members relating to curriculum matters.

Arts

The arts curriculum encourages the development of creative skills; the ability to see and think through relationships of color, perspective, and aesthetics; and the capacity for individual expression through various artistic media, music and drama. Experiences in visual art, drama, music, home arts, and integrated computer technology are offered throughout grades K-8.

General music and art are taught in all District 67 schools. Students in grades K-4 have music and art at scheduled weekly times throughout the school year. Students in grades 5 and 6 have music, art, drama, and integrated computer technology weekly on a rotating basis. Students in grades 7 and 8 have courses from the areas of visual art, drama, home arts, applied technology, and integrated computer technology. These students will have daily instruction in the encore courses on a 6-week rotation.

Group instruction in instrumental music begins in grade four with string instruments and grade five with band instruments. Students receive weekly groups lessons and weekly full ensemble rehearsals in grades 4 and 5. Students in grades 6-8 receive weekly group lessons and daily ensemble rehearsals. A letter giving details of both the band and orchestra program is sent to all parents in the spring. Chorus is offered as an after school self-funded program in grades 3 and 4. In grades 5-8, chorus is offered during the school day.

There are many opportunities for additional arts' experiences for students before and after school through self-funded programs such as Brainstormer's, and through school-sponsored activities. They may include jazz bands, show choirs, pops orchestra, brass ensembles, woodwind ensembles, brass ensembles, string ensembles, percussion ensembles, drama, etc.

Information Literacy Program

The Information Literacy Program plays a critical role in teaching and learning activities. It is integrated into the curriculum serving the school's educational goals and objectives by providing access to information and ideas for the entire school community.

Primary students in kindergarten through fourth grade receive instruction in the effective use of information tools. The foundational skills for understanding how to effectively access, utilize and manipulate information are developed. This instruction occurs as a part of an overall integrated process. The information skills taught directly relate to content area curriculum and to classroom assignments. Students in grades 5-8 utilize and refine their information access skills as well as further developing the skills of evaluating, synthesizing, and presenting information. Grade 5-8 information skill activities occur through collaborative lessons taught by the media specialist and/or the classroom teacher.

Language Arts

Language arts combines thinking, listening, speaking, reading, and writing into a developmental continuum of skills with increasing complexity. Our language arts curriculum is a vehicle to prepare students to be effective and reflective communicators for the 21st Century. Our language arts curriculum beliefs include:

1. Language acquisition is a natural developmental process.
2. Language learning is a process which occurs at different rates and in a variety of ways.
3. Language growth is facilitated by a nurturing environment that encourages risk-taking.
4. Language development requires thinking.
5. Thinking is a process which takes time.
6. Technology is an essential tool for promoting effective communicators.
7. Language provides a foundation for success across the curriculum.
8. Language skills are enhanced through an interdisciplinary approach.
9. Integration of all language arts components promotes the development of language skills.
10. Integrated language instruction is taught within a meaningful context.
11. Interactive settings promote the development of language skills.
12. Language arts instruction is the process by which students become effective communicators.

Thinking

Language and thought develop simultaneously. Engaging students in a variety of thinking processes empowers them to become active inquirers, experimenters, and problem-solvers. Students will be able to use language as a tool for developing awareness and monitoring of their thinking.

Listening

Listening skills include processing and memory. The formation of strong listening skills is the basis of comprehension and retention in all areas of the curriculum. Listening parallels the thinking processes required for active reading, speaking, and writing. Active listening is a significant component of effective communication, which includes the interpretation of both verbal and non-verbal cues. The active listener reflects upon ideas, values opinions of others, and evaluates message content.

Reading

Beginning in kindergarten and extending through grade 2, District 67 reading curriculum promotes reading instruction through four blocks: guided reading, shared reading, working with words, and writing. Children are individually monitored and guided through progressively more complex texts and skills to foster comprehension and meaningful reading experiences. Emphasis on reading comprehension strategies is increased in grade 3. Grades 4 and 5 continue to emphasize reading skills and begin moving children into the focus of the upper grades which is analysis and personal response, and the study of literary works related by theme, genre, author, and/or historical period.

Oral Language

The development of oral language skills includes competence in verbal and non-verbal communication. Language and thought develop concurrently; therefore competence in verbal skills promotes the development of higher-level thinking. Students develop skills in oral language through both formal and informal opportunities, demonstrating an awareness of their audience. Oral language is intrinsically linked to the learning process and is based upon the development of higher order thinking skills across the curriculum.

Writing

The District 67 writing curriculum encourages writing with a purpose, while promoting enjoyment of writing, and providing motivation to become lifelong writers. Writing is an expression of thought viewed as a process, which includes thinking, pre-writing, drafting, revising, evaluating, and sharing. Skill development is emphasized within a written context. Writing enables students to organize their thoughts and ideas and to communicate effectively with others. Through ongoing exploration of the writing process learners develop imagination and self-expression as they refine their skills in writing for a variety of purposes and audiences. The writing process is enhanced and supported in all curricular areas.

Mathematics

Mathematics provides essential problem-solving tools applicable to a range of scientific disciplines, business, and everyday situations. Mathematics is the language of quantification and logic; its elements are symbols, structures, and shapes. It enables people to understand and use facts, definitions, and symbols in a coherent and systematic way in order to reason deductively and to solve problems. We believe that math is:

1. The study of patterns, relationships, and quantitative symbols.
2. A symbolic language communicating concepts.
3. A process of creative and critical thinking.
4. A hierarchy of skills, concepts, and strategies utilized in theoretical and real-life situations.
5. The manipulation of data, materials, technology, and strategies to solve problems.
6. An integral part of all other disciplines.

Media Services

The school library media program plays a critical role in teaching and learning activities. It is integrated into the curriculum serving the school's educational goals and objectives by providing access to information and ideas for the entire school community. The school library media curriculum provides instruction for student research skills as well as exposure to a variety of authors and illustrators.

Science

Curiosity encourages inquiry; inquiry leads to knowledge. Both are equally valued. A quality science education provides structure and substance to the inquiry, and focus to the curiosity. One gains knowledge, acquires concepts, and develops ways of thinking, which provides the basis for understanding our world and how it works. Science education empowers students to make wise and ethical decisions for their future and the future of our society. Our science curriculum beliefs are:

1. Science, math and technology are interdependent and affect our daily lives.
2. Science instruction should be based on a vertical, spiraling K-8 curriculum.
3. Science concepts should be integrated within all subjects.
4. Exemplary science instruction should encourage students to raise questions, investigate phenomena, and search for answers.
5. Exemplary science instruction encompasses core science concepts, processes, and attitudes.
6. Science instruction should be provocative, challenging, enticing, and empowering.
7. Science should utilize previous study as building blocks.
8. Scientific literacy includes the ability to read and evaluate scientific literature and the ability to communicate about science both orally and in writing.

Social, Emotional, and Character Development

The Emotional Wellness Initiative operates under the core belief that all adults who come into contact with our students have a profound impact on their development as individuals. When schools effectively promote positive character development, they actually see strong academic benefits. We know that successes in life and personal wellness are linked to a set of relational skills that truly can be modeled, practiced, and encouraged each day. The skills toward working in teams, effective listening and speaking, positive decision-making, and calm conflict resolution are a top priority in our schools. With a true spirit of collaboration between school staff, parents, and the community, we successfully can guide our students toward reaching their unique potentials. The district has a robust plan to prevent bullying and intervention procedures for when it occurs. Comprehensive research based prevention programs are used district-wide.

Social Studies

Social studies is the integrated study of the social sciences and humanities which promotes civic awareness and competence. It honors diversity while simultaneously developing the cohesion necessary to sustain and nurture a democratic society in an interdependent world. Social studies provides opportunities to interact with others while acquiring the knowledge and skills to solve problems and to make informed and reasoned decisions for one's self as well as for the public good. Our social studies curriculum beliefs are:

1. Social studies instruction leads to a better understanding of self and place in local and global communities.

2. Optimum social studies instruction occurs when the student actively participates in the learning process.
3. Social studies instruction must be interactive and promote social skills, cooperation, decision-making, and problem solving.
4. Social studies instruction is most effective when integrated with other curricular areas, particularly at the K-4 level.
5. Social studies is a community-building experience that fosters respect for the fundamental human dignity that underlies all cultures and societies.
6. Social studies promotes civic competence by developing both the participation skills and sense of individual responsibility for civic involvement.
7. Social studies enables students to make connections such as:
   a. past, present, and future
   b. time and space
   c. cause and effect
   d. society and environment

Eight themes for social studies have been identified based upon the standards established by the National Council for Social Studies. These include: 1) Culture; 2) Global Connections; 3) Production, Distribution and Consumption; 4) Individuals, Groups and Institutions; 5) People, Places and the Environment; 6) Time, Continuity and Change; 7) Power, Authority and Governance; and 8) Civic Institutions and Practices.

In conjunction with these themes, social studies will include the development of skills such as expository, persuasive and analytical writing, map interpretation, the reading of charts and graphs, critical thinking, decision-making, and citizenship. Grades seven and eight work on a two-year world history sequence with American history integrated into the program.

Technology/21st Century Learning

In District 67 we believe that technology is a powerful tool for teaching and learning, essential in our effort to prepare students for success in the 21st century. We intend its use to be integrated into and supportive of every curriculum at all levels of instruction.

Our goal is to develop in our students, through the use of technology; problem solving skills, effective communications skills, the ability to engage in in-depth individual academic exploration, and an understanding of how to effectively access, evaluate, and utilize information.

In order to provide students access to their work from any classroom all computers are networked and students are encouraged to save their work on network servers. Networking also provides the means for information and communications to flow between classrooms, between buildings, and between District 67 and the world.

Technology Literacy

Technology literacy is the process of teaching about the computer and other technologies to develop within students the technology skills needed to effectively make use of technology in other curricular areas.

Primary students in kindergarten through fourth grade receive instruction in the effective use of information tools. This instruction occurs as a part of an overall integrated process. Information literacy is taught collaboratively between the Information Literacy Instructor and the classroom teacher. The information technology skills taught directly relate to content area curriculum and to classroom assignments.

In grades 3 and 4, each child is issued a NEO 2, a small laptop computer to develop keyboarding and computation skills to develop competence and confidence in their keyboarding and numeracy facilities. In addition, these laptops provide a tool for formative assessment and 1-1 use of a word processing tool to improve writing quality and quantity through research-based programs.

Fifth and sixth grade students each have a netbook computer to use throughout their middle school experience. Following our district's 21st Century initiative, teachers are working together to transform classroom learning to be less teacher-centered and more student-centered. They are redesigning instructional practices and curriculum expectations to increase opportunities for engagement, global awareness, creativity, critical thinking, problem solving, and communication to a variety of audiences through a variety of means. More information on our 21st Century initiative can be found on the district website.

In addition to this initiative, Social Studies and Science teachers in grades 7-8 redesigned curriculum expectations to embrace 21st Century Learning in the Social Studies and Science classrooms supported with six carts of netbooks that will be shared among their classrooms.

Wellness

Local Wellness Policy

(Please see exceptions on page 3.)

Lake Forest School District 67 is committed to providing a learning environment that supports and promotes wellness, good nutrition, an active lifestyle, and recognizes the positive relationship between good nutrition, physical activity, and the capacity of students to develop and learn.

The entire school environment, including classroom education, physical education, and meal service shall be aligned with healthy school goals to positively influence students' beliefs and habits and promote health and wellness, good nutrition, and regular physical activity. In addition, school staff shall be encouraged to model healthy eating and physical activity as a valuable part of daily life.

Wellness Program

The Wellness program is a fitness-based program for first through eighth grade students. The curriculum concentrates on increasing student's comprehension and application of fitness and movement concepts. Fitness instruction will teach the students how to apply these concepts so that they will improve their personal fitness level as well as their quality of life now and in the future.

The physical education portion of the program at the middle school will consist of heart rate monitored activities, which include circuit training, strength training, heart rate training, and other innovative methods to help students improve and maintain their individual fitness level. Students will also be using a personal fitness log to gain knowledge, set personal fitness goals, and monitor progress. During a typical week, fitness-based activities will be the focus of instruction two to three days a week. The remaining days will focus on skill development and modified games related to improving fitness and team-building/challenge initiatives.

The program also provides a high level of activity, which encourages problem solving and creativity. The emphasis is to provide diverse opportunities for individual success encouraging all students to work to their maximum through encouragement and positive reinforcement. The program promotes the enjoyment of being active while incorporating cooperation, respect, and the acceptance of differing levels of ability and leadership.

Health education incorporates skills, concepts, and ideas that enhance the total well being of the student. The program develops a balance of the emotional, social, intellectual, and physical aspects of human growth and development. This balance will help to enhance the quality of life for students. By including health education at all levels, students receive an early start to recognize the importance of a healthy lifestyle. It will also provide the building blocks for the development of children into capable adults who will make wise and healthy choices throughout their lifetime.

Areas included in the health area of the total wellness program include fitness, nutrition, safety education, emotional health, drug/alcohol awareness, human development, and disease prevention.

World Languages

The study of world language and culture provides students with the communication tools necessary for success in the pluralistic societies of the United States and abroad. Instruction focuses on the 5 Cs:

- **Communication** – conversing in the target language and understanding thoughts and ideas spoken by people of other cultures.
- **Culture** – comparing and contrasting their own culture with another culture.
- **Connections** – applying information and skills acquired in world language class to their studies in other classes.
- **Comparisons** – developing a more profound understanding of their own language by studying a world language.
- **Communities** – exploring uses of world language outside of the class.

Students begin world language instruction in second grade with Latin twice per week. The origins of words and the study of derivatives deepens the understanding of English and provides a basis for the study of other romance languages. In third grade students explore the language and cultures of French, Latin, Mandarin, and Spanish. From grade four through eight, students concentrate on the applicable skills in their selected language: reading, writing, listening, speaking, culture, decoding, and translating.

Mandarin Immersion

An optional Mandarin Immersion program was offered to parents of kindergarten and first graders this year. The program is housed at Cherokee Elementary School, but free bussing from Sheridan and Everett makes it available to students across the district. Two classes of full-day kindergartners and two classes of first graders receive a half-day of instruction spoken in English and the other half-day in Mandarin (50/50 immersion). Students in the program will continue to receive 50/50 Mandarin immersion through fourth grade. In the middle school, students will have the option to continue with the advanced study of Mandarin.

The new program follows sound research on how children best acquire new languages. More information about the program may be found on the district webpage under Curriculum and World Language. To ensure the program's success, the district has secured partnerships with Michigan State University, neighboring school districts with similar Mandarin immersion programs, and a sister elementary school in Chongqing, China.

Financial Information

Local Property taxes provide 86% of District 67's Operating Income. The remaining operating revenue for school operations comes from state and federal aid (6%), investment income, lunch fees, textbook rentals, and other revenues (8%).

Property tax income is a result of the tax levy request and various calculations and limitations administered by the County Assessor, local statues, and Illinois State statues. The Assessor determines the value for all real property, which is equalized by county and state multipliers. After the equalized assessed valuation is determined and the tax levy has been requested, the levy is translated into a tax rate.

The total tax rate for 2010 of $1.095 per $100 of equalized assessed valuation is made up of a number of separate Fund rates, since Fund accounting is mandated by law for Illinois Public Schools. The 2011-2012 rates by fund and current District 67 maximum rates are as listed:

Estimated Revenue & Other Financing Sources (2011-12)

Educational	23,882,382
Operations & Maintenance	5,878,255
Transportation	1,744,716
IMRF	691,434
Capital Projects	998,278
Working Cash	100

Projected Expenditures & Other Financing Uses (2011-12)

Educational	26,543,347
Operations & Maintenance	5,093,330
Transportation	1,170,732
Retirement	648,128
Capital Projects	1,015,335
Working Cash	0

Funds	2010 Rates	Current Maximum
Educational	.788	1.380
Operations, Building and Maintenance	.218	.250
Transportation	.046	.120
Fire & Safety Bonds	.0	Fixed
IMRF	.013	None
Special Education	.0	.020
Social Security	.013	–
Elementary School District 103 Bonds	.017	–
TOTAL TAX RATE	**1.095**	

Enrollment Information

Enrollment by School

	2001 2002	2002 2003	2004 2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Cherokee Elementary	396	415	421	425	421	420	422	397	380	354
Everett Elementary	449	439	468	469	448	425	414	400	377	369
Sheridan Elementary	305	303	288	285	285	358	345	300	290	272
Deer Path Middle School	1020	1015	1004	1048	1108	1078	1050	1043	1065	1039
Totals	**2170**	**2172**	**2181**	**2227**	**2258**	**2281**	**2231**	**2140**	**2112**	**2034**