

Hawthorn Schools



Normal school hours are as follows for the 2009-2010 school year.

North Campus

Elementary North

AM Kindergarten: 8:40 am – 11:25 am
 PM Kindergarten: 12:10 pm – 2:55 pm
 1st through 5th Grades: 8:40 am – 2:55 pm

Townline Elementary

AM Kindergarten: 8:50 am – 11:35 am
 PM Kindergarten: 12:20 pm – 3:05 pm
 1st through 5th Grades: 8:50 am – 3:05 pm

Middle North

6th, 7th, and 8th Grades: 7:40 am – 2:10 pm

South Campus

Elementary South

AM Kindergarten: 8:40 am – 11:25 am
 PM Kindergarten: 12:10 pm – 2:55 pm
 1st through 5th Grades: 8:40 am – 2:55 pm

Aspen Elementary

AM Kindergarten: 7:55 am – 10:40 am
 PM Kindergarten: 11:25 am – 2:10 pm
 1st through 5th Grades: 7:55 am – 2:10 pm

Middle South

6th, 7th, and 8th Grades: 7:40 am – 2:10 pm

H.E.L.P.s

Housed at Aspen Elementary

AM PreK, Early Childhood: 7:55 am – 10:40 am

PM PreK, Early Childhood: 11:25 am – 2:10 pm

Hawthorn School District 73

Education Services Center

841 West End Court

Vernon Hills, Illinois 60061

847.990.4200 Fax 847.367.3290

www.hawthorn73.org

District 73 Board of Education

Timothy Shanahan, President shanahant@hawthorn73.org	847-816-5965	Theresa Calabrese calabreset@hawthorn73.org	847-573-1696
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District Administrators

Sue Zook, Ed.D. Superintendentzooks@hawthorn73.org	847-990-4244	Jim Batson Technology Services Manager batsonj@hawthorn73.org	847-990-4231
Eileen Conway Director of Human Resources conwaye@hawthorn73.org	847-990-4216	Lara Christoun Coordinator of Bilingual Education & Federal Projects christounl@hawthorn73.org	847-990-4254
Alan Hahn Director of Finance and Business Operations hahna@hawthorn73.org	847-990-4223	Karen Olker Coordinator of Staff Development olkerk@hawthorn73.org	847-990-4282
Joy Kane Director of Special Services kanej@hawthorn73.org	847-990-4243	Judith Shaffer Coordinator of Special Services shafferj@hawthorn73.org	847-990-4857
Lisa Cerauli Director of Student Achievement and 21st Century Learning ceraulil@hawthorn73.org	847-990-4251	Renee Ullberg Coordinator of Special Services ullberg@hawthorn73.org	847-990-4235

District School Psychologists

John Metzger Karla Downey	metzgerj@hawthorn73.org downeyk@hawthorn73.org	Lisa Anderson andersonl@hawthorn73.org
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District Office Personnel

Patti Barclay, Asst. to Eileen Conway Gloria Bentzen, Asst. to Alan Hahn Tanja Blaustein, Registrar Lynn Brandl, Public Relations Debbie Buttita, Clerk Sharon Colon, Payroll Bookkeeper Julie Georgeson, T+L Support Spec. Lisa Gosen, CIO Debra Haszel, Asst. to Eileen Conway Becky Hill, Asst. to Sue Zook Dave Hunwick, Instructional Technology Service Specialist	barclayp@hawthorn73.org bentzeng@hawthorn73.org blausteint@hawthorn73.org brandll@hawthorn73.org buttitad@hawthorn73.org colons@hawthorn73.org georgesonj@hawthorn73.org gosenl@hawthorn73.org haszeld@hawthorn73.org hillr@hawthorn73.org	Mike Klein-Thunholm, Network & Information Specialist Cinde Klunder, Asst. to Lisa Cerauli & Karen Olker Janine Morimoto, Accts. Payable Shari Niemesz, Asst. to Joy Kane & Renee Ullberg Mary Sas, Accts. Payable Martha Skelley, Asst. to Joy Kane Nancy Zielonka, Insurance	hunwickd@hawthorn73.org thunholmm@hawthorn73.org klunderc@hawthorn73.org morimotoj@hawthorn73.org niemeszs@hawthorn73.org sasm@hawthorn73.org skelleym@hawthorn73.org zielonkan@hawthorn73.org
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Operations & Maintenance

James Staples, District Facilities Manager Jennifer Heavin, Asst. to James Staples	staplesj@hawthorn73.org heavinj@hawthorn73.org	Bernie Marino, Maintenance Branko Materic, Maintenance	Mike Liberio, HVAC Tech
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August 2009

Dear Hawthorn Families:

It's my honor and privilege to serve as the new superintendent of the Hawthorn school district and to welcome everyone to the 2009-2010 school year!

Although I am beginning my 18th year at Hawthorn District 73, I am excited about this new beginning as your superintendent. Although there have not been drastic changes over the summer, I hope that you will have many positive first impressions and experiences throughout the school year. I look forward to becoming an even more active member of the school and village communities. When you see me at various school activities and events, I hope you will introduce yourself and share with me your experiences, hopes, and dreams for your children and our school district's future.

The start of a new school year brings new challenges and a great deal of excitement to everyone. With our mission of "Learning for All - Whatever It Takes," a key objective is to ensure that every student meets or exceeds state and Hawthorn standards. We accomplish this target by hiring highly qualified teachers, innovative principals, and experienced support staff to design and deliver rich and rigorous instructional programs. Academic achievement is a top priority at all of our schools. As a school district serving diverse student populations, we are challenged to meet the learning needs of all students. While we are pleased by the gains that we have made in recent years, we also know we have more work to do and will continue to focus our efforts in this area.

Recently, our country entered a period of significant economic uncertainty. Thanks to our school board's thoughtful action to approve a new five-year contract for teachers and staff, as well as to approve the resolution providing for the issue of School Bonds, the district is in a good place to sustain the quality programs that the Hawthorn community has come to know and expect. We will continue to work hard and more creatively to identify other sources of revenue and financially responsible practices to retain our status as a high-performing district and our efforts to provide:

- Quality instruction and academic rigors for all students.
- Effective evaluation for students.
- Support for teachers in their work with students.
- Positive school/community relationships.
- Quality facilities for students.

The level of support that the community of Hawthorn has always shown for its schools is hardly matched in the State of Illinois. We are indeed grateful for the cooperation and support we receive from you, our school patrons.

Please know that my door is always open to you, and you are welcome to contact me at any time. I wish you and your children much success and a great school year. Together we can ensure that those positive first impressions and experiences at Hawthorn become lasting ones.

Best regards,



Susan Zook, Ed.D., Superintendent



August 2009

31 First Day of School for Students in Grades 1-8 (No Kindergarten)	
Aspen Elementary (Grades 1-5)	7:55 am - 9:55 am
Elementary North (Grades 1-5)	8:40 am - 10:40 am
Elementary South (Grades 1-5)	8:40 am - 10:40 am
Townline Elementary (Grades 1-5)	8:50 am - 10:50 am
Middle North (Grades 6-8)	7:40 am - 9:40 am
Middle South (Grades 6-8)	7:40 am - 9:40 am

September 2009

1 First Full Day of School for Students in Grades K-8	
Kindergarten: Aspen AM Kindergarten	7:55 am - 10:40 am
Aspen PM Kindergarten	11:25 am - 2:10 pm
Elementary North/Elementary South AM Kindergarten	8:40 am - 11:25 am
Elementary North/Elementary South PM Kindergarten	12:10 am - 2:55 pm
Townline AM Kindergarten	8:50 am - 11:35 am
Townline PM Kindergarten	12:20 am - 3:05 pm
Grades 1-5: Aspen Elementary	7:55 am - 2:10 pm
Elementary North	8:40 am - 2:55 pm
Elementary South	8:40 am - 2:55 pm
Townline Elementary	8:50 am - 3:05 pm
Grades 6-8: Middle North	7:40 am - 2:10 pm
Middle South	7:40 am - 2:10 pm
2 Townline Family Night	6:30 pm
3 Middle North Fall Athletic Parent Meeting – Middle School North Cafeteria	7:00 pm
3 Middle South Fall Athletic Parent Meeting – Middle School Multi-Gym	7:00 pm
4 Labor Day – NO SCHOOL FOR ALL STUDENTS	
8 Elementary South Back to School Night, Grades K-2 (Parents Only)	7:00 pm
8 Townline Back to School Night, Grades K-2 (Parents Only)	7:00 pm
10 Elementary South Back to School Night, Grades 3-5 (Parents Only)	7:00 pm
10 Townline Back to School Night, Grades 3-5 (Parents Only)	7:00 pm
11 Elementary North Family Night	6:30 pm
14 PreKindergarten/Early Childhood First Day of School	
14 4th Grade Band/Orchestra Parent Recruitment Meeting – Middle South Gym	7:00 pm
15-17 4th Grade Band/Orchestra Recruitment Appointments – Middle South Music Suite	3:30 pm - 8:00 pm
15 Elementary North Back to School Night, Grades 3-5 (Parents Only)	7:00 pm
15 Aspen Back to School Night Grades K-5 (Parents Only)	7:00 pm
23 Middle North, Back to School Curriculum Night (Parents Only)	7:00 pm
23 Middle South, Back to School Curriculum Night (Parents Only)	7:00 pm
28 Yom Kippur – NO SCHOOL FOR ALL STUDENTS	
29 4th Grade Band Instrument Orientation Night – Middle South Gym & Music Suite	7:00 pm - 8:30 pm

October 2009

2	Aspen Family Night	6:30 pm
6	Middle of Trimester 1	
12	Columbus Day – NO SCHOOL FOR ALL STUDENTS	
16	Elementary South Family Night	6:30 pm
16	Townline Family Night	6:30 pm
19	Midterm Reports Distributed	
23	Snowflake at Oak Grove Middle School (Middle North/Middle South 7th and 8th Grades)	
26	VHHS Band Festival Rehearsal & Pizza Party, MN/MS Grades 7&8 – Middle North	6:00 pm - 9:00 pm
27	Middle North Early Winter Athletic Parent Meeting – Middle North Cafeteria	6:30 pm
27	Middle South Early Winter Athletic Parent Meeting – Middle South Multi Gym	6:30 pm
27	Middle North Fall Athletic Awards Night – Middle School Cafeteria	7:15 pm
27	Middle South Fall Athletic Awards Night – Middle School Multi Gym	7:15 pm
29	VHHS Choral Festival at Vernon Hills High School; All Day Rehearsal; Concert at VHHS	7:30 pm

November 2009

4	VHHS Band Festival at Vernon Hills High School; All Day Rehearsal; Concert at VHHS	7:30 pm
11	Veteran's Day – NO SCHOOL FOR ALL STUDENTS	
12	VHHS Orchestra Festival at Vernon Hills High School; All Day Rehearsal; Concert at VHHS	7:30 pm
13	Elementary North Family Night	6:30 pm
21	End of Trimester 1	
23	Evening Parent/Teacher Conferences for Grades K-8	
24	Parent/Teacher Conferences (AM Only) – NO SCHOOL FOR ALL STUDENTS	
25-27	Thanksgiving Break – NO SCHOOL FOR ALL STUDENTS	

December 2009

4	Townline Family Night	6:30 pm
7	Trimester 1 Report Cards Distributed	
8	Middle South Band/Jazz Band Concert – Middle South Gym	7:00 pm
11	Aspen/Elementary South Band Concert, Grades 4 & 5 – Aspen Gym	7:00 pm
14	Townline Choral Production, 5th Grade Eagle Chorus – Townline Cafeteria	7:00 pm
15	Middle North Band/Jazz Band Concert – Middle North Gym	7:00 pm
17	Elementary South 5 th Grade Band & Orchestra Concert – Middle South Gym	7:00 pm
21-31	Winter Break – NO SCHOOL FOR ALL STUDENTS (school resumes January 4)	

January 2010

4	School resumes after Winter Break	
12	Elementary North/Townline Orchestra Concert – Townline Gym	7:00 pm
13	Middle North Late Winter Athletic Parent Meeting – Middle North Cafeteria	6:30 pm
13	Middle South Late Winter Athletic Parent Meeting – Middle South Multi Gym	6:30 pm
13	Middle North Early Winter Athletic Awards Night – Middle North Cafeteria	7:15 pm
13	Middle South Early Winter Athletic Awards Night – Middle South Multi Gym	7:15 pm
14	Elementary North Grades 4 & 5 Band Concert – Elementary North Gym	7:00 pm
15	Middle of Trimester 2	
18	Martin Luther King's Birthday – NO SCHOOL FOR ALL STUDENTS	

19	Vernon Hills High School 8th Grade Orientation – VHHS	6:30 pm
19	Aspen/Elementary South Orchestra Concert, Grades 4 & 5	7:00 pm
20	Townline Band Concert, Grades 4 & 5 – Townline Gym	7:00 pm
21	Middle South Orchestra/Choral Concert – Middle South Gym	7:00 pm
22	Aspen Family Night	6:30 pm
22	Elementary North Family Night	6:30 pm
22	Townline Family Night	6:30 pm
26	Middle North Orchestra/Choral Concert – Middle North Gym	7:00 pm
28	District-wide Incoming Kindergarten Parent Information Night – Middle South	7:00 pm
29	Elementary South Family Night	6:30 pm
29	Midterm Reports Distributed	

February 2010

1	Elementary North/Elementary South Kindergarten Tours	8:00 am - 8:30 am 6:30 pm - 7:00 pm
2	Townline Kindergarten Tours	8:00 am - 8:30 am 6:30 pm - 7:00 pm
5	Aspen Kindergarten Tours	8:00 am - 8:30 am 6:30 pm - 7:00 pm
12	Kindergarten Parent/Teacher Conferences - NO SCHOOL FOR KINDERGARTEN STUDENTS	
15	Presidents' Day – NO SCHOOL FOR ALL STUDENTS	
16	Middle South Band Pre-Contest Concert – Middle South Gym	7:00 pm
18	Middle North Band Pre-Contest Concert – Middle North Gym	7:00 pm
19	PTO 5th Grade Boys' Night Out (boys and their father/father figures) - Middle North	6:30 pm - 8:30 pm
25	Evening Parent/Teacher Conferences - Grades K-8	
26	Parent/Teacher Conferences, Grades K-8 (AM only) – NO SCHOOL FOR ALL STUDENTS	
26	Kindergarten and Elementary Building Applications Due at District Office	

March 2010

1	Casimir Pulaski Day – NO SCHOOL FOR ALL STUDENTS	
5	End of Trimester 2	
5	Aspen Family Night	6:30 pm
5	Elementary North Dr. Seuss Family Night	6:30 pm
6	PTO Mother-Daughter 4th Grade Tea (girls and their mothers/mother figures) – Sullivan Center	1:00 pm - 3:00 pm
11	Middle South/Townline Choral Concert - Middle South Multi-purpose Room	7:00 pm
19	Trimester 2 Report Cards Distributed	
19	Elementary South Family Night	6:30 pm
19	Townline Family Night	6:30 pm
21	PTO Variety Show – Middle South	Time TBD
23	Middle North Spring Athletic Parent Meeting – Middle North Cafeteria	6:30 pm
23	Middle South Spring Athletic Parent Meeting – Middle South Multi Gym	6:30 pm
23	Middle North Late Winter Athletic Awards Night – Middle North Cafeteria	7:15 pm
23	Middle South Late Winter Athletic Awards Night – Middle South Multi Gym	7:15 pm
24	Continuing Student Registration Materials Due to Student's School	
26	Middle North/Middle South/VHHS Jazz Concert – Middle North	7:00 pm
29-31	Spring Break – NO SCHOOL FOR ALL STUDENTS (school resumes April 5)	

April 2010

5	School resumes after Spring Break	
13	Middle South "A Celebration of Music" Band Concert – Middle South Gym	7:00 pm
16	Aspen Family Night	6:30 pm
16	Townline Family Night	6:30 pm
19	Middle of Trimester 3	
22	Middle North Incoming 6th Grade Parent Orientation – Middle North Cafeteria	7:00 pm
22	Middle South Incoming 6th Grade Parent Orientation – Middle South Gym	7:00 pm
23	Middle South Play – Middle South Multi-purpose	7:00 pm
27	Townline Open House, Grades K-2	7:00 pm
29	Townline Open House, Grades 3-5	7:00 pm
30	Elementary South Family Night	6:30 pm

May 2010

3	Midterm Reports Distributed	
4	Elementary South Open House/Elementary South Open House, Grades K-2	7:00 pm
6	Elementary South Open House/Elementary North Open House, Grades 3-5	7:00 pm
7	Middle North School Play	7:00 pm
11	Elementary North Band Concert, Grades 4 & 5 – Elementary North Gym	7:00 pm
12	Townline/Elementary North Band Concert, Grades 4 & 5 – Middle North Gym	7:00 pm
12	Middle South Open House	7:00 pm
13	Middle North Open House	7:00 pm
14	Elementary North Family Night	6:30 pm
17	Townline Choral Production, 5th Grade Eagle Chorus – Townline Cafeteria	7:00 pm
18	Aspen/Elementary South Orchestra Concert, Grades 4 & 5 – Aspen Gym	7:00 pm
19	Townline Band Concert, Grades 4 & 5 – Townline Gym	7:00 pm
21	Elementary North/Townline Orchestra Concert – Townline Gym	7:00 pm
25	Middle North Spring Athletic Awards Night – Middle North Cafeteria	7:00 pm
25	Middle South Spring Athletic Awards Night – Middle South Multi Gym	7:00 pm
25	Middle North 8th Grade Awards Night – Middle North Gym	7:00 pm
25	Middle South 8th Grade Awards Night – Middle South Gym	7:00 pm
27	Aspen/Elementary South Band Concert, Grades 4 & 5 – Aspen Gym	7:00 pm
31	Memorial Day – NO SCHOOL FOR ALL STUDENTS	

June 2009

4	Townline Family Night	6:30 pm
7	Middle North/Middle South Eighth Grade Promotion Ceremony at Vernon Hills High School	7:00 PM
8	LAST DAY for all KINDERGARTEN Students (If NO snow/emergency days are used.)**	
5	LAST DAY of Attendance for Students in Grades 1-7 (If NO snow/emergency days are used.)**	
	One-hour Day and Final Report Card Distribution for Students in Grades 1-7	
	Last Day Schedule:	
	Elementary North/Elementary South, Grades 1-5	8:40 am to 9:40 am
	Aspen, Grades 1-5	7:55 am to 8:55 am
	Townline, Grades 1-5	8:50 am to 9:50 am
	Middle North/Middle South, Grades 6 & 7	7:40 am to 8:40 am

** June dates will be adjusted if school is not in session due to inclement weather.

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Aspen Elementary (Grades PreK-5) – South Campus

500 N. Aspen Drive, Vernon Hills, Illinois 60061

Phone: 847-990-4300 Fax: 847-816-6931

Tom Springborn, Principal

Robert Collins, Assistant Principal

Office Staff

Wendy Giovanetto, Principal's Secretary

Sandy Fairbairn, Student Secretary

Deb Jones, Copy Clerk

Gayle Shanahan, Teacher Clerk

Classroom Teachers

Debi Anderson - First Grade

Stefanie Bechler - Second Grade

Joy Brocks - Kindergarten

Jean Earhart - Third Grade

Sally Hanson - First Grade

Sarah Ivy - Third Grade

Leslie Johnson - Fourth Grade

Kelly Kirby - Kindergarten

Carly Landaker - First Grade

Tara Neville - Fifth Grade

Michelle Pogachnik - Third Grade

Joyce Schullian - Fifth Grade

Carrie Strauts - Early Childhood

Randi Szoke - Second Grade

Lauren Timony - Second Grade

Tiffany Treat - First Grade

Maureen Vinci - Fifth Grade

Beth Wienckowski - Early Childhood

Kathy Wysong - Fourth Grade

Support Services

Anne Block - Social Worker

Sue Bonnem - Speech

Tony Carlsen - P. E.

Carl Fritz - Band

Joan Galantha - Art

Lindsay Gerjol - Learning Center

Debbie Hurst - ELL - Learning Center

Crystal Krawchuk - Orchestra

Kathy Manchester - Music

Karrie Meiners - P. E., Technology Teacher

Kathy Michalak - Speech

Tara Moncada - ELL Learning Center

Cara Ripes - Nurse

Peg Romberg - Nurse

Dorothy Schrems - Technology Facilitator

Joan Sheldon - Health/P. E.

Jackie Vrabel - Library/Technology Teacher

Karen Wheeler - Learning Center

Operations and Maintenance

Jim McDonald, Lead Custodian

Philosophy

The philosophy of Aspen Elementary is derived from the Quality School Model developed by Dr. William Glasser. Aspen was declared Illinois' first Glasser Quality School in 2005. Dr. Glasser also has developed the Choice Theory philosophy which is focused around internal motivation as opposed to external control practices. Aspen Elementary is unique in that Choice Theory gives direction to all operations of the school. Current best practice research is also utilized to guide instruction at the school.

H.E.L.P.s Hawthorn Early Learning Programs**Aspen Elementary (Grades PreK – Early Childhood) – South Campus**

500 N. Aspen Drive, Vernon Hills, Illinois 60061

Phone: 847-990-4377 Fax: 847-9182174

Judy Shaffer, Coordinator of Special Services Sue Bartuska, Liaison for PreK/Early Childhood

Office Staff

Mayra Lanuza, Admin. Asst. for PreK/Early Childhood
Nancy McVicker, Admin. Asst. for PreK/Early Childhood

Support Services

Lisa Anderson - PreK/EC Psychologist
Bonnie Grube - PreK/EC Speech

Classroom Teachers

Carly Buda - Early Childhood
Elizabeth Dhanji - PreKindergarten
Diane Motley - PreKindergarten
Jennifer Quall - Early Childhood
Cheryl Sanks - PreKindergarten
Carrie Strauts - Early Childhood

Philosophy

The H.E.L.P.s program provides services for Hawthorn District #73 students from children 3 - 5 years of age. H.E.L.P.s consists of the combination of Early Childhood Special Education and PreK At Risk programs. Our program emphasizes the education of the whole child using a developmentally appropriate curriculum. We believe parent involvement plays a crucial role in the education of young children and have designed a program to meet the needs of Hawthorn's youngest students and their families.

Elementary North (Grades K-5) – North Campus

301 Hawthorn Parkway, Vernon Hills, Illinois 60061

Phone: 847-990-4500 Fax: 847-367-3297

Richard Viviano, Principal

Office Staff

Helen Chmura, Principal's Secretary
Connie Wroblewski, Student Secretary
Heather Hussion, Teacher Clerk
Beverly Stulginskas, Office Clerk
Carmen Neuhauser, Copy Clerk

Classroom Teachers

Angelena Colon - Fourth Grade
Monica Dawson - Second Grade
Betsy Drake - Second Grade
Betsy Gelhbach - Third Grade
Mary Hehr - Third Grade
Cara Hunwick - First Grade
Emily Jones - Third Grade
Nicole Joslyn - Kindergarten
Susan Kobeski - Fifth Grade
Lisa Lasko - Kindergarten
Hillary Marchel - Kindergarten
Shellie McConnell - First Grade
Alyssa Munch - Fourth Grade
Karen Oliver - Second Grade
Catherine Park - Third Grade
Nichole Petersen - First Grade
Melinda Preuss - Fifth Grade
Lisa Ramirez - Fifth Grade
Barb Rudolph - Fifth Grade
Laurie Spangle - Second Grade
Garon Stewart - Fourth Grade
Rachel Zabel - Fourth Grade

Support Staff

Susan Albert - Learning Center
Katie Bartel - Music/Band
Cindy Blair - Art
Kristie Blasinski - Physical Education
Sharon Cepican - Health Clerk
Marie Deutschmann - Technology Facilitator
Susie Dicello - Learning Center - AAA
Lori Dougherty - Learning Center
Apri Foley - Social Work
Sarah Kalb - Music
Sachiko Kim - Music
Becky Kotzin-Gustafson - Social Work
Lori McKenzie - Learning Center
Susan Miller - Learning Center
Katie Ori - Speech/Language
Matt Polnow - Physical Education
Loretta Pittman - Learning Center - AAA
Toni Schramm - Library/Media Specialist
Rachel Smith - Literary Resource
Nicole Snow - Speech
Roseann Spiewak - Nurse
Pam Stanley - Orchestra
Rebecca Staszak - Art
Terry Thourson - Physical Education
Jennifer Vazque Vazquaz - Learning Center
Kristen Wilson - Physical Education

Operations and Maintenance

Eric Knackstedt, Lead Custodian

Philosophy

Teaching and learning at Elementary North are guided by Howard Gardner's Theory of Multiple Intelligences and incorporate differentiation, flexible grouping, and learning communities. The multiple intelligences include: verbal-linguistic, mathematical-logical, musical, visual-spatial, bodily-kinesthetic, interpersonal, intrapersonal, naturalist, and existential. Gardner's philosophy is incorporated with other best practices in order to best meet the needs of students.

Elementary South (Grades K-5) – South Campus

430 North Aspen Drive, Vernon Hills, Illinois 60061

Phone: 847-990-4800 Fax: 847-918-9251

Jill Martin, Principal Robert Collins, Assistant Principal

Office Staff

Mary Amidei, Principal's Secretary
 Maureen Maher, Student Secretary
 Debbie Haines, Teacher Clerk
 Josie Hormel, Copy Clerk
 Gina Altemese, Office Clerk

Classroom Teachers

Susie Ahrens - Fifth Grade
 Jennifer Arroyo - First Grade
 Jeanne Bleck - First Grade
 Carrie Cymerman - Fourth Grade
 Connie Cymerman - First Grade
 Jami Dehn - Third Grade
 Erin Dingman - Kindergarten
 Kelly Garner - Third Grade
 Tina Hansen - Second Grade
 Leslie Harris - Kindergarten
 Megan Holt - Fifth Grade
 Marlene Horan - Fourth Grade
 Nicole Joslyn - Kindergarten
 Kirsten Kloss - Fifth Grade
 Patrice Lagos - Kindergarten
 Katie Lardo - Fourth Grade
 Sarah Lawless - First Grade
 Kathy McBeath - Second Grade
 Anne Moebius - Third Grade
 Laura Preston - Third Grade
 Traci Rayl - Second Grade
 Joanne Schorsch - Fourth Grade
 Laurie Schutte - Second Grade
 Andrea Trela - Fifth Grade
 Judi Urbanek - First Grade
 Lindsey Waitzman - Third Grade

Support Staff

Paul Amos - Physical Education
 Karen Brennan - Art
 Tom Church - Physical Education
 Christina Fee - Physical Education
 Conrad Floeter - Learning Center
 Carl Fritz - Band
 Susan Gresik - Technology Facilitator
 Jean Kopstein - Learning Center
 Katie Krajewski - Physical Education
 Crystal Krawchuk - Orchestra
 Pam Lutter - Music
 Katie McFadden - Speech/Language
 Francie Mundrane - Nurse
 Rachel Pomeranets - Learning Center
 Cheryl Rejc - Speech/Language
 Kathy Rossett - Music
 Cathy McDonald - Library/Media Specialist
 Gina Selander - Learning Disabilities
 Karen Spielman - Social Worker
 Elaine Sullivan - Reading Specialist
 Phyllis Townsley - Art
 Katie Waggoner - Lead Mentor
 Wendy Walther, Social Worker
 Gina Zubert - Learning Center

Operations and Maintenance

Henry Yuen, Lead Custodian

Philosophy

Teaching and learning at Elementary South are guided by Howard Gardner's Theory of Multiple Intelligences and incorporate differentiation, flexible grouping, and learning communities. The multiple intelligences include: verbal-linguistic, mathematical-logical, musical, visual-spatial, bodily-kinesthetic, interpersonal, intrapersonal, naturalist, and existential. Gardner's philosophy is incorporated with other best practices in order to best meet the needs of students.

Townline (Grades K-5) – North Campus

810 North Aspen Drive, Vernon Hills, Illinois 60061

Phone: 847-990-4900 Fax: 847-990-4999

Karen Cencula, Principal

Betsy Sostak, Principal

Townline Elementary School

Karen Cencula, Principal

Office StaffDiane Graham, Principal's Secretary
Debbie Hussion, Student Secretary**Classroom Teachers**Jennifer Achs - Fourth Grade
Adrienne Anderson - Third Grade
Mimi Batson - First Grade
Brenda Blue - First Grade
Katie Carney - Third Grade
Kristi Hughes - Second Grade
Jennifer Koschmann - Third Grade
Diane Krueger - Fourth Grade
Mindy Lamberti - Second Grade
Jennifer Lee - First Grade
Ellen Macy - Third Grade
Jennifer Noncek - Fourth Grade
Megan Rathe - Fourth Grade
Jacqueline Ray - Fourth Grade
Dawn Roth - Fifth Grade
Kelly Rude - Kindergarten
Melissa Sabin - Second Grade
Jennifer Sajovec - Kindergarten
Jennifer Schmidt - Fifth Grade
Chris Schmitt - Fifth Grade
Jennifer Tiller - Fifth Grade
Katie Wheeler - Second Grade**Townline School of Dual Language**

Betsy Sostak, Principal

Office StaffMartha Skelley, Principal's Secretary
Renie Shaffer, Student Secretary**Classroom Teachers**Gambol Beham - First Grade
Nicole Bellini - First Grade
Jaimie Clapp - Fifth Grade
Andrea Clark - Third Grade
Lilia Davis - Second Grade
Laurel Deeter - Fifth Grade
Maria Delannoy - First Grade
Lauren Di Benedetto - Third Grade
Dana Hochleutner - Second Grade
Raquel Kim - Fourth Grade
Laura Klunder - Kindergarten
Jenna Malovey - Kindergarten
Millie Naughton - Second Grade
Mindy Sierzega - Second Grade
Marissa Vazquez - Fourth Grade**Shared by Both Schools****Support Staff**Kristy Adamczak - Speech Language
Jennifer Berning - Early Learning Speech
EllenBooth - Office Clerk
Cheryl Ciampa - Physical Education
Anna Marie Cichelli - Teacher Clerk
Maureen Coutre - Learning Center
Chris Crandall - Physical EducationNicole Dominguez - Social Work
SarahDontsow - Learning Disabilities
Kathy Falotico - Social Work
Carmen Flores - Spanish
Carmen Garcia - Learning Center
Sally Glenn - Learning Center
Cathy Gross - Library/Media Specialist
Alice Grubb - Music
Chris Hansen - Technology Facilitator
Sam Jaramillo - Art
Karen Johnson - Learning Center
Sarah Kalb - Art/Music
Cathy Lanyon - Learning Disabilities
Denise Martin - Physical Education
Brendan O'Brien - Physical Education
Stephanie Paparella - Nurse
Teri Phlor - Band/Music
Jaime Ploegert - Occupational Therapy
Jaclyn Richter - Physical Education
Megan Rubens - Speech/Language
Elizabeth Scarborough - Art
Amy Schaeftges - Music
SusanSpinell - Nurse
Pam Stanley - Orchestra/Music
Kathy Valentini - Nurse
Mary VanderMey - Copy Clerk
Patty VonKamecke - Learning Center
Barb Zailyk - Learning Center**Operation and Maintenance**Raymond Beltran, Lead Custodian
Carlos Mendoza, Custodian**Philosophy**

Townline Elementary is guided by the Bernstein Artful Learning Model, which uses the arts as vehicles for learning across the curriculum. It provides an opportunity for learners to construct meaning, principally through concept-driven inquiry. The use of the arts produces high levels of engagement and opportunities for authentic application of student learning.

Through the universal concepts studied in the Bernstein Model of Learning, Townline students will extend their appreciation of the broader world while developing a respect and understanding for other cultures. As part of that cultural understanding, all students at Townline Elementary will have the opportunity to learn basic Spanish or to participate in a dual language program.

Middle North (Grades 6-8) – North Campus

201 Hawthorn Parkway, Vernon Hills, Illinois 60061

Phone: 847-990-4400 Fax: 847-367-8124

Anna Groh, Principal Luis Salto, Assistant Principal

Office Staff

Vicki Brown, Principal's Secretary
 Dyann Lamprich, Student Secretary
 Julie Kravitz, Office Clerk
 Peg O'Hara, Teacher Clerk

Classroom Teachers

Nancy Alexander - Eighth Grade
 Tommie Arens - Seventh Grade
 Erin Brickman - Seventh Grade
 Audrey Dzhurov - Sixth Grade
 Sandi Epstein - Sixth Grade
 Kathy Ford - Sixth Grade
 Jennifer Harris - Eighth Grade
 Brenda Henriksen - Sixth Grade
 Jeff Howat - Sixth Grade
 Jason Kao - Seventh Grade
 Tom Koch - Eighth Grade
 Chris Kwiatkowski - Eighth Grade
 Kyle McKenzie, Seventh Grade
 Jane Munsell - Seventh Grade
 Kim Newton - Seventh Grade
 John Reid - Seventh Grade
 Julie Rohlfling - Sixth Grade
 Rachel Serlin - Sixth Grade
 Doug Shearer - Eighth Grade
 Marilyn Simon - Eighth Grade
 Norma Tanner - Eighth Grade
 Kirk Teichert - Eighth Grade
 Judy Waitz - Sixth Grade

Support Staff

Kathryn Balmes - Foreign Language
 Patrick Cantagallo - Band
 Janine Carozza - Health
 Chris Dierbeck - Technology Facilitator
 Cathy Dismer - English Language Development
 Jennifer Greenwell - Orchestra
 Erin Hawkinson - French/Writing Specialist
 Sharon Horan - Library/Media Specialist
 Sheryl Juliano - Foreign Language
 Sheryl Kabak - Teaching/Learning Coach
 Carol LaBissoniere - Music/Drama
 Evelina Lasch - Social Work
 Dennis Matuch - Digital Film
 Teri McDonough - Physical Education
 John Ostrander - Physical Education
 Stephanie Petkie - Reading Specialist
 Marilyn Ring - Art
 Erin Roche - Learning Disabilities
 Brian Rude - Physical Education
 Kathleen Salse - Nurse
 Colleen Schultz - Learning Disabilities
 Joanne Silvertrust - Speech/Language
 Tanya Stahl - Information Literacy
 Kim Sue - Learning Disabilities
 Bruce Tossey - Physical Education
 Connie Travis - Educational Specialist
 Brian VanStaalduinen - Social Work
 Erin Witt - Learning Disabilities

Operation and Maintenance

Loucher Cooper, Lead Custodian
 Wilfrano Vasquez, Night Custodian

Philosophy

Middle School North incorporates the accepted philosophical and organizational components of a middle-level school as defined by the National Middle School Association. The school is characterized by: educators committed to young adolescents; a shared vision; high expectations; an adult advocate for every student; family and community partnerships; and a positive school climate.

Key components of the middle-school model include: a curriculum that is challenging, integrative, and exploratory; varied teaching and learning approaches; assessment and evaluation that promote learning; flexible organizational structures; programs and policies that foster health, wellness, and safety; and comprehensive guidance and support services.

Middle South (Grades 6-8) – South Campus

600 North Aspen Drive, Vernon Hills, Illinois 60061

Phone: 847-816-8317 Fax: 847-816-9259

Joy Mullaney, Principal Robert Natale, Assistant Principal

Office Staff

Renée Rosinski, Principal's Secretary
Sandra Cruickshank, Student Secretary
Mari Kuehl, Office Clerk
Jackie Amidei - Copy Clerk
Debbie Liden, Copy Clerk
Colette Frazier, Teacher Clerk
Sandra Wingader, Nurse's Clerk

Classroom Teachers

Tia Alexander - Eighth Grade
Katie Baynai - Seventh Grade
Sally Busse - Eighth Grade
Mary Castellano - Seventh Grade
Jim Cieciva - Sixth Grade
Eilene Duhig - Sixth Grade
Sara Elfering - Seventh Grade
Kerry Frischkorn - Eighth Grade
Chris Humboldt - Sixth Grade
Karen Janisch - Eighth Grade
David Kleinschmidt - Eighth Grade
Lisa Lee Kimchik - Eighth Grade
Linda Knezovich - Sixth Grade
Mary Krause - Sixth Grade
Tim Kuehl - Eighth Grade
Shannon Masini - Seventh Grade
Josephine Munkvold - Seventh Grade
Joe Omiatek - Seventh Grade
Renee Schiemann - Eighth Grade
Lisa Wilgus - Seventh Grade
Maureen Wright - Sixth Grade
Dan Yablonsky - Seventh Grade

Support Services

Janet Adelman - Learning Disabilities
Faith Becker - Speech/Language
Mary Benton - Art
Rhonnie Bogenschutz - Learning Disabilities
Matt Cameron - Physical Education
Esther Choi - Learning Disabilities
Michelle DiCarlo - English Language Development
Irv Dvorak - Technology Facilitator
David Firnbach - Industrial Technology
Jim Garbrecht - Band
Diane Grimes - Health
Michelle Heath - Spanish
Suzanne Jozwiak - Music
Sheryl Kabak - Teaching/Learning Coach
Nancy Kocal - Orchestra
John Langelund - Social Worker
Ellen Lindal - Learning Disabilities
Debbie Logan - Physical Education
Cathy Logsdon - Social Worker
Irina Mats - Reading Specialist
Tom Millar - Physical Education
Lynn Pate - Physical Education
Lynn Pate - Sixth Grade Writing
Carol Richardson - Consumer Technology
Ilene Ross - Speech/Language
Deb Sorkin - Nurse
Vikki Spiteri - Library/Media Specialist
Laura Starr - Learning Disabilities
Mirium Tullgren - Spanish

Operation and Maintenance

Julian Gomez, Lead Custodian

Philosophy

Middle South incorporates the accepted philosophical and organizational components of a middle-level school as defined by the National Middle School Association. The school is characterized by: educators committed to young adolescents; a shared vision; high expectations; an adult advocate for every student; family and community partnerships; and a positive school climate.

Key components of the middle-school model include: a curriculum that is challenging, integrative, and exploratory; varied teaching and learning approaches; assessment and evaluation that promote learning; flexible organizational structures; programs and policies that foster health, wellness, and safety; and comprehensive guidance and support services.

Hawthorn PTO

The mission of the Hawthorn Parent/Teacher Organization is to enhance the education of our children by promoting the connection between home, school, and community. For information about participating, visit the PTO website at <www.hawthorn73.org/pto> or contact one of the PTO volunteers listed below.

2009-2010 Hawthorn PTO Board

Executive Board

President	
Taunya Reback	847-549-1301
Secretary	
Jill Pieper	847-918-1219
Treasurer	
Susan Jones	847-816-8781
VP Aspen Elementary	
Amy Rootberg	847-573-0712
VP Elementary North	
Beth Palid	847-549-7764
VP Elementary South	
Glori Huse	847-573-1874
VP Townline Elementary	
Tammy Antenore	847-949-9927
VP Middle North	
Nina Ferolo	847-816-0087
VP Middle South	
Judy Blitstein	847-549-9987
VP John Powers	
Colleen Garrison	224-207-8461

Committee Chairs

Art Adveneture	
Robyn Kaufman	847-984-2200
Book Fair	
Micki Froman	847-984-2775
Boys' Night Out	
Ellyn Adkisson	847-327-9626
Jackie Greenberg	847-549-6411
Calendar	
Pam Gothelf	847-816-6822
Nicole Carson	847-680-1137
Entertainment Books	
Stacy Cronin	847-816-0237
Gift Wrap	
Kirsten Surber	847-549-8206
Tressa Hamann	847-276-2775
Jill Pieper	847-918-1219

Hawthorn Early Learning Program (H.E.L.P.s) Liaison

Gifu Kapur	847-367-9122
Hospitality	
Melissa Kaufman	847-918-8113
Housewalk	
Donna Lawless	847-984-2747
Tanya Cooper	847-573-8435
Market Day	
Tacy Borgman	847-549-9621
Membership/Hawthorn Dial	
Susan Jones	847-816-8781
Mother-Daughter Tea	
Marybeth Cavolick	847-573-9242
Sue Behling	847-549-6824
Pipeline	
Beth Palid	847-549-7764
Programs & Events	
Nicole Carson (Families in Touch)	847-680-1137
Robyn Kaufman (Families in Touch)	847-984-2200
Chris Walls (Sports Events)	847-680-9883
Publicity	
Ginger Acopiado	847-362-9014
Redemption	
Heidi Gold (Box Tops, Dominicks, Target)	847-281-9355
Melissa Kaufman (Cartridges, Tyson,)	847-918-8113
Loralie Sweeney (Kemps)	847-549-0821
School Supplies	
Stacy Lieberman	847-367-8874
Laurie Newland	847-816-8224
Spirit Wear	
Sue Behling	847-549-6824
Olivia Koepke	847-918-0498
Variety Show	
Lori Reich	847-367-6702
Geri Silver	847-918-8962
Website	
Chris Walls	847-680-9883
Winter Boutique	
Michelle Christensen	847-821-7349
Nina Ferolo	847-816-0087

Community Participation

Hawthorn values our strong partnerships with the organizations within our community. Our students greatly benefit from corporate volunteers who support such efforts as Big Brother/Big Sister mentoring, Junior Achievement economics training, career day explorations, special assemblies and classroom presentations. Hawthorn also has forged strong ties with the Vernon Hills Police Department, which provides the Officer Friendly, DARE, and GATE programs in our schools. Thanks, also, to the Countryside Fire Protection District for their efforts to supplement our safety education efforts.

Parent Volunteer Programs

Parent volunteer programs exist in each building. Volunteering means helping our children, helping our schools, and helping ourselves through the personal satisfaction of doing an important job. Individuals interested in helping should contact the following program coordinators:

Aspen Elementary (Grades K-5)

Gayle Shanahan 847-990-4317

Elementary North (Grades K-5)

Heather Hussion 847-990-4528

Elementary South (Grades K-5)

Deborah Haines 847-990-4855

Townline Elementary (Grades K-5)

Anna Marie Cichelli 847-990-4995

Middle North (Grades 6-8)

Peg O'Hara/Julie Kravitz 847-990-4473

Middle South (Grades 6-8)

Colette Frazier 847-816-8317, ext. 174

Gifts

District 73 does not permit any general exchange of gifts between children at any time, unless approved by the administration, nor does the district encourage the giving of gifts to teachers or other school personnel.

Admission and Enrollment

Attendance Areas

Hawthorn is divided into North and South Neighborhoods. Our North Neighborhoods lie north of Route 60 and west of Lake Charles. Our South Neighborhoods lie south of Route 60 and east of Lake Charles. Hawthorn's four elementary schools are schools of choice, with enrollment based on space availability. Our North Neighborhood families may choose to attend Elementary North, Aspen or Townline elementary schools. Our South Neighborhood families may choose to attend Elementary South, Aspen or Townline elementary schools. Students in grades 6 through 8 attend Middle North if they live in the North Neighborhoods or Middle South if they live in the South Neighborhoods.

Classroom Placement

In a district as large as ours, an equal distribution of students in the many classrooms at any given grade level is essential. The building principal and teacher staff develop class lists that provide a heterogeneous group of children; that is, a classroom "balanced" by academic and social abilities and boy/girl ratios. It is also sometimes necessary to separate certain children. We understand that parents may have teacher preferences for their child, but principals retain the final authority for classroom placement.

Kindergarten Placement Process

Placement in one of four Hawthorn elementary schools is based on geography (North and South attendance areas; see previous) and space availability. Priority is given to students who have siblings already attending a school. At Aspen, space is reserved (percentage) for children who attended the Hawthorn PreK program at Aspen. At Townline, space is reserved for Dual Language program participants, who must meet certain criteria on their Hawthorn Kindergarten Inventory Screening. After that, open spaces are filled via a blind selection process to balance schools for geography (North and South Neighborhoods) and gender. For a more detailed explanation of the placement system, please check with your school office or visit <www.hawthorn73.org>.

Admission/Registration

Students new to the district must present a certified birth certificate for entrance into our schools. The district must report failure to submit a certified birth certificate to the local law enforcement agency. Students transferring from another Illinois school should provide the completed ISBE Student Transfer Form (ISBE 33-78). In addition, parents/guardians will be required to provide documents verifying identity and residency. Documents must be presented in person at the District Office, 841 West End Court, Vernon Hills before a child can attend classes.

Kindergarten Enrollment

A student must be five years old on or before September 1 in order to be eligible for kindergarten during that school year. Registration must be completed as outlined here. A Kindergarten Parent Information Meeting is held each spring to begin the kindergarten enrollment process. This meeting is usually held in late January or early February, prior to the start of school in the fall. Check with the District for specific details. Prior to placement in a class, incoming kindergarten students will undergo diagnostic screening to determine academic readiness.

Continuing Student Registration

Each spring, parents/guardians of Hawthorn's continuing students complete registration packets for the following school year. The packet includes student contact information, health information and more, as outlined below. Fee payments are also due at this time.

Address Changes

Parents should promptly notify the school office in writing of any change of address or telephone number.

Student Health Records

Physical Exams and Immunizations: Illinois law requires physical examinations for students entering kindergarten and sixth grade and for new enrollees from outside the State of Illinois. A copy of the health examination report, signed by a physician and dated within the past 12 months, must be on record with the District. Record of immunizations against measles, tetanus, diphtheria, poliomyelitis and pertussis (whooping cough) must also be present. All fifth grade students are required to have hepatitis B inoculations. If the health/immunization records are not in compliance with the Illinois School Code and the report is not received by October 15 of the school year, the student will be excluded from school until the report is in compliance.

Dental Exams: Illinois law requires all students in kindergarten, second grade and sixth grade present proof of a completed dental examination before May 15 of the current school year. Note that students in grades 6, 7 and 8 whose records are not compliant with the dental exam requirement may be excluded from field trips and/or have their report card held. In addition, enrolling high schools may not grant admission until records are in compliance.

Vision Exams: The state of Illinois requires mandatory vision examinations of all students entering school in kindergarten (or grade 1) or transferring from a school outside of Illinois. Please have your optometrist or ophthalmologist complete the State of Illinois Eye Exam Report (available on the Illinois Department of Public Health and Illinois State Board of Education websites) and return it to your school nurse prior to October 15. If you are unable to obtain the required vision examination, please complete the State's Eye Examination Waiver Form. Forms are available on the District website <www.hawthorn73.org> or from your school nurse.

Sports Physicals: Students in grades 6 through 8 who participate in interscholastic activities must have annual sports physicals on file with their school. Students will not be allowed to attend tryouts until an up-to-date physical is on file.

Health Services and Procedures: More information appears in the Health Services and Procedures section of this handbook.

Fees for 2008-09

Instructional Materials

Early Childhood Program	\$43.00
Kindergarten	\$43.00
Grades 1-5	\$47.00
Grades 6-8	\$87.00 *

*Includes \$52.00 registration fee and a \$35.00 art and technology fee.

Additional Fees

Band/Orchestra Fee (grades 5-8)	\$55.00
Gym Uniforms (grades 6-8, Townline grade 5)	\$25.00
Gym Lock (grades 6-8, Townline grade 5)	\$5.00

Food Service Breakfast/Lunch Program

10-meal Breakfast Card	\$12.00
Per Breakfast	\$1.20
10-meal Lunch Card	\$22.00
Per Lunch	\$2.20
20-carton Milk Card	\$8.00
10-cup Juice Card	\$6.00
10-bottle Water Card	\$10.00

Fee Waivers

Free and Reduced-Price Breakfast/Lunch Program: Hawthorn participates in the federal free and reduced-price lunch and breakfast program. Students unable to pay full price for meals may be eligible for free or reduced-price breakfasts and lunches. Contact your school or the District Office at 847-990-4200 for information and an application.

Instructional Fee Waivers: Instructional materials and arts & technology fees will be waived for students who qualify for free or reduced meals under the Illinois School Code. Fees may also be waived for a student who is unable to pay due to significant loss of income by the student, parent or guardian because of severe illness or injury in the family; circumstances such as fire, flood, or storm damage; a parent serving in the Armed Forces; or other emergency situations that the Director of Finance deem to justify a fee waiver. School fee waiver applications are available in each building. All district students receiving services outside the school district are required to register and pay fees.

Locks and Lockers

Students in grades 6 through 8 are assigned a hall locker and a gym locker. Middle North students must keep their hall lockers secured at all times with locks purchased at the Middle North school office. Middle South hall lockers are equipped with built-in combination locks. Middle school gym locks are purchased through the physical education department at each school. Fifth grade students at Townline and Aspen schools are also assigned gym lockers, which are secured with locks purchased through the physical education department. Hall lockers provided for our elementary students are not locked.

Student Insurance

School Accident Coverage: Hawthorn purchases a student accident insurance program that covers students for injuries incurred while participating in school sponsored and supervised activities, including sports. There is no charge to you for this coverage.

Optional Accident Coverage: Optional 24-hour accident coverage is available for you to purchase for your child. The cost is \$46 for basic coverage, \$86 for comprehensive coverage, and \$8 for the dental accident plan. The 24-hour insurance coverage is optional, so parents who do not opt to take it must check the box that indicates "I have adequate insurance and do not want this insurance" and return the application form. Note that this is not health insurance coverage for routine or sick call visits to a doctor, but rather accident coverage.

Claim forms: Claim forms in English or Spanish are available in each school nurse's office. For claim status call 1-800-426-7234. Further questions about these plans can be answered by the Plan Administrator, Zevitz-Redfield & Associates at 312-346-7460 or 847-374-0888.

Attendance

Illinois Pupil Attendance Guidelines

Following are the state guidelines for creditable pupil attendance:

Kindergarten:	2 instructional hours for a full day of attendance;
Grade 1:	4 instructional hours for a full day; 2 hours for a half day of attendance;
Grades 2-8:	5 instructional hours for a full day; 2.5 hours for a half day of attendance.

Middle School Promotion Requirements

To receive a certificate of completion from 8th grade, a student must pass (year average) at least three academic subjects in the areas of language arts, mathematics, social studies, and science. The student must also pass required units in government and health education. Exceptions must be approved by the superintendent or designee. Students who do not meet the requirements may be advanced to high school after successful completion of an alternative learning plan or retained in 8th grade. A final decision will be made by the superintendent or designee.

Absence from School

Student absences for reasons other than illness are strongly discouraged. We urge parents to arrange doctor, dentist or orthodontist appointments for times when school is not in session. All other non-educational reasons for a child's absence should be avoided.

Reporting Absences

If a child will be absent from school, parents are required to call the school before 9:00 a.m. each day of the absence to report and explain the cause of that absence. This also applies to extended vacations taken during the school year. Note that vacations are not considered excused absences under the Illinois School Code. Building telephone numbers for reporting absences appear on the inside cover of this handbook.

Absence Call Back System

Schools are required to call a parent or legal guardian to inquire about a student if the student has not been marked present when attendance is taken and his/her parent has not notified the school that the child will be absent. If a child's whereabouts cannot be determined, the police will be called. "Call in, call back" systems are designed to alert authorities as soon as possible that a child is missing after not reporting to school, so that a search can begin quickly.

Absence for Religious Observance

By law, students with excused absences for religious reasons are counted absent on our official records.

Unauthorized Absences

Students must attend all classes unless an absence is authorized. Not only is daily attendance required by the School Code of Illinois, it is essential for the successful completion of the student's schooling. Hawthorn will respond to every unauthorized absence. If a student begins to accumulate excessive absences, the principal may require a doctor's verification for subsequent absences. Examples of unauthorized absences include: class cutting, oversleeping, missing the bus, car problems, and leaving school grounds without following proper procedures. Unauthorized absences will require a conference with parents and an administrator. Students who exhibit excessive absence patterns will be referred to the counselors for possible referral to Omni Youth Services and/or Project PASS (Positive Alternative Services for Students) of Lake County. Chronic truancy will be referred to the courts. A student's enrollment will be terminated after any absence exceeding 10 days. The only exception is when the absence is medically documented. Upon return, the student must be registered as if a first-time student, including new residency verification.

Homework for Absentees

Parents are asked to adhere to the following guidelines when requesting homework assignments for students who will be absent from school:

- If it appears that the student will be absent for only one day, homework will not be sent home. Work deemed absolutely essential to a student's progress will be given upon the student's return to school.
- A request for homework may be made on the second day of absence if it appears that the student's absence will be prolonged.
- Please allow 24 hours to gather assignments. Call before coming to the school to pick up the work to ensure that it is available. This is particularly important if a student has more than one teacher.
- If it is necessary to get assignments sooner, students should consider calling classmates who can provide the needed information.
- Check with your school or teacher for any additional guidelines.

Tardiness

If a student is late coming to school, parents must notify the school and the student must sign in with the office before going to class so that he/she can be counted as present. If a student who is late for school does not sign in upon arrival, the office is unaware of the student's presence and he/she may not receive credit for attendance. Parents: Please stress the importance of reporting to the office if your student is late to school. Unexcused tardy arrivals will result in disciplinary consequences, as determined by each building. A parent phone call does not necessarily make a student's tardy "excused."

Hospitalized/Homebound Students

Students who expect to be absent from school for an extended period of time (two weeks or more) due to illness or injury may request tutoring. This service may be offered to the student while he or she is confined to the hospital or home. For details, please contact Joy Kane, Director of Special Services.

Family Vacations During the School Year

Parents who are planning a vacation that will require a student’s absence from school are asked to discuss the matter first with the teacher(s) and principal, well in advance of the date of the absence. Absences for vacation purposes are not considered excused under the Illinois School Code. The principal and teacher(s) will discuss the probable effects upon your child’s academic progress.

Emergency School Closing

Notification: When snow or other circumstances cause our schools to close, Hawthorn will activate our automated emergency calling system to send a telephone message to the home telephone number provided by each family. We will also post information on our district website at <www.hawthorn73.org> and send information to the following local radio and television stations:

AM Radio		FM Radio		Television	
WBBM AM	780	WBBM FM	96.5	WGN TV	Channel 9
WGN AM	720	WBLZ FM	103.5	WFLD TV	Channel 32
WMAQ AM	670				

Parent determination: Even if the schools are open, the final decision about a child’s attendance remains with the parent. A decision to close or open school cannot take into account every circumstance. We can best protect the safety and welfare of all students if parents decide what is best. Please keep in mind the following.

Considerations: On days with inclement weather, buses may run very late. In addition to traffic jams, heavy snow generally results in unplowed roadways, narrowed streets and reduced corners, which can significantly impact the progress of busses. Some housing areas may become inaccessible to the school bus for extended periods. It is up to you to decide if alternate transportation is possible or desirable. If you decide to drive your child to school, please consider carpooling with your neighbors to help reduce traffic congestion. Also, please shovel your bus stop areas and walks so that our students can walk safely, and not have to walk in the street.

Parent Visitors

Hawthorn welcomes parents as visitors and volunteers. For security reasons, Board of Education policy requires that all visitors must sign in at the building office and obtain a pass that must be worn the entire time they are in the building. It is necessary for parents to coordinate their visits with teachers in order to not disrupt any educational activities taking place in the classroom or school. When arranging visits with the teacher, parents are encouraged to clarify the purpose for their visit and be understanding of the teacher’s expectations. If the visitor desires specific information or conversations with the teacher, a separate conference should be arranged. The principal has the right to restrict the number of visitors to a classroom at any given time, and may also determine a reasonable period of time for a visitor to remain in a classroom.

Student Visitors

Students are discouraged from bringing guests to school. Approval for student guests to visit school must be obtained from the principal of each building. These requests must be made at least one day in advance. Specific guidelines for visitors may vary from building to building.

Travel and Transportation

At Hawthorn District 73, maintaining a safe and orderly environment is a priority, even as students are traveling to and from school. We ask parents and students to work together with school staff to make sure the beginning and end of our school days are just as safe and efficient as our in-class hours. Please review the following information with your students.

Walkers

Within neighborhoods closest to our schools, walking is a safe and efficient option. Students who do walk to school are held to the same expectations as if they were on school grounds and are subject to the District’s guidelines and policies on student behavior and discipline. Sidewalks are available and crossing guards are posted at key intersections. Students are expected to

follow the direction of the crossing guards and use the sidewalks. Note that it is illegal for pedestrians to cross railroad tracks or walk beside the tracks in the railroad right of way.

Bicycles, Scooters, Skateboards, Rollerblades, etc.

The use of scooters, skateboards rollerblades, etc. is prohibited on school property. Students who travel to school via bicycle, scooter, skateboard, rollerblades, etc., must use extreme care and are encouraged to wear helmets. Once on school property, students must walk with their equipment and must be aware and respectful of other pedestrians and traffic. Students living in an area serviced by school bus routes are discouraged from riding their bikes (or using other wheeled transportation) to travel to school. They may only do so with the permission of parent or guardian. Hawthorn takes no responsibility for bicycles, scooters, or other equipment, which should be chained and locked to the available racks. The equipment is not to be used during the school day. Students are not allowed to ride motorized vehicles. In addition, shoes with built-in wheels are not allowed to be used in the rolling position while students are on school property.

Car Pick Ups

Vehicles dropping off or picking up students at the beginning or end of the day will be directed into a line. Adults are asked to stay in their vehicles at all times. For drop off, students are asked to exit the vehicle quickly and head directly into the building. At pick up time, adults are asked to stay in their vehicles and display a student name card (if provided by your school). School staff will release students. Parents are encouraged to check with your school for specific vehicle line configurations and procedures. ***All students getting into vehicles must be secured in an approved safety restraint system in accordance with Illinois law.*** The following excerpt from the *Illinois Rules of the Road* describes appropriate safety restraint systems.

Safety Belt Law Safety belts must be worn by all drivers and front-seat passengers age 8 and over even if the vehicle has air bags. It is the responsibility of the driver to ensure that all front-seat passengers ages 8 to 16 obey this law. Anyone found guilty of disobeying this law is subject to a fine and court costs. Children under age 16 are covered by the Child Passenger Protection Act. A child up to age 16 not in a safety seat must wear safety belts regardless of the location in the vehicle.

Child Passenger Protection Act The Child Passenger Protection Act requires the use of an appropriate safety restraint system for children under the age of 16. Any person transporting a child under age 16 is responsible for that child's safety. Children under age 8 must be secured appropriately in an approved child restraint system, which includes a booster seat. A child weighing more than 40 pounds may be transported in the back seat of a motor vehicle while wearing only a lap belt if the back seat is not equipped with a combination lap and shoulder belt.

Bus Transportation

Bus Service Area Free bus transportation is provided for students who live more than one and a half miles from their school. For convenience, students who live within one and a half miles are eligible to purchase bus service, based on availability, by contacting their school or the district office.

Bus Routes and Stops Students are assigned to a bus route and stop based on transportation industry standards for safety and efficiency. Stops are generally within a two-block walk, which is well within the legal mile and a half limit and within the parameters followed by school transportation companies. Route information is mailed to students' homes approximately two weeks before the first day of school.

Bus Route Timing Keep in mind that bus routes take substantially longer during the first several weeks of school as routes are adjusted. Students should plan to be at their assigned bus stop 15 minutes before their scheduled pick up. Note that as students become more familiar with the bus-riding process, the route timing may change, and students will need to adjust accordingly. As the year progresses, the times should be more consistent. However, students are always asked to be at the bus stop 5 – 10 minutes ahead of the scheduled pick-up time. The weather, traffic, and students not riding will affect the timing of the route. This is especially true for end-of-day routes, given that Hawthorn schools follow a particularly detailed dismissal schedule to ensure that each child reaches his or her destination safely and comfortably. Classrooms are dismissed in separate waves, and staff check and re-check bus passes as students are walked to each bus. At the beginning of the year, buses may not leave the school grounds

until 20 or 25 minutes after the final bell in order to complete the safety checks. As students become more comfortable with the dismissal routine, this time shortens substantially.

Alternate Stops Transportation to an alternate stop can be accommodated *if the childcare is in the attendance area of the school your child attends*. Students are allowed one alternate stop to accommodate daycare needs. Alternate stop requests must be made well in advance of the start of the school year for it to be included in the fall schedule, with specific deadlines and request forms available from your school and at <www.hawthorn73.org>.

Fall Route Freeze In order to facilitate driver training and route efficiency, there will be no route change requests processed for the first few weeks of school. New students will be incorporated into existing stops and routes. Once the routes have been in operation, staff from the district and the transportation company will review requests and make appropriate adjustments. Transportation route change requests should be directed to <transportation@hawthorn73.org>, or made by calling the district office (847-990-4260) or your child's school.

Bus Security For safety and security, students are not allowed to ride other buses or use other stops. Students are not allowed to exit the bus until it reaches its destination, unless authorized by a school representative. Parents or other unauthorized persons are not allowed to board a bus at any time. Drivers are not able to change routes unless directed by the district or a transportation company official.

Bus Passes At the beginning of each school year, students are provided with a student ID/bus pass that includes the student's name, route number, and other information. Students should have their ID cards with them at all times. Students in elementary grades should have this pass attached to their backpack. Middle school students will be provided with clips to use to attach their IDs to their backpacks. Although bus drivers will get to know students, it is important that students have their ID/bus passes available in the event of a substitute driver and/or any question about a student riding the appropriate bus. Students will be issued a temporary bus pass as necessary at no charge. However, if a student loses his or her permanent ID/bus pass, it will need to be replaced; a \$1.00 fee will be charged to cover replacement costs. Students may be denied bus transportation for not having a pass. Bus drivers will not take a student's bus pass when behavior is inappropriate or unacceptable. A written report will be sent to the office and administrators will notify parents of the incident and any action that will be taken.

Bus Accessibility Students with particular concerns about bus accessibility should contact their school or the district office.

Items Left on Bus Personal items are the responsibility of each student. Neither Hawthorn School District nor the transportation company is responsible for lost or stolen items. However, it is the policy of the bus company to keep common items such as lunch bags or jackets on the bus for the student to retrieve during the next ride. More valuable items, such as cell phones, are taken to the bus company headquarters where they are secured in a locked facility until the parent can pick them up. To inquire about lost items with Lakeside Transportation, call 847-263-7619.

Accident Procedure Safety is the number one priority for our buses. However, in the event of any accident (no matter how minor), our transportation provider is instructed to immediately contact the local police, the district, and the office of the school. Staff from both the school and the district office will arrive at the location of the bus incident to assess the situation. The school office is directed to call the homes of students on the impacted bus route. To maintain the security of the site and the safety of our students, students will not be released from the bus to their parents without the authorization of a Hawthorn School District administrator.

Bus Riding Rules Students, the following are basic bus riding rules.

- While waiting for a bus, you must stay off of the road and several feet back from where the bus will stop.
- Do not approach the bus until it comes to a complete stop and the door is opened.
- If you need to cross the street, cross in front of the bus, waiting for the driver to signal that it is okay to cross.
- Line up to enter the bus and find your seat quickly and quietly.
- Remain seated and facing forward at all times, keeping your hands, heads, and other objects inside the bus.

- Talk quietly and be respectful of others.
- At railroad crossings, you should be silent.
- No eating, drinking, or gum chewing on the bus.
- Distracting or disrespectful behavior will not be tolerated.
- Do not stand up until the bus stops, move in an orderly fashion off the bus, then move immediately away from the bus so that the driver can see you.

Parents and students, please note:

- All students must ride on their own bus and use their assigned bus stop.
- Students will not be released from the bus until it reaches its destination, unless directed by an authorized Hawthorn representative.
- Parents are never allowed on the bus.

Conduct Safety on our buses is the shared responsibility of students, parents, school staff, bus contractors, and drivers. Student behavior while on the school bus — whether for daily transport or special instances — plays a major role in safety. It is essential that the bus driver is not distracted by disruptive behavior. Therefore, in keeping with Section 10-22.6 of the State School Code, Hawthorn reserves the right to deny the use of the bus to students whose conduct places other riders in jeopardy. Students may be denied bus service if they fail to show a current bus pass. To ensure order on the bus, bus drivers are authorized to assign seats as well as write up conduct reports. The conduct reports are provided to the school, which is responsible for investigating and providing appropriate disciplinary actions. Behavior expectations and disciplinary consequences are outlined in the chart on the next page.

Communications In general, questions about transportation should be directed to the district office at 847-990-4200 or your child’s school:

Aspen Elementary	847-990-4300	Middle School North	847-990-4400
Elementary North	847-990-4500	Middle School South	847-816-8317
Elementary South	847-990-4800	Townline Elementary	847-990-4900

If you have a need or question after the schools are closed, contact Lakeside Transportation’s 24-hour answering service at 847-263-7619. If your concern is of an urgent nature, Lakeside officials will be contacted immediately. Note, also, that Lakeside dispatchers and staff stay on duty until all buses have completed their rounds and returned to the depot.

Requests for Changes Should you want to request a change or provide feedback about your transportation experience, please contact the district office at 847-990-4260. General comments, suggestions, and questions may also be e-mailed to <transportation@hawthorn73.org>. Please include your name, phone number, address, child’s school, and bus route number with your correspondence.

Student Safety and Welfare

Student Discipline

Hawthorn works to create and maintain a safe and orderly environment where students can learn and thrive. As in all public institutions, proper order necessitates certain rules and regulations with respect to appropriate behavior. Please refer to the Student Behavior and Discipline section of this handbook for procedures regarding student behavior.

Philosophy of Discipline

In order to provide an atmosphere conducive to learning, it is necessary to establish standards of behavior designed to maintain a desirable level of order. These standards must encompass the needs, rights, and responsibilities of students, teachers and parents.

The aim of disciplinary measures required to maintain these standards is to effect positive and constructive behavioral development. Disciplinary procedures are part of the total educational process, designed to guide students in becoming responsible individuals in society.

Bus Rules and Disciplinary Actions

Category I Bus Rules

- Students must remain seated at all times while the bus is moving.
- Students must keep heads, hands, and objects inside the bus window at all times.
- Students must aid in keeping the bus neat, safe, and orderly. Eating, drinking, and gum chewing are not permitted on the bus.

Category II Bus Rules

- Distracting Behavior, including loud general rowdiness, is not permitted.
- Nothing may be thrown inside the bus.
- Students must not misuse their bus privileges.

Category III Bus Rules

- Damage to interior or exterior of bus is not permitted. Offender will pay for damage.
- Obscene or abusive language will not be tolerated.
- Spitting, hitting, kicking, or fighting of any kind will not be tolerated.
- Students must respect the rights and property of others and must act in a way that is safe for all.

Category I Disciplinary Actions

- First offense and/or level of severity: verbal or written warning from the bus driver.
- Second offense and/or level of severity: school administrators will issue a warning/detention to the student and call the parent if there is not a signed detention returned.
- Third offense and/or level of severity: one-to-three-day bus suspension.

Category II Disciplinary Actions

- First offense and/or level of severity: verbal or written warning from the bus driver.
- Second offense and/or level of severity: school administrators will issue a warning/detention to the student and call the parent if there is not a signed detention returned.
- Third offense and/or level of severity: one-to-five-day bus suspension and parent conference with school administrators.

Category III Disciplinary Actions

- First offense and/or level of severity: immediate bus suspension; length of time to be decided by school administrator of a case-by-case basis.
- Second offense and/or level of severity: same as first offense, plus possible loss of bus privileges.
- Third offense and/or level of severity: automatic loss of bus privileges for the remainder of the school year.

In carrying out disciplinary procedures, cooperation among parents, teachers, and the administration is both necessary and desirable. Furthermore, in order for the student to fully benefit from any disciplinary procedures, it is important that he or she understand the reason for such action. Discipline is intended to be fair and constructive, not arbitrary or excessive.

More information concerning this topic can be found in the Student Behavior and Discipline section of this handbook.

Rights and Responsibilities

All students, teachers, school personnel, and parents will have protection for the rights to which they are entitled as citizens under the law. Rules governing student behavior stem from state law, school board policy, administrative and school board rulings, and student council regulations. In each of these cases, rules and regulations are established through the deliberative, democratic process. Students, faculty, school personnel, and parents should be fully aware of rules governing behavior. Every student has the right to learn, every teacher the right to teach, and no one has the right to interfere with the rights of others.

Permission to Leave School

It is important that the school know the whereabouts of each student at all times. If students are leaving the building prior to dismissal, a parent (or properly authorized adult with written permission) must come in to the school office to pick up the student. Each student must be signed out at the office and leave in the company of the responsible adult. No student may leave school grounds without permission from the office.

Messages for Students

Only emergency messages can be relayed to students. Messages must be relayed through the school office. Keep in mind that by policy, cellular phones and other electronic devices must be turned off during the school day. Parents are asked to plan ahead with their children for unusual weather conditions or other situations that might alter the method by which children return home.

Emergency Procedures and Drills

Evacuation: District 73 has worked in conjunction with the Lake County Office of Emergency Services, the Vernon Hills Police Department and other emergency service providers to develop policies and procedures to evacuate or further secure all of our school facilities.

Fire and Disaster Drills: Fire and disaster drills are held at various times during the school year. Students must follow directions quickly, quietly and in an orderly manner. Plans include primary and alternate exit routes from all areas of each building.

Tornado Drills: Each school year, Hawthorn students take part in tornado drills so that they are familiar with the procedure. Students practice quickly moving to secure areas within the building.

Severe Weather Notification: Hawthorn looks to Illinois' severe weather warning system, which is provided through the combined efforts of the Illinois Emergency Services and Disaster Agency, the Illinois State Police and the National Weather Service. The Vernon Hills Police Department is also in communication with us regarding weather alerts.

Severe Weather Dismissal Procedure: At dismissal time, if a tornado watch (forecast of possibility of tornadoes across a large area) is announced, the students will be dismissed per the usual procedure. Students will be reminded to go straight home from the bus, or in the case of students who walk, they will be reminded to proceed home quickly. In case of a tornado warning (tornado spotted somewhere in the area), students will not be dismissed or be permitted to board the buses. Rather, the disaster drill procedures for each building will be put into effect, with students proceeding to designated areas until an all-clear is sounded. Students will be dismissed when the warning is over.

Photo Procedures

Hawthorn District 73 celebrates our students and their accomplishments by sharing news with our local community, sometimes in the form of a photograph. Parents may choose whether their student can be included in photographic images intended for a viewing outside of school (e.g., *Hawthorn Highlights* newsletter, local newspapers, Hawthorn websites). Parents agree or opt out by answering a question on the Student Information sheet in each year's registration packet.

Pest Control Procedures

Hawthorn follows the requirements of the Illinois Pesticide Act with regard to controlling pests, mice, ants, etc. Integrated Pest Management services are provided by a contractor, who inspects, identifies and eliminates conditions that might cause pests to be a problem. If it becomes necessary to use pest control products (other than passive traps or baits), notice will be posted two business days prior to the applications. Exception to the two-day notice would be for immediate threats to health or property, at which time the notice will be posted as soon as practicable. (Note that regular spraying is not part of the program.) If you would like to receive written notification prior to the application of pest control materials that are subject to the notification requirements, please complete the "Pest Control Notification" form that is available in your back-to-school packet or through your school office. If you have additional questions, please contact our contractor, Anderson Pest Control, at 630-834-3300.

"Green" Products and Services

Per legislative mandates and common sense, Hawthorn practices "green" whenever possible. As of January 1, 2008, the District's use of green cleaning and maintenance products was at more than 75 percent. We will continue to grow in this effort.

Health Services and Procedures

Registered nurses in each building provide direct services to children requiring immediate first aid and medical care. Parents are notified in case of illness or emergency. School nurses also collaborate with other school personnel and parents on matters of students' health needs. The health services department maintains records of physical examinations and immunizations required by Board of Education policy and State of Illinois rules and regulations. (More information about mandatory student health exams appears in the Admissions section of this handbook.)

Vision screening

Vision screening will be done annually, as mandated by the state, for the following children: kindergarten, 2nd grade, 8th grade, IEP and speech students. New students will be screened when they enroll. Vision screening is not a substitute for a complete eye and vision evaluation by an eye doctor. Your child is not required to undergo this vision screening if an optometrist or ophthalmologist has completed and signed a report form indicating that an examination has been administered within the previous 12 months and that evaluation is on file at the school. Vision screening is not an option. If a vision examination report is not on file at the school for your child, your child in the mandated group will be screened.

Hearing screening

All kindergarten, 1st grade, 2nd grade, 3rd grade, IEP and speech students will be screened annually for hearing.

Medication

The Board of Education authorizes the dispensing of prescription and over-the-counter medication to a student by a school nurse under the following conditions:

1. The medications shall be those required during school hours that are necessary to provide the student access to the educational program.
2. A written request from the parents and the doctor is required in order to consider dispensing any medication, including over-the-counter medications such as aspirin, Tylenol, cold preparations and topical ointments.
3. Written orders provided to the school health office by the physician must detail:
 - a. The nature of the illness, noting benefits and side effects of the medication.
 - b. The necessity for medication during school hours.
 - c. The name of the medication, with prescribed dosage and time interval.
4. All medications sent to the school health office – both prescription and non-prescription – must be accompanied by written permission from the parent, signed by a doctor. No medication of any kind will be dispensed from the school health office without doctor's orders.
5. Parents must sign a waiver releasing the school district of any liability consideration involving dispensing of medication to a student.
6. A parent is required to bring any medication to school. In the event the parent is unable to bring the medication, arrangements must be made to have it delivered to school, and a phone call must be made to alert the nurse that the medication is being delivered.
7. Medication must be placed in a container appropriately labeled by the pharmacy or physician. Dosage on hand will be kept at a minimum.
8. The school administration retains the discretion to reject requests for dispensing of medicines. Homeopathic medications will not be dispensed.
9. If a student must carry medication (e.g., inhaler or epi-pen) for emergency use, a physician's order is required to honor this request. Please have the physician check off the appropriate box on the district medication sheet or forward or fax a handwritten doctor's order.

Receipt of this handbook constitutes written notification within 15 days of the start of school of the District 73 medication policy. Source: IDPH and ISBE/Parent-Teacher Advisory Committee (2-21-91) Date: June 25, 1979; Revised: February 25, 1991

Keeping Sick Children Out of School

Children who appear ill should not be sent to school. In order for your child to be available for learning and to be able to control communicable disease in school, it is very important for you to keep your child at home if he or she:

- Has an oral temperature of 100 Degrees or greater. He or she should remain home and not return to school until fever-free for 24 hours, without medication, since many children experience a recurrence of fever.
- Has become sick with flu-like symptoms or trouble breathing.
- Is not drinking enough fluids.
- Is not waking up or interacting.
- Shows severe irritability.
- Has improving flu symptoms that return with a fever and worse cough.
- Has a fever with a rash.
- Has been diagnosed with a bacterial infection, such as strep throat, conjunctivitis or impetigo. He or she should be on an antibiotic medication for at least 24 hours before returning to school.
- Has vomited more than once or has had persistent diarrhea during the night or into the morning. He or she should be without these symptoms for 24 hours before returning to school.
- Has head lice. Hawthorn has a “No Nit” policy. Students may return to school after treatment (with pediculicide shampoo, etc.) if no nits are present. The nurse must check the student before they can return to the classroom.
- Has chicken pox. He or she must be excluded from school until all lesions are crusted over.

Physical Restrictions

A statement from a physician explaining any physical restrictions must be kept on file in the school health office for any student requiring special consideration (e.g., casts, crutches, diabetes, heart conditions or seizure disorders). For a student to be excused from participation in physical education class or to be kept in from outdoor recess for longer than three days, an explanatory note from the physician must be on file in the school health office.

Reminder on Hand Washing

The best way to prevent illness and infection is by hand washing. Please teach and encourage your child in this important habit.

Educational Programs

Hawthorn is constantly evaluating our educational programs and methods to ensure that we reach our goal: “Learning for All – Whatever It Takes.”

Curriculum

The Hawthorn curriculum has been planned to provide a well-rounded educational program addressing basic skills and core knowledge in all key academic areas, with opportunities for enrichment, diversification, and remediation based upon individual needs. The complete Curriculum Guide offers a detailed grade-by-grade and subject-by-subject overview of the topics covered by our students. Curriculum revision is a continual process resulting in adjustments designed to insure an effective educational program for our students. Teachers representing all grade levels and educational areas continually evaluate and revise the curriculum to best meet our students’ learning needs. The most recent Curriculum Guide is available at <www.hawthorn73.org> or by contacting the District Office.

Ongoing Communication

Communication between school and home is of vital importance. Formal communication is provided through building newsletters designed to inform parents of their school's activities, programs, and student accomplishments. The *Hawthorn Highlights* community newsletter is published each month during the school year and mailed to all district residents. In addition, the Hawthorn website <www.hawthorn73.org> offers a variety of information, as well as links to each school building.

Reporting to Parents

Student progress is formally reported to all parents via report cards (sent home three times a year), mid-term summary reports (sent home three times a year), and parent/teacher conferences (held one time per year, with options for additional conferences). Hawthorn encourages parents to communicate with the school whenever they have questions or concerns regarding their child's progress. It is generally most effective to direct your conversation directly to your child's teacher. All teachers have access to email and telephone voice mail to facilitate your communication.

Middle School Honor Rolls

At the Middle School, a student's grade point average (GPA) is calculated with the issuance of each report card. Recognition is given for High Honor Roll (3.5 to 4.0 GPA), Honor Roll (3.0 to 3.49) and Improvement Honor Roll (for GPA improvement of .5 or better).

Homework Guidelines

Homework is considered an essential component of the learning process for students in grades K-8 at Hawthorn schools. Although homework is typically not assigned formally to students in the primary grades, students are encouraged to read and/or write each night for 20 minutes and/or parents are encouraged to read to their children during this time. In the upper grades, homework assignments are given to reinforce newly introduced concepts or act as an enrichment activity to enhance learning, while helping students learn to plan, prioritize, and budget their time wisely. Daily assignments are posted in the classroom and, in many instances, on teacher Web pages with the expectation that students will complete them. There are many variables affecting the amount of time individual students will need to complete homework assignments. Specific concerns should be discussed with the teacher giving the assignment.

Suggested guidelines for daily homework follow. Leisure reading should not be counted in the minutes.

Grades K-2: 20 to 30 minutes per day.

Grades 3-5: 30 to 60 minutes per day.

Grades 6-8: 60 to 80 minutes per day.

If, for any reason, a student is consistently exceeding these recommended guidelines for homework, parents are encouraged to contact the teacher(s) assigning the homework to remedy the situation. For more information, refer to Board Policy #6:290. A parent's "Homework by Design" brochure is available online at <www.hawthorn73.org>.

Subject Area Programs

Art The art curriculum has been planned and is implemented by art specialists at all grade levels. Students in grades one to five have at least two to three periods of art per week. Kindergarten students may have a weekly art period. Other art activities at these grade levels are implemented by classroom teachers, generally in conjunction with other curriculum areas such as social studies or language arts. The art program in kindergarten through eighth grade is coordinated by the art specialists to insure continuity of skills and content quality. See the Curriculum Guide for more information.

Mathematics Hawthorn District 73 provides a comprehensive curriculum in math from kindergarten through eighth grade. Included is an emphasis on math computation, concepts and applications, and many instructional materials are employed in this program.

In order to provide for individual needs, students are grouped flexibly according to their ability level in grades K-5. See the Curriculum Guide for mathematics standards.

Music, General Students in kindergarten through fifth grade participate in general music classes two to three times a week. The general music curriculum includes developing an aesthetic responsiveness to music, an appreciation of music in its many forms from many cultures and a personal enjoyment of music.

The objective of general music is to develop abilities and knowledge in the areas of singing, reading, movement, listening and creativity. See the Curriculum Guide for more information.

Music, Instrumental The primary function of the instrumental music curriculum is to teach music within the context of aesthetic education. Hawthorn has a band and orchestra program which students may begin at fourth grade. Band groups are designated as beginning, fifth grade, sixth grade and symphonic. Orchestra groups are classified as beginning, intermediate, and symphonic. At various times during the year smaller ensembles also may perform.

Music, Grades 6-8 The curriculum for students in sixth, seventh and eighth grades is an extension of the lower grade curriculum. At the middle-school level, music is a required part of an arts and technology rotation.

Physical Education and Health A sequential and comprehensive physical education program is implemented at all grade levels. The program includes activities designed to enable students to become proficient in basic and rhythmic movement, physical fitness, gymnastics, simple games, team sports, and recreational sports.

The health curriculum is designed to enable students to understand the concepts necessary to develop and maintain habits that will insure physical wellness and emotional well being. The curriculum also includes basic training in dealing with emergencies. It promotes abstinence in the areas of substance abuse and sexual activity, and covers information about recognizing and avoiding sexual abuse and the dangers of anabolic steroids. A relatively new topic, required in the School Code, is the prevention of sexual abuse. Notification to parents is sent in advance of teaching this topic in grades K-8. Parents may choose to have their children not attend classes when this topic is being addressed.

Health is taught as a rotation in grades 6-8 and is integrated within the physical education program in grades K-5. We feel that the greatest responsibility for discussion of health topics rests in the home, and we hope to supplement what has already been taught by the parents. The end result of good teaching of health at home as well as in the classroom will help to develop individuals who have self-respect, respect for others, and a sense of moral responsibility to the community.

More information can be found in the Curriculum Guide. Parents wishing to review our materials, attend our classes, or ask any questions regarding the Health Education Curriculum, should call the building principal.

Reading/Language Arts It is the philosophy of the Hawthorn language arts/reading program to engage all students actively in a developmental program integrating listening, speaking, reading, research and presentation, and writing processes. Through exposure to a wide variety of quality literature, children should become self-motivated, lifelong learners who value and utilize effective communication skills. Hawthorn teachers strive to provide a literature-based program, using authentic literature to integrate themes, content, reading, and writing skills in instruction. Emphasis is placed on students reading books of their choice and writing on self-selected topics. Reading and writing strategies are incorporated that enhance students' higher-level thinking skills, and the goal of the program is to address the needs of all students. Most importantly, it is believed that each child's self-esteem and motivation are critical components of learning to read and write. The Hawthorn staff believes that all children are deserving of quality reading and writing instruction which can best be achieved in a heterogeneous environment. See the Curriculum Guide for more information.

Science The science curriculum for kindergarten through 8th grade is designed to introduce and develop concepts in earth, biological, and physical science through study, discussion, and experimentation.

Based on the general concepts developed in the lower grades a more in-depth approach is taken in grades 6 through 8 when the curriculum becomes more concentrated and the students participate in laboratory periods in which they conduct a variety of experiments using a scientific approach. The science program is a hands-on experience for all students using modern technology, lectures, demonstrations, and laboratory experiences. See the Curriculum Guide for science standards.

Social Studies The social studies curriculum reflects a multidisciplinary approach which includes history, geography (map skills), economics, sociology, government, and social issues.

The goals of the social studies curriculum are to provide students with a knowledge of the past, awareness of the world around them, an understanding of their rights and responsibilities as citizens, and an understanding of how social, economic, and political issues affect individuals and society. Through this program, our students will have the potential to become knowledgeable and competent citizens. See the Curriculum Guide for social studies standards.

Extracurricular Activities

Opportunities: Hawthorn students, particularly in the middle school grades, have the opportunity to participate in activities of both an educational and recreational nature. Extracurricular activities include drama, chorus, yearbook, athletics, specialized clubs, student council and more. Extracurricular activities take place before, during and after school. Students participating in extracurricular activities must provide their own transportation, though limited late-bus transportation is available at our Middle Schools.

Eligibility: Students who represent their whole school through such activities as athletic teams, student council and the like are required to maintain good grades and reasonable standards of behavior in order to be eligible to participate. Students must be eligible at time of tryout, and must maintain eligibility throughout the course of the activity. Standards will be clarified through a parent letter or pre-season parent information meeting, as is appropriate. In general, the standard is an average grade of "C" or better in core subjects and no failing grades. Students must attend school all day on the day of any scheduled athletic or extracurricular event or practice in order to participate or perform at the event or practice after school. Any exceptions will be considered by the building administration. All students who plan to participate in interscholastic athletics must have a physical exam form on file.

Related Arts/Arts & Technology for Grades 6–8

Students in grades 6-8 have access to a non-elective program in the areas of arts and technology. See the building handbooks for specific course descriptions.

Support Services and Special Education

Hawthorn provides a variety of special education and supportive services programs for students. Some of these programs are supported through state and federal funds, while others are district supported. In each building, a group of professionals makes up a Learning Center Team and supports the Response to Intervention (RtI) process, which monitors the Individual Education Plans (IEPs) of students eligible for any of the services offered. All services are offered in full compliance with federal and state guidelines and laws. Further, teachers and other school personnel use a problem-solving model to address academic, behavioral and/or other concerns that arise. That said, parental approval and involvement are necessary to the success of these programs.

Diagnostic Screening for Three- and Four-Year-Olds

Parents of preschool-aged children (3 or 4 years old) who have concerns regarding their child's development in the areas of speech/language, motor skills, socialization or overall cognitive ability should contact Joy Kane, Director of Special Services, at 847-990-4242. District 73 offers a range of services to meet the needs of children prior to their entrance to kindergarten. Parents of children younger than age 3 who believe their child may have a developmental delay may arrange for an evaluation through the Lake-McHenry Regional Program. For information, contact Joy Kane, Director of Special Services, at 847-990-4242.

Kindergarten Extended Learning Services

The Extended Learning Program provides support services for students not meeting kindergarten language arts/math standards and expectations. Through the program, children receive highly enriched direct instruction in language, reading and math. Students are invited to participate based on individual student screenings, language assessments and teacher recommendations. Parents will be contacted if their child qualifies. Students may be placed in the program for three to eight months, based upon individual progress and development. Students receive services in a self-contained extended services classroom, either in the morning or afternoon opposite their regular kindergarten session, receiving services for approximately 2.5 hours, five days per week. (Lunch service is catered through the district, with students having the option of bringing their own lunch.) Children will be released from receiving additional services based upon meeting specific benchmarks for success in pre-reading/pre-readiness skills and teacher recommendation.

Psychology

School psychologists serve as part of the Learning Center Team to assess the academic and psychological needs of students, provide in-service training for staff, provide support for RtI, and administer the district testing programs.

Speech and Language

Difficulties with speech and language may inhibit a child's social adjustment, restrict academic achievement and/or interfere with the child's ability to reach his/her potential. Therefore, the Speech and Language program identifies and provides help for those children who do not seem to be developing communication skills commensurate with ability and/or chronological age. The areas of voice quality, fluency, speech articulation and the ability of the child to understand and use language appropriate to chronological age are considered.

All children starting kindergarten are screened for speech and language development. Parental permission is obtained before placing a child in a special program. Speech and language screening is also available to all children upon parent or teacher request. This request will be reviewed at the building level. In addition, evaluations are available for some three- and four-year-old children upon parental request by contacting Joy Kane, Director of Special Services.

Social Work Services

The school social worker is an integral part of the PPS team. Social work services include assessment of emotional, behavioral, and academic problems and their possible causes, and the development of an appropriate treatment plan. Services may be delivered through individual or group counseling.

Nursing Services

As a Learning Center Team member, the nurse interprets the students' health and medical needs and the impact on learning to assist in developing a plan to provide appropriate physical and educational accommodations. The nurse works closely with parents, other health care givers, and the teaching team.

Learning Disabilities (Resource)

This program is designed to meet the specific needs of individual students who have mild to moderate learning disabilities. These children are supported in various classroom settings with specialized services by learning disability specialists on a regularly scheduled basis. These specialists provide consultation and collaborate with classroom teachers as needed to enhance student learning.

Instructional Learning Disabilities Classes (ILD)

The Hawthorn Schools offer instructional learning disabilities classes for first through eighth graders. These classes are designed for learning disabled students in need of highly specialized and concentrated teaching. Children receive art, gym, music, etc. with the children of their own grade level, as appropriate. Students may participate in regular education academic classes when appropriate.

English Language Development (ELD)

Each year, students enroll in our schools who speak little English. (In fact, Hawthorn families speak more than 40 different languages in the home.) Our ELD teachers, in partnership with the classroom teachers, provide for the educational needs of these students. For low-incidence foreign languages, a tutor may be utilized. The goal of the program is to assist the Limited English Proficient (LEP) students in reaching their educational potential and in making appropriate adjustments to the school setting. These students attend regular classes with their English-speaking classmates as much as possible.

Advanced Ability and Achievement Program

Elementary North and Elementary South provide a program designed to intensively differentiate grade level instruction for identified children. Students are screened for the program based on teacher recommendation and universal assessments, and identified according to reading and mathematics aptitude, achievement scores, and when appropriate, additional individualized testing. Townline and Aspen Elementary Schools also provide differentiation for their more advanced students; however, it does not require a formalized identification process. Once students reach Middle School North or Middle School South, they are placed in language arts and mathematics classes according to their current achievement and ability.

Dual Language Spanish/English Immersion Program

Our Dual Language Immersion Education Program integrates Spanish-speaking children and English-speaking children for academic instruction that is presented separately through both languages. For both groups of students, one of the languages is their native language and one is a second language. A dual language education encompasses the following critical components: The program involves instruction through two languages where the target language, Spanish, is used for a significant portion of the students instructional day. The program involves periods of instruction during which only one language is used. Both native English speakers and native Spanish speakers are participants. Students are integrated for most content instruction. The program includes students in kindergarten through fifth grade, with the opportunity for an "Advanced Spanish and Cultures" class in grades six through eight. Any questions may be addressed to Lara Christoun, Coordinator of Bilingual Education and Federal Projects.

Hearing Impaired

The John Powers Center for the Deaf and Hard of Hearing was opened on the Hawthorn campus in January 1980. This unique facility is funded by the member districts of the Special Education District of Lake County (SEDOL). Approximately 80 elementary students receive specialized education through this facility. It is the goal of the program to mainstream these students into the regular Hawthorn program when appropriate. Upon graduation, the students attend Grayslake North High School's special program for the hearing impaired.

Special Education District of Lake County

District 73 is a member of the Special Education District of Lake County (SEDOL). As a participating member of SEDOL, we are able to provide for the special educational needs of our students. SEDOL has staff members available to assist us in evaluating, identifying and providing for those students who have challenges that interfere with their learning success in the regular classroom. Member districts of SEDOL provide classroom space for special education classes whenever possible. Hawthorn has housed several classes, including behavioral disorders, educable mentally handicapped and hearing impaired. We will continue to include such classes as space permits, and integrate students into art, music, physical education and other programs wherever appropriate.

Student Behavior and Discipline

Student Behavior Philosophy

The philosophy of our student behavior and discipline program can be summarized as follows: the Board of Education and staff are dedicated to providing opportunities for each student to achieve his/her maximum potential. To promote that end, the behavior of all students attending District schools shall reflect the standards of good citizenship demanded of members of a democratic society. Behavior, personal demeanor, attitude, and skills suited to efficient learning and the development of self-discipline shall be maintained.

“Teachers and other certificated educational employees shall maintain student behavior and discipline in the schools. In all matters relating to student behavior, discipline and conduct of the schools and the school children, they stand in the relation of parents and guardians to the students. This relationship shall extend to all activities connected with the school program and may be exercised at any time for the safety and supervision of the students in the absence of their parents or guardians.”

School Code of Illinois, Section 24-24

Recognizing that the Board of Education cannot review the detailed circumstances of those cases requiring disciplinary action, the responsibility and necessary authority to carry out these policies as set forth here shall be delegated to the superintendent and, through her, to the professional staff.

Learning Atmosphere

It is recognized that for optimum learning to take place, the atmosphere of the school and classrooms must have certain characteristics. The atmosphere must be conducive to learning.

Respect must be the basis of discipline in maintaining order. Respect for teachers, fellow students, and all school personnel will be shown at all times. This is a primary ingredient in creating an atmosphere affording maximum equal opportunity to learn. Awareness of respect for the rights of others is the basis for the establishment of the discipline necessary in maintaining the orderly classroom environment. Students are entitled to this same respect by all district staff.

Bullying/Hazing

Bullying encompasses a variety of negative acts. Bullying can take three forms: physical acts such as hitting, kicking, spitting, pushing, and taking personal belongings; verbal acts such as taunting, malicious teasing, name calling, and making threats; and psychological acts such as spreading rumors, manipulating social relationships or social exclusion, extortion, and intimidation. Bullying can also occur in a variety of situations which will eventually interfere with a child's education, including, but not limited to, inside school, on school grounds, in the community, or in virtual spaces such as online. Supporters (those who encourage bullying) and bystanders (those who observe and do nothing to stop it) may be considered roles in bullying situations.

Hazing is defined as any group action taken or situation created intentionally to produce mental or physical discomfort, embarrassment, harassment, or ridicule.

Use of Cellular Radio Telecommunication Devices

The following definitions and procedures establish the rules applicable to students concerning the use of cellular radio telephone devices while on school property or during school-sponsored activities. Any reference to “parent” shall also be deemed to refer to “guardian” as appropriate.

Cellular Radio Telecommunication Electronic Device Includes all cellular or mobile telephones; numeric or text-message pagers; electronic messages; MP3 players, iPods, etc.

Emergency An occasion when the safety and/or health of a student and/or the student's immediate family members require the student's immediate attention to the matter. The existence of such an emergency will be determined by the principal, or the principal's designee, after explanation of the circumstances by the student. Matters of convenience will not be considered an emergency for the purpose of these procedures.

School Hours For use of cellular radio telecommunication devices, school hours refers to the time between the first bell of the morning and the last bell of the afternoon.

Limitations of Students' Access It is permissible for students to possess cellular radio telecommunication devices on school property and during school-sponsored events, with the following limitations: if possessed while on school premises, all devices must be turned off during school hours.

If possessed while on school premises, all devices must be stored out of sight during school hours. This may include being stored within a purse, backpack, book bag, or a student's locker. However, any device capable of taking and/or transmitting digital photographic images must remain in a student's locker during school hours. All devices must be turned off and out of sight during school hours.

Under no circumstances are students permitted to take and/or transmit digital images during school hours. Further, as for cellular radio telecommunication devices that are capable of taking and/or transmitting digital photographic images, students are prohibited from using and/or possessing any such devices in any restroom, locker room, or other location where students and/or staff have a reasonable expectation of privacy.

A student seeking an exception to these procedures must obtain written consent from the building principal, or the principal's designee, prior to acting outside of these procedures. Such an exception shall only be granted in the case of an emergency, as described above.

Failure to Comply with Procedures Students found to be in violation of these procedures concerning the use of cellular radio telecommunication devices will be subject to the following:

1. The device may be confiscated by any staff member who determines these procedures have been violated, whether by observing a student's use of a device, observing the device in plain sight, or by hearing such a device during any prohibited occasion.
2. The device will be returned to a student, upon retrieval of the device by the student's parent who will be provided a copy of these procedures, after the student has met with the administration and demonstrated an understanding of these procedures and after the student has fulfilled the obligation of any discipline imposed.
3. The student may be subject to disciplinary measures, consistent with the Student Discipline Code regarding the infraction of school rules.
4. After the third violation of these procedures, the administration may determine that a particular student shall be prohibited from possessing any such device while on school property or at a school-sponsored event.

Computer Network: Acceptable Use and Internet Safety

Students and parents are required to sign a computer use agreement. Failure to follow the agreement shall, at a minimum, jeopardize network use and may also lead to enforcement of District 73 Behavior Code and Consequences.

Dress Code

The District's Dress Code Policy includes:

1. Shirts must cover a minimum of two inches at the top of the shoulder. Tank tops with spaghetti straps and low-cut or midriff tops are not permitted.
2. Undergarments should be concealed at all times.
3. Skirts and shorts may be no shorter than mid-thigh.
4. Clothing, jewelry, body art, or other items that detract from the learning environment or violate district policy are prohibited.
5. Hats and/or headwear are not to be worn in the buildings.

Students in violation of the district dress code policy will be required to change into appropriate clothing before being admitted back to class.

District 73 Behavior Code Summary and Consequences of Violating the Behavior Code

Students are governed by the behavior code in school, on school grounds, on school transportation, on the way to and from school, and at school-sponsored activities.

The chart below outlines some examples of the types of behavior that are considered in violation of the behavior code. Following the columns listing the prohibited behaviors is the general guideline for the discipline that may be imposed. However, note that if the offense is the second or greater incident or if the severity of the behavior supports it, the administration may impose a greater level of discipline than the discipline listed for each category.

In addition, students may be disciplined for misconduct that occurs anywhere, and at any time of the year, if the conduct has caused or is reasonably predicted to be likely to cause substantial disruption to the educational environment, the functioning of the schools, or the general safety and welfare of the school community, including students and staff.

Category I Possible Suspension	Category II Suspension and/or Possible Expulsion	Category III Possible Expulsion
Forgery, plagiarism, cheating	False fire alarm, tampering with apparatus	Battery of a school employee
Gambling	Assault, battery	Selling or dispensing drugs
Leaving classroom without permission	Extortion, coercion	Possession of a weapon(s) (see Board policy, p. 42)
Disrespect or disruptive behavior	Indecent exposure	Arson
Fighting	Possession or delivery of fireworks	Sexual assault
Disrespect or disruptive behavior	Possession of dangerous instrument or object	Bomb threat
Verbal abuse, profanity	Theft and/or possession of stolen, lost or mislaid property/money	Use of dangerous instrument or object
Improper dress	Vandalism, defacing, and/or destruction of personal or school property	Robbery or burglary
Compromising student and staff safety		Use of fireworks and/or explosives
Supporter/Bystander of bullying	Possession of beeper, pager, or phone without permission or inappropriate use	Use of drugs/alcohol
Insubordination or defiance of authority	Bullying/harassment/hazing	Repeat/multiple violations of school rules
Persistent tardiness	Sexual harassment and/or sexual violation	Use of tobacco and/or smoking paraphernalia
Failure to attend school without valid cause	Use of racial or ethnic epithets	Use of explosives
	Gang activity: drawing symbols, signing, dress, etc.	Behavior denoting gang affiliation
	Drug or alcohol possession	Gang-related intimidation, harassment, or recruitment
	Intimidation / Threats	
	Leaving school grounds without permission	
	Possession of tobacco and/or smoking paraphernalia.	

Category I

First Offense or Level of Severity: Suspension, 0-5 days or alternative discipline action as determined by administration.

Subsequent Offense or Level of Severity: Suspension, 3-10 days.

Category II

First Offense or Level of Severity: Suspension, 3-7 days or alternative discipline action as determined by administration.

Subsequent Offense or Level of Severity: Suspension, 3-10 days, and/or possible expulsion; notification of proper authorities (i.e., police department).

Category III

First Offense or Level of Severity: Suspension, 10 days and/or possible expulsion, notification of proper authorities (i.e., police department).

Suspension and Expulsion from School

When other procedures or interventions fail to attain satisfactory behavioral changes, or when specifically required by the nature of the behavioral problem, a student may be excluded from school. Such exclusion may involve any of the actions and behaviors described in the District 73 Behavior Code and policies or the School Code of Illinois. Exclusion from school may include suspension or expulsion. The basic differences in suspension and expulsion are as follows:

1. A suspension is up to ten school attendance days. An expulsion is longer than ten school attendance days and up to two years.
2. The local district board of education, district superintendent, principal, or assistant principal may suspend students; only the local board of education can expel a student.
3. A student may be suspended before an informal hearing is held; a student may not be expelled until after a formal hearing.
4. Students may be suspended for up to ten days off the school bus as determined by the superintendent, principal, or assistant principal. The board of education will be informed of students removed from the bus for more than ten days and give the authority to the superintendent, principal, or assistant principal to do so.

Suspension A United States Supreme Court opinion [Gross v. Lopez, 419 U.S. 565 (1975)] has held that prior to a suspension the following procedures must be observed:

1. The official executing the suspension must give the student oral or written notice of the charges and a summary of evidence to support the charges.
2. A student who denies the charges must be given an opportunity to present an explanation in a conference with the suspending school official. The school official must then inform the student whether or not the suspension will stand.

The following guidelines shall govern suspension:

1. A student may be suspended by the board of education. If authorized by the board, the district superintendent, principal, or assistant principal may suspend students for a period of time not to exceed 10 days. The student's parents must be notified of the suspension immediately by an administrator. The parents must also receive a full statement of the reasons for the suspension, a notification of the number of days of the suspension (which may not exceed 10 school days), and notification of their right to seek school board review of the suspension. School Code of Illinois 10-22.6
2. At the parent's request the school board or a hearing officer appointed by the board will review the suspension. At this session the parents may discuss the suspension with the board or the hearing officer. The student may be represented by a lawyer (at the student's expense) and has the right to question the person who made the decision to suspend, the right to be present and question witnesses, and the right to put forward a defense.
3. If requested by the student, the parent or representative, a record will be kept of the proceedings.

- If a hearing officer is appointed by the board, the hearing officer shall report to the board a written summary of the evidence presented at the hearing. After the hearing or upon receipt of the written report of the hearing officer, the board may take appropriate action.

A suspended student may receive no credit for each day suspended, may not be given regularly assigned work, and will not be allowed to participate in any curricular or extracurricular activities. Suspended students may not appear on school grounds. A parent/guardian conference may be required as a condition of readmission.

Expulsion In expulsion cases the following procedures are utilized. School Code of Illinois 10-22.6

- The student and the student’s parents must be notified by registered or certified mail of the reasons for the recommended expulsion, including a full statement of the reasons for dismissal, the length of the expulsion and the date, time and place of the school board meeting, and be requested to appear at the meeting. The expulsion does not take place until after the school board meeting.
- At the meeting of the school board, the student may be represented by counsel at the student’s expense, and has the right to question the person who made the recommendation to expel, to present evidence, to call and question witnesses, and to make a personal statement.
- If requested by the student, the parent or representative, a record of the proceedings will be kept.
- If a hearing officer is appointed by the board, he shall report to the board a written summary of the evidence heard at the meeting and the board may take such action as it finds appropriate.

Any student who is in violation of the weapon policy may, after school discipline procedures have been completed, be expelled from school for a period of not less than one year, subject to the authority of the superintendent or his designee to modify such expulsion period on a case-by-case basis. (Reference: U.S.C. §3351 et seq.)

In the interest of helping students, the school district may assist in providing or locating alternative educational opportunities for a suspended or expelled student. These alternatives could include homebound or telephone instruction, reading lists, adult evening classes, or alternative school settings. The Illinois State Board of Education provides information and assistance to school districts and students interested in educational alternatives within a school or off campus.

Corrective Measures Short of Suspension

Efforts shall be made by the staff to solve disciplinary problems within the school setting. The following actions are suggested for dealing with behavioral problems short of exclusion from school. The list does not preclude the use of other methods or approaches which are reasonable and purposeful.

Removal from the Classroom to the Office This action may occur when a student is disruptive to the learning atmosphere.

In-school Detention This action, for a minor infraction, may deprive students from participating in regular classroom experiences.

Student Conference A conference involves student and staff members for the purpose of discussing and solving behavioral problems.

Warning A verbal or written notice to a student that a specific behavior is unacceptable and may result in a stronger action if the behavior is not corrected.

Parent Conference A conference involving the parent/guardian(s) and staff member(s) for the purpose of discussing and solving behavioral problems. The emphasis is on enlisting the assistance of the parent/guardian(s).

Referral to an in-school or out-of-school agency or person may be suggested when it is felt the intervention might help resolve a behavioral challenge.

Behavioral Probation A principal or assistant principal may place a student on behavioral probation for a specific period of time. This may include a written contract with the student. The contract represents an agreement between the student and the

administrator concerning the specific changes expected. Failure to fulfill the contract or a further infraction of the school rules may result in the imposition of further disciplinary action as set forth in the contract.

Parents/guardians will be encouraged to discuss and assist in assuring that the intent and terms of the probation are fulfilled.

Detention A student who violates a school rule or policy may be required to spend a specific period of time after school, before school, or during an unassigned class period at a specific location assigned by the principal or teacher. Such a detention will be actively supervised by a staff member. Students are expected to complete the assigned work. It shall be the parents responsibility to provide transportation after the detention period is over or to give the student permission to walk.

Repeated Detentions The detention process is designed to curb behavior problems. However, if a student continues to receive numerous detentions it may be apparent that some further action needs to be taken.

Alternative Disciplinary Action The building administrator may offer an alternative form of disciplinary action, i.e. in-school suspension. Such action will be defined and described by the building administrator, i.e., exclusion from school events, natural consequences.

In-School Suspension A student will be isolated from classmates and regular assignments will be required. Parents shall be notified. Students must report to the Detention Room with all books and supplies necessary to complete all assignments. The student may not attend activities after school.

Corporal punishment is not recognized or permitted as a standard or particularly effective form of discipline in the Hawthorn Schools. However, minimal physical restraint to protect a student or others may be necessary at times.

Behavioral Interventions Policy for Students with Disabilities

The fundamental principle of this policy is that non aversive or positive interventions designed to develop and strengthen desirable behaviors shall be used to the maximum extent possible and are preferable to the use of aversive and restrictive interventions.

The use of positive interventions is consistent with the educational goals of enhancing a student's academic, social and personal growth. While positive approaches alone may not always succeed in controlling extremely inappropriate behavior, the use of more restrictive procedures should always be considered to be temporary and approached with caution and restraint. The use of restrictive interventions should maintain respect for the individual student's dignity and personal privacy and adhere to professionally accepted treatment practices. All of the procedural protection available to students with disabilities and their parents under the Individuals with Disabilities Education Act (IDEA), including notice and consent, opportunity for participation in meetings, and right to appeal, shall be observed when implementing and/or developing behavior interventions.

It is the District's intent that interventions used with a student with disabilities will incorporate procedures and methods consistent with generally accepted practice in the field of behavioral intervention. Interventions that are considered nonrestrictive are preferred, when appropriate, because of the low risk of negative side effects and the high priority placed on behavior change rather than behavioral control. These interventions may be used without the development of a written behavioral management plan or inclusion in the student's Individual Education Program.

When a student is significantly, continuously disruptive to the environment, a written individualized behavior management plan will be developed. Restrictive interventions shall be used for the minimal amount of time necessary to control the student's behavior and shall be used in conjunction with positive interventions designed to strengthen appropriate behaviors. Prohibited interventions, such as corporal punishment and expulsion with the cessation of services, shall not be used. Interventions that are considered restrictive may be appropriate during emergency situations or when less restrictive interventions have been attempted and failed.

When confronted with an emergency situation in which immediate intervention is needed to protect students, other individuals, or the physical site from harm, school personnel may use an intervention that has not been delineated in the student's behavior management plan. The emergency intervention selected shall be the least intrusive to reasonably respond to the situation. When an emergency intervention has been used with a student, the parents or guardians of the student will be notified as soon as possible. In addition, details related to the use of the emergency intervention will be documented.

Due Process

It should be noted that students are under the jurisdiction of school personnel at all activities conducted within the school, including events outside the school. School Code of Illinois 24-24

When a student commits an act of gross disobedience or misconduct as defined by the school board, the student's right to attend school may be temporarily withheld. School Code of Illinois 10-22.6

Gross disobedience and misconduct shall include the following:

1. Behavior that is injurious to persons or property or jeopardizes the health, safety, and welfare of others. Such behavior includes the possession of a weapon before, during, or after school hours at any school location. ("Weapon" as defined on page 42 of this handbook, Board of Education Weapon Policy.)
2. Behavior that substantially and/or materially disrupts the educational process or discipline in the school. This includes acts of theft, possession of, use of or distribution of any substance which is otherwise unlawful for a student to possess, use or distribute.
3. Repeated minor incidents of misbehavior or violation of the school's rules and policies for which other disciplinary measures have failed as a deterrent or repeated truancy and/or tardiness.
4. Gross disrespect or insubordination.

However, a school may not deprive a student of rights without due process of law. A student is entitled to procedural due process and must be allowed to present a defense, to explain the circumstances of the actions in question, or to prove innocence.

Search and Seizure

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

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

School authorities may also search a student and/or personal effects in the student's possession (e.g., purse, wallet, knapsack, book bag, lunch box) when there is a reasonable ground for suspecting that the search will produce evidence the particular student has violated or is violating either the law or the District's conduct rules.

If a search produces evidence that the student has violated either the law or the District's policies and rules, such evidence may be seized and impounded by school authorities and disciplinary action may be taken. When appropriate, such evidence may be transferred to law enforcement authorities. Law-enforcement may be utilized to assist search and seizure, including drug-sniffing dogs.

Student Records

Two types of information are maintained:

1. The student permanent record, which consists of basic identifying information, academic transcript, attendance record, and accident reports and health record. The permanent record shall be kept for 60 years after graduation, transfer, or permanent withdrawal.
2. The student temporary record, which consists of all information not required to be in the student permanent record including family background information, test scores, teacher anecdotal records, disciplinary information, reports of pupil personnel services and report cards. The temporary record, if not forwarded to a new school, will be entirely destroyed five years after graduation, transfer or permanent withdrawal. Parents and eligible students have the right to inspect records scheduled for destruction and may have copies transferred to their custody. Parents may make an appointment with the principal in May of their child's 8th grade year to review a student's cum folder.

The principal has total responsibility for the maintenance of records of students enrolled in his or her building and will designate the location of the records within the building.

Notification of Rights of Parents and Students

The parent(s) or legal guardian has the right to:

1. Inspect and copy any and all information contained in the student record. An appointment will be made with the principal or his or her designee to insure that an appropriately trained professional, capable of accurate interpretation of the data, is available. If copies are desired, there may be a charge of \$.35 per page. This fee will be waived for those unable to afford such costs.
2. Challenge the contents of the records by notifying the principal or records custodian of an objection to any entry, exclusive of grades, in the school student record on the basis of accuracy, relevance and/or propriety. An informal conference will then be scheduled to discuss the matter. If no satisfaction is obtained, a formal hearing will be scheduled to be conducted by an impartial hearing officer. Detailed instructions concerning formal hearing procedures and right to appeal will be provided.
3. Receive copies of records. Upon a student's transfer or permanent withdrawal from our district, temporary records, with the exception of special education files, will be destroyed after a lapse of five years. This time frame has been established because certain temporary records of a special education student may be of continued assistance to the student. Copies of psychological evaluations, special education files, pupil personnel reports and other temporary information may be transferred, upon request, to the custody of the parent or eligible student upon a student's departure from our district.
4. Inspect and challenge information proposed to be transferred to another school in the event of a move to another school district. In addition to the required review of records, all records leaving any building will be reviewed for relevance by the principal or his or her designee. Information which is no longer educationally useful will be removed and destroyed. Unless objection to transfer of any temporary records is made within ten school days prior to the transfer of the student out of the district, the following will be forwarded to the receiving school upon their request for the records:
 - a. Academic transcripts, attendance record, health record, and other basic information from the permanent record.
 - b. The temporary record.
5. Request information regarding the professional qualifications of any teacher who is instructing your child. You may request information regarding the following:
 - a. Whether or not the teacher has met state certification requirements.
 - b. Whether or not the teacher is teaching under emergency or provisional status.

- c. The bachelors’s degree major of the teacher, any other certification or degrees held by the teacher, and the subject areas of the certification or degrees.
- d. Whether your child is provided services by teacher aides/paraprofessionals and, if so, their qualifications.

Non-custodial parents have the same rights as custodial parents unless specifically denied by a court order. A copy of the court order or custody papers detailing the restrictions established by the court must be on file with the student’s record. In addition, the non-custodial parent may request the district provide by mail copies of all correspondence and reports directly to him or her in the absence of any court order to the contrary. This would include copies of the following: reports of the pupil’s emotional and physical health; notices of school-initiated parent-teacher conference; notices of major school-sponsored events, such as open house, which involve student-parent interaction; and copies of the school calendar.

All eighth grade student records will be forwarded to the receiving high school ten days following graduation. If the parent(s) challenge the content of the records, the contested records will not be released to the new school until after the hearing procedures specified in the state and federal regulations have been completed.

Local, state and federal education officials have access to student records for educational and administrative purposes without parental consent. Student records shall also be released without parental consent pursuant to a court order, or in connection with an emergency where the records are needed by law enforcement or medical officials to meet a threat to the health or safety of the student or other persons. Juvenile authorities may have access to student records. Insofar as possible, parents will be notified prior to the release of student records. All other release of information require the informed written consent of the parent, legal guardian or eligible student.

The following is designated as public information and may be released to the general public, unless the parent presents a written request that any or all such information not be released: student’s name and address, grade level, birth date and place, parent’s names and address, information on participation in school sponsored activities and athletics, and period of attendance in the school. Also, each building prepares and maintains a student listing which includes the student’s name, address, father and/or mother’s name and home phone. This listing is used by school employees for contacting parents on a need basis and by selected members of the parent/teacher organization for emergency situations, such as closing school, etc. If a parent should desire not to have his or her child so listed, he or she must submit a written statement to this effect.

A parent or student may not be forced by any person or agency to release information from the temporary record in order to secure any right, privilege or benefit, including employment, credit, or insurance.

Full and complete copies of the laws, rules, and regulations on student records are on file with the superintendent of the district, the records’ custodian, and each building principal.

Title IX Policy

In further compliance with the Title IX Education Amendments Act of 1974, notice is hereby given “That Hawthorn Community Consolidated School District does not discriminate on the basis of sex in the educational programs and activities which it operates with respect to pupils or employees, nor to any person seeking admission or employment. Pupils are guaranteed equality of educational opportunities, including course selection, athletics, and extracurricular activities.”

Grievance Procedures

Any allegation of a violation of any part of the regulations of Title IX, Part 86 of the Educational Amendments Act of 1972 prohibiting sex discrimination, should be brought by the complainant to the attention of Title IX Coordinator for Hawthorn District #73 at 847-990-4200.

Truancy

Truancy is defined as absence without valid cause for a school day or portion thereof. Valid cause is defined as illness, death in the immediate family, family emergency and situations beyond the control of the student as determined by the school board or circumstances which cause reasonable concern to the parent for the safety and health of the student.

When a student is truant, school personnel will initiate action to bring the student back into regular attendance. The schools will offer supportive services, alternative programs and outside resources in an effort to correct the student’s truant behavior. District 73 responds to chronic truants in accordance with state law (the regional office of education is notified when students miss 10% or more of the school year).

Sexual Harassment

The Hawthorn School District #73 Board of Education will provide a learning and working environment free of sexual harassment as defined and otherwise prohibited by law. In accordance with the Illinois Human Rights Act, and Title IX of the Education Amendment of 1972, 20 USC Section 1681 et seq., it will be a violation of Board policy for any district employee or student to sexually harass another district employee or student. Anyone who feels that he or she is the victim of sexual harassment, or any teacher or administrator who is made aware of an alleged incident of sexual harassment, should take immediate action to resolve the matter according to established procedures as outlined in Section 3 of Policy File: GBMA. If any questions regarding this policy, please contact the superintendent at the Hawthorn Education Services Center.

Board of Education Weapon Policy

A student who uses, possesses, controls, or transfers a weapon on school property or at any school activity, event, or function will be subject to an out-of-school suspension, with consideration for expulsion, based upon the facts of the case. A “weapon” includes any gun, rifle, shotgun, air gun, bb gun, or pellet gun, or any other type of firearm; any item which will propel a projectile, and items that can readily be converted to propel a projectile; any explosive or incendiary device; metal knuckles; billy club or bludgeon; throwing stars; knives with blades of any length; stun gun or taser; and/or any noxious liquid, gas, or substance.

This list of weapons is not exclusive and includes other items of a similar nature that may be referred to by another name. Further, a weapon includes any “look-alike” item of any of the above-referenced items. In addition, a weapon may include any other item if it is used or attempted to be used to cause bodily harm, even if such item is not designed to typically be used to cause bodily harm. Depending upon the circumstances of the particular case, the administration is authorized to administer in-school suspension or out-of-school suspension and/or to recommend expulsion for the use, possession, control, or transfer of any such weapon.

Under certain circumstances, by law, the board of education is required to expel a student for a period of time of not less than one calendar year for specific weapons violations. The superintendent may modify this period of time, and the superintendent’s recommendation may be modified by the board of education, on a case-by-case basis.

According to state law, this includes the use, control, or transfer of any 1) gun, rifle, shotgun, or weapon as defined by Section 921 of Title 18, United States Code (18 U.S.C. §921), firearm as defined in Section 1.1 of the Firearm Owners Identification Act (430 ILCS §65/1.1), or use of a weapon as defined in Section 24-1 of the Criminal Code (720 ILCS §5/24-1); 2) any other object if used or attempted to be used to cause bodily harm, including but not limited to knives, brass knuckles, or billy clubs; or 3) “look-alikes” of any weapon as defined in subsections 1) and 2) of this paragraph. (105 ILCS 5/10-22.6).

Role of the Board of Education**The Board Makes the Policy**

The school board's duties are broad in scope. The board's foremost function is to set policy for the school district and delegate implementation to its superintendent.

A policy is a course of action or direction that your board has decided it wants the district to take. The board establishes policies that describe how the district will operate to accomplish its mission. The superintendent, teachers, and school staff function within the parameters of the board's policies. The board then acts as the observer, monitor, and evaluator of the superintendent who is responsible to carry out these policies. For example, the school board is the navigator who gives direction to the superintendent who pilots the ship.

The board has these important responsibilities:

- The school board hires the superintendent.
- The school board meets the needs of students and community through the district's mission and vision.
- The school board develops and monitors strategic plans.
- The school board monitors and approves finances.
- The school board supports the superintendent.

School Board meetings are open to the public. An agenda for each meeting is posted on the district's website and at the Educational Services Center (district office). Meetings are held the second and fourth Mondays of each month.

If you would like to learn more about the role of the school board, please log on to the district's website at <www.hawthorn73.org> and click on the Quick Link to "School Board."

