

Hawthorn Schools



Normal school hours are as follows for the 2007-2008 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

Early Dismissal Times

On days designated for early dismissal, the following schedule will apply.

No school for kindergarten students

North Campus

Elementary North: 11:55 am dismissal

Townline Elementary: 12:05 pm dismissal

Middle North: 11:15 am dismissal

South Campus

Elementary South: 11:55 am dismissal

Aspen Elementary: 11:15 am dismissal

Middle South: 11:15 am dismissal

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	Michelle Comitor comitorm@hawthorn73.org	847-918-9639
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Jeffrey Bard bardj@hawthorn73.org	847-918-8196		

District Administrators

Youssef Yomtoob, Ph.D., Superintendent yomtooby@hawthorn73.org	847-990-4218	Joy Kane Director of Special Services kanej@hawthorn73.org	847-990-4243
Sue Zook, Ed.D. Superintendent Elect zooks@hawthorn73.org	847-990-4244	Lisa Cerauli Coordinator of Student Achievement ceraulil@hawthorn73.org	847-990-4215
Eileen Conway Director of Human Resources conwaye@hawthorn73.org	847-990-4216	Lara Christoun Coordinator of Federal Projects & Bilingual Education christounl@hawthorn73.org	847-990-4254
Lisa Gosen Director of Technology gosenl@hawthorn73.org	847-990-4235	Karen Olker Coordinator of Staff Development olkerk@hawthorn73.org	847-990-4215
Alan Hahn Director of Finance and Business Operations hahna@hawthorn73.org	847-990-4223	Judith Shaffer Coordinator of Special Services shafferj@hawthorn73.org	847-990-4282

District School Psychologists

John Metzger Kristine Dechter	metzgerj@hawthorn73.org dechterk@hawthorn73.org	Lisa Anderson Renie Shaffer, Assistant	andersonl@hawthorn73.org shafferr@hawthorn73.org
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Administrative Office Personnel

Patti Barclay, Asst. to Eileen Conway Gloria Bentzen, Asst. to Alan Hahn Tanja Blaustein, Registrar Lynn Brandl, Public Relations Debbie Buttita, Clerk Tom Donovan, CIO Anita Foster, Payroll Bookkeeper Julie Georgeson, Tech Facilitator Becky Hill, Asst. to Sue Zook	barclayp@hawthorn73.org bentzeng@hawthorn73.org blausteint@hawthorn73.org brandll@hawthorn73.org buttitad@hawthorn73.org donovant@hawthorn73.org fostera@hawthorn73.org gerogesonj@hawthorn73.org hillr@hawthorn73.org	Dave Hunwick, Assistant CIO Cinde Klunder, Asst. to Eileen Conway Nancy McVicker, Asst. to Dr. Joe Yomtoob Janine Morimoto, Accts. Payable Shari Niemesz, Asst. to Lisa Gosen Martha Skelley, Asst. to Joy Kane Nancy Zielonka, Insurance	hunwickkd@hawthorn73.org klunderc@hawthorn73.org mcvickern@hawthorn73.org morimotaj@hawthorn73.org niemeszs@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 Mike Liberio, HVAC Tech	staplesj@hawthorn73.org heavinj@hawthorn73.org	Bernie Marino, Maintenance Branko Materic, Maintenance
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August 2007

Dear Parents and Students:

Welcome! Coming back to school each fall is always exciting — not only for students, but also for teachers and parents. We all look forward to getting back into the routine of the school year.

Here at Hawthorn, our motto is “Learning for All—Whatever It Takes.” You see it everywhere. You hear it often. All of our efforts at Hawthorn revolve around helping each student achieve.

One key to that mission is our high learning standards. All Hawthorn classrooms are guided by the same comprehensive curriculum, ensuring that each student will be grounded in the same knowledge and skill sets, no matter which building they attend. The Hawthorn curriculum incorporates all state and national core learning standards, and builds upon those fundamentals by layering on our own more detailed goals and expectations. Our educators continuously review and update the Hawthorn Curriculum Guide, which we encourage you to download from our district website at <www.hawthorn73.org>.

While building a sound academic foundation is Hawthorn’s main focus, we also recognize how important it is for students to become well-rounded individuals. Hawthorn works to provide students with a wide range of enrichment opportunities through which they can explore their skills and interests — whether it be an interest in wrestling or water color, music or math contests, acting or athletics, community service or singing. We encourage students to be adventurous. Look at what’s offered, then give it a try. What better place to learn and grow than right here at Hawthorn.

I close with a sincere “thank you” for all the support Hawthorn receives from the community and from parents like you. It is this community involvement that makes Hawthorn so strong and successful. Please continue that involvement by taking an active role in your student’s education. Take time to learn about your child’s teachers and classes. Take advantage of formal conferences and back-to-school nights. If you have a particular need or concern, don’t wait for conference time to bring it up. Rather, feel free to open up a conversation with your student’s teacher right away. (All staff members have e-mail and voicemail.)

Similarly, if you have questions, concerns, or suggestions for Hawthorn’s administrative team, please let us know. We welcome the opportunity to talk with you about our schools and our efforts. Feel free to contact me directly at 847-990-4218 or via e-mail at <yomtooby@hawthorn73.org>.

Best wishes for a great school year.

Sincerely,



Youssef Yomtoob, Ph.D. Superintendent

August 2007

27	First Day of School for Students in Grades 1 – 8 Middle Schools North and South (Grades 6-8) Aspen Elementary (Grades 1-5) Elementary North and South (Grades 1-5) Townline Elementary (Grades 1-5)	7:40 am - 9:40 am 7:55 am - 9:55 am 8:40 am - 10:40 am 8:50 am - 10:50 am
28	First Full Day of School for All Grades: See page 1 for regular school hours	
30	Middle North & South Fall Athletic Parent Meetings at each school	7:00 pm

September 2007

3	No School – Labor Day	
4	Aspen Elementary Back-to-School Night (Parents Only) Townline Elementary Back-to-School Night (Grades 3-5 Parents Only)	7:00 pm 7:00 pm
6	Townline Elementary Back-to-School Night (Grades K-2 Parents Only) 4th Grade Band/Orchestra Parent Information Meeting: Middle South Gym	7:00 pm 7:00 pm
10-12	4th Grade Band/Orchestra Student Appointments: Middle South Music Suite	3:30 pm - 8:00 pm
11	Middle North and South Back-to-School Curriculum Night at each school (Parents Only)	7:00 pm
13	No School – Rosh Hashanah	
18	Elementary South Back-to-School Night (Grades K-2 Parents Only)	7:00 pm
18	Elementary North Back-to-School Night (Grades K-2 Parents Only)	7:00 pm
20	Elementary South Back-to-School Night (Grades 3-5 Parents Only)	7:00 pm
20	Elementary North Back-to-School Night (Grades 3-5 Parents Only)	7:00 pm

October 2007

4	School Improvement Day No school for kindergarten students; Early dismissal for grades 1-8: See page 1 for dismissal times Middle of 1st Trimester for all schools	
5	No School – Teacher Institute Day	
8	No School – Columbus Day	

November 2007

1	School Improvement Day No school for kindergarten students; Early dismissal for grades 1-8: See page 1 for dismissal times	
1	Vernon Hills High School Middle North & South Choral Festival Concert: VHHS	7:00 pm
5	Vernon Hills High School Middle North & South Band Festival Rehearsal & Pizza Party: Middle North	6:00 pm - 9:00 pm
7	Middle North & South Early Winter Athletic Parent Meetings at each school	7:00 pm
12 – 14	Middle North Edwards YMCA Outdoor Education Program: Grade 6	
14 – 16	Middle South Edwards YMCA Outdoor Education Program: Grade 6	
15	Vernon Hills High School Middle North & South Band Festival Concert: VHHS	7:00 pm
16	Vernon Hills High School Middle North & South Orchestra Festival Concert: VHHS	7:00 pm
17	Kindergarten Parent Teacher Conferences	3:00 pm - 9:00 pm
19	End of 1st Trimester for all schools AM/PM Kindergarten Parent Teacher Conferences Evening Parent/Teacher Conferences (Grades K-8) No school for kindergarten students; School in session for grades 1 – 8	
20	No School – Parent Teacher Conferences (AM only)	
21 – 23	No School – Thanksgiving Break	
30	1st Trimester Report Cards: All Schools	

December 2007

11	Middle South Band/Jazz Concert: Middle South Gym	7:00 pm
12	School Improvement Day No school for kindergarten students; Early dismissal for grades 1-8: See page 1 for dismissal times	
12	Aspen Elementary Band & Orchestra Concert (Grades 4 & 5): Aspen Elementary Gym	7:00 pm
18	Middle North Band/Jazz Concert: Middle North Gym	7:00 pm
19	Elementary South Grade 5 Band & Orchestra Concert: Middle South Gym	7:00 pm
24 – 31	No School – Winter Break	

January 2008

1 – 4	No School – Winter Break	
7	Classes resume for all students	
15	Middle of 2nd Trimester for all schools	
16	Middle North & South Late Winter Athletic Parent Meetings at each school	7:00 pm
21	No School – Martin Luther King Birthday Observed	
22	Elementary South 4th Grade Band & Orchestra Concert: Middle South Gym	7:00 pm
23	Townline & Elementary North (Grades 4 & 5) Band Concert: Middle North Gym	7:00 pm
	Middle South Orchestra & Choir Concert: Middle South Gym	7:00 pm
24	Middle North Orchestra & Choir Concert: Middle North Gym	7:00 pm
30	Townline & Elementary North Orchestra Concert (Grades 4 & 5): Townline Gym	7:00 pm
31	District-wide Incoming Kindergarten Parent Information Night: Middle North Cafeteria	7:00 pm
18	Middle South Band & Orchestra Concert (Grade 4): Middle South Gym	7:00 pm

February 2008

6	School Improvement Day No school for kindergarten students; Early dismissal for grades 1-8: See page 1 for dismissal times	
6	Aspen Elementary Parent Information Night	7:00 pm
7	Townline Elementary New Parent and Dual Language Information Night	7:00 pm
18	No School – Presidents' Day	
21	School Improvement Day No school for kindergarten students; Early dismissal for grades 1-8: See page 1 for dismissal times AM/PM Kindergarten Parent Teacher Conferences Evening Parent/Teacher Conferences (Grades K-8) No school for kindergarten students; Early dismissal for grades 1 – 8: See page 1 for dismissal times	
22	No School – Parent Teacher Conferences (Grades K-8)	
26	Middle North Band/Jazz Band Pre-Contest Concert: Middle North Gym	7:00 pm
28	Middle South Band/Jazz Band Pre-Contest Concert: Middle South Gym	7:00 pm
29	End of 2nd Trimester for all schools	

March 2008

3	No School – Casimir Pulaski Day	
7	2nd Trimester Report Cards: All Schools	
20	Middle North and South Spring Athletic Parent Information Meetings at each school	7:00 pm
21	No School – Good Friday	
24 – 28	No School – Spring Break	
31	Classes resume for all students	

April 2008

3	Middle North & South & VHHS Jazz Concert: Middle North Cafeteria	7:00 pm
15	Middle South Bands "A Celebration of Music": Middle South Gym	7:00 pm
18	Middle of 3rd Trimester for all schools	
24	School Improvement Day; Take Your Child to Work Day No school for kindergarten students; Early dismissal for grades 1-8: See page 1 for dismissal times	
30	Elementary South Open House: Grades K-2	7:00 pm
	Townline Elementary Open House: Grades K-2	7:00 pm

May 2008

1	Elementary South Open House: Grades 3-5	7:00 pm
	Townline Elementary Open House: Grades 3-5	7:00 pm
6	Elementary North Open House: Grades K-2	7:00 pm
8	Aspen Elementary Open House	7:00 pm
	Elementary North Open House: Grades 3-5	7:00 pm
13	Townline & Elementary North Band Concert (Grades 4-5): Middle North Gym	7:00 pm
14	Middle South Open House	7:00 pm
15	Middle North Open House	7:00 pm
16	Teacher Inservice One-half Day No school for kindergarten students; Early dismissal from grades 1-8: See page 1 for dismissal times	
21	Aspen Elementary Band & Orchestra Concert (Grades 4-5): Aspen Elementary Gym	7:00 pm
23	Townline and Elementary North Orchestra Concert (Grades 4-5): Townline Gym	7:00 pm
26	No School — Memorial Day	
27	Middle North 8th Grade Awards Night: Middle North Gym	7:00 pm
	Middle South 8th Grade Awards Night: Middle South Gym	7:00 pm
29	Elementary South Band & Orchestra Concert: Middle South Gym	7:00 pm

June 2008

2	Middle North and South 8th Grade Promotion Ceremony: Vernon Hills High School	7:00 pm
3	Last day of class for kindergarten students	
4	Final Report Cards for Students in Grades 1-7 Last day of class for grades 1-7 (if no snow/emergency days are used): Please note attendance times below	
	Elementary South; Elementary North: 8:40 am -9:40 am	Middle South; Middle North: 7:40 am-8:40 am
	Aspen Elementary: 7:40 am-8:40 am	Townline Elementary: 8:50 am-9:50 am
	Note: June dates will be adjusted if snow/emergency dates are used.	

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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

Office Staff

Wendy Giovanetto, Principal's Secretary

Sandy Fairbairn, Student Secretary

Deb Jones, Copy Clerk

Classroom Teachers

Debi Anderson - First Grade

Courtney Ballinger - Second Grade

Sue Bartuska - Pre-kindergarten

Lauren Bierworth - Second Grade

Joy Brocks - Kindergarten

Elizabeth Dhanji - Pre-kindergarten

Sarah Ivy - Third Grade

Leslie Johnson - Fourth Grade

Kelly Kirby - Kindergarten

Diane Motley - Pre-kindergarten

Tara Neville - Fifth Grade

Lisa Roberts - First Grade

Cheryl Sanks - Pre-kindergarten

Joyce Schullian - Fifth Grade

Randi Szoke - Second Grade

Terri Wignall - Fourth Grade

Kathy Wysong - Fourth Grade

Support Services

Ann Block - Social Worker

Sue Bonnem - Speech

Tony Carlsen - Physical Education

Chris Dierbeck - Technology Facilitator

Joan Galantha - Art

Lindsay Gerjol - Learning Center

Sally Hanson - Learning Center

Kathy Manchester - Music

Karrie Meiners - Physical Education

Robin O'Connor - Drama

Karen Olker - Teaching/Learning Coach

Peg Romberg - Nurse

Joan Sheldon - Health

Pamela Stanley - Orchestra

Jackie Vrabel - Library/Media Specialist

Maureen Vinci - Teaching/Learning Coach

Katie Waggoner - Teaching/Learning Coach

Karen Wheeler - Learning Center

Operations and Maintenance

Sharon Mayfield, Custodian

Jim McDonald, Lead Custodian

Rosendo Vasquez, Night 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.

For more information regarding Aspen Elementary, including application procedures, contact the school office at the address and phone above. You can use the Internet to find out more about the Quality School Model and Choice Theory at <<http://www.glasserinst.com/>>. Our district website at <www.hawthorn73.org> also has a question and answer section regarding Aspen Elementary.

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

Renee Rosinski, Principal's Secretary
 Susan Beilke, Student Secretary
 Gayle Shanahan, Teacher Clerk
 Maureen Maher, Office Clerk
 Carmen Garcilazo, Copy Clerk

Classroom Teachers

Nichole Beck - Fourth Grade
 Jeanne Bleck - First Grade
 Meghan Clane - Fourth Grade
 Angelena Colon - Fourth Grade
 Monica Dawson - Third Grade
 Betsy Drake - Second Grade
 Tess Fatidzis - Fourth Grade
 Betsy Gelhbach - Third Grade
 Mary Hehr - Third Grade
 Shellie Hoffmann - First Grade
 Cara Hunwick - First Grade
 Lisa Lasko - Kindergarten
 Suzy Lee - Second Grade
 Hillary Marchel - Kindergarten
 Catherine Park - Fifth Grade
 Melinda Preuss - Fifth Grade
 Lisa Ramirez - Fifth Grade
 Barb Rudolph - Fifth Grade
 Laurie Spangle - Second Grade
 Rachel Zabel - Second Grade

Support Staff

Susan Albert - Supportive Services
 Cindy Blair - Art
 Kristie Blasinski - Physical Education
 Karen Brennan - Art
 Sharon Cepican - Health Clerk
 Esther Choi - Supportive Services
 Crystal Krawchuk - Music/Orchestra
 Marie Deutschmann - Technology Facilitator
 Susie Dicello - Supportive Services
 Lori Dougherty - Supportive Services
 Kathy Falotico - Social Work
 Alyson Hu - Social Work
 Sachiko Kim - Music
 Lori McKenzie - Supportive Services
 Kathy Michalak - Speech/Language
 Susan Miller - Supportive Services
 Karen Olker - Teaching/Learning Coach
 Matt Polnow - Physical Education
 Loretta Pittman - Supportive Services
 Ame Schaeffges - Music/Band
 Toni Schramm - Library/Media Specialist
 Rachel Smith - Literary Resource
 Nicole Snow - Speech
 Terry Thourson - Physical Education
 Renee Ullberg - Speech/Language
 Maureen Vinci - Teaching/Learning Coach
 Katie Waggoner - Teaching/Learning Coach
 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 prior training in 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 Lisa Cerauli, Assistant Principal

Office Staff

Mary Sas, Principal's Secretary
 Mary Amidei, Student Secretary
 Debbie Haines, Teacher Clerk
 Liliana Mendive Office Clerk
 Josie Hormel, Copy Clerk

Classroom Teachers

Susie Ahrens - Fifth Grade
 Carrie Cymerman - Fourth Grade
 Jami Dehn - Third Grade
 Kelly Garner - Third Grade
 Barb Greenfield - Fourth Grade
 Tina Hansen - Second Grade
 Leslie Harris - Kindergarten
 Megan Holt - Fifth Grade
 Marlene Horan - Fourth Grade
 Jennifer Jacobson - First Grade
 Kirsten Kloss - Fifth Grade
 Allison Koenigsberg - First Grade
 Patrice Lagos - Kindergarten
 Katie Lardo - Fifth Grade
 Kathy McBeath - Second Grade
 Anne Moebius - Third Grade
 Laura Preston - Third Grade
 Traci Rayl - First Grade
 Joanne Schorsch - Fourth Grade
 Laurie Schutte - Second Grade
 Andrea Trela - Fifth Grade
 Judi Urbanek - First Grade
 Lois White - Second Grade

Support Staff

Paul Amos - Physical Education
 Katie Bartel - Music/Band
 Lelah Beasley-Hedrick - Art
 Tom Church - Physical Education
 Jennifer Cue - Learning Disabilities
 Conrad Floeter - Learning Center
 Debra Goldwasser - Learning Center
 Susan Gresik - Technology Facilitator
 Alyson Hu - Social Worker
 Christina Kogler - Physical Education
 Jean Kopstein - Learning Center
 Katie Krajewski - Physical Education
 Pam Lutter - Music/Orchestra
 Katie McFadden - Speech/Language
 Francie Mundrane - Nurse
 Karen Olker - Teaching/Learning Coach
 Gina Osborn - Health Clerk
 Cheryl Rejc - Speech/Language
 Kathy Rossett - Music
 Cathy McDonald - Library/Media Specialist
 Karen Spielman - Social Worker
 Elaine Sullivan - Reading Specialist
 Phyllis Townsley - Art
 Maureen Vinci - Teaching/Learning Coach
 Katie Waggoner - Teaching/Learning Coach
 Gina Zubert - Learning Center

Operations and Maintenance

Scott Krase, Custodian
 Henry Yuen, Lead Custodian

Philosophy

Teaching and learning at Elementary South are guided by Howard Gardner's Theory of Multiple Intelligences and incorporate prior training in 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 Elementary (Grades K-5) – North Campus

810 North Aspen Drive, Vernon Hills, Illinois 60061

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

Karen Cencula, Principal Eileen Conway, Principal Betsy Sostak, Assistant Principal

Office Staff

Diane Graham, Principal's Secretary
 Debbie Haszel, Principal's Secretary
 Mayra Lanuza, Student Secretary
 Anna Marie Cichelli, Teacher Clerk
 Ellen Booth, Office/Copy Clerk

Irina Mats - Fourth Grade
 Jessica Meland - Fifth Grade
 Millie Naughton - Second 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
 Marissa Vazquez - Fourth Grade
 Katie Wheeler - Second Grade

Becky Kotzin-Gustafson - Social Work
 Cathy Lanyon - Learning Center
 Denise Martin - Physical Education
 Tara Moncada - Learning Center
 Brendan O'Brien - Physical Education
 Karen Olker - Teaching/Learning Coach
 Ruth Ron - Spanish
 Megan Rubens - Speech/Language
 Brian Rude - Physical Education
 Gina Selander - Learning Center
 Pam Stanley - Music
 Terry Thourson - Physical Education
 Kathy Valentini - Nurse
 Patty vonKamecke - Learning Center
 Katie Waggoner - Teaching/Learning Coach
 Jennifer Wiechman - Early Learning Speech
 Barb Zailyk - Learning Center

Classroom Teachers

Adrienne Anderson - Third Grade
 Mimi Batson - First Grade
 Gambol Beham - Kindergarten
 Nicole Bellini - First Grade
 Brenda Blue - First Grade
 Lauren DiBenedetto - Third Grade
 Maria Delannoy - First Grade
 Nicole Hayes - First Grade
 Mary Hoyland - First Grade
 Roxana Jones - Fifth Grade
 Kristi Hughes - Second Grade
 Raquel Kim - Fourth Grade
 Katie Kisellus - Third Grade
 Laura Klunder - Kindergarten
 Susan Kobeski - Fifth Grade
 Jennifer Koschmann - Third Grade
 Diane Krueger - Fourth Grade
 Mindy Lamberti - Second Grade
 Jennifer Lee - First Grade
 Jessica Lois - Second Grade
 Ellen Macy - Third Grade
 Jennifer Mietus - Third Grade

Support Staff

Kristy Adamczak - Speech/Language
 Jamie Amelse - Occupational Therapy
 Terri Barclay - Music/Band
 Jessica Bayliss - Music
 Jeremy Blair - Art
 Cheri Ciampa - Physical Education
 Maureen Coutré - Learning Center
 Nicole Dominguez - Social Work
 Carl Fritz - Music/Orchestra
 Nicole Gilmore - Spanish
 Cathy Gross - Library/Media Specialist
 Alice Grubb - Music
 Chris Hansen - Technology Facilitator
 Sam Jaramillo - Art
 Karen Johnson - 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.

Families interested in Townline must complete an application. A lottery, conducted to reflect the demographics of the district, is used to fill vacancies at the school. For more information, please contact the school or the website at <www.hawthorn73.org>.

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 Robert Natale, Assistant Principal

Office Staff

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

Classroom Teachers

Nancy Alexander - Eighth Grade
 Tommie Arens - Seventh Grade
 Erin Brickman - Seventh Grade
 Sandi Epstein - Sixth Grade
 Kathy Ford - Sixth Grade
 Jennifer Harris - Eighth Grade
 Audrey Hawn - Sixth Grade
 Brenda Henriksen - Sixth Grade
 Jeff Howat - Sixth Grade
 Marilyn Huster - Eighth Grade
 Jason Kao - Seventh Grade
 Tom Koch - Eighth Grade
 Chris Kwiatkowski - Seventh and Eighth Grades
 Donna Peck - Seventh & Eighth Grades
 John Reid - Eighth Grade
 Julie Rohlfling - Sixth Grade
 Shannon Santos - Seventh Grade
 Rachel Serlin - Sixth Grade
 Doug Shearer - Seventh & Eighth Grades
 Norma Tanner - Eighth Grade
 Kirk Teichert - Seventh and Eighth Grades
 Brandon Todd - Seventh Grade
 Crystal Wagner, Seventh Grade
 Judy Waitz - Sixth Grade

Support Staff

Kathryn Balmes - Foreign Language
 Susan Byrne - Technology Facilitator
 Patrick Cantagallo - Band
 Janine Carozza - Health
 Cathy Dismer - English Language Development
 Jennifer Greenwell - Orchestra
 Casey Halverson, Structured Study Program
 Sharon Horan - Library/Media Specialist
 Sheryl Kabak - Teaching/Learning Coach
 Valbona Kokoshi - Foreign Language
 Carol LaBissoniere - Music/Drama
 PJ Larson - Physical Education
 Dennis Matuch - Digital Film
 Teri McDonough - Physical Education
 Debra Morozin, Structured Study Program
 John Ostrander - Physical Education
 Marilyn Ring - Art
 Erin Roche - Learning Disabilities
 Kathleen Salse - Nurse
 Colleen Schultz - Learning Disabilities
 Joanne Silvertrust - Speech/Language
 Evelina Skowron - Social Work
 Tanya Stahl - Information Literacy
 Kim Sue - Learning Disabilities
 Sheryl Swanson - Foreign Language
 Bruce Tossey - Physical Education
 Brian VanStaalduinen - Social Work
 Erin Zane - 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

Office Staff

Adele Odom, Principal's Secretary
 Helen Chmura, Student Secretary
 Mari Kuehl, Clerk
 Sandra Cruickshank, Copy Clerk
 Debbie Liden, Copy Clerk

Classroom Teachers

Tia Alexander - Eighth Grade
 Anne Buckton - Sixth Grade
 Sally Busse - Eighth Grade
 Mary Castellano - Seventh Grade
 Jim Ciecwiwa - Seventh Grade
 Susan Finn - Seventh & Eighth Grades
 Kerry Frischkorn - Seventh & Eighth Grades
 Jim Grimes - Seventh Grade
 Sara Hilger - Sixth Grade
 Chris Humboldt - Sixth Grade
 Karen Janisch - Seventh & Eighth Grades
 David Kleinschmidt - Seventh & Eighth Grades
 Lisa Lee Kimchik - Eighth Grade
 Linda Knezovich - Sixth Grade
 Mary Krause - Sixth Grade
 Tim Kuehl - Eighth Grade
 Shannon Masini - Eighth Grade
 Josephine Munkvold - Seventh Grade
 Joe Omiatek - Seventh Grade
 Renee Schiemann - Eighth Grade
 Marilyn Simon - Sixth Grade
 Lisa Wilgus - Seventh Grade
 Maureen Wright - Sixth Grade
 Dan Yablonsky - Sixth Grade

Support Services

Janet Adelman - Learning Disabilities
 Faith Becker - Speech/Language
 Mary Benton - Art
 Rhonnie Bogenschutz - Learning Disabilities
 Matt Cameron - Physical Education
 Michelle DiCarlo - English Language Development
 Irv Dvorak - Technology Facilitator
 David Firnbach - Industrial Technology
 Jim Garbrecht - Band
 Diane Grimes - Health
 Suzanne Jozwiak - Music
 Nancy Kocal - Orchestra
 Valbona Kokoshi - French
 John Langelund - Social Worker
 Ellen Lindal - Learning Disabilities
 Debbie Logan - Physical Education
 Cathy Logsdon - Social Worker
 Tom Millar - Physical Education
 Frances Palm - Spanish
 Lynn Pate - Physical Education
 Carol Richardson - Consumer Technology
 Dan Schneider - Teaching/Learning Coach
 Deb Sorkin - Nurse
 Vikki Spiteri - Library/Media Specialist
 Laura Starr - Learning Disabilities
 Michelle Vazquez - 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.

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2007-2008 Hawthorn PTO Board

Executive Committee**President**

Nicole Carson 847-680-1137

Secretary

Michelle Tran 847-247-8157

Treasurer

Terri Kendall 847-949-7058

VP Aspen Elementary

Andi Conrad 847-362-3188

VP Elementary North

Nina Ferolo 847-816-0087

VP Elementary South

Taunya Reback 847-549-1301

VP Townline Elementary

Tammy Antenore 847-949-9927

VP Middle North

Kathi McHenry 847-367-5754

VP Middle South

Shelley Waitzman 847-984-2041

VP John Powers

Call office for information 847-680-8320

Committee Chairs**Art Adveneture**

Julie Harty 847-573-8438

Book Fair

Angel O'Rourke 847-367-4798

Boys' Night Out

Terri Kendall 847-949-7058

Calendar

Andrea Conrad 847-362-3188

Entertainment Books

Jeanne Dimick 847-949-5415

Gift Wrap

Amy Rootberg 847-573-0712

Kirsten Surber 847-549-8206

Hospitality

Amy Dohler 847-247-9394

Annemari Kerr 847-362-3492

Housewalk

Kathi McHenry 847-367-5754

Market Day

Tacy Borgman 847-549-9621

Membership/Hawthorn Dial

Susan Jones 847-816-8781

Mother-Daughter Tea

Melissa Kaufman 847-918-8113

Nutrition in the Classroom

Hope Chalmers 847-816-0448

Programs & Events

Nicole Carson 847-680-1137

Lisa Hessel 847-680-8980

Kathi McHenry 847-367-5754

Chris Walls 847-680-9883

Pipeline

Jami Pacer 847-362-4644

Publicity

Ginger Acopiado 847-362-9014

Redemption

Heidi Gold (Dominicks) 847-281-9355

Melissa Kaufman (Ink, Tyson, Kemps) 847-918-8113

Kim Moyers (Box Tops) 847-362-1983

School Supplies

Kathi McHenry 847-367-5754

Dorothy Schrems 847-680-8937

Scrip Gift Cards & Certificates

Taunya Reback 847-549-1301

Hilary Schwartz 847-478-8389

Social Dance Lessons

Ann Flake 847-239-0093

Spirit Wear

Stacey Cronin 847-816-0237

Karen Oppenheim 847-362-9147

Beth Polid 847-549-7764

Variety Show

Lori Reich 847-367-6702

Geri Silver 847-918-8962

Website

Chris Walls 847-680-9883

Community Participation**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)

Dorothy Schrems 847-990-4313

Elementary North (Grades K-5)

Gayle Shanahan 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

Helping One Student to Succeed (HOSTS)

HOSTS is District 73's student mentoring program, through which community volunteers provide one-to-one instruction in reading. Volunteer mentors receive program orientation and are asked to commit 30 minutes at least one day a week. New mentors are welcome. HOSTS volunteers are needed this year for Aspen Elementary and Townline Elementary. Those interested in becoming mentors should contact Jan Greene at Aspen Elementary, 847-990-4326 or Diane Treu at Townline Elementary, 847-990-4900.

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 Attendance

Admission of Students

Students new to the district must present a certified birth certificate for entrance to the district at all grade levels. Students transferring from within Illinois should have the completed ISBE Student Transfer Form (ISBE 33-78). These documents must be presented before a child may be enrolled or attend classes. At the time a student is registered, parents/guardians will be required to provide at least two documents showing proof of residency.

A student must be five years on or before September 1, 2007, in order to be eligible for kindergarten. The district must report failure to submit a certified birth certificate to the local law enforcement agency.

Required Health Information

Illinois law requires physical examinations for students entering kindergarten and fifth 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. Record of immunization against measles, tetanus, diphtheria, poliomyelitis, and pertussis (whooping cough) must also be presented. All fifth grade students are required to have hepatitis B inoculations. District 73 will notify parents of any health and/or immunization records which are not in compliance with the Illinois School Code. If the health examination report is not received by October 15 of the school year, the student will be excluded from school until the report is in compliance.

Illinois law requires that all students in kindergarten, second grade, and sixth grade present proof of a completed dental examination before May 15 of the current school year.

Students in grades six through eight who participate in interscholastic activities must have annual sports physicals.

Change of Address

Parents should notify the school office promptly of any change of address or telephone number. This notification should be in writing. We require your cooperation in reporting any changes promptly and accurately so the district can maintain accurate school records and can communicate with you when necessary.

Fees/Fee Waivers

Pre-kindergarten	\$42.00	Grades 6-8	
Early Childhood Program	\$42.00	Instructional Material	\$51.00
Kindergarten		Arts & Technology Fee	\$34.00
Instructional Material	\$42.00	Band/Orchestra	\$54.00
Grades 1-5		Locks (1 or 2) per lock	\$5.00
Instructional Material	\$46.00		
Hot Lunch Program		Milk Cards	
Per lunch	\$2.00	20 punches	\$7.00
10-lunch card	\$20.00		

School/material fees, arts, and technology fees will be waived for a student who qualifies for free or reduced lunches under the School Code of Illinois. Fees will 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, storm damage, a parent serving in the Armed Forces or other emergency situation which the Director of Finance deems to justify a fee waiver. Applications for waiver of school fees are available in each building. All district students receiving services outside the school district are required to register and pay fees.

Middle School Lockers and Locks

Each student in grades 6 through 8 will be assigned a hall locker and a gym locker. Middle North students must keep their lockers secured at all times with locks purchased at the Middle North office. Middle South hall lockers are equipped with built-in combination locks. Locks for gym lockers are purchased through the physical education teachers.

Student Insurance

District 73 purchases a student accident insurance program that covers your child for injuries incurred while participating in school sponsored and supervised activities, including all sports. There is no charge to you for this coverage.

Optional 24-hour accident coverage is available for you to purchase for your child. The cost of optional 24-hour coverage is \$46.00 for basic coverage, \$86.00 for comprehensive coverage, and \$8.00 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.

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.

State 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 one-half day of attendance.

Grades 2-8: 5 instructional hours for a full day; 2-1/2 hours for one-half day of attendance.

Middle School Promotion Requirements

To receive a certificate of completion from eighth 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 his 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 his designee.

Absence from School

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

If a child is going to be absent from school, parents are required to call the school before 9:00 am on each day of the absence to report and explain the cause of that absence. This also applies to extended vacations which you may take during the school year. Vacations are not considered to be an excused absence under the School Code. Building telephone numbers for reporting absences are on the inside front cover of this book.

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 or her parent/guardian has not notified the school that the child will be absent. These calls are made by office staff in each building. 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 a search can begin quickly. This law applies to students from kindergarten through eighth grade.

Absence for Religious Observance

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

Absences-Unauthorized

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. We 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: 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 P.A.S.S. (Positive Alternative Services for Students) of Lake County. Chronic truancy will result in referral to the courts.

Homework for Absentees

In order that we may best provide service, parents are asked to adhere to the following guidelines when requesting homework assignments for students who will be absent from school:

1. 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.
2. A request for homework may be made on the second day of absence if it appears that the student’s absence will be prolonged.
3. Please give us 24 hours to get assignments together. Call before coming in to pick work up so that we may make sure it is all available. This is particularly important if a student has more than one teacher.
4. If it is necessary to get assignments sooner, students should consider calling classmates who can provide the needed information.

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 he or she can be counted as present. If a student who is late to school does not sign in upon arrival, the office is unaware of that student’s presence and he or she may not receive credit for that day’s attendance. Parents: please stress to your child the importance of reporting to the office if he or she is late to school. Unexcused tardies will result in disciplinary consequences (see individual building for detailed consequences). A parent phone call does not necessarily make a student’s tardy “excused.”

Emergency School Closing

When snow, or any other circumstance, makes it impossible for the school buses to run, school cancellations will be announced on the following radio and television stations. Parents are also encouraged call the student’s school or check the district website at <www.hawthorn73.org> for additional information.

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

Even if the schools are open, the final decision about a child’s attendance must remain with the parents. A decision to close or open school cannot take into account all of the special circumstances in a particular neighborhood or for a particular child. We can best protect the safety and welfare of all students if *parents* decide what is best. The following may help:

Buses may be very late. When it snows heavily, traffic jams, unplowed areas, narrow streets and short corners may cause serious delays. Some housing areas may be inaccessible to the school buses for extended periods. You need to decide if alternate transportation is possible or desirable.

If you decide to drive your child to school, check with your neighbors, as car pools help reduce the traffic congestion.

Please shovel your walks. If everyone cooperates, many children can get to school without walking in the streets. The school district crew will work extended hours on the school grounds.

Leaving the Building

A parent or other responsible person must sign a student out in the office before the student may leave the building.

Hospital/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 at home. For details, please contact Joy Kane, Director of Special Services.

Family Vacation During the School Year

Parents who are planning a vacation which 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 to be excused under the School Code of Illinois; the principal and teacher(s) will be glad to discuss the probable effects upon the child's academic progress.

Messages for Students

Only emergency messages can be relayed to students. Parents are asked to plan ahead with their children for unusual weather conditions or other situations which might alter the method by which children return home.

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.

Parent Visitors to School

The Hawthorn Schools welcome parents as visitors. However, for the protection and security of all students, Board of Education policy requires that all visitors must sign in at the building office and obtain a pass which must be worn the entire time they are in the building.

Any parent wishing to visit a school which his/her child attends may do so at any time during school hours. A parent who wishes to visit the child's class while it is in session may do so without advance notice or appointment. However, the principal will check with the teacher to be sure that at that particular time the presence of another adult will not disrupt the educational activity. On such occasions, the principal shall advise the parent of the specific problem and shall arrange a definite day of visitation as soon as practical.

While visiting in a classroom, visitors are asked not to interrupt the class or disturb the children. If a visitor desires to ask questions or confer with the teacher, he or she must make arrangements for a conference with the teacher, or contact the teacher at a later time for an appointment.

In order not to interfere with the education of the children or the school program, and in order not to overcrowd a particular classroom, the principal has the right to restrict the number of visitors to a classroom at a given time and may also determine a reasonable period of time for a visitor to remain in a classroom.

Student Discipline

School is a place where a healthy, safe, and wholesome environment for all is provided. As in all public institutions, proper order necessitates certain rules and regulations. Minimal physical restraint to protect a student or others may be necessary at times. It is in the interest of all students and parents that the district provides the following information. Please refer to the Student Behavior and Discipline section of this handbook for complete disciplinary 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.

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.

Student Safety and Welfare

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 change requests can be made by completing a Bus Route Adjustment Form posted at <www.hawthorn73.org>, by contacting your school, or by contacting the district office.

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. *At no time will students 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 847-990-42000 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 847-990-4200. 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.

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

- Districting 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.

Permission to Leave School

It is important that the school know the whereabouts of each student at all times. A parent or properly authorized adult (written permission required) must go to the school office to pick up the child. Each child must be signed out at the office and leave in the company of the adult responsible. No student may leave the school grounds without permission from the office.

Emergency Procedures and Drills

Evacuation District 73 has developed policies and procedures for the evacuation of school facilities in conjunction with the Lake County Office of Emergency Services and the Vernon Hills Police Department.

Fire and Disaster Drills Fire and disaster drills are held at various times during the school year. These drills are necessary for the safety of students. Students must follow the directions quickly, quietly and in an orderly manner. If primary exits are blocked, alternate exits are always available.

Tornado Drills Illinois has a warning system for severe weather conditions involving the Illinois Emergency Services and Disaster Agency, the Illinois State Police, and the National Weather Service.

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.

If, at dismissal time, a tornado watch (the forecast of the possibility of one or more tornadoes in a large area) has been announced, the students will be dismissed. They 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 (a tornado has been detected and may be approaching) students will not be dismissed or be permitted to board the buses. 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.

Health Services

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.

Vision and Hearing Vision screening will be done in October, 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.

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 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 and 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 the nurse alerting her 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

How Do I Know if I Should Keep My Child Home from School Because of Illness? Children who appear ill before school 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° 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 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. He or she may return to school the day after the first shampoo, lotion, or cream rinse pediculicide is applied. The nurse must check him or her before returning to the classroom.
- Has chickenpox. He or she must be excluded from school for not less than five days or 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.

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

Pest Control Procedures at School Buildings

In 2000, the Illinois legislature passed SB0527 and SB0529, amendments to the Structural Pest Control Act and the Illinois Pesticide Act that affect how pests, mice, ants, etc. are controlled in schools.

The legislation affects the schools in basically two ways: 1) All Illinois schools are required to adopt a pest control process called Integrated Pest Management or IPM and 2) schools are required to notify staff, students and parents prior to certain types of pest control applications.

Integrated Pest Management emphasizes inspection and communication with the school administration. The focus of the program is to identify and eliminate conditions in the school which could cause pests to be a problem. Applications of pest control materials are made only when necessary to eliminate a pest problem. **Regular spraying is not part of the program.**

If it becomes necessary to use any pest control products other than traps or baits, notice will be posted two business days prior to the application. The only exception to the two-day notice would be if there is an immediate threat to health or property. The notice will be posted as soon as practicable. If you would like to receive written notification prior to the application of any pest control materials subject to the notification requirements, please complete the form that is included in the Friday Flyer at the beginning of each school year and return it to your child's school.

The school district has contracted with Anderson Pest Control to provide IPM services. Anderson has had IPM programs in place in schools they service since 1991. If you have any questions about the information and procedures from Anderson Pest Control, you may contact them at 630-834-3300.

Educational Programs

The Hawthorn curriculum has been planned to provide a well-rounded educational program in basic skills in all areas, with opportunities for enrichment, diversification, and remediation based upon individual needs.

Curriculum revision is a continual process resulting in adjustments and change to insure an excellent educational program for our students. District curriculum committees made up of teachers representing all grade levels and special educational areas are involved in the process of evaluating and revising the curriculum.

Classroom Placement

An equal distribution of students in the various classrooms at any given grade level is essential in a district as large as ours. The building principal and the teaching staff develop class lists that will 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.

Communication

Communication between school and home is of vital importance. Two publications are available to provide information about Hawthorn district programs.

Each building will send home a monthly or bi-monthly newsletter to inform parents of building activities, programs, and student accomplishments.

Hawthorn Highlights is published on a monthly basis, and is mailed to all district residents. *Hawthorn Highlights* will keep you abreast of educational and financial matters, as well as current events. Also, check our website (www.hawthorn73.org) and click on "learning@hawthorn."

Reporting to Parents

Student progress is reported to parents via report cards issued three times a year and at parent/teacher conferences. Mid-term notices are sent home with all students in grades 6-8 three times a year.

All parents with children in grades K-5 participate in a minimum of one parent/teacher conference per year. Additional conferences and all conferences at Middle North and Middle South are scheduled as needed and/or as requested by parents.

The evaluation of student progress is an ongoing procedure. Parents are encouraged to contact the school whenever they have concerns regarding their child's progress.

Explanation of Grades At the Middle Schools, a student's grade point average (GPA) is calculated. Recognition is given for A Honor Roll (3.5 - 4.0 GPA), B Honor Roll (3.00 - 3.49), and Improvement Honor Roll for improving one's GPA by .5 or better.

Homework Policy

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.

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. Special programs of accelerated (6-8) and gifted mathematics (3-8) for identified students are offered. In grades 6-8 some acceleration extends into average classes, where elements of an 8th grade program are offered in 7th grade and pre-algebra is offered in 8th grade. 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.

Middle-School Extracurricular Activities

The upper grades provide students the opportunity to participate in activities of both an educational and recreational nature. These activities include drama, chorus, yearbook, athletic programs, specialized clubs, and student council. Activities take place both during and after school. Students participating in activities after school must provide their own transportation. Parents' encouragement and cooperation are vital to these programs.

Students who are members of athletic teams, cheerleading and pom pon squads, student council, class council, and other activities which are extracurricular in nature and represent the whole school, are required to maintain good grades and reasonable standards of behavior in order to be eligible to participate in the activities.

Parents of middle-school students who become members of these groups will receive a letter detailing the specifics of these standards. Students must be eligible at the time of tryouts. They must maintain their eligibility or will be removed and not reinstated. A "C" average in core subjects with no failing grades overall and appropriate behavior are the standards for eligibility.

Students must be in attendance at school all day the day of any scheduled athletic 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 (team sports, cheerleading, pom pons) must have a physical exam.

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.

Special Education and Support Services

Hawthorn provides a variety of special education and supportive service programs for students. Some of these programs are supported through State and Federal Funds while others are district supported programs. In each building a team of professionals monitors the Individual Education Plans (IEPs) of students eligible for any of the services offered. The teams are called Pupil Personnel Service (PPS) Teams. A problem-solving model is utilized by all teachers to address academic, behavioral, and/or other concerns that arise. All services are offered in full compliance with federal and state guidelines and laws. Parental approval and involvement are necessary to the success of these programs.

Preschool Screening

Parents of preschool 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. Hawthorn District 73 offers a range of services to meet the needs of children prior to their entrance to kindergarten. Parents of children under age 3 who think their child may have a developmental delay may arrange to have their child evaluated through the Lake-McHenry Regional Program. For further information, contact Joy Kane, Director of Special Services, at 847-990-4242.

Pre-Kindergarten Screening

In the spring or summer prior to kindergarten enrollment, all entering kindergarten children are screened for readiness skills.

Kindergarten Extended Learning Services

The Extended Learning Program will provide support services for students not meeting kindergarten language arts/math standards and expectations. Students will be invited to participate in this program based upon individual student screening, language assessment, and teacher recommendation. Extended learning opportunities will be provided either in the afternoon or morning, and children will attend for the length of time that is necessary to improve student performance. Students may be placed for three to eight months based upon their individual progress and development.

Students will receive services for approximately 2.5 hours, five days per week. Lunch services will be catered through the district, with the option of students bringing their own lunches. Students will receive services in a self-contained extended services classroom either in the morning or afternoon opposite their regular kindergarten session.

Children will receive highly enriched direct instruction in language, reading, and math. Children will be released from receiving additional services based upon meeting specific benchmarks for success in pre-reading/pre-readiness skills, and teacher recommendation. Parents will be contacted if their child qualifies to participate in these services.

Psychology

The school psychologists serve as members of the PPS team to assess the academic and psychological needs of students, provide in-service training for the staff and administer the district testing programs.

Speech & Language

All children starting kindergarten in the District, are screened for speech and language development. Parental permission will be obtained before a child is placed in a special program.

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 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 his/her chronological age are considered.

Speech and language screening is available to all children upon parent or teacher request. This request will be reviewed at the building level. In addition, evaluations are available to 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 PPS 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 needs of students who have mild to moderate learning disabilities and average intelligence.

Due to a unique disability in one or more of the learning modalities, there is a marked discrepancy between ability and achievement. These children are supported within the classroom setting and/or are taken from the classroom for special services on a regularly scheduled basis. The learning assistance teachers also act as consultants to the classroom teachers. The program is designed to meet the specific needs of each student.

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. These classes are very small. The children receive art, gym, music, etc. with the children of their own grade level. Students are also mainstreamed into academic classes when appropriate.

English Language Development (ELD)

Each year, students enroll in our schools who speak little English. Several different native languages are represented by families moving here from other countries. 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 program is designed to assist the Limited English Proficient (LEP) students in reaching their educational potential and making appropriate adjustments to the school setting. These students will attend regular classes with their English-speaking classmates as much as possible.

Gifted Program-Triple "A" - Advanced Ability and Achievement

The Triple "A" program is designed to provide a differentiated and articulated program for identified gifted children in the district. Students are screened for the program and are identified according to aptitude and achievement scores, and, when appropriate, from individualized testing. The students initially need to rank in the top three percent of their grade on local norms.

Students in grades three through five at Elementary North and Elementary South, and in grades six through eight at Middle North and Middle South, who are identified as gifted in the specific areas of math and reading, are placed in groups that will provide them with an enriched and accelerated curriculum to challenge their abilities. Aspen Elementary and Townline Elementary provide a more flexible delivery of service and do no formal identification.

Dual Language 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 Paul Powers Center for the hearing impaired children of Lake County 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. Approximately 80 elementary age students receive specialized education in this facility. It is the goal of the program to mainstream these students into the regular Hawthorn program when appropriate. Upon graduation, the students will 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 him, to the professional 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. 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.

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.

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 violation 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	
	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. The student may be placed on probation to an administrator with the selection by mutual consent of the student and administrator. If agreement cannot be reached, a probation supervisor will be assigned by the principal.

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 situa-

tion. 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, accident reports and health record, record of release of permanent information and records of awards and participation in school-sponsored activities. 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 should 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 releasing of student records in either situation. 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 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 is 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).

Notes and Additional Contact Information

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