

Consolidated High School District 230 2017-2018 Parent/Student Handbook

All information provided in this Parent/Student Handbook, including dates, times, and locations are current as of May 28, 2016 and may be amended during the school year without notice. The most current document will be on the District website at www.d230.org.

The Parent/Student Handbook contains summaries of board policies governing the district; board policies are available online at www.d230.org or at the district office.

The student handbook was developed to answer many of the commonly asked questions that students and parents may have during the course of a school year. This handbook contains important information for parents and students. It is the responsibility of all parents and students to become familiar with the contents of this handbook. Should you have any questions not addressed in this handbook, please contact the main office of your school.

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Successful Schools - Successful Students Touchstone

For all students of CHSD 230, we will provide programs and services so that each student will demonstrate:

- Character that embodies accountability, responsibility, integrity, ethical citizenship, respectful relationships, and positive leadership
- Ethical, effective communication and “real world” skills necessary for success as an active participant in a rapidly changing, technologically global community
- Critical thinking, effective problem solving, and organizational skills
- Their fullest potential by setting future-focused goals that result in adaptability for an ever-changing career climate
- Growth through learning experiences that balance and blend rigor, relevance, and relationships

Mission of District 230

The mission of Consolidated High School District 230, a student-oriented center of learning, is to graduate young adults prepared to realize their life-long potential in an ever-changing world. This is accomplished by caring students, staff, family and community through a shared commitment to core values and our Successful Schools-Successful Students Touchstone.

Core Values

Student Centered: Our schools maintain a learner-oriented climate which emphasizes high expectations for all students. We help all students meet their potential by providing a comprehensive education, co-curricular activities, and support programs. Policies and programs of the district are designed to create learning experiences that balance rigor, relevance, and relationships.

Mutual Respect: Our schools actively engage staff, parents, students, and community partners in legitimate dialogue to add valuable insight and ongoing improvement to District 230 programs. Decision-making processes and communication methods are characterized by mutual respect and integrity and are driven by opportunities to affect positive change.

Human Potential: Human potential of all staff and students is recognized, developed, and respected. Ongoing staff development is aligned to the Successful Schools-Successful Students Touchstone. Staff and students’ satisfaction is regularly assessed and reported and is aligned to the goals of the district.

Continuous Improvement: A continuous improvement organizational planning model is implemented to meet the changing needs of our students and our rapidly changing technologically global community. Continuous improvement is characterized by decision-making based on measured needs, orientation to problem solving, and sharing knowledge on research-based programs throughout the organization.

Resource Efficiency: Our school system demonstrates resource efficiency in budgets and facilities focused on staff and students. The budgeting model emphasizes value-added (cost benefit) approaches and encourages innovation to assure safety and efficiency. Facility planning creates equitable opportunities for students and access for community partners.

District 230 Information

School Board

Richard Nogal, President

Melissa Gracias, Vice-President

Susan Dalton, Secretary

Kate Murphy-Peterson

Patrick O'Sullivan

Denis Ryan

Tony Serratore

District Administration

Dr. James Gay, Superintendent

Dr. Kim Dryier, Assistant Superintendent for Instructional Services

Dr. Julia Wheaton, Assistant Superintendent of Human Resources

Mr. John Lavelle, Assistant Superintendent for Business Services

School Board Meetings

The District 230 Board of Education meets at 7:00 p.m. on the last Thursday of each month. Meeting places for the school year are as follows:

Aug - Oct. Andrew

Nov - Jan. Sandburg

Feb - Apr Stagg

May - July Administration Center

In accordance with the provisions of the Americans with Disabilities Act, any individual in need of a reasonable accommodation in order to participate in or benefit from attendance at a public meeting of School District 230 should contact the District Office at (708) 745-5211 as soon as possible before the meeting date.

History of District 230

Miss Dorothy Emily Davis, a graduate of the University of Chicago, came to Orland and Palos Townships in 1919 in order to organize an accredited Chicago high school for the students in the area who were unable to attend the Chicago high schools. The Orland High School was established through a provision in the Community High School Law of 1917, making it possible to secure funds for all costs, except building and equipment, from the non-high school district revenue of the State of Illinois.

Miss Davis and the first thirteen students of Orland High School had classes in one room located on the second floor of the old village hall in Orland Park. In March of 1920, the high school was accredited by the State, making graduates eligible to enter the Chicago high schools without entrance examinations and providing full credit for courses taken at the Orland High School.

The next year, Miss Davis and twenty-eight students moved into two rooms in the new bank building. At the end of that school year, the original thirteen students were graduated.

After occupying the old grammar school building for the first part of the third year, Miss Davis and thirty-one students moved to a new five-room school building designed by Mr. Pashley and built by Mr. Mahaffy of Palos

Park. In June 1921, another thirteen students graduated. For the next thirty years, makeshift facilities were used to house the expanding high school enrollment. In the 1940s, classes were held in the basement of the grammar school building, in the basement of the Lutheran Church, and in two abandoned stores in the Village of Orland Park. By this time, students were graduating from a fully accredited four-year high school. On May 5, 1952, the voters of Palos and Orland Townships voted to create a new high school by combining High School Districts 221 and 222 into Consolidated High School District 230. A year later, the voters held an election to select the site for the new high school as well as to vote the necessary bonds to construct the building.

Carl Sandburg High School

Construction of the first high school in the newly consolidated district began in May 1953. By September 1954, classes were in session at Carl Sandburg High School at 131st Street and Route 45 in Orland Park. This school now serves the central part of the district.

Colors	Blue & Gold	Sandburg School Song
Athletic Teams	Eagles	Stand up for Sandburg
Newspaper	Aquila	The mighty gold and the blue;
Yearbook	Poet	Let's cheer our team on to VICTORY
		And to this emblem we'll be true
		Come on and win now, you Eagles;
		You've got to fight on for our fame.
		Our team will fight on to VICTORY
		Go Sandburg High and win this game!

Amos Alonzo Stagg High School

On May 26, 1962, the voters in the district approved a \$2,100,000 bond issue to finance the construction of the second high school in the district located at 111th Street and Roberts Road in Palos Hills. Stagg High School opened in September 1964.

Colors	Blue & Orange	Stagg School Song
Teams	Chargers	We're the Chargers, team of fame;
Newspaper	Stagline	We will always win the game.
Yearbook	Kaleidoscope	Blue and orange is the flag,
		Proudly waving in the sun,
		Go Chargers
		Stagg's the name we'll carry high;
		Alma mater do or die.
		Ever loyal to our school's name
		'til the game is won!

Victor J. Andrew High School

The third high school in the district opened in the fall of 1977, housing freshman and sophomore students. The first class graduated in 1980. Andrew High School, located at 171st Street and 90th Avenue in Tinley Park, serves the south part of the district.

Colors

Teams

Newspaper

Yearbook

Black & Gold

Thunderbolts

Circuit

Sentinel

Andrew School Song

Raise the flag for Andrew High

Lift your spirit to the sky.

We fight on to fame and glory;

Praise them in song and story.

Our Thunderbolts will win today.

Black and gold our colors fly;

Victory will be our cry.

So stand up and cheer them;

All teams will fear them.

Fight on for Andrew High!

Bell Schedules

The regular school day for D230 begins at 8:00 a.m. and ends at 3:00 p.m. Zero hour begins at 7:00 a.m. and ends at 7:55 a.m.

SANDBURG DAILY SCHEDULE		
Period	Start	End
0*	7:00	7:55
1	8:00	8:48
2	8:55	9:30
3	9:37	10:25
4a	10:32	10:54
4b	10:58	11:20
5a	11:27	11:49
5b	11:53	12:15
6a	12:22	12:44
6b	12:48	1:10
7	1:17	2:05
8	2:12	3:00
* 0 Hour and Period 2 meet on Monday, Tuesdays, Thursdays & Fridays		

ANDREW & STAGG DAILY SCHEDULE		
Period	Start	End
0 *	7:00	7:55
1	8:00	8:49
2	8:55	9:30
3	9:36	10:25
4a	10:31	10:53
4b	10:58	11:20
5a	11:26	11:48
5b	11:53	12:15
6a	12:21	12:43
6b	12:48	1:10
7	1:16	2:05
8	2:11	3:00
* 0 Hour and Period 2 meet on Monday, Tuesdays, Thursdays & Fridays		

Late Start Schedule for All Three Campuses

ALL THREE CAMPUSES LATE START SCHEDULE		
Period	Start	End
0 *	DOES NOT MEET	
1	9:30	10:09
2	DOES NOT MEET	
3	10:15	10:54
4a	11:00	11:21
4b	11:25	11:46
5a	11:52	12:13
5b	12:17	12:38
6a	12:44	1:05
6b	1:09	1:30
7	1:36	2:15
8	2:21	3:00
* 0 Hour and Period 2 do not meet on Late Start Days		

Calendar 2017-18

August 14	.....	Institute Day – All Staff
August 15	.....	Institute Day – All Staff
August 16	.....	For Freshman only 8:00 AM start
August 17	.....	First Day of School All Students
August 22	.....	Sandburg Back To School Night
August 23	.....	Stagg Back To School Night
August 30	.....	Andrew Back To School Night
September 4	.....	Labor Day – Legal Holiday No School
October 9	.....	Columbus Day - Legal Holiday
October 10	.....	Parent/Teacher Conferences No Student Attendance
October 25	.....	PSAT/NMSQT 8 a.m. start No Late Start
November 4	.....	8th grade testing @ Sandburg and Stagg
November 11	.....	8th grade testing @ Andrew
November 22	.....	No School
November 23	.....	Thanksgiving Day – Legal Holiday No School
November 24	.....	No School
December 20-22	.....	Exams
December 22	.....	Winter Break Begins

January 8	.....	Institute Day
January 9	.....	Reconvene School after Winter Break
January 15	.....	Martin Luther King’s Birthday – Legal Holiday No School
February 3	.....	8th Grade Registration
February 19	.....	President’s Day No School
March 1-April 27	.....	Illinois Science Assessment - Biology students
March 5	.....	Casimir Pulaski Day - Legal Holiday No School
March 6	.....	Parent/Teacher Conf. No Student Attendance
March 23	.....	Early Dismissal 1:00 p.m.
March 26	.....	Spring Break Begins No School
April 2	.....	No School
April 3	.....	Reconvene School after Spring Break
April 10	.....	SAT Suite Testing
April 27	.....	Institute Day – All Staff – School Proms No Student Attendance
May 7-18	.....	Advanced Placement Exams
May 25	.....	Final Exams
May 28	.....	Memorial Day - No School
May 29-30	.....	Exams
.....	.....	*Last Day of School (if no snow days are used) End of 2nd Semester
May 31 - June 1,4,5,6	.....	Emergency Make-up Days, if needed

Wednesday Schedule (Late Start)

Classes will begin on most Wednesdays at 9:30 AM. See the chart below for exceptions. Some important details about Late Starts:

- Classes will begin at 9:30 AM.
- Zero Hour and Period 2 will not meet on late start Wednesdays
- Students with Zero Hour should ride their regular assigned bus, NOT the Zero Hour assigned bus.

- Buses will pick up students one and a half hours later than the regularly scheduled pick up time.
- Dismissal will be at 3:00 PM, as usual.

Emergency School Closing Information

One or all of the schools in District 230 may have to be closed because of inclement weather or some other emergency. Check these sources for closing information between 6 and 8 a.m.

Radio: WGN AM 720, WBBM AM 780, and FM 105.9
Television: CBS 2, NBC 5, ABC 7, WGN 9, FOX 32, and CLTV News
Phone: 847-238-1234
Online: www.d230.org or www.EmergencyClosings.com

Weather Related Delays

On some occasions weather conditions or power outages may dictate that we delay the opening of school rather than closing for the day. Here are some very important details about the Late Start Schedule.

- Classes will begin at 9:30 AM.
- Zero Hour will be CANCELLED.
- Period 2 will not meet on weather related days.
- Students with Zero Hour should ride their regular assigned bus, NOT the Zero Hour assigned bus.
- Buses will pick up students one and a half hours later than the regularly scheduled pick up time.
- Dismissal will be at 3:00 PM, as usual.

Weather Related Delay Schedule

On weather related delay schedules, classes will begin at 9:30 a.m. and the school day will end at 3:00 p.m. The Late Start Schedule will be followed.

Course Requirements for Graduation

Classes meet for 18 weeks and earn ½ credit.

Specific credit requirements for CHSD230 include:

AREAS OF STUDY	Required Credits	Class of 2019 & Beyond
English	4.0	4.0
Mathematics For the classes of 2017, 2018, and 2019-One year (credit) must be Algebra and one year (credit) must be a course that includes Geometry content. For the class of 2020 and beyond-One year credit must be Math I and one year credit must be Math 2.	3.0	3.0
Science	2.0	2.0
Social Studies One year (credit) must be U.S. History and one semester (.5 credit) must be American Government	2.0	2.0
Health	.5	.5
Consumer Education The Consumer Education requirement may be fulfilled by completing Consumer Economics, General Business, Economics, AP Microeconomics or AP Macroeconomics.	.5	.5
ELECTIVES - Art, World Language, Music, Business, Applied Tech or Family & Consumer Science	1.0	1.0
Physical Education	.875 (7 semesters)	3.5 (7 semesters)
A passing grade in American Government indicates successful completion of the Constitution and civics requirement.	MUST PASS	MUST PASS
Writing Intensive Course Two courses must be approved as "Writing Intensive Courses" - one must be an English course and one may be provided as part of approved course - this does not increase the number of required courses.	2.0	2.0
Service Learning The Service Learning requirement allows students the opportunity to enrich and extend their learning through recognition of the needs of their schools and communities.	24 hours	24 hours
	18.875 Total	21.5 Total

Note - English and Math courses are sequential and each is designed

as a prerequisite for the next course in the sequence. Students failing a course in Math or English MUST REPEAT the course successfully before continuing in the sequence. Summer School is the best option to make up these types of deficiencies.

Unless otherwise exempted, each student must successfully accomplish the following in order to graduate from high school:

1. Complete all District graduation requirements that are in addition to the State requirements.
2. Complete all courses as provided in The School Code, 105 ILCS 5/27-22, according to the year in which a student entered the 9th grade.
3. Complete all minimum requirements for graduation as specified by Illinois State Board of Education rule, 23 Ill. Admin. Code §1.440.
4. Pass an examination on patriotism and principles of representative government, proper use of the flag, methods of voting, and the Pledge of Allegiance.
5. Take the state mandated assessments, unless the student is exempt according to 105 ILCS 5/2-3.64.

Graduation Requirements

Consolidated High School District 230 does not discriminate on the basis of color, race, sex, nationality, religion, religious affiliation, disability, or any other unlawful basis of discrimination, as defined by the Illinois Human Rights Act and all other applicable laws in providing academic and co-curricular opportunities.

Service Learning (Community Service)

All students are required to complete 24 hours of community-based learning projects. Students shall begin earning service hours the first attendance day their freshman year.

- All projects must be pre-approved by the Building Administrator in charge of Service Learning or their designee prior to a student beginning a project.
 - o Pre-approved project lists will be made available to students in the Service Learning office and on the home school and district websites. These lists will include activities for :
 - School based projects
 - Co-curricular projects
 - Booster organization projects
 - Job Shadow or Internship opportunities
 - o Projects not on the list will require pre-approval by the Building Administrator in charge of Service Learning or their designee.
- Projects must:
 - o Contribute to the completion of a task, which will benefit the community, needy individuals, groups in the community and/or school based parent group.
 - o Not involve direct solicitation of funds nor generate profits for any company. Furthermore, students may not handle monetary transactions nor collect pledges.

- o Not place students in any situation which would pose a risk to their health or safety.
- o Not place students in a situation that would be inappropriate for their age, background, or level of maturity.
- o Not be for political party, campaigning, lobbying, or special interest group or family member.
- o Be channeled through a community based program.
- o Not be in the form of worship, but can be with a religiously affiliated organization.
- o Not involve driving or riding in a vehicle.

Transfer students shall receive credit for any approved service learning from previous schools provided it meets the criteria of the District 230 program. Transfer students entering during their freshman and sophomore year will be required to complete the 24 service hours required for graduation. Students entering a District 230 school during junior or senior year shall have their hours prorated on the following basis:

- Junior
 - o 1st Semester – 18 hours
 - o 2nd Semester – 15 hours
- Senior
 - o 1st Semester – 12 hours
 - o 2nd Semester – 6 hours

Period 2 (Student Advisory/Intervention/Enrichment)

Period 2 is designed to offer all students an opportunity to develop a positive long-term relationship with at least one adult in their school building. Period 2 will offer students both an advisory curriculum on assigned days and an opportunity for intervention or enrichment on opposing assigned days. Period 2 will not occur on late start Wednesdays or weather related late starts.

Intervention Room

The PPS Intervention Room is intended to offer Response to Intervention Tier 2 interventions, available period by period, or all day, for at-risk students and/or for students who struggle with social and emotional needs. The purpose of this program is to provide non-traditional learners with relevant opportunities required to develop the academic, college-career readiness, social, emotional, and behavioral skills necessary for a successful post secondary transition. It is also intended to provide non-exclusionary discipline measures.

Positively D230!

Positively D230! includes three points of emphasis focusing on proactive behavior-Positive Choices, Personal Responsibility, and Building and Maintaining Positive Relationships. Positively D230! is the result of a collaborative effort with D230 School Board, staff, students, parents, and community members. Positively D230 is aligned with the Illinois State Board of Education's Social and Emotional Learning Standards and is the foundation of Period 2. Specific learning targets for Positively D230 include:

Positive Choices

I will maintain a healthy lifestyle in order to achieve personal and academic goals

- I will think about how my actions impact my well-being and the well-being of others
- I will evaluate options and demonstrate good decision making skills in my personal life, my school, and my community
- I will advocate for my needs and the needs of others respectfully
- I will create a positive school culture by getting involved in school and community programs
- I will identify and utilize resources available at my school and in my community for myself and others

Personal Responsibility

- I will think before I act
- I will come to school ready to learn, prepared, and on time
- I will use technology and social media appropriately
- I will set personal and academic goals for myself and problem solve obstacles along the way
- I will seek help for myself or my peers in times of need or distress
- I will utilize appropriate coping strategies when dealing with stress and anxiety

Building and Maintaining Positive Relationships

- I will use effective communication including appropriate language, tone, and volume
- I will solve problems peacefully
- I will develop and implement strategies for collaborating with peers and adults
- I will recognize and respect the feelings and perspectives of others
- I will learn about and respect different cultures and social groups
- I will build a supportive relationship with at least one adult in my school

Substitutions for Physical Education and Other Required Courses (6:310)

Individual 11th and 12th grade students may be excused from daily physical education for the following reasons:

1. Ongoing participation in interscholastic sports. Students will be exempted from P.E. during the length of their season and assigned to a study hall.
2. Participation in an ongoing marching band program. Students will be exempted from P.E. during the length of their season and assigned to a study hall.
3. Enrollment in a Reserve Officers Training Corps (ROTC) program (105 ILCS 5/27-6). Students will be exempted from P.E. during the length of their season and assigned to a study hall.
4. Enrollment in a specific academic class not included in existing graduation requirements in order to be granted admission to a specific college or university.
5. Enrollment in courses necessary to meet graduation requirements provided that failure to take such courses would result in the student being unable to graduate.

Students must apply for PE waivers within 10 school days after the first official practice held during tryouts. Students must return to P.E. on the first day following the end of the season. Failure to do so will result in recorded truancy and subsequent action.

A student in grades 9-12 who is eligible for special education may be excused from physical education courses if:

1. The student's parent/guardian agrees that the student must utilize the time set aside for physical education to receive special education support and services, or
2. The student's individualized education program team determines that the students must utilize the time set aside for physical education to receive special education support and services.

The agreement or determination must be made a part of the individualized education program.

Adapted Physical Education

Students who are excused from participation in physical education for medical reasons must satisfy the physical education requirement by successful completion of classes in adapted physical education. An application form is available in the Health Office.

Consequences of Defaulting on the Waiver

In the event that the student does not participate in the interscholastic sport or band activity for which a waiver is granted, the student is responsible for fulfilling the district's graduation requirement for physical education.

If the student drops a course, for which P.E. was waived, prior to the end of either the first or third quarter, the course will be deleted from the student's permanent record and the student remains responsible for fulfilling the district's graduation requirement for physical education by taking an additional semester of P.E..

If the student drops a course during either the second or fourth nine week period, a failure for the course will be recorded on the student's permanent record but the student will not be required to take an additional semester of physical education to fulfill the district's graduation requirement.

Commencement Exercises

Students who have completed all graduation requirements are encouraged to participate in commencement exercises. Students who elect mid-year graduation may choose to participate in a mid-term commencement ceremony or the Spring commencement exercises if they desire. Students who elect mid-year graduation are not eligible for continual participation in D230 co-curricular activities past the mid-year graduation date. Students who elect to participate in commencement exercises will be required to adhere to all rules and regulations. The district reserves the right to remove the privilege for a student's participation in a commencement exercise for gross misconduct.

Early Graduation

All students are encouraged to attend high school for four full years in order to take advantage of complete program offerings and enrichment courses. Students may apply to their counselor for early graduation upon completion of 6 or more semesters of school attendance and when they have met all graduation requirements. Permission for early graduation may be granted

to a student by the Board of Education upon the recommendation of the Superintendent.

In summary, students will be permitted to graduate early, but in no fewer than three years, provided that the following conditions are met:

1. Requirements for graduation, as established by the Board of Education, have been achieved.
2. Written parental approval has been obtained.
3. Proper application, notification and counseling through the guidance department has been completed.

The deadline dates for approval of early graduation are: January graduation - by August 15th, Spring graduation - by December 15th.

In addition, all students must take the state mandated assessments as a condition of receiving a regular high school diploma unless the student is exempted for the following reasons:

1. The student's individualized educational program developed under Article 14 of the School Code identifies the state mandated assessment as inappropriate for the student; or
2. The student is exempt due to the student's lack of English language proficiency; or
3. The student is enrolled in a program of Adult and Continuing Education as defined in the Adult Education Act (6:300)

Veterans of World War II , the Korean Conflict, or Vietnam Conflict

Upon application, an honorably discharged veteran of World War II or the Korean Conflict, or Vietnam will be awarded a diploma, provided that he or she: (1) resided within an area currently within the District at the time he or she left high school, (2) left high school before graduating in order to serve in the U.S. Armed Forces, and (3) has not received a high school diploma or General Educational Development (GED).

Grades

Evaluating and Reporting Student Achievement

The Teacher:

- Informs students about the grading system at the beginning of each school year or term, whichever is applicable.
- Explains that grades: (1) assess progress toward education goals and assist in the improvement of that progress, (2) will be given by the teacher, using his or her professional judgment, in an impartial and consistent manner, and (3) will reflect excessive, unexcused absences.
- Assesses student achievement as demonstrated through such performance indicators as the following (these are not listed in order of importance):
 1. Preparation of assignments, including completeness, accuracy, legibility, and promptness.
 2. Contribution to classroom discussions.
 3. Demonstrated understanding of concepts.
 4. Application of skills and knowledge to new situations.
 5. Organization, presentation, and content of written and oral reports.
 6. Originality and reasoning ability when working through problems.

- 7. Accomplishment in class presentations and projects.
 - 8. Performance on tests, quizzes, and final examinations.
 - 9. Extra-credit assignments aligned with subject/course appropriate activities.
- Assigns grades for academic improvement and achievement using the approved grading scale.
A grade of “incomplete” should be assigned when a student experiences an excused extended absence at the end of the term or during final examinations; an incomplete grade, if not satisfied within 2 weeks, will be changed into an “F” grade, except in extraordinary circumstances, previously approved.
 - Provides up-to-date grade postings in the online system to reflect accurate student progress.
 - Contacts parents when evident that a student is in danger of failing.

CHSD 230 Grading Scale

Every teacher shall maintain an evaluation record based on the approved grading scale for each student in the teacher’s assigned course.

1. The grading scale for all courses is as follows:

10-Point Scale
99 – 100 = A+
92 – 98 = A
90 – 91 = A-
88 – 89 = B+
82 – 87 = B
80 – 81 = B-
78 – 79 = C+
72 – 77 = C
70 – 71 = C-
68 – 69 = D+
62 – 67 = D
60 – 61 = D-
0 – 59 = F

2. Grades of “C” or higher will be weighted in Honors and AP classes to recognize rigor.
3. Grades will be computed on an 18-week basis each semester to demonstrate cumulative progress and grades will be available to parents and students online.
4. Semester exam grades may be weighted up to 20% of the overall semester grade; this calculation will be the same for common courses.
5. Percents greater than or equal to .5 will be rounded up to determine grades. (8/24/06)

Calculating and Reporting of Grade Point Average and Class Percentile Rank

District 230 determines GPA based on a 4.3 scale for Basic and Academic courses, and a 5.3 scale for grades of “C” or higher for Honors and Advanced Placement courses.

Weighted Grades

District 230 assigns weighting for the purpose of calculating GPA for Honors level and Advanced Placement courses. Honors and Advanced Placement courses stress learning at more rigorous levels of analysis, synthesis, and evaluation. Only approved courses denoted as “Honors” or “Advanced Placement” in their titles will receive the additional weighting.

1. The method of weighting will consist of adding one additional grade point to grades received in the Honors/Advanced Placement courses.
2. In order to receive additional weighting, students must achieve a grade of “C” or higher.

The point system applied to grades in the calculation is as follows:

GRADE	HONORS/AP	ACADEMIC/BASIC
A+	5.3	4.3
A	5.0	4.0
A-	4.7	3.7
B+	4.3	3.3
B	4.0	3.0
B-	3.7	2.7
C+	3.3	2.3
C	3.0	2.0
No weighting for grades less than “C”		
C-	1.7	1.7
D+	1.3	1.3
D	1.0	1.0
D-	.7	.7
F	0	0

- A Superior achievement
- B Above average achievement
- C Average achievement
- D Below average achievement
- F Failing grade for which no credit is given.
- P Passing – Does not count toward GPA calculation
- AU Audit – No credit given

Pass/Grade Option

A Pass/Grade option is available to 11th and 12th grade students (*) in District 230 for a maximum of one course not required for graduation per semester and one during summer sessions beginning the summer prior to 11th grade. (*Driver’s Education may be taken Pass/Grade by students not yet at 11th grade status.)

The following guidelines will apply for all students:

1. A student must declare his/her intention to use the Pass/Grade option at the end of the first nine week period for any year-long course and before the end of the first or third nine weeks for any semester course. Once a decision has been made to take a class Pass/Grade, no change in status will be allowed. For students considering to play collegiate athletics, please note that the NCAA Clearinghouse has specific language that may impact students who elect to take courses pass/grade. Please refer to the NCAA Clearinghouse website or your school's NCAA Clearinghouse Guidance Counselor prior to taking a course with a pass/fail grade.
2. Students electing to take a course Pass/Grade will be expected to complete all assignments and will be graded like all other students in the class.
 - Students earning a "C" or higher using the approved classroom grading scale will be assigned a grade of "P" (pass). A grade of "P" will not be counted toward the overall GPA.
 - Students earning a grade of "C-" or lower using the approved classroom grading scale will be assigned the actual grade earned and the grade will be figured into the overall GPA.
3. Students with an approved prerequisite waiver into a class of higher or lower levels of rigor may not use the Pass/Grade option for that course.

Audit for Courses

On rare occasions, a student is granted permission to audit a course and receive an audit indicator of "AU". District 230 employs a stringent process for recommendation and approval of audit status. Once the audit is approved by the administrator in charge of scheduling, the department/division chairperson, and the teacher of the course, it cannot be changed. The student will not receive a traditional grade (A, B, C, D, F) or credit. The audit indicator will not apply toward graduation requirements, weighted/unweighted grade point average (GPA), or class rank.

Current student requesting to audit a course: (other than late admittance or transfer):

- Begins and ends the semester without having transferred in or out of D230.
- Applies to the administrator in charge of scheduling, the department/division chairperson, and the teacher of the course for audit status prior to the 15th day of a semester.
- Meets all course behavioral and academic standards and expectations including but not limited to quizzes, tests, final exams, projects, and homework.

Reporting of Grade Point Average and Class Percentile Rank

A student's achievement will be evaluated and awarded a letter grade based on the objectives of the course in which he/she is enrolled. A student's Grade Point Average (GPA) is based on semester grades only (rather than quarter grades). A student's cumulative GPA will be reported on all report cards for each semester that a student is enrolled in a CHSD 230 school.

Each student's class standing will be based on the cumulative GPA and will be reported by 5 point percentile bands. Percentile ranking will be reported on student grade reports beginning with the 2nd semester report card of the ninth grade year. Students needing a numeric class rank may obtain information from their Guidance Office.

Transcripts

Semester grades, attendance, and credits are included on all transcripts. GPA, and percentile rank will be reported on official transcripts as designated in the table below.

FY15 Class	GPA	Percentile Rank
9th Grade	X	X (2nd sem)
10th Grade	X	X
11th Grade	X	X
12th Grade	X	X

Parent/Guardian Role

Parents/guardians can assist students in school in the following ways:

1. Attend parent-teacher conferences.
2. Provide a study-conducive atmosphere and supervise the completion of course work.
3. Periodically review the child's grades online.
4. If a question or concern arises, leave a phone message or send an e-mail message for the appropriate teacher or other school staff member.
5. If there is an objection to a grade or decision, first confer with the appropriate teacher and, if still not satisfied, contact the Department Chairperson.

Parent Teacher Contacts

Teachers and parents are encouraged to confer at any time regarding the student's progress. Contact times can be arranged by contacting the teacher(s) during school hours.

Awards and Honors

1. The following awards and honors will be recognized on an annual basis using the established criteria and timelines.

Distinguished Achievement
Top 1 Percentile (*)
Top 5 Percentile (*)
Top 10 Percentile (*)
Department Academic Achievement Award (**)
State Assessment Scholars (***)
D230 Foundation Scholarship
National Merit Scholars and/or Finalists
Outstanding Senior Honors (Top 10) (****)

(*)Distinguished Achievement

Based upon the completion of 7 semesters

(**)Department Academic Achievement Awards

Determined by academic department – 1 student per department

Process: Teachers nominate students based on criteria

Criteria:

- Cumulative GPA in courses for that department
- ACT score in department area (if applicable)
- Number of content courses taken in subject area
- Number of Honors/AP courses taken in subject area

Division Chair checks criteria requirements

Division Chair determines top 5 nominees based on criteria and shares with Department

Department determines recipient.

(***)State Assessment Scholars

To be determined.

(****)Outstanding Senior Honor

(Service Points + Activity Points) x GPA

II. Community and Booster group senior scholarships and awards will be presented at a spring evening activity to provide time for community representatives, students, and families to appropriately recognize student accomplishments.

III. Underclass recognition will be scheduled on an annual basis in early fall. Recognition will be based on 1, 2, or 3 complete years of attendance; students will be recognized for their freshman year accomplishments in the fall of their sophomore year; sophomore accomplishments in the fall of their junior year; junior accomplishments in the fall of their senior year.

Accomplishments to be recognized at each school include:

- Top 20% based on GPA
- Perfect attendance
- Service learning hours based on:
 - 25+ hours – 9th grade
 - 50+ hours – 10th grade
 - 75+ hours – 11th grade
- School Service

Schools may add additional recognition for the fall activities to recognize building-specific activities. (9/2007)

Academic Integrity

District 230 seeks to establish an atmosphere in each classroom which actively fosters academic integrity. Teachers recognize that academic integrity is important to the learning environment. Students should also recognize that academic integrity is an integral part of the learning process. Definitions of academic dishonesty are included but not limited to: cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, wrongfully obtaining test copies or scores, representing someone else's academic work as one's own, altering grades/

assignments, or student use of any unauthorized material in an attempt to present it as their own. This offense also includes anyone who assists another in cheating. Students will be afforded their Due Process Rights to determine violation of academic integrity. A charge of academic dishonesty will result in parent notification, counselor notification, a “zero” for the assignment, a possible referral to the Deans’ office, and exclusion from school related honor societies and scholarships including but not limited to National Honor Society, Mu Alpha Theta, and Department Academic Achievement Awards or any other applicable school clubs or organizations.

Repeating For a Higher Grade

A student may repeat a course previously taken as an audit or for credit. If the credit option is used:

1. The higher of the two grades will be used to compute GPA and rank.
2. Both of the two grades will remain on the transcript. No credits or qualifying points will be issued for the lower grade.
3. “Withdrawal from Class” guidelines will apply, however, there will be no GPA penalty for an “F” withdrawal grade or “F” semester grade if the student takes the class a second time.
4. Students and parents should complete the appropriate form from the guidance department in order to participate in this option.

Reporting of Grades – Online Gradebook

Parents and students should log on via the school website to check student status in courses on a regular basis. Staff will post grades in the online gradebook at least once every 10 school days OR will post a message stating when the next update will be available.

Final Evaluations (Policy 6:280-AP3)

- 1) All students, except students in their final semester before graduation who are performing “A” quality work in a course, shall participate in a final evaluation in each course at the conclusion of each semester. The purpose of the final evaluation is to assess the student’s mastery of course objectives.
- 2) The final evaluation shall consist of one or more of the following formats:
 - a) Formal written examination which gives appropriate evidence of course mastery.
 - b) Take home examination which gives appropriate evidence of course mastery.
 - c) Creative product (written, constructed, or performed) which gives appropriate evidence of course mastery.
 - d) Oral examination which gives appropriate evidence of course mastery.
 - e) Other forms of evaluation which give more appropriate evidence of course mastery as approved by the department/division chair.
- 3) Final evaluations shall be administered on the designated days at the end of each semester. Exceptions must be approved by the department/division chair.
- 4) The grade received on a final evaluation shall be entered into the Final Examination column of the report card.
- 5) Semester exams are a required assessment in all courses. Exams are scheduled the last three days of each semester to demonstrate

student's mastery of course material. We encourage families to avoid scheduling trips during these three days, but understand that circumstances arise in families that may make it necessary for a child to be absent one or more of these scheduled exam days. For final exams that are not project-based which may be turned in ahead of time, Consolidated High School District 230 does provide for an early semester exam option at parent cost. The cost for EACH exam taken ahead of time is equal to the pay rate for early semester tests outlined in the Teachers' Association agreement to cover staff salaries for time needed to prepare and administer the exam.

Students should alert their counselors and teachers as soon as possible to allow time to plan for the early administration of exams. Students with final projects due should consult individual teachers for due dates. Students who fail to appear for the semester exams, except in cases of illness or emergency, will be required to pay the same fee for each late exam.

DATED: January 1, 2001 REVISED: May 2004; November 2005; September 2007; November 2007; May 2012

Enrollment Information

To enroll in District 230 a parent or legal guardian must provide the following items:

1. A certified or registered birth certificate for the student.
2. Proof of residency within the District by providing the required number of documents from each of the following categories: (required annually)
Category I (one document required)
 - Most recent property tax bill and proof of payment, e.g. canceled check or form 1098 (homeowners)
 - Mortgage papers (homeowners)
 - Signed and dated lease and proof of last month's payment, e.g. canceled check or receipts (renters)
 - Letter from manager and proof of last month's payment, e.g. canceled check or receipt (trailer park residents)
 - Housing letter (military personnel)
 - Letter of residence from landlord in lieu of lease (7:60-E1)
 - Letter of residence to be used when the person seeking to enroll a student is living with a District resident (7:60-E2)

Category II (3 documents showing proper address are required)

- Driver's license/state ID card
- Vehicle registration
- Voter registration
- Most recent cable television and/or credit card bill
- Current public aid card
- Current homeowners/renters insurance policy and premium payment receipt
- Most recent gas, electric, and/or water bill
- Current library card
- Receipt for moving van rental
- Mail received at new residence

Military Personnel (must provide one of the following within 60 days after the date of student's initial enrollment)

- Postmarked mail addressed to military personnel
- Lease agreement for occupancy
- Proof of ownership of residence

Persons seeking to enroll a student must, if one exists, present court order, agreement, judgment, or decree that awards or gives custody of the child to any person (including divorce decrees that award custody of the child to one or both parents).

Non-parents seeking to enroll a student must complete and sign a "Evidence of Non-Parent's Custody, Control, and Responsibility of a Student" - form (7:60-E3). In addition, a completed "Statement of Transfer of Custody, Control, and Responsibility to a Non-Parent" must also be presented as part of form (7:60-E3) (Not required if the natural or adoptive parents are unavailable).

Violators of the CHSD 230 residency requirements will be prosecuted to the fullest extent of the law.

3. Physical Examination and Immunization Requirements.

The School Code of Illinois, Section 27-8 and District 230 Policy 7:100 require adherence to the following health standards established by the Department of Public Health and District 230 will strictly enforce these requirements:

- a) All students entering high school for the first time must have a complete physical examination reported on the specific State of Illinois "Certificate of Child Health Exam" form, signed by a licensed physician, Advanced Practice Nurse, or Physician's Assistant. This includes all freshmen and transfer students.
- b). All immunization dates since birth must include the month, day, and year recorded on the top portion of the physical exam form. Immunizations must meet required standards set by the Illinois Department of Public Health. Required immunizations are:
 - Three of more doses of Tetanus, Diphtheria, Pertussis (DPT/Tdap/ TD)-one dose must be Tdap.
 - Two doses of MMR (Measles, Mumps, Rubella) vaccine are required. The first dose must be given on or after the student's first birthday.
 - Three of more doses of Polio vaccine with the last dose given on or after the student's 4th birthday.
 - Three doses of Hepatitis B (at approved intervals).
 - Two doses of Varicella vaccine are required. (The first dose must be given on or after the student's 1st birthday). If the student had Chickenpox Disease, the month and year must be documented.
 - Two doses of Meningococcal vaccine given eight weeks apart or one dose given after the student's 16th birthday.
 - Students with religious exemption must have the Illinois Certificate of Religious Exemption Form completed by their physician.
 - Asthma Action Plan required from doctor for all asthmatic students each school year.

- c) Dental and eye examinations are strongly recommended.
- d) The health of your children is as important to us as their progress in school. Please make arrangements with your family physician, clinic, and dentist to have the necessary examinations obtained so that your children may receive their schedules on registration day. **SCHEDULES WILL NOT BE DISTRIBUTED WITHOUT PROPER PHYSICAL AND IMMUNIZATIONS DOCUMENTATION.**

All student health records must be complete prior to the first date of school. School nurses will have access to an online database through the Illinois Department of Public Health to assist with verification of student immunization information.

Violators of the CHSD 230 residency requirements will be prosecuted to the fullest extent of the law.

Waiver of Student Fees

Students whose parents are unable to afford student fees or whose parents are active in the military, may receive a waiver of fees, including lock rental and physical education towel rental charges. However, these students are not exempt from charges for lost and damaged books, locks, materials, supplies, and equipment. Applications for fee waivers may be submitted by a student's parent(s)/guardian(s) who have been assessed a fee on a Fee Waiver Application Form available from the Building Principal.

A student shall be eligible for a fee waiver when the student is currently eligible for free lunches or breakfasts or the student or student's family is currently receiving aid under Article IV of The Illinois Public Aid Code (Aid to Families with Dependent Children). The Building Principal will give additional consideration where one or more of the following factors are present:

- Illness in the family;
- Unusual expenses such as fire, flood, storm damage, etc.;
- Seasonal unemployment;
- Emergency situations.

The parent(s)/guardian(s) shall submit written evidence of eligibility for waiver of the student's fee.

Pupil Personnel Services (PPS)

To address and accommodate the needs of all students, CHSD 230 provides a comprehensive Student Services Program that features an integrated system of support. Interventions are coordinated and communicated between home, school, and in some cases outside agencies, and are designed to assist students with their academic progress, personal/social development and career planning needs. The goal of the delivery model is to integrate services to students in the following areas:

- 1) Academic/Career Guidance Services
- 2) Support Services (including crisis intervention, PPS team, community outreach)
- 3) Discipline Services
- 4) Special Education
- 5) Student Assistance Program (substance abuse)
- 6) Alternative Education Opportunities

Guidance and Student Services

Academic and Career Guidance

The guidance program is designed to help the student analyze strengths and weaknesses, plan a realistic and satisfying academic program and develop appropriate future plans.

Guidance and counseling services are available for every student to encourage and assist in planning educational programs to address student skills, motivation, and interests.

A second function of the guidance department is to help students with post-high school planning. Using a variety of school resources, students are assisted in planning for educational, vocational and other growth experiences beyond high school. The counselor also works to encourage the appropriate social and emotional development of students and to facilitate communication between parents, students, school personnel, and the community.

Guidance Activities

Guidance counselors in District 230 follow a specific sequence of activities, instruction, and discussions with students built on standards developed by the American School Counselor Association and our students needs. These standards cover the academic, personal/social and career development of each student.

Following is the calendar of activities planned for each grade level of students in order for students to see the entire Guidance program. Counselors will meet with students individually and in small groups, or present information to an entire class at one time. As the years progress, it will be noticed that the guidance department will spend more time with certain groups of students depending on their year in school due to deadlines related to various events and programs. Parents are encouraged to inquire about and discuss these activities with their child.

We encourage you to contact your child's counselor if you have any questions about this program or the services your child receives.

Description of Activities

Freshmen – Semester 1

Adjusting to High School & Intro to the Guidance Dept.

Signing up to see counselors/how to, when to, & why

Review High School expectations

- Career Cruising
- Organization skills/study skills
- Homework/expectations
- Preparing for high school classes
- Extracurricular activities
- Pass grade options – student handbook
- Importance of using planner

Individual Appointments as necessary in response to student needs

Freshmen – Semester 2

Review Individual Career Plan

- 4-year plan
- Graduation requirements
- Class percentiles

Introduce Standardized Test Interpretation –

- Review the Educational Planning and Assessment System results - PSAT 8/9 and ISA

Discuss Post high school plans

- Military
- Apprentice
- Vocational
- 2-year college
- 4-year college

Introduce Registration process

- Pass out registration sheets, course selection guide, & discuss registration process
- Review Graduation requirements for college/non college bound
- Explain Pre-requisites and teacher recommendations for courses
- Provide Overview of classes
- Discuss Summer school opportunities
- Review four-year plan and relation to potential courses
- Review Individual Career Plan
- Revisit Standardized Test Scores

Sophomores – Semester 1

Review Four-year plan/Standardized Test interpretation -

- Review Standards for transition, Predictions related to SAT and ISA
- Review Individual Career Plan

Review timetable and plans for college placement examinations and significant tests

- ACT
- PSAT and National Merit Scholarship Qualifying Test (NMSQT)
- PSAT 10
- Advanced Placement (AP) tests

Schedule Individual student appointments as necessary in response to student needs

Sophomores – Semester 2

Review Four-year plan/Standardized Test interpretation -

- Review Standards for transition, Predictions related to SAT and ISA

Review Individual Career Plan and introduce Career Cruising applications

Review timetable and plans for college placement examinations and significant tests

- ACT
- PSAT/NMSQT
- PSAT 10
- AP tests

Introduce Registration process

- Pass out registration sheets, course selection guide, & discuss registration process
- Review Graduation requirements for college/non college bound
- Explain Pre-requisites and teacher recommendations for courses
- Overview of classes
- Discuss Summer school opportunities
- Review four-year plan and potential courses
- Review Individual Career Plan

Juniors – Semester 1

Review post high school prep calendar for junior & senior years
 Review Four-year plan/graduation vs. college requirements
 Discuss Testing: SAT, ACT, AP, PSAT/NMSQT, ISA
 Review Standardized Tests
 Accessing Career exploration tools
 Schedule Individual student appointments as necessary in response to student needs
 College planning Introduction

- Attending the College Fair
- Attending High School College Night
- Transcript: how to read, use & obtain it
- Deciding who will write your recommendations
- Completing the Application process
- Access to college recruiters
- Use of college and career materials
- How to visit & choose a college
- NCAA Clearinghouse requirements for college athletics
- Accessing Scholarships & financial aid
- Discussing Moraine Valley options as appropriate

Prep for 2nd semester standardized tests – SAT

- Discuss importance of tests
- Review preparation plans for tests
- Analyzing test scores
- Review the SAT

Updating the Good-student insurance discount
 Send Credit Review Letter at end of first semester

Juniors – Semester 2

Post high school prep calendar for junior & senior years
 Review Four-year plan/graduation vs. college requirements
 Discuss Testing: SAT, ACT, AP, PSAT/NMSQT, ISA
 Review Standardized Test
 Prep for 2nd semester standardized tests – SAT, ACT

- Discuss importance of tests
- Review preparation plans for tests
- Analyzing test scores
- Review the SAT

Conduct Credit review and send out letters
 Introduce Registration process - Complete in January

- Pass out registration sheets, course selection guide, & discuss registration process
- Review Graduation requirements for college/non college bound
- Explain Pre-requisites and teacher recommendations for courses
- Overview of classes
- Discuss Summer school opportunities
- Review four-year plan and potential courses
- Review Individual Career Plan folder
- Revisit Standardized Test Scores

Seniors – Semester 1

Review post high school prep calendar for junior & senior years
Review Four-year plan/graduation vs. college requirements
Discuss Testing as necessary: ACT , SAT,AP
Review Standardized Test results – SAT, ACT, and ISA
Accessing Career exploration tools
College planning Review as necessary

- Attending the College Fair in the Fall
- Attending High School College Night in the Fall
- Transcript: how to request, interpret, and use
- Deciding who will write your recommendations
- Completing the Application process
- Access to college recruiters
- Use of college and career materials
- Final college selections
- NCAA Clearinghouse requirements for college athletes

Send Credit Review Letter or Jeopardy letter as necessary
Discussing Moraine Valley options as appropriate
Schedule Individual student appointments as necessary in response to student needs

Seniors – Semester 2

Discuss testing as necessary: ACT, SAT, Advanced Placement
Review Standardized Test Results – SAT, ACT, and ISA
College planning Review as necessary

- Transcript: how to read, use & obtain it
- Deciding who will write your recommendations
- Completing the Application process
- Access to college recruiters
- Use of Media Center college and career materials
- Final college selections
- NCAA Clearinghouse requirements for college athletes
- Accessing Scholarships & financial aid
- Discussing Moraine Valley options

Send Credit Review Letter or Jeopardy letter as necessary
Review Four-year plan/post high school planning: Careers, trade schools colleges, military

- Review choices that have been made
- How to evaluate a college or trade school
- Deciding who will write your recommendations
- Completing the Application process

Guidance and Student Services Information

The Guidance Department works collaboratively to provide a comprehensive developmental counseling program to all students.

- To assist students in successfully navigating the high school process while helping to prepare them for post-secondary options
- To advocate for students by acting as liaison to all academic departments, school services and the community
- To provide academic advising, career and post-secondary guidance and personal/social support to all students

Contact Information for the Guidance Department is as follows:

Andrew High School: (708) 342-5822

Sandburg High School: (708) 671-3121

Stagg High School: (708) 974-7421

Parents and students are encouraged to contact the Guidance Office to inform the student's counselor of significant life changes, concerns, or crises. Support services can assist students in these situations.

Certificate of Completion

A student with a disability who has an Individualized Education Program prescribing special education, transition planning, transition services, or related services beyond the student's 4 years of high school qualifies for a certificate of completion after the student has completed 4 years of high school. The student is encouraged to participate in the graduation ceremony of his or her high school graduation class. The building administration shall provide timely written notice of this opportunity to students with disabilities and their parents/guardians.

Course Load – Student Day

The normal course load for any one academic year consists of five academic courses plus Physical Education, Period 2, and lunch. Early release schedules are limited to students in approved school sponsored programs such as Cooperative Education.

Athletes and students participating in competitive co-curriculars should consult the Athletic Eligibility guidelines under the Athletic section of the handbook. This outlines course loads necessary to qualify or participate in Illinois High School Association affiliated contests and activities and the NCAA Clearinghouse.

Directory Information

From time-to-time, military recruiters and postsecondary educational institutions request the names, telephone numbers, and addresses of our secondary students. The school must provide this information unless the parent(s)/guardian(s) request that it not be disclosed without prior consent. If you do not want military recruiters or institutions of higher learning to be given your secondary school student's name, address, and telephone number, parents must indicate this decision as part of the summer online registration process.

Guidance Counselor

Guidance and counseling services are available for every student to encourage and assist in planning educational programs to address student skills, motivation, and interests.

A second function of the guidance counselor is to help students with post-high school planning. Using a variety of school resources, students are assisted in planning for educational, vocational and other growth experiences beyond high school. The counselor also works to encourage the appropriate social and emotional development of students and to facilitate communication between parents, students, school personnel, and the community.

Home & Hospital Services (homebound)

A student who is absent from school for an extended period of time or ongoing intermittent absences because of a medical condition may be eligible for instruction in the student's home or hospital. The student's physician must document the need for services by completing the form available from the guidance counselor. When homebound is approved as the most appropriate educational service, instruction will begin. Upon receiving a physician's release to return to school, the parent should contact the student's guidance counselor to schedule a re-entry meeting. Students returning to school after homebound instruction must report to the Nurses' office before going to class and present a physician's medical release allowing the student to participate in school.

Honors/Advanced Placement Program

Honors and Advanced Placement classes are available to District 230 students. Questions about the Honors/Advanced Placement program should be referred to the Division Chair of the department.

Psychological Services

The school psychologist is a support person for students and staff. The services provided include: evaluation of and recommendations regarding learning or behavioral difficulties of students to determine whether they might benefit from a special program or service; counseling of students; staff and parent conferences and consultations; referrals outside of school; and annual review of the placement of students in special programs or services.

All inquiries regarding school psychological services should begin by contacting the student's guidance counselor. This contact can be made by the student, teachers, or by the student's parents. The Pupil Personnel Services (PPS) Team must review all referrals for evaluation or assessment. This team will determine the appropriate action to address concerns regarding a student's academic, behavioral, or emotional growth.

Schedule Changes

Schedule changes are made during specified times throughout the school year. During the first five days of each semester, students may elect to change courses if space is available.

Changes to schedules are not intended to be used as a means to change

lunch periods, class periods, or instructors. Athletes should be aware of how schedule changes would impact their athletic eligibility.

After the first five days of the semester, students, with staff and parent permission, may elect to drop a class and replace it with a study hall providing that the student is carrying the minimum number of courses to be considered a full time student. Students who drop a class during the first 9 weeks of a semester may be placed in a study hall and will not be permitted to transfer from the dropped class to another class.

During the second 9 weeks of a semester students receive an automatic failure grade in any course that is dropped. Students who have failed a yearlong course the first semester may be placed in a second semester course if space is available. Seniors will have first priority in such placement. If space is not available in a course, students will be placed in a study hall.

Social Work Services

As an integral part of the Pupil Personnel Service Team the school social workers provide auxiliary supportive service to the educational mission of the district. The basic objective, compatible with that of education in general, is to assist students in realizing their learning potential when stress or other social/emotional factors are interfering. Primarily, the social worker's efforts are directed towards the improvement of the individual's academic functioning. The initial referral for social work can come from various sources: administrators, teachers, counselors, psychologists, special educators, nurses, parents, and the students themselves. Social workers assess school related problems and their possible causes. Based on this assessment, recommendations are made which may include: programming modifications, referrals to appropriate community resources, and/or school social work services. School social workers also provide crisis intervention as-needed, and engage in effective problem solving with students when appropriate.

Any student in the district may talk to a social worker. Students should go through the guidance department to arrange an appointment.

Speech & Language Therapy

Any entering freshmen, transfer students, or students with a history of speech and language difficulties, and those referred by staff and parents will receive a screening by the speech and language therapist. If the results indicate an issue requiring further testing, a speech and language case study evaluation will be conducted. Any parent whose child is identified as having a speech or language issue will be notified by letter.

Student Assistance Coordinator

The Student Assistance Coordinator is an additional support person that specializes in assisting students and families with addiction and rehabilitation. The Student Assistance Coordinator works with students and families in both preventative and reactionary measures and serves as a liaison with outside facilities and supports. Inquiries regarding Student Assistant Coordinator services should begin by contacting the student's guidance counselor. This contact can be made by students, teachers, deans, or student's parents/guardians.

Student Services Team

The District 230 Student Services model is aligned with The National Standards for School Counseling Programs. These standards coordinate goals, expectations, support systems and experiences for students, parents, and staff to engage in conversations about expectations for students' academic success and the role of Student Services programs in enhancing student learning to the fullest extent.

Staff involved in the Student Services team includes:

- Assistant Principal
- Guidance Director and Counselors
- Special Education Directors
- Psychologists
- Social Workers
- Nurses
- Student Assistance Coordinators
- Head Deans and Deans
- Regular Education and Special Education Staff (as needed)

Transferring Out of District

Students who will be transferring out of District 230 must have their parent sign the appropriate paperwork before the transfer can be facilitated.

Transfer Students

The credits of students who transfer to District 230 from schools that are recognized by the State Board of Education and/or accredited by the North Central Association or comparable associations will be honored. The Director of Guidance will evaluate transfer courses that are not offered in the District 230 curriculum. No credit will be granted toward graduation requirements for courses in religious or Bible studies.

Students transferring into District 230 are encouraged to do so either prior to the start of the school year or as early in a new semester as possible. Students transferring in later than two weeks into a semester are at risk of not earning full credit for coursework - especially if they do not have current grades in progress from their former school. Students enrolling later than two weeks into the second semester of their senior year are at particular risk of not receiving full credit for courses and/or not meeting District 230 graduation requirements. Graduation may be delayed in order for students to finish coursework in summer school or the following school year.

IHSA has very strict policies governing student participation in IHSA

sponsored athletics and activities. For any transfer students intending to participate in IHSA sponsored activities and athletics, a further investigation may need to occur to determine eligibility. Please contact the Athletic Director if you have additional questions.

Withdrawal From School

Students who withdraw or are dropped from school during the first 9 weeks of a semester will not be penalized. All courses will be removed from their records. Students who withdraw or are dropped from school during the last nine weeks of a semester will receive an “F” grade for courses in which they are enrolled unless the withdrawal is for medical or other compelling reasons, in which case no grades will be recorded.

Work Permits

Work permits may be applied for in the Guidance Office. If a student is under age 16, he/she will need to provide the following:

1. Birth Certificate or Baptismal Record.
2. Statement of intention to employ signed by the prospective employer specifying what work you are doing and the title of the job.
3. Proof of physical exam completed within one year prior to application and signed by your physician or the school nurse.
4. Social Security number.
5. According to law, a parent, guardian, or custodian must accompany the minor when applying. Application should be made at least 48 hours prior to issuing the form.

Certain occupations are ineligible for work permits. Questions or concerns should be directed to the Guidance Office.

Standardized Tests

A comprehensive testing program is provided for all students. The purposes of the testing program are to provide students, parents and professional staff members with information concerning student achievement, and interests.

CHSD230 Assessment Plan*

2018 Assessments*	Students Assessed	Date
PSAT 8/9	8th Grade	October/November
PSAT/NMSQT - National Merit Scholarship Qualifying Test	11th Grade	October
SAT**	11th Grade	April
PSAT 8/9	9th Grade	April
PSAT 10	10th Grade	April
Illinois Science Assessment (ISA)*	Biology 1	March/April
Developmental Assets Profile (DAP)	9th - 12th Grade	September
All Services Vocational Aptitude Battery (ASVAB)	Interested Students	Fall non-attendance
ACCESS**	English Learners	January - February
5Essentials** - Odd numbered school years only	9th - 12th Grade	February - March

Dynamic Learning Maps (DLM)**	11th Grade - ULTIMA	March - April
ACT - Students must register on their own	11th Grade (voluntary)	National Test Dates
End of Year Surveys	9th - 12th Grade	April/May
Advanced Placement Tests	Advanced Placement Courses	May
Illinois Youth Survey - Even numbered school years only	Sophomores & Seniors	Spring

* Assessments and dates may change due to state or federal mandated

**Assessments are mandated by Illinois School Code

Explanation of Assessments and Surveys

5Essentials (isbe.net/5essentials/default.htm) - The survey identifies five indicators that lead to important student outcomes, including improved attendance and larger test score gains. The five indicators that positively affect school success are:

1. Effective Leaders
2. Collaborative Teachers
3. Involved Families
4. Supportive Environments
5. Ambitious Instruction

Research derived from the Five Essentials for School Success has proven that schools strong on at least 3 of the 5Essentials are 10 times more likely to improve student outcomes.

ACCESS (isbe.net/bilingual/htmls/access.htm) - A standards-based, criterion referenced English language proficiency test designed to measure English language learners' social and academic proficiency in English. It assesses social and instructional English as well as the language associated with language arts, mathematics, science, and social studies within the school context across the four language domains.

ACT (act.org) (American College Testing)- A college admissions test containing questions on English, mathematics, reading, and science. Students will need to register for test dates. The ACT can be used a college entrance exam.

Advanced Placement Tests (apstudent.collegeboard.org)- These tests are offered to students who take high school Advanced Placement courses. Scores range from 1 (low) to 5 (high). Illinois public colleges must award credit for courses where a student earns a 3 or higher. Other colleges may determine if credit can be given or classes that may be waived on the basis of scores earned. Check college catalogs to determine eligibility.

Armed Services Vocational Aptitude Battery (military.com/join-armed-forces/asvab) (ASVAB) - A multiple-aptitude battery that measures developed abilities and helps predict future academic and occupational success in the military.

Developmental Assets Profile (DAP)(search-institute.org/surveys/DAP)

- Measuring young people's' internal strengths and external supports and their growth in these key areas over time within the asset building contexts of Self, Social, Family, School and Community.

External Assets

1. Support
2. Empowerment
3. Boundaries and Expectations
4. Constructive Use of Time

Internal Assets

1. Commitment to Learning
2. Positive Values
3. Social Competencies
4. Positive Identity

Dynamic Learning Maps (DLM) (<http://isbe.net/assessment/dlm.htm>) -

The new DLM alternate assessment system will let students with significant cognitive disabilities show what they know in ways that traditional multiple-choice tests cannot. The DLM system is designed to map a student's learning throughout the year. The system will use items and tasks that are embedded in day-to-day instruction that are aligned to the common core standards. In this way, testing happens as part of instruction, which both informs teaching and benefits students. An end of the year assessment will be created for states that want to include a summative test in addition to the instructionally embedded system.

End of Year Surveys - CHSD 230 developed surveys developed to review key Successful School/ Successful Student measures through input from each grade level.

Illinois Youth Survey (iys.cprd.illinois.edu) - The Illinois Department of Human Services (IDHS) has funded the administration of the Illinois Youth Survey (IYS) biennially since 1993. The IYS is a self-report survey administered in school settings and is designed to gather information about a variety of health and social indicators including substance use patterns and attitudes of Illinois youth.

The SAT Suite of Assessments (collegereadiness.collegeboard.org) - An integrated system made up of these tests:

- SAT
- PSAT/NMSQT and PSAT 10
- PSAT 8/9

The tests measure the same skills and knowledge in ways that make sense for different grade levels, so it is easier for students, parents, and educators to monitor student progress. Areas tested include Reading, Writing and Language Content, and Mathematics. The SAT can be used as a college entrance exam.

College Information

Financial Aid Information

Financial aid information such as that listed below is distributed each year to all seniors. This information is also available to any interested students,

parents, or community members.

1. The State of Illinois Student Aid Programs
2. Illinois Monetary Awards
3. General Assembly Awards
4. Special Education Grants
5. Vocational Rehabilitation Grants
6. Veterans Military Service Scholarships
7. Special Education Teacher Awards
8. Children of Veterans Awards
9. National Merit Scholarships - These awards are based on test results from the National Merit Scholarship Qualifying Test. Grants vary according to the need to the student.
10. Local Scholarships - These awards are given each year by various clubs and organizations in the area. Applications are available in the Guidance Office usually in February. Interviews are also held by the various groups.

Students interested in securing scholarships or awards listed above, or who are interested in financial aid in general, should contact the Guidance Department to check out eligibility requirements and to obtain applications.

Scholarships & Awards

The Guidance Department has financial aid information to assist students and their parents with the important task of financing a college education. This information includes the many scholarships sponsored by clubs, organizations, businesses and foundations. A student guide to Federal financial aid programs is also available. This booklet contains the following information:

1. Federal Student Aid Programs
2. Pell Grants
3. Supplemental Educational Opportunity Grants
4. Stafford/Perkins Loans
5. College Work Study
6. Guaranteed Student Loan and PLUS Loans

Credits and Class Designation

Classification of students as freshman, sophomore, junior or senior year students will be based on years of attendance.

Credit for Proficiency (Policy 6:320)

Subject to the limitations in this policy and State law, the Superintendent is authorized to establish and approve a program for granting credit for proficiency with the goal of allowing a student who would not benefit from a course because the student is proficient in the subject area to receive credit without having to take the course. A student who demonstrates competency under this program will receive course credit for the applicable course and be excused from any requirement to take the course as a graduation prerequisite. No letter grade will be given for purposes of the student's cumulative grade point average. The Superintendent or designee shall notify students of the availability of and requirements for receiving proficiency credit.

Proficiency credit will be offered in the following subject areas:

World Language – A student is eligible to receive one year of foreign language credit if the student has graduated from an accredited elementary school and can demonstrate proficiency according to this District’s academic criteria, in a language other than English. A student who demonstrates proficiency in American Sign Language is deemed proficient in a foreign language and will receive one year of foreign language credit. A student who studied a foreign language in an approved ethnic school program is eligible to receive appropriate credit according to the level of proficiency reached; the student may be required to take a proficiency examination.

Other proficiency testing – The program for granting credit for proficiency may allow, as the Superintendent deems appropriate, course credit to be awarded on the basis of a local examination to a student who has achieved the necessary proficiency through independent study or work taken in or through another institution. Proficiency testing may also be used to determine eligible credit for other subjects whenever students enter from non-graded schools, non-recognized or non-accredited schools, or were in a home-schooling program.

Course Credit for High School Diploma

The Superintendent or designee may investigate, coordinate, and implement a program for 7th or 8th grade students to enroll in a course required for high school diploma provided that: (1) the course is offered by the high school that the elementary student would attend, (2) the student participates in the course in an approved educational setting, and (3) the elementary student’s enrollment in the course would not prevent a high school student from being able to enroll, and (4) the high school curriculum, assessments, and instructional materials have been approved for use in the elementary district’s school, and the instructor is certified to teach the curriculum at the high school level.

A student in the District, or transferring into the District, who successfully completes a high school course, shall receive academic credit from the School Board. That academic credit shall satisfy the requirements of Section 27-22 of The School Code for purposes of receiving a high school diploma, unless evidence about the course’s rigor and content show that the course did not address the relevant Illinois learning standard at the level appropriate for the high school grade during which the course is usually taken. Such a grade shall also be included in the student’s grade point average in accordance with Board policy.

Students transferring into the District with high school course credit for courses that the student successfully completed pursuant to Section 27-22.10(a) of The School Code will be awarded credit according to State law. (2/2008)

Driver’s Education

According to Illinois School Code, each student must receive a passing grade in at least 8 academic courses during the previous 2 semesters prior to enrolling in a driver education course, or the student shall not be permitted to enroll in the course. In rare cases, after consulting with faculty and staff, the superintendent may waive this requirement. The same law applies to students who choose commercial driving schools. If a student

has not met this requirement before taking the behind-the-wheel course at a driving school, the student will not receive a waiver afterwards.

Nursing Services

The School Nurse is available on a full-time basis to help students with their health problems, including:

1. Personal health conferences may be held with individual students at the student's request, teacher's request, or as the nurse deems necessary.
2. Tests for vision and hearing are done annually for transfer students, students receiving special education services, on a referral by teachers, or at the request of any student who feels he/she has a visual or hearing problem. Should there be any indication for further examination, notification is sent to the parents advising consultation with their family physician. Parent should notify the school nurse if they do not want their student tested.
3. Standard first aid is available to those students who become ill or injured while at school. However, first aid is immediate and temporary care. Care beyond first aid must be provided by the parents or family physician.

If students have questions concerning their health, they should make arrangements to see the nurse. However, the student should remember that there are appropriate times to see the nurse and certain procedures to be followed:

- Get a pass from the teacher.
- Use good judgment as to the time to come to the Nurse's Office.
- Come in for first-aid immediately following an injury that occurs at school, especially in physical education class.

Safe/Healthy Environment

The Consolidated High School District 230 Board of Education recognizes the importance of maintaining a school environment that is free from communicable diseases. It also recognizes that a student with a communicable disease is eligible for all rights, privileges, and services provided by law and the district's policies. A student with a communicable disease will be dealt with on an individual basis in accordance with Board of Education Policy and specifics detailed in Board procedure 7:280. Copies of this procedure are available upon request from the Health Office.

Elevator Keys and/or Pass

When a student is unable to walk up or down stairs because of a health problem or injury, an elevator key and or pass can be obtained from the Nurse as needed. If a student fails to return the key when it is no longer needed, or if the key is lost, then a fee will be assessed to the student.

Insurance

SCHOOL ACCIDENT INSURANCE POLICY is offered to students each year at a nominal fee. While the insurance is not compulsory PARENTS SHOULD REALIZE THAT THEY ACCEPT FULL FINANCIAL RESPONSIBILITY FOR ACCIDENTS TO THEIR CHILD WHILE THE STUDENT IS ON SCHOOL PROPERTY, INCLUDING AMBULANCE TRANSPORTS.

Medication (Policy 7:270)

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

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

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

School District Supply of Epinephrine Auto-Injectors

The Superintendent or designee shall implement Section 22-30(f) of the School Code and maintain a supply of epinephrine auto-injectors in the name of the District and provide or administer them as necessary according to State law. This section of the policy is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for school epinephrine auto-injectors and a standing protocol from a physician licensed to practice medicine in all its branches, or (2) fill the District's prescription for school epinephrine auto-injectors.

Upon implementation of this subsection and Section 22-30(f) of the School Code, the protections from liability and hold harmless provisions as explained in Section 22-30(c) of the School Code apply.

No one, including without limitation parents/guardians of students, should rely on the District for the availability of an epinephrine auto-injector. This policy does not guarantee the availability of an epinephrine auto-injector; students and their parents/guardians should consult their own physician regarding this medication.

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

The Building Principal shall include this policy in the Student Handbook and shall provide a copy to the parent(s)/guardian(s) of students.

ANY STUDENT WHO USES, POSSESSES, DISTRIBUTES OR PURCHASES ANY PRESCRIPTION DRUG WHEN NOT PRESCRIBED FOR THE STUDENT BY A PHYSICIAN OR LICENSED PRACTITIONER, OR WHEN USED IN A MANNER INCONSISTENT WITH THE PRESCRIPTION OR PRESCRIBING PHYSICIAN'S OR LICENSED PRACTITIONER'S INSTRUCTIONS WILL BE DISCIPLINED IN ACCORDANCE WITH SCHOOL BOARD POLICY 7:190, PROHIBITED STUDENT CONDUCT.

Cardiopulmonary Resuscitation (CPR) and Automated External Defibrillator (AED)

The Illinois High School Association (IHSA) has posted a training video regarding hands-on CPR and AED's. It can be found at <http://d230.org/hands-only-cpr-video/>. Parents, students, and staff are encouraged to view it.

School Nurse Release

A student who becomes ill during the school day should report to the Nurse's Office. A parent or parent designee will be contacted and must sign out the student if the student is going home. Verbal permission must be obtained if the student will be driving home if parked in the school lot. All other dismissals are handled as off-campus passes through the Attendance Office.

Physical Education Absence

When a health care provider removes a student from physical education class, he or she must also write a re-entry note unless a specific time-frame is provided on the original note. A student may also be excused from participating in physical education class with a parent or athletic trainer note (for an in-season athlete). The physical education handbook provides the specific time-frame guidelines and further information about physical education policies and procedures.

Cashier's Office

The Cashier's Office provides a variety of items for student purchase including: P.E. uniforms, locks and workbooks. Hours will be posted on the cashier's window at the beginning of school. All items for sale in the cashier's office must be paid in full at time of purchase.

Cafeteria

A cafeteria is maintained for the benefit of students. A debit card program is available to all students. Through participation in the subsidized National School Lunch and Special Milk Programs, it is possible for hot lunches and milk to be served at a reasonable cost to students.

Media Center

The Media Center plays an important part in the school's educational program. In addition to providing recreational reading, the Media Center offers a variety of media resources. The media staff is available to assist

students with their research and project needs. Students may come to the Media Center during the school day with a pass from one of their academic teachers. Students are expected to stay in the Media Center the entire period unless otherwise stated on the pass. No pass is necessary before and after school. The Media Center will be open for extended hours. Check the school webpage for details for your school.

Media Center Rules

- The student I.D. serves as the library card. Students must have their school I.D. to sign in and check out books. Students may only check out books for themselves.
- Most books are checked out for a 3-week period. Overdue fines are .10 per school day for books and .50 for reference materials and flash drives. Students who have not paid fines and returned all overdue materials may not check out additional resources. Most reference books, magazines, and newspapers do not circulate.
- Students/parents are responsible for paying the replacement cost plus any processing fees for damaged or lost library materials or AV equipment.
- Students should be actively engaged or working quietly. Sleeping is not allowed.
- No food, drink, jackets, or hats are allowed. Music players and cell phones should not be visible or used in the Media Center, unless permission is granted.
- Computers are to be used for educational purposes.

Co-Curricular Activities, Clubs and Athletics

Appearance & Attitude

The student participant will be expected to make a neat personal appearance for contests and practices. This includes street clothes and uniforms. Participants must conduct themselves in such a manner as to contribute to good morale.

Attendance

Students who are absent from school may not participate in any co-curricular activities the day of their absence. Additionally:

- Participants must be present in school (minimum of 4 periods) on the day of the game or practice session.
- If a competition, performance or other event is scheduled for a weekend day, students must be present in school the final school day of that week (i.e. in school on Friday for a Saturday performance-minimum of 4 periods).
- Two unexcused absences from practice shall be sufficient cause for dismissal from any squad.
- In order for an athlete to obtain an excuse from practice or game, the participant or parent/guardian must personally contact the coach in advance.
- All participants are expected to be prompt in reporting for practice. Continued tardiness (twice) may result in disciplinary action being taken by the coach. Habitual tardiness may result in dismissal from the squad or activity.

- Any exceptions to these guidelines require approval by the Associate Principal of Student Activities, Dean, or Athletic Director's Office.

Banquets & Awards Night

Awards nights are considered an extension of the season and participants are expected to be present. (Unexcused absence could jeopardize an athlete's award). Appropriate student behavior is expected.

Athletics

Adapted P.E. and Doctor's Excuses

If an athlete has a medical excuse from all physical education activities, he/she will not be permitted to participate in any phase of the athletic program. An exception to this rule would have to be approved by the Athletic Director and School Nurse.

Awards

Participants will be eligible for a varsity letter upon participation in a minimum of 2/3 of the varsity contests as a member of the varsity squad or earn a specified number of meet points. Awards will be made to a senior who has been a member of the athletic squads in a particular sport for four years without earning enough participation time to earn a letter. When students who are participating on a squad are injured and are thereby kept from earning enough participation time in and of the contests, the recommendation of the coach will be adhered to. In special instances athletes will be eligible for awards upon the approval of the athletic director. To be eligible for an award the student must adhere to the rules established by the Athletic Department.

Changing Squads in Season

Switching from one team to another is discouraged. A change will be made only with the approval of both of the coaches involved and the Athletic Director.

Clearances

The following forms must be completed and on file before any athlete will be allowed to participate in practice session or game:

- Parent Permission/IHSA Physical Exam Card/Insurance Purchase or Waiver Form.
- Eligibility. Must have successfully passed 25 hours of work the preceding semester (5 full credit courses).
- Parents will complete sign-off acknowledging IHSA performance enhancing drug testing (Review final policy)

Eligibility

To be eligible for participation in Illinois High School Association affiliated contests a student must be passing at least 25 hours of classroom work per week, (25 hours equal's 5 full credit courses) and have passed at least five (5) subjects including P.E. the previous semester. Additionally, students must not have reached their 20th birthday. Students are not eligible for the season in which he/she becomes 20 years of age. Eligibility may be regained by summer school attendance. Students must adhere to all IHSA

eligibility rules. Parents and students are encouraged to consider these eligibility requirements before requesting schedule changes or dropping classes.

Equipment

The participants are responsible for all equipment issued to them. Until issued equipment is returned or paid for, athletes will not receive awards or participate further in the athletic program. Athletes are expected to keep their equipment clean and in good repair.

Injury Report

Following an injury, the participant must report to the nurse's office to complete an injury report for the student medical record. Injured athlete must report to athletic trainer to complete athletic injury report.

Insurance for Athletics

All students participating in the co-curricular athletic programs are required to carry school accident insurance or to SIGN a school insurance waiver that indicates they are insured by another policy. These waiver forms are available in the Athletic Director's office and are available at schedule pick-up.

Physical Examination

Candidates for athletic teams are required to have an annual sports physical examination. The examination attempts to detect impairments of the heart, respiratory, skeletal and muscular systems that would interfere with fitness for athletics. For freshman year, the school physical can be used for sports for 13 months from the date of the physical.

Supervision

Participants are not to be in locker rooms at any time unless a coach is present. Squad members must enter and leave building through the designated activity doors. Squad members are to remain in the specific area being used for their activity.

Transportation

Participants are to go and come home on transportation provided by the school. EXCEPTION: A parent may take the participant home providing it is satisfactory with the coach. The parent must personally contact the coach. On overnight trips, participant must have a signed Parent Notification Form on file before being allowed to make the trip. Eating on the bus will not be permitted unless the bus is at its destination. Participants are expected to leave the bus as clean as it was when they boarded it. The participant is expected to help the coach make sure that litter has been picked up and discarded upon exit. Participants are expected to behave in a courteous manner on the nightly extra-curricular activities run.

Honor Code of Conduct

Participation in co-curricular activities is a privilege, not a right. As such, there are expectations in regard to conduct that are required for ongoing participation. This Honor Code of Conduct applies to all school-sponsored competitive and/or performance activities.

The goal of the co-curricular program is to provide opportunities for students to pursue interests and develop life skills beyond the classroom. An additional goal is to develop the skills of students which will allow them to compete to the best of their ability within the School Board policies and the by-laws of any association of which the school is a member.

Members must conduct themselves at all times, including after school and on days school is not in session, as good citizens and exemplars of their school and of District 230– they must behave in ways that are consistent with good sportsmanship, leadership, and appropriate moral conduct. They are expected to demonstrate good citizenship and exemplary conduct in the classroom, in the community, and during all facets of the activity.

The Honor Code of Conduct below describes the expectations and goals of the competitive and/or performance program. This Code does not contain a complete list of inappropriate behaviors for students in competitive or performance activities. This Honor Code of Conduct will be enforced 365 days a year, 24 hours per day. A student may be excluded from activities or competition while the school is conducting an investigation regarding that student's conduct. A student found to be in violation of the Honor Code of Conduct while in school, on school property, or at a school-sponsored event, will also be subject to the Consolidated High School District 230 discipline guidelines and consequences.

Students and their parents/guardians are encouraged to seek assistance from the student assistance program regarding alcohol or other drug problems. Family or self-referrals will be taken into consideration in determining consequences for Honor Code of Conduct violations.

A student participating in competitive and/or performance activities will be subject to disciplinary action if he or she violates this Honor Code of Conduct for Competitive and/or Performance Activities. Violations will be treated cumulatively, over four years, with disciplinary penalties increasing with subsequent violations.

The student shall not:

1. Violate the District's policies or procedures on student discipline;
2. Use, possess, buy, sell, barter, or distribute a beverage containing alcohol (except for religious purposes);
3. Use, possess, buy, sell, barter, or distribute tobacco in any form;
4. Use, possess, buy, sell, barter, or distribute any illegal substance, paraphernalia, or improperly use prescription medications
5. Use, possess, buy, sell, barter, or distribute any object that is or could be considered a weapon or any item that is a "look alike" weapon;
6. Attend a party or other gathering and/or ride in a vehicle where alcoholic beverages and/or controlled substances are discovered, used, possessed, bought, sold, bartered, distributed, and/or are being consumed by minors;
7. Act in an unsportsmanlike manner;
8. Vandalize or steal;
9. Haze or bully other students;
10. Violate the written rules for the activity or sport;
11. Behave in a manner that is detrimental to the good of the group or school;

12. Be insubordinate or disrespectful toward the activity's sponsors or team's coaching staff;
13. Falsify any information contained on any permit or permission form required by the activity or sport.

NOTE: Any student who knowingly disregards or fails to act on coach's or activity sponsor's directive, or acts in violation of the parent-student handbook, may be subject to suspension or dismissal from a team or a group. The term will be determined by the coach/sponsor after consultation with the athletic director, activities director and/or the activity board. This Activity Honor Code of Conduct is enforced year round.

CONSOLIDATED HIGH SCHOOL DISTRICT 230 HONOR CODE OF CONDUCT

The intent of the Honor Code of Conduct is twofold:

- provide students a reason to resist peer pressure and make good choices when drugs, alcohol, or tobacco are involved.
- provide students and their families an opportunity to seek help when poor choices are made involving drugs, alcohol, or tobacco.

Students who do not make good choices, as determined by the Dean's investigation, will be consequence as outlined in the Honor Code of Conduct and the District discipline guidelines.

Activity Board

The Activity Board for each site shall consist of the following members: Principal and/or Assistant Principal, Dean of Students, Athletic Director, and coach or activity supervisor/sponsor.

The role of the Activity Board is to review, on an individual basis, each violation of the Honor Code of Conduct that is brought to this level and to determine appropriate consequences. The decision of the Activity Board and/or Administrator shall be final in determining consequences for students involved in athletic or performance-based activities.

Reporting of Offenses

Reports of offenses committed outside of the school will be accepted from the following individuals:

- Consolidated High School District 230 staff or administration
- School Officials
- Law Enforcement Officials
- Student Voluntary Self-Admissions
- Parent of Student Committing Offense
- Identified Private Citizens (*see below)

The intent of the Honor Code of Conduct is not to encourage adults to 'police' students in order to turn them in for punishment, however, if parents, or community members have witnessed or have first hand knowledge of student behaviors that are in violation of the Honor Code of Conduct, they

are encouraged to contact the high school Deans' office immediately to schedule a time to meet with administration to share the information they have.

Voluntary Admission

A voluntary admission shall occur when a student or parent initiates communication and admission with a certified employee of the school district before the student is arrested, detained, confronted or apprehended by any law enforcement personnel, school personnel, other governmental personnel or a private citizen. The voluntary admission to the coach/sponsor/athletic or activities director must occur on the first school day following the rule violation. A student voluntarily admitting to a violation of the Honor Code of Conduct on a first offense will not be subject to any loss of competition or performance time. The student may use voluntary admission only one time during his/her high school career and a student may NOT use voluntary admission if the rule infraction is already known by the school. The student will be required to attend an educational substance abuse program that has been approved by the school district.

Students not admitting to a violation during an initial investigation, who are later found to have committed the violation due to additional facts obtained by the Deans' office, will be processed with a Category C violation due to dishonesty and insubordination.

Students who are in the presence of drugs or alcohol but did not use either must voluntarily admit prior to the initiation of an investigation of the incident to avoid a classification of a Code A violation. If evidence becomes available at a later date that demonstrates the student was involved in the use of drugs or alcohol at the incident, a Category C violation will be applied.

A voluntary admission for a second offense will count as a first offense including loss of contests or performances as outlined in the Honor Code of Conduct, provided that the student has not used a voluntary admission previously. The purpose of this provision is to allow a student to seek help.

Application of Suspension from Performances, Activities, or Competitions:

Suspension from performances, activities, or competitions will go into effect with the the first performance, activity, or competition following parent/student notification. If any amount of the suspended number of performances, activities, or competitions cannot be fulfilled in the current season or school year, the student will serve the remaining suspended number of performances, activities, or competitions in their next season or activity.

Students involved in more than one athletic or performance activity during the time of the rule infraction will be subject to exclusions in each of the activities as outlined in the Honor Code of Conduct. Per National Honor Society by-laws, any behavior that violates the District Code of Conduct may result in removal from National Honor Society.

Code of Conduct

VIOLATION	1ST OFFENSE	2ND OFFENSE	3RD OFFENSE
<p>Category A:</p> <p>Use or possession of tobacco</p> <p>Attend a party or other gathering and/or ride in a vehicle where alcoholic beverages and/or controlled substances are discovered, used, possessed, bought, sold, bartered, distributed, and/or are being consumed by minors</p>	<p>Parent notification</p> <p>Suspension from participation based upon the approved suspension chart. If any amount of the suspended number of performances, activities, or competitions cannot be fulfilled in the current season or school year, the student will serve the remaining suspended number of performances, activities, or competitions in their next season or activity.</p> <p>The student will be referred to the Student Assistance Coordinator.</p> <p>The student will be required to practice with the group (unless suspended or expelled from school)</p>	<p>Parent notification</p> <p>Suspension from participation based upon the approved suspension chart. If any amount of the suspended number of performances, activities, or competitions cannot be fulfilled in the current season or school year, the student will serve the remaining suspended number of performances, activities, or competitions in their next season or activity.</p> <p>To participate again in any activities, the student must, at the family's expense, successfully participate and complete a school-approved alcohol or other drug abuse assessment and follow all recommendations from that assessment</p> <p>The student will be required to practice with the group, (unless suspended or expelled from school)</p>	<p>Suspension for one calendar year of performances, activities, or competitions.</p> <p>Any subsequent violations will result in removal from all performances, activities, or competitions for the remainder of high school career</p> <p>To participate again in any activities, the student must, at the family's expense, successfully participate and complete a school-approved alcohol or other drug abuse assessment and follow all recommendations from that assessment</p>

<p>Category B:</p> <p>Use, possession, buying, selling, bartering, or distributing alcohol and/or other drugs</p>	<p>Parent notification</p> <p>Suspension from participation based upon the approved suspension chart if any amount of the suspended number of performances, activities, or competitions cannot be fulfilled in the current season or school year, the student will serve the remaining suspended number of performances, activities, or competitions in their next season or activity.</p> <p>To participate again in any activities, the student must, at the family's expense, successfully participate and complete a school-approved alcohol or other drug abuse assessment and follow all recommendations from that assessment</p> <p>The student will be required to practice with the group (unless suspended or expelled from school)</p>	<p>Mandatory parent meeting with the Activity Board</p> <p>Suspension from participation based upon the approved suspension chart if any amount of the suspended number of performances, activities, or competitions cannot be fulfilled in the current season or school year, the student will serve the remaining suspended number of performances, activities, or competitions in their next season or activity.</p> <p>To participate again in any activities, the student must, at the family's expense, successfully participate and complete a school-approved alcohol or other drug abuse assessment and follow all recommendations from that assessment</p> <p>The student will be required to practice with the group (unless suspended or expelled from school)</p>	<p>Suspension from performances, activities, or competitions for the remainder of the student's high school career.</p>
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<p>Category C: Gross Disobedience</p> <p>Sanctions for Gross Disobedience violations other than drugs and alcohol will be based on the nature of the offense and the number of offenses.</p>	<p>Mandatory parent meeting with Activity Board to determine consequence and plan for reinstatement</p> <p>Depending on severity, violations in Category C will result in suspension or removal from all performances, activities, or competitions for a minimum equal to a Category B, 1st offense suspension and up to 1 calendar year</p> <p>If the offense is related to a drug, alcohol, or tobacco offense:</p> <ul style="list-style-type: none"> to participate again in any activities, the student must, at the family's expense, successfully participate and complete a school-approved alcohol or other drug abuse assessment and follow all recommendations from that assessment The student will be required to practice with the group (unless suspended or expelled from school) 	<p>Mandatory parent meeting with Activity Board to determine consequences and plans for reinstatement. Suspension for 1 calendar year of all performances, activities, or competitions.</p>	<p>Removal from all performances, activities, or competitions for the remainder of high school career</p>
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(The Honor Code of Conduct penalties do not limit the authority of the school Administration to apply appropriate discipline, but are applied in addition to disciplinary consequences outlined in the Parent-Student Handbook).

Chemical Awareness Seminars

As part of its substance abuse prevention program, District 230 requires that all student/athletes and their parent(s) attend a chemical awareness seminar prior to the season. The seminars provide athletes and competitive co-curricular participants and parents with important information about substance abuse prevention and inform them of the training rules they are expected to abide by. Attendance at one seminar each year is mandatory. Athletes and competitive co-curricular participants who do not attend a chemical abuse seminar prior to the season will be ineligible for competition.

Honor Code of Conduct Suspension Chart			
Number of Suspended Dates, Games, Matches or Performances			
Sport	Category A 1st offense	Cat. A 2nd offense Category B 1st offense	Category B 2nd offense
Badminton	2 dates	4 dates	9 dates
Baseball	4 games	7 games	18 games
Basketball	2 games	4 games	11 games
Bowling	2 dates	3 dates	8 dates
Cheerleaders - sideline	1 date	2 dates	5 dates
Cheerleaders - competitive	3 dates	5 dates	13 dates
Cross Country	2 dates	3 dates	8 dates
Football	1 game	2 games	5 games
Golf	2 dates	3 dates	8 dates
Gymnastics	2 dates	3 dates	11 dates
Pom pons - sideline	1 date	1 date	3 dates
Pom pons - competitive	1 date	2 dates	5 dates
Soccer	2 games	3 games	9 games
Softball	4 games	7 games	18 games
Swimming	1 date	3 dates	7 dates
Tennis	2 dates	4 dates	10 dates
Track	2 dates	4 dates	8 dates
Volleyball	2 matches	4 matches	11 matches
Water Polo	3 games	4 games	15 games
Wrestling	2 dates	4 dates	9 dates
Activity	Category A 1st offense	Cat. A – 2nd offense Category B – 1st offense	Category B 2nd offense
Band	2	3-4	8-10
Chess	2	3-4	8-9
Choir/Madrigals	1-2	2-4	5-10
Debate	1-2	3-4	8-10

Plays/Musicals/ Variety Show/ Orchesis	1	1	2
Group Interpretation	1	1	2
Science Club / J.E.T.S./W.Y.S.E.	1	1	2-3
Mathletes	1	1-2	3-4
Scholastic Bowl	1	1-2	3-4
Winter Guard	1	1-2	3-4
Speech Team	1-2	3-4	8-10
Youth Government	1	1	2
Model UN	1	1	2
Honor Societies*	*A violation of the Honor Code of Conduct may result in removal from the organization.		

Attendance

It is the goal of District 230 to provide each student with the best education possible. It is the responsibility of the student to avail himself/herself of every educational opportunity and the combined responsibility of the student and parent to ensure the student's regular daily attendance. Because the classroom learning experience is a vital component of the student's educational experience which cannot be duplicated, the following attendance regulations will be enforced.

Compulsory School Attendance (Policy 7:70)

Whoever has custody or control of a child between the ages of 7 and 17 years of age (unless the child has graduated from high school) must cause the child to attend the district school wherein the child is assigned, except as provided by State law.

Absences

Students and parents should realize that any absence will have an adverse effect on the student's grades and should strive to keep student absences to a minimum. All absences, single period or full day, beyond five (5) during a semester will be considered unexcused unless a written doctor's excuse (listing the exact dates of absence) is provided upon the student's return to school, or unless excused by the principal or his designee.

Calling in a Student Absence

Sandburg 708-671-3195 or 708-671-3196

Stagg 708-974-7500

Andrew 708-342-5895 or 708-342-5896

On the day of a student's absence, the parent (or guardian) is required to call the attendance office in the morning and relay the following information:

- Student's name and ID number
- The name of the person calling and the relationship to the student (Please note that calls will only be accepted from parents or legal guardians who are designated as such in the student's personal file.)

Calls cannot be legally accepted from siblings, neighbors, relatives or parents who do not have custodial rights.)

- The reason for the absence
- The approximate length of the absence.
- If a student is absent for two or three days in succession, the parent should call each day. If the parent does not call the school, the student must report to the Deans' office for a readmit.

Attendance and Truancy (Policy 7:70)

Excused Absence

The following reasons will be considered excused absences providing they are within the 5-day limit:

- Personal illness
- Doctor or dental appointment which cannot be scheduled outside of the school day
- Family emergencies
- Death in the immediate family
- Observances of religious holidays
- Authorized school activities.
- College visits: college visits should be made on weekends or holidays if possible. A junior or senior student who wants to schedule a college visit should obtain a college visitation form from the attendance office. This form should be completed and presented to the attendance office in advance of the visit. There will be a maximum of two college visits per year. College visits will not be allowed for colleges within 20 miles of the home school.
- Court appearances: it is the student's responsibility to notify the attendance office in advance of a scheduled court appearance. Appearance must be verified.
- Vacations: parents must request permission from the Deans' office for a student to be excused from school for a family vacation. NOTE: These days are included in the 5-day limit.
- Doctor's notes, medical excuses, court appearance verifications, religious observances, etc., must be submitted within 5 days of the absence.

Unexcused Absence

The following reasons will be considered unexcused absences:

- Oversleeping, missing the bus, or car trouble.
- Planned absences if the student does not follow the proper procedures.
- Absences beyond the 5-day limit not excused by a doctor's note.
- Late call (any call not received on the day of the absence).

Leaving Early/Off Campus Pass

A student who becomes ill during the school day will be sent home by the school nurse with parent approval.

No student shall leave school before the end of the day without permission from the Deans' office, unless the school nurse sends the student home.

NOTE: Any student who leaves the building without authorization from the Deans'/attendance or nurse's office, or an off-campus pass called in by a parent, will receive disciplinary action. Students must pick up their re-admit slip in the attendance office prior to the start of their school day.

Make-up Work

The responsibility for obtaining and completing make-up work after an excused absence and/or field trip rests solely with the student. Two days for each day of absence are allowed for the completion of make-up work (Policy 6:290 AP1). Failure to complete such work in a satisfactory manner within the time limit as determined by the teacher may result in a loss of credit for each assignment missed.

Requests for Assignments

When students request assignments due to illness, a 24-hour turnaround period is necessary. Parents are urged to call the guidance office early in the day, so that the assignments can be picked up the following day. Students who are absent one day are responsible for finding out their assignments.

Partial Day Attendance/Late Arrival

If a student arrives late, for any reason, he/she must report to the Attendance Office for a readmit. Failure to do so will result in a referral. All late arrivals, including 5 or more minutes to zero or first hour class, must be called in by a parent.

Perfect Attendance

A perfect attendance award is presented to those students who complete four years of high school with no official absences. An official absence is any absence which is recorded on the student's report card, including an excused absence. Any questions regarding absences should be addressed to the Deans' office within thirty days of the end of a specific grading period.

Tardy Procedure

A student is considered tardy if they have not crossed the threshold of the classroom door when the bell rings. If a student is more than five minutes late to class and the lateness is unexcused or unauthorized, the student will be counted as truant and receive a referral to the dean. Tardies are cumulative for all classes for one semester.

- 1-4: Teacher notice to student of tardy
- 5: 1 hour detention
- 6-7: 2 detentions
- 8-9: 3 - 6 detentions
- 10+:Dean issued consequences (i.e. loss of privileges, detention, in-school suspension, out of school suspension)

Truancy, all day

All day truancy is any student's absence from school without the prior notification of the school authorities by parent(s) or guardian(s).

Truancy, by period

A period truancy is defined as an unexcused or unauthorized absence from a class, including tardiness, exceeding five minutes. Truancies are

cumulative within a class, not across classes.

- 1st period truancy-disciplinary consequence and parent notification
- 2nd period truancy-disciplinary consequence and parent notification
- 3rd period truancy-disciplinary and parent notification and other consequences or interventions deemed appropriate.

School Safety

Per the School Safety Act, District 230 students will participate in bus evacuation drills, fire drills, lock down drills, active shooter drills, and severe weather drills on an annual basis. All students should cooperate fully with school personnel in the event of an emergency.

Safety and Security Tip line

All three high schools have a Safety and Security Tip Line that is checked on a daily basis by the Deans. The purpose of this 24-hour line is to provide parents and students with an opportunity to leave a message related to Safety and Security with a Dean. If you believe that there is an issue the school officials should know about please call one of the following numbers and leave a message describing the information you have obtained:

- Carl Sandburg High School – (708) 671-3100 x3222
- Amos Alonzo Stagg High School – (708) 974-7400 x7222
- Victor J. Andrew High School – (708) 342-5800 x4222

Registered Sex Offenders

We are providing this information as part of our ongoing efforts to work in partnership with parents and the community to keep our students safe.

A listing of registered sex offenders is available to the public at the following web site: <http://www.isp.state.il.us/sor/sor.cfm>

This information is also available for review at the Administration Center located at 15100 S. 94th Avenue, Orland Park, IL 60462. Please call the Assistant Superintendent for Instructional Services, at 708-745-5215 if you have any questions.

Behavior and Discipline

District 230 believes in the development of self-discipline in each student. Parents, teachers and school officials are all partners in helping students acquire that self-discipline. At school, teachers are the first resource in fostering an orderly school atmosphere.

When a student is involved in a disciplinary matter, the student will be given individual attention in a positive, corrective way. Disciplinary action may range from warnings to detention to suspension from school. Expulsion from the school is the most serious option used in maintaining student discipline.

Progressive Discipline

The CHSD 230 process for handling student behavioral problems is a progressive discipline policy that is consistently and fairly applied. The basis for such a process is a clear set of rules that students are required to follow. While the intent of discipline is to be positive and corrective, it nonetheless is still discipline. The progressive discipline process is designed to provide interventions to students involved in repeated offenses. It is the hope

of the District 230 administration and staff that students involved in our schools will develop skills to manage their behavior effectively as a result of interventions designed and implemented by the PPS (Pupil Personnel Services) staff.

An Administrative Review will be held to address the needs of students repeatedly violating District 230's discipline policy. The Administrative Review Board will be comprised of an administrator, Dean of Students, the student's counselor, and any other personnel deemed appropriate by the administration. The Administrative Review Board will review current interventions and determine future needs/goals for the student. For the good of the vast majority of the student body, individual students who consistently violate the rights of others, or who exhibit little or no interest in the basic purpose of school, or do not respond to corrective interventions that are part of progressive discipline process, will be excluded from school in a manner and period of time consistent with Consolidated High School District 230's Board of Education Policy, and State Law.

Violations of Consolidated High School District 230's Board of Education Policy 7:190 and student handbook discipline code will be recorded using the following point system (points are given to the student based upon the consequences he/she receives for his/her violation of policy).

- Consequence/Point Value (accumulated on a yearly basis - Accumulated points may be deducted, to a maximum of 4 per every 30 school day period if there has been no disciplinary action taken in a month.)
 - One-hour detentions- .50 points
 - 3-6 hour detentions - .75 point
 - All day in-school suspension - 1.0 point
 - 1 day out of school suspension – 1.5 point
 - 2 day out of school suspension – 2 points
 - 3 day out of school suspension – 3 points
 - 4 day out of school suspension – 4 points
 - 5 day out of school suspension – 5 points
 - 6 day out of school suspension – 6 points
 - 7 day out of school suspension – 7 points
 - 8 day out of school suspension – 8 points
 - 9 day out of school suspension – 9 points
 - 10 day out of school suspension – 10 points

- The following interventions* will be initiated at the point thresholds indicated:

1-5 points	Parent Contact, Counselor, Teacher Depending on the severity of the infraction, a parent conference may be required
6-10 points	Required Parent Conference, Counselor, Teacher
11-15 points	Required Parent Conference, Counselor, PPS referral
16-20 points	Required Parent Conference, Administrative Review, Disciplinary Probation; school will restrict certain privileges. Such restrictions may include, but not be limited to, loss of privileges, including driving pass privileges, assembly privileges, etc.
21-25 points	Required Parent Conference, Administrative

Review, Administrative Probation; allows student a conditional enrollment in school, including a loss of participation in all activities.

*Additional interventions may be implemented.

If the student continues to violate D230's Disciplinary Policy and obtains 30 Progressive Discipline Points, an Administrative Review of prior interventions, disciplinary infractions, behavioral needs, and educational programming will be conducted. Possible outcomes from the Administrative Review may include:

- Enrollment in the appropriate D230 Alternative Education Program
- Placement at a Regional Safe School
- Recommendation for an expulsion hearing

It should be noted that the progressive discipline policy does not apply to serious major violations, which involve student safety, alcohol, or illegal substances/activities, **including misuse of prescription medications**. These serious violations, regardless of discipline point total, may result in the student being recommended for expulsion. (Student Discipline, Policy 7:190)

IEP/Special Education Rules/Regulations

All state and federal provisions related to students with special needs will be reviewed and applied as appropriate for all disciplinary interventions.

Safety and Discipline Terms

Aggressive Behavior

Aggressive behavior is defined as behavior that does physical or psychological harm to someone else and/or using other students to engage in such conduct. Prohibited aggressive behavior includes, without limitation, the use of violence, force, noise, coercion, threats, intimidation, fear, bullying, or other comparable conduct. Students identified by staff as displaying aggressive behaviors that put them at risk for continuing aggressive behaviors shall be referred to the Deans' office. Aggressive behavior will include, but not be limited to, "bullying", defined as conduct and behavior toward other students that, to a marked degree, appear to terrorize, intimidate, or start fights with other students.

Alternative to Suspension (Policy 7:190)

Students who are found under the influence of drugs or in possession of drugs (enough for personal use) may be given an alternative to suspension in which the suspension is reduced from 10 to 5 days provided the student meets the criteria of the program. Eligible students must complete a district-approved substance abuse screening (at parent(s)/guardian(s) expense) and follow the recommended treatment plan (at parent(s)/guardian(s) expense) in order to receive the reduced suspension. They remain on strict probation until the end of the school year. Further drug involvement may result in an expulsion hearing.

Assault

Use of words and/or violence with intent to do harm to another.

Battery

Intentional touching of another which is considered offensive or harmful; actual physical injuries need not be sustained.

Bullying (Policy 7:190)

Bullying is defined as aggressive behavior that does physical or psychological harm to a staff person or another student or urging other students to engage in such conduct. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a computer or a school computer network, or other comparable conduct.

Bus Conduct

All students must follow the District's School Bus Safety Guidelines. Students may be suspended from riding the school bus for up to 10 consecutive school days (in addition to consequences in accordance with Board Policy 7:190) for engaging in gross disobedience or misconduct, including, but not limited to, the following:

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

If a student is suspended from riding the bus for gross disobedience or misconduct on a bus, the School Board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons. The District's regular suspension procedures shall be used to suspend a student's privilege to ride a school bus.

Video cameras will be used on school buses, per the transportation contract, in order to monitor conduct and to promote and maintain a safe environment for students and employees.

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

The content of the video recordings are student records and are subject to District policy and procedure concerning student records. Only those people with a legitimate educational or administrative purpose may view the video recordings. If the content of a video recording becomes the subject of a student disciplinary hearing, it will be treated like any other evidence in the proceeding.

Cafeteria Conduct

Students are expected to report to the cafeteria for their scheduled lunchtime before the tardy bell rings. Students who are late will be issued a tardy in accordance with the tardy policy. Students are expected to observe all school rules during their lunch period. It is also the responsibility of students to keep their individual eating area clean. Students will not be permitted to leave the cafeteria unless they have a pass or permission from the cafeteria supervisors. No food or beverages may be taken from the cafeteria, as students are not permitted to eat in any area of the building except the cafeteria.

Deans' Referral

A Deans' referral is a written report of a student's inappropriate behavior. Students are expected to report immediately to the Deans' office with their referral. Failure to do so will result in further disciplinary consequences.

Detention

A detention is a period of time in addition to the regular school day during which the student is required to be present at a designated location within the school. Detentions are usually assigned from 3:10 p.m. to 4:10 p.m., or from 3:10 p.m. to 6:10 p.m. A 24-hour notice of any assigned detention should be given to each student so that the student can notify parents. Failure to complete a 3:10 p.m. to 6:10 p.m. detention will result in additional consequences.

Dress Code (Student Appearance Policy 7:160)

The attitude and behavior of the student body are influenced by dress and grooming. With the cooperation of parents, the school will continue to encourage all students to dress in a fashion that reflects good taste and a style appropriate for a school day. Students' dress and grooming must not disrupt the educational process, interfere with the maintenance of a positive teaching/learning climate, or compromise reasonable standards of health, safety, and decency. If a style of dress or grooming appears to be disruptive to the educational process it will not be permitted in school. The Dean's decision is final regarding student appearance.

The following examples are offered as guidelines for appropriate school attire:

1. Pants must be worn at the waist (i.e., while standing, walking and sitting, top attire must touch bottom attire all the way around).
2. All undergarments must be covered by opaque outer attire.
3. Shoes must be worn in school at all times. Footwear that damages floor surfaces will not be allowed.
4. Clothing that is inappropriate, provoking, dangerous, distracting or that creates a disturbance to the educational process (e.g.: displays or condones anti-social, immoral, or illegal behavior, or promotes or condones alcohol, tobacco, drugs, profanity, sex, death, gangs, etc. will not be permitted. "Off-color" or defamatory slogans related to ethnicity, culture, gender, etc on clothing are also prohibited.
5. Head coverings of any kind are not to be worn at any time in the building, unless required for religious or medical reasons. This includes all indoor extra-curricular events. These items should be removed immediately

- upon entering the school building, and should not be put on (or carried) until exiting the building at the end of the day.
6. Sunglasses must not be worn in the building.
 7. Wallet chains and spiked jewelry will not be permitted.
 8. Outdoor jackets or coats of any type will not be worn or carried to class or anywhere in the building and should be stored in the students' locker during the regular school day.
 9. Skirts, dresses, shirts worn with leggings, or shorts must extend below the fingertips/arms hanging to the side and must ride over the hips. The same rule will apply to slits in the skirt.
 10. Tops must cover shoulders and back and not be revealing. Spaghetti straps are not allowed. Armholes must not be revealing.

Electronic Devices

Students may not use or possess electronic paging devices or two-way radios on school property at any time, unless the Building Principal specifically grants permission.

Cell Phones and Other Electronic Devices

Students may use school issued or personal devices on school property at the discretion of the teacher and/or supervisory staff member.

1. Devices can be used in the classroom (with teacher consent), common areas including lunch rooms, Commons, hallways, Media Centers, mezzanines, and exterior school grounds.
2. Ringers must be set to "silent" or "vibrate." Speaker mode cannot be used, and voice volume must be kept at an appropriate level for school.
3. Ear buds are permitted with volume inaudible for others and must be used when listening to music or recordings on cell phones or electronic devices.
4. Over-the-ear headphones and Bluetooth speakers are prohibited.
5. Students must comply with staff directives related to use of electronic devices, including but not limited to: ending conversations, reducing volume, and/or issues of appropriate usage/language.
6. Devices must be off and out of sight in locker rooms, washroom, and detention areas.
7. Devices may not be used for creating, sending, sharing, viewing, receiving, or possessing indecent visual depiction or non-consensual dissemination of private sexual images, as defined in State law, i.e., sexting. Possession is prohibited regardless of whether the depiction violates State law. Any cellular phone may be searched upon reasonable suspicion of sexting or criminal activity. All sexting violations will require school administrators to follow student discipline policies in addition to contacting the police and reporting suspected child abuse or neglect when appropriate.
8. Devices may not be used in any manner that disrupts the educational

environment or violates the rights of others, including using the device to communicate or take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Prohibited conduct specifically includes, without limitation, creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device, or cellular phone.

9. Students are prohibited from using personal cell phones or other electronic devices to record (video or audio) any school activity, event, or school-related work without the consent of the supervising teacher.

10. Students are prohibited from posting or sharing pictures or video taken in school without the consent of the supervising teacher.

11. Students are prohibited from engaging in any form of hacking, downloading of unauthorized materials, sending anonymous messages, or introducing a virus to the network. Hacking is any technical effort to manipulate, alter, or modify the normal behavior of a network, device, or standard settings.

12. The Superintendent or designee shall notify students and their parents/guardians of each of the following in accordance with the Right to Privacy in the School Setting Act, 105 ILCS 75:

(1) School officials may not request or require a student or his or her parent/guardian to provide a password or other related account information to gain access to the student's account or profile on a social networking website.

(2) School officials may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates a school disciplinary rule or policy. In the course of an investigation, the student may be required to share the content that is reported in order to allow school officials to make a factual determination.

A social networking website is defined as an internet-based service which allows individuals to a) construct a public or semi-public profile within a bounded system created by the service; b) create a list of other users with whom they share a connection within the system; and c) view and navigate their list of connections and those made by others within the system.

The School District is not responsible for the loss or theft of any electronic device brought to school.

Expulsion

Expulsion is a decision by the Board of Education to exclude a student from school for more than ten days. A student may be expelled when he or she engages in serious misconduct that is dangerous or disruptive of the educational process. The types of misconduct that can lead to expulsion

are listed hereinafter in the section titled "Rules and Regulations". PLEASE NOTE: The complete procedure for expulsion can be found in the Student Disciplinary Policy. Parents of special education students will find additional information in the Student Disciplinary procedure 7:190 which is available upon request. The decision of the Board shall be final regarding expulsions.

Grounds for Disciplinary Action

The grounds for disciplinary action apply whenever the student's conduct is reasonably related to school or school activities, including but not limited to:

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

Hallway Behavior

Students are expected to exhibit appropriate behavior in the hallways prior to, during and after school. Students are expected not to use profanity, not to litter, and not to congregate in high traffic areas.

Hallway and Locker Decorations

For health and safety purposes, hallway and locker decorations must be comprised of non-allergenic materials such as mylar and should not be a distraction to the educational process.

In-School Assignment (On Campus Assignment)

An on campus assignment is a temporary exclusion of a student from his/her regular class or classes by a dean of students. The student is responsible for contacting his/her teachers and having them sign the in-school contract, thereby allowing the teachers an opportunity to prescribe appropriate class assignments.

Junior and Senior Lunch

Juniors and Seniors are given the privilege of a full lunch period. Juniors and Seniors must remain in the cafeteria unless they have a pass to an authorized area. Juniors and Seniors found out of the commons area, or acting irresponsibly, will be held accountable for the specific infraction and may be assigned to a homeroom and lose their full period lunch privilege.

Lockers

Students must only use their assigned locker and should not share lockers with others. The ownership of the locker is retained by the school district. The district retains the right to inspect and search lockers at any time and under any circumstances. School authorities shall not grant the right of searching students' lockers to police or authorities other than those of the school district unless a valid search warrant has been obtained or such permitted search is otherwise permissible under the law. When a student

shares a combination with others they jeopardize the security of the items in the locker. Students may not put personal locks on school lockers. All mechanical problems should be reported to the Deans' office.

Loss of Privileges

As students advance through D230 they receive certain privileges (including but not limited to graduation ceremony, dances/prom, driving to school, use of the school parking lot, attendance/participation in extracurricular activities and lunchroom privileges). Students may forfeit these privileges if they fail to comply with school rules.

Lost and Found

Lost articles are turned into the Deans' Office. If an article is lost, the student should check regularly as it may take several days for the item to be turned in.

Off Campus Conduct

All school rules and regulations will apply to students at any school-sponsored activity as well as to and from school. These activities/areas may be, but are not limited to, the following:

- Buses/bus stops, cabs;
- Dances;
- Field trips;
- Co-curricular activities.

Out-of-School Suspension

An out-of-school suspension is defined as the temporary exclusion of a student from school for a period one to ten days in accord with Board policy. The student will not be able to attend or participate in extra-curricular activities starting with the end of the school day immediately preceding the suspension (including weekends and school holidays). This continues until the day the student is permitted to return to school. Out-of-school suspensions may be appealed to the board through due process, in accordance with Board Policy 7:200.

Students serving an out of school suspension are responsible for obtaining and completing make-up work. Two days for each day of suspension are allowed for the completion of make-up work but shall not exceed a total of six (6) school days. Failure to complete such work in a satisfactory manner within the time limit may result in a loss of credit for each missed assignment.

Probation

Probation is a period of time during which the school reserves the right to restrict certain privileges until the student's behavior allows him/her to be returned to good standing. Such restrictions may include, but not be limited to: loss of driving privileges, pass privileges, and assembly privileges.

Probation (Deans' Probation) or Strict Probation (Administrative Probation) is a conditional enrollment in school, or in a particular school activity or class, for a restricted period of time. If a student who has been placed on either probation or strict probation commits a major violation as defined by

district policy, that student may be referred by the Principal for an expulsion hearing.

Searches (Policy 7:140)

The district retains the right to inspect and search personal belongings, including vehicles, if there is reasonable suspicion to warrant the search. This includes the use of a breathalyzer if there is reason to believe the student may be under the influence of alcohol while on school property or while attending a school sponsored event. If student refuses a search or breathalyzer and there are observable signs of drug or alcohol use, consequences will be issued.

The administration may request the assistance of law enforcement officials to conduct inspections and searches of lockers, hallways and parking lots through the use of specially trained dogs.

School Resource Officers/School Police Liaison Officers

The school resource officer is a member of the local police department of the town where the school is located. School campuses may have full or part-time resource officers to assist students and staff in matters of safety and security.

Student Identification Card

At the beginning of the school year all students will be issued an I.D. card which is to be carried in school at all times; to be presented at all school activities for admission purposes; and to be presented to staff for hall passes to be issued. In addition, the I.D. card is used as a library card, a debit card and as a bus pass. Replacement of I.D. cards are available, for a fee, from the Deans' office.

Theft Reporting

If you have something stolen, immediately report the theft to the Deans' Office. Please note that District 230 does not provide insurance against theft or loss of personal property and cannot reimburse for such losses. It is suggested that students not bring valuable personal items or large amounts of money to school.

Visitor's Pass

No students from other schools or friends of students will be allowed to visit school while classes are in session.

Weapons (School Code S/10-22.6(d))

Possession, use, control or transfer of any gun, rifle, shot gun or any other item if used, or attempted to be used, to cause bodily harm, including, but not limited to, knives, brass knuckles, billy clubs, "look-alikes" of any weapon described are strictly prohibited.

Transportation

The Building Principal shall distribute the following rules to all students. Those students not qualifying for school bus transportation to and from school should receive a copy because they may from time-to-time be transported to school activities by school bus.

1. Dress properly for the weather. Make sure all drawstrings, ties, straps, etc. on all clothing, backpacks and other items, are shortened or removed to lessen the likelihood of them getting caught in bus doors, railings or aisles.
2. Arrive on time at the bus stop and stay away from the street while waiting for the bus.
3. Stay away from the bus until it stops completely and the driver signals you to board. Enter in single file without pushing. Always use the handrail.
4. Take a seat right away and remain seated facing forward. Keep your hands, arms, and head inside the bus.
5. Help keep the bus neat and clean. Keep belongings out of the aisle and away from emergency exits. Eating and drinking are not allowed on the bus.
6. Always listen to the driver's instructions. Be courteous to the driver and other students. Sit with your hands to yourself and avoid making noises that would distract the driver or bother other passengers. Remain seated, keeping your hands, arms, and head inside the bus at all times.
7. Wait until the bus pulls to a complete stop before standing up. Use the handrail when exiting the bus.
8. Stay out of the danger zone next to the bus where the driver may have difficulty seeing you. Take five giant steps away from the bus and out of the danger zone, until you can see the driver and the driver sees you. Never crawl under a bus.
9. If you must cross the street after you get off the bus, wait for the driver's signal and then cross in front of the bus. Cross the street only after checking both ways for traffic.
10. Never run back to the bus, even if you dropped or forgot something.

Student Parking and Driving

Seniors with 14.125 credits and who have completed Service Learning requirements will be permitted to apply for a permit to park on school grounds. A School Board approved fee will be assessed for students issued a permanent parking sticker. Students who commute between two campuses will pay for a permit at their home school. A \$5.00 replacement fee will be assessed if stickers are lost. The parking sticker must be permanently displayed on the vehicle, and students may then park only in the designated area for students.

When a student requires a temporary parking privilege a parent must make the request by calling the Deans' office at least one day in advance. Students will be assessed a \$3.00 temporary parking fee. Students must park in designated "student parking" spaces and school officials may search cars on school property if the officials have reasonable suspicion that the car contains contraband material or substances.

Students who are on Deans' probation may have their permits revoked. Students who are on extended or administrative probation will have their permits revoked.

RULES AND REGULATIONS

Disciplinary Measures

School officials shall limit the number and duration of expulsions and out-of-school suspensions to the greatest extent practicable and, where practicable and reasonable, shall consider forms of non-exclusionary discipline before using out-of school suspensions or expulsions. Potential disciplinary measures shall be consistent with School Board Policy 7:190, and may include, but are not limited to, any of the following:

Parent(s)/Guardian(s) Notification

PPS Notification

Behavior Contract

Withholding or loss of privileges

Loss of or restricted network access

Return of property or restitution for lost, stolen, or damaged property

Detentions

In-school-suspension

Out- of-school-suspension

Alternative to Suspension Program

Administrative review for possible expulsion hearing

Police or Fire Department Notification

Recommendation to Regional Safe School or District 230 Alternative Education Programs

Rules and Regulations

Although the actions listed below are comprehensive, the dean's office may institute alternative or additional consequences based on the infraction.

Infraction	Policy
Academic Integrity	<p>Engaging in academic dishonesty, including but not limited to, cheating, copying assignments, resource plagiarizing, wrongfully giving or receiving help during an academic examination, wrongfully obtaining test copies or scores, representing someone else's academic work as one's own, altering grades/assignments, or student use of any unauthorized material in an attempt to present it as their own. This offense also includes anyone who assists another in cheating.</p>
Aggressive Behavior-Physical or Verbal	<p>Using and/or engaging in any form of aggressive behavior that does physical or psychological harm to someone else and/or using other students to engage in such conduct.</p> <p>No student or group may impede another's freedom to properly utilize school facilities and programs. Actions of students must not impede education activities. Disruptive behavior includes a student's disobedience of a reasonable order given by a staff member.</p> <p>Prohibited aggressive behavior includes, without limitation, the use of violence, force, noise, coercion, threats, intimidation, fear, bullying (physical or verbal) (defined as behavior and/or conduct towards others that, to a marked degree, appears to terrorize, intimidate or start fights with other students), aggressive posturing or other comparable conduct. Responding to aggressive physical behavior with aggressive physical behavior is considered aggressive physical behavior.</p>
<p>Alcohol</p> <p>Using, possessing, distributing, purchasing, or selling</p>	<p>Students who are under the influence are not permitted to attend school or school functions and are treated as though they had alcohol in their possession. The misuse of alcohol and other drugs, or any substance used to alter one's state of consciousness, is illegal and a health hazard. The attempt or intent to possess, use, obtain, or distribute any illegal or controlled substance, including alcohol and drugs, or any substance purported to be, or presented as an illegal or controlled substance by the student is prohibited. The distribution, transfer, or sale of any pharmaceutical or medical substance is also prohibited. The school strives to protect students from harmful drugs and chemicals and from those who sell or dispense these substances. Students may not possess, dispense, sell, conspire to sell or purchase, or be under the influence of such substances on school grounds, or at school-sponsored events. Misrepresentation or sales to other students of alleged drugs, "look-alike" drugs, alcohol or controlled substances are considered similarly serious offenses. This includes products advertised as non-alcoholic beverages such as "O'Douls", "Sharps", etc.</p>

<p>Anonymity/ No ID (refusal to identify self).</p> <p>School personnel have the right to know the identity of all persons in the building.</p>	<p>Students must identify themselves upon request of duly assigned and identified monitors. Any student without an ID card should immediately go to the school office for a temporary ID. Students should carry cards at all times. When without a card, a student should identify himself by name and school upon request of responsible adult or monitor.</p>
<p>Arson</p>	<p>Deliberate or reckless conduct which causes a fire on school premises is prohibited</p>
<p>Assault, Battery or Fighting</p>	<p>Acts, including but not limited to those acts legally defined as assault, battery, aggravated assault and aggravated battery, as well as fighting or any other conduct which may endanger the health or safety of any person is prohibited on school property, at school sponsored events, and/or on any real property adjacent to or near school property or if it poses a danger to the safety and well-being of students and staff in the school. Students have an obligation to retreat from any such aggressive behavior. Responding to aggressive physical behavior with aggressive physical behavior is considered aggressive physical behavior.</p>
<p>Bus Infraction</p>	<p>All students must follow the District's School Bus Safety Guidelines. The Superintendent, or any designee as permitted in The School Code, is authorized to suspend a student from riding the school bus for up to 10 consecutive school days for engaging in gross disobedience or misconduct, including, but not limited to, the following:</p> <ul style="list-style-type: none"> ⁿ Prohibited student conduct as defined in the Board Policy 7:190, Student Discipline. ⁿ Willful injury or threat of injury to a bus driver or to another rider. ⁿ Willful and/or repeated defacement of the bus. ⁿ Repeated use of profanity. ⁿ Repeated willful disobedience of a directive from a bus driver or other supervisor. ⁿ Such other behavior as the Superintendent or designee deems to threaten the safe operation of the bus and/or its occupants. <p>If a student is suspended from riding the bus for gross disobedience or misconduct on a bus, the School Board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons. The District's regular suspension procedures shall be used to suspend a student's privilege to ride a school bus.</p> <p>Electronic Recordings on School Buses Electronic visual and audio recordings may be used on school buses to monitor conduct and to promote and maintain a safe environment for students and employees when transportation is provided for any school-related activity. Notice of electronic recordings shall be displayed on the exterior of the vehicle's entrance door and front interior bulkhead in compliance with State law and the rules of the Illinois Department of Transportation, Division of Traffic Safety. Students are prohibited from tampering with electronic recording devices. Students who violate this policy shall be disciplined in accordance with the Board's discipline policy and shall reimburse the School District for any necessary repairs or replacement</p>
<p>Dangerous Item - Possession</p>	<p>Dangerous items in a student's possession, but not used to do harm or as a threat to do harm, will be confiscated and appropriate action decided on a case-by-case basis.</p>
<p>Disrespect</p>	<p>Courteous behavior is expected of students as well as of adults handling students. Profanity, vulgarity (as established by court action), defiance of duly constituted authority, (acts legally termed intimidation, criminal defamation, disorderly conduct and/or aggravated assault) are not tolerated.</p>

Disruptive Conduct/Innapropriate Behavior	Students may not interrupt the educational process. Students will be expected to honor the rights of ALL individuals to be present and receive an education in a manner that is respectful of all concerned.
<p>Dress Code</p> <p>Inappropriate Attire</p>	<p>The following examples are offered as guidelines for appropriate school attire.</p> <ul style="list-style-type: none"> • Pants must be worn at the waist (i.e., while standing, walking and sitting, top attire must touch bottom attire all the way around). All undergarments must be covered by outer attire and see through attire is not allowed. • Shoes must be worn in school at all times. Footwear that damages floor surfaces will not be allowed. • Clothing that is inappropriate, provoking, dangerous, distracting to or that creates a disturbance to the educational process (e.g.: displays or condones anti-social, immoral, or illegal behavior, or promotes or condones alcohol, tobacco, drugs, profanity, sex, death, gangs, etc.) will not be permitted. "Off-color" or defamatory slogans related to ethnicity, culture, gender, etc on clothing are also prohibited. • Head coverings of any kind are not to be worn at any time in the building, unless required for religious or medical reasons. This includes all indoor extra-curricular events. These items should be removed immediately upon entering the school building, and should not be put on (or carried) until exiting the building at the end of the day. • Sunglasses must not be worn in the building. • Wallet chains and spiked jewelry will not be permitted. • Outdoor jackets or coats of any type will not be worn or carried to class or anywhere in the building and should be stored in the students' locker during the regular school day. • Skirts, dresses, tops worn with leggings, or shorts must extend below the fingertips/arms hanging to the side and must ride over the hips. The same rule will apply to slits in the sides of any of the above • For females: tops must cover shoulders and back. Spaghetti straps are not allowed. Armholes must not be revealing. For males: top attire must have sleeves, no tank tops allowed.
<p>Driving/Parking Violation</p> <ul style="list-style-type: none"> • Reckless driving. • Unauthorized trip to vehicle during the school day. • Driving on an invalid sticker or pass • Use of vehicle in truancy (self or others). • Driving/parking without permission. 	<p>Only those student-operated vehicles for which car permits have been issued may be parked on school property. Cars must be locked from the time the student parks until the student leaves the campus at the end of the school day. Students must not go to their cars during the day unless permission is given by a dean. Cars on school property may be searched by school officials if the officials have reasonable suspicion that the car contains contraband material or substances.</p>

<p>Drugs</p> <p>Illegal or Controlled Substances/Chemicals - Using, possessing, distributing, purchasing, or selling</p>	<p>Prohibited items:</p> <ol style="list-style-type: none"> a. Any illegal drug, controlled substance, or cannabis b. Any anabolic steroid not administered under a physician's care and supervision. c. Any prescription drug when not prescribed for the student by a licensed physician or when used in a manner inconsistent with the prescription or prescribing physician's instructions. d. "Look-alike" or counterfeit drugs, including a substance not containing an illegal drug or controlled substance, but one: (1) that a student believes to be, or represents to be, an illegal drug or controlled substance; or (2) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug or controlled substance. e. Drug paraphernalia, including devices that are or can be used to: (1) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances. f. Possession of prescription or over the counter medications without Nurse approval. <p>Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they had the prohibited substance, as applicable, in their possession.</p> <p>The misuse of alcohol and other drugs, or any substance used to alter one's state of consciousness, is illegal and a health hazard. The school strives to protect students from harmful drugs and chemicals and from those who sell or dispense these substances.</p>
<p>Drug Paraphernalia</p>	<p>The possession of drug paraphernalia including devices that are or can be used to (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances, (including but not limited to, rolling papers, one hitters, pipes, blotter paper, syringes, etc.) is prohibited on school property.</p>
<p>Electronic Devices</p> <p>(Cell phones, camera phones, paging devices, Radios, recording devices, iPods, MP3 Players or other electronic communication devices, laser pointers)</p>	<p>Students may not use or possess electronic paging devices or two-way radios on school property at any time, unless the Building Principal specifically grants permission.</p> <p>Cell Phones and Other Electronic Devices</p> <p>The possession and use of cell phones and other electronic devices, other than paging devices and two-way radios, are subject to the following rules:</p> <ol style="list-style-type: none"> 1. They can be used in the Commons and Grill during lunch periods, and before/after school. 2. Ringers must be on "silent" or "vibrate." Speaker mode cannot be used, and voice must be kept at an appropriate level for school. 3. Ear buds with volume inaudible for others must be used when listening to music or recordings on cell phones or electronic devices. 4. Students must comply with staff directives related to use of electronic devices, including but not limited to: ending conversations, reducing volume, and/or issues of appropriate usage/language. 5. They must be off and out of sight in areas that include, but are not limited to, hallways, classrooms, libraries, Media Centers, mezzanines, detention, computer labs, locker rooms, washrooms, study halls, and in-school assignments, unless (a) the supervising teacher grants permission, (b) use of the device is included in a student's IEP, or (c) it is needed in an emergency that threatens the safety of students, staff or other individuals.

Electronic Devices (cont)	<p>6. They may not be used for creating, sending, sharing, viewing, receiving, or possessing indecent visual depiction as defined in State law, i.e., sexting. Possession is prohibited regardless of whether the depiction violates State law. Any cellular phone may be searched upon reasonable suspicion of sexting or criminal activity. All sexting violations will require school administrators to follow student discipline policies in addition to contacting the police and reporting suspected child abuse or neglect when appropriate.</p> <p>7. They may not be used in any manner that disrupts the educational environment or violates the rights of others, including using the device to communicate or take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Prohibited conduct specifically includes, without limitation, creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device, or cellular phone.</p> <p>8. Students are prohibited from using personal cell phones or other electronic devices to record any school activity, event, or school-related work without the consent of the supervising teacher.</p> <p>9. Students are prohibited from posting or sharing pictures or video taken in school without the consent of the supervising teacher.</p>
Ethnic/Racial Slurs	Students will be expected to honor the right of ALL individuals to be present and receive an education in a manner that is respectful of all concerned.
False fire alarms Misuse of other school safety equipment.	No person may set off a false fire alarm, falsely report a fire or bomb threat, make threatening phone calls, use a fire extinguisher without cause, or misuse other school safety devices.
Falsified Phone Call	Misrepresentation of parent, guardian or other duly authorized adult.
Fireworks or Explosives	No fireworks or explosives are permitted on school property.
Food/Beverages outside commons	No food or beverages, with the exception of bottled water, are permitted to be taken from the cafeteria.
Forgery or misuse of school forms	School forms are for the use of authorized school personnel only.
Gang Policy	<p>Students are prohibited from engaging in gang activity. A "gang" is any group of 2 or more persons whose purpose includes the commission of illegal acts.</p> <p>No student shall engage in any gang activity, including, but not limited to:</p> <ol style="list-style-type: none"> 1. Wearing, using, distributing, displaying, or selling any clothing, jewelry, emblem, badge, symbol, sign, or other thing that are evidence of membership or affiliation in any gang, 2. Committing any act or omission, or using any speech, either verbal or non-verbal (such as gestures or hand-shakes) showing membership or affiliation in a gang, and 3. Using any speech or committing any act or omission in furtherance of any gang or gang activity, including, but not limited to: (a) soliciting others for membership in any gangs, (b) requesting any person to pay protection or otherwise intimidating or threatening any person, (c) committing any other illegal act or other violation of school district policies, (d) inciting other students to act with physical violence upon any other person.

Harassment/ Bullying/Threats	<p>Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors is an important District goal.</p> <p>For purposes of this policy, the term bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student that has or can be reasonably predicted to have the effect of one or more of the following:</p> <p>Placing the student in reasonable fear of harm to the student's person or property.</p> <p>Causing a substantially detrimental effect on the student's physical or mental health.</p> <p>Substantially interfering with the student's academic performance. Substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.</p> <p>Bullying, intimidation, and/or harassment may take various forms, including without limitation: threats, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying.</p> <p>Bullying on the basis of actual or perceived race, color, nationality, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, or actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic is prohibited in each of the following situations:</p> <p>During any school sponsored education program or activity;</p> <p>While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school sponsored or school sanctioned events or activities.</p> <p>Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.</p>
Harassment/ Bullying/Threats (cont)	<p>The Superintendent or designee shall develop and maintain a program that: Fully implements and enforces each of the following Board policies: 7:20, Harassment of Students Prohibited. 7:190, Student Discipline. 7:310, Restrictions on Publications and Written or Electronic Material. 6:235, Access to Electronic Networks.</p> <p>This policy is not intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment to the U.S. Constitution or under Section 3 or 4 of Article 1 of the Ill. Constitution.</p>
Hazing	<p>Soliciting, encouraging, aiding, or engaging in hazing is prohibited. "Hazing" means any intentional, knowing, or reckless act directed against a student for the purpose of being initiated into, affiliating with, holding office in, or maintaining membership in any organization, club, or athletic team whose members are or include other students.</p>

Illegal Sales	The unauthorized sale of any item to any other student is prohibited.
Inappropriate language / Profanity	Profanity may not be used.
In Unauthorized Area	Students are to adhere to their individual schedule of classes (VJA – Includes underclassmen who go outside with seniors during their lunch period)
Insubordination/Failure to Follow Directions Continual disregard of school rules, procedures and practices	Students are expected to respect and obey reasonable instructions of staff members. Any deliberate disobedience of a reasonable order by a staff member, or any deliberate student act of eluding or resisting just authority, will not be tolerated. Defiance of duly constituted authority will not be tolerated. The Dean will assess the severity of the behavior to determine the extent of consequence.
Loitering	During passing times, students are expected to proceed directly towards their next class. Students are not to gather in groups and congest hallways. After school, students are expected to exit the building and school grounds by 3:10 p.m. unless they are participating in a school sponsored and supervised activity. If involved in this kind of activity, the student must be in the area of the activity by 3:10 p.m.
Lying/Dishonesty Misrepresentation of a material fact to school personnel	Students are expected to be truthful.
Missed detention	Students are expected to attend all detentions assigned to them by school authorities.
Mob Action/Riot	Disruptive behavior by two or more persons acting together without justification or cause is prohibited.
Out of class or building without permission. This includes the following related infractions: students found in an unauthorized area of the building, walk-outs, out of the building, or off school grounds during the regular school day.	Students must not leave class without a written official pass from the teacher. Students are not allowed to leave the building without the authorization of the dean or nurse.
Public display of affection	Inappropriate displays of affection will not be allowed.
Sexual Harassment	Sexual harassment of any kind is prohibited. Any person, including a district employee or agent, or student, engages in sexual harassment whenever he or she makes sexual advances, requests sexual favors, and engages in other verbal or physical conduct of a sexual or sex-based nature, imposed on the basis of sex, that: 1. denies or limits the provision of educational aid, benefits, services, or treatment; or that makes such conduct a condition of a student's academic status; or 2. has the purpose or effect of: • substantially interfering with a student's educational environment; • creating an intimidating, hostile, or offensive educational environment; • depriving a student of educational aid, benefits, services, or treatment; or • making submission to or rejection of such conduct the basis for academic decisions affecting a student. The terms "intimidating," "hostile," and "offensive" include conduct that has the effect of humiliation, embarrassment, or discomfort. Examples of sexual harassment include, touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, sexting, and spreading rumors related to a person's alleged sexual activities.

Sexual Harrassmant (cont)	Students who believe they are victims of sexual harassment or have witnessed sexual harassment, are encouraged to discuss the matter with the student Nondiscrimination Coordinator, Building Principal, Associate Principal, Dean of Students, or a Complaint Manager. Students may choose to report to a person of the student's same sex.
Theft Stealing of school or personal property, (acts legally termed theft, robbery)	Stealing or attempting to steal school property or another person's personal property. No student or accomplice may take, deface, or destroy personal or public property. This includes, but is not limited to, the unauthorized taking, receiving, or holding property belonging to another, or in possession of items that don't belong to you.
Tobacco products, look-a-likes, lighters and matches Using, possessing, distributing, purchasing, selling or acting as a lookout for smokers	The use of tobacco is injurious to health; smoking constitutes a fire hazard and is an illegal activity on school grounds. Lookouts are those individuals who willfully disrupt duly appointed staff members in the performance of their duties. Possession or use of tobacco products on school premises, on buses, and at school-sponsored functions is strictly prohibited. This includes chewing tobacco/snuff. All tobacco products and look-a-likes will be confiscated.
Trespass on school property/school sponsored events while suspended out of school	A student who has been suspended or expelled from school is not permitted to be on the school grounds or in the building at any time during the period of suspension or expulsion except for previously arranged appointments with a counselor or other staff member. Students may not attend any co-curricular activity, home or away, while on suspension or during term of expulsion.
Truancy	Students are expected to attend school daily and be on time. Student absence from school or an unauthorized absence from class exceeding 5 minutes without the prior notification of the school authorities by parent(s) or guardian(s)
Vandalism Damage to Property/Defacing Property (acts legally termed damage to property, vandalism)	Causing or attempting to cause damage to school property or another person's personal property. No student or accomplice may take, deface, or destroy personal or public property.
Violation of Acceptable Use Policy	Inappropriate use of computers is prohibited. Please review the school district Technology Acceptable Use Policy
Weapons	Any item used to inflict harm or used as a threat to do harm, will be considered a weapon, will be confiscated and a recommendation for expulsion will be automatic. A student who uses, possesses, controls, or transfers a weapon, or any other object that can reasonably be considered, or looks like, a weapon, shall be expelled for at least one calendar year, but no more than 2 calendar years. The Superintendent may modify the expulsion period and the Board may modify the Superintendent's determination, on a case-by-case basis. A "weapon" means possession, use, control, or transfer of (a) any gun, rifle, shotgun, a weapon as defined by Section 921 of Title 18, United States Code, firearm as defined in Section 1.1 of the Firearm Owners Identification Act, or use of a weapon as defined in Section 24-1 of the Criminal Code, (b) any other object if used or attempted to be used to cause bodily harm, including but not limited to, knives, brass knuckles, billy clubs, or (c) "look-alikes" of any weapon as defined above. Any item, such as a baseball bat, pipe, bottle, lock, stick, pencil, and pen, is considered to be a weapon if used or attempted to be used to cause bodily harm.

Weapons (cont)	The Superintendent or designee may grant an exception to this policy, upon the prior request of an adult supervisor, for students in theatre, cooking, ROTC, martial arts, and similar programs, whether or not school-sponsored, provided the item is not equipped, nor intended, to do bodily harm.
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Policies and Notifications

This handbook is only a summary of board policies governing the district; board policies are available to the public at the district office and online at www.d230.org. under About Us and then District Policies. The handbook and policies may be amended during the year without notice.

Consolidated High School District 230 does not discriminate on the basis of color, race, sex, nationality, religion, religious affiliation, disability, or any other unlawful basis of discrimination, as defined by the Illinois Human Rights Act and all other applicable laws in providing academic and co-curricular opportunities.

Academic Eligibility for Participation in IHSA Competitive Activities (6:190 AP)

Responsible Party	Action
Building Principal	Include the minimum academic criteria for participation in the student handbook.
Coach or Sponsor	Explain the minimum academic criteria for participation to student participants.
Student	In order to be eligible to participate, must satisfy all academic standards and must comply with the activity's rules and the student Code of Conduct.
Coach or Sponsor	Before allowing a student to join an extracurricular activity, ensure that the student meets the academic criteria.
Building Principal or Designee	At the end of each grade-reporting period, arrange for all coaches and sponsors to have access to their student-participants' grades.
Coach or Sponsor	<p>At the end of each grade-reporting period, determine whether any student(s) failed to meet the academic criteria.</p> <p>For any student who fails to meet the academic criteria: Determine how long the student will be suspended from the activity; explain to the student the reason for the suspension; send a notice of the suspension to the student's parent(s)/ guardian(s).</p> <p>For any student suspended for not meeting the academic criteria: At the end of the suspension, determine whether the student now meets the District's academic criteria. If so, notify the student and the student's parent(s)/guardian(s) that the student is now eligible to participate. If the student does not meet these criteria, notify the student's parent(s)/guardian(s) that the student will remain ineligible to participate until the student meets the academic criteria.</p>

DATED: July 2011

REVISED: November 2016

Access to Electronic Networks (6:235)

Electronic networks, including the Internet, are a part of the District's instructional program in order to promote educational excellence by facilitating resource sharing, innovation, and communication. The Director of Technology shall develop an implementation plan for this policy and appoint a system administrator.

The School District is not responsible for any information that may be lost, damaged, or unavailable when using the network, or for any information that is retrieved via the Internet. Furthermore, the District will not be responsible for any unauthorized charges or fees resulting from access to the Internet.

Individual School Board members and administrative staff members shall be provided the same access and responsibilities as teachers.

Curriculum and Appropriate Online Behavior

The use of the District's electronic networks shall (1) be consistent with the curriculum adopted by the

District as well as the varied instructional needs, learning styles, abilities, and developmental levels of the students, and (2) comply with the selection criteria for instructional materials and library media center materials. As required by federal law and Board policy 6:60, Curriculum Content, students will be educated about appropriate online behavior, including but not limited to: (1) interacting with other individuals on social networking websites and in chat rooms, and (2) cyberbullying awareness and response. Staff members may, consistent with the Director's implementation plan, use the Internet throughout the curriculum.

The District's electronic network is part of the curriculum and is not a public forum for general use.

Acceptable Use

All use of the District's electronic network must be (1) in support of education and/or research, and be in furtherance of the School Board's stated goal, (2) for a legitimate business purpose, or (3) other authorized purpose. Use is a privilege, not a right. Students and staff members have no expectation of privacy in any material that is stored, transmitted, or received via the District's electronic network or District computers. General rules for behavior and communications apply when using electronic networks. The District's Authorization for Electronic Network Access contains the appropriate uses, ethics, and protocol. Electronic communications and downloaded material, including files deleted from a user's account but not erased, may be monitored or read by school officials.

Internet Safety

Technology protection measures shall be used on each District computer with Internet access. They shall include a filtering device that protects against Internet access by both adults and minors to visual depictions that are: (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by federal law and as determined by the Superintendent or designee. The Superintendent or designee shall enforce the use of such filtering devices. An administrator, supervisor, or other authorized person may disable the filtering device for bona fide research or other lawful purpose, provided the person receives prior permission from the Building Principal or system administrator.

The Superintendent or designee shall include measures in this policy's implementation plan to address the following:

- Ensure staff supervision of student access to online electronic networks,
- Restrict student access to inappropriate matter as well as restricting access to harmful materials,
- Ensure student and staff privacy, safety, and security when using electronic communications,
- Restrict unauthorized access, including "hacking" and other unlawful activities, and
- Restrict unauthorized disclosure, use, and dissemination of personal identification information, such as names and addresses.

Authorization for Electronic Network Access

Each staff member must sign the District's Authorization for Electronic Network Access as a condition for using the District's electronic network. Each student and his or her parent(s)/guardian(s) must sign the Acceptable Use Policy before being granted unsupervised use. The student Authorization for Electronic Network Access is contained in the student handbook.

All users of the District's computers to access the Internet shall maintain the confidentiality of student records. Reasonable measures to protect against unreasonable access shall be taken before confidential student information is loaded onto the network.

The failure of any student or staff member to follow the terms of the Authorization for Electronic Network Access, or this policy, will result in the loss of privileges, disciplinary action, and/or appropriate legal action.

LEGAL REF.: No Child Left Behind Act, 20 U.S.C. §6777.

Children's Internet Protection Act, 47 U.S.C. §254(h) and (l).

Enhancing Education Through Technology Act, 20 U.S.C. §6751 et seq.

47 C.F.R. Part 54, Subpart F, Universal Service Support for Schools and Libraries

720 ILCS 135/0.01.

CROSS REF.:5:100, 5:170, 6:40, 6:60, 6:210, 6:230, 6:235-AP/E, 6:260, 7:130, 7:190, 7:310

ADOPTED: October 4, 1999

REVISED: June 28, 2007; September 2007; November 29, 2012; March 26, 2015

Accommodating Individuals with Disabilities (8:70)

Qualified individuals with disabilities shall be provided an opportunity to participate in all school-sponsored services, programs, or activities and will not be subject to illegal discrimination. Where appropriate, the District may provide to persons with disabilities separate or different aids, benefits, or services from, but as effective as, those provided to others.

The District will provide auxiliary aids and services where necessary to afford qualified individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity.

Each service, program, or activity operated in existing facilities shall be readily accessible to, and usable by, individuals with disabilities. New construction and alterations to facilities existing before January 26, 1992, will be accessible when viewed in their entirety.

The Superintendent or designee is designated the Title II Coordinator and shall:

- Oversee the District's compliance efforts, recommend necessary modifications to the Board, and maintain the District's final Title II self-evaluation document and keep it available for public inspection, for at least 3 years after its completion date.

- Institute plans to make information regarding Title II's protection available to any interested party.

- Individuals with disabilities should notify the Superintendent or Building Principal if they have a disability which will require special assistance or services and, if so, what services are required. This notification

should occur as far as possible before the school-sponsored function, program, or meeting.

Individuals with disabilities may allege a violation of this policy or federal law by reporting it to the Superintendent or designated Title II Coordinator, or by filing a grievance under the Uniform Grievance Procedure.

Complaint Managers:

Name Dr. Kim Dryier

Address 15100 South 94th Avenue

Orland Park, Illinois 60462

Telephone No. 708-745-5215

LEGAL REF.: Americans with Disabilities Act, 42 U.S.C. §§ 12111 et seq. and 12131 et seq.; 28 C.F.R. Part 35.

Rehabilitation Act of 1973 §104, 29 U.S.C. §794 (2006).

105 ILCS 5/10-20.46.

410 ILCS 25/, Environmental Barriers Act.

71 Ill.Admin.Code Part 400, Illinois Accessibility Code.

CROSS REF.: 2:260, 4:150

ADOPTED: October 4, 1999

REVISED: August 2010; July 1, 2011

Administering Medicines to Students (7:270)

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

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

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

School District Supply of Undesignated Epinephrine Auto-Injectors

The Superintendent or designee shall implement Section 22-30(f) of the School Code and maintain a supply of undesignated epinephrine auto-injectors in the name of the District and provide or administer them as necessary according to State law. Undesignated epinephrine auto-injector means an epinephrine auto-injector prescribed in the name of the District or one of its schools. A school nurse or trained personnel, as defined in State law, may administer an undesignated epinephrine auto-injector to a person when they, in good faith, believe a person is having an anaphylactic reaction. This section of the policy is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for undesignated epinephrine auto-injectors and a standing protocol from a physician or advanced practice nurse licensed to practice medicine in all its branches, or (2) fill the District's prescription for undesignated school epinephrine auto-injectors.

Upon any administration of an undesignated epinephrine auto-injector, the Superintendent or designee(s) must ensure that all notifications required by State law and administrative procedures occur.

Upon implementation of this policy, the protections from liability and hold harmless provisions as explained in Section 22-30(c) of the School Code apply.

No one, including without limitation parents/guardians of students, should rely on the District for the availability of an epinephrine auto-injector. This policy does not guarantee the availability of an epinephrine auto-injector; students and their parents/guardians should consult their own physician regarding this medication.

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

The Building Principal shall include this policy in the Student Handbook and shall provide a copy to the parent(s)/guardian(s) of students.

LEGAL REF.: 105 ILCS 5/10-20.14b, 5/10-22.21b, and 5/10-22.30.

CROSS REF.: 7:285 (Food Allergy Management)

ADOPTED: October 4, 1999

REVISED: February 19, 2001; August 19, 2002; March 22, 2007; December 17, 2010; May 31, 2012; May 28, 2015

Application for Fee Waiver (4:140-E1)

To be submitted to the Building Principal

Student's Name (please print) _____ School _____

As the parent/guardian of the above-named student, I request a waiver of school fees.

I am asking for a waiver of school fees because: (please check at least one box)

The above-named student (or student's family) is currently receiving aid under Article IV of The Illinois Public Aid Code (Aid to Families with Dependent Children, AFDC) and evidence of participation is enclosed;

The above-named student is currently eligible for free meals pursuant to 105 ILCS 125/1 et seq.;

The parent or guardian of the above-named student is currently serving active duty in the United States Armed Forces;

The parent or guardian of the above-named has suffered disability or death due to his/her active duty in the United States Armed Forces;

While none of the above four statements is true, there are other reasons why I am unable to afford the school fee assessed to the above-named student which are: (describe in detail)

Supplying false information to obtain a fee waiver is a Class 4 felony (720 ILCS 5/17-6). I attest that the statements made herein are true and correct.

Parent/Guardian (please print)

Address _____

Signature _____

Date _____

DATED: January 1, 2001

REVISED: July 2009; August 2009

Attendance and Truancy (7:70)

Compulsory School Attendance

This policy applies to individuals who have custody or control of a child: (a) whose age meets the compulsory attendance age listed in a state law, or (b) who is enrolled in any of grades, kindergarten through 12, in the public school regardless of age.

Unless a student has already graduated from high school, compulsory attendance ages are as follows: (1) before the 2014-15 school year, students between the ages of 7 and 17 years; (2) beginning with the 2014-15 school year, students between the ages of 6 (on or before September 1) and 17 years.

Subject to specific requirements in State law, the following children are not required to attend public school: (1) any child attending a private school (including a home school) or parochial school, (2) any child who is physically or mentally unable to attend school (including a pregnant student suffering medical complications as certified by her physician), (3) any child lawfully and necessarily employed, (4) any child over 12 and under 14 years of age while in confirmation classes, (5) any child absent because his or her religion forbids secular activity on a particular day, and (6) any child 16 years of age or older who is employed and is enrolled in a graduation incentives program.

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

Absenteeism and Truancy Program

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

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

information.

5. The identification of supportive services that may be offered to truant or chronically truant students, including parent-teacher conferences, student and/or family counseling, or information about community agency services. See Board policy 6:110, Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program.

6. A process to request the assistance and resources of outside agencies, such as, the juvenile officer of the local police department or the truant office of the appropriate Intermediate Service Center, if truancy continues after supportive services have been offered.

7. A protocol for cooperating with non-District agencies including County or municipal authorities, the Regional Superintendent, truant officers, the Community Truancy Review Board, and a comprehensive community based youth service agency. Any disclosure of school student records must be consistent with Board policy 7:340, Student Records, as well as State and federal law concerning school student records.

8. An acknowledgement that no punitive action, including out-of-school suspensions, expulsions, or court action, shall be taken against a chronic truant for his or her truancy unless available supportive services and other school resources have been provided to the student.

9. The criteria to determine whether a student's non-attendance is due to extraordinary circumstances shall include economic or medical necessity or family hardship and such other criteria that the Superintendent believes qualifies.

10. A process for a 17-year old resident to participate in the District's various programs and resources for truants. The student must provide documentation of his/her dropout status for the previous 6 months. A request from an individual 19 years of age or older to re-enroll after having dropped out of school is handled according to provisions in 7:50, Students School Admissions and Student Transfers To and From Non-District Schools.

11. A process for the temporary exclusion of a student 17 years of age or older for failing to meet minimum academic or attendance standards according to provisions in State law. A parent/guardian has the right to appeal a decision to exclude a student.

LEGAL REF.: 105 ILCS 5/26-1 through 16.

705 ILCS 405/3-33.5.

23 Ill. Admin. Code §§ 1.242 and 1.290.

CROSS REF.: 6:110, 6:150, 7:10, 7:50, 7:60, 7:80, 7:190, 7:340.

ADOPTED: October 4, 1999

REVISED: February 19, 2001; January 27 2005; August 30, 2007; January 31, 2008; September 24, 2009; December 17, 2010; June 26, 2014

Bus Conduct (7:220)

All students must follow the District's School Bus Safety Guidelines. The Superintendent, or any Bus Conduct. All students must follow the District's School Bus Safety Rules.

School Bus Suspensions

The Superintendent, or any designee as permitted in The School Code, is authorized to suspend a student from riding the school bus for up to 10 consecutive school days for engaging in gross disobedience or misconduct, including, but not limited to, the following:

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

If a student is suspended from riding the bus for gross disobedience or misconduct on a bus, the School Board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons. The District's regular suspension procedures shall be used to suspend a student's privilege to ride a school bus.

Academic Credit for Missed Classes During School Bus Suspension.

A student suspended from riding the bus who does not have alternate transportation to school shall have the opportunity to complete or make up work for equivalent academic credit. It shall be the responsibility of the student's parent or guardian to notify the school that the student does not have alternate transportation.

Electronic Recordings on School Buses

Electronic visual and audio recordings may be used on school buses to monitor conduct and to promote and maintain a safe environment for students and employees when transportation is provided for any school-related activity. Notice of electronic recordings shall be displayed on the exterior of the vehicle's

entrance door and front interior bulkhead in compliance with State law and the rules of the Illinois Department of Transportation, Division of Traffic Safety.

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

LEGAL REF.: Family Educational Rights & Privacy Act, 20 U.S.C.§1232(g); 34 C.F.R.Part 99.105 ILCS 5/10-20.14, 5/10-22.6, and 10/1.720 ILCS 5/14-3(m).
23 Ill Admin.Code Part 375, Student Records
CROSS REF.: 4:110, 4:170, 7:130, 7:170, 7:190, 7:200, 7:230, 7:340
ADOPTED: October 4, 1999
REVISED: February 19, 2001; December 21, 2006; January 31, 2008; October 25, 2012; May 26, 2016

Checklist for Development, Implementation, and Maintenance of Parent and Family Engagement Compacts for Title I Programs

The development, implementation, and maintenance of parent/guardian and family engagement compacts must be accomplished with meaningful consultation with parents/guardians of children participating in Title I programs. The Superintendent designates a person to be responsible for the process of obtaining meaningful consultation. This checklist includes some measures designed to encourage meaningful consultation.

This is an annual checklist. Check steps as completed.

- Plan regular meetings throughout the school year with parents/guardians to discuss the District and/or school compacts; identify dates, convenient times, places, and persons whose attendance is desired. Offer meetings in the morning or evening, and, if funds are available under Title I for this purpose, provide transportation, childcare, or home visits, as such services relate to parent/guardian involvement.
- Plan an agenda for meetings to be held to discuss District and/or school compacts.
 - Always begin with "introducing where we are now" and end with "next steps."
 - Agendas should provide for two-way communication between District and parents/guardians of children participating in Title I programs.
 - Agendas can be built around the federal compliance requirements as stated in the IASB sample district- and school- level compacts.
 - Agendas should also include a section to inform parents/guardians of their school's participation under Title I and to explain Title I's requirements regarding parent involvement, including the right of the parents/guardians to be involved.
 - Agendas should also include a section to describe and explain the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of challenging State academic standards.
 - If requested by a parent/guardian, agendas should also include a section for parents/guardians to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.
 - Agendas should also include a section to involve parents/guardians in the planning, review, and improvement of Title I programs, including the joint development of the school wide program plan under §1114(b)(2).
 - Another agenda topic is how funds are allotted for parent/guardian involvement in activities; parents/guardians of children receiving services must be involved in these decisions.
- Notify interested persons of meeting dates to discuss the District and/or school compacts, including:
 - Parents/guardians of student's participating in Title I programs
 - Staff members
 - Students participating in Title I programs
 - School Board members
 - Media
 - Coordinators for other school programs, (e.g. Head Start and preschool programs)
 - Other
 - Publicize the meeting dates, times, and locations to discuss District and/or school compacts.
- Make all Open Meetings Act notifications and postings for meetings to be held to discuss District and/or school compacts. (Note: it is wise to assume these meetings will be in open session if Board members are expected to attend.)
- Appoint a recording secretary to keep meeting minutes.
- Provide copies of working drafts to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand.
- Determine "success" indicators to measure the effectiveness of the parent and family engagement compacts in improving the academic quality of the schools.
- Review the "success" indicators in order to evaluate the effectiveness of the parent and family engagement involvement compacts in improving the academic quality of the schools.

Identify

- Barriers to greater participation by parents/guardians, with particular attention to parents/

- guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. Use the findings of such evaluation to design strategies for more effective parent/guardian involvement.
- The needs of parents/guardians and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
 - Strategies to support successful school and family interactions.
 - Use the findings of such evaluation to design evidence-based strategies for more effective parent/guardian involvement. If the school wide program plan under section 1114(b)(2) is not satisfactory to the parents/guardians of participating children, submit any parents'/guardians' comments on the plan when the school makes the plan available to the School Board.
 - Provide status reports to the School Board and, periodically, submit updated parent and family engagement compacts to the Board.
 - Revise the applicable parent and family engagement compacts as necessary.

DATED: December, 2002
 REVISED: December 2016

Co-Curricular Activities (6:190)

The Superintendent shall annually submit a list of recommended co-curricular activities to the School Board for approval. Board approval is contingent upon the following:

The activity will contribute to the leadership abilities, social well-being, self-realization, good citizenship, or general growth of student participants.

Fees assessed students are reasonable and do not exceed the actual cost of operation.

The District has sufficient financial resources for the activity.

Requests from students.

The activity will be supervised by a school-approved sponsor.

Non-school sponsored student groups are governed by Board Policy 7:330 – Student Use of Buildings – Equal Access.

Academic Criteria for Participation

Selection of members or participants is at the discretion of the teachers, sponsors or coaches, provided that the selection criteria conform to the District's policies. In order to be eligible to participate in any school-sponsored or school-supported athletic or extracurricular activity, a student must satisfy all academic standards and must comply with the activity's rules and the student Code of Conduct.

Building Principals are responsible for the scheduling and announcing of student co-curricular activities.

CROSS REF.: 4:170, 6:190-R, 7:240, 7:300, 7:330

ADOPTED: October 4, 1999

REVISED: November 29, 2007; July 1, 2011

Comprehensive Health Education Program (6:60-AP2)

The major educational areas of the District's comprehensive health education program are described below:

1. In all elementary and secondary schools the health program shall include human ecology and health; human growth and development; the emotional, psychological, physiological, hygienic, and social responsibilities of family life (including in grades 9 through 12, instruction about both abstinence and contraception for the prevention of pregnancy and sexually transmitted diseases, including HIV/AIDS); prevention and control of disease, and course material and instruction to advise students of the Abandoned Newborn Infant Protection Act. The program shall include information about cancer, including without limitation, types of cancer, signs and symptoms, risk factors, the importance of early prevention and detection, and information on where to go for help.
2. In a child sexual abuse prevention program, the comprehensive health education program will provide one to four age-appropriate instructional sessions per school year to instruct students to (a) recognize and report sexual abuse, and (b) focus on methods to reduce students' vulnerability to sexual abuse.
3. The grades 9-12 health program shall include the prevention, transmission and spread of AIDS; public and environmental health; consumer health; safety education and disaster survival; mental health and illness; personal health habits; alcohol and drug use and abuse (including the medical and legal ramifications of alcohol, drug, and tobacco use, abuse during pregnancy); emphasis that sexual abstinence is a responsible and positive decision; tobacco; nutrition; and dental health. Secondary schools shall include sexual assault awareness.
4. The following areas may also be included in the curricula: basic first aid (including cardiopulmonary resuscitation and the Heimlich maneuver); heart disease; diabetes; stroke; the prevention of child abuse and neglect; and suicide; and age appropriate education about the warning signs, recognition, dangers, and prevention of teen dating violence in grades 8 through 12.
5. In secondary schools, the program shall include: (1) cardiopulmonary resuscitation (CPR) training from a nationally recognized certifying organization, i.e., American Heart Association or American Red Cross, and (2) how to use an AED.

6. In grades 9-12, the health program shall include instruction on alcohol and drug use and abuse, including the consequences of drug and substance abuse.
7. In grades 9-12, the program shall include the prevention of abuse anabolic steroids. In addition, coaches and sponsors of interscholastic athletic programs shall provide instruction on steroid abuse prevention to students participating in these programs.
8. The family life and sex education program shall be developed in a sequential pattern and related in depth and scope to the students' physical, emotional, and intellectual maturity level. Family life courses offered in grades 9-12, shall include information regarding the alternatives to abortion and information regarding the prevention, transmission, and spread of AIDS. Course content shall be age-appropriate. Class sessions which deal exclusively with human sexuality may be conducted separately for males and females.
9. Students shall be provided parenting education in grades 9-12.
10. Students shall be provided safety instruction in all grades. Students in grades 9-11 will receive cardiopulmonary resuscitation instruction.
11. Students in grades 9-12 shall receive instruction for decreasing self-destructive behavior, including methods for increasing life-coping skills, self-esteem, and parenting skills of adolescents and teenagers as a deterrent to their acceptance or practice of self-destructive actions.
12. All students shall receive age-appropriate instruction on motor vehicle safety and litter control.
13. Students in grades 9 or 10 shall receive instruction on donations and transplants of organs/ tissue and blood.

No student shall be required to take or participate in any class or course on AIDS, family life instruction, sex abuse, or organ/tissue transplantation, if his or her parent(s)/guardian(s) submits a written objection to the Building Principal. Refusal to take or participate in any such course or program shall not be reason for disciplinary action or academic penalty. Parents/guardians shall be provided the opportunity to preview all print and non-print materials used for instructional purposes.

LEGAL REF.: 105 ILCS 5/27-9.1, 5/27-9.2, 5/27-13.2, 5/27-17, 5/27-23, 5/27-23.1, 5/27-23.2, 5/27-23.3, 5/27-23.5, 5/27-26, and 110/3.

DATED: January 1, 2001

REVISED: March 2007; March 2009; April 2010; October 2013; October 2014; March 2015

Conduct Code for Participants in Co-Curricular Activities (7:240)

Conduct Code for Participants in Co-Curricular Activities

The Superintendent or designee, using input from coaches and sponsors of co-curricular activities, shall develop a conduct code for all participants in co-curricular activities consistent with Board Policy and the rules adopted by the Illinois High School Association. The conduct code shall:

1. Require participants in extra-curricular activities to conduct themselves as good citizens and exemplars of their school at all times, including after school, on days when school is not in session, and whether on or off school property, and
2. Emphasize that hazing and bullying activities are strictly prohibited; and
3. Notify participants that failure to abide by it could result in removal from the activity.

The conduct code shall be reviewed by the Building Principal periodically at his or her discretion and presented to the Board.

Participants in extracurricular activities must abide by the conduct code for the activity and Board policy 7:190, Student Behavior. All coaches and sponsors of co-curricular activities shall annually review the conduct code with participants and provide participants with a copy. In addition, coaches and sponsors of interscholastic athletic programs shall provide instruction on steroid abuse prevention to students in grades 9 through 12 participating in these programs.

Performance Enhancing Drug Testing of High School Student Athletes

The Illinois High School Association (IHSA) prohibits participants in an athletic activity sponsored or sanctioned by IHSA from ingesting or otherwise using any performance enhancing substance on its banned substance list, without a written prescription and medical documentation provided by a licensed physician who evaluated the student-athlete for a legitimate medical condition. IHSA administers a performance enhancing substance testing program. Under this program, student athletes are subject to random drug testing for the presence in their bodies of performance enhancing substances on the IHSA's banned substance list. In addition to being penalized by IHSA, a student may be disciplined according to Board policy 7:190, Student Behavior.

LEGAL REF.: Board of Education of Independent School District 92 v Earls, 122 S.Ct. 2559 (2002). Clements v. Board of Education of Decatur, 478 N.E.2d 1209 (Ill.App.4,1985). Kevin Jordan v O'Fallon THSD 203, 706 N.E.2d 137 (Ill.App.5,1999). Todd v Rush County Schools, 133 F.3d 984 (7th Cir., 1998). Veronica School Dist. 475 v Acton, 515 U.S. 646 (1995)
105 ILCS 5/24-24, 5/27-23.3, 25/2.

CROSS REF.: 5:280, 6:190, 7:180, 7:190, 7:300
ADOPTED: October 4, 1999
REVISED: April 27, 2006; February 25, 2010; September 30, 2010; November 20, 2014;
May 26, 2016

Criminal Offender Notification Laws (4:170-AP2)

Criminal Offender Notification Laws

The following list describes laws protecting students on school grounds from individuals convicted of serious crimes:

1. A child sex offender is prohibited from being present on school property or loitering within 500 feet of school property when persons under the age of 18 are present unless specifically permitted by statute (720 ILCS 5/11-9.3). See Board policies 4:170, Safety; 8:30, Visitors to and Conduct on School Property; and administrative procedure 8:30-AP, Definition of Child Sex Offender.
2. Law enforcement must notify schools of offenders who reside or are employed in the county. See: (a) Sex Offender Community Notification Law, 730 ILCS 152/101 et seq., and (b) Child Murderer and Violent Offender Against Youth Community Notification Law, 730 ILCS 154/75-105. These laws are hereafter referred to as "offender notification laws." See also Board policy 4:170, Safety.
3. The School Code (105 ILCS 5/10-21.9, amended by P.A. 97-607) lists criminal offenses that disqualify an individual from District employment if the individual was convicted of one. It requires any person hired by the District to submit to a fingerprint-based criminal history records check through (a) the Illinois State Police (ISP) for an individual's Criminal History Records Information (CHRI) and (b) the FBI's national crime information databases. The law also requires a school district to check 2 two Illinois offender databases for each applicant, which are (a) the Statewide Sex Offender Database (a/k/a Sex Offender Registry), www.isp.state.il.us/cmvo/, www.isp.state.il.us/sor/ and (b) the Statewide Murderer and Violent Offender Against Youth Database Registry, www.isp.state.il.us/cmvo/. Obtaining the results of the fingerprint-based criminal history records check and review of the database registries is a complete criminal history records check as required by the School Code. See Board policy 5:30, Hiring Process and Criteria; and administrative procedure 5:30-AP2, Investigations, and ISBE's non-regulatory guidance document, Criminal History Records Information (CHRI) Checks for Certified and Non-certified School Personnel, at: www.isbe.net/pdf/guidance_chr.pdf. Note: A District may also check the National Sex Offender Public Registry, www.nsopr.gov; however, the same information will likely appear in the information furnished by the FBI.
4. The provisions in The School Code described above also apply to employees of persons or firms holding contracts with a school district who have direct, daily contact with students. See Board policy 4:170, Safety.
5. Conviction of an offense listed in 105 ILCS 5/10-21.9, amended by P.A. 96-431, results in the automatic revocation of a teacher's teaching certificate (105 ILCS 5/21-23a).
6. The offender notification laws require law enforcement to ascertain whether a juvenile sex offender or violent offender against youth is enrolled in a school and, if so, to provide a copy of the registration form to the Building Principal and any guidance counselor designated by him or her. This registration form must be kept separately from any and all school records maintained on behalf of the juvenile sex offender. See Board policy 4:170, Safety.

Receipt of the Information from Law Enforcement

Offender Notifications Laws: The Superintendent or designee shall notify the local law enforcement official or county sheriff that he or she is the District's official contact person for purposes of the offender notification laws. The Superintendent and/or Building Principal may at any time request information from law enforcement officials regarding sex offenders or violent offenders against youth.

The Superintendent will provide Building Principals and other supervisors with a copy of all lists received from law enforcement officials containing the names and addresses of sex offenders and violent offenders against youth.

The Building Principal or designee shall provide the lists to staff members in his or her building on a need-to-know basis, but in any event:

- A teacher will be told if one of his or her students, or a student's parent/guardian, is on a list.
- The school counselor, nurse, social worker, or other school service personnel will be told if a student or the parent/guardian of a student for whom he or she provides services is on a list.

No person receiving a list shall provide it to any other person, except as provided in these procedures, State law, or as authorized by the Superintendent. Requests for information should be referred to the local law enforcement officials or State Police.

Juvenile Delinquency Adjudication Notifications: The Superintendent or designee shall contact the Juvenile Division of the County State's Attorney Office(s) having jurisdiction over the District's schools(s)

to discuss how the State's Attorney shall inform the Superintendent or designee of any students adjudicated as delinquent minors for offenses that would be felonies and/or certain weapons offenses under the Criminal Code of 2012 (705 ILCS 504/5-9.01(8)). The Superintendent and/or designee(s) shall ensure the dissemination of such information is limited to the Building Principal and any guidance counselor designated by the Building Principal (Id.)

Screening Individuals Who Are Likely to Have Contact with Students at School or School Events

Upon receiving a list of sex offenders or violent offenders against youth from law enforcement, the Superintendent or Building Principal, or designees, shall determine if anyone is listed who is currently a District employee, student teacher, or school volunteer.

In addition, the Superintendent and/or Building Principal(s) shall screen individuals who are likely to come in contact with students at school or school events as follows:

Volunteers

Each staff member shall submit to the Building Principal the name and address of each volunteer the staff member is supervising or whose services are being used as soon as that person is identified. The Building Principal or designee shall immediately screen the volunteer's name and address against the: (1) Dru Sjojin National Sex Offender Public Registry, Website (NSOPW), www.nsopr.gov, (2) Illinois Sex Offender Registry, www.isp.state.il.us/cmvo/ www.isp.state.il.us/sor/, and (3) the violent offenders against youth database Illinois Murderer and Violent Offenders Against Youth Registry maintained by the State Police, www.isp.state.il.us/cmvo/. If a match is found, the Building Principal shall notify the Superintendent, who shall contact the local law enforcement officials to confirm or disprove the match.

If a match is confirmed, the Superintendent shall inform the individual, by mail and telephone call, that he or she may not be used as a volunteer. The Superintendent also shall inform relevant staff members and the Building Principal that the individual may not be used as a volunteer.

While volunteers are not subject to a criminal history records check requirement like District employees, the District may require the same fingerprint-based criminal history records check required of student teachers. See ISBE's non-regulatory guidance document, Criminal History Records Information (CHRI) Checks for Certified and Non-certified School Personnel, at: www.isbe.net/pdf/guidance_chr.pdf and Student Teachers, below. The law is not clear whether the volunteer or the District pays the cost of this check, but funds from any ADA School Safety and Educational Improvement Block Grant may be used to pay for fingerprint-based criminal history records checks.

Student Teachers

The student teacher's higher education institution District will facilitate the required background check with the Department of State Police and perform a fingerprint-based criminal history records check pursuant to the Uniform Conviction Information Act (20 ILCS 2635/1) (ISP) and the Adam Walsh Child Protection and Safety Act (P.L. 109-248) (FBI). The Department of State Police and FBI The Superintendent will furnish receive the records of convictions (unless expunged) pursuant to from the fingerprint-based criminal history records check, to the higher education institution where the student teacher is enrolled and the Superintendent. See 105 ILCS 5/10-21.9(g), amended by P.A. 96-1452. See) and ISBE's non-regulatory guidance document, Criminal History Records Information (CHRI) Checks for Certified and Non-certified School Personnel, at: www.isbe.net/pdf/guidance_chr.pdf. See also 5:30-AP2, Administrative Procedure-Investigations. Prior to participating in any field experiences in the District, each student teacher must provide a written authorization for, and payment of pay the costs of, the his or her fingerprint-based criminal history records check. (Id. and checks of 20 ILCS 2635 (7)(A). Each student teacher will be provided with a copy of the report (Id.) Every new student teaching experience will require a new background check.

In addition, the Statewide Superintendent shall also screen the student teacher's name and address against the: (1) Illinois Sex Offender Database and Statewide Murderer and Registry, www.isp.state.il.us/sor/, and (2) the Violent Offender Against Youth Database prior to participating in any field experiences in the District Registry maintained by the State Police, www.isp.state.il.us/cmvo/.

Other Students Doing Field or Clinical Experience other than Student Teaching

The Building Principal shall screen the name and address of each student seeking to do any field or clinical experience other than student teaching in the school as described above for volunteers. If a match is found, the Building Principal and Superintendent shall proceed as above for volunteers.

The District may also require the same fingerprint-based criminal history records check required of student teachers prior to a student beginning any field or clinical experiences other than student teaching in the District. See Student Teachers, above. The cost of this check will be paid for by the student seeking the experience.

Contractors' Employees

The Superintendent shall include the following in all District contracts that may involve an employee of the contractor having any contact, direct or indirect, with a student:

The contractor shall not send to any school building or school property any employee or agent who would be prohibited from being employed by the District due to a conviction of a crime listed in 105 ILCS 5/10-21.9, amended by P.A.s 97-248 and 97-607, or who is listed in the Statewide Illinois Sex Offender Registry or the Statewide Illinois Murderer and Violent Offender Against Youth Database Registry. The contractor shall obtain every employee who will be sent to any school building or school property available to the District for the purpose of submitting to a fingerprint-based criminal history records check pursuant to 105 ILCS 5/10-21.9. The check shall occur before sending any employee or agent is sent to any school building or school property. The contractor will reimburse the District for the costs of the checks. The District must also provide a copy of the report to the individual employee, but is not authorized to release it to the contractor. Additionally, at least quarterly, the contractor shall check if an employee or agent is listed on the Statewide Illinois Sex Offender Registry or the Statewide Illinois Murderer and Violent Offender Against Youth Database Registry.

If a staff member at any time becomes aware or suspicious that a contractor's employee is a sex offender or violent offender against youth, the employee shall immediately notify the Superintendent. The Superintendent shall screen the name of the individual as described in Volunteers above and/or contact the contractor.

If another school district requests a copy of a criminal history records check that the District conducted on a contractor's employee within the last year, the District will share it with the requesting school district. P.A. 97-248 requires the District to share the information and allows a school district to rely on the checks done by another district that are less than one year old. Note: Unless notified by the individual whose criminal history records are being checked or by the ISP that the information furnished in its criminal history records information (CHRI) report is inaccurate or incomplete, the District cannot be liable for damages to any person to whom the CHRI pertains for actions that the District reasonably took in reliance on the accuracy and completeness of CHRI report (20 ILCS 2635/7(A)(3)).

Individuals in the Proximity of a District's School

Each time a list of sex offenders and/or violent offenders against youth is received from a law enforcement official, the Building Principal shall review it to determine if anyone listed lives in the proximity of his or her school. The Building Principal shall attempt to alter school bus stops and the route students travel to and from school in order to avoid contact with an individual on such a list.

Employees

All applicants considered for District employment shall submit to a fingerprint-based criminal history records check, according to State law and Board policy 5:30, Hiring Process and Criteria, and administrative procedure 5:30-AP2, Investigations. See 105 ILCS 5/10-21.9, amended, by P.A. 96-607.

Each time a list of sex offenders or violent offenders against youth is received from a law enforcement official, the Superintendent shall review the list to determine if an employee is on the list. If a match is found, the Superintendent shall immediately contact the local police officials to confirm or disprove the match. The Superintendent shall immediately notify the School Board if a match is confirmed. The Board President will contact the Board Attorney and the Board will take the appropriate action to comply with State law that may include terminating the individual's employment.

Informing Staff Members and Parents/Guardians About the Law

Building Principals or their designees shall inform parents/guardians about the availability of information concerning sex offenders during school registration and, if feasible, during parent-teacher conferences. Information should be distributed about the Statewide Sex Offender Registry www.isp.state.il.us/sor, and the Statewide Child Murderer and Violent Offender Against Youth Registry, www.isp.state.il.us/cmvo/. Information may also be included in the Student Handbook. See the Sex Offender Community Notification Law, 730 ILCS 152/101 et seq., and exhibit 4:170-, AP2-E1 Informing Parents About Offender Community Notification Laws.

Requests for additional information shall be referred to local law enforcement officials.

CROSS REF.: 5:30 , 4:170-E8, 5:30-AP2, 6:250, 6:250-AP, 6:250-E, 8:30, 8:30-AP, 8:30-E1, 8:30-E2

REVISED: September 2003; February 2011; July 2013; August 2015

Dispensing Medication (7:270-AP1)

Responsible Party Action

Parents/Guardians Ask the child's physician, dentist, or other health care provider who has authority to prescribe medications if a medication, either prescription or non-prescription, must be administered

during the school day. "Medications" includes an epinephrine auto-injector (EpiPen®) and asthma inhaler medication. (105 ILCS 5/22-30(a), amended by P.A. 98-795).

For a student with diabetes: The parent(s)/guardian(s) are responsible to share the health care provider's instructions. When the student is at school, the student's diabetes will be managed according to a diabetes care plan, if one exists, and not this Procedure. See Care of Students with Diabetes Act, 105 ILCS 5/10-22.21b. Last, the Public Self-Care of Diabetes Act allows a person with diabetes (or a parent/guardian of a person with diabetes) to self-administer insulin (or administer insulin) in any location, public or private, where the person is authorized to be, irrespective of whether the injection site is uncovered during or incidental to the administration of insulin (410 ILCS 135/, added by P.A. 98-844).

If so, ask the health care provider to complete a "School Medicine Authorization Form." This form must be completed and given to the school before the school will store or dispense any medication and before your child may possess asthma medication or an epinephrine auto-injector.

If a student is on a medication indefinitely, the parent/guardian must file a new "School Medication Authorization Form" every year.

Bring the medication to the school office. If the medicine is for asthma or is an epinephrine auto-injector, a student may keep possession of it for immediate use at the student's discretion:

(1) while in school, (2) while at a school-sponsored activity, (3) while under the supervision of school personnel, or (4) before or after normal school activities, such as while in before-school or after-school care on school-operated property (105 ILCS 5/22-30, amended by P.A. 98-795).

For asthma inhalers, provide the prescription label. Bring other prescription medications to the school in the original package or appropriately labeled container. The container shall display:

Student's name

Prescription number

Medication name and dosage

Administration route and/or other direction

Dates to be taken

Licensed prescriber's name

Pharmacy name, address, and phone number

Bring non-prescription medications to school in the manufacturer's original container with the label indicating the ingredients and the student's name affixed. At the end of the treatment regime, remove any unused medication from the school.

School Office Personnel Provide a copy of these procedures, as well as a "School Medication Authorization Form," to inquiring parents/guardians.

Whenever a parent/guardian brings medication for a student to the office, summon the school nurse. If the school nurse is unavailable, the nurse's secretary will accept the medication, provided the parent/guardian submits a completed "School Medication Authorization Form" via fax, scan, mail, or in person and the medication is packaged in the appropriate container. The Nurse's office staff will place the medication in the appropriate locked drawer or cabinet. The nurse's office staff will notify the school nurse of the new medication and the school nurse will contact the parent/guardian with any additional questions.

School Nurse (certificated school nurse or non-certificated registered professional nurse) Ensure that a parent/guardian who brings medication for his or her student has complied with the parent/guardian's responsibilities as described in this administrative procedure.

In conjunction with the licensed prescriber and parent/guardian, identify circumstances, if any, in which the student may self-administer the medication and/or carry the medication. A student will be expected to carry and self-administer medication for asthma and is allowed to carry an epinephrine auto-injector.

Store the medication in a locked drawer or cabinet. A student may keep possession of medication for asthma or an EpiPen® epinephrine auto-injector. Medications requiring refrigeration should be refrigerated in a secure area.

Plan with the student the time(s) the student should come to the nurse's office to receive medications.

Document each dose of the medication in the student's individual health record. Documentation shall include date, time, dosage, route, and the signature of the person administering the medication or supervising the student in self-administration.

Assess effectiveness and side effects as required by the licensed prescriber. Provide written feedback to the licensed prescriber and the parent/guardian as requested by the licensed prescriber.

Document whenever the medication is not administered as ordered along with the reasons.

If the parent/guardian does not pick up the medication by the end of the school year, discard the medication in the presence of a witness.

Building Principal Supervise the use of these procedures.

Perform any duties described for school office personnel, as needed.

Perform any duties described for school nurses, as needed, or delegate those duties to appropriate staff members. No staff member shall be required to administer medications to students, except school nurses, non-certificated and registered professional nurses, and administrators.

Make arrangements, in conjunction with the parent/guardian, supervising teachers, and/or bus drivers for the student to receive needed medication while on a field trip.

LEGAL REF.: 105 ILCS 5/10-20.14b, 5/10-22.21b, and 5/22-30.

DATED: January 1, 2001

REVISED: October 2006; April 2011; May 2015

District Annual Report Card Required by Every Student Succeeds Act (ESSA) (6:170-AP2, E1)

Districts must disseminate an annual report card that includes information on the District as a whole and each school served by the District, with aggregate and disaggregated information for

each required subgroup of students, including: (a) student achievement on academic assessments (designated by category), (b) graduation rates, district performance, teacher qualifications, and (c) other required information required by Section 6311(h)(2)(C) of ESSA.

District Annual Report Card

The Illinois State Board of Education (ISBE) will ensure that the District:

1. Collects the appropriate data for its annual report card, including:
 - a. ISBE's State Report Card Information (see ISBE Annual Report Card Requirements in 20 U.S.C. §6311(h)(1)(C) subhead, below) disaggregated in the same manner as ISBE is required to present it, as that information applies to the District and each of its schools, including:
 - (i) Information that shows how students in the District achieved on the academic assessments described in 20 U.S.C. §6311(b)(2) (high quality Illinois Assessments) compared to students in the State as a whole (20 U.S.C. §6311(h)(2)(C)(i));
 - (ii) Information that shows how each student in each of the District's Schools achieved on the academic assessments described in described in 20 U.S.C. §6311(b)(2) (high quality Illinois Assessments) compared to students in the State as a whole (20 U.S.C. §6311(h)(2)(C)(ii)); and
 - (iii) Any other information that the District determines is appropriate and will best provide parents, students, and other members of the public with information regarding the progress of each school in the District, whether or not such information is included in the annual ISBE report card (20 U.S.C. §6311(h)(2)(C)(iii)).

2. Excludes "results on the Illinois academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress, compared to the national average of such results (20 U.S.C. §6311(h)(1)(C)(xii))."

ISBE Annual Report Card Requirements in 20 U.S.C. §6311(h)(1)(C)

The following text is a direct copy of 20 U.S.C. §6311(h)(1)(C)(i)-(xiv); it states that Illinois' report card shall include the following information:

- (i) A clear and concise description of the State's accountability system under subsection (c) including--
 - (I) The minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;
 - (II) The long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);
 - (III) The indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;
 - (IV) The State's system for meaningfully differentiating all public schools in the State, including--
 - (aa) The specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;
 - (bb) The methodology by which the State differentiates all such schools;
 - (cc) The methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and
 - (dd) The methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);
 - (V) The number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and
 - (VI) The exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.
- (ii) For all students and disaggregated by each subgroup of students described in subsection (b)(2) (B)(xi), homeless status, status as a child in foster care, and status as a student with a parent who is a member of the Armed Forces (as defined in section 101(a)(4) of Title 10) on active duty (as defined in section 101(d)(5)8 of such title), information on student achievement on the academic assessments described in subsection (b)(2) at each level of achievement, as determined by the State under subsection (b)(1).
- (iii) For all students and disaggregated by each of the subgroups of students, as defined in subsection (c)(2), and for purposes of subclause (II) of this clause, homeless status and status as a child in foster care—
 - (I) Information on the performance on the other academic indicator under subsection (c)(4)(B)(ii) for public elementary schools and secondary schools that are not high schools, used by the State in the State accountability system; and
 - (II) High school graduation rates, including four-year adjusted cohort graduation rates and, at the State's discretion, extended-year adjusted cohort graduation rates.
- (iv) Information on the number and percentage of English learners achieving English language proficiency.
- (v) For all students and disaggregated by each of the subgroups of students, as defined in subsection (c)(2), information on the performance on the other indicator or indicators of school quality or student success under subsection (c)(4)(B)(v) used by the State in the State accountability system.
- (vi) Information on the progress of all students and each subgroup of students, as defined in subsection (c)(2), toward meeting the State-designed long term goals under subsection (c)(4) (A), including the progress of all students and each such subgroup of students against the State measurements of interim progress established under such subsection
- (vii) For all students and disaggregated by each subgroup of students described in subsection (b)(2) (B)(xi), the percentage of students assessed and not assessed.
- (viii) Information submitted by the State educational agency and each local educational agency in the State, in accordance with data collection conducted pursuant to section 3413(c)(1) of this title, on—

(I) Measures of school quality, climate, and safety, including rates of in-school suspensions, out-of-school suspensions, expulsions, school-related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment; and

(II) The number and percentage of students enrolled in--

(aa) Accelerated coursework to earn postsecondary credit while still in high school, such as Advanced Placement and International Baccalaureate courses and examinations, and dual or concurrent enrollment programs.

(ix) The professional qualifications of teachers in the State, including information (that shall be presented in the aggregate and disaggregated by high-poverty compared to low poverty schools) on the number and percentage of--

(I) Inexperienced teachers, principals, and other school leaders;

(II) Teachers teaching with emergency or provisional credentials; and

(III) Teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

(x) The per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each local educational agency and each school in the State for the preceding fiscal year.

(xi) The number and percentages of students with the most significant cognitive disabilities who take an alternate assessment under subsection (b)(2)(D), by grade and subject.

(xii) Results on the State academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3)), compared to the national average of such results.

(xiii) Where available, for each high school in the State, and beginning with the report card prepared under this paragraph for 2017, the cohort rate (in the aggregate, and disaggregated for each subgroup of students defined in subsection (c)(2)), at which students who graduate from the high school enroll, for the first academic year that begins after the students' graduation--

(I) In programs of public postsecondary education in the State; and

(II) If data are available and to the extent practicable, in programs of private postsecondary education in the State or programs of postsecondary education outside the State.

(xiv) Any additional information that the State believes will best provide parents, students, and other members of the public with information regarding the progress of each of the State's public elementary schools and secondary schools, which may include the number and percentage of students attaining career and technical proficiencies (9as defined by section 113(b) of the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2323(b)) and reported by States only in a manner consistent with section 113(c) of such Act (20 U.S.C. 2323(c)).

LEGAL REF.: 20 U.S.C. §6311(h)(1)(C) and (h)(2)(C)

DATED: December 2016

Educational Philosophy and Objectives (6:10)

The District's educational program will seek to provide an opportunity to each child to develop to his or her maximum potential. The objectives for the educational program are to:

- foster self-discovery, self awareness, and self discipline.
- develop an awareness of and appreciation for cultural diversity.
- stimulate intellectual curiosity and growth.
- provide fundamental career concepts and skills
- help the student develop sensitivity to the needs and values of others and a respect for individual and group differences.
- help each student strive for excellence and instill a desire to reach the limit of his or her potential.
- develop the fundamental skills which will provide a basis for life-long learning.
- provide an educational climate and culture free of bias concerning the protected classifications identified in Policy 7:10, Equal Educational Opportunities.

In order for the School Board to monitor whether the educational program is attaining these objectives and to be knowledgeable of current and future resource needs, the Superintendent shall prepare an annual report that includes:

- a review and evaluation of the present curriculum.
- a projection of curriculum and resource needs.
- an evaluation of, and plan to eliminate, any bias in the curriculum or instructional materials and methods concerning the classifications referred to in item 8 above.
- any plan for new or revised instructional program implementation; and
- a review of present and future needs.

CROSS REF.: 1:30, 3:10, 6:15, 7:10

ADOPTED: October 4, 1999

REVISED: December 18, 2008

Education of Children with Disabilities (6:120)

Education of Children with Disabilities

The School District shall provide a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the District, as required by the Individuals With Disabilities Education Act (IDEA) and implementing provisions of The Illinois School Code, Section 504 of the Rehabilitation Act of 1973, and the Americans With Disabilities Act. The term "children with disabilities," as used in this policy, means children between ages 3 and 21 (inclusive) for whom it is determined, through definitions and procedures described in the Illinois State Board of Education's Special Education rules, that special education services are needed.

It is the intent of the District to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate educational services. Students may be disabled within the meaning of Section 504 of the Rehabilitation Act even though they do not require services pursuant to IDEA.

For students eligible for services under IDEA, the District shall follow procedures for identification, evaluation, placement, and delivery of services to children with disabilities provided in the Illinois State Board of Education's Special Education rules. For those students who are not eligible for services under IDEA, but, because of disability as defined by Section 504 of the Rehabilitation Act of 1973, need or are believed to need special instruction or related services, the District shall establish and implement a system of procedural safeguards. The safeguards shall cover students' identification, evaluation, and educational placement. This system shall include notice, an opportunity for the student's parent(s)/guardian(s) to examine relevant records, an impartial hearing with opportunity for participation by the student's parent(s)/guardian(s), representation by counsel, and a review procedure. The District may maintain membership in one or more cooperative associations of school districts that shall assist the District in fulfilling its obligations to the District's disabled students.

If necessary, students may also be placed in nonpublic special education programs or education facilities.

LEGAL REF.: Americans With Disabilities Act, 42 U.S.C. § 12101 et seq.
Individuals With Disabilities Education Improvement Act of 2004, 20 U.S.C. § 1400 et seq.
Rehabilitation Act of 1973, Section 504, 29 U.S.C. § 794.
105 ILCS 5/14-1.01 et seq., 5/14-7.02, and 5/14-7.02a.
23 Ill. Admin. Code Part 226.
CROSS REF.: 2:150, 7:230
ADOPTED: October 4, 1999
REVISED: January 28, 2002; September 9, 2002; December 18, 2008

Education of Homeless Children (6:140)

Education of Homeless Children

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

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

The Superintendent or designee shall review and revise rules or procedures that may act as barriers to the enrollment of homeless children and youths. In reviewing and revising such procedures, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. Transportation shall be provided in accordance with the McKinney Homeless Assistance Act and State Law. The Superintendent or designee shall give special attention to ensuring the enrollment and attendance of homeless children and youths who are not currently attending school. If a child is denied enrollment or transportation under this policy, the Liaison for Homeless Children shall immediately refer the child or his or her parent/guardian to the ombudsperson appointed by the appropriate Intermediate Service Center and provide the child or his or her parent/guardian with a written explanation for the denial. Whenever a child and his or her parent/guardian who initially share the housing of another person due to loss of housing, economic hardship, or a similar hardship continue to share the housing, the Liaison for Homeless Children shall, after the passage of 18 months and annually thereafter, conduct a review as to whether such hardship continues to exist in accordance with State Law.

LEGAL REF.: McKinney Homeless Assistance Act, 42 U.S.C. § 11431 et seq.
Ill. Education for Homeless Children Act, 105 ILCS 45
CROSS REF.: 2:260, 4:110, 6:140-AP, 7:10, 7:30, 7:50, 7:60, 7:100
ADOPTED: October 28, 2002
REVISED: April 27, 2006; December 17, 2010; September 24, 2015 (legal reference only)

Education of Homeless Children (6:140-AP)

Superintendent

Preliminary Steps Serves as or designate an appropriate staff person, who may also be a coordinator for other federal programs, as a Liaison for Homeless Children. 42 U.S.C. §11432 (g)(1)(J)(ii).

Under the McKinney Homeless Assistance Act (42 U.S.C. §11434a), "Homeless Children" means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of Section 11302(a)(1)). The term includes: 42 U.S.C. §11434a.

1. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
2. Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of Section 11302(a)(2)(C));
3. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
4. Migratory children (as defined in Section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless under this subtitle because the children are living in clauses (1) through (3) above.

Under State law 105 ILCS 45/1-5, "homeless person, child, or youth" includes, but is not limited to, any of the following:

1. An individual who lacks a fixed, regular, and adequate nighttime place of abode.
2. An individual who has a primary nighttime place of abode that is:
 - a. A supervised publicly or privately operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters, and transitional housing);
 - b. An institution that provides a temporary residence for individuals intended to be institutionalized; or
 - c. A public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.

Liaison for Homeless Children Duties

Review and use the information provided at www.isbe.net/homeless/default.htm in order to become aware of the resources and training materials provided by the Illinois State Board of Education with regard to the education of homeless children. See www2.ed.gov/programs/homeless/legislation.html for the U.S. Dept. of Education's information about federal requirements.

Ensure that homeless children are identified by school personnel and through coordinated activities with other entities and agencies. 42 U.S.C. § 11432(g)(6)(A)(i).

Ensure that homeless children enroll in, and have full and equal opportunity to succeed in District programs. 42 U.S.C. §11432(g)(6)(A)(ii).

Ensure that homeless families and children receive educational services for which they are eligible and make referrals to health, mental health, dental, and other appropriate services. 42 U.S.C. § 11432(g)(6)(A)(iii).

Inform parent(s)/guardian(s) of educational and related opportunities available to their child or ward, and provide them with meaningful opportunities to participate in their child or ward's education. 42 U.S.C. § 11432(g)(6)(A)(iv).

Disseminate public notice of the educational rights of homeless students in the location where homeless children receive services (such as schools, family shelters, and soup kitchens). 42 U.S.C. § 11432(g)(6)(A)(v).

Mediate enrollment disputes to: 42 U.S.C. § 11432(g)(3)(E) and 42 U.S.C. § 11432(g)(6)(A)(vi).

- a. Ensure the child is immediately admitted to the school in which enrollment is sought, pending resolution of the dispute;
- b. Provide the homeless child's parent/guardian with a written explanation of the school's decision regarding school selection or enrollment, including their rights to appeal the decision;
- c. Complete the dispute resolution process as expeditiously as possible; and
- d. In the case of an unaccompanied youth, ensure that the youth is immediately enrolled in school pending resolution of the dispute.

Fully inform the parent/guardian of a homeless child, and any unaccompanied youth, of all transportation services and assist in accessing transportation services. 42 U.S.C. § 11432(g)(6)(A)(vii).

Assist unaccompanied youth in placement/enrollment decisions, consider the youth's wishes in those decisions, and provide notice to the youth of the right to appeal such decisions. 42 U.S.C. § 11432(g)(3)(B)(ii).

Assist children who do not have immunizations or medical records in obtaining necessary immunizations and/or medical records. 42 U.S.C. § 11432(g)(3)(C)(iii).

Collaborate with State and local social service agencies that provide services to the homeless as well as with community and school personnel responsible for the provision of education and related services to homeless children and youths. 42 U.S.C. § 11432(g)(5)(A) and (g)(6)(C).

Conduct a hardship review whenever a child and his or her parent/guardian who initially share the housing of another person due to loss of housing, economic hardship, or a similar hardship continue to share the housing; a hardship review should be performed after the passage of 18 months and annually thereafter. 105 ILCS 45/1-25(a-5).

Refer the child or his or her parent/guardian to the ombudsperson appointed by the Regional Superintendent whenever a school denies a homeless child enrollment or transportation, and provide the child or his or her parent/guardian with a written statement of the basis for the denial. 105 ILCS 45/1-25(a).

Parent(s)/ guardian(s)

Assignment Choose the child's attendance center between the following options 105 ILCS 45/1-10 controls because it exceeds the rights granted to parent(s)/guardian(s) in federal law.:

- a. Continuing the child's education in the school of origin for as long as the child remains homeless or, if the child becomes permanently housed, until the end of the academic year during which the housing is acquired; or
- b. Enrolling the child in any school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

The term "school of origin" means the school that the student attended when permanently housed or the school in which the student was last enrolled. 42 U.S.C. § 11432(g)(3)(G) and 105 ILCS 45/1-5.

Building Principal Where Homeless Student Will be Enrolled

Enrollment Shall immediately enroll the homeless child, even if the child is unable to produce records normally required for enrollment, e.g., previous academic records, medical records, proof of residency, or other documentation. 42 U.S.C. § 11432(g)(3)(C)(i) and 105 ILCS 45/1-20.

Shall immediately contact the school last attended by the child to obtain relevant academic and other records. 42 U.S.C. § 11432(g)(3)(C)(ii) and 105 ILCS 45/1-10. 20.

If the child needs to obtain immunizations, or immunization or medical records, shall immediately refer the child's parent/guardian to the Liaison for Homeless Children. 42 U.S.C. § 11432(g)(3)(C)(iii) and 105 ILCS 45/1 20.

Maintain records for the homeless student that are ordinarily kept for students according to District policy and procedure on student school records. 42 U.S.C. § 11432(g)(3)(D).

Ensure each homeless student is provided services comparable to services offered to other students including the following: 42 U.S.C. § 11432(g)(4).

- a. Transportation services;
- b. Educational services for which the student meets the eligibility criteria, such as services provided under Title I of the Elementary and Secondary Education Act of 1965 or similar State or local programs;
- c. Educational programs for children with disabilities and educational programs for students with limited English proficiency;
- d. Programs in vocational and technical education as well as programs for gifted and talented students; and
- e. School nutrition programs.

Shall require a parent/guardian of a homeless student, if available, to submit contact information. 42 U.S.C. § 11432(g)(3)(H) and 105 ILCS 45/1-20.

Transportation Director and Building Principal Where Homeless Student Will be Enrolled

Transportation

Ensure transportation is provided to a homeless student, at the request of the parent/guardian (or in the case of an unaccompanied youth, the Liaison), to and from the school of origin. 42 U.S.C. § 11432(g)(1)(J)(iii); State law, found at 105 ILCS 45/1-15, is superseded by federal law. The term "school of origin" means the school that the student attended when permanently housed or the school in which the student was last enrolled. 42 U.S.C. § 11432(g)(3)(G). Transportation shall be arranged as follows: 42 U.S.C. § 11432(g)(1)(J)(iii).

1. If the homeless student continues to live in the area served by the school district in which the school of origin is located, the student's transportation to and from the school of origin shall be provided or arranged by the district in which the school of origin is located.

2. If the homeless student's living arrangements in the area served by the district of origin terminate and the student, though continuing his or her education in the school of origin, begins living in an area served by another school district, the district of origin and the district in which the homeless student is living shall agree upon a method to apportion the responsibility and costs for providing the student with transportation to and from the school of origin. If the local educational agencies are unable to agree upon such method, the responsibility and costs for transportation shall be shared equally. Superintendent or Designee If a dispute arises, shall inform the homeless child's parent(s)/guardian(s) of the availability of an investigator, sources for low-cost or free legal assistance, and other advocacy services in the community.

Each Regional Superintendent appoints an ombudsperson to provide resource information and resolve disputes at schools within his or her jurisdiction relating to the rights of homeless children under this Act 105 ILCS 45/1-25. The Homeless Family Placement Act governs shelter placement. 310 ILCS 85/1 et seq.

January 2003

REVISED: April 2006; September 2010; September 24, 2015 (legal reference only)

Electronic Devices (7:190 AP5)

Electronic Signaling Devices

Students may use school issued or personal devices on school property at the discretion of the teacher and/or supervisory staff member.

1. Devices can be used in the classroom (with teacher consent), common areas including lunch rooms, Commons, hallways, Media Centers, mezzanines, and exterior school grounds.
2. Ringers must be set to "silent" or "vibrate." Speaker mode cannot be used, and voice volume must be kept at an appropriate level for school.
3. Ear buds are permitted with volume inaudible for others and must be used when listening to music or recordings on cell phones or electronic devices.
4. Over-the-ear headphones and Bluetooth speakers are prohibited.
5. Students must comply with staff directives related to use of electronic devices, including but not limited to: ending conversations, reducing volume, and/or issues of appropriate usage/language.
6. Devices must be off and out of sight in locker rooms, washroom, and detention areas.
7. Devices may not be used for creating, sending, sharing, viewing, receiving, or possessing indecent visual depiction or non-consensual dissemination of private sexual images, as defined in State law, i.e., sexting. Possession is prohibited regardless of whether the depiction violates State law. Any cellular phone may be searched upon reasonable suspicion of sexting or criminal activity. All sexting violations will require school administrators to follow student discipline policies in addition to contacting the police and reporting suspected child abuse or neglect when appropriate.
8. Devices may not be used in any manner that disrupts the educational environment or violates the rights of others, including using the device to communicate or take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Prohibited conduct specifically includes, without limitation, creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device, or cellular phone.
9. Students are prohibited from using personal cell phones or other electronic devices to record (video or audio) any school activity, event, or school-related work without the consent of the supervising teacher.
10. Students are prohibited from posting or sharing pictures or video taken in school without the consent of the supervising teacher.
11. Students are prohibited from engaging in any form of hacking, downloading of unauthorized materials, sending anonymous messages, or introducing a virus to the network. Hacking is any technical effort to manipulate, alter, or modify the normal behavior of a network, device, or standard settings.
12. The Superintendent or designee shall notify students and their parents/guardians of each of the following in accordance with the Right to Privacy in the School Setting Act, 105 ILCS 75:
 - (1) School officials may not request or require a student or his or her parent/guardian to provide a password or other related account information to gain access to the student's account or profile on a social networking website.
 - (2) School officials may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates a school disciplinary rule or policy. In the course of an investigation, the student may be required to share the content that is reported in order to allow school officials to make a factual determination.

A social networking website is defined as an internet-based service which allows individuals to a) construct a public or semi-public profile within a bounded system created by the service; b) create a list of other users with whom they share a connection within the system; and c) view and navigate

their list of connections and those made by others within the system.

The School District is not responsible for the loss, damage, or theft of any electronic device brought to school.

DATED: September 2002

UPDATED: January 2006; March 2008; August 2008; December 2010; February 2013;
February 2014; May 2015; November 2015; April 2016

Electronic Recordings on School Buses (7:220-AP)

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

Prohibited student conduct as defined in the Board Policy 7:190, Student Discipline.

Willful injury or threat of injury to a bus driver or to another rider.

Willful and/or repeated defacement of the bus.

Repeated use of profanity.

Repeated willful disobedience of a directive from a bus driver or other supervisor.

Such other behavior as the Superintendent or designee deems to threaten the safe operation of the bus and/or its occupants.

If a student is suspended from riding the bus for gross disobedience or misconduct on a bus, the School Board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons. The District's regular suspension procedures shall be used to suspend a student's privilege to ride a school bus.

Electronic Recordings on School Buses

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

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

LEGAL REF.: Family Educational Rights & Privacy Act, 20 U.S.C.§1232(g); 34 C.F.R.Part 99.

105 ILCS 5/10-20.14, 5/10-22.6, and 10/1.

720 ILCS 5/14-3(m).

23 Ill Admin.Code Part 375, Student Records

CROSS REF.: 4:110, 4:170, 7:130, 7:170, 7:190, 7:200, 7:340

ADOPTED: October 4, 1999

REVISED: February 19, 2001; December 21, 2006; January 31, 2008; October 25, 2012

English Language Learners (6:160)

The District offers opportunities for resident English Learners to develop high levels of academic attainment in English and to meet the same academic content and student academic achievement standards that all children are expected to attain. The Superintendent or designee shall develop and maintain a program for English Learners that will:

- Assist all English Learners to achieve English proficiency, facilitate effective communication in English, and encourage their full participation in school activities and programs as well as promote participation by the parents/guardians of English Learners.
- Appropriately identify students with limited English-speaking ability.
- Comply with State law regarding the Transitional Bilingual Educational Program (TBE) or Transitional Program of Instruction (TPI), whichever is applicable.
- Comply with any applicable State and federal requirements for the receipt of grant money for English Learners and programs to serve them.
- Determine the appropriate instructional program and environment for English Learners.
- Annually assess the English proficiency of English Learners and monitor their progress in order to determine their readiness for a mainstream classroom environment.
- Include English Learners, to the extent required by State and federal law, in the District's student assessment program to measure their achievement in reading/language arts and mathematics.
- Provide information to the parents/guardians of English Learners about: (1) the reasons for their child's identification, (2) their child's level of English proficiency, (3) the method of instruction to be used, (4) how the program will meet their child's needs, (5) specific exit requirements of the program, (6) how the program will meet their child's Individualized Education Plan, if applicable, and (7) information on parent/guardian rights. Parents/guardians will be regularly appraised of their child's progress and involvement will be encouraged.

Parent Involvement

Parents/guardians of English Learners will be: (1) given an opportunity to provide input to the program, and (2) provided notification regarding their child's placement in, and information about, the District's

English Learners programs.

LEGAL REF.:20 U.S.C. §§6312-6319 and 6801.34-C.F.R. Part 200. 105 ILCS 5/14C-1 et seq. 23 Ill. Admin.Code Part 228.

CRSS REF.: 6:15, 6:170, 6:340.

ADOPTED: October 4, 1999

REVISED: December 16, 2002; August 30, 2007; December 18, 2008; July 1, 2011; March 31, 2016

Equal Educational Opportunities (7:10)

Equal educational and extracurricular opportunities shall be available for all students without regard to color, race, nationality, religion, sex, sexual orientation, ancestry, age, , physical or mental disability, gender identity, status of being homeless, or actual or potential marital or parental status, including pregnancy. Further, the District will not knowingly enter into agreements with any entity or any individual that discriminates against students on the basis of sex or any other protected status. The District remains viewpoint neutral when granting access to school facilities under School Board Policy 8:20, Community Use of School Facilities. Any student may file a discrimination grievance by using School Board Policy 2:260 – Uniform Grievance Procedure.

Sex Equity

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

Administrative Implementation

The Superintendent shall appoint a Nondiscrimination Coordinator. The Superintendent and Building Principal shall use reasonable measures to inform staff members and students of this policy and grievance procedure.

LEGAL REF.: McKinney Homeless Assistance Act, 42 U.S.C. § 11431 et seq.

Title IX, 20 U.S.C. § 1681; et seq.; 34 C.F.R. Part 106.

Rehabilitation Act of 1973, 29 U.S.C. § 791 et seq.

Religious Freedom Restoration Act, 775 ILCS 35/5.

Ill. Constitution, Art. I, § 18.

Good News Club v Milford Central School, 121 S.Ct. 2093 (2001).

105 ILCS 5/ 3.25b, 3.25d(b), 10-20.12, 10-22.5, and 27-1.

775 ILCS 5/1-101 et seq.

23 Ill. Admin. Code § 1.240and Part 200.

CROSS REF.: 2:260, 6:220, 7:20, 7:130, 7:330, 8:20

ADOPTED: October 4, 1999

REVISED: February 19, 2001; August 19, 2002; October 28, 2002

UPDATED: April 2008; December 18, 2008; June 24, 2010

Expulsion Procedures (7:210)

This policy becomes effective and replaces the current policy on Expulsion Procedures on August 1, 2016.

Expulsion Procedures

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

1. Before a student may be expelled, the student and his or her parent(s)/guardian(s) shall be provided a written request to appear at a hearing to determine whether the student should be expelled. The request shall be sent by registered or certified mail, return receipt requested. The request shall:
 - a. Include the time, date, and place for the hearing.
 - b. Briefly describe what will happen during the hearing.
 - c. Detail the specific act of gross disobedience or misconduct resulting in the decision to recommend expulsion.
 - d. List the student's prior suspension(s).
 - e. State that The School Code allows the School Board to expel a student for a definite period of time not to exceed 2 calendar years, as determined on a case-by-case basis.
 - f. Ask that the student or parent(s)/guardian(s) or attorney inform the Superintendent or Board Attorney if the student will be represented by an attorney and, if so, the attorney's name and contact information.
2. Unless the student and parent(s)/guardian(s) indicate that they do not want a hearing or fail to appear at the designated time and place, the hearing will proceed. It shall be conducted by the School Board or a hearing officer appointed by it. If a hearing officer is appointed, he or she shall report to the Board the evidence presented at the hearing and the Board shall take such final action as it finds appropriate.
3. During the expulsion hearing, the Board or hearing officer shall hear evidence concerning whether the student is guilty of the gross disobedience or misconduct as charged. School officials must provide: (1) testimony of any other interventions attempted and exhausted or of their determination

that no other appropriate and available interventions were available for the student, and (2) evidence of the threat or disruption posed by the student. The student and his or her parent(s)/guardian(s) may be represented by counsel, offer evidence, present witnesses, cross-examine witnesses who testified, and otherwise present reasons why the student should not be expelled. After presentation of the evidence or receipt of the hearing officer's report, the Board shall decide the issue of guilt and take such action as it finds appropriate.

4. If the Board acts to expel the student, its written expulsion decision shall:
 - a. Detail the specific reason by removing the student from his or her learning environment is in the best interest of the school.
 - b. Provide a rationale for the specific duration of the recommended expulsion.
 - c. Document how school officials determined that all behavioral and disciplinary interventions have been exhausted by specifying which interventions were attempted or whether school officials determined that no other appropriate and available interventions existed for the student.
 - d. Document how the student's continuing presence in school would (1) pose a threat to the safety of other students, staff, or members of the school community, or (2) substantially disrupt, impede, or interfere with the operation of the school.
5. Upon expulsion, the District may refer the student to appropriate and available support services.

LEGAL REF.: Goss v. Lopez, 95 S.Ct. 729 (1975), 105 ILCS 5/10-22.6(a).

CROSS REF.: 5:100, 7:130, 7:190, 7:200, 7:230

ADOPTED: October 4, 1999

REVISED: February 26, 2009; April 28, 2016

Fines, Fees, and Charges - Waiver of Student Fees (4:140-AP1)

Responsible Party

Action

Superintendent or designee

Notifies parents/guardians of all students enrolling in the District for the first time that the District waives school fees for persons unable to afford them in accordance with policy 4:140, Waiver of Student Fees. The notice may consist of a written copy of the District's policy 4:140, Waiver of Student Fees, and form 4:140-E1, Application for Fee Waiver.

Includes a notice with the first statement sent to parents/guardians who owe fees that the District waives school fees for persons unable to afford them in accordance with policy 4:140, Waiver of Student Fees, and form 4:140-E1, Application for Fee Waiver.

Parent(s)/Guardian(s) seeking a school fee waiver Completes the Application for Fee Waiver, 4:140-E1, and returns it to the Building Principal.

In cases where, for various reasons, a parent/guardian does not initiate a request, the classroom teacher or other official may complete an application to establish eligibility.

May apply for a waiver of school fees by completing the Application for Fee Waiver, 4:140-E1, at any time.

Building Principal or designee

Determines the student's eligibility for fee waiver based on policy 4:140, Waiver of Student Fees.

Notifies the parent(s)/guardian(s) within 30 calendar days of the acceptance or denial of their Application for Fee Waiver.

A rejection notice must include: (1) the reason for the denial; (2) a notification of their right to appeal as well as the appeal process and timelines (4:140-E2, Response to Application for Fee Waiver, Appeal, and Response to Appeal); and (3) a statement that they may reapply at anytime if circumstances change.

Ensures that any completed Application for Fee Waiver and the Response to Application for Fee Waiver, Appeal, and Response to Appeal are confidentially treated and maintained.

Parent(s)/Guardian(s) seeking a school fee waiver

May appeal the denial of a fee waiver application by submitting the appeal in writing to the Superintendent within 14 calendar days of the denial; any appeal received after 14 calendar days will either be considered or treated as a new application depending on circumstances.

[optional] Meets with the person who will decide the appeal in order to explain why the fee waiver should be granted.

Superintendent or designee Contacts the parent(s)/guardian(s) to determine if they want to meet to explain why the fee waiver should be granted.

If so, meets with the parent(s)/guardian(s) at a prearranged date and time.

Responds in writing to the parent(s)/guardian(s)' appeal within 14 calendar days of receipt of the appeal.

Parent(s)/Guardian(s)

If the Superintendent or designee denies the appeal, may submit a written appeal to the School Board.

School Board Responds to the appeal in a reasonable length of time. The Board's decision is final.

DATED: November 2005

REVISED: December 2005

LEGAL REF.: 105 ILCS 5/10-20.13 and 5/10-22.25.

23 Ill. Admin. Code § 1.245 [unenforceable].

ADOPTED: October 4, 1999

REVISED: June 24, 2004; December 2005; January 26, 2006; August 27, 2009

Free & Reduced-Price Food Services (4:130)

The Superintendent or designee shall be responsible for implementing the District's free and reduced-price food services policy.

Eligibility Criteria and Selection of Children

A student's eligibility for free and reduced-price food services shall be determined by the income eligibility guidelines, family-size income standards, set annually by the U.S. Department of Agriculture and distributed by the Illinois State Board of Education.

Notification

At the beginning of each school year, by letter, the District shall notify students and their parents/guardians of: (1) eligibility requirements for free and reduced-price food service, (2) the application process, and (3) other information required by federal law. The Superintendent shall provide the same information to informational media, the local unemployment office, and any major area employers contemplating layoffs. Parents/guardians enrolling a child in the District for the first time, any time during the school year, shall receive the eligibility information.

Nondiscrimination Assurance

The District shall avoid publicly identifying students receiving free or reduced-price meals and shall use methods for collecting meal payments that prevent identification of children receiving assistance.

Appeal

A family may appeal the District's decision to deny an application for free and reduced-price food services or to terminate such services as outlined by the U.S. Department of Agriculture in 7 C.F.R. §245.7, Determining Eligibility for Free and Reduced-Price Meals and Free Milk in Schools. The Superintendent shall establish a hearing procedure for adverse eligibility decisions and provide by mail a copy of them to the family. The District may also use these procedures to challenge a child's continued eligibility for free or reduced-price meals or milk.

During an appeal, students previously receiving food service benefits shall not have their benefits terminated. Students who were denied benefits shall not receive benefits during the appeal.

The Superintendent shall keep on file for a period of 3 years a record of any appeals made and the hearing record. The District shall also maintain accurate and complete records showing the data and method used to determine the number of eligible students served free and reduced-price food services. These records shall be maintained for 3 years.

LEGAL REF.: U.S. Dept. of Agriculture, Food and Nutrition Service, National School Lunch Program, 7 C.F.R. Part 210.

U.S. Dept. of Agriculture, Food and Nutrition Service, Determining Eligibility for Free and Reduced-Price Meals and Free Milk In Schools, 7 C.F.R. Part 245.

105 ILCS 125/0.01 et seq. and 126/1 et seq.

23 Ill. Admin. Code §§1.520 and 305.10 et seq.

ADOPTED: October 4, 1999

REVISED: May 26, 2005

Frequently Asked Questions Regarding Military Recruiter Access to Students and Student Information (7:340-E4)

1. What do the U.S. Patriot Act and No Child Left Behind Act require of schools with regard to allowing military recruiters access to students?

The Patriot Act has nothing to do with the military recruiter access to students or information. It requires schools to comply with an ex parte order issued in connection with the investigation or prosecution of terrorism. A court issues an ex parte order without notice to an adverse party. Student records may be disclosed pursuant to such an order without parents' consent or knowledge.

Two pieces of legislation require schools receiving funds under the Elementary and Secondary Education Act to: (1) give military recruiters the same access to secondary school students as they provide to postsecondary educational institutions or to prospective employers or an institution of higher education, and (2) provide students' names, addresses, and telephone listings to military recruiters, when requested. Those laws are:

- § 9528 of the No Child Left Behind Act of 2001 20 U.S.C. § 7908.
- 10 U.S.C. § 503, as amended by the National Defense Authorization Act for Fiscal Year 2002.

2. What information about students (and which students) must be disclosed to military recruiters by our administration?

Secondary schools must disclose names, addresses, and telephone numbers of secondary students, unless parents/guardians have requested the information not be released.

3. What notification must schools provide to parents before disclosing students' names, addresses, and telephone numbers to military recruiters and institutions of higher education?

Under federal and State laws governing student records, schools must provide notice to parents of the types of student information that it releases publicly. This type of student information, commonly referred to as "directory information," includes names, addresses, and telephone numbers. The notice must include an explanation of a parent's right to request that the information not be disclosed without prior written consent. Under the No Child Left Behind Act, schools must notify parents that the school routinely discloses names, addresses, and telephone numbers to military recruiters and institutions of higher education upon request, subject to a parent's/guardian's request not to disclose such information without written consent.

A notice provided through a mailing or student handbook informing parents of the above information

is sufficient to satisfy the parental notification requirements. The notification must advise parents how to opt out of the public, nonconsensual disclosure of directory information and the method and timeline within which to do so.

If a parent opts out of providing directory information to third parties, the opt-out also applies to requests from military recruiters and institutions of higher education. For example, if the opt-out states that telephone numbers will not be disclosed to the public, schools may not disclose telephone numbers to military recruiters.

If a school does not release "directory information," it still must provide students' names, addresses, and telephone numbers to military recruiters and institutions of higher education upon request. The school must notify parents that it discloses information to military recruiters and institutions of higher education, noting that parents have the right to opt their children out of this disclosure.

4. Does recruitment take place in a private office or out in a common area?
Neither federal nor State law addresses where recruitment takes place. These laws only require that guidelines imposed on military recruiters be the same as those imposed on postsecondary educational institutions recruiters and/or prospective employers.
5. How frequently are recruiters present?
Neither federal nor State law addresses how often recruiters may have access to students. These laws only require that guidelines imposed on military recruiters be the same as those imposed on postsecondary educational institutions and prospective employers.
6. What information does a military recruiter request of students during the interview?
The type of questions military recruiters may ask students is generally not limited. Of course, students may refuse to cooperate or even refuse to be interviewed.
7. Can schools supervise recruiters to ensure they do not approach impressionable students too strongly?
Federal law does not grant authority to schools to supervise military recruiting efforts. The school may, of course, require military and postsecondary recruiters to abide by the District's policy governing conduct on school property.
8. What are parents' rights relative to military recruiters on campus?
Parents may instruct their children to forgo being interviewed by military and/or postsecondary recruiters or prospective employers.
9. What information do schools provide to families relative to recruiting that goes on at school?
Neither federal nor State law addresses what information schools must provide to parents regarding the recruiting that takes place at school – this is a local issue to be determined by the Superintendent or Building Principal.
10. Where can I get more information on the requirements of 10 U.S.C. §503?
The Office of the Secretary of Defense may be contacted for copies of the statute, or questions relating to it. Please contact the Accession Policy Directorate as follows:
Director, Accession Policy
4000 Defense Pentagon
Washington, DC 20301-4000
Telephone: 703/695-5529
11. Where can I get more information on the requirements of §9528 of the ESEA?
The Family Policy Compliance Office (FPCO) in the Department of Education administers FERPA as well as §9528 of the ESEA (20 U.S.C. §7908), as amended by the No Child Left Behind Act of 2001. School officials with questions on this guidance, or FERPA, may contact the FPCO at FERPA@ED.Gov or write to the FPCO as follows:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 2020-4605
Telephone: 202/260-3887
Fax: 202/260-9001
www.ed.gov/offices/OM/fpc

August 2003

REVISED: July 2008; October 2009

Harassment of Students Prohibited (7:20) Bullying, Intimidation, and Harassment Prohibited

No person, including a District employee or agent, or student, shall harass, intimidate or bully a student on the basis of actual or perceived race; color; national origin; military status; unfavorable discharge; status from military service; sex; sexual orientation; gender identity; gender-related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; actual or potential marital or parental status, including pregnancy; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. The District will not tolerate harassing, intimidating conduct, or bullying, whether verbal, physical, sexual or visual, that effects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening, or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

Sexual Harassment Prohibited

Sexual harassment of students is prohibited. Any person, including a district employee or agent, or student, engages in sexual harassment whenever he or she makes sexual advances, requests sexual favors and/or engages in other verbal or physical conduct including sexual violence of a sexual or sex-based nature, imposed on the basis of sex, that: denies or limits the provision of educational aid, benefits, services, or treatment; or that makes such conduct a condition of a student's academic status; or has the purpose or effect of:

- a. substantially interfering with a student's educational environment;
- b. creating an intimidating, hostile, or offensive educational environment;
- c. depriving a student of educational aid, benefits, services, or treatment; or
- d. making submission to or rejection of such conduct the basis for academic decisions affecting a student.

The terms "intimidating," "hostile," and "offensive" include conduct that has the effect of humiliation, embarrassment, or discomfort. Examples of sexual harassment include, touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, and spreading rumors related to a person's alleged sexual activities. The term sexual violence includes a number of different acts. Examples of sexual violence include, but are not limited to, rape, sexual assault, sexual battery, sexual abuse, and sexual coercion.

Making a Complaint; Enforcement

Students are encouraged to report claims or incidences of bullying, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, Building Principal, Associate Principal, Dean of Students, or a Complaint Manager. A student may choose to report to a person of the student's same sex. Complaints will be kept confidential to the extent possible given the need to investigate. Students who make good faith complaints will not be disciplined.

An allegation that a student was -a victim of any prohibited conduct perpetrated by another student shall be referred to the Building Principal, Associate Principal, or Dean of Students for appropriate action.

The Superintendent shall insert into this policy the names, addresses, and telephone numbers of the District's current Nondiscrimination Coordinator and Complaint Managers. At least one of these individuals will be female, and at least one will be male.

Nondiscrimination Coordinator:

Dr. Julia Wheaton
15100 South 94th Avenue
Orland Park, IL 60462
708-745-5213
jwheaton@d230.org

Complaint Managers:

Dr. Kim Dryier
15100 South 94th Avenue
Orland Park, IL 60462
708-745-5215
kdryier@d230.org

John Lavelle
15100 S. 94th Avenue
Orland Park, IL 60462
708-745-5252
jlavelle@d230.org

The Superintendent shall also use reasonable measures to inform staff members and students of this policy, such as, by including it in the appropriate handbooks.

Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action up to and including discharge. Any District student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action, including but not limited to, suspension and expulsion consistent with the discipline policy. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to disciplinary action up to and including discharge, with regard to employees, or suspension and expulsion, with regard to students.

LEGAL REF.: 20 U.S.C. §1681 et seq., Title IX of the Educational Amendments
34 C.F.R. Part 106.

105 ILCS 5/10-20.12, 10-22.5, 5/27-1, and 5/27-23.7.

775 ILCS 5/1-101 et seq., Illinois Human Rights Act.

23 Ill. Admin. Code § 1.240 and Part 200.

Franklin v. Gwinnett Co. Public Schools, 112 S.Ct. 1028 (1992).

Gebser v. Lago Vista Independent School District, 118 S.Ct. 1989 (1998).

Davis v. Monroe County Board of Education, 119 S.Ct. 1661 (1999).

West v. Derby Unified School District No. 260, 206 F.3d 1358 (10th Cir., 2000).

CROSS REF.: 2:260, 5:20, 7:10, 7:180, 7:180, 7:185, 7:190, 7:240

ADOPTED: October 4, 1999

REVISED: October 23, 2000; January 31, 2008; February 26, 2009; August 2009; June 24, 2010; November 18, 2010; July 1, 2011; July 1, 2014; November 20, 2014; July 2015 update (complaint manager name only)

Hazardous and Infectious Materials (4:160-AP)

Hazardous and/or infectious materials are any substances, or mixture of substances, that constitute a fire, explosive, reactive, or health hazard. Examples of such materials include, but are not limited to:

- Any item contained in the definition of "toxic substance" in the Toxic Substances Disclosure to Employees Act as well as those listed in Illinois Department of Labor regulations
- An item or surface that has the presence of, or may reasonably be anticipated to have the presence of, blood or other bodily fluids
- Non-building related asbestos materials
- Lead and lead compounds (included in school supplies, i.e., art supplies, ceramic glazes)
- Compressed gases (natural gas); and explosive (hydrogen), poisonous (chlorine), or toxic gases (including exhaust gases such as carbon monoxide)
- Solvents (gasoline, turpentine, mineral spirits, alcohol, carbon tetrachloride)
- Liquids, compounds, solids or other hazardous chemicals that might be toxic, poisonous or cause serious bodily injury
- Materials required to be labeled by the Department of Agriculture or the EPA (pesticides, algacide, rodenticide, bactericides)
- Regulated underground storage tank hazardous materials (including diesel fuel, regular and unleaded gasoline, oil (both new and used), and propylene glycol).

The Director of Facilities shall supervise compliance with State and federal law, including the Toxic Substance Disclosure to Employees Act (820 ILCS 255/1 et seq.), and shall:

1. Maintain a perpetual inventory of hazardous materials.
2. Make available inventory lists to the appropriate police, fire, and emergency service agencies.
3. Compile Material Safety Data Sheets (MSDS) for each toxic substance used, produced, or stored to which an employee may be exposed, and distribute them as appropriate. The data sheets will be maintained and updated when necessary.
4. Submit to the Director of the Illinois Department of Labor, as required, an alphabetized list of substances, compounds, or mixtures for which the District has acquired a MSDS.
5. Make available MSDS to all persons requesting the information.
6. Store hazardous materials in compliance with local, State, and federal law. Storage containers must be labeled with the chemical name and appropriate warning hazards and stored in a location that limits the risk presented by the materials. Containers must be stored in a limited-access area.
7. Transport hazardous materials in a manner that poses the least possible risk to persons and the environment and that is in compliance with local, State, and federal law.
8. Classify hazardous materials as current inventory, waste, excess, or surplus. Dispose of hazardous materials will be done in compliance with local, State, and federal law.
9. Post information regarding employee rights under the Act on employees' bulletin boards throughout the District.
10. Provide an education and in-service training program with respect to all toxic substances to which employees are routinely exposed in the course of employment.

Pesticide Application

The Director of Facilities shall provide an annual schedule of pesticide application to the supervisor of each District building. The supervisor of each District building shall notify students and their parents/guardians and employees in their building at least 2 business days before a pesticide application in or on school buildings or grounds. The notification must: (1) be written and may be included in newsletters, bulletins, calendars, or other correspondence currently being published, (2) identify the intended date of the application, and (3) state the name and telephone contact number for the school personnel responsible for the pesticide program. An exception to this notification is permitted if there is an imminent threat to health or property, in which case, the Structural Pest Control Act (225 ILCS 235/2) or the Lawn Care Products Application and Notice Act (415 ILCS 65/3), whichever is applicable, shall control.

The Director of Facilities is responsible for compliance with requirements in the Structural Pest Control Act (225 ILCS 235/10.2, as amended by P.A. 95-58 regarding an integrated pest management program including:

- If the Superintendent determines that an integrated pest management program is economically feasible, the Director of Facilities or designee shall develop and implement a program incorporating the Department of Public Health guidelines and notify the Department, by August 10, 2008 and every 5 years thereafter, on forms provided by the Department, that an integrated pest management program is being implemented.
- If adopting an integrated pest management program is not economically feasible because such adoption would result in an increase in pest control costs, the Director of Facilities or designee shall use the Department's form to notify it, by August 10, 2008 and every 5 years thereafter, that the development and implementation of an integrated pest management program is not economically feasible. The notification must include projected pest control costs for the term of the pest control program and projected costs for implementing an integrated pest management program for that same time period. In addition, the Director of Facilities or designee shall attend a training course, approved by the Department, on integrated pest management by August 10, 2008 and every 5 years thereafter until an integrated pest management program is developed and implemented in the District's schools.

The Director of Facilities or designee shall provide the Building Principal(s) or designee(s) sufficient information to allow him/her/them to inform all parents/guardians and school employees at least once each school year that the District has met its notification requirements in the Structural Pest Control Act (225 ILCS 235/10.2). In addition, the Director of Facilities or designee shall keep copies of all notifications and any written integrated pest management program plans.

Training and Necessary Equipment

Each Building Principal and noncertificated staff supervisor shall ensure that all staff members under his or her supervision receive training on the safe handling and use of hazardous materials. Emergency response and evacuation plans will be a part of the training.

Before an employee is given an assignment where contact with blood or bodily fluids or other hazardous material is likely, the employee must be provided the necessary training, including training in the universal precautions and other infection control measures to prevent the transmission of communicable diseases and/or to reduce potential health hazards. The appropriate supervisor shall maintain an attendance record of an employee's participation in the training.

Substitute Non-Hazardous Materials

District staff shall substitute non-hazardous material for hazardous substances whenever possible and minimize the quantity of hazardous substances stored in school facilities. No art or craft material containing a toxic substance shall be ordered or purchased for use through grade 6; material containing toxic substances may be used in grades 7 through 12 only if properly labeled according to State law.

Infectious Materials

The Director of Facilities shall prepare and distribute to all employees an Occupational Exposure Control Plan to eliminate or minimize occupational exposure to potentially infectious materials. The Plan shall comply with the Bloodborne Pathogens Standards adopted by State and federal regulatory agencies and an updated copy given to the Superintendent at least annually. The Plan shall address the following issues:

1. Exposure determination. Positions that do not subject the employee to occupational exposure are exempt from the Plan and the Standards generally.
2. Implementation schedule specifying how and when risks are to be reduced. The Standards are very specific on risks reduction, e.g., Universal Precautions must be followed; engineering and work practice controls are specified (hand washing, restricted food areas); personal protection equipment must be provided; housekeeping requirements are specified (regulated waste disposal and laundry); vaccination requirements (all employees who have occupational exposure must be offered, at employer expense, the hepatitis B vaccine and vaccination series); communication of hazards to employees through labeling and training; and recordkeeping.
3. Process for ensuring that all medical evaluations and procedures, including the hepatitis B vaccine and vaccination series and post-exposure evaluation and follow-up, are available as required by law.
4. Procedures for evaluating an exposure incident.

Emergency Response Plan

The Building Principal shall ensure that proper procedures for cleanup of potentially hazardous material spills are followed, including the following:

1. A building custodian is responsible for the actual cleanup;
2. Personal protective equipment, chemical neutralization kits, and absorbent material are available in each building at all times; and
3. Spill residue is placed in containers designated for such purpose and disposed of in compliance with local, State, and federal law.

Evacuation

The Building Principal shall ensure that evacuation rules are posted in each room and that they are discussed with each class using the room during the first days of the school year. The rules will indicate the primary and alternate exits and the evacuation area to which students should proceed upon leaving the building.

The Building Principal shall conduct evacuation drills according to School Board Policy 4:170, Safety, and Administrative Procedure 4:170-AP1, Comprehensive Safety and Crisis Program.

LEGAL REF: 29 C.F.R. Part 1910.1030, as adopted by the Illinois Department of Labor, 56 Ill. Admin. Code §350.280.

105 ILCS 135/1 et seq.

225 ILCS 235/2, Structural Pest Control Act.

415 ILCS 65/3, Lawn Care Products Application and Notice Act.

820 ILCS 255/1 et seq.

23 Ill.Admin.Code §1.330.

DATED: January 1, 2001

REVISED: January 2008

Home & Hospital Instruction (6:150)

A student who is absent from school or whose physician anticipates that the student will be absent from school because of a medical condition may be eligible for instruction in the student's home or hospital. Eligibility shall be determined by State law and the Illinois State Board of Education rule governing the continuum of placement options for home/hospital services. Appropriate educational services from qualified staff will begin no later than five school days after receiving a physician's written statement. Instructional or related services for a student receiving special education services will be determined by the student's individualized education program.

Instructional time will be provided for a minimum of 5 clock hours per week on days when school is normally in session. A student who is unable to attend school because of pregnancy will be provided home instruction, correspondence courses, or other courses of instruction (1) before the birth of the

child when the student's physician indicates, in writing, that she is medically unable to attend regular classroom instruction and (2) as well as for up to 3 months after the child's birth or a miscarriage. Periodic conferences will be held between appropriate school personnel, parent(s)/guardian(s) and hospital staff to coordinate course work and facilitate a student's return to school.
LEGAL REF.: 105 ILCS 5/10-22.6a, 5/14-13.01, 5/18-4.5, and 5/18-8.05.

23 Ill.Admin.Code §1.610 and 226.300.

CROSS REF.: 6:120, 7:10; 7:280

ADOPTED: October 4, 1999

REVISED: December 21, 2006; July 1, 2011; March 21, 2012

Informing Parents About Offender Community Notification Laws (4:170-E6)

On District letterhead, website, and/or in student handbook

Date:

To: Parents/Guardians

Re: Offender Community Notification Laws

State law requires a Building Principal or teacher to notify parents/guardians during school registration or parent-teacher conferences that information about sex offenders and violent offenders against youth is available to the public.

You may find the Illinois Sex Offender Registry on the Illinois State Police's website at: <http://www.isp.state.il.us/sor/>.

You may find the Illinois Statewide Child Murderer and Violent Offender Against Youth Registry on the Illinois State Police's website at: <http://www.isp.state.il.us/cmvo/>.

DATED: July 2008

Instructional Materials (6:210)

Instructional Materials

All District classrooms and learning centers should be equipped with an evenly-proportioned, wide assortment of instructional materials, including textbooks, workbooks, audio-visual materials, and electronic materials. These should provide quality learning experiences for students and:

1. enrich and support the curriculum;
2. stimulate growth in knowledge, literary appreciation, aesthetic values, and ethical standards;
3. provide background information to enable students to make informed judgments; and promote critical reading and thinking;
4. depict in an accurate and unbiased way the cultural diversity and pluralistic nature of American society; and
5. contribute to a sense of worth of all people regardless of sex, race, religion, nationality, ethnic origin, sexual orientation, disability, or any other differences that may exist.

Textbooks and instructional materials shall be adopted consistent with provisions of The School Code. The recommendation to the Board based on the input from the Curriculum Advisory shall include the following information:

1. recommended texts, including the title, publisher, copyright dates, number of copies desired, and cost;
2. rationale for recommendation; and
3. selection method.

The Superintendent shall approve the selection of all textbooks and instructional materials according to the standards described in this policy. The School Code governs the adoption and purchase of textbooks and instructional materials. Anyone may inspect any textbook or instructional material.

Teachers are encouraged to limit the use of supplemental media material to only that which will enhance, or otherwise illustrate, the subjects being taught. All supplemental media material must be age-appropriate. Additionally, no R-rated movie shall be shown to students unless prior approval is received from the Building Principal, and no NC-17 movie shall be shown under any circumstances. These restrictions apply to television programs and other media with equivalent ratings.

The Superintendent or designee shall annually provide a list or description of textbooks and instructional materials used in the District to the School Board. Anyone may inspect any textbook or instructional material.

Teachers are encouraged to use supplemental material only when it will enhance, or otherwise illustrate, the subjects being taught and to ensure it is age-appropriate. No R-rated movie shall be shown to students unless prior approval is received from the Superintendent or designee, and no movie rated NC-17 (no one 17 and under admitted) shall be shown under any circumstances. These restrictions apply to television programs and other media with equivalent ratings.

Instructional Materials Selection and Adoption

The Superintendent shall approve the selection of all textbooks and instructional materials according to the standards described in this policy. The School Code governs the adoption and purchase of textbooks and instructional materials.

LEGAL REF.: 105 ILCS 5/10-20.8, 5/10-20.9, and 5/28-19.1.

CROSS REF.: 6:30, 6:40, 6:170, 6:260, 7:10, 7:15, 8:110

ADOPTED: October 4, 1999

REVISED: January 25, 2007; June 26, 2008; February 28, 2013

Letter Notifying Parents/Guardians of School Visitation Rights (8:95-E1)

On District letterhead

Date

Dear Parents/Guardians:

The School Visitation Rights Act permits employed parents/guardians, who are unable to meet with educators because of a work conflict, the right to time off from work to attend necessary educational or behavioral conferences at their child's school. Please review the following copy of this Act to determine if you are entitled to a school visitation leave.

Sincerely,

Superintendent

SCHOOL VISITATION RIGHTS ACT

820 ILCS 147

147/1. Short title

This Act may be cited as the School Visitation Rights Act.

147/5. Policy

The General Assembly of the State of Illinois finds that the basis of a strong economy is an educational system reliant upon parental involvement. The intent of this Act is to permit employed parents and guardians who are unable to meet with educators because of a work conflict the right to an allotment of time during the school year to attend necessary educational or behavioral conferences at the school their children attend.

147/10. Definitions

As used in this Act:

(a) "Employee" means a person who performs services for hire for an employer for:

- (1) at least 6 consecutive months immediately preceding a request for leave under this Act; and
- (2) an average number of hours per week equal to at least one-half the full-time equivalent position in the employer's job classification, as defined by the employer's personnel policies or practices or in accordance with a collective bargaining agreement, during those 6 months.

"Employee" includes all individuals meeting the above criteria but does not include an independent contractor.

(b) "Employer" means any of the following: a State agency, officer, or department, a unit of local government, a school district, an individual, a corporation, a partnership, an association, or a nonprofit organization.

(c) "Child" means a biological, adopted or foster child, a stepchild or a legal ward of an employee and who is enrolled in a primary or secondary public or private school in this State or a state which shares a common boundary with Illinois.

(d) "School" means any public or private primary or secondary school or educational facility located in this State or a state which shares a common boundary with Illinois.

(e) "School administrator" means the principal or similar administrator who is responsible for the operations of the school.

147/15. School conference and activity leave

(a) An employer must grant an employee leave of up to a total of 8 hours during any school year, and no more than 4 hours of which may be taken on any given day, to attend school conferences or classroom activities related to the employee's child if the conference or classroom activities cannot be scheduled during non-work hours; however, no leave may be taken by an employee of an employer that is subject to this Act unless the employee has exhausted all accrued vacation leave, personal leave, compensatory leave and any other leave that may be granted to the employee except sick leave and disability leave. Before arranging attendance at the conference or activity, the employee shall provide the employer with a written request for leave at least 7 days in advance of the time the employee is required to utilize the visitation right. In emergency situations, no more than 24 hours notice shall be required. The employee must consult with the employer to schedule the leave so as not to disrupt unduly the operations of the employer.

(b) Nothing in this Act requires that the leave be paid.

(c) For regularly scheduled, non-emergency visitations, schools shall make time available for visitation during regular school hours and evening hours.

147/20. Compensation

An employee who utilizes or seeks to utilize the rights afforded by this Act may choose the opportunity to make up the time so taken as guaranteed by this Act on a different day or shift as directed by the employer. An employee who exercises his rights under this Act shall not be required to make up the time taken, but if such employee does not make up the time taken, such employee shall not be compensated for the time taken. An employee who does make up the time taken shall be paid at the same rate as paid for normal working time. Employers shall make a good faith effort to permit an employee to make up the time taken for the purposes of this Act. If no reasonable opportunity exists for the employee to make up the time taken, the employee shall not be paid for the time. A reasonable opportunity to make up the time taken does not include the scheduling of make-up time in a manner that would require the payment of wages on an overtime basis. Notwithstanding any other provision of this Section, if unpaid leave under this Act conflicts with the unreduced compensation requirement for exempt employees under the federal Fair Labor Standards Act, an employer may require an employee to make up the leave hours within the same pay period.

147/25. Notification

The State Superintendent of Education shall notify each public and private primary and secondary school of this Act. Each public and private school shall notify parents or guardians of the school's students of their school visitation rights. The Department of Labor shall notify employers of this Act.

147/30. Verification

Upon completion of school visitation rights by a parent or guardian, the school administrator shall provide the parent or guardian documentation of the school visitation. The parent or guardian shall submit such verification to the employer. The State Superintendent and the Director of the Department

of Labor shall suggest a standard form of documentation of school visitation to schools for use as required by this Section. The standard form of documentation shall include, but not be limited to, the exact time and date the visitation occurred and ended. Failure of a parent or guardian to submit the verification statement from the school to his or her employer within 2 working days of the school visitation subjects the employee to the standard disciplinary procedures imposed by the employer for unexcused absences from work.

147/35. Employee rights

No employee shall lose any employee benefits, except as provided for in Section 20 of this Act, for exercising his or her rights under this Act. Nothing in this Act shall be construed to affect an employer's obligation to comply with any collective bargaining agreement or employee benefit plan. Nothing in this Act shall prevent an employer from providing school visitation rights in excess of the requirements of this Act. The rights afforded by this Act shall not be diminished by any collective bargaining act or by any employee benefit plan.

147/40. Applicability

This Act applies solely to public and private employers that employ at least 50 or more individuals in Illinois, and to their employees.

147/45. Violation

Any employer who violates this Act is guilty of a petty offense and may be fined not more than \$100 for each offense.

147/49. Limits on leave

No employer that is subject to this Act is required to grant school visitation leave to an employee if granting the leave would result in more than 5% of the employer's work force or 5% of an employer's work force shift taking school conference or activity leave at the same time.

DATED: May 2006

Letter to Parents Concerning Military Recruiters and Postsecondary Institutions Receiving Student Directory Information (7:340-E3)

On District letterhead

Date

Re: Military Recruiters and Postsecondary Institutions Receiving Student Directory Information

Dear Parents:

From time-to-time, military recruiters and postsecondary educational institutions request the names, telephone numbers, and addresses of our secondary students. The school must provide this information unless the parent(s)/guardian(s) request that it not be disclosed without their prior written consent.

Important: If you do not want military recruiters or institutions of higher learning to be given your secondary school student's name, address, and telephone number, please complete the form below and return it to the Building Principal.

Sincerely,

Superintendent

To be submitted to the Building Principal.

Please do not release my child's name, telephone numbers, and/or address, to:

Military Recruiters
Institutions of higher education
Student Name (please print)
Student ID Number
Parent/Guardian Name (please print)
Parent/Guardian Signature
Date

August 2003

Misconduct by Students with Disabilities (7:230)

Behavioral Interventions

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

Discipline of Special Education Students

The District shall comply with the Individuals With Disabilities Education Act of 2004 and the Illinois State Board of Education's Special Education rules when disciplining special education students. No special education student shall be expelled if the student's particular act of gross disobedience or misconduct is a manifestation of his or her disability.

LEGAL REF.: Individuals With Disabilities Education Improvement Act of 2004, 20 U.S.C. §§1412, 1413, and 1415.

Gun-Free Schools Act, 20 U.S.C. § 3351 et seq.

34 CFR §§ 300.101, 300.530-536.

105 ILCS 5/10-22.6 and 5/14-8.05.

23 Ill. Admin. Code §§ 226.400.

Honig v. Doe, 108 S.Ct. 592 (1988).

CROSS REF.: 2:150, 6:120, 7:130, 7:190, 7:200, 7:210, 7:220

ADOPTED: October 4, 1999

REVISED: September 9, 2002; February 26, 2009; November 19, 2009

Notice to Parents/Guardians of Students Enrolled in Family Life and Sex Education Classes (6:60-E)

Notice to Parents/Guardians of Students Enrolled in Family Life and Sex Education Classes

Date

Class and Time

Teacher

Classes or Courses on Sex Education, Family Life Instruction, instruction on Diseases, Recognizing and Avoiding Sexual Abuse, or Donor Programs for Organ/Tissue, Blood Donor, and Transplantation

For your information, State law requires that all sex education instruction must be age-appropriate, evidence-based, and medically accurate. Courses that discuss sexual intercourse place substantial emphasis on both abstinence and contraception for the prevention of pregnancy and sexually transmitted diseases. Courses will emphasize that abstinence is a responsible and positive decision and the only 100% effective prevention of pregnancy and sexually transmitted diseases, including HIV/AIDS. Family life courses are designed to promote a wholesome and comprehensive understanding of the emotional, psychological, physiological, hygienic and social responsibility aspects of family life, and for grades 6 through 12, the prevention of AIDS.

Request to Examine Instructional Material

A sample of the District's instructional materials and course outline for these classes or courses are available from the classroom teacher for your inspection. If you are requesting to examine this material, please complete the following statement and return it to your child's classroom teacher within 5 days.

I request to examine the instructional materials and course outline for this class.

Class Attendance Waiver Request

According to State law, no student is required to take or participate in these classes or courses.

There is no penalty for refusing to take or participate in such a course or program.

If you do not want your child to participate in these classes or courses, please complete the following Class Attendance Waiver statement and return it to your child's classroom teacher within 5 school days.

I request that the District waive the class attendance of my child in a class or courses on:

Comprehensive sex education, including in grades 6-12, instruction on both abstinence and contraception for the prevention of pregnancy and sexually transmitted diseases, including HIV/AIDS.

Family life instruction, including in grades 6-12, instruction on the prevention, transmission, and spread of AIDS.

Instruction on diseases

Recognizing and avoiding sexual abuse

Instruction on donor programs for organ/tissue, blood donor, and transplantation

Student (please print)

Parent/Guardian (please print)

Parent/Guardian Signature

Date

DATED: May 2006; October 2014

Notice to Parents of Their Right to Request Their Child's Classroom Teachers' Qualifications

(5:190-E1)

On District letterhead

Date

Re: Notice to Parents of Their Right to Request Their Child's Classroom Teachers' Qualifications

Dear Parents:

As a parent or guardian of a student at a school receiving funds under Title I of the Elementary and Secondary Education Act, you have the right to know the professional qualifications of the teachers who instruct your child and the paraprofessionals, if any, who assist them. Federal law gives you the right to receive the following information about each of your child's classroom teachers and their paraprofessional assistants, if any:

- Whether Illinois has licensed or qualified the teacher for the grades and subjects he or she teaches.
- Whether the teacher is teaching under an emergency permit or other provisional status by which State licensing criteria have been waived.
- The teacher's college major.
- Whether the teacher has any advanced degrees and, if so, the subject of the degrees.
- Whether any instructional aides or similar paraprofessionals provide services to your child and, if they do, their qualifications.

If you would like to receive any of this information, please contact the school office.

Sincerely,

Superintendent

October 2003

**Notice to Parents Required by No Child Left Behind Act of 2001 (6:170-AP2)
Improving Basic Programs Operated by Local Educational Agencies**

1. As required by NCLB §1111(h)(6)(A): At the beginning of each school year, a school district that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the district will provide the parents

on request, information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, the following:

- a. Whether the teacher has met the State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
 - b. Whether the teacher is teaching under emergency or other provisional status.
 - c. The teacher's baccalaureate degree major and any other graduate certifications or degrees.
 - d. Whether paraprofessionals provide services to the student and, if so, their qualifications.
2. As required by NCLB §1111(h)(6)(B)(i): Districts must provide to parents information on the level of achievement of the parent's child in each of the State academic assessments.
 3. As required by NCLB §1111(h)(6)(B)(ii): Districts must provide parents timely notice that the parent's child has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who is not highly qualified.

Limited English Proficient Students

1. As required by NCLB §1112(g)(l)(A) and (g)(2), and §3302(a): Districts must inform a parent of a limited English proficient child identified for participation, or participating in, such a program of the reasons for their child being identified, their child's level of English proficiency, instructional method, how their child's program will meet their child's needs, how the program will help the child to learn English, exit requirements for the program to meet the objectives of any limited English proficiency, and information regarding parental rights.
2. As required by NCLB §1112(g)(l)(B), and §3302(b): Each district using funds provided under this part to provide a language instruction educational program that has failed to make progress on the annual measurable achievement objectives described in section 3122 for any fiscal year for which part A is in effect, shall separately inform the parents of a child identified for participation in such a program, or participating in such program, of such failure not later than 30 days after such failure occurs.
3. As required by NCLB §1112(g)(4) and §3302(e): Each district shall implement an effective means of outreach to parents of limited English proficient students to inform the parents regarding how they can be involved in their children's education, and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects, and meet challenging State academic achievement standards and State academic content standards expected of all students. In addition, the outreach shall include holding, and sending notice of opportunities for, regular meetings for formulating and responding to parent recommendations.

Academic Assessment and Local Education Agency and School Improvement

1. As required by NCLB §1116(b)(6): Districts shall promptly provide to parents of each student enrolled in an elementary school or a secondary school identified for school improvement under §1116(b)(1)(E)(i), for corrective action under §1116(b)(7)(C)(i), or for restructuring under §1116(b)(8)(A)(i).
 - a. An explanation of what the identification means, and how the school compares in terms of academic achievement to other district schools and the State educational agency;
 - b. The reasons for the identification;
 - c. An explanation of what the school identified for school improvement is doing to address the problem;
 - d. An explanation of what the district or State educational agency is doing to help the school address the achievement problem;
 - e. An explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified for school improvement; and
 - f. An explanation of the parents' option to transfer their child to another public school under paragraphs (1)(E), (5)(A), (7)(C)(i), (8)(A)(i), and subsection (c)(10)(C)(vii) (with transportation provided by the agency when required by paragraph (9)) or to obtain supplemental educational services for the child, in accordance with subsection (e).
2. As required by NCLB §1116(b)(8)(c): Whenever the school fails to make adequate yearly progress and/or is restructured, the district shall provide the teachers and parents with an adequate opportunity to comment and participate in developing a plan.
3. As required by NCLB §1116(e)(2)(A): The district shall provide annual notice to parents of each student enrolled in an elementary school or a secondary school identified for school improvement under §1116(b)(1)(E)(i), for corrective action under §1116(b)(7)(C)(i), or for restructuring under §1116(b)(8)(A)(i).:
 - a. The availability of supplemental education services;
 - b. The identity of approved providers that are within the district or whose services are reasonably available in neighboring districts; and
 - c. A brief description of those services, qualifications, and demonstrated effectiveness of each such provider.

Parental Involvement

1. As required by NCLB §1118(b): Parents shall be notified of the parental involvement policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.
2. As required by NCLB §1118(c): Each school shall:
 - a. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation, and to explain the requirements of this part, and the right of the parents to be involved;
 - b. Offer a flexible number of meetings;
 - c. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs including the planning, review, and improvements of the school parental

involvement policy and the joint development of the schoolwide program plan under §1114(b)(2);

- d. Provide parents of participating children:
 - Timely information about programs under this part;
 - A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and
 - If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

Voluntary Public School Choice Program

1. As required by NCLB §5245(a): The district shall provide to parents of students in the area to be served by the Voluntary Public School Choice program with prompt notice of:
 - a. The existence of the program;
 - b. The program's availability; and
 - c. A clear explanation of how the program will operate.

Education of Homeless Children and Youths

1. As required by NCLB §722(e)(3)(C): The district shall provide written notice, at the time any homeless child or youth seeks enrollment in such school, and at least twice annually while the child or youth is enrolled in such school, to the parent or guardian of the child or youth (or, in the case of an unaccompanied youth, the youth) that:
 - a. Shall be signed by the parent or guardian;
 - b. Sets the general rights provided under this subtitle;
 - c. Specifically states:
 - The choice of schools homeless children and youths are eligible to attend,
 - That no homeless child or youth is required to attend a separate school for homeless children or youths,
 - That homeless children and youths shall be provided comparable services including transportation services, educational services, and meals through school meals programs; and
 - That homeless children and youths should not be stigmatized by school personnel; and,
 - d. Includes contact information for the local liaison for homeless children and youths.
2. As required by NCLB §722(g)(2)(B)(iii): In the case of an unaccompanied homeless youth, the district shall ensure that the homeless liaison assists in placement or enrollment decisions under this subparagraph, considers the views of such unaccompanied youth, and provides notice to such youth of the right to appeal.
3. As required by NCLB §722(g)(6)(A)(iv): Each district shall ensure that public notice of the educational rights of homeless children is disseminated where such children and youths receive services under this Act, such as schools, family shelters, and soup kitchens.

Student Privacy

1. As required by NCLB §1061(c)(2)(A): The student privacy policies developed by a district shall provide for reasonable notice of the adoption or continued use of such policies directly to the parents of students enrolled in schools served by that district. At a minimum, the district shall:
 - a. Provide such notice at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in such policies; and
 - b. Offer an opportunity for the parent to opt the student out of the activity.
 2. As required by NCLB §1061(c)(2): All districts shall provide reasonable notice of such existing policies to parents and guardians of students, e.g. "The Board has adopted and continues to use policies regarding student privacy, parental access to information, and administration of certain physical examinations to minors. (Copies of those policies are available on request.)"
- December, 2002

Notification to Parents and Students of Rights Concerning a Student's School Records(7:340-E1)

6 Notification to Parents and Students of Rights Concerning a Student's School Records

Upon the initial enrollment or transfer of a student to the school, the school must notify the student and the student's parent(s)/guardian(s) of their rights concerning school student records. This notification may be distributed by any means likely to reach parents/guardians.

This notice contains a description of your and your student's rights concerning school student records. A school student record is any writing or other recorded information concerning a student and by which a student may be identified individually that is maintained by a school or at its direction or by a school employee, regardless of how or where the information is stored, except for certain records kept in a staff member's sole possession; records maintained by law enforcement officers working in the school; video and other electronic recordings that are created in part for law enforcement, security, or safety reasons or purposes; and electronic recordings made on school buses. The District maintains two types of school records for each student: permanent record and temporary record.

The permanent record includes:

1. Basic identifying information, including the student's name and address, birth date and place, gender, and the names and addresses of the student's parent(s)/ guardian(s)
2. Academic transcripts, including grades, class rank, graduation date, grade level achieved, and scores on college entrance examinations (except that a parent/guardian or eligible student may request, in writing, the removal from the academic transcript of any score received on college entrance examinations) and the unique student identifier assigned and used by the Illinois State Board of Education's Student Information System

3. Attendance record
4. Health record defined by the Illinois State Board of Education as “medical documentation necessary for enrollment and proof of dental examinations, as may be required under Section 27-8.1 of the School Code”
5. Record of release of permanent record information that includes each of the following:
 - a. The nature and substance of the information released
 - b. The name and signature of the official records custodian releasing such information
 - c. The name and capacity of the requesting person and the purpose for the request
 - d. The date of release
 - e. A copy of any consent to a release
6. Scores received on all State assessment tests administered in grades 9 through 12.

The permanent record may include:

1. Honors and awards received
2. Information concerning participation in school-sponsored activities and or athletics, or offices held in school-sponsored organizations.

All information not required to be kept in the student permanent record is kept in the student temporary record and must include:

1. Record of release of temporary record information that includes the same information as listed above for the record of release of permanent records
2. Scores received on the State assessment tests administered in the elementary grade levels (that is kindergarten through grade 8).
3. Completed home language survey.
4. Information regarding serious disciplinary infractions (that is, those involving drugs, weapons, or bodily harm to another) that resulted in expulsion, suspension, or the imposition of punishment or sanction.
5. Any final finding report received from a Child Protective Service Unit provided to the school under the Abused and Neglected Child Reporting Act; no report other than what is required under Section 8.6 of that Act shall be placed in the student record.
6. Health-related information, defined by the Illinois State Board of Education as “current documentation of a student’s health information, not otherwise governed by the Mental Health and Developmental Disabilities Confidentiality Act or other privacy laws, which includes identifying information, health history, results of mandated testing and screenings, medication dispensation records and logs (e.g., glucose readings), long-term medications administered during school hours, and other health-related information that is relevant to school participation, e.g., nursing services plan, failed screenings, yearly sports physical exams, interim health histories for sports.”
7. Accident report, defined by the Illinois State Board of Education as “documentation of any reportable student accident that results in an injury to a student, occurring on the way to or from school or on school grounds, at a school athletic event or when a student is participating in a school program or school-sponsored activity or on a school bus and that is severe enough to cause the student not to be in attendance for one-half day or more or requires medical treatment other than first aid. The accident report shall include identifying information, nature of injury, days lost, cause of injury, location of accident, medical treatment given to the student at the time of the accident, or whether the school nurse has referred the student for a medical evaluation, regardless of whether the parent, guardian or student (if 18 years or older) or an unaccompanied homeless youth ... has followed through on that request.”
8. Any documentation of a student’s transfer, including records indicating the school or school district to which the student transferred.
9. Completed course substitution form for any student who, when under the age of 18, is enrolled in vocational and technical course as a substitute for a high school or graduation requirement

The temporary record may include:

1. Family background information
2. Intelligence test scores, group and individual
3. Aptitude test scores
4. Reports of psychological evaluations, including information on intelligence, personality, and academic information obtained through test administration, observation, or interviews
5. Elementary and secondary achievement-level test results
6. Participation in extracurricular activities, including any offices held in school-sponsored clubs or organizations
7. Honors and awards received
8. Teacher anecdotal records
9. Other disciplinary information
10. Special education records.
11. Records associated with plans developed under Section 504 of the Rehabilitation Act of 1973. Verified reports or information from non-educational persons, agencies, or organizations
12. Verified reports of clear relevance to the student’s education

The Family Educational Rights and Privacy Act (FERPA) and the Illinois Student Records Act afford parents/guardians and students over 18 years of age (“eligible students”) certain rights with respect to the student’s school records. They are:

1. The right to inspect and copy the student’s education records within 15 school days of the day the District receives a request for access.
The degree of access a student has to his or her records depends on the student’s age. Students less than 18 years of age have the right to inspect and copy only their permanent record. Students

18 years of age or older have access and copy rights to both permanent and temporary records. Parents/guardians or students should submit to the Building Principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The Principal will make arrangements for access and notify the parent(s)/guardian(s) or student of the time and place where the records may be inspected. The District charges \$.25 per page for copying but no one will be denied their right to copies of their records for inability to pay this cost.

These rights are denied to any person against whom an order of protection has been entered concerning a student (105 ILCS 5/10-22.3c and 10/5a, and 750 ILCS 60/214(b)15).

2. The right to have one or more scores received on college entrance examinations removed from the student's academic transcript.

Parents/guardians or eligible students may have one or more scores on college entrance exams deleted from their student's academic transcript. Students often take college entrance examinations multiple times to improve their results. Test publishers provide the results from each examination taken to the student's high school. Schools must include each of these scores on the student's transcript, which may result in the academic transcript having multiple scores from a single college entrance exam. A parent/guardian or eligible student may not want certain scores to be sent to post-secondary institutions to which the student applies. The District will remove scores on college entrance examinations upon the written request of the parent/guardian or eligible students stating the name of each college entrance examination that is the subject of the request and the dates of the scores that are to be removed.

3. The right to request the amendment of the student's education records that the parent(s)/guardian(s) or eligible student believes are inaccurate, irrelevant, or improper.

Parent(s)/guardian(s) or eligible students may ask the District to amend a record that they believe is inaccurate, irrelevant, or improper. They should write the Building Principal or the Official Records Custodian, clearly identify the record they want changed, and specify the reason. If the District decides not to amend the record as requested by the parent(s)/guardian(s) or eligible student, the District will notify the parent(s)/guardian(s) or eligible student of the decision and advise him or her of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent(s)/guardian(s) or eligible student when notified of the right to a hearing.

4. The right to permit disclosure of personally identifiable information contained in the student's education records, except to the extent that the FERPA or Illinois School Student Records Act authorizes disclosure without consent.

Disclosure without consent is permitted to school officials with legitimate educational or administrative interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or any parent(s)/guardian(s) or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. Individual board members do not have a right to see student records merely by virtue of their office unless they have a current demonstrable educational or administrative interest in the student and seeing his or her record(s) would be in furtherance of the interest.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the District discloses education records without consent to officials of another school district in which a student has enrolled or intends to enroll, as well as to any person as specifically required by State or federal law. Before information is released to these individuals, the parent(s)/guardian(s) will receive prior written notice of the nature and substance of the information, and an opportunity to inspect, copy, and challenge such records.

When a challenge is made at the time the student's records are being forwarded to another school to which the student is transferring, there is no right to challenge (1) academic grades, or (2) references to expulsions or out-of-school suspensions.

Disclosure is also permitted without consent to: any person for research, statistical reporting or planning, provided that no student or parent(s)/guardian(s) can be identified; any person named in a court order; appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons; and juvenile authorities when necessary for the discharge of their official duties who request information before adjudication of the student.

5. The right to a copy of any school student record proposed to be destroyed or deleted.

The permanent record is maintained for at least 60 years after the student transfers, graduates, or permanently withdraws. The temporary record is maintained for at least 5 years after the student transfers, graduates, or permanently withdraws. Temporary records that may be of assistance to a student with a disability who graduates or permanently withdraws, may, after 5 years, be transferred to the parent(s)/guardian(s) or to the student, if the student has succeeded to the rights of the parent(s)/guardian(s). Student temporary records are reviewed every 4 years or upon a student's change in attendance centers, whichever occurs first.

Student records are reviewed every 4 years or upon a student's change in attendance centers, whichever occurs first.

6. The right to prohibit the release of directory information concerning the parent's/guardian's child.

Throughout the school year, the District may release directory information regarding students, limited to:

Name
Address

Gender
Grade level
Birth date and place
Parent(s)/guardian(s) names, addresses, electronic mail addresses, and telephone numbers
Photographs, videos, or digital images used for informational or news-related purposes (whether by a media outlet or by the school) of a student participating in school or school-sponsored activities, organizations, and athletics that have appeared in school publications, such as yearbooks, newspapers, or sporting or fine arts programs
Academic awards, degrees, and honors
Information in relation to school sponsored activities, organizations, and athletics
Major field of study
Period of attendance in school

Any parent(s)/guardian(s) or eligible student may prohibit the release of any or all of the above information by delivering a written objection to the Building Principal within 30 days of the date of this notice. No directory information will be released within this time period, unless the parent(s)/guardian(s) or eligible student is specifically informed otherwise.

No photograph highlighting individual faces is allowed for commercial purposes, including solicitation, advertising, promotion or fundraising without the prior, specific, dated and written consent of the parent or student, as applicable; and no image on a school security video recording shall be designated as directory information. 7. The right to request that military recruiters or institutions of higher learning not be granted access to your secondary school student's name, address and telephone numbers without your prior written consent.

Federal law requires a secondary school to grant military recruiters and institutions of higher learning, upon their request, access to secondary school students' names, addresses, and telephone numbers, unless the parent(s)/guardian(s), or student who is 18 years of age or older, request that the information not be disclosed without prior written consent. If you wish to exercise this option, notify the Building Principal where your student is enrolled for further instructions. 8. The right contained in this statement: No person may condition the granting or withholding of any right, privilege or benefits or make as a condition of employment, credit, or insurance the securing by any individual of any information from a student's temporary record which such individual may obtain through the exercise of any right secured under State law.9. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA.

6. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington DC 20202-4605
August 2003

REVISED: May 2006; September 2012; October 2013

Notification to Parents of Family Privacy Rights (7:15 E)

The School Board has a policy concerning privacy and parental access to information. A complete copy of the policy 7:15, Student and Family Privacy Rights, is available upon your request from the general administration office. Please read the policy for a more thorough explanation of these rights.

Please note that a student's parent(s)/guardian(s) may inspect certain documents and/or refuse to allow their child or ward to participate in activities described in the box below. The school will not penalize any student whose parent(s)/guardian(s) exercises this option.

Your child or ward will be asked to complete a survey as described below: [District inserts survey description, the topics being surveyed, whether it was created by a third party, and whether it will be anonymous.]

This activity is scheduled on or about _____.
[District inserts date before sending notification]

If you would like to inspect this survey, please contact the school where your child or ward is enrolled by _____. [District inserts required response date]

If we do not hear from you by this date, we will assume you do not object to having your child or ward participate in the survey.

REVISED: October, 2002

Notice to Parents Required by Elementary and Secondary Education Act, McKinney-Vento Homeless Assistance Act, and Protection of Pupil Rights Act (6:170 AP1)

The Elementary and Secondary Education Act (ESEA), McKinney-Vento Homeless Assistance Act (McKinney-Vento), and Protection of Pupil Rights Act (PPRA) mandate that schools receiving federal funds provide parents/guardians with information and notices in an understandable and uniform format and, to the extent practicable, in a language that the parents can understand. This procedure contains the key notifications that districts and schools must provide to the parents/guardians of students. The legal references are provided at the end of the procedure. The only notices applying to districts that do not receive Title I funds are those regarding student privacy. In addition, see:

- ISBE's Frequently Asked Questions regarding the Every Student Succeeds Act (ESSA), published 8-12-16, at: www.isbe.net/ESSA/pdf/ESSA-faq.pdf.
- U.S. Department of Education's Frequently Asked Questions regarding Transitioning to the "Every Student Succeeds Act" (ESSA), updated 6-29-16, at:

I. Improving Basic Programs Operated by Local Educational Agencies

The following information must be provided to parents in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.

1. Annual report cards. Districts must disseminate an annual report card that includes information on the District as a whole and each school served by the District, with aggregate and disaggregated information for each required subgroup of students including: (a) student achievement on academic assessments (designated by category), (b) graduation rates, district performance, teacher qualifications, and (c) other information required by Section 6311(h)(2)(C)). See 6:170-AP2, E1 District Annual Report Card Required by Every Student Succeeds Act (ESSA).

The District's annual report card shall be concise and accessible to the public, which includes placing it on the District's website or, if the District does not operate a website, providing it in another manner determined by the District.

Teacher and paraprofessional qualifications. At the beginning of each school year, a school district that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the district will provide the parents on request in a timely manner, information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, whether:

- a. The teacher has met the State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
 - b. The teacher is teaching under emergency or other provisional status.
 - c. The teacher is teaching in the field of discipline of the certification of the teacher.
 - d. Paraprofessionals provide services to the student and, if so, their qualifications.
4. Student achievement. Districts must provide to parents information on the level of academic achievement and growth of the parent's child in each of the State academic assessments.
 5. Non-certificated/licensed teachers. Districts must provide parents timely notice that the parent's child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.
 6. Testing transparency. At the beginning of each school year, a school that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the district will provide the parents on request in a timely manner, information regarding any State or District agency policy regarding student participation in any assessments mandated by Section 6311(b)(2) and by the State or District, which shall include a policy, procedure, or parental right to opt the child out of such assessment, where applicable.

In addition, the District shall make widely available through public means (including by posting in a clear and easily accessible manner on the District's website and, where practicable, on each school's website), information on each assessment required by the State to comply with Section 6311, other assessments required by the State, and (where available and feasible to report) assessments required districtwide, including:

- a. The subject matter assessed;
 - b. The purpose for which the assessment is designed and used;
 - c. The source of the requirement for the assessment; and
 - d. Where such information is available:
- i. The amount of time students will spend taking the assessment, and the schedule for the assessment; and
 - ii. The time and format for disseminating results.

II. English Learners

1. Language instruction educational programs. Districts must inform a parent of an English learner identified for participation, or participating in, such a program of:

- a. The reasons for their child being identified as an English learner;
- b. Their child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
- c. The instructional methods used in their child's program and the instructional methods used in other available programs;
- d. How their child's program will meet their child's educational strengths and needs;
- e. How the program will help their child to learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
- f. Exit requirements for the program, including the expected rate of transition from such program into classrooms not tailored for English learners and the expected rate of high school graduation;
- g. In the case of a child with a disability, how the program meets the objects of their child's individualized education program; and
- h. Information regarding parental rights that includes written guidance:
 - i. Detailing parents' right to immediately remove their child from the program upon their request;
- ii. Detailing parents' options to decline enrollment in the program or to choose another program or instructional method, if available; and

iii. Assisting parents in selecting among various programs and instruction methods, if more than one program/method is offered.
Parents shall be provided this information no later than 30 days after the beginning of the school year or, for students identified as English learners during the school year, within the first two weeks of the child's placement in a language instruction educational program.
Outreach. Each district shall implement an effective means of outreach to parents of English learners to inform the parents regarding how they can be involved in their children's education, and be active participants in assisting their children to attain English proficiency, achieve at high levels within a well-rounded education, and meet challenging State academic standards expected of all students. In addition, the outreach shall include holding, and sending notice of opportunities for, regular meetings for formulating and responding to parent recommendations.

III. Parent and Family Engagement

1. Parent and family engagement policies. Parents and family members shall be notified of the parent and family engagement policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

2. Meeting and information. Each school shall:

a. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation, and to explain the requirements of this part, and the right of the parents to be involved;

b. Offer a flexible number of meetings;

c. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs including the planning, review, and improvements of the school parent and family engagement policy and the joint development of the school wide program plan under §6314(b);

d. Provide parents of participating children:

- Timely information about programs under this part;

- A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and

- If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

e. If the school-wide program plan under §6314(b) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the Board.

f. Voluntary Public School Choice Program

The district shall provide to parents of students in the area to be served by the Voluntary Public School Choice program with prompt notice of:

a. The existence of the program;

b. The program's availability; and

c. A clear explanation of how the program will operate.

IV. Education of Homeless Children and Youths

1. Notice of rights. The district shall provide written notice, at the time any homeless child or youth seeks enrollment in such school, and at least twice annually while the child or youth is enrolled in such school, to the parent/guardian of the child or youth (or, in the case of an unaccompanied youth, the youth) that:

a. Shall be signed by the parent/guardian (or, in the case of an unaccompanied youth, the youth);

b. Sets the general rights provided under this subtitle;

c. Specifically states:

- The choice of schools homeless children and youths are eligible to attend,

- That no homeless child or youth is required to attend a separate school for homeless children or youths,

- That homeless children and youths shall be provided comparable services including transportation services, educational services, and meals through school meals programs;

- That homeless children and youths should not be stigmatized by school personnel; and

- Includes contact information for the local liaison for homeless children and youths.

2. Assistance to unaccompanied youth. In the case of an unaccompanied homeless youth, the district shall ensure that the homeless liaison assists in placement or enrollment decisions under this subparagraph, considers the views of such unaccompanied youth, and provides notice to such youth of the right to appeal.

3. Public notice of rights. Each district shall ensure that public notice of the educational rights of homeless children and youths is disseminated where such children and youths receive services under this Act, such as schools, family shelters, and soup kitchens.

VI. Student Privacy

1. Notice of privacy policy. The student privacy policies developed by a district shall provide for reasonable notice of the adoption or continued use of such policies directly to the parents of students enrolled in schools served by that district. At a minimum, the district shall:

a. Provide such notice at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in such policies; and

b. Offer an opportunity for the parent to opt the student out of the activity.

2. Notification of specific events. Each district shall directly notify parents/guardians, at least

annually at the beginning of the school year, of the specific or approximate dates when activities described in 20 U.S.C. §1232h(c)(2)(C) are scheduled.

3. Notice of existing policy. All districts shall provide reasonable notice of such existing policies to parents and guardians of students, e.g., "The School Board has adopted and continues to use policies regarding student privacy, parental access to information, and administration of certain physical examinations to minors. Copies of those policies are available on request."

LEGAL REF.: I. 1. Elementary and Secondary Education Act (ESEA), 20 U.S.C. §6311(h)(2).

2. ESEA, 20 U.S.C. §6312(e)(1).

3. ESEA, 20 U.S.C. §6312(e)(1).

4. ESEA, 20 U.S.C. §6312(e)(1).

5. ESEA, 20 U.S.C. §6312(e)(2).

II. 1. ESEA, 20 U.S.C. §6312(e)(3)(A), (B).

2. ESEA, 20 U.S.C. §6312(e)(3)(C).

III. 1. ESEA, 20 U.S.C. §6318(b).

2. ESEA, 20 U.S.C. §6318(c).

IV. ESEA, 20 U.S.C. §7225d(a).

V. 1. McKinney-Vento Homeless Assistance Act (McKinney-Vento), 42 U.S.C. §11432(e)(3)(C).

2. McKinney-Vento, 42 U.S.C. §11432(g)(3)(B)(iii).

3. McKinney-Vento, 42 U.S.C. §11432(g)(6)(A)(v).

VI. 1. Protection of Pupil Rights Act (PPRA), 20 U.S.C. §1232h(c)(2)(A).

2. PPRA, 20 U.S.C. §1232h(c)(2)(B).

3. PPRA, 20 U.S.C. §1232h(c)(3).

DATED: December 2002

REVISED: December 2016

Preventing Bullying, Intimidation, and Harassment (7:180)

Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important District goals.

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

During any school-sponsored education program or activity.

While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities.

Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.

Through the transmission of information from a computer that is accessed at a non-school-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by the School District or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. This paragraph (item #4) applies only when a school administrator or teacher receives a report that bullying through this means has occurred; it does not require staff members to monitor any non-school-related activity, function, or program.

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

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

Placing the student or students in reasonable fear of harm to the student's or students' person or property;

Causing a substantially detrimental effect on the student's or students' physical or mental health;

Substantially interfering with the student's or students' academic performance; or

Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.

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

Restorative measures means a continuum of school-based alternatives to exclusionary discipline,

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

School personnel means persons employed by, on contract with, or who volunteer in a school district, including without limitation school and school district administrators, teachers, school guidance counselors, school social workers, school counselors, school psychologists, school nurses, cafeteria workers, custodians, bus drivers, school resource officers, and security guards.

Bullying Prevention and Response Plan

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

The District uses the definition of bullying as provided in this policy.

Bullying is contrary to State law and the policy of this District. However, nothing in the District's bullying prevention and response plan is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment to the U.S. Constitution or under Section 3 of Article I of the Illinois Constitution.

Students are encouraged to immediately report bullying. A report may be made orally or in writing to the District Complaint Manager or any staff member with whom the student is comfortable speaking. [1] Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the District Complaint Manager or any staff member. Anonymous reports are also accepted.

Complaint Manager:

Dr. Kim Dryier
15100 S. 94th Avenue
Orland Park, IL 60462
kdryier@d230.org
708-745-5211

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

The Superintendent or designee shall promptly investigate and address reports of bullying, by, among other things:

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

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

The Superintendent or designee shall use interventions to address bullying, that may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services.

A reprisal or retaliation against any person who reports an act of bullying is prohibited. A student's act of reprisal or retaliation will be treated as bullying for purposes of determining any consequences or other appropriate remedial actions.

A student will not be punished for reporting bullying or supplying information, even if the District's investigation concludes that no bullying occurred. However, knowingly making a false accusation or providing knowingly false information will be treated as bullying for purposes of determining any consequences or other appropriate remedial actions.

The District's bullying prevention and response plan must be based on the engagement of a range of school stakeholders, including students and parents/guardians.

The Superintendent or designee shall post this policy on the District's Internet website, if any, and include it in the student handbook, and, where applicable, post it where other policies, rules, and standards of conduct are currently posted. The policy must also be distributed annually to parents/guardians, students, and school personnel, including new employees when hired.

The Superintendent or designee shall assist the Board with its evaluation and assessment of this policy's outcomes and effectiveness. This process shall include, without limitation:

- a. The frequency of victimization;

- b. Student, staff, and family observations of safety at a school;
- c. Identification of areas of a school where bullying occurs;
- d. The types of bullying utilized; and
- e. Bystander intervention or participation.

The evaluation process may use relevant data and information that the District already collects for other purposes. The Superintendent or designee must post the information developed as a result of the policy evaluation on the District's website, or if a website is not available, the information must be provided to school administrators, Board members, school personnel, parents/guardians, and students.

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

- a. 2:260, Uniform Grievance Procedure. A student may use this policy to complain about bullying.
- b. 6:60, Curriculum Content. Bullying prevention and character instruction is provided in all grades in accordance with State law.
- c. 6:65, Student Social and Emotional Development. Student social and emotional development is incorporated into the District's educational program as required by State law.
- d. 6:235, Access to Electronic Networks. This policy states that the use of the District's electronic networks is limited to: (1) support of education and/or research, or (2) a legitimate business use.
- e. 7:20, Harassment of Students Prohibited. This policy prohibits any person from harassing, intimidating, or bullying a student based on an identified actual or perceived characteristic (the list of characteristics in 7:20 is the same as the list in this policy).
- f. 7:185, Teen Dating Violence Prohibited. This policy prohibits teen dating violence on school property, at school sponsored activities, and in vehicles used for school-provided transportation.
- g. 7:190, Student Discipline. This policy prohibits, and provides consequences for, hazing, bullying, or other aggressive behaviors, or urging other students to engage in such conduct.
- h. 7:310, Restrictions on Publications. This policy prohibits students from and provides consequences for: (1) accessing and/or distributing at school any written, printed, or electronic material, including material from the Internet, that will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities, and (2) creating and/or distributing written, printed, or electronic material, including photographic material and blogs, that causes substantial disruption to school operations or interferes with the rights of other students or staff members.

LEGAL REF.: 405 ILCS 49/, Children's Mental Health Act.

105 ILCS 5/10-20.14, 5/24-24, and 5/27-23.7.

23 Ill.Admin.Code §1.240 and §1.280

CROSS REF.: 2:240, 2:260, 4:170, 5:230, 6:60, 6:65, 6:235, 7:20, 7:185, 7:190, 7:220, 7:230, 7:240, 7:285, 7:310

ADOPTED: January 31, 2008; June 24, 2010; November 18, 2010; June 26, 2014; November 20, 2014

Programs for Students At Risk of Academic Failure &/or Dropping Out of School (6:110)

The Superintendent or designee shall supervise a program for students at risk of academic failure or of dropping out of school. The program shall include education and support services that address individual learning styles, career development, and social needs, and may include, without limitation, one or more of the following:

Parent-teacher conferences

Counseling services by social workers and/or guidance counselors

Counseling services by psychologists

Psychological testing

Truants' alternative and optional educational programs

Alternative school placement

Community agency services

Alternative Learning Opportunities Program, in conformity with the Alternative Learning Opportunities Law, as it may be amended from time-to-time

Graduation incentives program

Remediation program

Any student who is below the age of 20 years is eligible to enroll in a graduation incentives program if he or she:

Is considered a drop-out according to State law;

Has been suspended or expelled;

Is pregnant or is a parent;

Has been assessed as chemically dependent; or

Is enrolled in a bilingual education or English Language Learners program.

LEGAL REF.: 105 ILCS 5/2-3.41, 5/2-3.66, 5/10-20.9a, 5/13B, 5/26-2a, 5/26-13, 5/26-14, and 5/26-16.

CROSS REF.: 6:280; 6:300, 7:70

ADOPTED: October 4, 1999

REVISED: February 24, 2003; March 30, 2010; December 17, 2010; May 31, 2012; March 26, 2015

Prohibited Student Conduct (7:190)

This policy becomes effective and replaces the current policy on Student Discipline on August 1, 2016

Student Discipline

The goals and objectives of this policy are to provide effective discipline practices that: (1) ensure the safety and dignity of students and staff; (2) maintain a positive, weapons-free, and drug-free learning

environment; (3) keep school property and the property of others secure; (4) address the causes of a student's misbehavior and provide opportunities for all individuals involved in an incident to participate in its resolution; and (5) teach students positive behavioral skills to become independent, self-disciplined citizens in the school community and society.

When and Where Conduct Rules Apply

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

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

Prohibited Student Conduct

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

1. Using, possessing, distributing, purchasing, or selling tobacco or nicotine materials, including without limitation, electronic cigarettes.
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, selling, or offering for sale:
 - a. Any illegal drug, controlled substance, or cannabis (including medical cannabis, marijuana and hashish).
 - b. Any anabolic steroid unless it is being administered in accordance with a physician's or licensed practitioner's prescription.
 - c. Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician's or licensed practitioner's prescription.
 - d. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician's or licensed practitioner's instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited.
 - e. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.
 - f. Any substance inhaled, injected, smoked, consumed, or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in tablet or powdered form.
 - g. "Look-alike" or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (1) that a student believes to be, or represents to be, an illegal drug, controlled substance, or other substance that is prohibited by this policy; or (2) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug or controlled substance, or other substance that is prohibited by this policy.
 - h. Drug paraphernalia, including devices that are or can be used to: (1) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substance.

Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they had the prohibited substance, as applicable, in their possession.

4. Using, possessing, controlling, or transferring a "weapon" as that term is defined in the Weapons section of this policy, or violating the Weapons section of this policy.
5. Using an electronic device such as a cellular telephone, smartphone, tablet, Bluetooth speaker, video recording device, smartwatch, or any wearable technology, in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs (i.e. in locker rooms or bathrooms), cheat, or otherwise violate student conduct rules. Prohibited conduct specifically includes, without limitation, creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person

through the use of a computer, electronic communication device, or cellular phone. Devices must be off and out of sight in locker rooms, washrooms, and detention areas. Students may use school issued or personal devices in general areas that include lunch rooms, commons, hallways, mezzanines and general exterior school grounds. Students may use school issued or personal devices in classrooms, libraries, Media Centers, and computer labs if (a) the supervising teacher grants permission, (b) use of the device is included in a student's IEP, or (c) the device is needed in an emergency that threatens the safety of students, staff or other individuals. Earbuds are permitted unless otherwise directed by a staff member. Over-the-ear headphones and Bluetooth speakers are not permitted. Electronic devices are prohibited while driving per Illinois State Law.

6. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction
7. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives including, but not limited to, refusing a District staff member's request to stop, present school identification, or submit to a search.
8. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, altering report cards, and wrongfully obtaining test copies or scores.
9. Engaging in hazing or any kind of bullying or aggressive behavior that does physical or psychological harm to a staff person or another student, or urging other students to engage in such conduct. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying using a school computer or a school computer network, or other comparable conduct.
10. Engaging in any sexual behavior, including without limitation, offensive touching, sexual harassment, indecent exposure (including "mooning"), sexual assault, and sexual activity. This does not include the non-disruptive: (a) expression of gender or sexual orientation or preference, or (b) display of affection during non-instructional time.
11. Teen dating violence, as described by Board Policy 7:185 – "Teen Dating Violence Prohibited."
12. Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's personal property.
13. Entering school property or a school facility without proper authority.
14. In the absence of a reasonable belief that an emergency exists, calling emergency responders (911), signaling or setting off alarms or signs indicating the presence of an emergency, or indicating the presence of a bomb or an explosive device on school grounds, school bus, or at any school activity.
15. Being absent without recognized excuse; State law and Board policy regarding truancy control will be used with chronic and habitual truants.
16. Being involved with any public school fraternity, sorority or secret society, by
 - a. Being a member,
 - b. Promising to join,
 - c. Pledging to become a member, or
 - d. Soliciting any other person to join, promise to join, or be pledged to become a member.
17. Being involved in gangs or gang-related activities, including the display of gang symbols or paraphernalia.
18. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism, hazing, and reckless driving.
19. Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school.
20. Operating an unmanned aircraft system (UAS) or drone for any purpose on school grounds or at any school event unless granted permission by the Superintendent or designee.
21. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or attempted intimidation of a staff member; (b) endanger the health or safety of students, staff, or school property, or (c) limit access to the network for any staff or students.

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

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

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

Disciplinary Measures

School officials shall limit the number and duration of expulsions and suspensions to the greatest extent practicable, and where practicable and reasonable, shall consider forms of non-exclusionary discipline before using out-of-school suspensions or expulsions. School personnel shall not advise or encourage students to drop out voluntarily due to behavioral or academic difficulties. Potential disciplinary measures include, without limitation, any of the following measures:

1. Notifying parent(s)/guardian(s).
2. Disciplinary conference.
3. Withholding or loss of privileges.
4. Loss of or restricted network access.
5. Temporary removal from the classroom.
6. Return of property or restitution for lost, stolen, or damaged property.
7. In-school suspension. The Building Principal or a designee shall ensure that the student is properly supervised.
8. After-school or Saturday study, provided the student's parent(s)/guardian(s) have been notified. If transportation arrangements cannot be agreed upon, an alternative disciplinary measure must be used. The student must be supervised by the detaining teacher or the Building Principal or a designee.
9. Community Service to School with local public and non-profit agencies that enhances community efforts to meet human, educational, environmental, or public safety needs. The District will not provide transportation. School Administration shall use this option only as an alternative to another disciplinary measure, giving the student and/or parent/guardian the choice. The hours and activity will be determined by School Administration, will not result in additional supervision for students, and will not count toward the Service Learning graduation requirement.
10. Seizure of contraband, confiscation and temporary retention of personal property that was used to violate this policy or school disciplinary rules.
11. Suspension of bus riding privileges in accordance with Board Policies 7:200 – Suspension Procedure and 7:220 – Bus Conduct.
12. Out of School Suspension from school and all activities in accordance with Board Policy 7:200 – Suspension Procedures. A student who has been suspended shall also be restricted from being on school grounds and at school activities.
13. Expulsion from school and all school activities for a definite time period not to exceed two calendar years in accordance with Board Policy 7:210 – Expulsion Procedures. A student who has been expelled shall also be restricted from being on school grounds and at school activities.
14. Transfer to an alternative program if the student is expelled or otherwise qualifies for the transfer under the State law. The transfer shall be in the manner provided in Article 13A or 13B of the School Code.
15. Notifying juvenile authorities or other law enforcement when the conduct involves criminal activity including but not limited to, illegal drugs (controlled substances), "lookalikes," alcohol, or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies.

The above list of disciplinary measures is a range of options that will not always be applicable in every case. In some circumstances, it may not be possible to avoid suspending or expelling a student because behavioral interventions, other than a suspension and expulsion, will not be appropriate and available, and the only reasonable and practical way to resolve the threat and/or address the disruption is a suspension or expulsion.

Corporal punishment is prohibited. Corporal punishment is defined as slapping, padding, or prolonged maintenance of students in physically painful positions, or intentional infliction of bodily harm. Corporal punishment does not include reasonable force as needed to maintain safety for other students, school personnel, or persons, or for the purpose of self-defense or the defense of property.

Weapons

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

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

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

This policy's prohibitions concerning weapons apply regardless of whether: (1) a student is licensed to carry a concealed firearm, or (2) the Board permits visitors who are licensed to carry a concealed firearm to store a firearm in a locked vehicle in a school parking area.

Re-Engagement of Returning Student.

The Superintendent or designee shall maintain a process to facilitate the re-engagement of students who are returning from an out-of-school suspension, expulsion, or an alternative school setting. The goal of re-engagement shall be to support the student's ability to be successful in a school following a period of exclusionary discipline and shall include the opportunity for students who have been suspended to complete or make up work for equivalent academic credit.

Required Notices

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

Delegation of Authority

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

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

Student Handbook

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

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

LEGAL REF.: Gun-Free Schools Act, 20 U.S.C. § 7151et seq.

Pro-Children Act of 1994, 20 U.S.C. § 6081.

105 ILCS 5/10-20.5b, 5/10-20.14, 5.10-20.28, 5/10-20.36, 5/10-21.7, 5/10-21.10, 5/10-22.6, 5/10-27.1A, 5/10-27.1B, 5/24-24, 5/26-12, 5/27-23.7, and 5/31-3.

23 Ill. Admin. Code § 1.210 and 1.280.CROSS REF.2:240, 5:230, 6:110, 7:70, 7:130, 7:140, 7:150, 7:160, 7:170, 7:180,7:200, 7:210, 7:220, 7:230, 7:240, 7:270, 7:310, 8:30

ADOPTED: October 4, 1999

UPDATED: April 2008 (formatting & legal/cross references)

REVISED: February 19, 2001; September 23, 2002; September 29, 2005; October 25, 2007; January 28, 2010; February 25, 2010; January 27, 2011; July 1, 2011; May 31, 2012; February 28, 2013; September 26, 2013; February 27, 2014; June 26, 2014; May 28, 2015; November 19, 2015; April 28, 2016

Residence (7:60)

Only students who are residents of the District may attend a District school without a tuition charge, except as otherwise provided below or in State law. A student's residence is the same as the person who has legal custody of the student.

A person asserting legal custody over a student, who is not the child's natural or adoptive parent, shall complete a signed statement, stating:

- (a) that he or she has assumed and exercises legal responsibility for the child,
- (b) the reason the child lives with him or her, other than to receive an education in the District, and
- (c) that he or she exercises full control over the child regarding daily educational and medical decisions in case of emergency. If the District knows the current address of the child's natural or adoptive parent, the District shall request in writing that the person complete a signed statement or Power of Attorney stating: (a) the role and responsibility of the person with whom their child is living, and (b) that the person with whom the child is living has full control over the child regarding daily educational and medical decisions in case of emergency.

A student whose family moves out of the District during the school year will be permitted to attend school for the remainder of the year without payment of tuition.

When a student's change of residence is due to the military service obligation of the student's legal parent/guardian, the student's residence is deemed to be unchanged for the duration of the parent/guardian's military service obligation if the student's parent/guardian made a written request. The District, however, is not responsible for the student's transportation to or from school.

If at the time of enrollment a dependent child of military personnel is housed in temporary housing located outside the District, but will be living within the District within 60 days after the time of initial enrollment, the child is allowed to enroll, subject to the requirements of State law, and must not be charged tuition.

Requests for Non-Resident Student Admission

Non-resident students may attend District schools upon the approval of a request submitted by the student's parent(s)/guardian(s) for non-resident admission. The Superintendent may approve the request subject to the following:

The student will attend on a year-to-year basis. Approval for any one year is not authorization to attend a following year.

The student will be accepted only if there is sufficient room.

The student's parent(s)/guardian(s) will be charged the maximum amount of tuition as allowed by State law.

The students will attend the school designated by the School Board.

The student's parent(s)/guardian(s) will be responsible for transporting the student to and from school.

Homeless Children

Any homeless child shall be immediately admitted, even if the child or child's parent/guardian is unable to produce records normally required to establish residency. Board Policy 6:140, Education of Homeless Children, and its implementing administrative procedures govern the enrollment of homeless children.

Challenging a Student's Residence Status

If the Superintendent or designee determines that a student attending school on a tuition-free basis is a non-resident of the District for whom tuition is required to be charged, he or she on behalf of the Board shall notify the person who enrolled the student of the tuition amount that is due. The notice shall be given by certified mail, return receipt requested. The person who enrolled the student may challenge this determination and request a hearing as provided by The School Code, 105 ILCS 5/10-20.12b.

LEGAL REF.: McKinney Homeless Assistance Act, 42 U.S.C. § 11431 et seq.

105 ILCS 5/10-20.12a, 5/10-20.12b, and 5/10-22.5.

105 ILCS 45/.

23 Ill. Admin. Code § 1.240.

Israel S. by Owens v. Board of Educ. of Oak Park and River Forest High School Dist. 200, 601 N.E.2d 1264 (Ill. App.1, 1992).

Joel R. v. School Board of Manheim School District 83, 686 N.E.2d 650 (Ill. App. 1997).

Kraut v. Rachford, 366 N.E.2d 497 (1st Dist. 1977).

CROSS REF.: 6:15, 6:140, 7:50, 7:70

ADOPTED: October 4, 1999

REVISED: October 28, 2002; June 30, 2003; January 27, 2005; May 22, 2006; April 30, 2009

Response to Application for Fee Waiver, Appeal, and Response to Appeal (4:140-E2)

Response to Application for Fee Waiver (To Parents)

Student's Name (please print) _____ School _____

Request granted Request denied for the following reason(s):

If your request was denied, you may appeal in writing by completing the following portion of this form and submitting it to the Superintendent within 14 days of your receipt of this decision. If you appeal this decision, you have the right to meet with the Superintendent or designee to explain why the fee waiver should be granted. You may reapply at any time if circumstances change.

Building Principal _____ Date _____

Appeal of Denial of Fee Waiver (To be submitted to the Superintendent)

I am exercising my right to appeal the Building Principal's denial of my request to waive the fee described above.

I would like to explain why the fee waiver should be granted during a telephone conversation or during a meeting with the person who will decide my appeal. (If you check this box, someone from the Superintendent's office will contact you to make arrangements.)

Parent/Guardian (please print) _____ Telephone Number _____

Signature _____ Date _____

The Superintendent's office will notify you of the results of your appeal in approximately 14 calendar days.

Response to Appeal Fee Waiver Denial (To Parents)

I have reviewed your appeal.

0 Request granted
0 Request denied for the following reason(s):
Superintendent _____ Date _____
DATED: January 1, 2001
REVISED: December 2005

Safety (4:170)

Safety Program

All District operations, including the education program, shall be conducted in a manner that will promote the safety of everyone on District property or at a District event.

The Superintendent or designee shall develop, implement and maintain a comprehensive safety and crisis plan incorporating both avoidance and management guidelines. The comprehensive safety and crisis plan shall specifically include provisions for: injury prevention; bomb threats, weapons, and explosives on campus; safety drill program; tornado protection; instruction in safe bus riding practices; emergency aid; post-crisis management; and responding to medical emergencies at an indoor or outdoor physical fitness facility. During each academic year, each school building that houses school children must conduct a minimum of:

1. Three school evacuation drills,
2. One bus evacuation drill, and
3. One severe weather and shelter-in-place drill.

The Superintendent or appropriate designee must conduct a law enforcement drill in one of the District's school buildings during the academic year. Any appropriate local law enforcement agency may conduct and participate in this law enforcement drill. The law enforcement drill must be conducted according to the District's comprehensive safety and crisis plan and it may be conducted on days and times that students are not present in the buildings.

In the event of an emergency that threatens the safety of any person or property, students and staff are encouraged to use any available cellular telephone. A school bus driver is prohibited from operating a school bus while using a cellular telephone, except: (1) during an emergency situation, (2) to call for assistance if there is a mechanical problem, (3) where a cellular telephone is owned by the school district and used as a digital two-way radio, and (4) when the school bus is parked.

Carbon Monoxide Alarms

The Superintendent or designee shall implement a plan with the District's local fire officials to: Determine which school buildings to equip with approved carbon monoxide alarms or carbon monoxide detectors.

Locate the required carbon monoxide alarms or carbon monoxide detectors within 20 feet of a carbon monoxide emitting device, and
Incorporate carbon monoxide alarm or detector activation procedures into each school building that requires a carbon monoxide alarm or detector. The Superintendent or designee shall ensure each school building annually reviews these procedures.

Convicted Child Sex Offender and Notification Laws

State law prohibits a child sex offender from being present on school property within 500 feet of school property when persons under the age of 18 are present, unless the offender is:

A parent/guardian of a student attending the school and the parent/guardian is: (i) attending a conference at the school with school personnel to discuss the progress of his or her child academically or socially, (ii) participating in child review conferences in which evaluation and placement decisions may be made with respect to his or her child regarding special education services, or (iii) attending conferences to discuss other student issues concerning his or her child such as retention and promotion and notifies the Building Principal of his or her presence at the school; or
Has permission to be present from the School Board, Superintendent or Superintendent's designee. If permission is granted, the Superintendent or Board President shall provide the details of the offender's upcoming visit to the Building Principal.
In all cases, the Superintendent, or designee who is a certified employee, shall supervise a child sex offender whenever the offender is in a child's vicinity.

If a student is a sex offender, the Superintendent or designee shall develop guidelines for managing his or her presence in school.

The Superintendent shall develop procedures for the distribution and use of information from law enforcement officials under the Sex Offender Community Notification Law and the child Murderer and Violent Offender Against Youth Community Notification Law. The Building Principal or designee shall serve as the District contact person for purposes of these laws. The Superintendent and Building Principal shall manage a process for schools to notify the parents/guardians during school registration that information about sex offenders is available to the public as provided in the Sex Offender Community Notification Law. This notification must occur during school registration and at other times as the Superintendent or Building Principal determines advisable.

All contracts with the School District that may involve an employee or agent of the contractor having any contact, direct or indirect, with a student, shall contain the following:

The contractor shall not send to any school building or school property any employee or agent who would be prohibited from being employed by the District due to a conviction of a crime listed in 105 ILCS 5/10-21.9, amended by P.A.s 97-248 and 97-607, or who is listed in the Statewide Illinois Sex Offender Registry or the Statewide Illinois Murderer and Violent Offender Against Youth Database Registry. The contractor shall obtain every employee who will be sent to any school building or school property available to the District for the purpose of submitting to a fingerprint-based criminal history records check pursuant to 105 ILCS 5/10-21.9. The check shall occur before sending any employee or agent is sent to any school building or school property. The contractor will reimburse the District for the costs of the checks. The District must also provide a copy of the report to the individual employee, but is not authorized to release it to the contractor. Additionally, at least quarterly, the contractor shall check if an employee or agent is listed on the Statewide Illinois Sex Offender Registry or the Statewide Illinois Murderer and Violent Offender Against Youth Database Registry.

If the District receives information that concerns the record of conviction as a sex offender of any employee of a District contractor, the District will provide the information to another school, school district, community college district, or private school that requests it.

Unsafe School Choice Option

The unsafe school choice option allows students to transfer to another District school or to a public charter school within the District. The unsafe school choice option is available to:

All students attending a persistently dangerous school, as defined by State law and identified by the Illinois State Board of Education.

Any student who is a victim of a violent criminal offense, as defined by 725 ILCS 120/3, that occurred on school grounds during regular school hours or during a school-sponsored event.

The Superintendent or designee shall develop procedures to implement the unsafe school choice option.

Student Insurance

The School Board shall annually designate a company to offer student accident insurance coverage. The Board does not endorse the plan nor recommend that parents/guardians secure the coverage and any contract is between the parents/guardians and the company. Students participating in athletics, cheerleading, or pompons must have school accident insurance unless the parents/guardians state in writing that the student is covered under a family health insurance plan.

Emergency Closing

The Superintendent is authorized to close the schools in the event of hazardous weather or other emergencies that threaten the safety of students, staff members, or school property.

CROSS REF.: 4:170-AP2, 4:170-AP3, 4:170-AP6, 5:30, 5:30-AP2, 6:190, 6:250, 7:220, 7:300, 8:30, 8:100

ADOPTED: October 4, 1999

LEGAL REF.: Adam Walsh Child Protection and Safety Act, P.L. 109-248.20 ILCS 2635/. 105 ILCS 5/10-20.28, 5/10-20.2, 5/10-20.56, 5/18-12, 5/18-12.5, 5/21B-80, 5/10-21.9, and 128/. 210 ILCS 74/. 625 ILCS 5/12-813.1. 720 ILCS 5/11-9.3. 730 ILCS 152/101 et seq.

REVISED: December 16, 2002; June 24, 2004; April 27, 2006; February 22, 2007; August 28, 2008; April 30, 2009; February 24, 2011; July 25, 2013; December 17, 2015

School Admissions (7:50)

Admission Procedure

All students must register for school each year on the dates and at the place designated by the Superintendent.

Parents/guardians of students enrolling in the District for the first time must present:

1. A certified copy of the student's birth certificate. If a birth certificate is not presented, the Superintendent or designee shall notify in writing the person enrolling the student that within 30 days he or she must provide a certified copy of the student's birth certificate. A student will be enrolled without a birth certificate. When a certified copy of the birth certificate is presented, the school shall promptly make a copy for its records, place the copy in the student's temporary record, and return the original to the person enrolling the child. If a person enrolling a student fails to provide a certified copy of the student's birth certificate, the Superintendent or designee shall immediately notify the local law enforcement agency, and shall also notify the person enrolling the student in writing that, unless he or she complies within 10 days, the case will be referred to the local law enforcement authority for investigation. If compliance is not obtained within that 10-day period, the Superintendent or designee shall immediately report to the local law enforcement authority any material received pursuant to this paragraph that appears inaccurate or suspicious in form or content.
2. Proof of residence, as required by Board policy 7:60, Residence.

3. Proof of disease immunization or detection and the required physical examination, as required by State law and Board policy 7:100, Health Examinations, Immunizations, and Exclusion of Students.

The individual enrolling a student shall be given the opportunity to voluntarily state whether the student has a parent or guardian who is a member of a branch of the U. S. Armed Forces and who is either deployed to active duty or expects to be deployed to active duty during the school year. Students who are children of active duty military personnel transferring will be allowed to enter (a) the same grade level in which they studied at the school from which they transferred, if the transfer occurs during the District's school year, or (b) the grade level following the last grade completed

Homeless Children

Any homeless child shall be immediately admitted, even if the child or child's parent/guardian is unable to produce records normally required for enrollment. Board policy 6:140, Education of Homeless Children, and its implementing administrative procedures, govern the enrollment of homeless children. Student Transfers To and From Non-District Schools

A student may transfer into or out of the District according to State law and procedures developed by the Superintendent or designee. A student seeking to transfer into the District must serve the entire term of any suspension or expulsion, imposed for any reason by any public or private school, in this or any other state, before being admitted into the School District.

Foreign Exchange Students

The District accepts foreign exchange students with a J-1 visa and who reside within the District as participants in an exchange program sponsored by organizations screened by administration for a period of time not to exceed twelve months. Exchange students on a J-1 visa are not required to pay tuition. There shall be a limit of two exchange students admitted in any given year at each of the attendance centers. Exchange students must comply with District immunization requirements. Once admitted, exchange students become subject to all District policies and regulations governing students.

Re-Enrollment

Re-enrollment shall be denied to any individual 19 years of age or above who has dropped out of school and who could not earn sufficient credits during the normal school year(s) to graduate before his or her 21st birthday. However, at the Superintendent's or designee's discretion and depending upon program availability, the individual may be enrolled in a graduation incentives program established under 105 ILCS 5/26-16 or an alternative learning opportunity program established under 105 ILCS 5/13b.1. Before being denied re-enrollment, the District will offer the individual due process as required in cases of expulsion under Policy 7:210, Expulsion Procedures. A person denied re-enrollment will be offered counseling and be directed to alternative educational programs, including adult education programs that lead to graduation or receipt of a GED diploma. This section does not apply to students eligible for special education under the Individuals With Disabilities Education Improvement Act or accommodation plans under the Rehabilitation Act, Section 504.

LEGAL REF: McKinney Homeless Assistance Act, 42 U.S.C. § 11431 et seq.

Family Educational Rights and Privacy Act, 20 U.S.C. § 1232

Illegal Immigrant and Immigrant Responsibility Act of 1996, 8 U.S.C. § 1101.

Individuals with Disabilities Education Improvement Act, 20 U.S.C. §1400 et seq

Rehabilitation Act, Section 504, 29 U.S.C. §794

105 ILCS 5/2-3.13a.5/10-20.12, 5/10-22.5a, 5/14-1.02, 5/14-1.03a, 5/26-1, 5/26-2, 5/27-8.1, 10/8.1, 45/ and 70/

325 ILCS 50/ and 55/.

410.ILCS 315/2e.

20 Ill.Admin.Code Part 1290 , Missing Person Birth Records and School Registration.

23 Ill. Admin.Code Part 375, Student Records.

CROSS REF.: 6:30, 6:110, 6:140, 6:310, 6:300, 7:60, 7:70, 7:100, 7:340

ADOPTED: October 4, 1999

REVISED: February 19, 2001; August 19, 2002; October 28, 2002; September 25, 2003; January 27, 2005; September 29, 2005; February 23, 2006; February 26, 2009; August 2010; February 24, 2011; October 25, 2012; April 30, 2015

School Bus Safety Rules (4:170-AP3)

The Building Principal shall distribute the following rules to all students. Those students not qualifying for school bus transportation to and from school should receive a copy because they may from time-to-time be transported to school activities by school bus.

1. Dress properly for the weather. Make sure all drawstrings, ties, straps, etc. on all clothing, backpacks and other items, are shortened or removed to lessen the likelihood of them getting caught in bus doors, railings or aisles.
2. Arrive on time at the bus stop and stay away from the street while waiting for the bus.
3. Stay away from the bus until it stops completely and the driver signals you to board. Enter in single file without pushing. Always use the handrail.
4. Take a seat right away and remain seated facing forward. Keep your hands, arms, and head inside the bus.
5. Help keep the bus neat and clean. Keep belongings out of the aisle and away from emergency exits. Eating and drinking are not allowed on the bus.
6. Always listen to the driver's instructions. Be courteous to the driver and other students. Sit with your hands to yourself and avoid making noises that would distract the driver or bother other passengers. Remain seated, keeping your hands, arms, and head inside the bus at all times.
7. Wait until the bus pulls to a complete stop before standing up. Use the handrail when exiting the bus.

8. Stay out of the danger zone next to the bus where the driver may have difficulty seeing you. Take five giant steps away from the bus and out of the danger zone, until you can see the driver and the driver sees you. Never crawl under a bus.
9. If you must cross the street after you get off the bus, wait for the driver's signal and then cross in front of the bus. Cross the street only after checking both ways for traffic.
10. Never run back to the bus, even if you dropped or forgot something.

REVISED: September 2003; July 2008

School-Level Parent and Family Engagement Compact (6:170 AP1 E2)

This school-level parent and family engagement compact provides an understanding of the joint responsibility of the District and parents/guardians for improving student academic achievement and school performance. The District provides opportunities for parent/guardian involvement by:

Parent/Guardian Involvement

1. Convening an annual meeting, at a convenient time, to which all parents/guardians of participating children are invited and encouraged to attend, to inform parents/guardians of their school's participation under Title I and to explain the requirements of Title I, and the right of the parents/guardians to be involved. The Building Principal or designee shall:
 - Invite all parents/guardians of participating children to the annual meeting at school.
 - Explain the rights of parents/guardians to be involved in establishing this compact.
 - Introduce and involve the building representatives on the District-level committee.
 - Provide an overview of Title I and give parents/guardians an opportunity to express questions and concerns.
 - Indicate the mechanisms by which the committee work will be communicated.
 - Seek the involvement and input of parents/guardians.
 - Provide child care so that all parents/guardians who would otherwise be unable to attend may attend.
2. Offering a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement. The Building Principal or designee shall:
 - Provide parents/guardians with opportunities to ask questions and dialogue informally about student academic achievement and school performance.
 - Engage building-based parent organizations to assist with communication and implementation needs.
 - Develop and use outreach programs to involve community groups and organizations.
3. Involving parents/guardians in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school wide program plan (under NCLBA §1114(b)(2), except that if a school has in place a process for involving parents/guardians in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents/guardians of participating children. The Building Principal or designee shall:
 - Identify and establish a process by which an adequate representation of parents/guardians of participating children can occur.
 - Establish a schedule for the building-based committee to plan, review, and recommend improvements to the District parent involvement policy.
4. The Building Principal or designee shall:
 - Provide parents/guardians of participating children timely information about programs.
 - Communicate updates through use of school newsletters, the District web site, e-mail and telephone contact, and home visits if needed.
5. The Building Principal or designee will provide a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of challenging State academic standards.
6. The Building Principal or designee shall:
 - Provide parents/guardians, upon request, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible.
 - Develop a feedback loop for parents/guardians to ask questions and receive follow-up.
7. If the school wide plan under section 1114(b) is not satisfactory to the parents/guardians of participating children, the Building Principal or designee shall:
 - Submit any parent/guardian comments on the plan when the school makes the plan available to the School Board.
 - Provide a process for parents/guardians to express concerns and complaints.

Shared Responsibilities for High Student Academic Achievement

1. The School is responsible for providing a high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I to meet the State's challenging academic standards. Each parent/guardian is responsible for supporting their children's learning, by:
 - Monitoring attendance, homework, and television viewing.
 - Volunteering in their child's classroom
 - Participating, as appropriate, in decisions relating to their children's education and positive use of extracurricular time.
2. Communication between teachers and parents/guardians occurs on an ongoing basis through:
 - Parent-teacher conferences in elementary schools, at least annually, during which the

- compact shall be discussed as the compact relates to the individual child's achievements.
- Frequent reports to parents/guardians on their children's progress.
- Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.
- Ensuring regular two-way meaningful communication between family members and school staff, and to the extent practicable, in a language that family members can understand.

Building Capacity for Involvement

To ensure effective involvement of parents/guardians and to support a partnership among the school's involved, each school shall:

- Provide assistance to parents/guardians of children served in understanding the challenging State academic standards. State and local assessments, monitoring a child's progress and work with educators to improve the achievement of their children.
- Provide materials and training (such as literacy and technology (including education about the harms of copyright piracy) to help parents/guardians work with their children.
- Educate teachers, instructional support personnel, principals, other school leaders, and other staff with the assistance of parents/guardians in a) the value and utility of contributions of parents/guardians and b) how to effectively communicate and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the school.
- To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state and local programs, including public preschool programs and conduct other activities, such as parent/guardian resource centers that encourage and support parents/guardians in more fully participating in the education of their children.
- Ensure that information is sent to the parents/guardians of participating children in a format and, to the extent practicable, in a language that parents/guardians can understand.
- Provide such other reasonable support for parental involvement activities under this section as parents/guardians may request.

In addition, each school may:

- Involve parents/guardians in the development of training for teachers, Building Principals, and other educators to improve the effectiveness of such training.
- Provide necessary literacy training from funds received under this part if the District has exhausted all other reasonably available sources of funding for such training.
- Pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs to enable parents/guardians to participate in school-related meetings and training sessions.
- Train parents/guardians to enhance the involvement of other parents/guardians.
- Arrange school meetings at a variety of times, or conduct in-home conferences between teachers and other educators, in order to maximize parental involvement and participation.
- Adopt and implement model approaches to improving parental involvement.
- Establish a District-wide parent advisory council to provide advice on all matters related to parental involvement in supported programs.
- Develop appropriate roles for community-based organizations and businesses in parent/guardian involvement activities.

Accessibility

In carrying out the parental involvement requirements of this compact, the school, to the extent practicable, will provide opportunities for the informed participation of parents/guardians and family members (including those with limited English proficiency, with disabilities, and migratory children) including providing information and school reports in a format and, to the extent practicable, in a language such parents/guardians understand.

DATED: December, 2002

REVISED: December 2016 (formerly 6:170-E2)

School Medication Authorization Form (7:270-E)

To be completed by the child's parent(s)/guardian(s). A new form must be completed every school year. Keep in the school nurse's office or, in the absence of a school nurse, the Building Principal's office.

Student's Name:

Birth Date:

Address:

Home Phone:

Emergency Phone:

School: Grade: Teacher:

To be completed by the student's physician, physician assistant, or advanced practice RN. (Note: for asthma inhalers only, use the "Asthma Inhalers" section below):

Physician's Printed Name:

Office Address:

Office Phone: Emergency Phone:

Medication name:

Purpose:

Dosage: Frequency:
Time medication is to be administered or under what circumstances:

Prescription date: Order date: Discontinuation date:
Diagnosis requiring medication:
Is it necessary for this medication to be administered during the school day? 0 Yes 0 No
Expected side effects, if any:
Time interval for re-evaluation:
Other medications student is receiving:

Physician's signature Date
Asthma Inhalers

Please attach prescription label here:

For only parents/guardians of students who need to carry and use their asthma medication or an EpiPen®:

I authorize the School District and its employees and agents, to allow my student to self-carry and self-administer his or her asthma medication and/or epinephrine auto-injector: (1) while in school, (2) while at a school-sponsored activity, (3) while under the supervision of school personnel, or (4) before or after normal school activities, such as while in before-school or after-school care on school-operated property. Illinois law requires the School District to inform parent(s)/guardian(s) that it, and its employees and agents, incur no liability, except for willful and wanton conduct, as a result of any injury arising from a student's self-carry and self-administration of asthma medication or epinephrine auto-injector (105 ILCS 5/22-30).

Please initial to indicate (a) receipt of this information, and (b) authorization for your child to carry and use his or her asthma medication or epinephrine auto-injector.

Parent(s)/guardian(s)

For all parents/guardians:

By signing below, I agree that I am primarily responsible for administering medication to my child. However, in the event that I am unable to do so or in the event of a medical emergency, I hereby authorize the School District and its employees and agents, in my behalf, to administer or to attempt to administer to my child (or to allow my child to self-administer, pursuant to State law, while under the supervision of the employees and agents of the School District), lawfully prescribed medication in the manner described above. This includes administration of undesignated epinephrine auto-injectors to my child when there is a good faith belief that my child is having an anaphylactic reaction, whether such reactions are known to me or not (105 ILCS 5/22-30, amended by P.A. 98-795). I acknowledge that it may be necessary for the administration of medications to my child to be performed by an individual other than a school nurse and specifically consent to such practices, and

I agree to indemnify and hold harmless the School District and its employees and agents against any claims, except a claim based on willful and wanton conduct, arising out of the administration or the child's self-administration of medication.

Parent/Guardian printed name Parent/Guardian printed name
Address: (if different from Student's above:
Phone: _____
Emergency phone: _____
Parent/Guardian signature* Date Parent/Guardian signature*
Date

* Both parents and/or guardians, if available, should sign.

REVISED: December 2004; February 2007; January 2011; May 2015

Search & Seizure (7:140)

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" includes school liaison police officers.

School Property and Equipment as well as Personal Effects Left There by Students

School authorities may inspect and search school property and equipment owned or controlled by the school (such as lockers, desks, and parking lots), 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.

The Superintendent or designee may request the assistance of law enforcement officials to conduct inspections and searches of lockers, desks, parking lots, and other school property and equipment for illegal drugs, weapons, or other illegal or dangerous substances or materials, including searches conducted through the use of specially trained dogs.

Students

School authorities may search a student and/or the student's personal effects in the student's possession (such as purses, wallets, knapsacks, book bags, lunch boxes, etc.) 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 student conduct rules. The search itself must be conducted in a manner that is reasonably related to its objectives and not excessively intrusive in light of the student's age and sex and the nature of the infraction. When feasible, the search should be conducted as follows:

- outside the view of others, including students;
- in the presence of a school administrator or adult witness; and
- by a certificated employee or liaison police officer of the same sex as the student.

Immediately following a search, a written report shall be made by the school authority who conducted the search, and given to the Superintendent. The student's parent(s)/guardian(s) shall be notified of the search as soon as possible.

Seizure of Property

If a search produces evidence that the student has violated or is violating either the law or the District's policies or 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.

Notification Regarding Student Accounts or Profiles on Social Networking Websites

The Superintendent or designee shall notify students and their parents/guardians of each of the following in accordance with the Right to Privacy in the School Setting Act, 105 ILCS 75:

(1) School officials may not request or require a student or his or her parent/guardian to provide a password or other related account information to gain access to the student's account or profile on a social networking website.

(2) School officials may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates a school disciplinary rule or policy. In the course of an investigation, the student may be required to share the content that is reported in order to allow school officials to make a factual determination.

LEGAL REF.: 105 ILCS 5/10-20.14, 5/10-22.6, and 5/10-22.10a.

Right to Privacy in the School Setting Act, 105 ILCS 75/.

Cornfield v. Consolidated High School Dist. No. 230, 991 F.2d 1316 (7th Cir. 1993).

People v. Dilworth, 661 N.E.2d 310 (Ill. 1996), cert. denied, 116 S.Ct. 1692 (1996)

People v. Pruitt, 662 N.E. 2d 540 (Ill. App. 1, 1996), app. denied, 667 N.E. 2d 1061 (Ill.App.1, 1996)

T.L.O. v. New Jersey, 105 S.Ct. 733 (1985).

Veronia School District 47J v. Acton, 115 S.Ct. 2385 (1995).

CROSS REF.: 7:130, 7:140, 7:140-R, 7:190

ADOPTED: October 4, 1999

REVISED: August 19, 2002; April 2010; June 26, 2014; November 19, 2015

Letter to Parents/Guardians Regarding the Right to Privacy in the School Setting Act (7:140E)

Re: When may school officials require a student to share the content from his or her account or profile on a social networking website?

Dear Parent(s)/Guardian(s):

State law requires the District to notify students and their parents/guardians of each of the following:

1. School officials may not request or require a student or his or her parent(s)/ guardian(s) to provide a password or other related account information to gain access to the student's account or profile on a social networking website. Examples of social networking websites include Facebook, Instagram, Twitter, and ask.fm.
2. School officials may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates a school disciplinary rule or policy. In the course of an investigation, the student may be required to share the content that is reported in order to allow school officials to make a factual determination.

Please contact the school if you have any questions.

Sincerely,

Building Principal

DATE: January 2014

REVISED: April 2016

Special Education Procedures Assuring the Implementation of Comprehensive Programming

for Children with Disabilities (6:120-AP)

In its continuing commitment to help school districts and special education cooperatives comply with ISBE requirements for procedure, the special education committee of the Illinois Council of School Attorneys prepared model special education procedures. ISBE has approved these procedures as conforming to 23 Ill.Admin.Code §226.710. This ISBE rule contains the requirements for special education procedures that must be adopted by each school district and cooperative entity. The IASB/ISBE model procedures are approximately 80 pages and are available on the IASB website: <http://iasb.com/law/icsaspeded.cfm>.

March 2009

Special Education Required Notice and Consent Forms (6:120-AP1, E2)

Special Education Procedures Assuring the Implementation of Comprehensive Programming for Children with Disabilities.

In its continuing commitment to help school districts and special education cooperatives comply with ISBE requirements for procedure, the special education committee of the Ill. Council of School Attorneys (ICSA) prepared model special education procedures. ISBE rules contain the requirements for special education procedures that must be adopted by each school district and cooperative entity. The IASB/ICSA model procedures are approximately 90 pages and are available on the IASB website: iasb.com/law/icsaspec-ed.cfm

DATED: March 2009, October 2009

5-YEAR REVIEW: August 2014 (no changes)

REVISED: August 2015

Student Appearance (7:160)

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

LEGAL REF.: 105 ILCS 5/10-22.25b.

Oleson by Oleson v. Board of Education, 676 F.Supp. 8 (N.D. Ill.1987).

CROSS REF.: 7:130, 7:190

ADOPTED: October 4, 1999

Student & Family Privacy Rights (7:15)**Surveys**

All surveys requesting information from students, as well as any other instrument used to collect personal information from students, must advance or relate to the District's educational objectives as identified in Board Policy 6:10, Educational Philosophy and Objectives, or assist students' career choices. This applies to all surveys, regardless of whether the student answering the questions can be identified and regardless of who created the survey.

Surveys Created by a Third Party

Before a school official or staff member administers or distributes a survey or evaluation created by a third party to a student, the student's parent(s)/guardian(s) may inspect the survey or evaluation, upon their request and within a reasonable time of their request.

This section applies to every survey: (1) that is created by a person or entity other than a District official, staff member, or student, (2) regardless of whether the student answering the questions can be identified, and (3) regardless of the subject matter of the questions.

Survey Requesting Personal Information

School officials and staff members shall not request, nor disclose, the identity of any student who completes any survey or evaluation (created by any person or entity, including the District) containing one or more of the following items:

1. Political affiliations or beliefs of the student or the student's parent/guardian.
2. Mental or psychological problems of the student or the student's family.
3. Behavior or attitudes about sex.
4. Illegal, anti-social, self-incriminating, or demeaning behavior.
5. Critical appraisals of other individuals with whom students have close family relationships.
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers.
7. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian.
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

The student's parent(s)/guardian(s) may:

1. Inspect the survey or evaluation upon, and within a reasonable time of, their request, and/or
2. Refuse to allow their child or ward to participate in the activity described above. The school shall not penalize any student whose parent(s)/guardian(s) exercised this option.

Instructional Material

A student's parent(s)/guardian(s) may inspect, upon their request, any instructional material used as part of their child/ward's educational curriculum within a reasonable time of their request.

The term “instructional material” means instructional content that is provided to a student, regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

Physical Exams or Screenings

No school official or staff member shall subject a student to a non-emergency, invasive physical examination or screening as a condition of school attendance. The term “invasive physical examination” means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.

The above paragraph does not apply to any physical examination or screening that:

1. Is permitted or required by an applicable State law, including physical examinations or screenings that are permitted without parental notification.
2. Is administered to a student in accordance with the Individuals with Disabilities Education Act (20 U.S.C. §1400 et seq.).
3. Is otherwise authorized by Board policy.

Selling or Marketing Students' Personal Information Is Prohibited

No school official or staff member shall market or sell personal information concerning students (or otherwise provide that information to others for that purpose). The term “personal information” means individually identifiable information including: (1) a student or parent’s first and last name, (2) a home or other physical address (including street name and the name of the city or town), (3) a telephone number, (4) a Social Security identification number or (5) driver’s license number or State identification card.

The above paragraph does not apply: (1) if the student’s parent(s)/guardian(s) have consented; or (2) to the collection, disclosure or, use of personal information collected from students for the exclusive purpose of developing, evaluating or providing educational products or services for, or to, students or educational institutions, such as the following:

1. College or other postsecondary education recruitment, or military recruitment.
2. Book clubs, magazines, and programs providing access to low-cost literary products.
3. Curriculum and instructional materials used by secondary schools.
4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments.
5. The sale by students of products or services to raise funds for school-related or education-related activities.
6. Student recognition programs.

Under no circumstances may a school official or staff member provide a student’s “personal information” to a business organization or financial institution that issues credit or debit cards.

Notification of Rights and Procedures

The Superintendent or designee shall notify students’ parent(s)/guardian(s) of:

1. This policy as well as its availability upon request from the general administration office.
2. How to opt their child or ward out of participation in activities as provided in this policy.
3. The approximate dates during the school year when a survey requesting personal information, as described above, is scheduled or expected to be scheduled.
4. How to request access to any survey or other material described in this policy.

This notification shall be given parent(s)/guardian(s) at least annually, at the beginning of the school year, and within a reasonable period after any substantive change in this policy.

The rights provided to parent(s)/guardian(s) in this policy transfer to the student when the student turns 18 years old, or is an emancipated minor.

LEGAL REF.: Protection of Pupil Rights, 20 U.S.C. § 1232h.

Children’s Privacy Protection and Parental Empowerment Act 325 ILCS 17/1 et seq.

105 ILCS 5/10-20.38.

CROSS REF.: 2:260, 6:210, 6:220, 6:260, 7:130

ADOPTED: November 25, 2002

REVISED: June 24, 2004

UPDATED: April 2008 (formatting)

Student Athlete Concussions and Head Injuries (7:305)

This policy become effective and replaces the current policy on Student Concussions on the first student attendance day of the 2016-2017 school year.

The Superintendent or designee shall develop and implement a program to manage concussions and head injuries suffered by students. The program shall:

1. Fully implement the Youth Sports Concussion Safety Act, that provides, without limitation, each of the following:
 - a. The Board must appoint or approve members of a Concussion Oversight Team for the District.
 - b. The Concussion Oversight Team shall establish each of the following based on peer-reviewed scientific evidence consistent with guidelines from the Centers for Disease Control and Prevention:
 - i. A return-to-play protocol governing a student’s return to interscholastic athletics practice or competition following a force of impact believed to have caused a concussion. The Superintendent

or designee shall supervise an athletic trainer or other person responsible for compliance with the return-to-play protocol.

ii. A return-to-learn protocol governing a student's return to the classroom following a force of impact believed to have caused a concussion. The Superintendent or designee shall supervise the person responsible for compliance with the return-to-learn protocol.

c. Each student and the student's parent/guardian shall be required to sign a concussion information from each school year before participating in an interscholastic athletic activity, acknowledging that they have received and read written information that explains concussion prevention, symptoms, treatment, and oversight, and that includes guidelines for safely resuming participation in an athletic activity following a concussion. The form must be approved by the Illinois High School Association.

d. A student shall be removed from an interscholastic athletic practice or competition immediately if any of the following individuals believes that the student sustained a concussion during the practice or competition: a coach, a physician, a game official, an athletic trainer, the student's parent/guardian, the student, or any other person deemed appropriate under the return-to-play protocol.

e. A student who was removed from interscholastic athletic practice or competition shall be allowed to return only after all statutory prerequisites are completed, including without limitation, the return-to-play and return-to-learn protocols developed by the Concussion Oversight Team. An interscholastic athletics team coach or assistant coach may not authorize a student's return-to-play or return-to-learn.

f. The following individuals must complete concussion training as specified in the Youth Sports Concussion Safety Act: all coaches or assistant coaches (whether volunteer or a district employee) of interscholastic athletic activities; nurses who serve on the Concussion Oversight Team; athletic trainers; game officials of interscholastic athletic activities; and physicians who serve on the Concussion Oversight Team.

g. The Board shall approve school-specific emergency action plans, as specified in the Youth Sports Concussion Safety Act for interscholastic athletic activities, to address the serious injuries and acute medical conditions in which a student's condition may deteriorate rapidly.

2. Comply with the concussion protocols, policies, and by-laws of the Illinois High School Association, including its Protocol for Implementation of NFHS Sports Playing Rules for Concussion, which includes its Return to Play (RTP) Policy. These specifically require that:

a. A student athlete who exhibits signs, symptoms, or behaviors consistent with a concussion in a practice or game shall be removed from participation or competition at that time.

b. A student athlete who has been removed from an interscholastic contest for a possible concussion or head injury may not return to that contest unless cleared to do so by a physician licensed to practice medicine in all its branches in Illinois or a certified athletic trainer.

c. If not cleared to return to that contest, a student athlete may not return to play or practice until the student athlete has provided his or her school with written clearance from a physician licensed to practice medicine in all its branches in Illinois or a certified athletic trainer working in conjunction with a physician licensed to practice medicine in all its branches in Illinois.

3. Require that all high school coaching personnel, including the head and assistant coaches, and athletic directors obtain online concussion certification by completing the online concussion certification program in accordance with 105 ILCS 25/1.15.

4. Require all student athletes to view the Illinois High School Association's video about concussions.

5. Inform student athletes and their parents/guardians about this policy in the Agreement to Participate or other written instrument that a student athlete and his or her parent/guardian must sign before the student is allowed to participate in a practice or interscholastic competition.

6. Provide coaches and student athletes and their parents/guardians with educational materials from the Illinois High School Association regarding the nature and risk of concussions and head injuries, including the risks inherent in continuing to play after a concussion or head injury.

7. Include a requirement for staff members to notify the parent/guardian of a student who exhibits symptoms consistent with that of a concussion.

8. Include a requirement for certified athletic trainers to complete and submit a monthly report to the Illinois High School Association on student-athletes who have sustained a concussion during: 1) a school-sponsored activity overseen by the athletic trainer; or 2) a school-sponsored event of which the athletic director is made aware.

LEGAL REF.: 105 ILCS 5/22-80

105 ILCS 25/1.15.

CROSS REF.: 4:170, 7:300

DATED: June 23, 2016 (replaces 7:301)

REVISED: December 22, 2016

Student Handbook – Gang Activity Prohibited (7:190-AP2)

Students are prohibited from engaging in gang activity. A "gang" is any group of 2 or more persons whose purpose includes the commission of illegal acts.

No student shall engage in any gang activity, including, but not limited to:

1. Wearing, using, distributing, displaying, or selling any clothing, jewelry, emblem, badge, symbol, sign, or other thing that are evidence of membership or affiliation in any gang,
2. Committing any act or omission, or using any speech, either verbal or non-verbal (such as gestures or hand-shakes) showing membership or affiliation in a gang, and

- Using any speech or committing any act or omission in furtherance of any gang or gang activity, including, but not limited to: (a) soliciting others for membership in any gangs, (b) requesting any person to pay protection or otherwise intimidating or threatening any person, (c) committing any other illegal act or other violation of school district policies, (d) inciting other students to act with physical violence upon any other person.

Students engaging in any gang-related activity will be subject to one or more of the following disciplinary actions:

- Removal from extracurricular and athletic activities
- Conference with parent(s)/guardian(s)
- Referral to appropriate law enforcement agency
- Suspension for up to 10 days
- Expulsion not to exceed 2 calendar years

DATED: January 1, 2001

REVISED: April 2005; January 2006

Student Records (7:340)

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

Records kept in a staff member's sole possession.

Records maintained by law enforcement officers working in the school.

Video and other electronic recordings (including, without limitation, electronic recordings made on school buses) that are created in part for law enforcement, security, or safety reasons or purposes. The content of these recordings may become part of a school student record to the extent school officials create, use, and maintain this content, or it becomes available to them by law enforcement officials, for disciplinary or special education purposes regarding a particular student.

Any information, either written or oral, received from law enforcement officials concerning a student less than the age of 17 years who has been arrested or taken into custody.

State and federal law grants students and parents/guardians certain rights, including the right to inspect, copy, and challenge school student records. The information contained in school student records shall be kept current, accurate, clear and relevant. All information maintained concerning a student receiving special education services shall be directly related to the provision of services to that child. The District may release directory information as permitted by law, but a parent/guardian shall have the right to object to the release of information regarding his or her child. However, the District will comply with an ex parte court order requiring it to permit the U.S. Attorney General or designee to have access to a student's school records without notice to, or the consent of, the student's parent/ guardian.

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

LEGAL REF.: Chicago Tribune Co., v. Chicago Bd of Ed., 773 N.E.2d 674 (Ill.App. 1 Dist. 2002).

Owasso I.S.D. No. 1-011 v. Falva, 122 S. Ct. 934 (2002).

Family Educational Rights and Privacy Act, 20 U.S.C. § 1232; 34 C.F.R. Part 99.

Children's Privacy Protection and Parental Empowerment Act, 325 ILCS 17

105 ILCS 5/10-20.37, 5/14-1.01 et seq. and 10 50 ILCS 205/7. 23 Ill. Admin. Code Parts 226 and 375.

CROSS REF.: 4:105, 5:100, 5:130, 7:15,7:15-E,7:220, 7:340-AP, 7:340-AP,E1; 7:340-AP1-E3; 7:340-AP2, and 7:340-AP2,E1

ADOPTED: October 4, 1999

REVISED: August 19, 2001; October 28, 2002; May 2004; July 2006; October 25, 2012; December 19, 2013

Suspension Procedures (7:200)

This policy becomes effective and replaces the current policy on Suspension Procedures on August 1, 2016.

In School Suspension

The Superintendent or designee is authorized to maintain an in-school suspension program. The program shall include, at a minimum, each of the following:

1. Before assigning a student to in-school suspension, the charges will be explained and the student will be given an opportunity to respond to the charges.
2. Students are supervised by licensed school personnel.
3. Students are given the opportunity to complete classroom work during the in-school suspension for equivalent academic credit.

Out-of-School Suspension

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

1. A conference during which the charges will be explained and the student will be given an opportunity to respond to the charges before he or she may be suspended.

2. A pre-suspension conference is not required, and the student can be immediately suspended when the student's presence poses a continuing danger to persons or property or an ongoing threat of disruption to the educational process. In such cases, the notice and conference shall follow as soon as practicable.
3. An attempted phone call to the student's parent(s)/guardian(s).
4. A written notice of the suspension to the parent(s)/guardian(s) and the student, which shall:
 - a. Provide notice to the parent(s)/guardian(s) of their child's right to a review of the suspension;
 - b. Include information about an opportunity to make up work missed during the suspension for equivalent academic credit;
 - c. Detail the specific act of gross disobedience or misconduct resulting in the decision to suspend;
 - d. Provide rationale or an explanation of how the chosen number of suspension days will address the threat or disruption posed by the student or his or her act of gross disobedience or misconduct; and
 - e. Depending upon the length of the suspension, include the following applicable information:
 - i. For a suspension of three school days or less, an explanation that the student's continuing presence in school would either pose:
 - a) A threat to school safety, or
 - b) A disruption to other students' learning opportunities.
 - ii. For a suspension of four or more school days, an explanation:
 - a) That other appropriate and available behavioral and disciplinary interventions have been exhausted,
 - b) As to whether school officials attempted other interventions or determined that no other interventions were available for the student, and
 - c) That the student's continuing presence in school would either:
 - i) Pose a threat to the safety of other students, staff, or members of the school community, or
 - ii) Substantially disrupt, impede, or interfere with the operation of the school.
 - iii) For a suspension of 5 or more school days, the information listed in section 4.e.ii. above, along with documentation by the Superintendent or designee determining what, if any, appropriate and available support services will be provided to the student during the length of his or her suspension.
 5. A summary of the notice, including the reason for the suspension and the suspension length, must be given to the Board by the Superintendent or designee.
 6. Upon request of the parent(s)/guardian(s), a review of the suspension shall be conducted by the Board or a hearing officer appointed by the Board. At the review, the student's parent(s)/guardian(s) may appear and discuss the suspension with the Board or its hearing officer and may be represented by counsel. After presentation of the evidence or receipt of the hearing officer's report, the Board shall take such action as it finds appropriate. If the suspension is upheld, the Board's written suspension decision shall specifically detail items (a) and (e) in number 4, above.

LEGAL REF.: Goss v. Lopez, 95 S.Ct. 729 (1975)
 Sieck v. Oak Park-River Forest H.S., 807 F.Supp. 73 (N.D.Ill., E.D. 1992).
 105 ILCS 5/10-22.6
 CROSS REF.: 5:100, 7:130, 7:190; 7:220
 ADOPTED: October 4, 1999;
 REVISED: November 18, 2010; November 20, 2014; April 28, 2016

Technology - Acceptable Use of Electronic Networks (6:235 AP1)

Consolidated High School District 230 provides technology, Internet, and network access for student and staff use as a tool to enhance teaching and learning. Access to the computer network and the Internet offers valuable, diverse, and unique resources to students and staff. The appropriate use of technology promotes educational excellence by facilitating resource sharing, innovation, and communication.

Curriculum

It is the mission of the District 230 educational community to provide a curriculum for its students which is dynamic, engaging, and sensitive to the continually changing needs of a global society. To that end, the District 230 educational community is committed to providing the necessary technological tools and instruction which will maximize a user's ability to acquire, retrieve, construct, save, and present information. The use of the District 230 computer network and Internet resources shall be consistent with the curriculum objectives adopted by the District as well as the varied instructional needs, learning styles, abilities, and developmental levels of its students.

Terms and Conditions

Privileges – The use of the District's electronic network is a privilege, not a right, and inappropriate use as defined by Board Policy 7:190 will result in cancellation or restriction of the privilege. Improper or prohibited use of the District computer network may also result in the imposition of disciplinary measures as defined by the District's disciplinary code.

Monitoring of Accounts

District 230 intends to monitor use of its network including, but not limited to, e-mail, Internet access, downloaded and uploaded materials, storage media, printing, and other general activity. Accordingly, District staff may review files and messages created or viewed by users at any time. Although staff members will monitor and promote proper use of the network/Internet, it is the responsibility of each user to use the network/Internet in a responsible and appropriate manner and the District specifically disclaims liability for any harm caused by misuse of the network/Internet or from any materials or information obtained from the network/Internet.

Acceptable Use - Access and use of the District's computers and network must be in accordance with the mission of Consolidated High School District 230 and promote the purpose of education or

research. The District system may not be used for any unlawful activity or for any commercial activities. The following general guidelines are noted:

Acceptable Use Guidelines

- A. Be responsible for hardware and software equipment (i.e. notify a technology staff member of any change in the condition of equipment).
- B. All communication must be respectful of others.
- C. For your safety do not reveal any personal information about yourself or others.
- D. At all times you are expected to be polite, considerate, and appropriate.
- E. Do not reveal your password, identification number, or personal information to others.

Network Etiquette – The user is expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

- A. Avoid using offensive, provocative or vulgar language;
- B. Do not misrepresent yourself or others on the network;
- C. Recognize that electronic mail and other correspondence is not necessarily private, and remember that school staff may review and access your messages at any time;
- D. Never engage in any illegal activities. Computer users are not to engage in any form of:

- 1. "Hacking" (unauthorized probing) and/or "Cracking" (making unauthorized changes);
- 2. Downloading of copyrighted material or making unauthorized copies of software found on District computers or otherwise violating any license agreement;
- 3. Accessing inappropriate or unauthorized areas;
- 4. Wasting physical and/or electronic resources;
- 5. Sending anonymous messages;
- 6. Introducing a "virus" to the system;
- 7. Using the district technology for personal (financial) gain;
- 8. Transmitting or accessing any obscene, lewd, lascivious or filthy material;
- 9. Filming or photography of any staff or students without their written permission;
- 10. Posting a video or photo of any staff or students without their written permission.

Unacceptable Use - The user is responsible for his or her actions and activities involving the network. Misuse of the equipment or the network will result in consequences that may include denial of user privilege, suspension or even expulsion from school, and restitution. In situations where a negligent or deliberate act has caused a loss to the District, the perpetrator will be expected to make restitution for the damages or be responsible for reimbursing the District as a result of the unauthorized use or misuse. When in doubt about any particular action, the student user, is expected to ask the teacher or technical staff for advice.

Student computer and network users are expected to follow the direction of their instructor and adhere to the educational purpose of the technological equipment. Inappropriate conduct will be referred to the Dean of Students for investigation and possible disciplinary action. The system administrator, in conjunction with the administration, will investigate all incidents of unacceptable use. Students will be held accountable for their misuse of the system and equipment.

No Warranties - Consolidated School District 230 makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages the user suffers. This includes loss of data resulting from delays, non-deliveries, missed-deliveries, service interruptions caused by the negligence or the user's errors or omissions. Use of any information obtained via the Internet/Network is at the user's own risk. The District specifically denies any responsibility for the accuracy or quality of information obtained by Internet/Network users..

Restitution - The user agrees to make compensation to Consolidated School District 230 for any losses, costs, or damages, including reasonable attorney fees incurred by the District relating to, or arising out of any violation of these procedures. The user will also be responsible for any unauthorized charges or fees, including telephone charges, long-distance charges, per-minute surcharges, fines for breach of license, and/or equipment or line costs.

Security - Network security is a high priority. If the user can identify a security problem on the Internet/ Network, the user must notify the systems administrator or Building Principal. The security problem is not to be divulged or demonstrated to any other user. The user is to keep his/her account and password confidential. Another user's account and password are not to be used for any reason or at any time. Attempts to log-on to the Internet/Network as a network administrator will result in cancellation or restriction of user privileges. Any user identified as a security risk may be denied access to the Internet/ Network.

Vandalism - Vandalism will result in cancellation or restriction of privileges and other disciplinary action as prescribed in this policy and the Parent/Student Handbook. Vandalism is defined as any malicious attempt (physical or electronic) to harm or destroy hardware, software, data of another user, the Internet, or any other network. This includes, but is not limited to, the downloading, uploading or creation of computer viruses.

Telephone Charges – The District assumes no responsibility for any unauthorized charges or fees, including telephone charges, long-distance charges, per-minute surcharges, and/or equipment or line costs.

Copyright Web Publishing Rules – Copyright law and District Policy prohibit the re-publishing of text or graphics found on the Web or on District Web sites or file servers without explicit written permission.

- a. For each re-publication (on a Web site or file server) of a graphic or a text file that was produced externally, there must be a notice at the bottom of the page crediting the original producer and noting how and when permission was granted. If possible, the notice should also include the Web address of the original source.

- b. Students and staff engaged in producing Web pages must provide library media specialists with e-mail or hard copy permission before the Web pages are published. Printed evidence of the status of "public domain" documents must be provided.
 - c. The absence of a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide the permission. The manager of the Web site displaying the material may not be considered a source of permission.
 - d. The "fair use" rules governing student reports in classrooms are less stringent and permit limited use of graphics and text.
 - e. Student work may only be published if there is written permission from both the parent/guardian and student.
- Use of Electronic Mail & File Storage – All data, messages, and content in the District's electronic mail system are owned and controlled by the School District. The School District provides e-mail to aid students and staff members in fulfilling their duties and responsibilities, and as an education tool.
- a. The District reserves the right to access and disclose the contents of any account on its system, without prior notice or permission from the account's user. Unauthorized access by any student or staff member to an electronic mail account is strictly prohibited.
 - b. Each person should use the same degree of care in drafting an electronic mail message as would be put into a written memorandum or document. Nothing should be transmitted in an e-mail message that would be inappropriate in a letter or memorandum.
 - c. Electronic messages transmitted via the School District's Internet gateway carry with them an identification of the user's Internet "domain." This domain name is a registered domain name and identifies the author as being with the School District. Great care should be taken, therefore, in the composition of such messages and how such messages might reflect on the content of any and all electronic mail messages transmitted to external recipients.
 - d. Any message received from an unknown sender via the Internet should either be immediately deleted or forwarded to the system administrator. Downloading any file attached to any Internet-based message is prohibited unless the user is certain of that message's authenticity and the nature of the file so transmitted.
 - e. Use of the School District's electronic mail system constitutes consent to these regulations.

Internet Safety

Internet access is limited to only those "acceptable uses" as detailed in these procedures. Internet safety is almost assured if users will not engage in "unacceptable uses," as detailed in these procedures, and otherwise follow these procedures.

Staff members shall supervise students while students are using District Internet access to ensure that the students abide by the Terms and Conditions for Internet access contained in these procedures.

Each District computer with Internet access has a filtering device that blocks entry to visual depictions that are: (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined in the Children's Internet Protection Act and as determined by the Superintendent or designee.

The system administrator and Building Principals shall monitor student Internet access.

LEGAL REF.: No Child Left Behind Act, 20 U.S.C. §6777.
 Children's Internet Protection Act, 47 U.S.C. §254(h) and (l).
 Enhances Education Through Technology, 20 U.S.C. §6751 et seq.
 720 ILCS 135/0.01.

DATED: January 1, 2001
 REVISED: May 2007; March 2015

Authorization for Electronic Network Access Form (6:235 E2)

Student Authorization for Electronic Network Access Form
 Submit to Building Principal

This form accompanies Administrative Procedure 6:235-AP1, Acceptable Use of Electronic Networks. It must be signed when students will have unsupervised Internet access or when supervision will be minimal. Students and their parents/guardians need only sign this Authorization for Electronic Network Access once while the student is enrolled in the School District.

Students must read and agree to the following before being granted unsupervised access:

I understand and will abide by the above Authorization for Electronic Network Access. I understand that the District and/or its agents may access and monitor my use of the Internet, including e-mail and downloaded material, without prior notice to me. I further understand that should I commit any violation, my access privileges may be revoked, and school disciplinary action and/or appropriate legal action may be taken. In consideration for using the District's electronic network connection and having access to public networks, I hereby release the School District and its Board members, employees, and agents from any claims and damages arising from my use of, or inability to use the Internet

Student First/Last Name (please print)
 Student Signature
 Date

*Students are also required to have a parent/guardian read and agree to the following before being granted unsupervised access:

All use of the Internet shall be consistent with the School District's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. The failure of any user

to follow the terms of the Acceptable Use of Electronic Networks will result in the loss of privileges, disciplinary action, and/or appropriate legal action. The signatures at the end of this document are legally binding and indicate the parties who signed have read the terms and conditions carefully and understand their significance.

I have read this Authorization for Electronic Network Access. I understand that access is designed for educational purposes and that the School District has taken precautions to eliminate controversial material. However, I also recognize it is impossible for the District to restrict access to all controversial and inappropriate materials. I will hold harmless the School District, its employees, agents, or Board members, for any harm caused by materials or software obtained via the network. I accept full responsibility for supervision if and when my child's use is not in a school setting. I have discussed the terms of Acceptable Use of Electronic Networks and this Authorization with my child. I hereby request that my child be allowed access to the School District's electronic network, including the Internet.

Parent/Guardian Name (please print)
Parent/Guardian Signature

DATED: May 2007
REVISED: January 2008; March 2015

Staff Authorization for Electronic Network Access Form

This form accompanies Administrative Procedure 6:235-AP1, Acceptable Use of Electronic Networks. Each Staff Member must sign this Authorization as a condition for using the School District's Electronic Network connection. Please submit this form to the Building Principal.

All use of the Internet shall be consistent with the District's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. This Authorization does not attempt to state all required or proscribed behavior by users. However, some specific examples are provided. The failure of any user to follow the terms of Administrative Procedure 6:235-AP1, Acceptable Use of Electronic Networks, will result in the loss of privileges, disciplinary action, and/or legal action. The signature at the end of this document is legally binding and indicates that the individual has read the terms and conditions carefully and understands their significance.

Staff Members need only sign this Authorization for Electronic Network Access once while employed by the School District.

I understand and will abide by the Acceptable Use of Electronic Networks. I understand that the District and/or its agents may access and monitor my use of the District's electronic network, including the Internet, my email and downloaded material, without prior notice to me. I further understand that should I commit any violation, my access privileges may be revoked, and disciplinary action and/or legal action may be taken. In consideration for using the District's electronic network connection and having access to public networks, I hereby release the School District and its School Board members, employees, and agents from any claims and damages arising from my use of, or inability to use the District's electronic network, including the Internet.

Staff Member Name (please print) _____ Date _____

DATED: March 2015

School Staff AED Notification Letter (4L170 AP6 E1)

On District letterhead

Date: _____
To: Staff members
Re: Notification to School Staff of the Physical Fitness Facility Medical Emergency Response Instructions and AED Availability

We would like to notify you about our plan for responding to medical emergencies that might occur in our gymnasium or other physical fitness facility. This plan includes access to an Automatic External Defibrillator (AED) in the following locations in these facilities:

Facility	Location
----------	----------

The AEDs are strategically placed and readily accessible to predetermined AED users to maximize rapid utilization. The AED is available during school hours and after school during on-site school activities. The predetermined AED users are school nurses and any other person who has received AED training (American Heart, American Red Cross, or equivalent training) and has a completion card on file with the Superintendent. Any anticipated rescuers or users should now also be trained and certified.

The following information is posted with each AED:

1. Instructions to immediately call 9-1-1 and instructions for emergency care.

2. Instructions for using an AED.

Please contact me if you would like information on becoming a trained AED user. If you anticipate that your duties make you more likely to use an AED you should become trained and certified. We appreciate your support.

Sincerely,

Superintendent

Attachments: Step-by-Step Emergency Response Plan

DATED: August 2005

REVISED: July 2008

School Wellness (6:50)

Student wellness, including good nutrition and physical activity, shall be promoted in the District's educational program, school activities, and meal programs. This policy shall be interpreted consistently with Section 204 of the Child Nutrition and WIC Reauthorization Act of 2004 and the Healthy Hunger-Free Kids Act of 2010 (HHFKA). The Superintendent or designee will ensure each school building complies with this policy.

Goals for Nutrition Education and Nutrition Promotion.

The goals for addressing nutrition education and nutrition promotion include the following:

- Schools will support and promote sound nutrition for students.
- Schools will foster the positive relationship between sound nutrition, physical activity, and the capacity of students to develop and learn.
- Nutrition education will be part of the District's comprehensive health education curriculum. See Board Policy 6:60, Curriculum Content.

Goals for Physical Activity

The goals for addressing physical activity include the following:

- Schools will support and promote an active lifestyle for students.
- Physical education will be taught in all grades and shall include a developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle. See Board Policy 6:60, Curriculum Content.
- Unless otherwise exempted, all students will be required to engage daily during the school day in a physical education course. See Board Policy 6:60, Curriculum Content.
- The curriculum will be consistent with and incorporate relevant Illinois Learning Standards for Physical Development and Health as established by the Illinois State Board of Education (ISBE).

Nutrition Guidelines for Foods Available During the School Day

Students will be offered and schools will promote nutritious food and beverage choices consistent with the current Dietary Guidelines for Americans published jointly by the U.S. Departments of Health and Human Services and Agriculture (USDA). In addition, in order to promote student health and reduce childhood obesity, the Superintendent or designee shall restrict the sale of competitive foods, as defined by the USDA in the food service areas during meal periods and comply with all ISBE.

Exempted Fundraising Day (EFD) Requests

All food and beverages sold to students on the school campuses of participating schools during the school day must comply with the "general nutrition standards for competitive foods" specific in federal law, unless the Superintendent or designee in a participating school has granted an exempted fundraising day (EFD). To request an EFD and learn more about the District's related procedure(s), contact the Superintendent or designee. The District's procedures are subject to change. The number of EFDs is set by ISBE rule.

Guidelines for Reimbursable Schools Meals

Reimbursable school meals shall meet, at a minimum, the nutrition requirements and regulations for the National School Lunch Program and/or School Breakfast Program.

Monitoring

The Superintendent or designee shall annually provide implementation data and/or reports to the Board concerning this policy's implementation sufficient to allow the Board to monitor and adjust the policy.

Community Input

The Superintendent or designee will actively invite suggestions and comments concerning the development, implementation, and improvement of the school wellness policy from community members, including parents, students, and representatives of the school food authority, school administrators, and the public.

LEGAL REF.: Child Nutrition and WIC Reauthorization Act of 2004, PL 108-265, Sec.204.

Child Nutrition Act of 1966, 42 U.S.C. §1771 et seq.

National School Lunch Act, 42 U.S.C. §1758.

42 U.S.C. §1779, as implemented by 7 C.F.R. §210.11.

105 ILCS 5/2-3. 139.

23 Ill.Admin.Code Part 305, Food Program.

ISBE "School Wellness Policy" Goal, Adopted October 2007

CROSS REF.: 4:120, 5:100, 6:60.

ADOPTED: June 29, 2006

UPDATED: April 2008 (legal reference); August 2010; May 31, 2012; March 31, 2016

Teen Dating Violence Prohibited (7:185)

Engaging in teen dating violence that takes place at school, on school property, at school-sponsored activities, or in vehicles used for school-provided transportation is prohibited. For purposes of this policy, the term teen dating violence occurs whenever a student who is 13 to 19 years of age uses or threatens to use physical, mental, or emotional abuse to control an individual in the dating relationship; or uses or threatens to use sexual violence in the dating relationship.

The Superintendent or designee shall develop and maintain a program to respond to incidents of teen dating violence that:

1. Fully implements and enforces each of the following Board policies:
 - a. 7:20, Harassment of Students Prohibited. This policy prohibits any person from harassing, intimidating, or bullying a student based on the student's actual or perceived characteristics of sex; sexual orientation; gender identity; and gender-related identity or expression (this policy includes more protected statuses).
 - b. 7:180, Preventing Bullying, Intimidation, and Harassment. This policy prohibits students from engaging in bullying, intimidation, and harassment at school, school-related events and electronically. Prohibited conduct includes threats, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying.
2. Encourages anyone with information about incidents of teen dating violence to report them to any of the following individuals:
 - a. Any school staff member. School staff shall respond to incidents of teen dating violence by following the District's established procedures for the prevention, identification, investigation, and response to bullying and school violence.
 - b. The Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager identified in Policy 7:20, Harassment of Students Prohibited.
3. Incorporates age-appropriate instruction in grades 7 through 12, in accordance with the District's comprehensive health education program in Board policy 6:60, Curriculum Content. This includes incorporating student social and emotional development into the District's educational program as required by State law and in alignment with Board policy 6:65, Student Social and Emotional Development.
4. Incorporates education for school staff, as recommended by the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager
5. Notifies students and parents/guardians of this policy.

Incorporated by Reference: 7:180-AP1

LEGAL REF.: 105 ILCS 110/3.10.

CROSS REF.: 2:240, 5:100, 5:230, 6:60, 6:65, 7:20, 7:180, 7:190, 7:220, 7:230, 7:240

DATE: June 26, 2014

Title I Programs (6:170)

Title I Programs

The Superintendent or designee shall pursue funding under Title I Improving the Academic Achievement of the Disadvantaged, of the Elementary and Secondary Education Act to supplement instructional services and activities in order to improve the educational opportunities of educationally disadvantaged or deprived children.

All District schools, regardless of whether they receive Title 1 funds, shall provide services that, taken as a whole, are substantially comparable. Teachers, administrators and other staff shall be assigned to schools in a manner that ensures equivalency among the District's schools. Curriculum materials and instructional supplies shall be provided in a manner that ensures equivalency among the District's schools.

Title I Parental Involvement

The District maintains programs, activities, and procedures for the involvement of parents/guardians of students receiving services, or enrolled in programs, under Title I. These programs, activities, and procedures are described in District-level and School-level compacts.

District-Level Parental Involvement Compact

The Superintendent or designee shall develop a District-Level Parental Involvement Compact according to Title I requirements. The District-Level Parental Involvement Compact shall contain:

- (1) the District's expectations for parental involvement,
- (2) specific strategies for effective parent involvement activities to improve student academic achievement and school performance, and
- (3) other provisions as required by federal law. The Superintendent or designee shall ensure that

the compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

School-Level Parental Involvement Compact

Each Building Principal or designee shall develop a School-Level Parental Involvement Compact according to Title I requirements. This School-Level Parental Involvement Compact shall contain:

- (1) a process for continually involving parents/guardians in its development and implementation,
- (2) how parents/guardians, the entire school staff, and students share the responsibility for improved student academic achievement,
- (3) the means by which the school and parents/guardians build and develop a partnership to help children achieve the State's high standards, and
- (4) other provisions as required by federal law. Each Building Principal or designee shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

LEGAL REF.: Title I of the Elementary and Secondary Education Act, 20 U.S.C. §6301-6514.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 4:110 (Transportation), 5:190 (Certification), 5:280 (Duties and Qualifications), 6:15 (School Accountability), 6:140 (Education of Homeless Children), 6:145 (Migrant Students), 6:160 (Limited English Proficient Students), 7:10 (Equal Educational Opportunities), 7:30 (Student Assignment), 7:60 (Residence), 7:100 (Health Examinations, Immunizations, and Exclusion of Students), 8:95 (Parental Involvement)

ADOPTED: October 4, 1999

REVISED: December 16, 2002; April 2008, September 29, 2011

Transportation (4:110)

The District shall provide free transportation for any student in the District who resides: (1) at a distance of one and one-half miles or more from his or her assigned school, unless the School Board has certified to the Illinois State Board of Education that adequate public transportation is available, or (2) within one and one-half miles from his or her assigned school where walking to school or to a pick-up point or bus stop would constitute a serious hazard due to vehicular traffic or rail crossing, and adequate public transportation is not available. A student's parent(s)/ guardian(s) may file a petition with the Board requesting transportation due to the existence of a serious safety hazard. Free transportation service and vehicle adaptation is provided for a special education student if included in the student's individualized educational program. Non-public school students shall be transported in accordance with State law. Homeless students shall be transported in accordance with the McKinney Homeless Assistance Act. Bus schedules and routes shall be determined by the Superintendent or designee and shall be altered only with the Superintendent or designee's approval and direction. In fixing the routes, the pick-up and discharge points should be as safe and convenient for students as possible.

No school employee may transport students in school or private vehicles unless authorized by the administration. Every vehicle regularly used for the transportation of students must pass safety inspections in accordance with State law and Illinois Department of Transportation regulations. The strobe light on a school bus may be illuminated any time a bus is bearing one or more students. The Superintendent shall implement procedures in accordance with State law for accepting comment calls about school bus driving.

All contracts for charter bus services must contain the clause prescribed by State law regarding criminal background checks for bus drivers.

Pre-Trip and Post-Trip Vehicle Inspection. The Superintendent or designee shall develop and implement a pre-trip and post-trip inspection procedure to ensure that the school bus driver: (1) tests the two-way radio and ensures that it is functioning properly before the bus is operated, and (2) walks to the rear of the bus before leaving the bus at the end of each route, work shift, or work day, to check the bus for children or other passengers in the bus.

LEGAL REF.: McKinney Homeless Assistance Act, 42 U.S.C. §11431 et seq.

105 ILCS 5/10-22.22 and 5/29-1 et seq.

105 ILCS 45/1-15.

625 ILCS 5/1-148.3a-5, 5/1-182, 5/11-1414.1, 5/12-815, 5/12-816, 5/12-821, and 5/13-109.

23 Ill.Admin.Code §§1.510 and 226.935.

92 Ill.Admin.Code §440-3.

CROSS REF.: 5:100 (Staff Development), 5:120 (Ethics), 5:280 (Educational Support Personnel - Duties and Qualifications), 6:140 (Education of Homeless Children), 7:220 (Bus Conduct)

ADMIN. PROC.: 4:110-AP2 (Pre-Trip and Post-Trip Inspection; Bus Driving Comments), 6:140-AP (Education of Homeless Children)

ADOPTED: October 4, 1999

REVISED: October 28, 2002; June 24, 2004; January 31, 2008; February 25, 2010

Uniform Grievance Procedure (2:260)

The Board desires that complaints brought by students, parents/guardians, employees, or community members be resolved through a fair and equitable process. To promote the effective processing of grievances, therefore, the procedure outlined below should be followed when authorized by Board

Policy or when a complaint involves any of the following:

1. Disability discrimination under Title II of the Americans with Disabilities Act or Section 504 of the Rehabilitation Act of 1973;
2. Sexual harassment or sex discrimination under the Illinois Human Rights Act, Title VII of the Civil Rights Act of 1964, or Title IX of the Education Amendments of 1972;
3. *Race discrimination or discrimination on the basis of other protected status under Title VI or Title VII of the Civil Rights Act;
4. The misuse of funds received for services to improve educational opportunities for educationally disadvantaged or deprived children.

Appointing Nondiscrimination Coordinator and Complaint Managers

The Superintendent shall appoint a Nondiscrimination Coordinator to manage the District's efforts to provide equal opportunity employment and educational opportunities and prohibit the harassment of employees, students, and others. The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator.

The Superintendent shall appoint at least one Complaint Manager to administer the complaint process in this policy. If possible, the Superintendent will appoint two Complaint Managers, one of each gender. The District's Nondiscrimination Coordinator may be appointed as one of the Complaint Managers.

The Superintendent shall insert into this policy and keep current the names, addresses, and telephone numbers of the Nondiscrimination Coordinator and the Complaint Managers.

Nondiscrimination Coordinator:

Dr. Julia Wheaton
Assistant Superintendent for Human Resources
Consolidated High School District 230
15100 S. 94th Avenue
Orland Park, Illinois 60462
jwheaton@d230.org
708-745-5213

Complaint Managers:

Dr. Kim Dryier
Assistant Superintendent for Instructional Services
Consolidated High School District 230
15100 S. 94th Avenue
Orland Park, Illinois 60462
708-745-5215
kdryier@d230.org

Mr. John Lavelle
Assistant Superintendent for Business Services
Consolidated High School District 230
15100 S. 94th Avenue
Orland Park, Illinois 60462
708-745-5252
jlavelle@d230.org
Procedures

1. Informal Resolution.

The Complaint Manager will first attempt to resolve complaints without resorting to this grievance procedure. If a formal complaint is filed under this procedure, the Complaint Manager will address the complaint promptly and equitably. A student and/or parent/guardian filing a complaint under this procedure may forego any informal suggestions and/or attempts to resolve it and may proceed directly to the grievance procedure. The Complaint Manager will not require a student or parent/guardian complaining of any form of harassment to attempt to resolve allegations directly with the accused (or the accused's parents/guardians); this includes mediation.

2. Right to Pursue Other Remedies Not Impaired

The right of a person to prompt and equitable resolution of a complaint filed hereunder shall not be impaired by the person's pursuit of other remedies, e.g., criminal complaints, civil actions, etc. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies and use of this grievance procedure does not extend any filing deadline related to the pursuit of other remedies. If a person is pursuing another remedy subject to a complaint under this policy, the District will continue with a simultaneous investigation under this policy.

3. Filing a Formal Complaint

A person (hereinafter Complainant) who wishes to avail him or herself of this grievance procedure may do so by filing a formal complaint with any District Complaint Manager after attempts at an informal resolution have not been successful. The Complainant shall not be required to file a complaint with a particular Complaint Manager and may request a Complaint Manager of the same gender. The Complaint Manager may request the Complainant to provide a written statement regarding the nature of the complaint or require a meeting with a student's parent(s)/guardian(s). The Complaint Manager shall assist the Complainant as needed.

4. Deadlines

All deadlines under this procedure may be extended by the Complaint Manager as he or she deems appropriate. As used in this policy, school business days means days on which the District's main office is open.

5. Investigation

The Complaint Manager will investigate the complaint or appoint a qualified person to undertake the investigation on his/her behalf. The Complaint Manager shall ensure both parties have an equal opportunity to present evidence during an investigation. If the Complainant is a student, the Complaint Manager will notify his/her parent(s)/guardian(s) that they may attend any investigatory meetings in which their child is involved. The complaint and identity of the Complainant will not be disclosed except: (1) as required by law, or any collective bargaining agreement, (2) as necessary to fully investigate the complaint, or (3) as authorized by the Complainant, or by the Complainant's parent(s)/guardian(s) if the Complainant is under the age of eighteen (18) years.

The identity of any witness may remain confidential at the discretion of the Complaint Manager unless required to be disclosed by law or any collective bargaining agreement. The identity of any student witnesses will not be disclosed except: (1) as required by law or any collective bargaining agreement, (2) as necessary to fully investigate the complaint, or (3) as authorized by the parent/guardian of the student witness, or by the student if the student is eighteen (18) years of age or older.

Within 30 school business days of the date the complaint was filed, the Complaint Manager shall file a written report of his/her findings with the Superintendent. The Complaint Manager may request an extension of time. If a complaint of sexual harassment contains allegations involving the Superintendent, the written report shall be filed with the Board, which will make a decision in accordance with Section 4 of this policy. The Superintendent will keep the Board informed of all complaints.

6. Decision and Appeal

Within 10 school business days after receiving the Complaint Manager's report, the Superintendent shall mail his or her written decision to the Complainant and the accused by First Class U.S. mail, as well as the Complaint Manager. All decisions shall be based upon the preponderance of evidence standard.

Within 10 school business days after receiving the Superintendent's decision, the Complainant or the accused may appeal the decision to the Board by making a written request to the Complaint Manager. The Complaint Manager shall promptly forward all materials relative to the complaint and appeal to the Board. Within 30 school business days, the Board shall affirm, reverse, or amend the Superintendent's decision or direct the Superintendent to gather additional information. Within 5 school business days of the Board's decision, the Superintendent shall inform the Complainant and the accused of the Board's action.

Individuals alleging that they have been discriminated against on the basis of their sex in the provision of or access to programs, activities, services, or benefits have the right to appeal the Board's decision to the Regional Superintendent and, thereafter, to the State Superintendent of Education. The Regional Superintendent retains discretion whether to hear such an appeal.

This grievance procedure shall not be construed to create an independent right to a Board hearing. The failure to strictly follow the timelines in this grievance procedure shall not prejudice any party.

LEGAL REF: Age Discrimination in Employment Act, 29 U.S.C. §621 et.seq.
Americans With Disabilities Act, 42 U.S.C. §12101 et. seq.
Equal Employment Opportunities Act (Title VII of the Civil Rights Act), 42 U.S.C. §2000e et. seq.
Equal Pay Act, 29 U.S.C. §206(d).
Genetic Information Nondiscrimination Act, 42 U.S.C. §2000ff et. seq.
Immigration Reform and Control Act, 8 U.S.C. §1324a et. seq.
Rehabilitation Act of 1973, 29 U.S.C. §791 et. seq.
Title VI of the Civil Rights Act, 42 U.S.C. §2000d et. seq.
Title IX of the Education Amendments, 20 U.S.C. §1681 et. seq.105 ILCS 5/2-3.8, 5/3-10, 5/10-20.7a, 5/10-22.5, 5/22-19, 5/24-5/27.1, and 45/1-15.
Illinois Genetic Information Privacy Act, 410 ILCS 513/1 et. seq.
Illinois Whistleblower Act, 740 ILCS 174/1 et. seq.
Illinois Human Rights Act, 775 ILCS 5/1-101 et. seq.
Victims' Economic Security and Safety Act, 820 ILCS 180, 56
Ill.Admin.Code Part 280.
Equal Pay Act of 2003, 820 ILCS 112.
23 Ill.Admin.Code §§1.240 and 200-40.
CROSS REF: 5:10 (Equal Employment Opportunity and Minority Recruitment),5:20 (Sexual Harassment), 6:170 (Title I Programs), 7:10 (Equal Educational Opportunities), 7:20 (Harassment of Students Prohibited), 7:180 (Preventing Bullying, Intimidation, and Harassment), 8:70 (Accommodating Individuals with Disabilities), 8:110 (Public Suggestions and Complaints)
ADOPTED: October 1, 1999
REVISED: December 18, 2000; August 19, 2002; January 29, 2004;August 26, 2008; December 17, 2009; July 1, 2011; October 29, 2015

Using a Photograph or Videotape of a Student (7:340-E2)

Share with parent(s)/guardian(s) at the time they register a child for school and/or annually at the beginning of the school year.

Images of Unnamed Students. Students may occasionally appear in photographs and videotapes taken by school staff members, other students, or other individuals authorized by the Building Principal. The school may use these images, without identifying the student, in various applications, including the school yearbook, school newspaper, school website, and other social media venues. No consent or notice is needed or will be given before the school uses images of unnamed students taken while they are at school or a school-related activity.

Images of Named Students. Many times, however, the school will want to identify a student in a school image. School officials want to acknowledge those students who participate in a school activity or deserve special recognition.

In order for the school to publish an image with a student identified by name, one of the student's parents or guardians must grant consent.

Please check the appropriate box below to grant or deny consent to Consolidated High School District 230 to identify an image of your child or ward, by full name and/or school he/she attends, in any school-sponsored material, publication, videotape, website, or other social media venue. This consent is valid for the entire school year your child is enrolled in any of the Consolidated High School District 230 schools. You may revoke this consent at any time by notifying the Building Principal in writing.

- Grant Photo/Video Image Consent
- Deny Photo/Video Image Consent

Signed Parent/Guardian's Name
Date

Printed Parent/Guardian's Name
Child or Ward's Name

Pictures of Students Taken by Non-School Agencies. While the school limits access to school buildings by outside photographers, it has no control over news media or other entities that may publish a picture of a named or unnamed student. School staff members will not, however, identify a student for an outside photographer.

DATED: February 2001
REVISED: June 2013

Verification of School Visitation (8:95 E2)

To be completed by the parent/guardian and signed by the Building Principal. Please print. This document serves to verify that the named parent/guardian attended a school conference or classroom activity for his or her child held on the date and time indicated below.

Student
Conference or classroom activity
Parent/Guardian name
Date/time of conference/classroom activity
Parent/Guardian signature
Building Principal signature
Date
DATED: May 2006

Waiver of Road Test Program (6:60-AP1)

1. The Secretary of State may exempt a high school student, who has successfully completed an accredited high school driver education course consisting of a minimum of 30 hours of classroom instruction and 6 hours of behind-the-wheel training or 3 hours of behind-the-wheel training if the student has met the proficiency requirements and has been granted a Waiver Recommendation by the driver education instructor.
 2. The School Board may adopt a policy permitting the District and the driver education instructors under their jurisdiction to participate in the waiver program.
 3. Each local School Board which desires to participate in the waiver program must submit an application (i.e., Intent to Participate) to the Office of the Secretary of State, Driver Services Department, Field Services Division, 2701 South Dirksen Parkway, Springfield, IL 62723. This application shall include: The District name and address, the name and telephone number of a designated contact person, and the dated signature of the Superintendent.
 4. Individual driver education instructors (under the jurisdiction of participating districts only) must sign a Compliance Affidavit, thereby agreeing to attend an initial certification clinic and a subsequent annual training session, and to submit to the Office of the Secretary of State (address as given in Provision 3) the road test, which meets minimum standards established by the Secretary of State in the Field Operations Manual, and which shall be administered as part of the waiver program.
- The road test may be submitted as pertaining collectively to the driver education teachers of an entire District or school or individually by a single teacher. The Office of the Secretary of State must approve submitted road tests, and any changes therein, prior to waiver program implementation by participating districts and respective teachers.
- The minimum standards will be available to all participating districts through the Office of the Secretary

of State.

5. In order to recommend a waiver of road test for a qualifying student-driver applicant, a driver education instructor must be so certified by the Illinois State Board of Education, and must have a valid Illinois Driver's License. Instructors shall not be guilty of any felonious violations which would invalidate his/her license and/or teaching certificate.
6. Students who earn a combined final grade of A or B in driver education will be granted a Waiver Recommendation, subject to a spot-check certificate.
7. The secretary of State shall establish a procedure for spot-checking a sample of the waived driver population. The Field Services Division of the Secretary of State's Office shall choose three calendar days per month and a waiver applicant whose birthday is on one of the selected days must take and pass a facility-administered road test. The dates may be altered every three months.
8. The Waiver Recommendation will expire on the same day as the individual's Instruction Permit. No extension for the Waiver beyond the expiration date shall be allowed.
9. Each participating instructor or designee, upon return receipt of an approved Compliance Affidavit (Provision 4), shall present the Affidavit at a Secretary of State Driver Services Facility. In return the instructor or designee will receive forms containing Skills/Maneuvers Checklists and Waiver Recommendation Certificates. (Available after April 1, 1986).
When properly completed and signed, these forms will be granted to qualifying applicants. The forms and the "Blue Slip" must be presented at a full-service Secretary of State Facility where, subject to spot-check provisions, a photo license will be issued.
As in the past, student-applicants may keep the "Blue Slip," but the Skills/Maneuvers Checklists and Waiver Recommendations will be retained and microfilmed.
10. Commercial driving schools shall not be allowed to participate in this waiver program.

DATED: January 1, 2001

Waiver of Student Fees (4:140)

The Superintendent will recommend to the School Board a schedule of fees, if any, to be charged students for the use of textbooks, consumable materials, extracurricular activities, and other school student fees. Students must also pay for the loss of or damage to school books or other school-owned materials.

Fees for textbooks, other instructional materials, and driver education are waived for students who meet the eligibility criteria for a fee waiver as described in this policy. In order that no student is denied educational services or academic credit due to the inability of parents/guardians to pay student fees, the Superintendent will recommend to the Board which additional fees, if any, the District will waive for students who meet the eligibility criteria for fee waiver. Students receiving a fee waiver are not exempt from charges for lost and damaged books, locks, materials, supplies, and equipment.

Notification

The Superintendent shall ensure that applications for fee waivers are widely available and distributed according to State law and ISBE rule and that provisions for assisting parents/guardians in completing the application are available.

Eligibility Criteria

A student shall be eligible for a fee waiver when the student currently lives in a household that meets the same income guidelines, with the same limits based on household size, that are used for the federal free meals program.

The Superintendent or designee will give additional consideration where one or more of the following factors are present:

Illness in the family; Unusual expenses such as fire, flood, storm damage, etc.; Unemployment; Emergency situations; When one or more of the parents/guardians are involved in a work stoppage.

Verification

The Superintendent or designee shall establish a process for determining a student's eligibility for a waiver of fees in accordance with State law requirements. The Superintendent or designee may require family income verification at the time an individual applies for a fee waiver and anytime thereafter but not more often than once every 60 calendar days. The Superintendent or designee shall not use any information from this or any independent verification process to determine free or reduced-price meal eligibility.

If a student receiving a fee waiver is found to be no longer eligible during the school year, the Superintendent or designee shall notify the student's parent/guardian and charge the student a prorated amount based upon the number of school days remaining in the school year.

Determination and Appeal

Within 30 calendar days after the receipt of a waiver request, the Superintendent or designee shall mail a notice to the parent/guardian whenever a waiver request is denied. The denial notice shall include: (1) the reason for the denial, (2) the process and timelines for making an appeal, and (3) a statement that the parent/guardian may reapply for a waiver any time during the school year if circumstances change. If the denial is appealed, the District shall follow the procedures for the resolution of appeals

as provided in the Illinois State Board of Education rule on waiver of fees.

LEGAL REF.: 105 ILCS 5/10-20.13, 5/10-22.25, 5/27-24.2, and 5/28-19.2. 23 Ill.Admin.Code §1.245
CROSS REF.: 4:130, 6:220
ADOPTED: October 4, 1999
REVISED: June 24, 2004; December 2005; January 26, 2006; August 27, 2009; September 25, 2014

