

CHAPTER 7

STUDENT COMPONENT

TABLE OF CONTENTS

7:00	Students <ul style="list-style-type: none">Goals and ObjectivesAcademic Achievement<ul style="list-style-type: none">Promotion and RetentionHigh School Graduation RequirementsPSAT TestingStudent Directory Information
7:05	Abused and Neglected Child Reporting AP-for Reporting Child Abuse
7:10	Equal Educational Opportunity <ul style="list-style-type: none">Sex EquityAdministrative Implementation AP- Accommodating Transgender Students or Gender Non-Conforming Students AP- Equal Educational Opportunities in Sex Equality – Grievance Form
7:15	Student and Family Privacy Rights <ul style="list-style-type: none">Surveys Created by a Third PartySurvey Requesting Personal InformationInstructional MaterialPhysical Exams or ScreeningsSelling or Marketing Students’ Personal Information Is ProhibitedNotification of Rights and Procedures
7:20	Harassment of Students Prohibited <ul style="list-style-type: none">Bullying Intimidation and Harassment ProhibitedSexual Harassment ProhibitedMaking a Complaint Enforcement AP-Report of Harassment Form AP-Harassment of Students Prohibited
7:30	Student Assignment <ul style="list-style-type: none">Class Assignment
7:40	Non-Public School Students, Including Parochial and Home-Schooled Students <ul style="list-style-type: none">Part-Time AttendanceStudents with DisabilitiesExtracurricular ActivitiesAssignment When Enrolling Full-Time in a District School Non-Public School Students <ul style="list-style-type: none">Instruction ProgramsExtra-Curricular (Non-Instructional) ProgramsAP-Placement of Non-public School Students Transferring Into the District
7:50	School Admission and Student Transfers to and from Non-District Schools <ul style="list-style-type: none">AgeAdmission ProcedureHomeless ChildrenStudent Transfer To and From Non-District SchoolsForeign Students

Re-Enrollment
AP-School Admissions and Student Transfers To and From Non-District Schools
Annual Review
Guidance Documents
Transferring In
Transferring Out

- 7:60 Residence
Resident Students
Requests for Non-Resident Student Admission
Homeless Children
Challenging a Student's Residence Status
- 7:70 Attendance and Truancy
Compulsory School Attendance
Absenteeism and Truancy Program
- 7:90 Releases during School Hours
- 7:100 Health, Eye and Dental Examinations, Immunizations, and Exclusion of Students
Required Health Examinations and Immunizations
Eye Examination
Dental Examination
Exemptions
Homeless Child
- 7:120 Drug, and Alcohol Abuse Prevention Program
Smoking and Using Tobacco
Alcohol
Drug Abuse
- 7:130 Student Rights and Responsibilities
- 7:140 Search and Seizure
School Property and Equipment as well as Personal Effects Left there by Students
Students
Seizure of Property
AP-Use of Metal Detector for Student Safety
E-Letter to Parents/Guardians Regarding the Right to Privacy in the School Setting Act
- 7:150 Agency and Police Interviews
AP-Agency or Police Interviews
Interviews by Police
Interviews by DCFS
- 7:160 Student Appearance
- 7:180 Prevention of and Response to Bullying, Intimidation, and Harassment
AP-Prevention, Identification, Investigation, and Response to Bullying and School Violence
E1Resource Guide for Bullying and School Violence Prevention
E2 Be a Hero by Reporting Bullying and School Violence
E3 Memo to Staff Regarding Bullying and School Violence
E4 Memo to Parents/Guardians Regarding Bullying and School Violence
E5 Report Form for Bullying and School Violence
E6 Interview Form for Bullying and School Violence Investigation
E7 Response to Bullying and School Violence

- 7:185 Teen Dating Violence Prohibited
 - E-Memo to Parents/Guardians Regarding Teen Dating Violence

- 7:190 Prohibited Student Conduct
 - Disciplinary Measures
 - Weapons
 - Required Notices
 - Delegation of Authority
 - AP1-Student Handbook-Hazing Prohibited
 - AP3-Guidelines for Reciprocal Reporting of Criminal Offenses Committed by Students
 - AP5-Electronic devices
 - Electronic Signaling Devices
 - Cell Phones and Other Electronic Devices
 - AP6-Guidelines for Investigating Sexting Allegations
 - Glossary of Terms
 - Preparation of Guidelines for Investigating Sexting Allegations
 - Investigation and Management of Sexting Allegations
 - E1-Letter to Parents/Guardians About Preventing and Reducing Incidences of Sexting
 - E2-Student Handbook Checklist

- 7:200 Suspension Procedures

- 7:210 Expulsion Procedures

- 7:220 Bus Conduct
 - Electronic Recordings on School Buses
 - AP-Electronic Recordings on School Buses
 - Review of Electronic Recordings
 - Notice of Electronic Recordings

- 7:225 Policy and Procedures for the Use of Behavioral Interventions
 - Statement of Policy
 - Parent – Teacher Advisory Committee
 - Designation of Behavioral Interventions by Level of Restrictiveness
 - Behavioral Intervention Committee
 - Behavioral Intervention Consultant
 - Behavioral Management Plans for Students with Disabilities
 - Emergency use of Restrictive Interventions
 - Provide for Parent Involvement and Assurance of Due Process Rights
 - Staff Training and Professional Development
 - Notice
 - ISBE Reference
 - Effective Date
 - Appendix A-Designation of Behavioral Interventions By Level of Restrictiveness
 - Definition of Behavioral Interventions By Level of Restrictiveness
 - Non-restrictive Interventions
 - Non-restrictive with Caution
 - Restrictive Interventions
 - Highly Restrictive
 - Prohibited Interventions

- 7:230 Misconduct of Students with Disabilities
 - Behavioral Intervention
 - Discipline of Special Education Students
 - AP-Misconduct of Students with Disabilities

Special Education Suspension Procedure
Special Education Expulsion Procedure
Change of Placement if Maintenance of Current Placement is Likely to Result in Injury

- 7:240 Conduct Code for Participants in Extracurricular Activities
Extracurricular Drug and Alcohol Testing Programs
Performance Enhancing Drug Testing
AP-Code of Conduct for Extracurricular Activities
Code of Conduct
Due Process Procedures
E-Exhibit1 – Athletic Information Sheet
E-Exhibit 2 – Athletic Insurance Waiver
- 7:250 Student Welfare Services
AP2-Protocol for Responding to Students with Social, Emotional, or Mental Health Problems
Student Support Committee
Referrals
Testing
School Counseling, Social Worker, Psychological Service
Psychological Educational Groups
School and Community Linkage
Agency and Police Interviews
AP- Agency and Police Interviews
Interviews by Police
Interviews by the IL Department of Children and Family Services
AP-Compulsory Attendance /Truants and Chronic Truants
AP-Truant Alternative Program
Drug and Alcohol Abuse Prevention Program
Smoking and Using Tobacco
Alcohol
Drug Abuse
Physical Examinations
Inoculations
- 7:255 Collection of Fees
AP-Procedure for Waiver of Student Fees and Lunch Charges
AP-Textbooks for Children of Parents Unable to Buy Them or Pay Other Fees
AP-Fines, Fees and Charges
AP-Fines, Fees and Charges-Waiver of Student Fees
AP-Free Lunch
AP-Musical Instrument Rental and Use Fee
- 7:260 Exemption from Physical Activity
- 7:270 Administering Medicines to Students
Self-Administration of Medication
School District Supply of Undesignated Epinephrine Auto Injectors
AP1-Dispensing Medication
AP-2-Checklist for District Supply of Undesignated Epinephrine Auto-Injectors
E-School Medication Authorization Form
- 7:280 Students with Chronic Communicable Diseases
Placement
Temporary Exclusion
Initial Case Study Evaluation
Placement Decision

Appeal Process
Subsequent Evaluations
Confidentiality
Additional Rules and Regulations
AP-Managing Students with Communicable or Infectious Diseases

- 7:290 Suicide and Depression Awareness and Prevention
AP-Adolescent Suicide and Crises Intervention
- 7:300 Extracurricular Athletics
E1-Agreement to Participate
Concussion Information Sheet
- 7:305 Student Athlete Concussions and Head Injuries
AP-Program for Managing Student Athlete Concussions and Head Injuries
- 7:310 Publications
School Sponsored Publications and Web Sites
Non-School Sponsored Publications and Web Sites
AP-Distribution of Non-School Sponsored Written Material on School Grounds
- 7:320 Access to Electronic Networks
Curriculum
Acceptable Use
Internet Safety
Authorization for Electronic Network Access
AP-Acceptable Use of Electronic Networks
E-Letter to Parent(s)/Guardian(s) Regarding Student Use of the District's Electronic Networks
E-Authorization for Electronic Network Access
Internet Safety
- 7:325 Student Fund-Raising Activities
- 7:330 Student Use of Buildings – Equal Access
AP-Student Use of Buildings and Equal Access
- 7:340 Student Records
AP-School Student Records
E-1-Notice to Parents/Guardians and Students of Their Rights Concerning a Student's School Records
E-2 – Using a Photograph or Videotape of a Student
- 7:345 Jr. High Summer School
- 7:350 Student Biometric Information
AP--Biometric Information Consent

GOALS AND OBJECTIVES

Students are the first concern of the District. All policies and actions of the School Board and of the staff should be directed toward promoting the educational welfare of the students of the District. The major tasks of the educational program shall be to assist each student in becoming self-sufficient in utilization of decision-making processes and techniques, eventually becoming responsible for determining his or her own learning purposes and the reasons for achieving them. To this end the Board and staff shall work together to establish an environment conducive to the maximum development of each student through commitment to the following goals:

1. to provide a learning program for the District's students which considers their various backgrounds, capabilities, learning styles, interests and aspirations;
2. to protect and observe the legal rights of students;
3. to enhance the self-image of each student by helping him to feel respected and worthy, and creating a school environment which provides positive encouragement through frequent success;
4. to provide the opportunity for students to learn personal and civic responsibility for their actions through meaningful experiences as school citizens;
5. to deal with students in matters of discipline in a just and constructive manner;
6. to provide for the safety, health and welfare of students.
7. to provide the opportunity for the development of self-motivation and pride of accomplishment within each student.

Ref.: I.A.S.B.

Date Est.: 4/16/91

Date Revised:

ACADEMIC ACHIEVEMENT

PROMOTION AND RETENTION

The purpose of learning standards and bench marks is to help students, parents, and faculty know a student is academically prepared to be successful at the next grade level.

1. The process of creating and administering Benchmarks and Standards for Promotion and Retention will be a learning, growing process. This administrative procedure will be reviewed by the Board of Education on a regular basis prior to the start of each school year to assess its effectiveness.

2. During grades kindergarten through grade eight, students must demonstrate competency in the Benchmarks before they will be promoted to the next grade level. This competency will be demonstrated on District approved assessments (including the PARCC Test; MAP; or other District approved standardized tests) during the course of the year or during summer school.

3. The most crucial part of this process is communication with and involvement of the entire educational community, especially parents and students. This process shall center on helping the child meet the standards and documenting efforts to do so.

4. Assessment of the Benchmarks and Standards shall be ongoing and part of the regular learning experience of each child. This will ensure periodic assessment and communication with the entire educational community. Parent conferences in the fall, spring, and registration for summer school in May are key communication points, and possible retention must be discussed with parents at the latter two of these times. Strategies such as referrals, alternative instructional strategies, etc. will be considered at this point as well.

5. Any student, grades K-8, who scores below grade level on the MAP in the areas of "Total Reading", "Total Math", and/or "Language"; who does not "meet the standard" in Writing and/or Mathematics on the ISAT and/or who demonstrates the inability to perform at the benchmark level in the classroom will be a candidate for summer school, tutoring or another form of assistance. Assistance programs will be designed to address meeting the benchmarks. Failure of a child to attend summer school following kindergarten through grade 8 will result in a review of available assistance programs including retention if appropriate.

6. As per Illinois State law beginning in 1999, students required to attend summer school as an alternative to retention will not be charged a fee and must attend a minimum of ninety (90) hours of summer school.

7. If a student has actively participated in the intervention strategies suggested and offered by the school system and still is unable to demonstrate competence in program standards, a conference will be held with the parents and a plan will be developed based on what is best for the child.

Standards will be entrance standards that will ensure academic competence to be successful at that grade level. Benchmarks will be progress indicators for measuring student's achievement toward a standard. Each building handbook or curriculum guide will have benchmarks.

Ref. _____
Date Established December, 1998
Date Revised January, 2014

HIGH SCHOOL GRADUATION REQUIREMENTS

A. Units of Credit

1. Full courses which are taught for the full 36 weeks will be assigned 1/2 unit of credit each semester.
2. Semester courses which are taught for 18 weeks are assigned 1/2 unit of credit.
3. Quarter courses taught for nine weeks are assigned 1/4 unit of credit.

B. Grade Point Average

1. Grades for all classes including P.E. will be used in the computation of GPA with the exception of drivers education.
2. Numerical values will be assigned to letter grades as follows:
A = 4.00
B = 3.00
C = 2.00
D = 1.00
F = 0.00
3. Computation of GPA is as follows:
 - a. Each letter grade will be converted to its numerical value.
 - b. Numerical values will be added.
 - c. Total numerical values divided by number of grades = GPA
 - d. Courses for which two or more credits are earned toward high school graduation are weighted the same as one credit courses for computing grade points.

C. Number of Units Required for Graduation – Class of 2012 –27
Class of 2013 –26
Class of 2014 –26
Class of 2015 –26

D. Required Course Work

1. English - 4 units (must include 1/2 unit of Speech).
2. Social Studies - 2 units (must include 1 unit of U.S. History).
3. Constitution Requirement - must pass required tests on both national and state constitutions.
1. Mathematics - 3 units. Of the 3 units, 1 unit must be Algebra I, and 1 unit must be a course that includes geometry content.
5. Science - 2 unit.
6. One year, 1 unit, chosen from (A) Music, (B) Art, (C) Foreign Language, or (D) Vocational Education.
7. Consumer Education – ½ unit
8. Health – ½ unit.

9. Physical Education - Daily enrollment is required.

a. students in grades 9 and 12 may substitute their required Health class for one semester of Physical education.

b. juniors and seniors may elect to substitute another class in place of physical education in any of the following circumstances:

1. the student is participating in Interscholastic athletics. P.E. will be waived only for the semester(s) during which the student is participating in the sport.
2. the student is participating in the fall marching band program. P.E. will be waived only for the semester during which the student is participating in the fall marching band program.
3. the student is substituting a class required for college admission.
4. the student is substituting a class required for high school graduation

10. Computer Technology – ½ unit

E. Credits Through Correspondence

Students may earn one (1) unit of credit through correspondence course work which may be applied toward graduation. However, the correspondence course taken must have prior administration approval. Additional credits may be granted with administrative approval if the student has had a health or other condition which has prevented her/him from being on track to accumulate sufficient credits for graduation.

F. Credits Through Transfer

The acceptance and value of transfer credit will depend upon administrative approval based upon prevailing conditions, circumstances and the nature of the courses transferred.

G. Dual Enrollment

Students, with administrator approval, may be dually enrolled at Dakota High School and at an institution of higher learning. Students may receive high school credit and college credit simultaneously for the same classes with prior approval. Students will be responsible for tuition and related costs.

H. Required Course Load

Every student must be scheduled for a minimum of 3.5 units of credit each semester. Exceptions are made if a student substitutes a college course in place of CareerTEC.

I. Ombudsman Program

Students completing their education through the Ombudsman Program will receive a certificate of completion from Ombudsman and will not receive a diploma from District 201.

Ref.: Board of Education Policy Book

Date Established: 1976

Date Revised: September 22, 2015

PSAT TESTING

The Board of Education urges juniors to take the PSAT and/or the P-ACT. Students who demonstrate an inability to pay the test fee will have the fee paid by the school district upon the recommendation of the high school principal.

STUDENT DIRECTORY INFORMATION

The school district will not as a standard practice release student directory information except to The Selective Service System and branches of the military.

Ref.: Board of Education Policy
Date Est.: 1987
Date Revised:

Abused and Neglected Child Reporting

A school district employee who has reasonable cause to suspect that a student may be an abused or neglected child shall report such case to the Illinois Department of Children and Family Services (DCFS). Traditional considerations of confidentiality shall not constitute grounds for failure to report such cases.

The employee may notify the Superintendent or the Building Principal that a report has been made to DCFS. The Superintendent or any other school district administrator may not, in any instance, change any report of child abuse or neglect made by an employee to DCFS or make any attempt to interfere in the making of a report to DCFS.

Employees beginning school district employment on or after July 1, 1986, shall sign a statement on a form prescribed by the DCFS to the effect that he or she has knowledge and understanding of the reporting requirements of the Abused and Neglected Child Reporting Act. The Superintendent shall provide the employee with the form and implement a procedure for the form to be signed and placed in the employee's record on or before the first day of employment.

Ref.: Ill. Rev. Stat., ch. 22, para. 2051 et seq.

Date Established: 4/16/91

Date Revised: _____

ADMINISTRATIVE PROCEDURE REPORTING CHILD ABUSE

Recognizing that child abuse is a potential danger and recognizing the legal obligations of the school *and school staff members* the following procedures should be followed in any case where child abuse is suspected.

A. *The staff members should make a report to DCFS and Family Service if reasonable cause for suspicion of abuse or neglect exists.*

B. The staff member suspecting the abuse should immediately report the case to the principal and the case should be appropriately investigated.

C. After investigation, if anyone involved feels there is evidence of abuse, the case must be reported to the Dept. of Children and Family Services *unless the case has already been reported. If not already reported*, the principal or designated staff member will make the report.

D. Staff members should make notes in writing of any physical evidence that they *might* observe that might be indicative of child abuse.

E. Interviews by personnel from other agencies:

"As a general rule, we advise that parental consent be obtained before allowing any person not employed by the school district to interview or interrogate a child. Through the delicate nature of child abuse and neglect investigations, however, we recommend that school officials initially discuss the matter of prior parental notification and if this is not in the best interests of the child, we are of the opinion that the interview may be conducted without prior knowledge of the parent. If an interview is authorized in the school, we recommend that an administrator or designee sit in on the conference with the child. If the personnel from the Dept. of Children and Family Services or any other agency is insensitive or abusive in any manner, the school official may terminate the interview."

F. Other agencies taking students from school campus:

"Students should not be withdrawn from the school campus without authorization by some judicial authority. Before a child is removed from the school campus, an order granting custody to the Department of Children and Family Services should be required by the administration. The school district has a responsibility of maintaining control and supervision of the student while in custody of the school district."

Ref.: Ill. Stat., Chapter 22, Pg. 205, et. seq.

Date Est.: 1985

Date Revised: _____

Equal Educational Opportunities

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

Sex Equity

No student shall, based on sex, sexual orientation, or gender identity be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities.

Any student may file a sex equity complaint by using Board policy 2:260, *Uniform Grievance Procedure*. A student may appeal the Board's resolution of the complaint to the 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.: 42 U.S.C. §11431 et seq., McKinney Homeless Assistance Act.
20 U.S.C. §1681 et seq., Title IX of the Education Amendments implemented by 34 C.F.R. Part 106.
29 U.S.C. §791 et seq., Rehabilitation Act of 1973.
775 ILCS 35/5, Religious Freedom Restoration Act.
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., Illinois Human Rights Act.
23 Ill.Admin.Code §1.240 and Part 200.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 7:20 (Harassment of Students Prohibited), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:60 (Residence), 7:130 (Student Rights and Responsibilities), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:330 (Student Use of Buildings - Equal Access), 8:20 (Community Use of School Facilities)

Date Established: 4/21/2009

Date Revised: 10/20/2015

Administrative Procedure - Accommodating Transgender Students or Gender Non-Conforming Students

This procedure's accommodation and support guidelines advance the District's goals of (1) providing all students equal access to a safe, non-hostile learning environment, and (2) implementing risk management controls in a developing and unsettled area of the law in which the federal Office of Civil Rights and Department of Justice have issued guidance.

While there is no mandate requiring procedures for accommodating transgender students or gender non-conforming students, this procedure guides school officials through the: (1) application of State and federal anti-discrimination laws to this student population, and (2) common needs in which transgender or gender non-conforming students may request accommodations and support at school. This procedure applies to all school activities, school-provided transportation, and school-sponsored events regardless of where they occur.

The Building Principal, Nondiscrimination Coordinator, and/or Complaint Manager, with input from others as appropriate, will implement this procedure. They will work with each transgender or gender non-conforming student, and as appropriate with the student's parent(s)/guardian(s), to manage a student's accommodations and supports on a case-by-case basis. The Board Attorney will be consulted concerning legal compliance.

Gender-Based Discrimination Is Prohibited

School districts must provide equal educational opportunities to transgender students and gender non-conforming students. Under State law, *sex discrimination* extends to claims of discrimination based on *sexual orientation* and *gender identity*. 775 ILCS 5/5-101(11); 23 Ill.Admin.Code §1.240. The Ill. Human Rights Act defines *sexual orientation* as the "actual or perceived heterosexuality, homosexuality, bisexuality, or gender related identity, whether or not traditionally associated with the person's designated sex at birth." 775 ILCS 5/1-103(O-1). The Act permits schools to maintain single-sex facilities that are distinctly private in nature, e.g., restrooms and locker rooms. 775 ILCS 5/5-103.

Federal law prohibits exclusion and discrimination on the basis of *sex*. 20 U.S.C. §1681(a), Title IX of the Education Amendments of 1972. According to the U.S. Department of Education's Office for Civil Rights (OCR) and the U.S. Department of Justice, Title IX protects lesbian, gay, bisexual, and transgender students, from gender discrimination.

School Board policy 7:10, *Equal Educational Opportunities*, recognizes the legal requirements described above. This procedure's guidance on accommodating transgender students or gender non-conforming students is based on OCR pronouncements. See the last section, **Resources**.

Gender-Based Bullying and/or Harassment Is Prohibited

The laws prohibiting gender discrimination require the District to protect transgender students and gender non-conforming students from bullying and harassment by other students. According to the federal Office of Civil Rights, a school district is responsible for damages suffered by a student who was the victim of protected-class harassment: (1) that is severe, pervasive, or persistent; (2) about which school officials knew or should have known; and (3) that interferes with or limits a student's participation in or benefit from services, activities, or opportunities offered by the school.

The School Code prohibits bullying on the basis of actual or perceived sexual orientation, gender-related identity or expression, and/or association with a person or group with one of the aforementioned actual or perceived characteristics. 105 ILCS 5/27-23.7(a). The Board policy on bullying and the District's suite of bullying prevention materials must be used to address and resolve peer bullying and harassment of transgender or gender non-conforming students. See 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*.

Terminology and Definitions

The District uses the following terms and definitions when discussing accommodations for a transgender student or gender non-conforming student (from the *Arcadia Resolution Agreement*, 7-24-2013, www.justice.gov/crt/about/edu/documents/arcadiaagree.pdf). NOTE: Definitions are not intended to label students, but rather to assist with understanding.

Gender-based discrimination is a form of sex discrimination, and refers to differential treatment or harassment of a student based on the student's sex, including gender identity, gender expression, and non-conformity with gender stereotypes, that results in the denial or limitation of education services, benefits, or opportunities. Conduct may constitute gender-based discrimination regardless of the actual or perceived sex, gender identity, or sexual orientation of the persons experiencing or engaging in the conduct.

Sex assigned at birth and assigned sex refers to the gender designation listed on one's original birth certificate.

Gender expression refers to external cues that one uses to represent or communicate one's gender to others, such as behavior, clothing, hairstyles, activities, voice, mannerisms, or body characteristics.

Gender identity refers to one's internal sense of gender, which may be different from one's assigned sex, and which is consistently and uniformly asserted, or for which there is other evidence that the gender identity is sincerely held as part of the student's core identity.

Transgender describes an individual whose gender identity is different from the individual's assigned sex. *Transgender boy* and *transgender male* refer to an individual assigned the female sex at birth who has a male gender identity. An individual can express or assert a transgender gender identity in a variety of ways, which may but do not always include specific medical treatments or procedures. Medical treatments or procedures are not considered a prerequisite for one's recognition as transgender. For purposes of this procedure, a *transgender student* is a student who consistently and uniformly asserts a gender identity different from the student's assigned sex, or for whom there is documented legal or medical evidence that the gender identity is sincerely held as part of the student's core identity.

Gender transition refers to the experience by which a transgender person goes from living and identifying as one's assigned sex to living and identifying as the sex consistent with one's gender identity. A gender transition often includes a *social transition*, during which an individual begins to live and identify as the sex consistent with the individual's gender identity, with or without certain medical treatments or procedures.

Gender stereotypes refers to stereotypical notions of masculinity and femininity, including expectations of how boys or girls represent or communicate one's gender to others, such as behavior, clothing, hairstyles, activities, voice, mannerisms, or body characteristics.

Gender non-conformity refers to one's gender expression, gender characteristics, or gender identity that does not conform to gender stereotypes.

Facilities refers to facilities and accommodations used by students at school or during school-sponsored activities and trips, and include, but are not limited to, restrooms, locker rooms, and overnight facilities.

Relevant Board Policies for Accommodations, Supports, and Inclusion of Transgender or Gender Non-Conforming Students

- 2:260, *Uniform Grievance Procedure*, contains the process for an individual to seek resolution of a complaint. A student may use this policy to complain about bullying. The District Complaint Manager shall address the complaint promptly and equitably.
- 6:65, *Student Social and Emotional Development*, requires that social and emotional learning be incorporated into the District's curriculum and other educational programs.
- 7:10, *Equal Educational Opportunities*, requires that equal educational and extracurricular opportunities be available to all students without regard to, among other protected statuses, sex, sexual orientation, and gender identity.
- 7:20, *Harassment of Students Prohibited*, prohibits any person from harassing, intimidating, or bullying a student based on an actual or perceived characteristic that is identified in the policy including, among other protected statuses, sex, sexual orientation, and gender identity.
- 7:130, *Student Rights and Responsibilities*, recognizes that all students are entitled to rights protected by the U.S. and Illinois Constitutions and laws for persons of their age and maturity in a school setting.
- 7:160, *Student Appearance*, prohibits students from dressing or grooming in such a way as to disrupt the educational process, interfere with a positive teaching/learning climate, or compromise reasonable standards of health, safety, and decency.
- 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*, contains the comprehensive structure for the District's bullying prevention program.

- 7:250, *Student Support Services*, directs the Superintendent to develop protocols for responding to students' social, emotional, or mental health problems that impact learning.
- 7:330, *Student Use of Buildings - Equal Access*, grants student-initiated groups or clubs the free use of school premises for their meetings, under specified conditions.
- 7:340, *Student Records*, contains the comprehensive structure for managing school student records, keeping them confidential, and providing access as allowed or required.

Common Needs for Transgender or Gender Non-Conforming Students; Accommodations and Supports

The goal of an accommodation is to allow a transgender or gender non-conforming student to equally participate in educational and extracurricular opportunities. The right of transgender students to accommodations is generally found in legislation (Illinois Human Rights Act and Title IX) but has not been fully interpreted by the courts. Determining appropriate accommodations is difficult because school officials must balance the rights of transgender or gender non-conforming students to freedom from discrimination and freedom of expression with the rights of other students to freedoms of religion and expression. The Board Attorney is an indispensable member of the team that will identify accommodations for a specific student.

This list is not exhaustive, and each student's request must be managed on a case-by-case basis. A particular student may not be interested in an accommodation for each item listed. Seek the Board Attorney's advice concerning the scope and extent of accommodations.

1. Gender transition
2. Names and pronouns
3. School student records
4. Student privacy and confidentiality
5. Access to gender-segregated areas (e.g. locker rooms and restrooms)
6. Sports and physical education classes - participation in competitive athletic activities and contact sports is resolved pursuant to IHSA policy #34, *Policy and School Recommendations for Transgender Participation*, www.ihsa.org/AbouttheIHSA/ConstitutionBylawsPolicies.aspx
7. Dress codes
8. Gender segregation in other areas (e.g., class discussions and field trips)

Training for School Staff Members

When and where appropriate, professional development for staff members should include opportunities to gain a better understanding of equal educational opportunity laws, gender identity, gender expression, and gender diversity; the development of gender identity in children and adolescents; developmentally appropriate strategies for communicating with students and parents/guardians about issues related to gender identity; gender-affirming approaches to ensuring the safety and support of transgender students and gender non-conforming students; developmentally appropriate strategies for preventing and intervening in bullying incidents; and Board policies regarding bullying, discrimination, and student privacy.

Resources

Dealing with Legal Matters Surrounding Students' Sexual Orientation and Gender Identity, published by the National School Board Association and other participating organizations, April 2013, at www.nsba.org/sites/default/files/reports/Dealing%20with%20Legal%20Matters%20Surrounding%20Students%E2%80%99%20Sexual%20Orientation%20and%20Gender%20Identity.pdf.

Massachusetts Department of Elementary and Secondary Education, *Guidance for Massachusetts Public Schools Creating a Safe and Supportive School Environment Nondiscrimination on the Basis of Gender Identity* (undated), at www.doe.mass.edu/ssce/GenderIdentity.pdf.

OCR Dear Colleague Letter, harassment and bullying (2010), at www2.ed.gov/about/offices/list/ocr/letters/colleague-201010.html.

OCR Guidance on Responsibilities of Schools to Address Sexual Violence, Other Forms of Sex Discrimination (2014) at www.ed.gov/news/press-releases/guidance-issued-responsibilities-schools-address-sexual-violence-other-forms-sex.

OCR and DOJ Consent Decrees and Resolution Agreements:

www2.ed.gov/about/offices/list/ocr/docs/investigations/05115901.html (Anoka-Hennepin School District, MN, 3-5-2012).

www2.ed.gov/about/offices/list/ocr/docs/investigations/09111031.html (Tehachapi Unified School District, CA, 7-7-2011).

www.justice.gov/crt/about/edu/documents/arcadiaagree.pdf (Arcadia Unified School District, CA, 7-24-2013).

Executive Order No. 11,246, 30 FR 12319, 12935, 3 CFR, 1964-1965 Comp., p. 339, (1965), as amended on July 21, 2014, prohibits discrimination by the federal government or federal contractors on the basis of sexual orientation or gender identity. The Secretary of Labor was directed to prepare implementing regulations within 90 days (or by 10-19-2014).

The School Leaders Risk Management Association. *District Transgender and Gender Non-conforming Student Practice and Policy*, May 2014 (Copyright - Chicago: Brokers Risk Placement Service, Inc., 2014).

Which Way to the Restroom? Respecting the Rights of Transgender Youth in the School System. April 2012 (Copyright - National School Boards Association), Grant Bowers and Wendy Lopez, at www.nsba.org/sites/default/files/reports/Respecting%20the%20Rights%20of%20Transgender%20Youth%20and%200appendices.pdf.

Date Established: _____

Date Revised: 10/21/2014

EQUAL EDUCATIONAL OPPORTUNITIES IN SEX EQUITY - GRIEVANCE FORM

Name of Grievant _____

School/Position _____

Address _____

Telephone Number _____

Nature of Grievance: _____

(If applicable)

Names and Addresses, Positions of others involved in the grievance and the nature of their involvement:

Signature of Grievant

Date: _____

Discrimination Coordinator

Date Received

Decision: _____

If Applicable, CORRECTIVE ACTION RECOMMENDED:

If Applicable, REMEDIAL MEASURES RECOMMENDED:

Signature, Discrimination Coordinator

Date

Ref.: Board of Education Policy
Date Est.: September 21, 1993
Date Revised: _____
Board President: _____

STUDENT AND FAMILY PRIVACY RIGHTS

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 elementary schools and 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' parents/guardians 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 parents/guardians 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 parents/guardians 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, P.A. 93-462.
 105 ILCS 5/10-20.37.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 6:210 (Instructional Materials), 6:220 (Instructional Materials Selection and Adoption), 6:260 (Complaints About Curriculum, Instructional Materials, and Programs), 7:130 (Student Rights and Responsibilities)

Date Est. _____
Date Revised March 20, 2007

Harassment of Students Prohibited

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 affects 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:

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:
 - 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, Assistant Building 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, Assistant Building 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:

Social Worker – Jeff Milburn

Name

400 Campus Dr. Dakota, IL 61018

Address

cbloom@dakota201.com

Email

815-449-2852

Telephone

Complaint Managers:

Elementary Principal – Peggy Dieken

Name

400 Campus Dr. Dakota, IL 61018

Address

cthorne@dakota201.com

Email

815-449-2852

Telephone

Jr/Sr High School Principal – Eric Rankin

Name

300 Campus Dr. Dakota, IL 61018

Address

erankin@dakota201.com

Email

815-449-2812

Telephone

The Superintendent shall 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.

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

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

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

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

CROSS REF.: 2:260 (Uniform Grievance Procedure), 5:20 (Workplace Harassment Prohibited), 7:10 (Equal Educational Opportunities), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Discipline), 7:240 (Conduct Code for Participants in Extracurricular Activities)

Date Established: _____

Date Revised: 5/19/2016

DAKOTA COMMUNITY UNIT DISTRICT NO. 201
DAKOTA IL

REPORT OF HARASSMENT OF STUDENT

Student's Name and Grade: _____

Student's Address: _____

Student's Attendance Center: _____

Name and Address of Person Filing Report: _____

Date of Complaint: _____

Name and Attendance Center/Work Place of the Accused: _____

Name (s) and Attendance Center(s)/Work Place of Witness(es):

Description of the Harassment, Include Date(s):

Accused Statement as to Incident(s): _____

Conclusions: _____

Recommendations: _____

Administrative Procedure - Harassment of Students Prohibited

Actor	Action
Building Principal or Designee	Distribute and publicize Board policy 7:20, <i>Harassment of Students Prohibited</i> , and Board policy 2:260, <i>Uniform Grievance Procedure</i> using various methods, including annually publishing them in the student and staff handbooks.
Building Principal or Designee	<p>Take measures to prevent harassment of students, including:</p> <ol style="list-style-type: none"> 1. Conducting periodic harassment awareness training for all school staff, including administrators, teachers, and guidance counselors; 2. Conducting periodic age-appropriate harassment awareness training for students; 3. Establishing discussion groups in which students can discuss what constitutes harassment and how to respond to it in the school setting; 4. Surveying students to find out whether harassment is occurring at the school; 5. Conducting periodic harassment awareness training for parent(s)/guardian(s); and 6. Working with parent(s)/guardian(s) and students to develop and implement age-appropriate, effective measures for addressing harassment.
Nondiscrimination Coordinator or Grievance Complaint Manager	<p>Take measures to thoroughly and promptly investigate allegations of harassment, including:</p> <ol style="list-style-type: none"> 1. Distributing Board policy 2:260, <i>Uniform Grievance Procedure</i>, to any person upon request; 2. Following Board policy 2:260, <i>Uniform Grievance Procedure</i>; 3. Keeping a complaining parent(s)/guardian(s) informed of any investigation's progress.
All District Staff Members	<p>Shall comply with the child abuse reporting laws.</p> <p>Keep the harassment investigation's progress, as well as students' oral or written statements, confidential, except that the Superintendent will be kept informed of the investigation's progress.</p>

Date Established: 10/19/2010

Date Revised: 10/21/2014

STUDENT ASSIGNMENT

Class Assignments

The Building Principal shall assign students to classes.

LEGAL REF.: 105 ILCS 5/10-21.3 and 10-22.5.

CROSS REF.: 6:30 (Organization of Instruction)

Nonpublic School Students, Including Parochial and Home-Schooled Students

Part-Time Attendance

The District accepts nonpublic school students, including parochial and home-schooled students, who live within the District for part-time attendance in the District's regular education program on a space-available basis. Requests for part-time attendance must be submitted to the Building Principal of the school in the school attendance area where the student resides. All requests for attendance in the following school year must be submitted before May 1.

A student accepted for partial enrollment must comply with all discipline and attendance requirements established by the school. He or she may participate in any co-curricular activity associated with a District class in which he or she is enrolled. The parent(s)/guardian(s) of a student accepted for partial enrollment must pay all fees, pro-rated on the basis of a percentage of full-time fees. Transportation to and/or from school is provided on regular bus routes to or from a point on the route nearest or most easily accessible to the nonpublic school or student's home. This transportation shall be on the same basis as the District provides transportation for its full-time students. Transportation on other than established bus routes is the responsibility of the parent(s)/guardian(s).

Students with a Disability

The District accepts for part-time attendance those children for whom it has been determined that special education services are needed, are enrolled in nonpublic schools, and otherwise qualify for enrollment in the District. Requests must be submitted by the student's parent/guardian. Special educational services shall be provided to such students as soon as possible after identification, evaluation, and placement procedures provided by State law, but no later than the beginning of the next school semester following the completion of such procedures. Transportation for such students shall be provided only if required in the child's Individualized Educational Program on the basis of the child's disabling condition or as the special education program location may require.

Extracurricular Activities, Including Interscholastic Competition

A nonpublic school student is eligible to participate in: (1) interscholastic competition, provided his or her participation adheres to the regulations established by any association in which the School District maintains a membership, and (2) non-athletic extracurricular activities, provided the student attends a District school for at least one-half of the regular school day, excluding lunch. A nonpublic student who participates in an extracurricular activity is subject to all policies, regulations, and rules that are applicable to other participants in the activity.

Assignment When Enrolling Full-Time in a District School

Grade placement by, and academic credits earned at, a nonpublic school will be accepted if the school has a Certificate of Nonpublic School Recognition from the Illinois State Board of Education, or, if outside Illinois, if the school is accredited by the state agency governing education.

A student who, after receiving instruction in a non-recognized or non-accredited school, enrolls in the District will: (1) be assigned to a grade level according to academic proficiency, and/or (2) have academic credits recognized by the District if the student demonstrates appropriate academic proficiency to the school administration. Any portion of a student's transcript relating to such instruction will not be considered for placement on the honor roll or computation in class rank.

Notwithstanding the above, recognition of grade placement and academic credits awarded by a nonpublic school is at the sole discretion of the District. All school and class assignments will be made according to School Board policy 7:30, *Student Assignment*, as well as administrative procedures implementing this policy.

LEGAL REF.: 105 ILCS 5/10-20.24 and 5/14-6.01.

CROSS REF.: 4:110 (Transportation), 6:170 (Title I Programs), 6:190 (Extracurricular and Co-Curricular Activities), 6:320 (High School Credit for Proficiency), 7:30 (Student Assignment), 7:300 (Extracurricular Athletics)

Date Established: _____

Date Revised: 10/20/2015

Nonpublic School Students

Parents may elect to educate their child at home or in a nonpublic school, rather than enrolling the child in District No. 201 schools. In such instance, a child who is not currently enrolled in a District 201 school on either a full-time or part-time basis:

1. Shall not receive academic credit from District 201 for education provided by the parent or a third party in the child's home or elsewhere.
2. Shall not receive a diploma or certification of graduation from District 201.
3. Shall not be allowed to utilize textbooks or other educational materials and supplies owned or in the possession of District 201 unless the same is arranged through a cooperative program recognized by the Board of Education.
4. Shall not be allowed to participate in extracurricular activities sanctioned by IHSA and sponsored by District 201.

Students who enroll in District 201 schools on a full-time basis who previously had received their education at home or in a nonpublic school, shall be assessed to determine academic levels of achievement for purpose of grade and/or course placement and/or credit, all such determinations to be made within the discretion of the Superintendent or designee(s).

The Board of Education may allow students who reside in District 201 but attend nonpublic schools to enroll in the regular education program of District 201 schools on a part-time basis if there is sufficient space in the assigned public school, grade, program or class(s). In such instance, a request for attendance in the following school year must be submitted to District 201 prior to May 1. Such students shall be assessed to determine level of proficiency for purpose of placement in course(s) for which enrollment is sought.

IHSA sanctioned activities will be limited to students who are enrolled full time in District 201.

In order to be eligible to participate in non-IHSA extracurricular activities sponsored by District 201, students who reside in District 201 must be enrolled at least halftime preferably related to the participation.

Children with disabilities residing within District 201 who have been determined eligible for special education and related services and who are enrolled in nonpublic schools may attend District 201 schools and receive special educational services on a part-time basis. A request for part-time attendance must be submitted by a parent or guardian of the child with disabilities. Transportation for students in part-time attendance shall be provided only if required in the child's individualized educational program on the basis of the child's disability, or as the special education program location may require.

REF: Board of Education Policy
DATE EST: February 17, 1997
DATE REVISED: 11/16/04

Nonpublic School Students

- 1) All students between the ages of 7-17 are required to follow the State of Illinois compulsory attendance laws.
- 2) Students between the ages of 7-17 may be exempt from the State of Illinois compulsory attendance law for the following reasons:
 - a) If the child attends a private or parochial school where instruction is in the English language;
 - b) If the child is physically or mentally unable to attend school or is excused for temporary absence for cause by the principal or teacher of the school which the child attends;
 - c) If the child is necessarily and lawfully employed consistent with child labor laws, the child may be excused from school by the regional superintendent of schools or the superintendent of the public school which the child should be attending, and upon approval in either instance of the child's school board;
 - d) A child must be excused if the tenets of his religion prohibit secular activity on a particular day or days or at a particular time of day.
- 3) Instructional Programs

Students who are being home-schooled or are attending parochial schools or alternative (non-public) educational programs, and who would like to attend or participate in District 201 instructional programs shall have their parent or legal guardian, or parochial or non-public school principal, submit a request in writing by May 1 of the preceding year to the building principal of the program in which the student would like to participate.

 - a) Upon receipt of a request, the Superintendent or his designee shall promptly:
 - 1) Contact the teacher or school official, who would be involved in the instructional programs with the student, to arrange for any appropriate interview and skill or competency testing. Assessments used may include but are not limited to nationally standardized tests currently used in the district semester or term final examinations or other audition/performance assessments at the discretion of the principal.
 - 2) Determine whether or not there is adequate space and material to accommodate the request without jeopardizing the educational pursuits and activities of the full-time students in the District.
 - b) As soon as may be practicable, but no later than May 30 in the year before the program or activity commences, the Superintendent or designee shall notify the parent or legal guardian in writing whether or not the request will be honored and the terms and conditions under which the request will be honored and the terms and conditions under which the request will be honored, including competency or skill review by the teacher or school official involved in the course or program, and the amount and time for payment of any fees assessed against District 201.
 - c) District 201 teachers and other staff shall not supply home schooled students with classroom services, materials, equipment, facilities or allow activity participation, unless the same is approved by the Board of Education, with in the terms of Policy #705.09 and this Administrative Regulation.

4) Extra-Curricular (Non-instructional) Programs

If a parent or legal guardian of a halftime student in District 201 desires to have the student participate in one or more District 201 non-IHSA extra-curricular programs or activities, the parent or legal guardian shall make written request to the Superintendent. The request may be submitted to the building principal where the program would take place, to be forwarded to the Superintendent. Upon receipt of a request, the Superintendent or designee shall:

- a) Contact the school official in charge of the activity to arrange for any appropriate interview and skill or competency testing;
- b) Determine whether or not there is adequate space and material to accommodate the request without jeopardizing the pursuits and activities of the other students in the District; and,
- c) Determine an approximate cost of participation (if any), considering staff time, materials, supplies and equipment associate with the request.

As soon as may be practicable, the Superintendent shall notify the parent or legal guardian in writing whether or not the request will be honored, the terms and conditions under which the request will be honored, and the amount and time for payment of any costs involved in the student's participation.

The cost for participation in extra-curricular activities may be determined annually by the Superintendent or designee prior to any request. Such pre-determined cost shall be part of the fee or charges to be paid by those non-public school students requesting participation in extra-curricular activities.

- 5) If any staff or personnel of District 201 knows of any student living in the District who is not attending public, private or alternative educational systems, the name of any such child or student should be submitted to the Regional Office or Education for investigation.

REF: _____

DATE EST.: _____

DATE REVISED: 11/16/04

Administrative Procedure - Placement of Nonpublic School Students Transferring Into the District

Actor	Action
Parent(s)/guardian(s) of a nonpublic school student transferring into the District	Shall perform all school admission requirements contained in School Board policy 7:50, <i>School Admissions and Student Transfers To and From Non-District Schools</i> , and administrative procedure 7:50-AP, <i>Administrative Procedure - School Admissions and Student Transfers To and From Non-District Schools</i> .
Building Principal or designee	<p>Meets with parent(s)/guardian(s) to discuss appropriate placement.</p> <p>Inquires about the student's special interests, concerns, and goals.</p> <p>Administers a Student Home Language Survey. ISBE provides Sample Home Language Surveys that are available in English and twenty-nine other languages under the Home Language Surveys tab at: www.isbe.net/bilingual/htmls/forms-and-notifications.htm.</p> <p>Determines achievement level based on interviews, school records, achievement testing, and/or other appropriate means.</p> <p>Considers special circumstances, e.g., whether the student is: gifted, disabled, homeless, has limited English proficiency, is part of a migrant family, has special medical needs, or has other needs.</p> <p>Before making a placement decision, seeks input from appropriate school personnel.</p> <p>Awards credits and determines placement.</p> <p>Course credit awarded to students transferring from a non-graded school or a school that is not recognized by the state education agency, will be given the grade of "P" for passing with no letter or numerical designation for the level of proficiency.</p> <p>Completes other enrollment procedures.</p>

Date Established: _____

Date Revised: 10/21/2014

School Admissions and Student Transfers To and From Non-District Schools

Age [Elementary or Unit Districts only]

To be eligible for admission, a child must be 5 years old on or before September 1 of that school term. A child entering first grade must be 6 years of age on or before September 1 of that school term. Based upon an assessment of the child's readiness, a child will be allowed to attend first grade if he or she attended a non-public preschool, continued his or her education at that school through kindergarten, was taught in kindergarten by an appropriately licensed teacher, and will be 6 years old on or before December 31. A child with exceptional needs who qualifies for special education services is eligible for admission at 3 years of age.

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 so refer the case. 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, Eye, and Dental 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 procedure, 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 Students [*High School or Unit Districts only*]

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. Exchange students on a J-1 visa are not required to pay tuition.

Privately sponsored exchange students on an F-1 visa may be enrolled if an adult resident of the District has temporary guardianship, and the student lives in the home of that guardian. Exchange students on an F-1 visa are required to pay tuition at the established District rate. F-1 visa student admission is limited to high schools, and attendance may not exceed 12 months.

The Board may limit the number of exchange students admitted in any given year. Exchange students must comply with District immunization requirements. Once admitted, exchange students become subject to all District policies and regulations governing students.

Re-enrollment [*High School or Unit Districts only*]

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 on program availability, the individual may be enrolled in a graduation incentives program established under 105 ILCS 5/26-16 or an alternative learning opportunities program established under 105 ILCS 5/13B-1 (see 6:110, *Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program*). 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 (Organization of Instruction), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping out of School and Graduation Incentives Program), 6:140 (Education of Homeless Children), 6:300 (Graduation Requirements), 6:310 (High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students), 7:60 (Residence), 7:70 (Attendance and Truancy), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students), 7:340 (Student Records)

Date Est.: _____

Date Revised: 2/16/2016

Administrative Procedure - School Admissions and Student Transfers To and From Non-District Schools

Annual Review

The Superintendent or designee reviews this procedure to ensure it is consistent with applicable State and federal laws.

Legal Citations

The legal requirements contained in this procedure are followed by a citation to the controlling rule and/or statute. Citations in parenthesis indicate the location of a named law. For additional clarification regarding a requirement, the cited law should be reviewed.

Guidance Documents

The following non-regulatory guidance list provides more information:

1. Ill. State Board of Education's annual registration and enrollment guidance document titled *Residency & Enrollment, Immigrant Pupils, Homeless Pupils and School Fees & Waivers*, www.isbe.net/pdf/guidance_reg.pdf;
2. *Dear Colleague Letter: School Enrollment Procedures*, (OCR 05/08/14), www2.ed.gov/about/offices/list/ocr/letters/colleague-201405.pdf;
3. *Information on the Rights of All Children to Enroll in School: Questions and Answers for States, School Districts and Parents* (revised 05/08/14), www2.ed.gov/about/offices/list/ocr/docs/qa-201405.pdf; and
4. *Fact Sheet: Information on the Rights of All Children to Enroll in School*, www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-201405.pdf.

Transferring In

Steps	Requirements and Actions That Must Be Completed
Compliance with admission eligibility prerequisites in State law and School Board policy	All students seeking admission shall meet all residency, age, health examination, immunization, and other eligibility prerequisites as mandated by State law and School Board policy on admissions. See Board policy 7:50, <i>School Admissions and Student Transfers To and From Non-District Schools</i> .
Compliance with the Missing Children Records Act and Missing Children Registration Law	<p>The Building Principal or designee of the school into which the student is transferring 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. 325 ILCS 55/5(b); 20 Ill.Admin.Code §1290. 60(a).</p> <p>If the person enrolling a student fails to comply with the above requirement, the Building Principal 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 matter will be referred to the local law enforcement authority for investigation. If compliance is not obtained within that 10-day period, refer the case.</p> <p>The Building Principal or designee shall immediately report to the local law enforcement authority and the Dept. of State Police any affidavit explaining the inability to produce a copy of the birth certificate that appears inaccurate or suspicious in form or</p>

Steps	Requirements and Actions That Must Be Completed
	<p>content. 325 ILCS 50/5 and 55/5(b).</p> <p>The Building Principal or designee shall, within 14 days after enrolling a transfer student, request directly from the student's previous school a certified copy of the student's record. 23 Ill.Admin.Code §375.75(b); §325 ILCS 50/5(c).</p>
Compliance with the Good Standing Requirement	<p>The parent(s)/guardian(s) of a student who is transferring from an Illinois public school shall ensure that a completed <i>Good Standing Form</i> from that school arrives at the school into which the student is transferring. 105 ILCS 5/2-3.13a.</p> <p>The <i>Good Standing Form</i>, ISBE Form 33-78, available at: www.isbe.net/recognition/pdf/33-78_student_transfer.pdf, indicates whether the student's medical records are current and whether the student is currently being disciplined by a suspension or expulsion. 105 ILCS 5/2-3.13a.</p> <p>If the student is transferring from any private school (whether located in Illinois or not) or any non-Illinois public school, the parent(s)/guardian(s) shall certify in writing that the student is not currently serving a suspension or expulsion imposed by the school from which the student is transferring. 105 ILCS 5/2-3.13a.</p> <p>The Building Principal or designee shall deny admittance to any student who was suspended or expelled for any reason from any public or private school in this or any other state until the student completes the entire term of the suspension or expulsion. 105 ILCS 5/2-3.13a. The Superintendent or designee may, upon the request of the parent(s)/guardian(s), place the student in an alternative school program established under the School Code. 105 ILCS 5/2-3.13a; 5/10-22.6, amended by P.A. 97-495. Note: Amend this paragraph as necessary to be consistent with board policy (see f/n 14, policy 7:50, <i>School Admissions and Student Transfers To and From Non-District Schools</i> and policy 7:190, <i>Student Discipline</i>).</p> <p>If the student is transferring from an Illinois public school, the Building Principal or designee shall refuse to admit the student unless the student can produce a <i>Good Standing Form</i>.</p> <p>If the student is transferring from any private school (whether located in Illinois or not) or any non-Illinois public school, the Building Principal or designee shall refuse to admit the student unless his or her parent(s)/guardian(s) certify in writing that the student is not currently serving a suspension or expulsion imposed by the school from which the student is transferring.</p>
Compliance with the School Code and the Illinois School Student Records Act	<p>If a request has not been made, the Building Principal shall request academic transcripts and medical records from the student's former school.</p> <p>The Building Principal or designee shall enroll a student whose former school transferred an unofficial record of grades in lieu of the student's official transcript of scholastic records pursuant to 105 ILCS 5/2-3.13a(a) and 23 Ill.Admin.Code §375.75(i). 105 ILCS 10/8.1.</p> <p>Out-of-state transfer students, including children of military</p>

Steps	Requirements and Actions That Must Be Completed
	<p>personnel, may use unofficial transcripts for admission to a school until official transcripts are obtained from the student's last school district. 105 ILCS 5/10-8.1 & 70/32, added by P.A. 98-673. Simultaneous with the enrollment of a child of active duty military personnel, the Building Principal or designee shall request the child's educational records from his or her former school. 105 ILCS 70/32, added by P.A. 98-673.</p>
Compliance with laws concerning education of homeless children	<p>The Building Principal or designee shall immediately enroll a homeless child even if the child is unable to produce records normally required for enrollment, in accordance with 6:140, <i>Education of Homeless Children</i> and 6:140-AP; <i>Education of Homeless Children</i>. 42 U.S.C. §11432(g)(3)(C)(i)(McKinney Homeless Assistance Act) and 105 ILCS 45/1-20.</p> <p>The Building Principal or designee must 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.</p>
Other admission steps	<p>Building Principal or designee shall make the class or grade level assignment, with input from a counselor when needed, and may accept or reject the transferring school's recommendations.</p> <p>When parent(s)/guardian(s) of a student eligible for special education present an individualized education program to a new school, the student must be placed in a program in accordance with the IEP. 105 ILCS 5/10-20.12A.</p> <p>The Building Principal or designee shall administer 6:160-E1, <i>Student Home Language Survey</i>, to each student entering the District's schools for the first time. 23 Ill.Admin.Code §228.15.</p> <p>If the Building Principal or designee did not send a request for records to the student's former school or school district, he or she shall send a notification to the school or school district from which the student transferred documenting that the student has enrolled in the school. 105 ILCS 5/2-3.13a(c); 23 Ill.Admin.Code §375.75(e).</p> <p>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. 105 ILCS 5/22-65. All course, program, extracurricular, graduation and other placements from the student's former school shall be initially honored if the District has those options, and spaces available. 105 ILCS 70/35, added by P.A. 98-673.</p> <p><i>For Districts that collect biometric information:</i></p> <p>The Building Principal or designee shall notify the student and the student's parent(s)/guardian(s) of their rights with respect to the collection, distribution, and retention of biometric information in accordance with the Student Biometric Information Collection subhead in 7:340, <i>Student Records</i>. 105 ILCS 5/10-20.40 and 23 Ill.AdminCode §375.30(a).</p>

Transferring Out

Steps	Requirements and Action That Must Be Completed
Initial step	<p>The parent(s)/guardian(s) of a student shall notify the Building Principal of their intent, pay outstanding fees or fines, sign a release form authorizing the release of student records, and return all school-owned property.</p>
Compliance with the Illinois School Student Records Act	<p>After receiving a request to transfer school student records, the Building Principal or designee of the transferring school must provide written notice of the nature and substance of the information to be transferred and the opportunity to inspect, copy, and challenge the record. 23 Ill.Admin.Code §§375.70(a) and 375.75(b).</p> <p>The Building Principal or designee of the transferring school must, within 10 days of the notice of the student's transfer, forward a copy of the student's school record to the student's new school. [105 ILCS 10/8.1.] Each school must forward written information relative to the grade levels, subjects and record of academic grades achieved, current mathematics and language arts placement levels, health records and a most current set of standardized test reports. However, if the student has unpaid fines or fees and is transferring to a public school located in Illinois or any other state, an official record of the student's grades will be sent in lieu of the student's official transcript of scholastic records. 105 ILCS 5/2-3.13a(a), 23 Ill.Admin.Code §375.75(i).</p> <p>For children of active duty military personnel, if official educational records cannot be released to a student for the purpose of transferring, the Building Principal or designee shall prepare and furnish a complete set of unofficial educational records to the extent feasible. 105 ICLS 70/32(a), added by P.A. 98-673.</p> <p>The Building Principal or designee shall, within 10 days after the student has paid all of his or her outstanding fines and fees and at the school's own expense, forward an official transcript of the scholastic records as defined in 23 Ill.Admin.Code §375.75(i). 105 ILCS 5/2-3.13a(a).</p> <p>The Building Principal shall notify the parent(s)/guardian(s) and the student of the destruction schedule for the student's permanent and temporary school records and of his or her right to request a copy of those records. 105 ILCS 10/4(h); 23 Ill.Admin.Code §375.40(c).</p> <p>If within 150 days after a student leaves a school, the school has not received a request for the student's record, or been presented with other documentation that the student has enrolled in another school, the student is counted in the school's and District's calculation of its annual dropout rate. 105 ILCS 5/2-3.13a; 23 Ill.Admin.Code §375.70(d).</p>
Compliance with requirements for destruction of biometric information (if applicable)	<p>The Building Principal or designee of the transferring school shall, within 30 days, ensure the destruction of any biometric information collected in accordance with the Student Biometric Information Collection subhead in 7:340, <i>Student Records</i>.</p> <p>No biometric information shall be transferred to another school</p>

Steps	Requirements and Action That Must Be Completed
	district in which a student has enrolled. 105 ILCS 5/10-20.40; 23 Ill.Admin.Code §375.70(a). Destruction of a student's biometric information is not subject to authorization by the appropriate Local Record Commission. 50 ILCS 205/7. 23 Ill.Admin.Code §375.40(c).
Compliance with the Missing Children Records Act and Missing Children Registration Law	<p>The Building Principal or designee of the transferring school must send the student's records within 10 days of receipt of the request, unless the record has been flagged pursuant to the Missing Children's Act; if flagged, the copy shall not be forwarded and the requested school must notify the local law enforcement authority and Dept. of State Police of the request. 325 ILCS 55/5 and 50/5.</p> <p>If the Dept. of State Police notifies a school of a current or former student's disappearance, the school must flag the student's record so that whenever information regarding the record is requested, the school can immediately report the request to the Dept. of State Police.</p>
Compliance with the Good Standing Requirement	<p>The Building Principal or designee of the transferring school shall send to the school in which the student will or has enrolled a completed <i>Good Standing Form</i> (ISBE Form 33-78 available at: www.isbe.net/recognition/pdf/33-78_student_transfer.pdf), and, if a transferring student is currently suspended or expelled, indicate: 105 ILCS 5/2-3.13a.</p> <ol style="list-style-type: none"> 1. The date and duration of the suspension or expulsion, and 2. Whether the suspension or expulsion is for knowingly possessing in a school building or on school grounds a weapon as defined in the Gun Free Schools Act (20 U.S.C. §8921 <i>et seq.</i>), for knowingly possessing, selling, or delivering in a school building or on school grounds a controlled substance or cannabis, or for battering a staff member of the school.
Compliance with the Illinois Domestic Violence Act	<p>If a child transferring to another school is a <i>protected person</i> under an order of protection, the petitioner may request the Building Principal or designee to provide written notice of the order of protection, along with a certified copy of the order, to the institution to which the child is transferring. 750 ILCS 60/222.</p> <p>The Building Principal or designee shall respond to the above request by providing, within 24 hours of the transfer or sooner if possible, written notice of the order of protection, along with a certified copy of the order, to the institution to which the child is transferring. 750 ILCS 60/222.</p>
Compliance with requirements for tracking transfer	The Superintendent and Building Principal, or their designees, shall count a student as a dropout in the calculation of a school's and District's annual student dropout rate unless the school or district to which a student transferred sends notification that the student has enrolled in the transferee school or school district. 105 ILCS 5/2-3.13a(c); 23 Ill.Admin.Code §375.75(e).

LEGAL REF.: Family Educational Rights and Privacy Act, 20 U.S.C. §1232.
Missing Children Records Act, 325 ILCS 50/.
Missing Children Registration Law, 325 ILCS 55/.
105 ILCS 5/2-3.13a , 10/8.1, 45/1-20, and 70/.
750 ILCS 60/222.
20 Ill.Admin.Code §1290.60(a).
23 Ill.Admin.Code §370.70 and §375.75.

Date Established: _____

Date Revised: 1/20/2015

RESIDENCE

Resident Students

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. In addition, the child's natural or adoptive parent, if available, shall 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 custodian, the student's residence is deemed to be unchanged for the duration of the custodian's military service obligation if the student's custodian 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 of 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:

1. The student will attend on a year-to-year basis. Approval for any one year is not authorization to attend a following year.
2. The student will be accepted only if there is sufficient room.
3. The student's parent(s)/guardian(s) will be charged the maximum amount of tuition as allowed by State law.
4. The student's parent(s)/guardian(s) will be responsible for transporting the student to and from school.

Homeless Children

Any homeless child shall be immediately admitted, even if the child or child's parent/guardian is unable to produce records normally required to establish residency. Board policy 6:140, *Education of Homeless Children*, and its implementing administrative procedure, govern the enrollment of homeless children.

Challenging a Student's Residence Status

If the Superintendent or designee determines that a student attending school on a tuition-free basis is a non-resident of the District for whom tuition is required to be charged, he or she on behalf of the 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.

30 ILCS 220/11.

105 ILCS 5/10-20.12a, 5/10-20.12b, and 5/10-22.5.

105 ILCS 45/1-5.

23 Ill.Admin.Code §1.240(e).

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. Board of Education of Manheim School District 83, 686 N.E.2d 650 (Ill.App.1, 1997).

Kraut v. Rachford, 366 N.E.2d 497 (Ill.App.1, 1977).

CROSS REF.: 6:15 (School Accountability *containing* “School Choice for Students Enrolled in a School Identified for Improvement, Corrective Action, or Restructuring”), 6:140 (Education of Homeless Children), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:70 (Attendance and Truancy)

Ref.: State Board of Education

Date Est.: _____

Date Revised: March 20, 2007

Attendance and Truancy

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 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 2014-2015 school year, students between the ages of 7 and 17 years.
2. Beginning with the 2014-2015 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 Regional Office of Education, if truancy continues after supportive services have been offered.
7. A protocol for cooperating with non-District agencies including County or municipal authorities, the Regional Superintendent, truant officers, the Community Truancy Review Board, and a comprehensive community based youth service agency. Any disclosure of school student records must be consistent with Board policy 7:340, *Student Records*, as well as State and federal law concerning school student records.

8. An acknowledgement that no punitive action, including out-of-school suspensions, expulsions, or court action, shall be taken against a chronic truant for his or her truancy unless available supportive services and other school resources have been provided to the student.
9. The criteria to determine whether a student's non-attendance is due to extraordinary circumstances shall include economic or medical necessity or family hardship and such other criteria that the Superintendent believes qualifies.

[For high school and unit districts only]

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 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 6:150 (Home and Hospital Instruction), 7:10 (Equal Educational Opportunities), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:60 (Residence), 7:80 (Release Time for Religious Instruction/Observance), 7:190 (Student Discipline), 7:340 (Student Records)

Date Established: _____

Date Revised: 5/13/2014

Releases During School Hours

Teachers may not release students from school at other than the regular dismissal times without prior approval of the Building Principal. No student will be released from school to any person other than the custodial parent(s)/guardian(s) without the written or oral permission of the custodial parent(s)/guardian(s).

Ref.: State Board of Education

Date Est.: _____

Date Revised: _____

Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students

Required Health Examinations and Immunizations

A student's parent(s)/guardian(s) shall present proof that the student received a health examination, with proof of the immunizations against, and screenings for, preventable communicable diseases, as required by the Illinois Department of Public Health, within one year prior to:

1. Entering kindergarten or the first grade;
2. Entering the sixth and ninth grades, and
3. Enrolling in an Illinois school, regardless of the student's grade (including nursery school, special education, Head Start programs operated by elementary or secondary schools, and students transferring into Illinois from out-of-state or out-of-country).

Proof of immunization against meningococcal disease is required from students in grades 6 and 12, beginning with the 2015-2016 school year.

As required by State law:

1. Health examinations must be performed by a physician licensed to practice medicine in all of its branches, an advanced practice nurse who has a written collaborative agreement with a collaborating physician authorizing the advanced practice nurse to perform health examinations, or a physician assistant who has been delegated the performance of health examinations by a supervising physician.
2. A diabetes screening must be included as a required part of each health examination; diabetes testing is not required.
3. Before admission and in conjunction with required physical examinations, parents/guardians of children between the ages of one and seven years must provide a statement from a physician that their child was "risk-assessed" or screened for lead poisoning.
4. The Department of Public Health will provide all female students entering sixth grade and their parents/guardians information about the link between human papilloma virus (HPV) and cervical cancer and the availability of the HPV vaccine.

Unless an exemption or extension applies, the failure to comply with the above requirements by October 15 of the current school year will result in the student's exclusion from school until the required health forms are presented to the District. New students who register after October 15 of the current school year shall have 30 days following registration to comply with the health examination and immunization regulations. If a medical reason prevents a student from receiving a required immunization by October 15, the student must present, by October 15, an immunization schedule and a statement of the medical reasons causing the delay. The schedule and statement of medical reasons must be signed by the physician, advanced practice nurse, physician assistant, or local health department responsible for administering the immunizations.

A student transferring from out-of-state who does not have the required proof of immunizations by October 15 may attend classes only if he or she has proof that an appointment for the required vaccinations is scheduled with a party authorized to submit proof of the required vaccinations. If the required proof of vaccination is not submitted within 30 days after the student is permitted to attend classes, the student may no longer attend classes until proof of the vaccinations is properly submitted.

Eye Examination

Parents/guardians are encouraged to have their children undergo an eye examination whenever health examinations are required.

Parents/guardians of students entering kindergarten or an Illinois school for the first time shall present proof before October 15 of the current school year that the student received an eye examination within one year prior to entry of kindergarten or the school. A physician licensed to practice medicine in all of its branches or a licensed optometrist must perform the required eye examination.

If a student fails to present proof by October 15, the school may hold the student's report card until the student presents proof: (1) of a completed eye examination, or (2) that an eye examination will take place within 60 days after October 15. The Superintendent or designee shall ensure that parents/guardians are notified of this eye examination requirement in compliance with the rules of the Department of Public Health. Schools shall not exclude a student from attending school due to failure to obtain an eye examination.

Dental Examination

All children in kindergarten and the second and sixth grades must present proof of having been examined by a licensed dentist before May 15 of the current school year in accordance with rules adopted by the Illinois Department of Public Health.

If a child in the second or sixth grade fails to present proof by May 15, the school may hold the child's report card until the child presents proof: (1) of a completed dental examination, or (2) that a dental examination will take place within 60 days after May 15. The Superintendent or designee shall ensure that parents/guardians are notified of this dental examination requirement at least 60 days before May 15 of each school year.

Exemptions

In accordance with rules adopted by the Illinois Department of Public Health (IDPH), a student will be exempted from this policy's requirements for:

1. Religious or medical grounds, if the student's parents/guardians present the IDPH's Certificate of Religious Exemption form to the Superintendent or designee. When a Certificate of Religious Exemption form is presented, the Superintendent or designee shall immediately inform the parents/guardians of exclusion procedures pursuant to Board policy 7:280, *Communicable and Chronic Infectious Disease* and State rules if there is an outbreak of one or more diseases from which the student is not protected.
2. Health examination or immunization requirements on medical grounds, if a physician provides written verification.
3. Eye examination requirement, if the student's parents/guardians show an undue burden or lack of access to a physician licensed to practice medicine in all of its branches who provides eye examinations or a licensed optometrist.
4. Dental examination requirement, if the student's parents/guardians show an undue burden or a lack of access to a dentist.

Homeless Child

Any homeless child shall be immediately admitted, even if the child or child's parent/guardian is unable to produce immunization and health records normally required for enrollment. School Board policy 6:140, *Education of Homeless Children*, governs the enrollment of homeless children.

LEGAL REF.: McKinney Homeless Assistance Act, 42 U.S.C. §11431 et seq.
 105 ILCS 5/27-8.1 and 45/1-20.
 410 ILCS 45/7.1 and 315/2e.
 23 Ill.Admin.Code §1.530.
 77 Ill.Admin.Code Part 665.
 77 Ill.Admin.Code Part 690.
 77 Ill.Admin.Code Part 695.

CROSS REF.: 6:30 (Organization of Instruction), 6:140 (Education of Homeless Children), 6:180 (Extended Instructional Programs), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:280 (Communicable and Chronic Infectious Disease)

Date Est.: _____

Date Revised: 2/16/2016

DRUG AND ALCOHOL ABUSE PREVENTION PROGRAM

- A. Age-appropriate, developmentally based drug and alcohol education and prevention programs (which address the legal, social, and health consequences of drug and alcohol use and which provide information about effective techniques for resisting peer pressure to use illicit drugs or alcohol) for all students in all grades of the schools operated or served by the LEA, from early childhood level through grade 12.
- B. A statement to students that the use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful.
- C. Standards of conduct that are applicable to students in all the LEA's schools and that clearly prohibit, at a minimum, the unlawful possession, use or distribution of illicit drugs and alcohol by students on school premises or as part of any of its activities.
- D. A clear statement that disciplinary sanctions (consistent with local, State and Federal law), up to and including expulsion and referral for prosecution, will be imposed on students who violate the standards of conduct, and a description of those sanctions. A disciplinary sanction may include the completion of an appropriate rehabilitation program.
- E. Information about any drug and alcohol counseling and rehabilitation and re-entry programs that are available to students.
- F. A requirement that parents and students be given a copy of the standards of conduct and the statement of disciplinary sanctions required.
- G. Notification to parents and students that compliance with the standards of conduct is mandatory.

Ref.: State Board of Education

Date Est.: August, 1990

Date Revised:

SMOKING AND USING TOBACCO

Using tobacco products in any form is hazardous to the health of students and may present a safety hazard in the school. Smoking tobacco, using tobacco products and/or possessing tobacco materials by students is not permitted on school buses, in school buildings or on school grounds at any time.

Students and parents/guardians shall be advised of this policy in a manner deemed appropriate by the Building Principal. In addition information about the hazards of smoking shall be included in the curriculum.

If a staff member finds a student possessing or using smoking materials and/or tobacco products in violation of this policy, the student shall be disciplined by the administration on an individual basis. Disciplinary measures may include personal counseling, withholding of privileges, detention, and/or suspension for a period of up to ten (10) days. In all cases the parent/guardian shall be advised and their cooperation shall be sought.

Given reasonable grounds for suspicion, school officials may search for and seize tobacco products brought onto buses or school property.

Organizations sponsoring activities in the schools shall be made aware of this policy and shall be expected to take appropriate disciplinary measures. Failure to do so could result in cancellation of that organization's privilege to use District facilities.

Ref.: I.A.S.B.

Date Est.: December, 1990

Date Revised:

ALCOHOL

The consumption of alcoholic beverages is hazardous to the health of students. The consumption, possession or distribution of alcoholic beverages is not permitted on school buses, in school buildings or on all other school property at any time. This policy extends to all school sponsored and related activities, as well as field, athletic and music trips, whether held before or after school, evenings or weekends. Students shall not be permitted to attend school when they are under the influence of alcohol. For the purpose of this policy, students who are under such influence shall be treated in the same manner as though they had alcohol in their possession.

Students shall be advised of this policy in a manner deemed appropriate by the Building Principal. In addition information concerning the effects and potential dangers involved in the use of alcohol shall be included in the curriculum in compliance with The School Code of Illinois.

If a staff member finds a student to be under the influence of, using, possessing or distributing alcoholic beverages in violation of this policy, the student may be suspended and/or expelled according to the District's discipline policy.

Organizations sponsoring activities in the schools outside of regular school hours shall be made aware of this policy and shall be expected to take appropriate disciplinary measures. Failure to do so could result in cancellation of that organization's privilege to use District buildings.

Ref.: I.A.S.B.
Date Est.: April 16, 1991
Date Revised:

DRUG ABUSE

Non-medical use of drugs is hazardous to the health of students. The illicit use, possession or distribution of drugs or look-alike drugs is not permitted on school buses, in school buildings or on school grounds at any time. This policy extends to all school sponsored and related activities as well as field trips and athletic and music trips, whether held before or after school, evenings or weekends. Students shall not be permitted to attend school when they are under the influence of illicit drugs. For the purpose of this policy, students who are under such influence shall be treated in the same manner as though they had drugs in their possession.

Students shall be advised of this policy in a manner deemed appropriate by the Building Principal. In addition, information concerning the effects and potential dangers involved in the illicit use of drugs shall be included in the curriculum in compliance with the law.

If a staff member finds a student to be illicitly using, possessing or distributing drugs or look-alike drugs in violation of this policy, the student shall be suspended and/or expelled. In addition, parents and juvenile authorities shall be notified promptly. In all cases, parents' cooperation shall be sought. When a substance is determined to be an illicit drug, the identity of the student shall be given to the proper authorities for prosecution.

If there is reason to believe that a student is using drugs illicitly at any time on or off school premises, the health and counseling services of the school shall be made available to the student and his parents.

Ref.: I.A.S.B.

Date Est.: December, 1990

Date Revised:

Student Rights and Responsibilities

All students are entitled to enjoy the rights protected by the U.S. and Illinois Constitutions and laws for persons of their age and maturity in a school setting. Students should exercise these rights reasonably and avoid violating the rights of others. Students who violate the rights of others or violate District policies or rules will be subject to disciplinary measures.

Students may, during the school day, during noninstructional time, voluntarily engage in individually or collectively initiated, non-disruptive prayer or religious-based meetings that, consistent with the Free Exercise and Establishment Clauses of the U.S. and Illinois Constitutions, are not sponsored, promoted, or endorsed in any manner by the school or any school employee. *Noninstructional time* means time set aside by a school before actual classroom instruction begins or after actual classroom instruction ends.

LEGAL REF.: 20 U.S.C. §7904.
105 ILCS 20/5.
Tinker v. Des Moines Independent School District, 89 S.Ct. 733 (1969).

CROSS REF.: 7:140 (Search and Seizure), 7:150 (Agency and Police Interviews), 7:160 (Student Appearance),
7:190 (Student Discipline)

Date Est.: _____

Date Revised: 2/16/2016

Search and Seizure

In order 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 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 objective 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:

1. Outside the view of others, including students,
2. In the presence of a school administrator or adult witness, and
3. 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.

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).
Vernonia School Dist. 47J v. Acton, 115 S.Ct. 2386 (1995).
Safford Unified School Dist. No. 1 v. Redding, 129 S. Ct. 2633 (2009).

CROSS REF.: 7:130 (Student Rights and Responsibilities), 7:150 (Agency and Police Interviews), 7:190 (Student Discipline)

Date Est.: _____

Date Revised: 2/16/2016

Administrative Procedure - USE OF METAL DETECTORS FOR STUDENT SAFETY

1. Metal detectors may be used when the administration in any school has reasonable suspicion that weapons or dangerous objects are in the possession of unidentified students; when there is a pattern of weapons or dangerous objects found at school, on school property, at a school function, or in the vicinity of a school; or when violence involving weapons has occurred at a school or on school property, at school functions, or in a school's vicinity. The Building Principal shall obtain the Superintendent's permission before using a metal detector. The reasons supporting the use of a metal detector shall be documented.
2. Before a metal detector is used in a particular school, the students shall be notified via the intercom, at an assembly, or by similar means of its use. On the day of its use, signs will be posted to inform students that they will be required to submit to a screening for metal as a condition of entering or continuing attendance at school. The screening will be conducted by District staff who may be assisted by law enforcement officials.
3. When a metal detector is being used, students will be allowed to use only the entries designated. If a metal detector activates on a student, the student will be asked to remove metal objects from his or her person and walk through or be scanned again. If, after the removal of other metal objects, a third activation of the metal detector occurs, the student will be taken to a room out of view from the other students and subjected to a "pat-down" search.
4. A "pat-down" search conducted by school personnel shall be a limited feeling of the student's outer clothing for the purpose of discovering only items which may have activated the metal detecting device.
5. If the school personnel conducting a "pat-down" search feels an object which may have activated the metal detecting device or be other prohibited contraband, the student will be asked to remove it. If the student declines to remove the object, it may then be removed by school personnel.
6. If the object removed from the student could have activated the metal detector, the school personnel must cease performing the "pat-down" search. In such event, the student will again pass through the metal detector and the "pat-down" search will be continued only if the device again yields a positive reading.
7. Under all circumstances, the "pat-down" search will be conducted by school personnel of the same sex as that of the student.
8. School personnel may inspect the contents of any briefcase, knapsack, purse, or parcel which activates the metal detector for the limited purpose of determining whether a weapon is concealed therein.
9. All property removed from the student as a result of the above procedures which may be legitimately brought onto school premises will be returned to the student.
10. Property removed from the student, possession of which is violation of District policy, shall be confiscated and the student disciplined in accordance with the District policy.
11. Students who fail to cooperate with school personnel performing their duties under these procedures may be subject to discipline for insubordination.
12. Nothing in these procedures shall limit the authority of school officials to search a student in accordance with District policy on search and seizure.

Exhibit - Letter to Parents/Guardians Regarding the Right to Privacy in the School Setting Act

On District letterhead

Re: Access to Student Social Networking Passwords and Websites for Violations of School Rules or Procedures

Dear Parent(s)/Guardian(s):

If your child has an account on a *social networking website*, e.g., Facebook, Instagram, Twitter, ask.fm, etc., please be aware that State law requires school authorities to notify you that your child may be asked to provide his or her password for these accounts to school officials in certain circumstances. *Social networking website* means an Internet-based service that allows students to: (1) construct a public or semi-public profile within a bounded system created by the service; (2) create a list of other users with whom they share a connection within the system; and (3) view and navigate their list of connections and those made by others within the system.

School authorities may require a student or his or her parent/guardian to provide a password or other related account information in order to gain access to his/her account or profile on a social networking website if school authorities have reasonable cause to believe that a student's account on a social networking website contains evidence that a student has violated a school disciplinary rule or procedure.

Please contact the school if you have any questions.

Sincerely,

Building Principal

Date Established: 5/13/2014

Date Revised: _____

Agency and Police Interviews

The Superintendent shall develop procedures to manage requests by agency officials or police officers to interview students at school. Procedures will: (1) recognize individual student rights and privacy, (2) minimize potential disruption, (3) foster a cooperative relationship with public agencies and law enforcement, and (4) comply with State law.

LEGAL REF.: 55 ILCS 80/, Children's Advocacy Center Act.
 325 ILCS 5/, Abused and Neglected Child Reporting Act.
 720 ILCS 5/31-1 et seq., Interference with Public Officers Act.
 725 ILCS 120/, Rights of Crime Victims and Witnesses Act.

CROSS REF.: 7:130 (Student Rights and Responsibilities), 7:140 (Search and Seizure), 7:190 (Student Behavior)

Date Established _____

Date Revised May, 2016

Administrative Procedure - AGENCY AND POLICE INTERVIEWS

Interviews by Police

1. The Building Principal will check the police officer's credentials and any legal papers such as warrants for arrest, search warrants, or subpoenas to be served.
2. The Building Principal will attempt to contact the student's parent(s)/guardian(s) if possible, and inform them that the student is subject to an interview. In extreme emergency situations, DCFS employees, law enforcement personnel, or treating physicians may, in effecting temporary protective custody, request that the District not notify parents until the child's safety is ensured. The Building Principal should ask that such a request be put in writing. The parent(s)/guardian(s) will be given the opportunity to be present and be represented by legal counsel at their own expense. Interviews of minor students without permission of the parent(s)/guardian(s) is not permitted unless a legal process is presented or in emergency situations.
3. Interviews will be conducted in a private setting. If the parent(s)/guardian(s) are absent, the Building Principal and one other adult witness, selected by the Building Principal, will be present during the interview.
4. Interview proceedings will be documented in writing for inclusion in the student's temporary records.
5. No minor student shall be removed from the school by the police officer without the consent of a parent(s)/guardian(s), except upon service of a valid warrant of arrest or in cases of warrantless temporary protective custody.

Interviews by the Illinois Department of Children and Family Services (DCFS)

1. The Building Principal will check the agent's credentials and any papers pertaining to a legal process.
2. The Building Principal will attempt to contact the student's parent(s)/guardian(s) and inform them that the student is subject to an interview, if appropriate.
3. If the DCFS agent does not want a parent(s)/guardian(s) present or notified during the interview, this stipulation must be in writing and signed by the DCFS agent.
4. Interviews will be conducted in a private setting. If the parent(s)/guardian(s) are absent, the Building Principal and one other adult witness, a member of the District staff, will be present during the interview.
5. The student may be removed from school by the DCFS agent if case circumstances warrant. A local law enforcement agency officer, designated DCFS employee, or a physician treating a child may take or retain temporary protective custody of the child without the consent of the person responsible for the child's welfare, if (1) he or she has reason to believe that the child's circumstances or conditions are such that continuing in his or her place of residence or in the care and custody of the person responsible for the child's welfare, presents an imminent danger to that child's life or health; (2) the person responsible for the child's welfare is unavailable or has been asked and does not consent to the child's removal from his or her custody; and (3) there is not time to apply for a court order under the Juvenile Court Act for temporary custody of the child. The person taking or retaining a child in temporary protective custody shall immediately make every reasonable effort to notify the person responsible for the child's welfare and shall immediately notify the Department.
6. No District employee may act as a DCFS agent.

LEGAL REF.: 325 ILCS 5/1 et seq.
705 ILCS 80/1 et seq.

STUDENT APPEARANCE

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. 6 (N.D. Ill. 1987), *aff'd*, 851 F.2d 450 (7th Cir. 1988).

CROSS REF.: 7:130 (Student Rights and Responsibilities), 7:165 (School Uniform), 7:190 (Student Discipline)

Prevention of and Response to Bullying, Intimidation, and Harassment

Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important District goals.

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

1. During any school-sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities.
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
4. Through the transmission of information from a computer that is accessed at a nonschool-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 nonschool-related activity, function, or program.

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

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

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

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

Restorative measures means a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that: (i) are adapted to the particular needs of the school and community, (ii)

contribute to maintaining school safety, (iii) protect the integrity of a positive and productive learning climate, (iv) teach students the personal and interpersonal skills they will need to be successful in school and society, (v) serve to build and restore relationships among students, families, schools, and communities, and (vi) reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs in order to keep students in school.

School personnel means persons employed by, on contract with, or who volunteer in a school district, including without limitation school and school district administrators, teachers, school guidance counselors, school social workers, school counselors, school psychologists, school nurses, cafeteria workers, custodians, bus drivers, school resource officers, and security guards.

Bullying Prevention and Response Plan

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

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

Complaint Manager:

HS Eric Rankin	ES Crystal Thorpe
<hr/>	
Name	
<hr/>	
400 Campus Dr. Dakota IL 61018	
<hr/>	
Address	
<hr/>	
HS erankin@dakota201.com	
<hr/>	
ES cthorge@dakota201.com	
<hr/>	
Email	
<hr/>	
HS 815-449-2812	ES 815-449-2852
<hr/>	
Telephone	

4. Consistent with federal and State laws and rules governing student privacy rights, the Superintendent or designee shall promptly inform the parent(s)/guardian(s) of every student involved in an alleged incident of bullying and discuss, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures.
5. The Superintendent or designee shall promptly investigate and address reports of bullying, by, among other things:
 - a. Making all reasonable efforts to complete the investigation within 10 school days after the date the report of a bullying incident was received and taking into consideration additional relevant information received during the course of the investigation about the reported bullying incident.
 - b. Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.

- c. Notifying the Building Principal or school administrator or designee of the reported incident of bullying as soon as possible after the report is received.
- d. Consistent with federal and State laws and rules governing student privacy rights, providing parents/guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the 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.

- 6. The Superintendent or designee shall use interventions to address bullying, that may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services.
- 7. A reprisal or retaliation against any person who reports an act of bullying **is prohibited**. A student's act of reprisal or retaliation will be treated as *bullying* for purposes of determining any consequences or other appropriate remedial actions.
- 8. A student will not be punished for reporting bullying or supplying information, even if the District's investigation concludes that no bullying occurred. However, knowingly making a false accusation or providing knowingly false information will be treated as *bullying* for purposes of determining any consequences or other appropriate remedial actions.
- 9. The District's bullying prevention and response plan must be based on the engagement of a range of school stakeholders, including students and parents/guardians.
- 10. The Superintendent or designee shall post this policy on the District's Internet website, if any, and include it in the student handbook, and, where applicable, post it where other policies, rules, and standards of conduct are currently posted. The policy must also be distributed annually to parents/guardians, students, and school personnel, including new employees when hired.
- 11. The Superintendent or designee shall assist the Board with its evaluation and assessment of this policy's outcomes and effectiveness. This process shall include, without limitation:
 - a. The frequency of victimization;
 - b. Student, staff, and family observations of safety at a school;
 - c. Identification of areas of a school where bullying occurs;
 - d. The types of bullying utilized; and
 - e. Bystander intervention or participation.

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.

- 12. 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 (Board Policy Development), 2:260 (Uniform Grievance Procedure), 4:170 (Safety), 5:230 (Maintaining Student Discipline), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 6:235 (Access to Electronic Networks), 7:20 (Harassment of Students Prohibited), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Discipline), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:285 (Food Allergy Management Program), 7:310 (Restrictions on Publications)

Date Established: _____

Date Revised: 10/21/2014

Administrative Procedure - Prevention, Identification, Investigation, and Response to Bullying and School Violence

The strategic components for integrating an anti-bullying program into the District's existing policies and procedures are listed below. Each component lists specific implementation steps along with resources and accompanying exhibits. The Superintendent or designee, at the District-level, or the Building Principal or designee, at the Building-level, is responsible for the integration of these components. Use the local conditions of the community and other available resources to determine the best implementation methods. At times, support from the School Violence Prevention Team (see 4:170-AP7, *Targeted School Violence Prevention Program*) may be appropriate as bullying and threats of school violence often arise from the same behavior pattern(s), i.e., interpersonal aggression.

Preventing Bullying and School Violence

1. Review 7:180-AP1, E1, *Resource Guide for Bullying and School Violence Prevention*.
2. Assess the District's Conditions for Development and Learning. Below are resources that discuss and provide information about how to implement school climate measurement instruments:

School Bullying Prevention Task Force Report, *Selection of School Climate Measures*, p. 19 at: www.isbe.state.il.us/sbptf/pdf/sbptf_report_030111.pdf.

Safe Supportive Learning's School Climate Measurement compendium at: safesupportiveschools.ed.gov/index.php?id=133.

Identifying Bullying and School Violence

1. Post 7:180-AP1, E2, *Be a Hero by Reporting Bullying and School Violence*, in school buildings, student handbooks, online, etc.
2. Train staff to recognize and accept reports of bullying and school violence, 7:180-AP1, E3, *Memo to Staff Regarding Bullying and School Violence*.
3. Inform parents about the District's anti-bullying program, 7:180-AP1, E4, *Memo to Parents/Guardians Regarding Bullying and School Violence*.
4. Inform students how to make a report, i.e., complete and submit 7:180-AP1, E5, *Report Form for Bullying and School Violence*.

Investigating Reports of Bullying and School Violence

1. Conduct a prompt, thorough and impartial investigation upon receiving a report.
2. Review the report, i.e., 7:180-AP1, E5, *Report Form for Bullying and School Violence*.
3. Interview the listed aggressor(s), target(s) and witnesses using 7:180-AP1, E6, *Interview Form for Bullying and School Violence Investigation*.

Responding to Bullying and School Violence

1. Complete 7:180-AP1, E7, *Response to Bullying and School Violence*.
2. Notify the District's Non-Discrimination Coordinator if the findings indicate that the behavior was based upon the protected statuses listed in 7:20, *Harassment of Students Prohibited*.
3. Communicate and partner with the parents/guardians of the students involved. Ask parents/guardians, "How can we help you and your child?"
4. Stop the behavior(s).
5. Eliminate any hostile environment(s) and its effects (see **Preventing Bullying and School Violence #2**, above).

6. Prevent the bullying from happening again.
7. Implement appropriate interventions for the target, aggressor, and District.
8. Address any findings of repeated inaccurate accusations against an alleged-aggressor that are beginning to impede his or her education, e.g., reverse bullying.
9. Follow-up with target, aggressor and their parent(s)/guardian(s) to ensure subsequent bullying has not occurred and no new concerns have arisen.

Date Established: _____

Date Revised: 10/21/2014

Exhibit - Resource Guide for Bullying and School Violence Prevention**General Resources**

ISBE's *School Bullying Prevention Task Force Report*:
www.isbe.state.il.us/SBPTF/pdf/sbptf_report_030111.pdf.

Resources section of the website managed by the U.S. Department of Health & Human Services:
www.stopbullying.gov/index.html.

Bullying in Schools - Cops - Department of Justice:
www.cops.usdoj.gov/Publications/e07063414-guide.pdf.

Restorative Discipline Resources

Positive Behavior Intervention & Supports (PBIS):
www.pbis.org/school/default.aspx.

Social and Emotional Learning Standards:
www.isbe.net/ils/social_emotional/standards.htm.

Dignity in Schools:
www.dignityinschools.org/files/DRAFT_Model_Code.pdf.

Conditions for Development and Learning; Data Collection Resources

Centers for Disease Control and Prevention (CDC)'s *Measuring Bullying Victimization, Perpetration, and Bystander Experiences: A Compendium of Assessment Tools*:
www.cdc.gov/violenceprevention/pdf/bullyCompendiumbk-a.pdf.

Safe Supportive Learning's School Climate Measurement Compendium:
<http://safesupportiveschools.ed.gov/index.php?id=133>.

Positive Behavior Intervention & Supports (PBIS):
www.pbis.org/school/default.aspx.

CDC's *Youth Violence: Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools - Second Edition*:
www.cdc.gov/ViolencePrevention/pub/measuring_violence.html.

CDC's *Intimate Partner Violence and Sexual Violence Victimization Assessment Instruments for Use in Healthcare Settings, Version 1*:
www.cdc.gov/ncipc/pub-res/images/ipvandsvscreening.pdf.

World Health Organization (WHO) Information Series on School Health's *Document 10, Creating an Environment for Emotional and Social Well-Being*:
www.who.int/school_youth_health/media/en/sch_childfriendly_03_v2.pdf.

Date Established: _____

Date Revised: 10/21/2014

Exhibit - Be a Hero by Reporting Bullying and School Violence

Who reports?	YOU, if you have information about bullying, harassment, school violence, and/or a threat of one of these actions. It doesn't matter whether you are the target of bullying or think someone is being bullied, please report it!
What do I report?	<p>Any activity that targets someone to be hurt. Bullying, harassment, school violence, and threats take many forms. One thing they have in common – someone is targeted to be hurt. Examples of these hurtful behaviors include unwanted teasing, intimidation, physical violence, humiliation, spreading false rumors, social exclusion, or theft or destruction of property.</p> <p>Bullying, harassment, school violence, and threats may occur almost anywhere students go – in school buildings, on school grounds or busses, at bus stops, for example. Bullying or harassing may also occur using social networking sites or cell phones.</p>
When should I report?	As soon as possible.
Where or how do I report?	<p>Tell any school staff member. You may do this in person, by phone, or by email. You may be asked to complete 7:180-AP1, E5, <i>Report Form for Bullying and School Violence</i>.</p> <p>You may make an anonymous tip.</p>
Why should I report?	Fear and abuse have no place in our school. Be a hero and report bullying. If you are being bullied, a report will help you and other students who may also be targeted for bullying.
What will happen after I report?	<p>An Administrator will:</p> <ol style="list-style-type: none"> 1. Acknowledge and review your report. 2. Treat your report with privacy and respect. 3. Investigate your report. The school will not bring students who bully and those they bully into the same room to confront each other. All interviews will be private. 4. Take appropriate action that may include increased monitoring and supervision, restructuring schedules, additional resources, and disciplinary action for conduct code violations, among others. 5. Provide you with feedback, if appropriate.

Date Established: _____

Date Revised: 10/21/2014

Exhibit - Memo to Staff Regarding Bullying and School Violence

On District Letterhead

Date

Re: Bullying

All staff members:

Please join me in stopping and preventing student bullying in our school. The purpose of this letter is to introduce you to our three-pronged approach that will help accomplish this goal.

First - If a student reports bullying or school violence to you, respond immediately and with compassion. Ask for the basic facts (who-what-when-where). You will need to evaluate the situation to determine if an immediate referral to my office is needed. Give the student our form for reporting bullying, 7:180-AP1, E5, *Report Form for Bullying and School Violence*.

Second - Provide me your feedback and concerns. Do you know of any bullying *hot spots* that need additional supervision or monitoring? Are there known bullies or targets of bullying?

Third - Intervene immediately to stop a bullying incident. When teachers or adults ignore bullying, students interpret it as acceptable behavior. Immediately contact building security and or law enforcement if the incident involves a weapon or other illegal activity.

Bullying is defined in the School Board policy as follows:

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:

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

Bullying, intimidation, and/or harassment may take various forms, including without limitation: threats, stalking, physical violence, sexual harassment, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying.

The Board's entire policy 7:180, *Preventing Bullying, Intimidation, and Harassment*, may be found on the District's website. Please let me know if you have any questions or concerns.

Sincerely,

Building Principal

Date Established: _____

Date Revised: 10/21/2014

Exhibit - Memo to Parents/Guardians Regarding Bullying and School Violence

On District Letterhead

Date

Re: Bullying

Dear Parents/Guardians:

At our school, bullying of any kind, by any person, is unacceptable. All students should be free from worries about being bullied. Students who bully others must be taught other, appropriate ways of interacting with peers. The purpose of this letter is to provide you with information concerning the School District's anti-bullying program and to encourage you to help us identify students who are being bullied.

The School Board policy on bullying begins with this goals statement:

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.

Bullying is defined as follows:

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:

5. Placing the student in reasonable fear of harm to the student's person or property.
6. Causing a substantially detrimental effect on the student's physical or mental health.
7. Substantially interfering with the student's academic performance.
8. Substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying, intimidation, and/or harassment may take various forms, including without limitation: threats, stalking, physical violence, sexual harassment, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying.

I asked our school staff members to respond immediately and with compassion to a student who reports bullying or school violence. After evaluating the situation to determine if an immediate referral to my office is needed, a staff member will give the student our form for reporting bullying, 7:180-AP1, E5, *Report Form for Bullying and School Violence*. I will inform you whenever your child is involved in a bullying report.

I also asked our staff members for their feedback and concerns specifically regarding locations that may be bullying *hot spots* needing additional supervision or monitoring or if there are any known bullies or targets of bullying in our building. I want to ask you to do the same thing. Please inform me if you know of any bullying *hot spots* in or around our school, or if you are aware of a known bully or target of bullying.

Finally, I requested our staff members to intervene immediately to stop a bullying incident. They will immediately contact building security and or law enforcement if the incident involves a weapon or other illegal activity.

Below are some of the signs that a young person is being bullied:

- Does not want to go to school and refuses to explain the reason
- Talks about not having any friends
- Has unexplained bruises, cuts, scratches, or abrasions

- Has unexplained damage to clothing, possessions, books, etc.
- Frequently loses money or possessions
- Loses interest in school and/or has declining grades
- Becomes withdrawn and/or has stress or depression symptoms

These signs do not necessarily mean your child is being bullied, but if present, ask your child whether he or she is being bullied.

Please let me know if you have any questions or concerns.

Sincerely,

Building Principal

Date Established: _____

Date Revised: 10/21/2014

Exhibit - Report Form for Bullying and School Violence

To be completed by the bullying target, witness, or person with information about an incident of bullying or school violence and submitted to the Building Principal's office. Make readily accessible via website(s) and other publicized designated areas in schools.

Please print and check appropriate boxes.

Name: _____ Date: _____

☐ Student ☐ Parent ☐ Staff ☐ Other _____

Indicate here if you prefer to remain anonymous. ☐ Yes ☐ No

Are you the target of the bullying or school violence that you are reporting? ☐ Yes ☐ No

Date of incident: _____ Time of incident: _____

Person(s) being reported as targets of bullying or school violence:

Name: _____ ☐ Student ☐ Staff

Name: _____ ☐ Student ☐ Staff

Name: _____ ☐ Student ☐ Staff

Person(s) being reported as aggressors engaged in bullying or school violence:

Name: _____ ☐ Student ☐ Staff ☐ Other

Name: _____ ☐ Student ☐ Staff ☐ Other

Name: _____ ☐ Student ☐ Staff ☐ Other

Person(s) who witnessed the bullying or school violence:

Name: _____ ☐ Student ☐ Staff ☐ Other

Name: _____ ☐ Student ☐ Staff ☐ Other

Name: _____ ☐ Student ☐ Staff ☐ Other

Was the incident based on any of these characteristics? (Check all that apply.)

- | | | |
|---|---|--|
| <input type="checkbox"/> Race | <input type="checkbox"/> Color | <input type="checkbox"/> Nationality |
| <input type="checkbox"/> Sex | <input type="checkbox"/> Sexual orientation | <input type="checkbox"/> Gender identity |
| <input type="checkbox"/> Gender-related identity | <input type="checkbox"/> Gender-related expression | <input type="checkbox"/> Ancestry |
| <input type="checkbox"/> Age | <input type="checkbox"/> Religion | <input type="checkbox"/> Physical disability |
| <input type="checkbox"/> Mental disability | <input type="checkbox"/> Order of protection status | <input type="checkbox"/> Homeless status |
| <input type="checkbox"/> Marital status | <input type="checkbox"/> Parental status | <input type="checkbox"/> Pregnancy |
| <input type="checkbox"/> Associated with person/group with one or more of the above actual or perceived characteristics | | |
| <input type="checkbox"/> Other _____ | | |
| <input type="checkbox"/> I do not know. | | |

Student(s) were targeted for bullying in the following way(s): (Check all that apply.)

- ☐ Electronic devices (e.g., internet, Social media platforms, text, email, cyberbullying, etc.)
- ☐ Written communication (e.g., handwritten notes, other written documents, email, etc.)
- ☐ Physical act or conduct (e.g., pushing, hitting, destruction of property, stalking, etc.)

- ☐ Verbal act or conduct (e.g., rumors, lies, name-calling, using derogatory slurs, etc.)
☐ Social (e.g., purposeful exclusion, causing psychological harm, etc.)
☐ Items depicting implied hatred or prejudice were worn, possessed or displayed
☐ Other (*please explain*): _____

Student(s) were targeted for bullying in the following place(s): (Check all that apply.)

- | | |
|--------------------------------------|--|
| <input type="checkbox"/> Classroom | <input type="checkbox"/> Locker room |
| <input type="checkbox"/> Hallway | <input type="checkbox"/> Extracurricular activity |
| <input type="checkbox"/> Cafeteria | <input type="checkbox"/> Bus |
| <input type="checkbox"/> Restroom | <input type="checkbox"/> Bus stop |
| <input type="checkbox"/> Gym | <input type="checkbox"/> School or related activity or event |
| <input type="checkbox"/> Other _____ | |

Please tell us about the incident in your own words. Use as much detail as possible - what time did the incident(s) take place, who witnessed it, what was said, what types of interactions occurred (physical, written, social, electronic, etc.)

- ☐ The above information is true and accurate to the best of my knowledge.

Signature: _____ Date: _____

Date Established: _____

Date Revised: 10/21/2014

Exhibit - Interview Form for Bullying and School Violence Investigation

To be completed by the Building Principal or designee to obtain information about a bullying report. Use this form as a coversheet for each person interviewed during the investigation.

Name of person interviewed: _____ Date: _____

Name of interviewer: _____ Title: _____

Instructions for Interviewer

1. Protect the identity of the student who reports. Begin a prompt, thorough and impartial investigation by interviewing witnesses separately in a private location with a school colleague present (not the school resource officer). Use the **Questions** section below to guide your notes while you interview the person listed above. Attach to 7:180-AP1, E7, *Response to Bullying and School Violence*.
2. Make your notes on a separate document and attach them to this form.
3. Review and preserve any videos, photos, screenshots or other physical evidence and label it.
4. File this form, notes, and any other evidence provided in a designated investigation and response folder.
5. Use this form to complete 7:180-AP1, E7, *Response to Bullying and School Violence*.
6. Create a *Basic Facts* section, i.e., who, what, where, when, why and how.
7. Record the actions and behavior that were experienced or observed (follow-up with leading questions to complete the description of what happened and its consequences, if necessary).
8. Include open-ended questions. For example, ask "How are you feeling?" "How has what happened affected you?"

Questions

1. Has this happened before?
2. Do you fear for your safety? How? Where (just at school, home, or both places)?
3. Do you fear that harm would come to any of your personal property? How?
4. Age appropriately ask whether the target's health (physical, emotional, and/or mental) has been affected. How (seen by a doctor, missing school)?
5. Has your academic performance been affected? How (increase in tardiness/absences, grades going down, missed assignments)?
6. Have you quit or modified attendance in any extracurricular activities?
7. Have you changed any of your usual routines at school (using different hallway, skipping lunch in lunchroom or using different lunch period, taking different route to school, etc.)?
8. Why do you think this behavior is happening?
9. What will help make you feel safe?

Date Established: _____

Date Revised: _____ 10/21/2014

Exhibit - Response to Bullying and School Violence

To be completed by the Building Principal and attached as a coversheet for the school office's designated bullying report investigation and response folder. Place a copy of the completed coversheet only (not attachments) in each listed student's temporary school student record. Redact all student names other than the student's name for which the record pertains.

Investigator: _____ Title: _____

Investigation

File an interview form for each party interviewed in the designated investigation and response folder.

☐ Check here to indicate that all interview forms have been properly completed and filed.

Target: _____ Date: _____

Aggressor: _____ Date: _____

Witnesses: _____ Date: _____

_____ Date: _____

_____ Date: _____

Are there any prior documented incidents by the aggressor identified above? ☐ Yes ☐ No (Attach information)
If yes, have incidents involved target or target group previously? ☐ Yes ☐ No

Findings

☐ Bullying ☐ Other: _____

☐ Aggressor motivated by protected characteristics listed in policy 7:20, *Harassment of Students* *Prohibited.*

Bullying and School Violence Investigation Response**Response and Plan for Target** (Check all that apply and include descriptions.)

☐ Contact parent/guardian: _____ Date: _____

Circle contact method: Phone Email Letter In-person Other: _____

☐ Safety plan: _____

☐ Increase staff supervision: _____

☐ Education: _____

☐ Minimize contact with aggressor: _____

☐ District resources: (Student Services/IDEA/504) _____

☐ Other: _____

Target follow-up scheduled date: _____ Date and initial completed: _____

Parent/guardian follow-up date: _____ Date and initial completed: _____

Circle contact method: Phone Email Letter In-person Other: _____

☐ Provide parent/guardian with copies of Board policy 2:260 and 7:180. Date: _____

Response and Plan for Aggressor (Check all that apply and include descriptions.)

☐ Contact parent/guardian: _____ Date: _____

Circle contact method: Phone Email Letter In-person Other: _____

☐ 7:190-E1, *Aggressive Behavior Reporting Letter and Form* sent Date: _____

☐ Provide parent/guardian with copies of Board policy 2:260 and 7:180 Date: _____

Restorative Responses

- ☐ Safety plan: _____
- ☐ Increase staff supervision: _____
- ☐ Education: _____
- ☐ Non-District affiliated psychological services: _____
- ☐ Alternative school assignment: _____
- ☐ Minimize contact with target: _____
- ☐ District resources (Student Services/IDEA/504): _____
- ☐ Other: _____

Punitive Responses

- ☐ Loss of privileges: _____
- ☐ Detention: _____
- ☐ Suspension: _____
- ☐ Expulsion: _____
- ☐ Community agency service: _____
- ☐ Reciprocal Reporting Act utilized: ☐ Yes ☐ No
- ☐ Other: _____

Aggressor follow-up date: _____ Date and initial completed: _____

Circle contact method: Phone Email Letter In-person Other: _____

Parent/guardian follow-up date: _____ Date and initial completed: _____

Circle contact method: Phone Email Letter In-person Other: _____

- ☐ Contact District complaint manager: _____ Date: _____
- ☐ Target response implementation: _____
- ☐ Aggressor response implementation: _____
- ☐ Systemic culture/climate intervention: _____
- ☐ Referral to address needs for ideal conditions for developmental learning: _____
- ☐ Other: _____

Submit reports to: ☐ Building Principal (if not the investigator) Date: _____

☐ Superintendent Date: _____

Signature of investigator: _____ Date: _____

Date Established: _____

Date Revised: 10/21/2014

Teen Dating Violence Prohibited

Engaging in teen dating violence that takes place at school, on school property, at school-sponsored activities, or in vehicles used for school-provided transportation is prohibited. 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, (Prevention, Identification, Investigation, and Response to Bullying and School Violence)

LEGAL REF.: 105 ILCS 110/3.10.

CROSS REF.: 2:240 (Board Policy Development), 5:100 (Staff Development), 5:230 (Maintaining Student Discipline), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 7:20 (Harassment of Students Prohibited), 7:180 (Preventing Bullying, Intimidation, and Harassment), 7:190 (Student Discipline), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities)

Date Established: _____

Date Revised: 5/13/2014

Exhibit - Memo to Parents/Guardians Regarding Teen Dating Violence

On District letterhead

Date

Re: Teen Dating Violence

Dear Parents/Guardians:

At our school, teen dating violence is unacceptable. We are committed to providing our students with a school environment where they can learn free from worries about school violence. The purpose of this letter is to inform you of School Board policy, 7:185, *Teen Dating Violence Prohibited*, which is a component of the District's anti-bullying program.

Research has shown that teen dating violence can form lifelong, unhealthy habits during young adults' formative years. Educating parents/guardians, students, and staff about teen dating violence can help us identify incidents of teen dating violence at school or school-related activities. The Board's policy states that *teen dating violence* occurs whenever a student 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.

Students in grades 7 through 12 will receive age-appropriate instruction on teen dating violence including its warning signs and prevention. School staff will also receive training on handling the signs and incidents of teen dating violence. I have asked our school staff members to respond immediately and with compassion to a student who reports teen dating violence. After evaluating the situation to determine if an immediate referral to my office is needed, a staff member will give the student our form for reporting bullying, 7:180-AP1, E5, *Report Form for Bullying and School Violence*.

Finally, I have requested staff members to intervene immediately to stop incidents of teen dating violence occurring at school. They will proceed under our District's procedures for responding to incidences of bullying and school violence.

Below are some warning signs that your child may be involved in teen dating violence:

- Name-calling and *put-downs*. Does one individual in the relationship call the other person names? Does he or she use insults to put the other person down?
- Extreme Jealousy. Does one individual in the relationship act incredibly jealous when the other talks to peers? Does one person accuse the other of flirting even when it's innocent conversation?
- Making Excuses. Does one individual in the relationship make excuses for the other? Does he or she have to apologize for the other person's behavior?
- Canceling or changing plans. Does one individual cancel plans often, and at the last minute? Do the reasons make sense or sound untrue?
- Monitoring. Does one person call, text message, or check up on the other constantly? Does he or she demand to know the other person's plans or with whom the other person was with?
- Uncontrolled Anger. Have you seen one individual lose his or her temper? Does he or she throw things – or break things – when angry? Does one person in the relationship worry a lot about upsetting the other?
- Isolation. Has one individual in the relationship given up spending time with friends? Has that individual stopped doing activities that used to be important?
- Dramatic Changes. Have either of the individuals in the relationship had appearance changes? Has he or she lost or gained weight? Have his or her grades dropped? Does he or she seem depressed?

- Injuries. Does one person in the relationship have unexplained injuries, or does he or she give explanations that don't make sense?
- Quick Progression. Did the relationship get serious very quickly?

These signs do not necessarily mean that your child is involved in teen dating violence, but, if present, talk to your child about teen dating violence.

For more information about this issue, please see the Centers for Disease Control and Prevention's educational materials at:

www.cdc.gov/ViolencePrevention/intimatepartnerviolence/teen_dating_violence.html.

Please let me know if you have any questions or concerns.

Sincerely,

Building Principal

Date Established: _____

Date Revised: 1/21/2014

This policy becomes effective and replaces the current policy on *Student Discipline* on the first student attendance day of the 2016-2017 school year.

Student Behavior (formerly known as 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

A student is subject to disciplinary action for engaging in *prohibited student conduct*, as described in the section with that name below, whenever the student's conduct is reasonably related to school or school activities, including, but not limited to:

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

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 or 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: (a) 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 (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug, controlled substance, or other substance that is prohibited by this policy.
- h. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.

Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they had the prohibited substance, as applicable, in their possession.

- 4. Using, possessing, controlling, or transferring a "weapon" as that term is defined in the Weapons section of this policy, or violating the Weapons section of this policy.
- 5. Using or possessing an electronic paging device. Using a cellular telephone, video recording device, personal digital assistant (PDA), or other electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Prohibited conduct specifically includes, without limitation, creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device, or cellular phone. Unless otherwise banned under this policy or by the Building Principal, all electronic devices must be kept powered-off and out-of-sight during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student's individualized education program (IEP); (c) it is used during the student's lunch period, or (d) it is needed in an emergency that threatens the safety of students, staff, or other individuals.
- 6. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.
- 7. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a District staff member's request to stop, present school identification, or submit to a search.
- 8. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, 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, bullying using a school computer or a school computer network, or other comparable conduct.
- 10. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning), and sexual assault. 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 in 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 authorization.
14. In the absence of a reasonable belief that an emergency exists, calling emergency responders (such as calling 911); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus, or at any school activity.
15. Being absent without a recognized excuse; State law and School 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 displaying gang symbols or paraphernalia.
18. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism, and hazing.
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 an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

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

Efforts, including the use of 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 psychostimulant medication to the student.

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. 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:

1. Notifying parent(s)/guardian(s).
2. Disciplinary conference.
3. Withholding of privileges.
4. Temporary removal from the classroom.
5. Return of property or restitution for lost, stolen, or damaged property.
6. In-school suspension. The Building Principal or designee shall ensure that the student is properly supervised.
7. After-school study or Saturday study provided the student's parent/guardian has been notified. If transportation arrangements cannot be agreed upon, an alternative disciplinary measure must be used. The student must be supervised by the detaining teacher or the Building Principal or designee.
8. Community service with local public and nonprofit agencies that enhances community efforts to meet human, educational, environmental, or public safety needs. The District will not provide transportation. School administration shall use this option only as an alternative to another disciplinary measure, giving the student and/or parent/guardian the choice.
9. Seizure of contraband; confiscation and temporary retention of personal property that was used to violate this policy or school disciplinary rules.
10. Suspension of bus riding privileges in accordance with Board policy 7:220, *Bus Conduct*.
11. Out-of-school suspension from school and all school activities in accordance with Board policy 7:200, *Suspension Procedures*. A student who has been suspended may also be restricted from being on school grounds and at school activities.
12. Expulsion from school and all school activities for a definite time period not to exceed 2 calendar years in accordance with Board policy 7:210, *Expulsion Procedures*. A student who has been expelled may also be restricted from being on school grounds and at school activities.
13. Transfer to an alternative program if the student is expelled or otherwise qualifies for the transfer under State law. The transfer shall be in the manner provided in Article 13A or 13B of the School Code.
14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, including but not limited to, illegal drugs (controlled substances), "look-alikes," 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, paddling, or prolonged maintenance of students in physically painful positions, or intentional infliction of bodily harm. Corporal punishment does not include reasonable force as needed to maintain safety for students, staff, or other persons, or for the purpose of self-defense or defense of property.

Weapons

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

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

The expulsion requirement under either paragraph 1 or 2 above may be modified by the Superintendent, and the Superintendent’s determination may be modified by the Board on a case-by-case basis. The Superintendent or designee may grant an exception to this policy, upon the prior request of an adult supervisor, for students in theatre, cooking, 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 Students

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 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 the local law enforcement agency, State Police, and any involved student’s parent/guardian. “School grounds” includes modes of transportation to school activities and any public way within 1000 feet of the school, as well as school property itself.

Delegation of Authority

Each teacher, and any other school personnel when students are under his or her charge, is authorized to impose any disciplinary measure, other than suspension, expulsion, corporal punishment, or in-school suspension, that is appropriate and in accordance with the policies and rules on student discipline. Teachers, other certificated [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, 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 Board may suspend a student from riding the bus in excess of 10 school days for safety reasons.

Student Handbook

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

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

LEGAL REF.: Gun-Free Schools Act, 20 U.S.C. §7151 et seq.
Pro-Children Act of 1994, 20 U.S.C. §6081.
410 ILCS 130/, Compassionate Use of Medical Cannabis Pilot Program.
410 ILCS 647/, Powdered Caffeine Control and Education Act.
430 ILCS 66/, Firearm Concealed Carry Act.
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, 5/31-3, and 110/3.10.
23 Ill.Admin.Code §1.280.

CROSS REF.: 2:150 (Committees), 2:240 (Board Policy Development), 5:230 (Maintaining Student Discipline), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 7:70 (Attendance and Truancy), 7:130 (Student Rights and Responsibilities), 7:140 (Search and Seizure), 7:150 (Agency and Police Interviews), 7:160 (Student Appearance), 7:170 (Vandalism), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:200 (Suspension Procedures), 7:210 (Expulsion Procedures), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:270 (Administering Medicines to Students), 7:310 (Restrictions on Publications), 8:30 (Visitors to and Conduct on School Property)

Date Established _____

Date Revised May, 2016

Student Handbook - Hazing Prohibited

Soliciting, encouraging, aiding, or engaging in hazing, no matter when or where it occurs, is prohibited. *Hazing* means any intentional, knowing, or reckless act directed to or required of a student for the purpose of being initiated into, affiliating with, holding office in, or maintaining membership in any group, organization, club, or athletic team whose members are or include other students.

Students engaging in hazing will be subject to one or more of the following disciplinary actions:

1. Removal from the extracurricular activities,
2. Conference with parents/guardians, and/or
3. Referral to appropriate law enforcement agency.

Students engaging in hazing that endangers the mental or physical health or safety of another person may also be subject to:

1. Suspension for up to 10 days, and/or
2. Expulsion for the remainder of the school term.

Date Established: _____

Date Revised: 1/21/2014

Administrative Procedure - Guidelines for Reciprocal Reporting of Criminal Offenses Committed by Students

State law requires a reciprocal reporting system between the School District and local law enforcement agencies regarding criminal offenses committed by students (105 ILCS 5/10-20.14). The Juvenile Court Act of 1987 and the School Code set requirements for the management and sharing of law enforcement records and other information about students if they have contact with local law enforcement. Implementation of reciprocal reporting procedures relies heavily on the District's parent-teacher advisory committee and Building Principals, in cooperation with local law enforcement agencies (105 ILCS 5/10-20.14). The parent-teacher advisory committee is a School Board committee and, thus, is subject to the Open Meetings Act (5 ILCS 120/1.02). Local implementation of reciprocal reporting procedures may be modified based upon the District's and local law enforcement's specific implementation needs.

Guidelines for Reports from the District to Local Law Enforcement

When sharing information, school officials should be aware of State and federal laws regarding *school student records* (Family Educational Rights and Privacy Act, 20 U.S.C. §1232g; 34 C.F.R. Part 99; Illinois School Student Records Act, 105 ILCS 10/). Information kept by law enforcement professionals working in a school is not considered a *school student record* (105 ILCS 10/2). Also, law enforcement records maintained by law enforcement agencies are not considered a *school student record* (105 ILCS 5/22-20, amended by P.A. 97-1104, eff. 1-1-2013). For more detailed information about *school student records* and its definition, see 7:340-AP1, *School Student Records*.

1. The Building Principal and/or the Police Department School Liaison Officer will arrange meetings as needed between school officials and individuals representing law enforcement to share information. While not required by State law, meetings may enhance a cooperative relationship between the school and local law enforcement agencies. The following people should be invited to these meetings: dean, building principal, guidance counselor, State's Attorney, juvenile probation officer, and police department school liaison officer.
2. The Building Principal and the Police Department School Liaison Officer will share information with the appropriate law enforcement agencies regarding the arrest of a student who is less than 17 years of age and is enrolled in the Building Principal's school when the arrest was for any offense listed in the Juvenile Court Act of 1987. 105 ILCS 5/10-20.14.
 - a. The reporter should identify the student by name and describe the circumstances of the alleged criminal activity. If the information is a *school student record*, local law enforcement officials must certify in writing that they will not disclose it to any other party except as provided by State law without the prior written consent of the student's parent/guardian. See administrative procedure 7:340-AP1, *School Student Records*, Section H. The *written certification requirement* is at 105 ILCS 10/6(6.5) and 20 U.S.C. §1232g(b)(1)(E)(ii)(II).
 - b. The report should be made as soon as possible after the Liaison Officer or Building Principal reasonably suspects that a student is involved in such activity.
 - c. The Building Principal's duty to report such activity arises only when the activity occurs on school property or off school grounds at a school-related function.

Guidelines for Reporting from Local Law Enforcement to the District

The information shared with the District from law enforcement agencies and the confidentiality of shared law enforcement records are managed under 105 ILCS 5/22-20 and 705 ILCS 405/1-7, amended by P.A. 97-1104, eff. 1-1-2013. These laws require the Building Principal to maintain all information and records that the District receives from local law enforcement separate from a student's official *school student record*. Unless otherwise indicated, the information received from local law enforcement may only be used by school staff having a legitimate educational or safety interest in the information to support (1) the proper rehabilitation of the student, and/or (2) the protection and safety of students and employees in the school.

1. The State's Attorney shall provide to the Building Principal a copy of any delinquency dispositional order concerning any student regardless of age where the crime would be a felony if committed by an adult, or was a Class A misdemeanor in violation of Article 24-1, 24-3, 24-3.1, or 24.5 of the Criminal Code (weapon offenses).

Access to this information is limited to only the Building Principal, the Superintendent, and any guidance counselor designated by either administrator. 705 ILCS 405/1-8(F).

2. Local law enforcement may disclose the identity of a victim of aggravated battery, battery, attempted first degree murder, or another non-sexual violent offense to appropriate school officials if the presiding judge of the juvenile court approves the disclosure to prevent foreseeable violence. 705 ILCS 405/5-905(2.5).
3. Local law enforcement may transmit records relating to a minor who is arrested or taken into custody before his or her 17th birthday only if law enforcement believes that there is imminent threat of physical harm to students, school personnel, or others who are present in the school or on school grounds. 705 ILCS 405/1-7(A)(8) and 405/5-905(h), amended by P.A. 97-1104. For an example of relevancy and implementation of this type of law enforcement information in a school building, see 4:170-AP7, *Targeted School Violence Prevention Program*.
4. Local law enforcement agencies and all courts must report to the Building Principal the fact that a student enrolled in the building has been detained for proceedings under the Juvenile Court Act of 1987 or for any crime or violation of a municipal or county ordinance. 105 ILCS 5/22-20, amended by P.A. 97-1104.
5. Local law enforcement may allow the Building Principal or appropriate school official(s) to inspect and copy law enforcement records concerning a minor enrolled in the school who has been arrested or taken into custody for violating the following Ill. laws: Article 24 of the Criminal Code of 1961 (dangerous weapons); Ill. Controlled Substances Act; Cannabis Control Act; forcible felonies defined at Section 2-8 of the Criminal Code of 1961; Methamphetamine Control and Community Protection Act; Section 1-2 of the Harassing and Obscene Communications Act; Hazing Act; or Article 12 of the Criminal Code of 1961 (bodily harm); or Article 25 of the Criminal Code of 1961 (mob action and related offenses). 705 ILCS 405/1-7(A)(8)(A) and 405/5-905(h)(A), amended by P.A. 97-1104.
6. Local law enforcement shall provide a copy of all arrest records, and the State's Attorney shall provide a copy of all conviction records, to the Building Principal if the record involves a student who is arrested or taken into custody *after* his or her 17th birthday.
7. Local law enforcement may disclose only *oral information* about a minor who is the subject of a current police investigation that is directly related to school safety. 705 ILCS 405/5-905(h), amended by P.A. 97-1104. For an example of relevancy and implementation of this type of law enforcement information in a school building, see 4:170-AP7, *Targeted School Violence Prevention Program*.
8. Local law enforcement and the State's Attorney may share or disclose information or records relating or pertaining to juveniles subject to the provisions of the Serious Habitual Offender Comprehensive Action Program when that information is used to assist in the early identification and treatment of habitual juvenile offenders. 705 ILCS 405/1-8(G).

LEGAL REF.: 105 ILCS 5/10-20.14 and 5/22-20.

705 ILCS 405/1-7, 1-8(F), 1-8(G), and 5-905.

CROSS REF.: 2:150 (Committees), 4:170-AP7 (Targeted School Violence Prevention Program), 7:150 (Agency and Police Interviews), 7:340-AP1 (School Student Records)

Date Established: _____

Date Revised: 12/18/2012

Student Handbook - Electronic Devices

Electronic Signaling Devices

Students may not use or possess electronic signaling (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

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:

1. They must be kept out of sight and in an inconspicuous location, such as a backpack, purse, or locker.
2. They must be turned **off** during the regular school day unless the supervising teacher grants permission for them to be used or if needed during an emergency.
3. They may not be used in any manner that will cause disruption to the educational environment or will otherwise violate student conduct rules.
4. They may not be used for creating, sending, sharing, viewing, receiving, or possessing *indecent visual depictions* 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. 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.

Electronic study aids may be used during the school day if:

1. Use of the device is provided in the student's IEP, or
2. Permission is received from the student's teacher.

Examples of electronic devices that are used as study aids include devices with audio or video recording, iPods®, some cellular telephones, laptop computers, and iPads®.

Examples of electronic devices that are **not** used as study aids include: hand-held electronic games, CD players, MP3 players/iPods®, global positioning systems (GPS), radios, and cellular telephones (with or without cameras), and other portable mobile computers capable of transmitting images or pictures.

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

Ref.: I.A.S.B.

Date Est.: 10/19/2010

Date Revised: _____

Administrative Procedure - Guidelines for Investigating Sexting Allegations

Establishing procedures with local law enforcement agencies and State's attorneys to investigate allegations of sexting protects the District, its staff and its students from the broad legal implications that sexting allegations present. This administrative procedure contains three sections:

1. Glossary of Terms
2. Preparation of Guidelines for Investigating Sexting Allegations
3. Investigation and Management of Sexting Allegations

Glossary of Terms

Electronic device: any type of electronic communication device, defined at 705 ILCS 405/3-40(a), added by P.A. 96-1087. It includes, but is not limited to, a wireless telephone, personal digital assistant, or a portable or mobile computer, that is capable of transmitting images or pictures. This includes cellular telephones (see www.thesaurus.com, listing cellular and wireless telephones as synonyms). For more discussion, see f/n 3 in 7:190 - AP5, *Electronic Devices - Student Handbook*.

Sexting: a portmanteau word of sex and texting with no clear definition. It is commonly explained as the act of sending sexually explicit photos, images, or messages electronically, primarily by mobile phone or the internet, that are taken with or without consent. It also includes *indecent visual depictions*, which means a depiction or portrayal in any pose, posture, or setting involving a lewd exhibition of the unclothed or transparently clothed genitals, pubic area, buttocks, or, if such person is female, a fully or partially developed breast of the person (705 ILCS 405/3-40(a), added by P.A. 96-1087, eff. 1-1-11).

Preparation of Guidelines for Investigating Sexting Allegations

This section identifies best practices for creating guidelines for investigating sexting allegations at the District-wide level. The Superintendent should discuss this procedure with local law enforcement agencies and State's attorneys to minimize the potential legal implications for students and administrators that sexting presents. Customize the procedure to each District's specific needs.

Actor	Action
Superintendent or designee	<p>Convene a meeting with Board attorney, local law enforcement agencies, and State's attorney to determine best practices and procedures for investigating sexting. Use the Investigation and Management of Sexting Allegations section (see below) as a template for discussion at the meeting and customize it to meet local considerations as necessary. Ask the Board attorney to provide direction about searching student owned electronic devices in Step 2: Isolate Evidence / Confiscate Device in the Investigation and Management of Sexting Allegations section (see below).</p> <p>Searching electronic devices involves Fourth Amendment search and seizure and the federal Stored Communication Act (SCA) (18 U.S.C. §2701) issues. Generally asking for permission, calling the parents to come and look through the phone, or getting a warrant solves this issue. Note: See the Dept. of Justice's, "The Stored Communication Act, in Searching and Seizing Computers and Obtaining Electronic Evidence Manual" (Sept. 2009), available at: www.justice.gov/criminal/cybercrime/ssmanual/03ssma.html and Orin S. Kerr, A User's Guide to the Stored Communications Act, and a Legislator's Guide to Amending It, <i>George Washington Law Review</i> (Aug. 2004).</p> <p>Identify and list all State's attorneys and local law enforcement agencies with jurisdiction over the District's boundaries. Provide this list to all Building Principals in the District.</p> <p>Provide the local State's attorney offices and law enforcement agencies with an annual list of school buildings and the names of each building's administrators that are located within their jurisdictions.</p>

Actor	Action
	<p>Invite local State's attorney offices and law enforcement agencies to meet with District school officials to provide input on how the District should manage identified indecent visual depictions.</p> <p>Add an agenda item about sexting to a Parent Teacher Advisory Committee meeting (see policy 2:150, <i>Committees</i>). Include information from discussions with State's attorneys and local law enforcement about the issue. Discuss local considerations for:</p> <ol style="list-style-type: none"> 1. Disciplinary actions and consequences in response to sexting; and 2. Sexting education and prevention efforts. <p>Consider adding information about the negative consequences of sexting to the District's sex education curriculum. See, U.S. Dept. of Justice Guide titled <i>Citizen's Guide to United States Federal Child Exploitation Laws</i>, available at: www.justice.gov/criminal/ceos/citizensguide_porn.html; MTV's four-part series titled <i>Sexting in America: When Privates Go Public</i>, available at: www.mtv.com/videos/news/483801/sexting-in-america-when-privates-go-public-part-1.jhtml#id=1631892 and www.athinline.org. Consider adding these to 7:190-AP6, <i>E1, Exhibit-Letter to Parents/Guardians About Preventing and Reducing Incidences of Sexting</i>.</p> <p>Convene a meeting with Building Principals to inform them of the District's Investigation and Management of Sexting Allegations procedures (see below).</p> <p>Raise awareness of and increase educational opportunities about sexting as necessary. Follow the Parent Teacher Advisory Committee's recommendations for providing sexting education and prevention efforts.</p> <p>Invite the local State's attorney and local law enforcement to participate in the District's education and prevention efforts.</p>
Building Principals	<p>Educate building staff members about the procedures for Investigation and Management of Sexting Allegations (see below).</p> <p>Follow the Investigation and Management of Sexting Allegations.</p>

Investigation and Management of Sexting Allegations

This section relies upon the Building Principal or designee to manage several practical and legal implications when conducting sexting allegation investigations.

Actor	Action
Building Principal or designee	<p>Step 1: Investigate</p> <p>Determine where actions took place.</p> <p>Contact parents/guardians of all students involved.</p> <p>Contact the Superintendent and request permission to contact the Board Attorney.</p> <p>Step 2: Isolate Evidence / Confiscate Device</p> <p>NEVER transfer or store depictions on personal or school electronic devices to minimize accusations of possession of child pornography. (See 625 ILCS 5/11-20.1 <i>et seq.</i> and 18 U.S.C. §§2251, 2252, and 2252A).</p> <p>Also see the U.S. Dept. of Justice's Child Exploitation and Obscenity Section discussing child pornography issues, available at: www.justice.gov/criminal/ceos/childporn.html.</p> <p>Contact local law enforcement.</p> <p>See Joshua D. Herman, <i>Criminal Law. Sexting: It's No Joke, It's a Crime</i>. Illinois Bar Journal, Volume 98, No. 4, P. 192 at f/n 42 (published April 2010), online at: www.isba.org/ibj/2010/04/criminallaw, (quoting an attorney in the Illinois Attorney General's High Tech Crimes Bureau who</p>

Actor	Action
	<p>advises school administrators to immediately confiscate devices with such material on them and report the incident to law enforcement immediately, stating that possession of a sext message that is child pornography is no different than possessing a “kilo of cocaine.”)</p> <p>Follow board policy 7:140, <i>Search and Seizure</i> and 7:150-AP, <i>Administrative Procedure, Agency and Police Interviews</i>.</p> <p>Follow the Board Attorney’s direction regarding searches of student owned technological devices. See Preparation of Guidelines for Investigating Sexting Allegations (above).</p> <p>Step 3: Follow the reporting requirements of Board policy 5:90, <i>Abused and Neglected Child Reporting</i>, when applicable</p> <p>A <i>sexted</i> image may constitute child abuse depending upon the visual depiction and the circumstances. See 325 ILCS 5/3 and 705 ILCS 405/2-3 (2) which includes sex offenses defined at 720 ILCS 5/1-1 <i>et seq.</i> School personnel are granted broad immunities against civil and criminal claims for filing reports in good faith, even if the report is unfounded. In contrast, school personnel who willfully fail to report may be guilty of a Class A misdemeanor (325 ILCS 5/4) and face suspension of their teaching certificates (105 ILCS 5/21-23, amended by P.A. 96-431).</p> <p>Step 4: Determine appropriate disciplinary actions for all students involved in the incident</p> <p>Evaluate disciplinary options. Remember that a student who forwards sexts of himself or herself likely expected the depiction to remain private. As a result, consider the social stigma, bullying, harassment, and severe embarrassment issues involved in the issue.</p> <p>Provide an equivalent discipline to all students involved in the creation, dissemination and storage of the sexted image, whenever possible.</p> <p>See Sorenen, Vitale, and Haase, <i>Sexting at School: Lessons Learned the Hard Way</i>. National School Board Association, Council of School Attorney’s Inquiry & Analysis, f/n 40 (published February 2010) discussing several sex equality claims against school districts for punishing students differently when they are involved in the same incident.</p> <p>For situations that may require unequal punishment, contact the Superintendent so that he or she may consult the Board Attorney.</p> <p>Step 5: Prepare a plan to prevent harassment and bullying of involved students</p> <p>Remind the students and their parents/guardians of the Board’s policy 7:180, <i>Preventing Bullying Intimidation and Harassment</i>.</p> <p>Instruct involved students not to harass anyone involved in the sexting incident and keep the issues confidential.</p> <p>Consider involving the social worker or guidance counselor, if available, in the process to assist students.</p> <p>Follow 7:180, <i>Preventing Bullying Intimidation and Harassment</i>, for students who violate the policy.</p>

Ref.: I.A.S.B.
Date Est.: 10/19/2010
Date Revised:

Exhibit - Letter to Parents/Guardians About Preventing and Reducing Incidences of Sexting

On District letterhead

Re: Preventing and Reducing Incidences of Sexting

Dear Parent(s)/Guardian(s):

Many parents are unfamiliar with *sexting*. It is generally defined as sending, sharing, viewing, receiving or possessing *indecent visual depictions* of oneself or another person using a cell phone. A student will be disciplined for sexting at school.

Discussing sexting and its legal and social consequences with your children may prevent and reduce incidences of it at school and elsewhere. A recent survey revealed that about 20 percent of teen boys and girls have sent sext messages. It can cause enormous emotional pain for the students involved, often with legal implications. The following talking points from the American Academy of Pediatrics may help start the discussion:

- Introduce the issue as soon as a child is old enough to have a cell phone. Even if the issue hasn't directly impacted your school building's community, ask "have you heard of sexting?" "Tell me what you think it is." Learn what your child's understanding is and add an age appropriate explanation. For more information about starting age appropriate discussions, see *The New Problem of Sexting* subhead on the American Academy of Pediatrics website at: www.aap.org/advocacy/releases/june09socialmedia.htm.
- Make sure children of all ages understand that the District's student discipline policy prohibits sexting at school, and that it is further punishable in Illinois through the Juvenile Court Act and The Criminal Code of 1961.
- Collect cell phones at gatherings of tweens and teens. Experts have noted that peer pressure can play a major role in the sending of texts, with attendance at parties being a major contributing factor.
- Monitor the media for stories about sexting that illustrate the consequences for both senders and receivers of these images. Ask "Have you seen this story?" "What did you think about it?" "What would you do if you were this child?"
- Rehearse ways your child can respond if asked to participate in inappropriate texting.

For more information on sexting and how to talk to your children about it, please see the following links:

www.connectsafely.com/Safety-Tips/tips-to-prevent-sexting.html;

www.aap.org/advocacy/releases/june09socialmedia.htm; www.education.com/magazine/article/child-sexting-parents/?page=2;

www.athinline.org.

Sincerely,

Superintendent

Ref.: I.A.S.B.

Date Est.: 10/19/10

Date Revised:

Exhibit - Student Handbook Checklist

The Checklist contains mandatory and recommended notices that schools should give to their students and the students' parents/guardians. *Mandatory* means the notices are legally required. *Recommended* means including the notices are a best practice. The Checklist is in the IASB Policy Reference Manual (PRM) format, and it lists corresponding policies, procedures, and exhibits in numerical order within each sub-headed category. A corresponding citation to the Illinois Principals Association Online Model Student Handbook (IPA MSH) is also listed, if one exists. Any handbook should be reviewed by the Board Attorney before distribution to ensure that all mandatory notices are included as this Checklist is subject to change without notice. This Checklist is not a substitute for legal advice.

Mandatory Notices

Student Services

Mandatory Topics	IASB PRM	IPA MSH
Transportation	4:110, <i>Transportation</i>	4.10, <i>Bus Transportation</i>
Transportation reimbursement eligibility and dispute resolution NOTE: this program has been withdrawn due to lack of funding	4:110, <i>Transportation</i>	4.10, <i>Bus Transportation</i>
Eligibility criteria for free and reduced lunch	4:130, <i>Free and Reduced-Price Food Services</i>	3.10, <i>Fees, Fines & Charges; Waiver of Student Fees</i>
Waiver of school fees along with the fee waiver application form	4:140, <i>Waiver of Student Fees</i> 4:140-AP, <i>Fines, Fees, and Charges - Waiver of Student Fees</i> 4:140-E1, <i>Application for Fee Waiver</i> 4:140-E2, <i>Response to Application for Fee Waiver, Appeal, and Response to Appeal</i>	3.10, <i>Fees, Fines & Charges; Waiver of Student Fees</i> 3.10-E1, <i>Application for Fee Waiver</i>
Alternative learning opportunities	6:110, <i>Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program</i>	2.90, <i>Course Alternatives & Substitutions</i>
Notification to parents/guardians of English Language Learners regarding their child's placement in, and information about, the District's English Language Learners programs	6:160, <i>English Language Learners</i>	12.60, <i>English Language learners</i>
Parental involvement under Title I (only when the district receives Title I funds)	6:170, <i>Title I Programs</i> 6:170-AP1, <i>Checklist of Development, Implementation, and Maintenance of Parental involvement Compacts for Title I Programs</i> 6:170-AP1, E1, <i>District-Level Parental Involvement Compact</i>	12.50, <i>Parent Involvement Compact</i>

Mandatory Topics	IASB PRM	IPA MSH
	6:170-AP1, E2, <i>School-Level Parental Involvement Compact</i> 6:170-AP2, <i>Notice to Parents Required by No Child Left Behind Act of 2001</i> 6:170-AP3, <i>No Child Left Behind Checklist</i>	
Notice to parents required by No Child Left Behind Act of 2001	6:170-AP2, <i>Notice to Parents Required by No Child Left Behind Act of 2001</i>	
Surveys that request personal information from students	7:15, <i>Student and Family Privacy Rights</i>	11.10, <i>Student Privacy Protections</i>
Birth certificate requirements for enrollment	7:50, <i>School Admissions and Student Transfers To and From Non-District Schools</i> ; 7:50-AP, <i>School Admissions and Student Transfers To and From Non-District Schools</i>	
Administration of medications (includes asthma inhalers and epinephrine auto-injectors)	7:270, <i>Administering Medicines to Students</i> 7:270-AP, <i>Dispensing Medication</i> 7:270-E, <i>School Medication Authorization Form</i>	5.20, <i>Student Medication</i> 5.20-E1, <i>Student Medical Authorization Form</i> 5.20-E2, <i>Authorization for Student Self Medication Form</i>

Student Programs

Mandatory Topics	IASB PRM	IPA MSH
Notice of instruction in recognizing and avoiding sexual abuse (K-8 only)	6:60-AP, <i>Comprehensive Health Education Program</i> 6:60-E, <i>Notice to Parents/Guardians of Students Enrolled in Family Life and Sex Education Classes</i>	12.40, <i>Sex Education Instruction</i> 12.40-E1, <i>Notice to Parents on Sex Education Instruction</i>
Free appropriate public education to students with disabilities Special education services to eligible children whether or not enrolled in the District	6:120, <i>Education of Children with Disabilities</i> 6:120-AP1, <i>Special Education Procedures Assuring the Implementation of Comprehensive Programming for Children with Disabilities</i> (downloadable from IASB website, www.iasb.com)	10.10, <i>Education of Children with Disabilities</i>

Student Responsibilities

Mandatory Topics	IASB PRM	IPA MSH
IHSA policy on banned substances (required only for IHSA schools)	6:190, <i>Extracurricular and Co-Curricular Activities</i> 6:190-AP, <i>Eligibility for</i>	9.10, <i>Athletic Rules & Code of Conduct</i>

Mandatory Topics	IASB PRM	IPA MSH
	<i>Participation in Extracurricular Activities</i> 7:240, <i>Conduct Code for Participants in Extracurricular Activities</i> 7:240-AP1, <i>Code of Conduct for Extracurricular Activities</i>	
Absenteeism and truancy	7:70, <i>Attendance and Truancy</i>	2.10, <i>Attendance</i> 2.50, <i>Truancy</i>
Statement of district ownership of and right to search student lockers	7:140, <i>Search and Seizure</i>	8.10, <i>Search & Seizure</i>
Search procedures for school grounds and lockers	7:140, <i>Search and Seizure</i>	8.10, <i>Search & Seizure</i>
Notification regarding access to student accounts or profiles on social networking websites	7:140, <i>Search and Seizure</i>	8.10, <i>Search & Seizure</i>
Bullying prohibited and reporting encouraged	7:180, <i>Preventing Bullying, Intimidation, and Harassment</i>	6.40, <i>Bullying, Intimidation, & Harassment</i> 6.40-E1, <i>Aggressive Behavior Reporting Letter & Form</i>
Teen dating violence prohibited and reporting encouraged	7:185, <i>Teen Dating Violence Prohibited</i>	
Prohibition of electronic paging devices and making threat by Internet	7:190, <i>Student Discipline</i>	6.30, <i>Student Discipline</i>
All prohibited conduct in the school discipline code, including, but not limited to: 1. Controlled substances 2. Firearms and other weapons 3. E-cigarettes 4. Gangs and gang-related activity 5. Sexting prohibited	7:190, <i>Student Discipline</i> 7:190-AP5, <i>Student Handbook - Electronic Devices</i> 7:190-AP6, <i>Guidelines for Investigating Sexting Allegations</i> 7:190-AP6, E1, <i>Letter to Parents/Guardians About Preventing and Reducing Incidences of Sexting</i>	6.30, <i>Student Discipline</i>
Inform parents/guardians when their child engaged in aggressive behavior along with the school's early intervention procedures	7:190-E1, <i>Aggressive Behavior Reporting Letter and Form</i>	6.40-E1, <i>Aggressive Behavior Reporting Letter & Form</i>
Suspension and expulsion, and due process requirements	7:200, <i>Suspension Procedures</i> 7:210, <i>Expulsion Procedures</i>	
School bus safety	7:220, <i>Bus Conduct</i> 4:170-AP3, <i>School Bus Safety Rules</i>	4.10, <i>Bus Transportation</i>
Videotape surveillance of buses (if applicable)	7:220, <i>Bus Conduct</i> 7:220-AP, <i>Electronic Recordings on School Buses</i>	4.10, <i>Bus Transportation</i>

Mandatory Topics	IASB PRM	IPA MSH
Behavior interventions (these may be developed through the Spec. Ed. Coop if the district belongs to one)	7:230, <i>Misconduct by Students With Disabilities</i>	
Dress code	7:160, <i>Student Appearance</i>	6.20, <i>School Dress Code & Student Appearance</i>
All other conduct prohibited by Board policy - school discipline code	7:190, <i>Student Discipline</i>	6.30, <i>Student Discipline</i>

Student Rights

Mandatory Topics	IASB PRM	IPA MSH
Notice of non-discrimination coordinator(s) and making complaint of discrimination or sexual harassment	2:260, <i>Uniform Grievance Procedure</i>	6.40, <i>Bullying, Intimidation & Harassment</i>
Prohibition of discrimination on the basis of race, color, national origin, sex, sexual orientation, ancestry, age, religious beliefs, physical or mental disability, status as homeless, or actual or potential marital or parental status, including pregnancy	7:10, <i>Equal Educational Opportunities</i>	1.50, <i>Equal Opportunity & Sex Equity</i>
Sex equity and grievance procedures	7:10, <i>Equal Educational Opportunities</i> 2:260, <i>Uniform Grievance Procedure</i>	1.50, <i>Equal Opportunity & Sex Equity</i>
Sexual harassment prohibited and grievance procedures	7:20, <i>Harassment of Students Prohibited</i> 2:260, <i>Uniform Grievance Procedure</i>	6.40, <i>Bullying, Intimidation & Harassment</i>
Notify parents of their right to request their child's classroom teachers' qualifications	5:190-E1, <i>Notice of Parents of Their Right to Request Their Child's Classroom Teachers' Qualifications</i>	12.10, <i>Teacher Qualifications</i>
Educational rights of homeless students in the location where homeless children receive services	6:140, <i>Education of Homeless Children</i> 6:140-AP, <i>Education of Homeless Children</i>	12.30, <i>Homeless Child's Right to Education</i>
Notice of parent and student rights under the Children's Privacy Protection and Parental Empowerment Act	7:15, <i>Student and Family Privacy Rights</i> 7:15-E, <i>Notification to Parents of Family Privacy Rights</i>	11.10, <i>Student Privacy Protections</i>
Notice to parents/guardians about social network passwords	7:140, <i>Search and Seizure</i> 7:140- E, <i>Letter to Parents/Guardians Regarding the Right to Privacy in the School Setting Act</i>	6.70 (Pending)

Mandatory Topics	IASB PRM	IPA MSH
Notice concerning privacy and access rights to school student records	7:340, <i>Student Records</i> 7:340-E1, <i>Notice to Parents/Guardians and Students of Their Rights Concerning a Student's School Records</i> 7:340-E2, <i>Using a Photograph or Video Recording of a Student</i>	11.20, <i>Student Records</i>
Disclosure of directory information	7:340-E1, <i>Notice to Parents/Guardians and Students of Their Rights Concerning a Student's School Records</i> 7:340-E2, <i>Using a Photograph or Video Recording of a Student</i>	11.20, <i>Student Records</i>
Information classified as directory information and for objecting to disclosure of information	7:340-E1, <i>Notice to Parents/Guardians and Students of Their Rights Concerning a Student's School Records</i>	11.20, <i>Student Records</i>
Military recruiting	7:340-E3, <i>Letter to Parents Concerning Military Recruiters and Postsecondary Institutions Receiving Student Directory Information</i> 7:340-E4, <i>Frequently Asked Questions Regarding Military Recruiter Access to Students and Student Information</i>	11.20, <i>Student Records</i>
Student biometric information (when applicable)	7:340, <i>Student Records</i> 7:340-E5, <i>Biometric Information Collection Authorization</i>	11.30, <i>Student Biometric Information</i>
Notice of disability accommodation	8:70, <i>Accommodating Individuals with Disabilities</i>	1.110, <i>Accommodating Individuals with Disabilities</i>

General Information

Mandatory Topics	IASB PRM	IPA MSH
Notice before a pesticide application	4:160-AP, <i>Environmental Quality of Buildings and Grounds</i>	12.80, <i>Pesticide Application Notice</i>
Availability of information concerning sex offenders	4:170-AP2, <i>Criminal Offender Notification Laws</i> 4:170-E6, <i>Informing Parents About Offender Community Notification Laws</i>	12.120, <i>Sex Offender Notification Law</i>
School bus safety	4:170-AP3, <i>School Bus Safety Rules</i>	4.10, <i>Bus Transportation</i>
Notice to parents/guardians and staff of IHSA's online training video about hands-only CPR and AED	4:170, <i>Safety</i> 4:170-AP6, E1, <i>School Staff AED Notification Letter</i>	

Mandatory Topics	IASB PRM	IPA MSH
Notice that a student athlete and his/her parent must sign acknowledgement of receiving the concussion policy (required only for IHSA schools)	7:305, <i>Student Athlete Concussions and Head Injuries</i>	9.30, <i>Student Athlete Concussions and Head Injuries</i>
School visitation rights notice	8:95-E1, <i>Letter Notifying Parents/Guardians of School Visitation Rights</i> 8:95-E2, <i>Verification of School Visitation</i>	12.70, <i>School Visitation Rights</i>

Recommended Notices

Student Services

Recommended Topics	IASB PRM	IPA MSH
Information regarding waiver of student fees	4:140, <i>Waiver of Student Fees</i>	
Fire drill program, building specific plan	4:170, <i>Safety</i> 4:170-AP1, <i>Comprehensive Safety and Crisis Program</i>	5.40, <i>Safety Drill Procedures</i>
School safety plans, including severe weather and injury or sudden illness	4:170, <i>Safety</i> 4:170-AP1, <i>Comprehensive Safety and Crisis Program</i> 4:170-E1, <i>Accident Form</i>	2.100, <i>Home and Hospital Instruction</i>
Home and hospital instruction	6:150, <i>Home and Hospital Instruction</i>	2.100, <i>Home and Hospital Instruction</i>
Student residency and tuition	7:60, <i>Residence</i> 7:60-AP1, <i>Challenging a Student's Residence Status</i> 7:60-AP2, <i>Establishing Student Residency</i> 7:60-AP2, E1, <i>Letter from Landlord in Lieu of Lease</i> 7:60-AP2, E2, <i>Letter of Residence to be Used When the Person Seeking to Enroll a Student is Living with a District Resident</i> 7:60-AP2, E3, <i>Evidence of Non-Parent's Custody, Control and Responsibility of a Student</i>	
Parking, building specific	7:140, <i>Search and Seizure</i>	4.20, <i>Parking</i>
Health and guidance counselor and social work access	7:250, <i>Student Support Services</i>	5.30, <i>Guidance & Counseling</i>
Communicable and infectious disease	7:280, <i>Communicable and Chronic Infectious Disease</i> 7:280-AP, <i>Managing Students with Communicable and Infectious Diseases</i>	5.50, <i>Communicable Diseases</i> 5.60, <i>Head Lice</i>

Recommended Topics	IASB PRM	IPA MSH
Students with diabetes	6:120-AP4, <i>Care of Students with Diabetes</i>	1.130, <i>Care of Students with Diabetes</i> 1.130-E1, <i>Authorization to Provide Diabetes Care</i>
Food allergy management program	7:285, <i>Food Allergy Management Program</i> 7:285-AP, <i>Implementing a Food Allergy Management Program</i>	1.120, <i>Students with Food Allergies</i>
Telephone use, building specific		

Student Programs

Recommended Topics	IASB PRM	IPA MSH
Weighted grades		
District philosophy and goals	1:30, <i>School District Philosophy</i> 3:10, <i>Goals and Objectives</i> 6:10, <i>Educational Philosophy and Objectives</i>	
Anti-bias curriculum	6:60, <i>Curriculum Content</i>	
Driver education eligibility and requirements (high schools only)	6:60, <i>Curriculum Content</i>	
Parental objections to sex education, family life instruction, and sexually transmitted diseases	6:60-E, <i>Notice to Parents/Guardians of Students Enrolled in Family Life and Sex Education Classes</i>	12.40, <i>Sex Education Instruction</i> 12.40-E1, <i>Notice to Parents on Sex Education Instruction</i>
Adaptive physical education program exemption	6:310, <i>Credit for Alternative Courses and Programs, and Course Substitutions</i>	2.80, <i>Exception from PE Requirement (Regular Education)</i>
Bilingual education availability	6:160, <i>English Language Learners</i>	12.60, <i>English Language Learners</i>
Co-curricular activities	6:190, <i>Extracurricular and Co-Curricular Activities</i>	9.10, <i>Athletic Rules & Code of Conduct</i>
“No Pass, No Play”	6:190, <i>Extracurricular and Co-Curricular Activities</i> 6:190-AP, <i>Academic Eligibility for Participation in Extracurricular Activities</i>	9.10, <i>Athletic Rules & Code of Conduct</i>
Parental right to review instructional materials	6:210, <i>Instructional Materials</i>	11.10, <i>Student Privacy Protections</i>
Acceptable use and Internet safety	6:235, <i>Access to Electronic Networks</i> 6:235-AP1, <i>Acceptable Use of Electronic Networks</i>	7.10, <i>Internet Acceptable Use</i> 7.10-E1, <i>Internet</i>

Recommended Topics	IASB PRM	IPA MSH
	6:235-E1, <i>Letter to Parents/Guardians Regarding Student Use of the District's Electronic Networks</i> 6:235-E2, <i>Authorization for Electronic Network Access</i>	<i>Acceptable Use Sign-Off</i>
Social promotion	6:280, <i>Grading and Promotion</i> 6:280-AP, <i>Evaluating and Reporting Student Achievement</i>	2.60, <i>Grading & Promotion</i>
High school graduation requirements (high schools only)	6:300, <i>Graduation Requirements</i>	2.120, <i>Graduation Requirements</i>
Right of students with IEP to participate in graduation ceremony (high schools only)	6:300, <i>Graduation Requirements</i>	10.40, <i>Certificate of High School Completion</i>
Physical education, including waiver of required classes	6:310, <i>Credit for Alternative Courses and Programs, and Course Substitutions</i>	2.80, <i>Exception from PE Requirement (Regular Education)</i> 10.30, <i>Exemption from PE Requirement (Special Education)</i>
Class schedules, building specific		
Schedule of testing programs, building specific	6:340, <i>Student Testing and Assessment Program</i>	
Student distribution of non-curricular material	7:310, <i>Restrictions on Publications</i> 7:310-AP, <i>Guidelines for Student Distribution of Non-School Sponsored Publications</i>	7.20, <i>Guidelines for Student Distribution of Non-School Sponsored Publications</i>

General Information

Recommended Topics	IASB PRM	IPA MSH
Asbestos management plan, notice of availability		
School calendar	6:20, <i>School Year Calendar and Day</i>	
Field trip	6:240, <i>Field Trips</i> 6:240-AP, <i>Field Trip Guidelines</i>	6.60, <i>Field Trips</i>
Release time for religious instruction/observance	7:80, <i>Release Time for Religious Instruction/Observance</i>	2.30, <i>Release Time for Religious Instruction/Observance</i>
Extra-curricular drug and alcohol testing (if applicable)	7:240-AP2, <i>Extracurricular Drug and Alcohol Testing Program</i> 7:240-E, <i>Consent to Participate in Extracurricular Drug and Alcohol Testing Program</i>	9.10, <i>Athletic Rules & Code of Conduct</i>

Recommended Topics	IASB PRM	IPA MSH
Eligibility to remove college entrance exams from student transcripts	7:340, <i>Student Records</i>	11.20, <i>Student Records</i>
Equal access to school facilities	8:20, <i>Access to School Facilities</i>	
Identification and registration of persons entering the school building	8:30, <i>Visitors to and Conduct on School Property</i>	1.40, <i>Visitors</i>
Statement that the handbook is: 1. Only a summary of board policies governing the district; board policies are available to the public at the district office 2. A document that may be amended during the year without notice 3. Is a communication tool of all policies to persons expected to execute and comply with them	2:240, <i>Board Policy Development</i>	1.10, <i>Parent/Guardian Handbook Acknowledgement</i> 1.20, <i>Student Handbook Acknowledgement</i> 1.30, <i>General School Information</i>
Address of District offices, list of administrators, and contact information	2:250, <i>Access to District Public Records</i> 2:250-E2, <i>Immediately Available District Public Records and Web-Posted Reports and Records</i>	1.30, <i>General School Information</i>
Board members' names	2:250, <i>Access to District Public Records</i> 2:250-E2, <i>Immediately Available District Public Records and Web-Posted Reports and Records</i>	1.30, <i>General School Information</i>
List of District school addresses	2:250, <i>Access to District Public Records</i> 2:250-E2, <i>Immediately Available District Public Records and Web-Posted Reports and Records</i>	1.30, <i>General School Information</i>

Special Circumstance Notifications

Special Circumstance Topics	IASB PRM	IPA MSH
Notification for unsafe school transfer choice	4:170, <i>Safety</i> 4:170-AP5, <i>Unsafe School Choice Option</i>	12.100, <i>Unsafe School - Transfer</i>
Notification of right to review teachers' qualifications	5:190, <i>Teacher Qualifications</i> 5:190-E1, <i>Notice to Parents of Their Right to Request Their Child's Classroom Teachers' Qualifications</i> 5:190-E2, <i>Notice to Parents When Their Child Is Assigned To or Has Been Taught for at Least Four Straight Weeks By a Teacher Who Is Not Highly Qualified</i> 5:190-E3, <i>Letter to Teacher Who Is</i>	12.10, <i>Teacher Qualifications</i>

Special Circumstance Topics	IASB PRM	IPA MSH
	<i>Not Highly Qualified</i>	
Notice when: 1. Student is being taught by a teacher who is not highly qualified, 2. School identified as in need of improvement, 3. Schools are identified for corrective action, 4. Schools are identified for restructuring, 5. There is eligibility for supplemental educational services, and 6. The district offers voluntary school choice, if applicable.	5:190-E2, <i>Notice to Parents When Their Child Is Assigned To or Has Been Taught for at Least Four Straight Weeks By a Teacher Who Is Not Highly Qualified</i> 6:15, <i>School Accountability</i> 6:15-AP, <i>School Choice and Supplemental Educational Services</i>	
Credit for proficiency	6:110, <i>Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program</i>	2.90, <i>Course Alternatives & Substitutions</i>

Date Established: _____

Date Revised: 5/13/2014