



# **2021-2022 Parent-Student Handbook**

**The Policies, Procedures, and School rules found in this handbook apply to all school-sponsored events, even those activities occurring off-campus. They are based on State and Federal law and the Illinois School Code. Please refer to the District Policy Manual for additional clarification**



August, 2021

Dear Parents/Guardians and Students:

Welcome to the 2020-21 School Year! I am pleased to share the Parent-Student Handbook with you, as it is distributed annually by the District to provide parents and students with essential and up-to-date information regarding the District's procedures and practices and your rights under various federal and state laws. Included in this handbook is some general information and specific policies which should be helpful to you in working with your child this year. Please note that the handbook is only a summary of the Board's policies governing the District and that the policies may be amended by the Board during the school year. Also, due to current circumstances, the District 95 Handbook includes information and policies covering both virtual and in-person learning. A complete copy of our District Policy Manual is available on the District website: [www.lz95.org](http://www.lz95.org).

Please review the handbook with your child. This handbook is also available on the District's website. If you have any additional questions or need clarification of any portion of this Handbook, please contact your building principal.

Thank you for your continued support as we work together to provide an enriching educational experience for our students. I wish you and your child an exciting and pleasant school year.

Sincerely,

A handwritten signature in black ink that reads "Kelley A. Gallt".

Dr. Kelley Gallt,  
Superintendent



LAKE ZURICH COMMUNITY UNIT  
**School District 95**

## **OUR MISSION**    WHY WE EXIST

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Empower every learner to achieve **personal excellence**.

## **OUR VISION**    WHERE WE ARE HEADED

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Learners achieve **personal excellence** when they:

- aspire to make a positive impact on the world.
- contribute to a collaborative and diverse learning community.
- develop habits to promote self-direction and growth.
- are prepared for college, career, and/or personal aspirations.
- are continuous learners who make and fulfill life goals.

## **OUR VALUES**    WHAT WE STAND FOR

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- Collaboration
- Continuous Improvement
- Equity
- High Expectations
- Integrity
- Perseverance
- Respect

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# Chapter 1 – Introductory Information & General Notices

## 1.30 General School Information

This handbook is designed to inform students and their parents about general school rules, disciplinary policies and procedures, rights, and responsibilities, as well as expectations, which are reviewed annually by the Parent – Teacher Advisory Committee and presented to the Board of Education for approval.

### How to Answer Questions or Resolve Concerns/Problems

The District is committed to responding to questions and working to resolve concerns/problems from our students, parents, community members or staff. If you have a question, our goal is to help you find the answer. If you have a concern/problem, our goal is to work to come to a fair and equitable resolution for everyone involved.

If you have a question about your student’s academic program, contact the teacher. If your question has not been answered, the next contact should be the next level of authority. No level should be bypassed except in unusual situations. Listed below are some examples of the sequence of individuals that you should contact to pursue the resolution to a problem or find the answer to a question.

**Individual staff contact numbers are available on the district website:**

[Staff Directory & Contacts](#)

### Questions or concerns about student academic programs or behavior at the elementary level:

Teacher → Assistant Principal → Principal → Assistant Superintendent of Curriculum & Instruction (academic)/Assistant Superintendent of Student Services (behavior) → Superintendent

### Questions or concerns about student academic programs at the middle or high school level:

Teacher → Division Head → Assistant Principal/Dean → Principal → Assistant Superintendent of Curriculum & Instruction → Superintendent

### Questions or concerns about special education:

Teacher → Case Manager → Principal → Director of Student Services (Pre-K to Grade 5)/Director of Student Services (Grades 6 to 12+) → Assistant Superintendent of Student Services

### Questions or concerns about student behavior at the middle or high school level:

Teacher → Assistant Principal/Dean → Principal → Assistant Superintendent for Student Services → Superintendent

### Questions or concerns about student athletic or academic extracurricular activities:

Coach/Sponsor → Director of Athletics and Activities → Assistant Principal/Dean → Principal → Superintendent

### Public Suggestions and Concerns

Problems are more quickly and effectively resolved at their source of origin and, therefore, the best manner in handling complaints is through the following method:

All written complaints received by the principal or other administrator are to be recorded and acknowledged within five working days. Within ten days an attempted resolution (written or verbal) will be provided to the complainant as well as the Superintendent. Anecdotal notes of verbal resolutions are to be kept on file. If the

complaint is not satisfactorily remedied at the building level, it can be forwarded to the Superintendent who will follow the same procedure listed below.

Individuals or groups often confront a single Board of Education member with issues that usually should be handled by the Superintendent. In order that fair and equal consideration can be given to all parties concerned, it is expected that the Board member will listen politely to the aggrieved, state the procedure of the Board in handling complaints, and withhold comments and/or opinion until the matter has been presented to the full Board of Education for consideration. It is often wise for Board of Education members to postpone the formulation of their opinion until they have had the benefit of hearing the issue discussed by the Board of Education where all aspects of the problem are considered. The Board of Education member should not obligate other members of the Board of Education by predicting how they will vote on any matter. The Board member will refer the complaint to the Superintendent within five days and advise the full Board in a timely manner. The Superintendent will acknowledge receipt of the complaint within five days, provide an attempted resolution (written or verbal) within ten days and notify the full Board in a timely manner. Anecdotal notes of verbal resolutions are to be kept on file.

The Superintendent shall attempt to resolve the problem before presenting the complaint to the Board of Education. This regulation implies that the Superintendent may refer the complaint to those persons most familiar with the problem for resolution.

The Board of Education members will not act on any communications or complaints from staff, parents, students, or patrons, until they have been first referred to the Superintendent and/or their assistants. If the complaint is not resolved by the Superintendent, it can be presented in writing, by the complainant to the Board of Education which may grant, at the Board's discretion, a meeting, or a hearing to the interested parties.

The reader is referred to Board Policy 2.260 - *Uniform Grievance Procure* for additional information.

## **1.31 Curriculum/Programs for Students**

A comprehensive K-12 curriculum is offered that is aligned with the District's educational philosophy and goals, students' needs as identified by research and best practice, demographics, student achievement data and the knowledge, skills, and abilities required for students to become lifelong learners based on District, State, and Federal law and regulations for curriculum and graduation requirements. No student shall be required to take or participate in any class or course on AIDS, family life instruction, sex-abuse, or organ/tissue transplantation. Parents will be given at least five days written notice before instruction begins. Parents are able to have their children opt-out from the instruction. Opting out of this aspect of the Health Education shall not be reason for disciplinary action or academic penalty (Illinois School Code 105ILCS 5/27-9.1). Please inform your school principal if you would like to complete an opt-out form for a specific health unit.

### **Class Attendance Waiver**

Persons with concerns about curriculum, instructional materials, and programs should complete a Class Attendance Waiver form. Parent(s)/guardian(s) may request that his/her student be exempt from using a particular instructional material or program with use of this form. Contact your building principal for more information.



## **1.32 Freedom of Information Act**

The District will respond to all requests under the Illinois Freedom of Information Act from all persons desiring access to and copying of the District's public records. The Board President or Superintendent shall report to the Board at each regular meeting any request made under the Freedom of Information Act and will also report the status of the response. Persons making a request for copies of public records must pay any applicable copying fees. The Freedom of Information Officer shall, as needed, recommend a copying fee schedule for the Board's approval. Copying fees, except when fixed by statute, are reasonably calculated to reimburse the District's actual cost for reproducing and certifying public records and for the use, by any person, of its equipment to copy records. No fees shall be charged for the first 50 pages of black and white, letter or legal sized copies. A copy charge of \$0.15 per page, after the initial 50 pages, will be assessed. No fee shall be charged for electronic copies other than the actual cost of the recording medium.

## **1.33 Annual Asbestos Management Plan Notice**

It has been determined by the Illinois Department of Public Health and the Federal Environmental Protection Agency that asbestos is a potential health hazard, and precautions should be taken to avoid disturbing any asbestos-containing materials.

As required, our building(s) were initially inspected for asbestos and a Management Plan was completed in March 1989. The Asbestos Hazard Emergency Response Act requires that a visual surveillance of asbestos-containing areas be completed every six months and re- inspection conducted every three years. Any evidence of disturbance or change in condition is documented in the Management Plan as required.

The Management Plan is available for public review at 66 Church Street. Should you wish to review the plans, please call (847) 540-3414 to make an appointment between the hours of 8:00 A.M. and 3:00 P.M.

Any concerns relative to asbestos-containing materials should be directed to the Director of Facilities.

AHERA NOTIFICATION (Asbestos Hazard Emergency Response Act) Asbestos inspection reports and management plans for each of the schools in Lake Zurich Community Unit School District 95 may be examined at the Professional Development Center, Maintenance Office and at the individual school offices. All District schools are in compliance with the Asbestos Hazard Emergency Response Act.

## **1.34 Schedules**

All student schedules can be found [HERE](#).

### **Parent Teacher Conferences – 2021-2022**

High School	Wednesday, October 27, 2021, and Thursday, November 11
Middle Schools	Wednesday, November 3, 2021, and Thursday, November 11, 2021
Elementary Schools	Monday, November 17, 2021, and Monday, November 22, 2021

## **1.40 Visitors**

The Building Principal is responsible for all persons on the school campus. All visitors to school property before school and during the regular school hours are required to report to the Building Principal's office and receive permission to remain on school property. All visitors must be logged, show identification, and wear a visitor's badge. When leaving the school, visitors must return their badge. On those occasions when large groups of parents/guardians, friends, and/or community members are invited onto school property or when community members are attending Board meetings, visitors are not required to sign in but must follow school officials' instructions. Persons on school property without permission will be directed to leave and may be subject to criminal prosecution.

Any person wishing to confer with a staff member should contact that staff member to make an appointment. Conferences with teachers are held, to the extent possible, outside school hours or during the teacher's conference/preparation period.

For further information see Board of Education Policy 8:30 *Visitors to and Conduct on School Property*.

All teachers and employees are authorized to make reasonable requests upon visitors to identify themselves and state their purpose. Upon such request, all persons must identify themselves, state their purpose, and show their visitor's pass.

## **1.50 Equal Opportunity and Sex Equity**

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

### **Gender Equity**

No student shall, based on gender, 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 gender equity complaint by using Board Policy 2:260 *Uniform Grievance Procedure*. A student may appeal the Board of Education'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).

## **1.60 Animals on School Property**

### **Student Severe Allergies to Pets**

Many students throughout the District have severe allergies to pet dander. Animals may be brought into the classroom or learning center for educational purposes, provided prior permission is received from both the

supervising teacher and the Building Principal. An application, Using Animals in School Facilities, must be submitted for approval. These guidelines must be followed by anyone, including a classroom teacher, wishing to bring an animal into the school facility. Applications must be renewed each school year.

## **1.85 Treats and Snacks**

In general, food is not to be brought and shared. Historically, there have been many school and PTO functions that have involved food in some way. This document is meant to provide guidance on what is allowed and what is not.

### **PTO Functions**

- PTO sponsored events during school day with staff supervision (including but not limited to Halloween, Valentine's day, Field Days, food fundraisers):
  - No food at parties
  - No food used in crafts or games
  - No Valentine cards that include food or candy.
  - No provided food at Field Days other than water. Popsicles may be permitted at Principal discretion with communication to parents well in advance of the event
  - No selling of food items during school
- PTO after school/evening event with PTO supervision (drop off event, MS dances, Movie nights, Plays/musical):
  - PTO plans must be well communicated to parents in advance of the event, including the types of food to be provided
- K-12 Parent Organizations and Booster Clubs after school/evening events with parent supervision:
  - Food may be provided, parents are responsible for determining what is suitable for their child to eat

### **School Sponsored Functions**

School sponsored events during the day involving food (5th grade picnic, 8th grade breakfast, popsicles in excessive heat, auction items - lunch with principal/teacher).

- 5th grade picnic - school sponsored and during school day, where parents may not be present:
  - PTOs may provide food if it is 1) nut free, 2) prepackaged with ingredient label, 3) ordered from a restaurant (e.g. pizza, Jimmy John's, etc.)
  - Parents must be notified of the food to be provided well in advance
  - Students may alternatively bring their own lunch and snacks. If there are students in need of assistance with lunch, arrangements will be made by building administration and the District 95 food service provider for a box lunch
- 8th grade breakfast - school sponsored and during school day:
  - Food will be ordered through the District 95 food service provider so it is nut free
  - Parents must be notified of the food to be provided well in advance
  - Students may alternatively bring their own breakfast
- Excessive heat days:
  - Only water will be provided
- Auction items (lunch with principal/teacher):
  - Auction lunch items must be nut free and parent must communicate any special dietary concerns
  - Auction winners may alternatively bring their own food
- Middle school Springfield trip:

- Food is provided by restaurants arranged by tour company. This information is provided to parents in field trip packet
- K-12 Parent Organizations and Booster Clubs:
  - Concessions should be store bought and pre-packaged

#### **Food provided at school sponsored events before/after the school day:**

- Store bought and pre-packaged
- School sponsored clubs/activities with staff supervision (before/after school) - safety patrol, athletics, art club:
  - Food must be nut free
  - Teachers must notify parents well in advance of the food that will be provided
- School sponsored events with parent supervision (after school or evening) - BPAC meetings, Parent Café:
  - Food may be provided. Parents are responsible for determining what is suitable for their child to eat

#### **Special Considerations**

- Principal Discretion - In the **exceptional** cases when food is used in class as an instructional tool or at school-sponsored events, the teacher must obtain prior administrative approval. Food is not to be used as a reward. Food must be nut free. Staff must also notify students/parents at least two days in advance of the food that will be provided.
- Joanie's Closet (nurses' offices, breakfast, during school and after school snacks for those in need) - Snacks provided by Joanie's Closet must be 1) nut free, 2) prepackaged with ingredient label. Other allergy concerns may be addressed through the building administration.
- Middle School FACS classes (cooking unit) use food in class as an instructional tool. Food must be nut free.

#### **Acceptable Parent Provided Snack Foods**

- Nuts are prohibited
- Snacks requiring utensils are discouraged
- Suggested snacks include:
  - Cheese sticks
  - Fruits and vegetables
  - Crackers, pretzels, popcorn
  - Snack meats
  - Other snacks that can be eaten with no preparation and limited mess

## **1.90 Emergency School Closings**

There are times when an emergency, such as severe weather conditions, heating or water problems, or a power failure may require closing one or all of the District schools. These decisions are never made lightly and are the result of much discussion between various departments, including transportation, district personnel, and the superintendent.

School closings, delayed start and early dismissal due to inclement weather, or other emergencies, will be communicated to district parents/guardians via School Messenger, the District 95 and school websites, and reported to the Emergency Closing Center which broadcasts the information to local Chicago media outlets.

Families will only receive notice if schools are closed, starting late or dismissing early. Keeping your contact information up to date is essential for receiving automated emergency messages. Please contact your child's school if there is a change to contact information. In addition, parents are advised to listen to their radio or check television stations for school closing information on days when closings might occur and also check the following websites:

[www.lz95.org](http://www.lz95.org)  
[Emergency Closing Center](#)

When the school district is closed due to weather related issues it includes those who attend parochial schools and out of district facilities. The premise being that if we feel it is dangerous to transport students in district, it would also be too dangerous to transport students outside of the district. All private facilities know this and do not ever penalize our students. They consider it an excused absence.

The Lake Zurich 95 School District will maintain the option to make up inclement weather/emergency days at the end of the year, and/or implement a Remote Learning Day to make up the attendance day.

## 1.91 Delayed Start

The delayed start schedule may be initiated to allow time for roads and school grounds to be cleared and staff to arrive on time at the school. On delayed start schedule days, District buses will arrive at your student's bus stop **two hours later than their regularly scheduled time**. Students who walk or drive to school should arrive no more than 15 minutes prior to the delayed start time. Where applicable, class periods will be shortened to accommodate a shorter day, but dismissal times will not change. Food service will be provided as usual.

Delay start schedules, including middle school and high school bell schedules, can be found [HERE](#).

### Cancellations Due to Delayed Start

- No YMCA before School Care (YMCA after school care will be in session)
- No LZHS Preschool/Child Development class for preschool children
- No morning practices for elementary band, orchestra, chorus or any other before-school activity
- No Early Bird classes for high school students
- No Tech Campus for high school students
- No weight room for high school students
- No Field Trips that were scheduled for the school day

All regular dismissal times will remain and CUSD 95 after school athletics/activities will be assessed by 2:00 P.M.

## 1.92 Early Dismissal

The early dismissal schedule is typically initiated if inclement weather is moving into the area which could make travel difficult or unsafe at normal dismissal time. When the District calls for an early dismissal, school is dismissed exactly two hours earlier than the regular schedule.

Early dismissal schedules can be found [HERE](#).

## **Special Education Out of District and Work Programs**

- A separate email will be sent to the parent/guardian of these students with instructions.

### **1.100 Photographs, Video Recordings, and Student Works**

Students and student work may occasionally appear in photographs and recordings taken by District staff members, other students, or other individuals authorized by a District administrator, the Building Principal, or designee. The District may use these pictures and recordings, without identifying the student, in various publications, including school yearbooks, social media platforms, school newspapers, and the District website.

At times the District may want to identify a student or student work in a publication. For example, the District may wish to acknowledge students who participate in a school activity or deserve special recognition, including in a news release or District-sponsored material, publication, recording, or website. In order for the District to publish a picture or recording of a student or of a student's work while the student is enrolled in the District, the student's parent/guardian must grant consent.

By granting consent, the District may use a student's full name, photographic or video image, voice, statements, work or writing; identify a student, identify the school a student attends in any District-sponsored material, publication, recording, or website. The consent form is valid only for the school year in which it is signed. Consent must be given annually. A parent/guardian may revoke this consent at any time by notifying the Building Principal in writing.

Additionally, while the District limits access to school buildings by outside photographers, it has no control over news media or other entities that may publish a picture of a named or unnamed student from a school event.

The State of Illinois established new licensing requirements for college students working toward becoming a teacher, which requires a professional portfolio which includes one or more short video recordings of the student teacher interacting with students in the classroom. In the event that your child is within a classroom where a student teacher is assigned, information as well as a release authorization will be obtained prior to video recordings for this purpose.

Video cameras may be used or placed in the below-listed locations or in other like locations.

#### **Permissible Locations**

- Outdoor facilities: such as parking lots, walkways, picnic areas, athletic fields and stadiums, and points of ingress and egress
- Indoor facilities: foyers, lobbies, hallways and other common areas
- School buses, both regular and activity buses (the cameras placed on buses shall also record audio)

The reader is referred to Board Policy 4.172 - *Use of Video Cameras and Audio Recordings*.

### **1.140 Suicide and Depression Awareness and Prevention**

The Superintendent or designee shall develop, implement, and maintain a suicide and depression awareness and prevention program that advances the Board's goals of increasing awareness and prevention of depression and

suicide. This program must be consistent with the requirements of Ann Marie's Law listed below; each listed requirement, 1-6, corresponds with the list of required policy components in the School Code Section 5/2-3.166(c)(2)-(7). The Program shall include:

1. Protocols for administering youth suicide awareness and prevention education to students and staff.
  - a. For students, implementation will incorporate Board policy 6:60, Curriculum Content, which implements 105 ILCS 5.2-3.139 and 105 ILCS 5/27-7 (requiring education for students to develop a sound mind and a healthy body).
  - b. For staff, implementation will incorporate Board policy 5:100, Staff Development, and teacher's institutes under 105 ILCS 5/3-14.8 (requiring coverage of the warning signs of suicidal behavior).
2. Procedures for methods of suicide prevention with the goal of early identification and referral of students possibly at risk of suicide. Implementation will incorporate:
  - a. The training required by 105 ILCS 5/10-22.39 for licensed school personnel and administrators who work with students to identify the warning signs of suicidal behavior in youth along with appropriate intervention and referral techniques, including methods of prevention, procedures for early identification, and referral of students at risk of suicide; and
  - b. Ill. State Board of Education (ISBE)-recommended guidelines and educational materials for staff training and professional development, along with ISBE-recommended resources for students containing age-appropriate educational materials on youth suicide and awareness, if available pursuant to Ann Marie's Law on ISBE's website.
3. Methods of intervention, including procedures that address an emotional or mental health safety plan for use during the school-day and at school-sponsored events for a student identified as being at increased risk of suicide. Implementation will incorporate paragraph number 2, above, along with:
  - a. Board policy 6:65 *Student Social and Emotional Development*, implementing the goals and benchmarks of the Ill. Learning Standards and 405 ILCS 49/15(b) (requiring student social and emotional development in the District's educational program);
  - b. Board policy 6:270 *Guidance and Counseling Program* implementing guidance and counseling program(s) for students, and 105 ILCS 5/10-22.24a and 22.24b, which allow a qualified guidance specialist or any licensed staff member to provide school counseling services;
  - c. Board policy 7:250 *Student Support Services* implementing the Children's Mental Health Act of 2003, 405 ILCS 49/ (requiring protocols for responding to students with social, emotional, or mental health issues that impact learning ability); and
  - d. State and/or federal resources that address emotional or mental health safety plans for students who are possibly at an increased risk for suicide, if available on the ISBE's website pursuant to Ann Marie's Law.
4. Methods of responding to a student or staff suicide or suicide attempt. Implementation of this requirement shall incorporate building-level Student Support Committee(s) established through Board policy 7:250 *Student Support Services*.
5. Reporting procedures. Implementation of this requirement shall incorporate Board policy 6:270 *Guidance and Counseling Program*, and Board policy 7:250 *Student Support Services*, in addition to other State and/or federal resources that address reporting procedures.
6. A process to incorporate ISBE-recommended resources on youth suicide awareness and prevention programs, including current contact information for such programs in the District's Suicide and Depression Awareness and Prevention Program.

Details regarding the program can be found in Board Policy 7:290 *Suicide and Depression Awareness and Prevention*.

## **Chapter 2 – Curriculum and Attendance**

The Office of Curriculum and Instruction supports student and adult learners' acquisition of the knowledge and skills to be continuous learners who are responsible caring citizens in a global community. This work creates and sustains the systems that foster continuous learning which support teaching for deeper learning.

### **2.01 Gifted Education**

To the extent possible within the resources available, all identified gifted students shall have an opportunity to participate in appropriate educational programs. Gifted services and programs are in place in grades three through eight.

For further information on the programs and entrance criteria, contact the Department of Curriculum and Instruction at (847) 540-4954 or visit the District website at:

[Curriculum & Instruction](#)

Click on Program Services

Click on Accelerated Placement Programs

Click on Gifted Program

### **2.02 Reading Support Services**

As a component of the Multi-Tiered Systems of Supports (MTSS), District 95 offers striving readers instructional support in reading. These interventions include a continuum of instructional support including Reading Recovery, Guided Reading Plus, and Comprehension Focus Groups. Instruction is delivered in small groups or one-on-one settings by a certified Reading Specialist. For further information on Reading Interventions, contact your child's school or the Department of Curriculum and Instruction at (847) 540-4954.

### **2.03 Title I Programs**

The Superintendent or designee shall pursue funding under Title I, Improving the Academic Achievement of the Disadvantaged, of Every Student Succeeds Act (ESSA), to supplement instructional services and activities to improve the educational opportunities of educationally disadvantaged or deprived children.

All District schools, regardless of whether they receive Title I funds, shall provide services that, taken as a whole, are substantially comparable. Teachers, administrators, and other staff shall be assigned to schools in a manner that ensures equivalency among the District's schools.



## **2.04 Library Media Center**

Each District 95 school maintains a Library Media Center (LMC) to provide student-centered learning environments with equitable access to print and digital resources aligned to district curricula to promote continuous learning and responsible, caring citizenship, through collaboration with students, staff, and community.

Students may check out printed material from the LMC in their building for one week at the elementary school level and two weeks at the middle and high school level with the option to renew. Electronic material is also available for two-week checkout through the eLibrary with an automatic return.

Overdue items should be returned immediately. After four weeks, items are considered lost and a replacement fee is assessed. Checkout privileges may be limited until the book is returned in its original condition or the fee is paid in full. In the event that an item is found after a fee has been paid, the item becomes property of the student; no fees will be refunded.

Items that are not returned in their original condition are considered damaged and a replacement fee is assessed. Once the fee is paid in full, damaged books will be returned to the student. Since damage caused by liquids presents a health hazard due to the potential for mold growth, these items cannot be returned with a student and will be discarded immediately.

For further information, please contact your building's Library Media Specialist.

## **2.05 Programs for Students At-Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program**

The Superintendent or designee shall develop, maintain, and supervise a program for students at risk of academic failure or dropping out of school. The program shall include education and support services addressing individual learning styles, career development, and social needs. Details regarding these programs may be found in Board Policy 6:110 *Programs for Students at Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program*.

## **2.06 Vision of Remote Learning**

The Lake Zurich 95 School District will maintain the option to make up inclement weather/emergency days at the end of the year, and/or implement a Remote Learning Day to make up an attendance day. Lake Zurich Community Unit School District 95 seeks to offer a meaningful Remote Learning experience for all students that advances learning at every level and in every course.

Information regarding the District's instructional models (remote learning, hybrid, in-person) can be found on the District website. The reader is referred to Board Policy 6.185 - *Remote Educational Program* for more detailed information regarding remote educational programming in District 95.

## **2.10 Attendance**

Illinois law requires that whoever has custody or control of any child between six (by September 1st) and seventeen years of age shall assure that the child attends school in the district in which he or she resides, during the entire time school is in session (unless the child has already graduated from high school). Illinois law also requires that whoever has custody or control of a child who is enrolled in the school, regardless of the child's age, shall assure that the child attends school during the entire time school is in session. Additional details may be found in Board Policy 7:70 *Attendance and Truancy*.

## **2.20 Student Absences**

If your student will be absent from school for any reason, parent(s)/guardian(s) are required to call the school office and report the absence. Before or after regular school hours, messages can be recorded on the school's voice mail system. Email is not an acceptable method for reporting absences.

When calling to excuse an absence, please give the following information:

- Parent or guardian's name
- Student's name and grade
- Phone number where parent/guardian may be reached
- Reason for absence
- Date of absence
- High School – Student ID Number

### **Excused Absence**

An excused absence carries with it a privilege of making up academic work. The school administration in accordance with the Illinois School Code, considers only the following circumstances to be valid causes for a student's absence:

- Illness
- Family emergency
- Circumstances that cause reasonable concern to the parent or guardian for the safety or health of the student
- Observance of a religious holiday
- Death in the immediate family
- Visits for College/Career exploration
- Other situations approved by the Board of Education or their designee

### **Unexcused Absence**

In those cases of unexcused absences, the student may not be allowed to make up any academic work missed. Examples of unexcused absences include, but are not limited to, the following:

- Oversleeping
- Working
- Vacation

- Missing the bus
- Leaving the building without authorization
- Other situations as determined by the building principal/designee

Parents are responsible for ensuring their students arrive to school on time either by being at the designated bus stop or directly at the building in ample time to begin their day. Frequent tardiness will result in direct contact from the school building staff.

When the attendance process is completed in the school that your student attends, a call will be placed to the homes of students who were reported absent and whose parents did not inform the school.

The Administrator of each building, in conjunction with staff, will make the final decision as to whether an absence/tardy is excused or unexcused.

Students who are not in attendance for at least 50% of the school day may not participate in after school or extra-curricular activities for the same day. High school students who are not in attendance for at least four graded periods may not participate in after school or extra-curricular activities for the same day.

### **Chronically Absent**

A student is defined by the state as chronically absent when they have accrued absences that total 10% or more of school days of the most recent academic school year, including absences with and without valid cause, and out-of-school suspensions for an enrolled student. This does not include a student for whom a documented homebound or hospital record is on file during the student's absence from school.

### **Notification of Parent Letters**

The high school will send out letters to families after a student has accrued ten or more excused or unexcused absences.

The middle schools send home letters updating families before a student reaches the threshold of becoming chronically absent or truant.

The elementary schools send home letters updating families at the end of each trimester when a student has been absent or tardy for more than 5% of the school days so far this year.

The District has the authority to require medical documentation for students absent more than three (3) consecutive days.

## **2.30 Release Time for Religious Instruction and Observance**

A student will be released from school, as an excused absence, to observe a religious holiday or for religious instruction. The student's parent/guardian must give written notice to the building principal before the student's anticipated absence(s).

Students excused for religious reasons will be given an opportunity to make up all missed work, including homework and tests, for equivalent academic credit.

## 2.50 Truancy

Student attendance is critical to the learning process. Truancy is therefore a serious issue and will be dealt with in a serious manner by the school and district.

Students who miss more than 1% but less than 5% of the prior 180 regular school days without valid cause (a recognized excuse) are truant. Students who miss 5% or more of the prior 180 regular school days without valid cause are chronic truants. Students who are chronic truants will be offered support services and resources aimed at correcting the truancy issue.

If chronic truancy persists after support services and other resources are made available, the school and district will take further action, including:

- Referral to the truancy officer
- Reporting to officials under the Juvenile Court Act
- Referral to the State's Attorney
- Appropriate school discipline

A student who misses 15 consecutive days of school without valid cause and who cannot be located or, after exhausting all available support services, cannot be compelled to return to school is subject to expulsion from school.

A parent or guardian who knowingly and willfully permits a child to be truant is in violation of State law.

## 2.70 Homework

Homework should be an application or adaptation of a classroom experience. Teachers are encouraged to give homework to students to aid in the student's educational development.

## 2.71 Philosophy of Grading

### Purpose for Grading and Reporting

- To provide meaningful feedback to students in regards to objectives, how they performed in meeting the objectives and whether they are growing towards mastery
- To communicate students' progress toward specific standards so that teachers, students, and parents/guardians can work together to support student learning
- To help guide placement decisions in particular content areas

The learning expectations of D95 are based on [Illinois Learning Standards](#) adopted by the Illinois Legislature. All students work toward mastery of these standards. Daily curricular plans, instructional strategies and assessment of student work help students make progress and meet or exceed the learning standards.

<b>Proficiency Scale for Grades K-3*</b>	
Met Expectations (ME)	Students independently meet and apply academic expectations in the standards assessed at their grade level.
Approached Expectations (AE)	Students are demonstrating progress toward and applying academic expectations in the standards assessed at their grade level with minimal support.
Partially Met Expectations (PM)	Students are demonstrating progress toward academic expectations in the standards assessed at their grade level with support.
Did Not Yet Meet Expectations (NY)	Students are not demonstrating progress toward academic expectations in the standards assessed at their grade level with consistent support.
Not Assessed At This Time (NA)	Students were not assessed on this standard.

<b>Grading Scale For Grades 4-12*</b>	
A+	97-100%
A	93-96%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D+	67-69%
D	63-66%
D-	60-62%
F	0-59%

## 2.80 Exemption From PE Requirement

Special activities in physical education will be provided for a student whose physical or emotional condition, as determined by a person licensed under the Medical Practice Act, prevents his or her participation in the physical education courses.

A student requiring adapted physical education must receive that service in accordance with his or her Individualized Educational Program/Plan (IEP).

A student who is eligible for special education may be excused from physical education courses in either of the following situations:

1. He or she (a) is in grades 3-12, (b) his or her IEP requires that special education support and services be provided during physical education time, and (c) the parent/guardian agrees, or the IEP team makes the determination; or
2. He or she (a) has an IEP, (b) is participating in an adaptive athletic program outside of the school setting, and (c) the parent/guardian documents the student's participation as required by the Superintendent or designee.

A student in grades 9-12, unless otherwise stated, may submit a written request to the Building Principal to be excused from physical education courses for the reasons stated in Board policy 6:310 *High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students*.

The Superintendent or designee shall maintain records showing that the criteria set forth in this policy were applied to the student's individual circumstances, as appropriate. Additional details may be found in Board Policy 7:260 *Exemption From Physical Education*.

## **2.90 Credit for Proficiency, Non-District Experiences, Course Substitutions and Accelerated Placement**

### **Credit for Non-District Experiences**

A student may receive a maximum of four (4) units of external credit for successfully completing any of the listed courses or experiences even when it is not offered in or sponsored by the District. In order to receive credit, the following criteria must be met:

#### **Correspondence Courses**

A student enrolled in a correspondence course may receive high school credit for work completed, provided:

1. The course is given by an institution accredited by the North Central Association of Colleges and Secondary Schools;
2. The student assumes responsibility for all fees; and
3. The course is approved in writing by the High School Principal or designee, and designated Department Chair prior to the student beginning the class.

#### **Distance Learning Courses, Including Virtual or Online Courses**

A student enrolled in a distance learning course, including a virtual or online course, may receive high school credit for work completed, provided:

1. The course is offered by an institution approved by the Superintendent or designee;
2. The student assumes responsibility for all fees (including tuition and textbooks); and
3. The course is approved in writing by the High School Principal or designee prior to the student beginning the class.

Students may be limited to the number of distance learning courses that apply toward high school credit. Grades earned in approved distance learning courses count toward a student's grade point average, class rank, and eligibility for athletic and extra-curricular activities. The District may pay the fee for expelled students who are permitted to take virtual or online courses in alternative settings.

#### **Exchange Programs**

An exchange student will be granted a diploma if he or she completes the criteria for graduation established by the State of Illinois and the Board of Education. The Board of Education may grant a certificate of attendance to exchange students.

District students will receive high school credit for foreign exchange courses that meet the criteria established in the curriculum and that are approved by the Building Principal. International study course work not meeting

District requirements may be placed in the student's permanent record and recorded as an international study experience.

### **Summer School and Independent Study**

A student will receive high school credit for successfully completing: (1) any course given by an institution accredited by the North Central Association of Colleges and Secondary Schools, and (2) independent study in a curriculum area not offered by the District, provided the student obtains the consent of a supervising teacher as well as the Building Principal prior to taking the course.

### **College Courses**

A student who successfully completes college, university and/or community college courses may receive high school credit, provided:

1. The student is in good academic standing;
2. The course is approved in writing by the high school guidance counselor, the Building Principal or designee prior to the student beginning the class; and
3. The student assumes responsibility for all fees.

### **World Language Courses**

A student may receive high school credit by studying world language in an approved ethnic school program, provided such program meets the minimum standards established by the State Board of Education.

Students must submit such requests to the building principal in writing with as much specificity as possible. Principals shall maintain records showing that they applied the stated criteria to the student's individual circumstances.

The amount of credit will be based on world language proficiency achieved. The Building Principal may require a student seeking world language credit to successfully complete a world language proficiency examination.

### **Military Service**

The Board of Education may accept military service experience as credit toward graduation, provided the student making the request has a recommendation from the U.S. Commission of Accreditation of Service Experiences. The student seeking credit shall supply any documents or transcripts necessary to support the request.

### **Substitutions for Physical Education**

A student in grades 9-12, unless otherwise stated, may submit a written request to the Building Principal or designee to be excused from physical education courses for the reasons stated below. The Superintendent or designee shall maintain records showing that the criteria set forth in this policy were applied to the student's individual circumstances.

1. Ongoing participation in a marching band program for credit;
2. Enrollment in Reserve Officer's Training Corps (ROTC) program sponsored by the District;
3. Ongoing participation in an interscholastic athletic program (student must be in the 11th or 12th grade);

4. Enrollment in academic classes which are required for admission to an institution of higher learning, provided that failure to take such classes will result in the pupil being denied admission (student must be in the 11th or 12th grade); or
5. Enrollment in academic classes which are required for graduation from high school, provided that failure to take such classes will result in the student being unable to graduate (student must be in the 11th or 12th grade).

A student who is eligible for special education may be excused from physical education courses pursuant to 7:260 *Exemption from Physical Education*.

## **Re-Entering Students**

Individuals younger than 21 years of age may re-enter high school to acquire a high school diploma or an equivalency certificate, subject to the limitations in Board policy 7:50 *School Admissions and Student Transfers To and From Non-District Schools*. Re-entering students may obtain credit through the successful completion of the following (not all of these may be available at any one time):

1. District courses
2. Non-District experiences described in this policy
3. Classes in a program established under Section 10-22.20 of the School Code, in accordance with the standards established by the Illinois Community College Board
4. Proficiency testing, correspondence courses, life experiences, and other non-formal educational endeavors
5. Military service, provided the individual making the request has a recommendation from the U.S. Commission of Accreditation of Service Experiences.

## **2.100 Home and Hospital Instruction**

A student absent from school for more than ten school days, and/or whose physician anticipates that the student will be absent, because of health or physical impairment, may be provided the services of a certified teacher in the home or hospital. Appropriate educational services shall begin no later than five days after receiving medical certification from a licensed medical examiner, a written parental or guardian consent, and release of confidential information filed in the Office of Student Services at the District's Administration Center and health office of the individual building. A medical clearance form must be completed by a physician and returned to the Office of Student Services at the District's Administration Center prior to re-admittance to school. A re-entry meeting may also be held when a student is well enough to return to school. Please refer to the homebound information packet.

Instructional time will be provided for a minimum of five clock hours per week on days when school is normally in session. Periodic conferences will be held between appropriate school personnel, parent(s)/guardian(s) and hospital staff to coordinate course work and facilitate the student's return to school.

## **2.120 Graduation Requirements [HS]**

To graduate from Lake Zurich High School, a student must earn a minimum of 24 credits. Information on the requirements can be found at:

[Lake Zurich High School Profile](#)

Click on Graduation Requirements



# Chapter 3 – Admission to School District, Student Fees, and Meal Costs

## 3.01 Admission to School District

The District requires proof of legal residency by any person seeking to enroll a child in District schools for the first time, and every year thereafter at the District-wide Residency Event. All students must register for school each year on the dates and at the place designated by the Superintendent.

### Residency Requirements

Only students who are residents of the District may attend a District school without tuition charge, except as otherwise provided in State law. The Superintendent or designee will require proof of legal residency by any person seeking to enroll a child in District schools for the first time, and every year thereafter. Proof of Residency is additionally required when a student changes residency within the District during the school year. Residency requirements are stated on the District web page and may be found in Board Policy 7:60 *Residence*.

#### [Proof of Residency](#)

Click on Accepted Documents for Proof of Residency

### Legal Admission Age

To be eligible for admission to Kindergarten, a child must be five years old on or before September 1 of that school year. A certified copy of the child's birth certificate is required before the child can be accepted into kindergarten. (A certified copy has the seal of the issuing officer impressed upon the copy so that it can be physically felt). If you are unable to provide a certified copy of the birth certificate, please contact the Superintendent's office for further information.

Children who enter first grade must be six years of age on or before September 1 of that school year.

A child with exceptional needs who qualifies for special education services is eligible for admission into the Early Childhood program at three years of age.

### Early Admission

The District has a policy for early entrance to kindergarten based on the Illinois School code (Section 5/10-20.12). According to the guidelines established by the State, a child must be five years old on or before October 31 to participate in the testing for early admission. Parents may request a comprehensive student assessment of their student by the District at parental expense. Information packets on early admission procedures are available by contacting any elementary school office. The deadline for submitting the information packet requesting the assessment is May 1.

## 3.02 Registration Procedures and Fees

Students cannot be officially enrolled in district schools or affiliated special education programs until all registration procedures are completed. These procedures include completing and having on file, the necessary school forms, approved medical information, and payment of fees.

### [Registration Procedures](#)

It is vitally important that your student's school has the correct phone number, address, and email. If during the school year there is a change occurring in phone number, address, or email, the school is to be notified in writing so that the registration information can be kept up to date.

All District fees and charges owed to the District are required to be paid in full before students are allowed to participate in extra-curricular activities requiring a fee or receiving a High School student parking permit. If a student has any unpaid fees, payments received by the district are applied to the oldest outstanding fee. Official transcripts are not released until all fees owed to the district are paid. Late fees are applied to past due registration fees.

REGISTRATION/FEE SCHEDULE		
Early Childhood	\$50.00 – Half Day Program	\$80.00 – Speech Only Program
Little Leaders Preschool	\$50.00 – Yearly Application Fee	\$260.00 – Monthly Fee
Half-day Kindergarten	\$75.00	\$15.00-\$20.00 – Yearbook (optional)
Grades Full-day K-5	\$75.00	\$15.00-\$20.00 – Yearbook (optional)
Grades 6-8	\$100.00	\$26.00 – Yearbook (optional)
Grades 9-12	\$140.00	\$56.00 – Yearbook (optional)
MLI Device Fee K-12	\$40.00	Apple Care for iPads

Middle and High School are required to purchase a Physical Education uniforms. The High School has a lock fee. There are additional fees to participate in clubs, athletics, co-curricular programs, interscholastic clubs and fine art programs. For further information, refer to:

### [Business & Operations](#)

Click on School Fees

Students will be charged for lost or damaged textbooks, library books, P.E. uniforms, electronic devices or other school-owned materials.

## Temporary Guardianship

If a student is not living with a natural or adoptive parent, the individual who has assumed custody must submit the ***Evidence of Non- Parent's Custody, Control, and Responsibility of a Student*** form to the Building Principal or his/her designee. The transfer of custody may not be for the sole purpose of attending one of the District's schools. A person who knowingly enrolls a non- resident student on a tuition-free basis is guilty of a Class C misdemeanor. If a student is determined to be a non-resident of the District for whom tuition must be charged, the person(s) enrolling the student are liable for non-resident tuition from the date the student began attending a District school as a non-resident.

## **Release of Students – PreK-8**

Students shall be released from class or school only to the person named as parent or guardian as listed on their registration Information. Students released during the school day must be signed out by the parent, guardian, or authorized person.

## **Release of Students – HS**

Students shall be released from class or school after a parent or guardian, as listed on their registration Information, has called the attendance office to excuse the student. Students released during the school day must sign-out at the attendance office and leave through the main entrance. Upon returning to school, the student must sign-in at the attendance office prior to returning to class. This procedure does not apply to students who are granted off-campus privileges and are leaving school during the students' lunch and/or open period.

## **Insurance**

The District provides student accident coverage for students injured participating in or attending a regularly scheduled activity of the school supervised by school personnel. Coverage is subject to certain limitations and reporting requirements. This supplemental program is secondary insurance. The district also carries catastrophic student athlete insurance. Please contact the Business Office for forms to file a claim. The District also makes 24-hour student insurance available (at parent expense) through an independent insurance company. Enrollment information is available from the Business Office.

District 95 does not provide insurance against theft, damage or loss of student personal property and shall not be responsible for such losses by students, parents or other guests of District 95.

## **3.10 Waiver of Student Fees**

The District will waive or reduce instructional and athletic fees based on: (1) Board Policy 4:140 *Waiver of Student Fees* (2) the student or student's family is currently eligible for aid under Article IV of the Illinois Public Aid Code (Aid to Families with Dependent Children). If a student qualifies for reduced fees, the District will require the parent or guardian to pay 25% of the designated instructional and athletic fees.

### **The following fees are NOT eligible for any waiver or reduction\*:**

- Yearbooks, except for 12<sup>th</sup> Grade
- Parking Permits
- Replacement ID Fees
- Replacement Planner Fees
- K-8 Summer Enrichment
- K-8 Athletic Camps
- High School Summer Athletic Camps
- Non-District High School Summer School
- Replacement PE Uniforms/Locks
- Little Bears Pre-School
- Little Leaders Tuition Based Pre-School
- Transportation Fee
- Library Fines/Fees

- Any fines/fees levied against the student for the loss or destruction of District property, including textbooks, devices, or other school owned materials

*\*The list of fees that are not eligible for any waiver or reduction is not limited to the items listed above.*

If, upon verification of income, the student is deemed to be ineligible for a fee waiver or reduction, or is ineligible under the Public Aid Code, payment of fees will be required. Questions regarding the fee waiver request process should be addressed to the office of Assistant Superintendent for Business and Operations, CSBO. Additional details may be found in Board Policy 4:140 *Waiver of Student Fees*.

## **3.20 School Lunch Program**

If your child does not have money to pay for his/her lunch, and has not paid his/her outstanding balance and/or discussed another option with the Business Office, the food service personnel will abide by the following guidelines for food service account collection:

### **All Students**

If a parent/guardian establishes an account with PushCoin you will receive an email when your child's account has reached a low or negative balance. If your child's account reaches a negative balance of \$40.00 you will receive a letter stating that the account has to be paid in full within seven days from the date of the letter. If it is not paid in full within seven days, your account may be forwarded to a collection agency and any cost associated with this action will be paid for by the parent/guardian.

### **Elementary School Students**

If a child's account reaches a negative \$20.00 balance a reminder email will be sent from the Business Office. A child with a negative balance will not be allowed to purchase ala carte menu items.

### **Middle School Students**

If a child's account reaches a negative \$20.00 balance a reminder email will be sent from the Business Office. A child with a negative balance will not be allowed to purchase ala carte menu items. If the balance remains unpaid the District will no longer be able to provide lunch to the student.

### **High School Students – A student will not be allowed to have a negative account balance.**

A student with a past due balance on their account will not be able to make food service purchases. Also, students who continue to carry a negative balance will have the balance transferred to their Home Access account which will result in the holding of official student transcripts, ineligibility for student parking, and co-curricular activities.

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotope, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA

through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at <https://www.ascr.usda.gov/how-file-program-discrimination-complaint>, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

1. Mail: U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW  
Washington, D.C. 20250-9410;
2. Fax: (202) 690-7442; or
3. Email: [program.intake@usda.gov](mailto:program.intake@usda.gov).

This institution is an equal opportunity provider.

## **3.21 Free and Reduced Price Food Services**

Eligibility for free and reduced-price food services shall be determined by the income eligibility guidelines, and family-size income standards, set annually by the U.S. Dept. of Agriculture. Annually, the Superintendent's designee shall notify students and parent(s)/guardian(s) of the eligibility requirements, application process and other information required by federal law. Applications for free and reduced food services are available at school offices and on the district website after August 1 under the Business and Operations Department. A new application must be completed each school year.

### **Food Service Guidelines**

Families may apply for free or reduced lunches at any time throughout the year. If a family has applied and been denied, or is receiving reduced lunches and their financial situation changes, they may reapply. Approved applications are not retroactive. Free or reduced status begins only upon approval date.

The District shall avoid publicly identifying students receiving free or reduced-price meals. A family may appeal the District's decision to deny an application for free and reduced-price food services.

## **Chapter 4 – Transportation**

### **4.10 Bus Transportation**

The District operates its own fleet of school buses, utilizing outside busing services as necessary. The fleet operates with the latest safety equipment available to ensure the safety of your child. Transportation is provided for over 6,000 students to public and private schools.

## **Bus Safety**

District buses meet strict safety standards set by State and Federal regulations. All District school buses are equipped with a first aid kit, fire extinguisher and a two-way radio with GPS tracking. Each school bus is required to have a daily pre-trip safety inspection by the driver before the bus run. In addition, an inspection is required every six months at a State licensed safety lane facility. At least once annually, students are informed of proper procedures for emergency bus evacuation.

## **About Your School Bus Driver**

Most of the School Bus Drivers for the district are your neighbors who send or have sent their children and grandchildren to our schools. Our drivers have the following training and qualifications:

- Initial and annual classroom training by State of Illinois instructors
- Random drug and alcohol testing
- Criminal background checks by the State of Illinois and FBI (fingerprinted)
- Annual physical exam
- One-on-one behind the wheel training
- Regular district safety meetings
- Illinois motor vehicle record reviewed annually

## **Accident Procedures**

School bus accidents are rare. However, should an accident occur, the police will be called to the accident scene. If medical treatment is necessary, paramedics are summoned. Radio communication is maintained with the Transportation Office. In addition, the school principal is advised of the situation.

## **Daily School Bus Routes and Bus Stops**

The District serves close to 1,300 bus stop locations within our 19.4 square mile community each day. Bus stops and routes are designed with consideration of safety, efficiency, least cost and shortest overall ride times. Bus routing is designed with buses traveling main roads through neighborhoods, with students picked up and dropped off at central locations. Bus stops are located at corners or intersections whenever possible.

According to State regulations, those students who qualify for transportation are automatically assigned transportation to and from their home address. You will be notified at the beginning of the school year of your student's bus stop and estimated bus stop time. It is expected that students will be at the stop five minutes prior to the bus's estimated arrival time. Aside from helping to keep the bus running on time, arriving early avoids a potential safety concern when students run toward the bus if they are late.

Please note that bus stop times can alter throughout the school year as students move in and out of the District. The Transportation Department will do its best to keep everyone informed of time changes when they occur. Updated bus stop times will be posted to student Home Access records throughout the school year as well.

In the event that your student will require transportation from an alternate location, please complete an "Alternative Transportation Form", which can be found on the Transportation section of the District website. Please be aware that these forms will need to be submitted annually when necessary

**Only one address will be accepted for transportation purposes. This must be a five-day-a-week, AM/PM arrangement, using the same stop.** Alternating between home and sitter addresses on different days of the week is not allowed. Please be aware that these forms will need to be submitted annually when necessary.

## **Bad Weather Procedures**

The decision on whether or not conditions warrant the closing of school is made by 6:00 A.M. Please remember that during inclement weather, traffic snarls become unavoidable and schedules can be difficult to maintain. Please do not drive your child to school. This increases the traffic congestion on school property and puts the buses even further behind schedule.

## **Moving**

If you plan to move, please contact your child's school immediately; the office is open year-round. Once the school updates your child's record in the database, the information is transmitted to the Transportation Department. Busing arrangements may take up to 48 hours to complete.

## **How Can Parents Help**

Make sure your child arrives at the bus stop five minutes prior to the estimated bus stop time. Explain and review the Code of Conduct and the Transportation Code of Conduct.

## **Student Safety and Behavior**

Students should be cautious when entering or exiting the bus. For safety, students must cross the road in front of the bus only while the stop arm is extended and flashing lights are operational, and the driver signals it is safe to proceed.

## **School Bus Safety Rules**

Students will be assigned seats which may be altered throughout the school year. In instances where student behavior is cause for concern, the School Bus Driver may alter assigned seats either permanently or temporarily and will file a written behavior referral with the school administrator. The Board of Education may suspend a student from riding the bus in excess of ten days for safety reasons. Bus suspension does not void the requirement for the student to attend school. See Board of Education Policy 7:220 *Bus Conduct*, available on the District website and in every building. The bus is considered an extension of the school and all school rules apply on the bus. In addition, the school bus behavior guidelines must be observed.

Please refer to Section 4.15 Transportation Behavior Expectations for further information.

## **Transportation of Kindergarten Students**

Transportation is only provided before and after full-day kindergarten. If a student opts for the half-day program, mid-day transportation will not be provided. A bus tag will be provided with your child's name, bus stop, location, and afternoon bus number. Please attach the bus tag to your child's backpack. The School Bus Driver assigns front seats to kindergarten children in order to give special attention to these first-time passengers

## 4.15 Transportation Behavior Expectations

Safety is the first priority while transporting students to and from school. School bus drivers stand in loco parentis, that is, in the supervision of students in the absence of parent(s)/guardian(s) and are a key link to the educational process. They have a great deal of responsibility when driving the bus and must have full cooperation of all students to ensure everyone's safety.

All standards of conduct as outlined in this section of the District's Code of Conduct will apply while students are on the school bus regardless of time or locations. Any behavior on a bus that would endanger the well-being of the students, the Bus Driver, or the general public may result in a loss of bus riding privileges. Behaviors that distract the Bus Driver from watching the road may cause an unsafe bus ride and increase the possibility of an accident. Any behavior may be labeled minor or major depending on the situation.

School bus drivers must be able to concentrate on driving at all times. A momentary distraction from concentration on the road can lead to a serious accident resulting in injury and/or death. The safety and well-being of each student depends on everyone following the standards of conduct.

### **Expected Behaviors:**

- Drink water only while on the bus; other food or drinks should be kept at home
- Use a voice level of 0 (voices off), 1 (whisper) or 2 (conversational volume, such as talking to someone next to you) at all times while on the bus
- Keep the aisle clear when students are loading or unloading
- Keep all body parts within the bus during the entire route
- Remain seated during the entire route
- Report to and stay in your assigned seat during the entire route
- Follow loading/unloading/crossing directions provided
- Exit through the designated doors only
- Take all trash and personal items with you when exiting the bus
- Keep all personal items with you during the route
- Use your assigned bus stop
- Follow all other school rules and expectations outlined

The reader is referred to Section 6.31 for additional information regarding behavior interventions and consequences for not meeting behavior expectations on transportation.

### **Academic Credit for Missed Classes During School Bus Suspension**

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

### **Discipline of Students with Disabilities**

Assuring the safety of students with disabilities is a priority in the Transportation Department. In order to do so, pertinent information about the student must be shared in confidence with the Transportation Department so the School Bus Driver is aware of any disabilities of special circumstances about each student. This will empower the School Bus Driver to intervene properly if the student misbehaves and to ask for the necessary assistance in an emergency.



Interventions should be made according to the Transportation Section of the Student Behavior Expectations and the student's Individualized Education Program (IEP) if appropriate. If a student's behavior causes a continuous safety hazard, a behavior management plan should be written and/or updated to include specific interventions to be used on the school bus.

# Chapter 5 – Health and Safety

## 5.01 Medical Procedures and Policies

### District Health Office Philosophy

The district health offices are staffed with a variety of highly educated full-time trained health care professionals. Each individual brings to the health office a dedication to protect and maintain your student's health and safety. The goal of student health services is to reduce students' health related absenteeism, to eliminate or minimize health issues that impact learning, to help students develop independent functioning skills, to assist with referrals and screenings, to educate families about health conditions, and to promote healthy lifestyles. All health information is confidential and is only shared with those teachers or staff members involved with the student's education. Any release of health information requires signed parental/guardian consent.

### Care of Illnesses and Injuries

Each school has a health office with adequate first aid supplies. Sick or injured students will be given necessary care until a parent/guardian or emergency contact can be notified and assume that responsibility. We ask that students with fevers, sore throats, sore irritated eyes, rashes, diarrhea, vomiting, or moderate to severe abdominal cramps not be sent to school. A fever is considered to be a temperature above 100.4 degrees **A student must be fever free and non-symptomatic without the administration of medication for a minimum of 24 hours before returning to school.**

**Please note that all students must also follow any COVID-related exclusionary guidance put in place; updated information can be found on the District webpage under the Health and Wellness section [HERE](#).**

### Emergency Treatment

In case of accident or illness, school personnel will administer first aid to students in accordance with the provisions on the registration form, health card, or emergency medication form. Parents will be notified of an injury that appears to warrant medical intervention. Every effort will be made to have an administrator accompany the child to the emergency room until the parent arrives. Parents are responsible for payment of medical, ambulance, and/or hospital fees.

### Emergency Calls

Every effort will be made to contact parent(s)/guardian(s) in case of an emergency. It is important that home, work and cell phone numbers be kept up-to-date and accurate on school records. Arrangements for alternate adult emergency contacts should be made with appropriate names listed on school records. If, in the judgment of school officials, an injury requires immediate attention, paramedics will be called and parent(s)/guardian(s) will be notified as soon as possible.

## 5.02 Concussion Awareness

A concussion is a brain injury, and all brain injuries are serious. They are caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Symptoms can range from mild to severe and can disrupt the way the brain normally works. Even though most concussions

are mild, **all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly.** You can't see a concussion and most concussions occur without loss of consciousness. Signs and symptoms of concussion may show up right after the injury or can take hours or days to fully appear. If your child reports any symptoms of concussion, or if you notice the symptoms or signs of concussion yourself, seek medical attention right away.

1. The district will fully implement the Youth Sports Concussion Safety Act that provides without limitation each of the following:
  - a. Each student and the student's parent/guardian shall be required to sign a concussion information receipt form each school year before participating in an interscholastic athletic activity.
  - b. A student shall be removed from an interscholastic athletic practice or competition immediately if any of the following individuals believes that the student sustained a concussion during the practice and/or competition: a coach, a physician, a game official, an athletic trainer, the student's parent/guardian, the student, or any other person deemed appropriate under the return-to-play protocol.
  - c. A student who was removed from interscholastic athletic practice or competition shall be allowed to return only after all statutory prerequisites are completed, including without limitation, the return-to-play and return-to-learn protocols developed by the Concussion Oversight Team. An athletic team coach or assistant coach may not authorize a student's return-to-play or return-to-learn.
  - d. The following individuals must complete concussion training as specified in the Youth Sports Concussion Safety Act: all coaches or assistant coaches (whether volunteer or a district employee) of interscholastic athletic activities; nurses who serve on the Concussion Oversight Team; athletic trainers; game officials of interscholastic athletic activities; and physicians who serve on the Concussion Oversight Team.
  - e. The Board shall approve school-specific emergency action plans for interscholastic athletic activities to address the serious injuries and acute medical conditions in which a student's condition may deteriorate rapidly.
2. Comply with the concussion protocols, policies, and by-laws of the Illinois High School Association (IHSA) including its Protocol for Implementation of NFHS Sports Playing Rules for Concussion, which includes its Return to Play (RTP) Policy. These specifically require that:
  - a. A student athlete who exhibits signs, symptoms, or behaviors consistent with a concussion in a practice or game shall be removed from participation or competition at that time.
  - b. A student athlete who has been removed from an interscholastic contest for a possible concussion or head injury may not return to that contest unless cleared to do so by a physician licensed to practice medicine in all its branches in Illinois or a certified athletic trainer.
  - c. If not cleared to return to that contest, a student athlete may not return to play or practice until the student athlete has provided his or her school with written clearance from a physician licensed to practice medicine in all its branches in Illinois or a certified athletic trainer working in conjunction with a physician licensed to practice medicine in all its branches in Illinois.
3. Require all student athletes to view the IHSA video about concussions.
4. Inform student athletes and their parent(s)/guardian(s) about this policy in the Agreement to Participate or other written instrument that a student athlete and his or her parent/guardian must sign before the student is allowed to participate in a practice or interscholastic competition.
5. Include a requirement for staff members to notify the parent/guardian of a student who exhibits symptoms consistent with that of a concussion.

6. Include a requirement for staff members to distribute the Ill. Dept. of Public Health concussion brochure to any student or the parent/guardian of a student who may have sustained a concussion, regardless of whether or not the concussion occurred while the student was participating in an interscholastic athletic activity, if available.

Additional information may be found in Board Policy 7:305 *Student Athlete Concussions and Head Injuries* and on the IHSA webpage [HERE](#).

## 5.03 School Exclusions

Exclusion from the school setting is at the discretion of the health office personnel when there is a suspicion of an infectious/ communicable disease. There will be occasions where the health office personnel may require the parent(s)/guardian(s) to present medical verification (i.e., signed physician's note with clearance for readmission) of any physical condition or suspected communicable disease. The District has the authority to require medical documentation for students absent more than three (3) consecutive days. Students that have undergone surgery or sustained a major injury must present a physician's note for reentry to the health office for re-entry of school. If a re-entry conference is necessary, the health office personnel will make these arrangements. Anytime a student is hospitalized or placed in a therapeutic treatment facility, parent(s)/guardian(s) are requested to notify the student's school health office, and/or guidance counselor, and the Office of Student Services at the Administration Center. A re-entry conference may be arranged with the student's parent(s)/guardian(s) and the appropriate school personnel. The conference may take place prior to the student returning to school.

**Please note that the above-mentioned school exclusion protocols are in addition to any COVID-related exclusionary guidance District 95 is required to follow. The most updated information regarding exclusionary guidance can be found on the District webpage under the Health and Wellness section [HERE](#).**

## 5.10 Immunization, Health, Eye & Dental Examination

The Illinois physical form with all state required immunizations completed by a licensed physician, M.D., D.O., physician assistant, or nurse practitioner is due by August 15 of the required school year. Unless the student is homeless, failure to comply by October 15 of the current year will result in exclusion from school until required health forms are presented. Transfer students from other states have 30 days to fulfill the Illinois physical/immunization requirements. For students attending non-graded school programs, parents are required to submit Illinois physicals within one year prior to the school year in which the student reaches the ages of five, ten and fifteen.

[State of Illinois Certificate of Child Health Examination](#)

The Illinois Dental Examination completed by a dentist within the 18 months prior to May 15 of the school year is required for all kindergarten, second, sixth, and ninth graders. If the form is not received by the May 15 deadline, the school may hold the student's current report card. The parent of any child who is unable to obtain an examination must submit the Illinois Department of Public Health Dental Exam waiver form.

[Proof of School Dental Examination Form](#)

[Dental Examination Waiver Form](#)

An Illinois Vision Examination completed by an Optometrist or ophthalmologist is required for all kindergarten students or any student entering an Illinois school for the first time. The form is due by October 15 of the school

year. If the student fails to present proof by the October 15 deadline in the required school year, the school may hold the student's current report card.

### State of Illinois Eye Examination Report

## **Exemptions**

A student will be exempted from health requirements for:

1. Medical grounds: if the student's parent/guardian presents to the school nurse a signed statement for their physician explaining the objection
2. Religious grounds: if the student's parent/guardian presents to the school nurse a completed Certificate of Religious Exemption signed by a physician
3. Health examination or immunization requirements on medical grounds: if a physician provides written verification
4. Eye examination requirement: if the student's parent/guardian shows an undue burden or lack of access to an ophthalmologist or optometrist
5. Dental examination requirement: if the student's parent/guardian shows an undue burden or a lack of access to a dentist

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. Additional information can be found in Board Policy 7:100 *Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students*.

## **Vision and Hearing Screening Mandated by Illinois Department of Public Health**

Adequate vision and hearing are paramount to educational performance. Impaired vision and/or hearing in children can seriously impede learning and contribute to the development of educational, emotional, and behavioral problems. Early discovery and treatment can prevent or at least alleviate many of these problems.

Hearing screening must be provided annually under the following circumstances: for preschool children 3 years of age or older in any public or private educational program or licensed childcare facility, and for all school age children grades kindergarten, first, second and third; for students with special education needs; for students who have been referred by a teacher; transfer students. Parents may contact the school nurse to request hearing screening at any time. In lieu of the screening services required, parents may submit documentation indicating the child had an ear examination by a physician and an audiological evaluation completed by an audiologist within the previous 12 months.

Vision screening must be provided annually under the following circumstances: for preschool children 3 years of age or older in any public or private educational program or licensed childcare facility, and for school age children in kindergarten, second and eighth grades; for students with special education needs; for students who have been referred by a teacher; transfer students. Parents may contact the school nurse to request vision screening at any time. In lieu of the screening services required, parents may submit documentation indicating that an eye examination by a doctor specializing in diseases of the eye or a licensed optometrist has been administered within

the previous 12 months. The parent or legal guardian of a student may object to hearing or vision screening tests for their children on religious grounds. If a religious objection is made, a written and signed statement from the parent or legal guardian detailing such objections must be presented to the local school authority.

## **Sports Physicals**

All students in grades 6 through 12 who participate in interscholastic sports activities are required by state law to have a current sports physical examination. Physical examinations for sports participation are valid for 395 days from the date of the examination. Students may not participate in tryouts or practices for interscholastic sports activities without a current physical examination form on file.

[Pre-Participation Examination Form \(Sports Physicals\)](#)

## **5.20 Student Medication**

### **Administering Medications to Students**

Administering medication during school hours or during school-related activities is discouraged unless it is necessary for the critical health and well-being of the student. Teachers and other non-administrative school employees, except certified school nurses, shall not be required to administer medication to students. Parent(s)/guardian(s) are responsible for administering medication to their students. Parent(s)/guardian(s) may authorize their student to self-administer a medication according to the District's procedures for student self-administration of medication, such as inhalers, Epinephrine Auto Injectors, or Insulin.

No medication will be administered at school until a School Medication Authorization Form has been completed and signed by both parent/guardian and licensed health care provider.

In consideration of the school district's agreement to administer medication to a student, the parent/guardian assumes full responsibility for any harm, injuries or damages which may occur to the student as a result of the administration of said medication. Parents agree to release, hold harmless, defend and indemnify the school district, its employees and agents from any and all claims, demands, damages, writ of action or causes of action, except for willful and wanton conduct, arising out of administration of said medication. Parents acknowledge that the District and its employees and agents are to incur no liability, except for willful and wanton conduct, as a result of any injury arising from the self-administration of medications, including asthma medication and epinephrine auto-injectors.

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

For safety reasons, please note that a parent must bring to school or arrange with a designated adult to have delivered to school any medications that the school is to administer. **NO STUDENT IS TO BRING MEDICATION TO SCHOOL.** All medications must be in the original prescription bottle or manufacturer's packaging. Students may self-carry inhalers, diabetic supplies, or Epinephrine Auto Injectors with proper authorization and documentation. The School Medication Authorization Form is located on the District website:

[School Medication Authorization Form](#)

## A Designated Caregiver Administration of Medical Cannabis

The Compassionate Use of Medical Cannabis Pilot Program Act allows a parent/guardian of a student who is a minor to register with the Illinois Department of Public Health (IDPH) as a designated caregiver to administer medical cannabis to their child. A designated caregiver may also be another individual other than the student's parent/guardian. Additional details are contained within Board policy 7:270 *Administering Medicines to Students*.

## 5.21 Excuse for Physical Education

### Middle School & High School

Students may be excused from participation in physical education activities by presenting a signed physician's/chiropractor's statement that recommends the period of time the student is to be excused. A signed request from a parent/guardian will be honored (with approval) for two (2) days while the recommendation of a physician is obtained for the third and following days. When a student is temporarily withdrawn from physical education by the physician, the student must have a note from his/her physician when he/she can return to physical education and stating what restrictions, if any, apply. Students may not participate in any extra-curricular practices or games while on a physical education medical restriction.

### Elementary

If your student is healthy enough to attend school, he/she should be able to participate in all school activities, including recess. We realize, however, that there are exceptions. A note from a parent/guardian will enable a student to be excused from recess up to two (2) days. A note from a physician/chiropractor will be required for a longer period of time. When a student is temporarily withdrawn from physical education or recess by the physician, the student must have a note from his/her physician when he/she can return to physical education or recess and stating what restrictions, if any, apply. **ALL STUDENTS WITH PHYSICAL EDUCATION OR RECESS RESTRICTIONS MUST BRING THEIR NOTE TO THE HEALTH OFFICE BEFORE ENTERING THE CLASSROOM.**

Additional information may be found in Board Policy 7:260 *Exemption from Physical Education*.

## 5.22 District Wellness Plan

The District's Wellness Plan follows the ISBE guidelines and encompasses goals that involve nutrition education and physical activity and nutrition guidelines for all the foods and drinks served and/or sold to students during the school day. Some of the goals may require changes in the kinds of foods offered to students during the school day (including fundraisers involving foods, vending machines, and a la carte cafeteria selections), an increase in physical activity/education time and the inclusion of nutrition education. Parent/guardian partnership is encouraged at each school to help ensure success in achieving these goals.

## 5.23 Student Severe Allergies to Foods

**Public Law 96-0349** has been implemented with the goal to provide a safe environment for all children including those with life-threatening allergies. Although the risk to students with these allergies in the schools cannot be completely eliminated, it can be greatly reduced. The focus of this law is not limited to just food allergies; it also addresses other life-threatening allergies. **The District cautions that it is necessary for staff,**

**students and parents to understand that an all allergy- free environment is impossible to achieve in the school setting.**

The following considerations should also be noted:

- Every food-allergic reaction has the possibility of developing into a life-threatening and potentially fatal anaphylactic reaction
- Allergic reactions, including anaphylactic reactions, can occur within minutes of the exposure
- Protecting a student from exposure to offending allergens is the most important way to prevent life-threatening anaphylaxis
- Most anaphylactic reactions occur when a child is accidentally exposed to a substance to which they are allergic such as foods, medicines, insects and latex
- Allergic reactions to foods vary among students and can range from mild to severe
- Ingestion of the food allergen is the principal route of exposure; however, it is possible for a student to react to touch and in some cases inhalation
- The amount of food needed to trigger a reaction depends on multiple variables
- Each food allergic person's level of sensitivity may fluctuate over time
- Symptoms of a food allergy reaction are specific to each individual
- AVOIDANCE IS THE KEY TO PREVENTION

Activities and areas that may contain risk include: the cafeteria, arts and crafts projects, science projects, non-labeled consumables, bus transportation, fundraisers, parties and holiday celebrations, field trips, food/beverages brought into the classroom by teachers/parents, goodie bags sent home with children.

The District allergy plan is available on the District website. All staff are involved in the plan (teachers, parents, students, building nurses, administrators, food service and custodians) and each person has a defined responsibility. Each approach is unique to the school environment and moves to promote student self-advocacy as the student matures through the school years. Please read the plan and see how it impacts your child and their school. By working together, we can help reduce the risk of an allergic reaction to your child. See the District website for further information:

[Heath Services](#)

Click on Food Allergies, Food in Schools

The Emergency Epinephrine Act allows school districts to have a stock Epinephrine Auto Injector on hand to use in the event a student with an unidentified allergy has a life-threatening reaction. If a student experiences an extreme allergic reaction during school hours, the school nurse may administer an epinephrine auto injector in accordance with district protocol. If this occurs, the Emergency Medical Services (EMS) will be called and a parent or designated emergency contact will be notified. Students with known allergies are still required to provide Emergency Action Plans and emergency medications to ensure the safety of the child.

## **5.24 Asthma Episode Emergency Response Protocol and Asthma Action Plan**

Illinois Public Act 099-0843 requires each school district to adopt an Asthma Episode Emergency Response Protocol to provide assistance to a student experiencing asthma episode symptoms of wheezing, coughing, shortness of breath, chest tightness and/or breathing difficulty in the school setting.



**The same law requires schools to request from parents of students with a diagnosis of asthma to submit an Asthma Action Plan (AAP) completed with the student's physician, to be signed and kept on file in the health office.**

Lake Zurich Community Unit School District 95 has adopted a Protocol and Asthma Action Plan which can be accessed at:

[Asthma Action Plan](#)

### **School District Supply of Undesignated Asthma Medication**

The Superintendent or designee shall implement Section 22-30(f) of the School Code and maintain a supply of undesignated asthma medication in the name of the District and provide or administer as necessary according to State law. Undesignated asthma medication means an asthma medication prescribed in the name of the District or one of its schools. A school nurse or trained personnel, as defined in State law, may administer an undesignated asthma medication to a person when they, in good faith, believe a person is having respiratory distress. Respiratory distress may be characterized as mild-to-moderate or severe. Each building administrator and/or their corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law.

## **5.25 CPR/AED Instructional Video**

State law requires the Illinois High School Association to post a hands-only cardiopulmonary resuscitation and automated external defibrillators training video on its website. The law also requires the District to notify staff members and parents/guardians about the video. You are encouraged to view the video, which will take less than 15 minutes of your time, at:

[www.ihsa.org/Resources/SportsMedicine/CPRTraining.aspx](http://www.ihsa.org/Resources/SportsMedicine/CPRTraining.aspx)

## **5.26 Communicable Diseases**

Parents/ Guardians should notify the school when their student is suspected of having or has been diagnosed with a communicable disease. The diseases can include but are not limited to measles, mumps, rubella, pertussis/whooping cough, chicken pox/shingles or strep throat. The guidelines and recommendations of both the Lake County Health Department and Illinois Department of Public Health are followed when a communicable disease is reported.

Students with a suspected communicable disease may be excluded from school following notification of the parent/guardian. The school will provide written instructions to the parent/guardian regarding appropriate treatment for the communicable disease. Information letters are sent to parents to assist in controlling the spread of disease per Illinois Department of Public Health guidelines. A student excluded because of a communicable disease may be required to present a letter from the physician verifying that the student is no longer contagious or at risk of spreading the disease in order to return to school.

## **Chronic Communicable Diseases**

Students with chronic communicable diseases may attend school in the regular classroom setting whenever, through reasonable accommodation, the risk of transmission of the disease and/or the risk of further injury to the student is sufficiently minimized.

If a student is required to be placed in a non-school setting, an appropriate educational program comparable to that in the District shall be developed and provided to the student. The determination of whether a student with a chronic communicable disease may attend school in the regular classroom setting shall be made in accordance with this policy and other state and federal regulations (such as special education laws).

### **Placement Procedures**

#### **Temporary Exclusion**

Pending determination of a placement, a student with a chronic communicable disease may be temporarily excluded from school. During the period of temporary exclusion, the student shall be provided with an appropriate educational program. Home or remote instruction are possible options available through the District when the student who is absent from school, or whose physician anticipates that the student will be absent from school because of a medical condition. Contact the student's principal for more information.

#### **Initial Evaluation**

Each student with a chronic communicable disease shall be evaluated by a multidisciplinary team that may consist of appropriate District personnel and a physician or other consultants selected by the Superintendent or their designee, designee, the student's physician, public health personnel, the student, the student's parent(s)/guardian(s), and other individuals requested by the student's parent(s)/guardian(s).

#### **Placement Decision**

Upon completion of a case study evaluation, one or more conferences shall be convened for the purpose of formulating a program and service options. Recommendations concerning the student's placement and individual educational program shall be made at these multidisciplinary conferences by consensus of the participating public-school personnel and shall be determined in accordance with the standard set forth in this policy and based upon the following factors:

- The risk of transmission of the disease to others
- The health risk to the particular student
- Reasonable accommodations which can be made without undue hardship to reduce the health risk to the student and others and
- The educational benefits of a less restrictive placement versus the educational detriments of a more restrictive placement

#### **Appeal**

A decision on a student's placement in relation to their communicable disease may be appealed in accordance with the School Code of Illinois and other state and federal regulations (such as special education laws).

#### **Subsequent Evaluations**

The student shall be periodically reevaluated by the multidisciplinary team to determine whether the student's placement and program continue to be appropriate. The frequency of the reevaluation shall be determined by the team. The student placement shall be reevaluated at least once per school year.

**Confidentiality**

The student's medical condition shall be disclosed only to the extent necessary to minimize the health risks to the student and others.

**Additional Rules and Regulations**

The Superintendent may establish additional rules and regulations assigned to implement this policy.

## 5.27 Dangers of Underage Drinking

A child's wellbeing in and out of school is important to us. One area of concern for parents/guardians and educators across the country is underage drinking. Alcohol use is associated with an increase in risky behavior that has consequences for a child's health, social-emotional well-being, and school performance regardless of when and where consumption takes place.

According to the National Institute of Health (NIH), in cases of alcohol-involved drivers, the rate of fatal crashes for drivers between 16 and 20 years old is more than twice that for drivers older than 20. The NIH and the Centers for Disease Control and Prevention indicate that regular alcohol consumption by minors also corresponds to increased rates of suicide, sexual assault, high-risk sex, fighting, crime, and alcohol dependence. No one fully understands the lifetime consequences of alcohol consumption on the developing brain, but studies have shown weakened memory and worsening of school performance due to increased truancy and learning impairments in relation to underage alcohol use.

It is illegal for any person under 21 years of age to acquire, possess, or consume alcoholic beverages. District policy 7:190 *Student Behavior* prohibits alcohol use by students. District policies also prohibit children from (a) alcohol use, possession, distribution, purchase, or sale at school or school functions, and (b) attending school or school functions under the influence of alcohol.

Below is a listing of some relevant Illinois laws that apply to underage drinking.

**Zero Tolerance**

Any person under the age of 21 who has consumed alcohol and operated or been in actual physical control of a motor vehicle may be requested to submit to tests to determine alcohol content. If that person refuses the test or has an alcohol concentration greater than .00, his or her driver's license will be suspended for 3 months to one year (625 ILCS 5/11-501.1(c)).

**Consumption of Alcohol by Minor**

Consumption of alcohol by a minor is a Class C misdemeanor. Minors convicted of alcohol possession in a public space face up to six months in jail and a \$500 fine, plus court costs and court-ordered evaluations and counseling. If a person under the age of 21 pleads guilty to, or is found guilty of, consuming alcohol while under the age of 21, he or she will lose his or her driving privileges for at least 3 months, even if the person was not driving, and even if they get court supervision (a non-conviction sentence) (235 ILCS 5/10-1(e) and 625 ILCS 5/6-206(a)(43)).

**False identification**

Conviction for using a false ID to obtain alcohol is a Class A misdemeanor. Punishment carries a fine of not less than \$500 and requires at least 25 hours of community service. It may also affect driving privileges. If possible, any community service must be performed for an alcohol abuse prevention program (235 ILCS 5/6-16(a)(i) and 625 ILCS 5/6-206(a)).

**Criminal Liability for Parent(s)/Guardian(s)**

Any parent/guardian or other adult who furnishes alcohol to a minor, or who allows his or her residence to be used for the unlawful possession or consumption of alcohol by minors, may be charged with a Class A misdemeanor punishable by a fine and/or jail for up to 1 year. Where a violation directly or indirectly results in great bodily harm or death to any person, the crime is a class 4 felony, punishable by 1 to 3 years in prison and up to a \$25,000 fine (235 ILCS 5/6-16(a-1)).

**Civil Liability for Parent(s)/Guardian(s)**

Any parent/guardian or other adult who provides alcohol (such as at a home party) may be liable in a civil action for monetary damages totaling up to \$100,000. The action may be sought by someone who suffers personal injury, loss of support, or property loss through the actions of an intoxicated minor whose intoxication resulted from a parent/guardian or another adult giving the minor alcohol (235 ILCS 5/6-21).

**Driving Under the Influence (DUI)**

Driving while under the influence of alcohol is a Class A misdemeanor punishable by fine and/or jail for up to one year. By driving a motor vehicle anywhere in Illinois, a person gives implied consent to a test to determine the alcoholic/drug content of his/her blood. If a person refuses to submit to the test, his/her license will automatically be suspended (625 ILCS 5/11-501).

**Illegal Transportation of Open Liquor**

It is unlawful for any person to transport, carry, possess, or have any alcoholic liquor within the passenger area of any motor vehicle except in the original container and with the seal unbroken (625 ILCS 5/11-502).

**Below is a list of educational opportunities for students that address underage drinking.**

**Health Education**

Students complete a unit on alcohol and the negative consequence associated with use. FAME – A Freshman SEL Transition Program.

**Athletic & Activities Pledge Card Program**

Students and Parents commit to a substance free lifestyle and agree to follow all District 95 Substance Abuse Policies.

**Social Norms Campaign**

A print media campaign utilizing data collected from student surveys bi-annually, identify current issues, and aimed at changing behaviors.

**Pathways Program**

An Educational Program for students identified as at-risk for substance abuse.

**Prom Assembly**

A program for Juniors and Seniors highlighting the dangers and consequences for substance use and driving under the influence.

**Red Ribbon Week**

An alcohol and drug awareness campaign.

District 95 encourages you to talk with your child and to partner with the school community to prevent underage drinking by our students. For more information on underage drinking and how to talk to your child about it, please see the following links:

<https://www.niaaa.nih.gov/publications/brochures-and-fact-sheets/make-a-difference-child-alcohol>

[https://www.responsibility.org/media\\_center/parents-and-kids-both-say-the-leading-influence-in-their-decision-to-not-drink-alcohol-underage-is-parents/](https://www.responsibility.org/media_center/parents-and-kids-both-say-the-leading-influence-in-their-decision-to-not-drink-alcohol-underage-is-parents/)

<https://www.samhsa.gov/talk-they-hear-you/parent-resources>

## **5:40 Safety Drill Procedures**

Safety drills will occur at times established by the school board. Students are required to be silent and shall comply with the directives of school officials during emergency drills. There will be a minimum of three (3) evacuation drills, a minimum of one (1) severe weather (shelter-in-place) drill, a minimum of one (1) law enforcement drill, and a minimum of one (1) bus evacuation drill each school year. There may be other drills at the direction of the administration. Drills will not be preceded by a warning to the students.

## **5:41 Crisis Response Team**

Throughout the year on an as-needed basis, the District Crisis Response Team can be assembled to assist students, parent(s)/guardian(s), and staff to cope with a wide variety of situations from life-threatening illness, suicide attempts, sudden death, physical or emotional injury, building disasters, threats and a variety of other issues. The District Crisis Response Team meets on an as-needed basis to review issues impacting students and staff district-wide.

## **5.42 Crisis Plan**

Student safety is our District's top priority. District 95 has a comprehensive Crisis Plan that helps our staff guide our students in the event of various emergency situations. On a regular basis throughout the year, District personnel consult with local police, fire, and safety officials. Additionally, all procedures and practices are reviewed with local officials on an annual basis.

The plan focuses on preparedness and prevention, response, and recovery. In the event of an emergency situation, the district will share emergency information through our School Messenger voice and email service, via the website, social media, and any other viable means including the media.

During any emergency or potential disaster and for the safety of all students and staff, please follow the instructions provided to you as the event unfolds. It is imperative that you follow the instructions of District Personnel—a failure to do so may lessen the effectiveness of the response.

If you have any questions, please feel free to contact the District office or your child's Principal. In the meantime, thank you for your cooperation and support.

Additional details may be found in Board Policy 4:170 *Safety*.

# Chapter 6 – Student Behavior Expectations

## 6.20 School Dress Code & Student Appearance

A student's attire must not disrupt the education process, interfere with the maintenance of a positive teaching/learning environment, nor compromise reasonable standards of health, safety, and decency, as stated in Board Policy 7:160 *Student Appearance*. Additionally, personal appearance that interferes with the instructional process, or promotes discrimination is not permitted.

- Inappropriate, revealing clothing should not be worn to school or school functions, including but not limited to: athletic events, extra-curricular activities, and school dances.
- Sunglasses, face paint, and other accessories deemed to interfere with the health and safety of students and/or to cause a distraction to the learning environment are not permitted.
- Other accessories (i.e., hoods, hats) may be permissible if they do not interfere with the health and safety of students and/or cause a distraction to the learning environment; it should be noted that age-appropriate considerations will be made for additional accessories at different levels, and that acceptability of different accessories may vary depending on the school/classroom activity (i.e., hats may be prohibited during assessments)..
- Footwear is required.
- Offensive or obscene clothing should not be worn to school, including, but not limited to: slogans or logos that depict controlled substances (alcohol, drugs, and tobacco); foul, profane, vulgar or abusive language; sexual overtones and innuendoes; violence and weapons gang related clothing or paraphernalia.
- Lanyards/student identification is a required part of the dress code; it should be noted that required student identification may look different at different levels (elementary versus secondary).

## 6.30 Student Behavior Expectations

District 95 believes culturally responsible citizenship is the shared result of a safe educational environment, school – home partnership and a climate of mutual respect while making positive choices. The Board of Education is providing these behavior expectations to assist students, parent(s)/guardian(s) and staff to realize they have the right to make choices, are responsible for their choices and understand there are favorable and unfavorable consequences for their choices. In order to provide a culturally responsive and safe educational environment for all students, District 95 has implemented a system of supports and behavioral interventions to assist students in navigating their education. All expectations of behavior will apply during school hours and at any school-sponsored event regardless of time or location (this includes remote learning/extracurricular environments). If an event occurs outside of school grounds or school sponsored events, but causes a school disruption on school grounds or school-sponsored events, the event will be subject to the District 95 Behavior Policy. Individual school officials and staff may develop more specific rules and interventions for students. In the event of a violation of the Behavior Policy, an intervention will be applied that is designed to balance the need to teach students replacement behaviors with the need to maintain a safe learning environment for all.

**In order to empower every learner to achieve personal excellence, students will...**

- Be treated with respect and trust
- Be informed of Student Behavior Expectations and related policies
- Be challenged academically
- Be supported in their social/emotional development
- Be transported in a safe manner

- Be able to pursue their education without disruption
- Discuss educational concerns with teachers and other staff
- Receive fair and equitable treatment without discrimination in every aspect of the educational system.
- Expect cultural respect and understanding
- Have the opportunity to participate in extra-curricular activities that promote individual skills and talents
- Be an active listener
- Be an active participant in their learning and give their best effort
- Be culturally sensitive and respect cultural diversity
- Learn the tools needed to become a productive citizen
- Demonstrate honesty, respect, and trust
- Resolve problems using productive conflict resolution skills
- Recognize when personal actions are interfering with the rights, personal space, feelings, and property of others
- Develop a sense of responsibility for personal choices
- Attend school regularly, arrive on time, and be prepared for class
- Follow Student Behavior Expectations adopted by the District, as well as one's school and class
- Ask for help when in need of assistance
- Demonstrate responsible decision-making skills in all school-related activities

## Delegation of Authority

Every teacher, and any other staff member when students are under their charge, is permitted to provide any behavior interventions/measures, other than suspension, expulsion, or corporal punishment, in accordance with the District Behavior Policy. Staff may use reasonable steps 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 remove students from a classroom for significantly disruptive behavior to the overall learning environment.

All standards of behavior are grounds for disciplinary action whenever the student's conduct is reasonably related to school or school activities, including but not limited to, during school hours and at any school-sponsored event regardless of time or location.

District staff, including, but not limited to principals, teachers, bus drivers, and support personnel stand in **loco parentis**, that is, in the supervision of students in the absence of parent(s)/guardian(s).

To ensure that students are able to be successful in the learning environment, it is the school's responsibility to provide expectations and to administer appropriate interventions to facilitate the demonstration of expected behaviors. Should corrective measures be necessary, the following is a non-inclusive list of factors that may be considered:

- Student's age
- Ability-functioning level
- Severity of the offense
- Frequency of the inappropriate behavior
- Circumstances and intent, including family circumstances and/or home environment situations
- Potential effect of the misconduct on the school environment
- Relationship of the behavior to any disabling condition

The following is a non-exhaustive list which contains examples of both minor and major behaviors outlined in District 95 and school board policy. Please note any minor behavior can be considered a major behavior based

upon frequency, duration, and severity. For more detailed information and definitions pertaining to student behavior, refer to District 95 policy 7:190 *Student Behavior*.

### **Minor Behaviors (generally classroom-managed)**

- Academic dishonesty (i.e., cheating on a test, plagiarizing)
- Being absent without a recognized excuse, truant, or tardy
- Disobeying rules of student conduct or directives from staff members or school officials (examples of disobeying staff directives include refusing a staff member's request to stop, present school identification or submit to a search)
- Entering school property or a school facility without proper authorization
- Forging or altering forms/documents
- Insubordination or gross disobedience (repeated failure to comply with adult directives);
- Misconduct (examples of unacceptable behaviors are obscenity, profanity, inappropriate gestures, or inappropriate language)
- Unprepared for class
- Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction
- Misuse of an electronic paging device or cellular device
- Violation of the District 95 dress code

### **Major Behaviors (generally office-managed)**

- Being involved in a gang or engaging in gang-like activities, including displaying gang symbols or paraphernalia
- Being involved with any public-school fraternity, sorority, or secret society
- Causing or attempting to cause damage to, stealing, or attempting to steal, school property or another person's personal property (examples are vandalism, theft, property damage, possession of stolen property)
- Distributing or possessing, harmful materials
- Distributing, purchasing, selling, or offering for sale tobacco or nicotine materials, including electronic cigarettes, e-cigarettes, vapes, vape pens or other vaping related products
- Engaging in more significant types of academic dishonesty (i.e., altering report cards, wrongfully obtaining test copies or scores, altering or destroying school records)
- 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
- Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning) and sexual assault
- Engaging in bullying, hazing or any kind of aggressive behavior that does physical or psychological harm to a staff person or another student or encouraging other students to engage in such behavior. Prohibited conduct specifically includes, without limitation, any use of violence, inciting violent acts, intimidation, force, noise, coercion, threats, stalking, harassment, pushing, hitting, fighting, physical attack, 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 (i.e., cyberbullying)
- Engaging in teen dating violence
- In the absence of a reasonable belief that an emergency exists, calling emergency responders (calling 9-1-1); 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



- 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
- Operating an unarmed aircraft system (AUS) or drone for any purpose on school grounds or at any school event unless granted permission by the building principal
- Using a cellular telephone, smartphone, video recording device, wearable technology, or similar 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 and 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 telephone, commonly known as “sexting”
- Using or possessing tobacco or nicotine materials, including electronic cigarettes, e-cigarettes, vapes, vape pens or other vaping related products
- Using, possessing, controlling, or transferring a “weapon” (any object that is or could be considered a weapon or any time that is a look-a-like weapon). *See board policy 7:190 for definition of “weapon”;*
- 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
- Using, possessing, distributing, purchasing, selling or offering for sale:
  - Any illegal drug, controlled substance, or cannabis
  - Any anabolic steroid unless it is being administered in accordance with a physician’s or licensed practitioner’s prescription
  - 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
  - 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
  - Any inhalant, regardless of whether it contains an illegal drug or controlled substance
  - “Look-alike” or counterfeit drugs
  - 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
- 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 a tablet or powdered form; Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, extortion, vandalism and hazing
- Violation of the Acceptable Use Policy

**NOTE: With regard to academic dishonesty, there may be additional level-specific (elementary, middle school, high school) practices that are put in place to support academic integrity for all students.**

## 6.31 Behavior Interventions and Additional Consequences

### Behavioral Interventions

Following a violation of the District 95 Behavior Policy, the building team may choose to apply an intervention designed to teach students a replacement behavior (a better way to get their needs met within the school environment), an intervention designed to provide additional coaching and mentoring support, an intervention designed to teach new content, or some other intervention designed to support responsible decision-making.

Possible interventions might include (but are not limited to) the following:

#### **Adult Mentoring**

A form of mentorship that aims to build a positive relationship between a student and a caring adult.

#### **Assignment to Increased Academic Support (I.e., Student Support Center, tutoring)**

Students may be assigned to additional academic support centers in response to attendance-related or other violations.

#### **Behavioral Contracts**

Students, in collaboration with building staff, may develop behavioral contracts in order to encourage desired behaviors. Behavior contracts shall outline adult supports to be provided to the student, specific behavioral goals, and incentives or reinforcements for the student for meeting set goals.

#### **Check-ins**

Some students require a low-level intervention to connect them to the educational process. This provides opportunities for students to check in with staff at various times of the day to reinforce positive behavior.

#### **Choices Social Media Support**

Choices is an educational program for students identified as using technology inappropriately.

#### **Impact: Tobacco Support**

The Impact intervention is for students who violate the school's nicotine policy. This educational program highlights information on the negative impact of nicotine and its various delivery methods including traditional cigarettes, electronic cigarettes, vapor pens and chewing tobacco.

#### **Increased Home-School Collaboration (I.e., phone calls, conferences)**

School staff may engage in increased home-school collaboration in response to student behaviors. The goal of increased collaboration and communication is not solely to inform parents/guardians of behavioral concerns – but to additionally work together to problem-solve and generate additional ideas for supporting desired student behaviors.

#### **Insight: Social Skills Support**

This educational intervention provides instructional support to students who have exhibited negative interactions with peers and adults which includes but not limited to: bullying, cyberbullying, physical/verbal aggression.

**Pathways: Substance Abuse Support**

Pathways is a substance abuse intervention that provides information relevant to students involved with alcohol and drugs. Students learn about mood-altering substances including the negative effects and risks associated with use. The physical, legal, social and emotional consequences of their decisions are explored.

**Peer Mentoring**

Peer Mentoring is a form of mentorship wherein an identified student is matched with a trained peer to help support and guide them.

**Restorative Practices**

Restorative practices are interventions that see relationships as central to learning, growth, and a healthy school climate for students and adults. These practices repair the damage done to a relationship after a behavioral incident has occurred. Example may include an apology, mediation, reflection, community service, individual student counseling, and conferencing between a staff member and student.

**Student Support Center**

Student Support Center (SSC) provides students an alternative learning environment where students can receive direct instruction regarding social emotional learning.

**Supported Attendance Interventions**

Students who struggle with consistent attendance to school (including patterns of tardiness to class(es)) may be assigned supportive attendance interventions including (but not limited to) home visits, individualized problem-solving with the student to identify barriers to regular attendance, and adult supports in navigating between classes during the school day.

**Supported Lunch Program**

The Supported Lunch Program provides additional structure and supervision for students who have difficulty in meeting behavior expectations during less structured portions of their day.

**Additional Consequences**

In addition to interventions assigned designed to support student behavior, there may be additional consequences applied – depending on the frequency and severity of the behavior policy violation. Additional consequences might include temporary removal from class, detentions, loss of privileges, social probation, restitution, suspensions (in-school, out of school) or recommendation for expulsion. Suspension and recommendation for expulsion are described below.

## **6.32 Intergovernmental Agreement**

The Lake Zurich Police Department and Community Unit School District 95 are both parties to a county wide agreement for the reciprocal reporting of student criminal offenses. The police department must report to the School Principal or Designee whenever a District 95 child is detained for proceedings under the Juvenile Court Act of 1987. This agreement does not restrict the duty or authority of the school or police personnel to share or release information with each other. The records provided by the Police Department must be kept separate from and not become part of the official school record of the child. Such records are not public record and can be used solely by the appropriate school officials whom the school has determined to have a legitimate education or safety interest to aid in the proper rehabilitation of the child and to protect the safety of students and employees in the school.

## 6.33 Student Suspension Legal Authority

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 who demonstrate 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 of Education may suspend a student from school and riding the bus in excess of 10 days for safety reasons.

### General Procedures for Suspension

#### In-School Suspension

The Superintendent or designee is authorized to maintain an in-school suspension program. The program shall include, at a minimum, each of the following:

1. Before assigning a student to in-school suspension, the behavior violation will be explained to the student and the student will be given an opportunity to respond. Parents/guardians will be notified of in-school suspensions
2. Students are supervised by licensed school personnel
3. Students are given the opportunity to complete classroom work during the in-school suspension for equivalent academic credit

#### Out-of-School Suspension

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

1. A conference during which the violations will be explained, and the student will be given an opportunity to respond to the violations before he or she may be suspended
2. A pre-suspension conference is not required, and the student can be immediately suspended when the student's presence poses a continuing danger to persons or property or an ongoing threat of disruption to the educational process. In such cases, the notice and conference shall follow as soon as practicable.
3. An attempted phone call to the student's parent(s)/guardian(s)
4. A written notice of the suspension to the parent(s)/guardian(s) and the student, which shall
  - a. Provide notice to the parent(s)/guardian(s) of their child's right to a review of the suspension
  - b. Include information about an opportunity to make up work missed during the suspension for equivalent academic credit
  - c. Detail the specific act resulting in the decision to suspend
  - d. Provide rationale or an explanation of how the chosen number of suspension days will address the threat or disruption posed by the student or his or her act; and
  - e. Depending upon the length of the out-of-school suspension, include the following applicable information:
    - i. For a suspension of three school days or less, an explanation explaining how the student's continuing presence in school would either pose:
      1. A threat to school safety, or
      2. A disruption to other student's learning opportunities
    - ii. For a suspension of four or more school days, an explanation:
      1. That other appropriate and available interventions have been exhausted
      2. Outlining whether school officials attempted other interventions or determined that no other interventions are available for the student, and

3. Explaining how the student's continuing presence in school would either:
  - a. Pose a threat to the safety of other students, staff, or members of the school community, or
  - b. Substantially disrupt, impede, or interfere with the operation of the school
5. A summary of the notice, including the reason for the suspension and the suspension length, must be given to the Board by the Superintendent or designee
6. Upon request of the parent(s)/guardian(s), a review of the suspension shall be conducted by the Board or a hearing officer appointed by the Board. At the review, the student's parent(s)/guardian(s) may appear and discuss the suspension with the Board or its hearing officer and may be represented by counsel. Whenever there is evidence that mental illness may be the cause for the suspension, the Superintendent or designee shall invite a representative from the Department of Human Services to consult with the Board. After presentation of the evidence or receipt of the hearing officer's report, the Board shall take such action as it finds appropriate. If the suspension is upheld, the Board's written suspension decision shall specifically detail items (a) and (e) in number four, above

Additional information may be found in Board Policy 7:200 *Suspension Procedures*.

## 6.34 Student Expulsion

Expulsion is the most severe punishment a school system may use. The Board of Education may expel a student for a definite period of time not to exceed two calendar years, as determined on a case-by-case basis. A student who is determined to have brought a weapon to school, as defined by Section 921 of Title 18, United States Code, shall be expelled for a period of not less than one calendar year. Expelled students may not enroll in or attend any educational program operated by the school district. Expulsion periods may be modified by the Superintendent.

### General Procedures for Expulsion

- Before a student may be expelled, the student and his or her parents(s)/guardian(s) shall be provided a written request to appear at a hearing to determine whether the student should be expelled. The request shall be sent notice of the time, place, and purpose of a hearing by registered or certified mail, with return receipt requested. The request will:
  - Include the time, date, and place for the hearing
  - Briefly describe what will happen during the hearing
  - Detail the specific act of gross disobedience or misconduct resulting in the decision to recommend expulsion
  - List the student's prior suspensions
  - State that the School Code allows the School Board to expel a student for a definite period of time not to exceed two calendar years, as determined on a case-by-case basis
  - Ask that the student or parent(s)/guardian(s) or attorney inform the Superintendent or Board Attorney if the student will be represented by an attorney and, if so, the attorney's name and contact information.
- Unless the student and parent(s)/guardian(s) indicate that they do not want to have a hearing or fail to appear at the designated time and place, the hearing will proceed. It shall be designated in the notice, conducted by the School Board or a hearing officer appointed by it. If a hearing officer is appointed by the Board, they shall report to the Board the evidence presented at the hearing and the Board shall take such final action as it finds appropriate. Whenever there is evidence that mental illness may be the cause for the recommended expulsion, the Superintendent or designee shall invite a representative from the Department of Human Services to consult with the Board

- During the expulsion hearing, the Board or hearing officer shall hear evidence concerning whether the student violated the district behavior policy. School officials must provide: (1) testimony of any interventions attempted and exhausted or of their determination that no other appropriate and available interventions were available for the student, and (2) evidence of the threat or disruption posed by the student. The student and their parent(s)/guardian(s) may be represented by counsel, offer evidence, present witnesses, cross-examine witnesses who testified, and otherwise present reasons why the student should not be expelled. After presentation of the evidence or receipt of the hearing officer's report, the Board shall decide the issue of guilt and take such action as it finds appropriate
- If the Board acts to expel the student, its written expulsion decision shall:
  - Detail the specific reason why removing the student from their learning environment is in the best interest of the school
  - Provide a rationale for the specific duration of the recommended expulsion
  - Document how school officials determined that all interventions have been exhausted by specifying which interventions were attempted or whether school officials determined that no other appropriate and available interventions existed for the student
  - Document how the student's continuing presence in school would (1) pose a threat to the safety of other students, staff, or members of the school community, or (2) substantially disrupt, impede, or interfere with the operation of the school
- Upon expulsion, the District may refer the student to appropriate and available support services

For more information see Policy 7:210 *Expulsion Procedures*.

## 6.35 Corporal Punishment

Corporal punishment is inflicting bodily harm upon an individual for disciplinary purposes. The District does not believe corporal punishment is an effective means of enforcing or maintaining proper student behavior, therefore corporal punishment is prohibited. However, reasonable steps may be taken to prevent bodily harm to oneself or others. Corporal punishment does not include, and staff are permitted to use, reasonable force as needed to maintain safety for students, staff, or other persons, or for the purpose of self-defense or defense of property.

## 6.40 Prevention of and Response to Bullying, Intimidation, and Harassment

Staying on top of social media trends is important for parents/guardians. The District wants you to be aware that the following social media apps have the potential to disrupt the school environment by becoming a platform for bullying, unlawful behaviors, and other dangers:

- *Hyperlocal* social media apps, e.g., *YikYak*, present safety and security concerns for our students. Hyperlocal apps use GPS on cell phones to target groups in specific areas.
- *Temporary* social media apps, e.g., *ask.fm*, *Snapchat*, *Burn Note*, *Whisper*, and *Secret*, often present a false belief of anonymity. Temporary apps allow people to send messages and images that self-destruct after a set window of time.

Children need to understand that their online choices are important. Content never truly goes away, and no one online is anonymous. Law enforcement agencies have the ability to pinpoint users and content creators, and they do investigate crimes involving the Internet and social media app usage.

The District encourages you to review the resources below and talk with your children. Let's partner together to help children understand how their digital footprints affect theirs and others' futures. As you discuss this topic with your child, please remind him or her how to report his or her concerns:

- Tell your child to take a screen shot when appropriate of the content and show you or another trusted adult. Always encourage open conversations about what is happening online. When age-appropriate, discuss that possession and forwarding of sexted images violates federal and state child pornography laws
- Use the reporting mechanisms within the social media apps
- When a situation begins to disrupt your child's education or your child is struggling to navigate the situation themselves, report it to your child's school

For additional resources on online safety, please visit the ISBE website linked [HERE](#).

Additional information may be found in Board Policy 7:180 *Prevention of and Response to Bullying, Intimidation, and Harassment*.

### **Harassment of Student Prohibited**

No person, including a District employee, agent, or student, shall harass or intimidate or bully a student on the basis of actual or perceived sex, color, race, religion, creed, ancestry, national origin, physical or mental disability, sexual orientation gender identity, or other protected group status. The District will not tolerate harassing or intimidating conduct or bullying of any kind that affects tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, or hostile educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, or wearing or possessing items depicting or implying hatred or prejudice toward one of the group statuses above.

Sexual harassment of students is prohibited. Any person, including a District employee, 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 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 treatments; or
  - d. making submission or rejection of such conduct the basis for academic decisions affecting a student

Complaints of harassment or intimidation are handled according to the provisions on harassment.

Additional information may be found in Board Policy 7:20 *Harassment of Students Prohibited*.

## **Preventing 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 those disruptive behaviors is an important District goal. State law requires that school boards annually communicate the District's policy to students and their parent(s)/guardian(s). These behaviors will be taken seriously and are not acceptable in any form. Preventing students from engaging in these disruptive behaviors is achieved by fully enforcing these Board policies. Illinois law requires a school district to notify the parent or guardian of a child who engages in aggressive behavior, including such behaviors as bullying (105 ILCS 5/10-20.14). The School Board policy prohibits a student while at school or at school sponsored events from engaging in aggressive behavior that causes physical or psychological harm to someone else and/or urging other students to engage in such conduct. Prohibited aggressive behavior includes, without limitation, the use of violence, force, noise, coercion, threats, intimidation, fear, bullying, or other comparable conduct. Full implementation of these policies includes providing each student who violates one or more of them with appropriate consequences and remedial action, as well as protecting students from retaliation for reporting such conduct. For further information on this subject, refer to the following Board of Education Policies: 7:190 *Student Behavior*, 7:310 *Restrictions of Publication and Written or Electronic Material*, and 7:20 *Harassment of Students Prohibited*.

## **6.45 Sexual Harassment & Teen Dating Violence Prohibited**

### **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 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, or
  - d. making submission 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.

Students, who believe they are victims of sexual harassment or who have witnessed sexual harassment, are encouraged to discuss the matter with the student Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager. Students 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 one student was sexually harassed by another student shall be referred to the Building Principal, Assistant Building Principal or Dean of Students for appropriate action.



The Superintendent shall annually announce 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. You will find the contact information on the District website [HERE](#) - Other Contact Information.

Any District student who is determined to have engaged in sexual harassment will be subject to disciplinary action, including but not limited to, suspension and expulsion consistent with the discipline policy. Any employee making a knowingly false accusation regarding sexual harassment will likewise be subject to disciplinary action up to and including discharge. Any student making a knowingly false accusation regarding prohibited conduct will likewise be subject to action consistent with student discipline Board policies 7:180 *Prevention of and Response to Bullying, Intimidation, and Harassment*, 7:190 *Student Behavior*, and 7:240 *Conduct Code for Participants in Extracurricular Activities*.

**The filing of a complaint under the grievance procedures described herein shall not limit, extend, replace or delay the right of any person to file a similar complaint or charge with any appropriate local, State, or federal agency or court.**

### **Teen Dating Violence Prohibited**

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 Board of Education 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 middle school or high school 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. School staff members will 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*.

Staff members have been instructed 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? Do they 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? Do they 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? Do they 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? Have they lost or gained weight? Have his or her grades dropped? Do they seem depressed?
- Injuries. Does one person in the relationship have unexplained injuries, or do they 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:

[Preventing Teen Dating Violence](#)

## 6.60 Field Trips

Field trips are a privilege for students. Students must abide by all school policies during transportation and during fieldtrip activities and shall treat all field trip locations as though they are school grounds. Failure to abide by school rules and/or location rules during a field trip may subject the student to discipline. All students who wish to attend a field trip must receive written permission from a parent or guardian with authority to give permission. Students may be prohibited from attending field trips for any of the following reasons:

- Failure to receive appropriate permission from parent/guardian or teacher
- Failure to complete appropriate coursework
- Behavioral or safety concerns
- Denial of permission from administration
- Other reasons as determined by the school

The Board of Education encourages field trips when the experiences are a part of the school curriculum and contribute to the District's desired educational objectives. Parents/guardians of students: (1) shall be given the opportunity to consent to their child's participation in any field trip, and (2) are responsible for all entrance fees, food, lodging, or other costs, except that the District will pay such costs for students who qualify for free or reduced school lunches. All non-participating students shall be provided an alternative experience. Any field trip may be cancelled without notice due to an unforeseen event or condition.

Privately arranged trips, including those led by District staff members, shall not be represented as or construed to be sponsored by the District or school. The District does not provide liability protection for privately arranged trips and is not responsible for any damages arising from them. Additional information may be found in Board Policy 6:240 *Field Trips*.

## 6.80 Student Use of Electronic Devices

### Cellular Phones and Personal Electronic Devices

Using or possessing an electronic paging device, cellular telephone, video recording device, wearable technology, 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 violates student conduct rules and is prohibited. 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 permitted by the Building Principal, all electronic devices must be kept powered-off and out-of-sight during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student's individualized education program (IEP); or (c) it is needed in a life-threatening emergency.

**Parents who need to contact their child during the school day should call their building's main office.** Students may use the phone in the main office or health office to reach a parent should a need arise. For further information, refer to Board of Education Policy 7:190 *Student Behavior*.

### Communications

The following is a set of expectations that all members of the District professional community are expected to adhere to when communicating with students electronically. This is a subset of Administrative Procedure 5:125-AP1, Social Media Procedures.

Electronic communication with students should always be transparent, accessible and professional as defined below:

- **The communication is transparent** – ALL electronic communication between staff and students should be transparent. As a public school district, we are expected to maintain openness, visibility, and accountability with regards to all communication
- **The communication is accessible** – ALL electronic communication between staff and students should be considered a matter of record, part of the District archives, and/or may be accessible by others.
- **The communication is professional** – ALL electronic communication from staff to student should be written as a professional representing District. This includes word choices, tone, grammar, and subject matter that model the standards and integrity of a District professional. Always choose words that are courteous, conscientious, and generally businesslike in manner.

### Preferred Communications Methods

- eSchool Home Access
- District email
- School and district websites
- District approved Learning Management Systems

### Less Acceptable Communication Methods

- **Text Messaging** – Texting to the entire team/group is preferable to texting to an individual student. If a text is sent to an individual student, parents must be copied on all texts, in addition to a building administrator and/or athletic/activity director.

- **Social Media** – District-approved Social Media tools can provide valuable supplemental communications, keeping in mind that not all families embrace these technologies. Social Media tools should be used as a supplemental means of communicating. These can include Remind, SeeSaw, or Canvas.

### **Unacceptable Communications Methods**

- District employees should not use personal email accounts to communicate with students about school matters.

## **Chapter 7 – Internet, Technology & Publications**

### **7.10 Acceptable Use of Electronic Networks**

The District recognizes personal electronic devices as a valuable tool for education and encourages the use of computers and computer-related technology in the classroom. The electronic network access is designed to support the curriculum and to enhance students' education through the use of computers on the schools' local area networks, the District's wide area network, and the Internet. Students have the responsibility to use this educational resource properly in accordance with the rules of the District:

1. All users of the District's electronic network access must comply with all rules, regulations, guidelines, terms and conditions adopted both by the Administration and by classroom teachers and school staff members
2. Inappropriate use of the computer system may result in discipline, including the loss of computer use privileges, disciplinary action, and/or appropriate legal action.
3. Unethical and unacceptable behavior shall result in disciplinary action. Some examples of unacceptable use include, but are not limited to:
  - a. Sharing of passwords
  - b. Use of the network to access or process inappropriate materials or to download files dangerous to the Integrity of the network
  - c. Gaining unauthorized access to resources or entities
  - d. Use of the computer system to access, retrieve, view or disseminate any material in violation of any Federal or State regulation or school policy. This includes, but is not limited to, improper use of copyrighted material, improper use of passwords or access codes, disclosing any user's full name, home address, or phone number or that of another student or teacher
  - e. Intentional disruption of the information network, vandalism or attempted vandalism or the computer system
  - f. Use of the computer system for profit or commercial activities, including advertising or sales
  - g. Accessing, submitting, posting, publishing, or displaying any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, harassing, or illegal material
  - h. Use of the computer system to threaten or actually disrupt the educational process
  - i. Use of the computer system to improperly alter electronic mail messages or to use an account owned by another user
  - j. Use of the computer system to invade the privacy of any individual
  - k. Wastefully using resources, such as file space
  - l. Posting material authored or created by another without his/her consent
  - m. Posting anonymous messages
4. Students shall be granted access to the District's electronic network access upon completion of the *Authorization for Access to the District's Electronic Network* signature form. 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. School officials may 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

Additional information may be found in Board Policy 6:235 *Access to Electronic Networks*. Specific questions regarding the electronic network access may be directed to the Director of Technology (847)540-7036.

## **7.20 Guidelines of Student Distribution of Non-School Publications**

### **Distribution of Printed Material**

All printed materials including leaflets, information, posters, etc., to be distributed by students or others on the property or premises of the school district, must have prior written approval from the Superintendent or designee for distribution.

Any unauthorized distribution, as determined by the building principal, or his/her agent, shall not be permitted and shall be ordered stopped by the building principal or agent.

If the distribution is not stopped, upon warning by the building principal or his/her agent, the distributor or distributors shall be considered as trespassers and the police shall be immediately called for appropriate civil action.

Additional information may be found in Board Policy 7:315 *Restrictions on Publications*.

## **Chapter 8 – Search and Seizure**

### **8.10 Search and Seizure**

In order to maintain order and security in District 95 schools, school authorities may inspect and search school property and equipment owned or controlled by District 95 (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. In addition, school authorities may search a student and/or personal effects in the student's possession (such as purses, wallets, book bags, lunch boxes, etc.) when there is a reasonable ground for suspecting that the search will produce evidence of a violation of the law or the District's student conduct rules. Such authority to conduct searches shall extend to all certificated personnel and school liaison police officers. Additional details are contained within Board policy 7:140 *Search and Seizure*.

# **Chapter 9 – Extracurricular and Athletic Activities**

## **9.10 High School Athletic and Extracurricular Activities Code of Conduct**

### **Statement of Philosophy**

CUSD 95 believes culturally responsible citizenship is the shared result of a safe educational environment, school-home partnership and a climate of mutual respect while making positive choices. The CUSD 95 Board of Education is providing these behavior expectations to assist students, parent(s)/guardian(s) and staff to realize they have the right to make choices, are responsible for their choices and understand there are favorable and unfavorable consequences for their choices.

The Extracurricular Code (the “Code”) promotes the development of character and the maintenance of the healthy lifestyle necessary for students to pursue their goals. The Code seeks to foster the health, safety and welfare of the participants and promotes high standards of conduct, citizenship and good decision-making. The extracurricular programs of Lake Zurich High School are committed to providing opportunities that enhance the experiences of our students and to teach the values adopted by District 95. These values which consist of respect, integrity, continual improvement, collaboration, equity, high expectations, and perseverance are the foundation in which our programs are built upon and it is our expectation that all our students embody these values as they participate in and graduate from our extracurricular programs.

The Code applies to students who participate in voluntary, school-sponsored activities that are not part of the academic program. The Code is in effect 24 hours a day, seven days a week, 365 days a year. The Code applies to student conduct on and off campus, even when the conduct is not directly connected to D95 schools.

### **Intergovernmental Agreement**

The Lake Zurich Police Department and Community Unit School District 95 are both parties to a county wide agreement for the reciprocal reporting of student criminal offenses. The police department must report to the School Principal or Designee whenever a D95 child is detained for proceedings under the Juvenile Court Act of 1987. This agreement does not restrict the duty or authority of the school or police personnel to share or release information with each other. The records provided by the Police Department must be kept separate from and not become part of the official school record of the child. Such records are not public record and can be used solely by the appropriate school officials whom the school has determined to have a legitimate education or safety interest to aid in the proper rehabilitation of the child and to protect the safety of students and employees in the school.

### **Administration and Availability of Code**

The Code is administered by the Athletic Director, the Assistant Principal of Student Activities and/or their designees with the support of staff and administrators in D95. All students and parents are expected to have read the Code prior to participation in the extracurricular program; the Code is published in the Student Handbook and on the D95 website. Participation in the Extracurricular Program constitutes a student’s understanding of, and agreement to abide by, the provisions of the Code. An appeal of an extracurricular Code violation may be made to the Principal. Consequences outlined by the Code may be in addition to disciplinary consequences students may receive for the same behavior under other Board policies.

## **Participation in the Extracurricular Programs is a Privilege**

Participation in the extracurricular program is a privilege and not a right. Participants are visible representatives of D95, their fellow students, and the community; therefore, they have additional responsibilities to be exemplars and comply with the Code. D95 has the authority to restrict or revoke a student's privilege to participate in the extracurricular program.

### **Academic Eligibility**

In order for a student to participate in extra-curricular and/or IHSA sponsored activities at LZHS, he/she must be attending and passing 25 credit hours per week or typically five full classes. In addition, the student must have passed 25 credit hours or typically five full courses during the previous semester. According to IHSA guidelines, "passing" work shall be defined as "work of such a grade that if on any given date a student would transfer to a different school, passing grades for the course would immediately be certified on their transcript to the school to which they transfer."

Starting on the third week of each semester eligibility will begin. Grades will be gathered on Friday or the last day of each week and a 25-credit hour report will be run along with an "F" report. If a student is passing 25 credit hours without any F's, they are eligible for competition the next week. If a student is passing 25 credit hours but has one or more F's, the student will have three eligibility reports to raise each F to a D- or higher but will be able to compete during that time.

1. Within three eligibility reports, if the F grade(s) is (are) raised to a D- or higher, the student will be eligible for competition
2. After three eligibility reports of an F in the same class, a student will become ineligible for the following week(s)
3. If a student raises their grade to a D- or higher and then later in the semester earns an F in that same course, they cycle to improve the grade starts over

If a student is not passing 25 credit hours on the weekly eligibility report, they will be ineligible to participate the following week (Mon-Sun) in any competition. A letter will be emailed to the student, parent and coach if a student appears on the not passing 25 credit hours report or if they have an F indicating their eligibility status along with academic support systems available to the student.

Please use this flow chart below as a visual guide to our eligibility system

<b>As of noon Friday (or the last day of the week)</b> <b>Are you currently passing 25 credits (usually 5 classes)?</b>			
	<b>YES and no F's</b>	<b>YES with one or more F's</b>	<b>NO</b>
<b>Eligibility for competition next week</b>	YES	YES  Students have three eligibility reports to raise each F to a D- or higher.	<b>Ineligible</b> to participate the following week (Mon-Sun) in any competition
<b>Additional Information</b>		<p>Within three eligibility reports, if the F grade(s) is (are) raised to a D- or higher, the student moves to the column to the left ←</p> <p>After three eligibility reports of an F in the same class, a student will become ineligible for the following week(s) and move to the column to the right →</p> <p>If a student raises their grade to a D- or higher and then later in the semester earns an F in that same course, the cycle to improve a grade starts over.</p>	
<b>Communication</b>	No communication	Automatic email sent to student, parent, and coach explaining <b>eligibility protocol</b> Friday afternoon and the supports available to students along with guiding questions to help students reflect on their current grades.	<p>Automatic email sent to student, parent, and coach explaining <b>ineligibility</b> Friday afternoon and the supports available to students along with guiding questions to help students reflect on their current grades.</p> <p>Coaches will have a conversation with the student to identify areas of growth and may contact student services for additional support, if needed.</p>

## Prohibited Conduct

The following is a non-exhaustive list which contains examples of inappropriate behaviors prohibited by District 95 and school board policy. The behaviors listed below align with the District 95 behavior policies found within the parent/student handbook.

### Minor Behaviors

- Insubordination or gross disobedience (repeated failure to comply with adult directives)
- Unsportsmanlike conduct
- Behavior unbecoming of a District 95 student
- Academic dishonesty (I.e., cheating on a test, plagiarizing)



## Major Behaviors

- The possession or use of tobacco products including e-cigarettes/vaporizers
- Being involved in a gang or engaging in gang-like activities, including displaying gang symbols or paraphernalia
- Being involved with any public-school fraternity, sorority, or secret society
- Causing or attempting to cause damage to, stealing, or attempting to steal, school property or another person's personal property (examples are vandalism, theft, property damage, possession of stolen property)
- Distributing or possessing, harmful materials
- Distributing, purchasing, selling, or offering for sale tobacco or nicotine materials, including electronic cigarettes, e-cigarettes, vapes, vape pens or other vaping related products
- Engaging in more significant types of academic dishonesty (i.e., altering report cards, wrongfully obtaining test copies or scores, altering or destroying school records)
- 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
- Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning) and sexual assault
- Engaging in bullying, hazing or any kind of aggressive behavior that does physical or psychological harm to a staff person or another student or encouraging other students to engage in such behavior. Prohibited conduct specifically includes, without limitation, any use of violence, inciting violent acts, intimidation, force, noise, coercion, threats, stalking, harassment, pushing, hitting, fighting, physical attack, 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 (i.e., cyberbullying)
- Engaging in teen dating violence
- In the absence of a reasonable belief that an emergency exists, calling emergency responders (calling 9-1-1); 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
- 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
- Operating an unarmed aircraft system (AUS) or drone for any purpose on school grounds or at any school event unless granted permission by the building principal
- Using a cellular telephone, smartphone, video recording device, wearable technology or similar 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 and 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 telephone, commonly known as "sexting"
- Using or possessing tobacco or nicotine materials, including electronic cigarettes, e-cigarettes, vapes, vape pens or other vaping related products
- Using, possessing, controlling, or transferring a "weapon" (any object that is or could be considered a weapon or any time that is a look-a-like weapon). See board policy 7:190 for definition of "weapon";
- 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

- Using, possessing, distributing, purchasing, selling, or offering for sale:
  - Any illegal drug, controlled substance, or cannabis
  - Any anabolic steroid unless it is being administered in accordance with a physician's or licensed practitioner's prescription
  - 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
  - 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
  - Any inhalant, regardless of whether it contains an illegal drug or controlled substance
  - "Look-alike" or counterfeit drugs
  - 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
  - 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 a tablet or powdered form; Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, extortion, vandalism and hazing
- Violation of the Acceptable Use Policy

## **Reports of Violations and Determination of Consequences**

Reports of possible Code violations may come from school faculty and staff members, a confession of the offender, other students, parents, community members, other outside sources including photographs, social networking, websites, and electronic applications.

Attending parties or gatherings where illegal substances or tobacco products may be present is strongly discouraged. The District's concern for the health and overall welfare of its students is at issue along with the potential for problems that may face the District's students in such situations. The District encourages its students to make responsible choices. However, the mere presence at such parties and gatherings will not necessarily result in a violation of the code of conduct. Students who were present at such parties or gatherings may be required by the administration to participate in educational opportunities to teach students about responsible decision making.

## **Violations During the School Day or at School Events**

When reports are received of a possible Code violation during the school day or at a school event, the extracurricular leader (Athletic Director, Assistant Principal of Activities) will meet with the dean or staff member to gather information about the incident. The student will then meet with the extracurricular leader to discuss the incident. The extracurricular leader will then determine if there has been a violation of the Code and the appropriate consequence. Parental consent is not required to speak with a student during an investigation of a possible code violation. If a violation has occurred, the parent or guardian will receive a written copy of the violation notice, disciplinary consequences and restorative practices.

## **Violations Outside of the School Day**

When reports are received of a possible Code violation occurring outside of the school day and not at a school event, the extracurricular leader will interview the student to determine if a violation has occurred. If necessary,

the extracurricular leader may interview additional students or staff members to gather information related to the possible Code violation. The extracurricular leader will then determine if a Code violation has occurred and the appropriate consequence. Parental consent is not required to speak with a student during an investigation of a possible code violation. If a violation has occurred, the parent or guardian will receive a written copy of the violation notice, disciplinary consequences, and restorative practices.

### **Voluntary Admission by Student**

A student may voluntarily admit to violating the Code. However, voluntary admission must occur prior to any school personnel or police being aware of the incident and the student's involvement. Students who wish to offer a voluntary admission should contact a coach, sponsor, director, or the appropriate extracurricular leader. Voluntary admission of a first offense Code violation related to alcohol and/or drugs will not result in loss of extracurricular participation, and consequences will be held in abeyance provided the student does not seek voluntary admission of an offense for which he/she has been arrested or cited by law enforcement officials and if the student cooperates with the recommended plan. Students will only be excused from penalty for voluntary admissions on one occasion. The students will be referred to the School Assistance Program Coordinator or an outside agency if the violation involves the use of drugs or alcohol.

### **Appeal Process**

To initiate the appeals process, a student must notify the Principal of the appeal in writing within two school days of the date on the notification of the violation. The Principal will then schedule a meeting with the student and his/her parent(s) or guardian(s) (in person or via phone) to take place within five school days of the appeal. The Principal will issue a written decision within five school days after the meeting. In the event extraordinary circumstances prevent the Principal from issuing a decision within the five school days, he or she will notify the parents that an extension is required and the date by which the decision can be expected. During the appeal process, the Principal will consider if the decision was reached in accordance with school rules, if the decision was consistent with precedent for similar violations, and if there is any extenuating circumstance that might alter the determination of a violation and the severity of the consequence. During the pendency of the appeal, the student will continue to serve the disciplinary consequences and begin the restorative practices.

### **Consequences**

Facts, circumstances and disciplinary measures are analyzed on a case-by-case basis. The Code provides a minimum standard of conduct and guidance when addressing certain behaviors. It does not and cannot enumerate each and every situation or conduct for which discipline may be imposed. The consequences listed below will be applied to most violations. However, in cases of severe violations of the Code, consequences in excess of those listed below, including removal from the activity, may be applied. If the administrator finds, after reviewing the evidence, that the violation occurred, he or she will impose sanctions on the student, as follows:

## Extracurricular Participation Suspensions

	1st Violation	2nd Violation	3rd Violation
Minor Behavior	10% of season/club activities	25% of season/club activities	Removal from all extracurricular activities for the remainder of high school career
Major Behavior	25% of season/club activities	50% of season/club activities	Removal from all extracurricular activities for the remainder of high school career

- *Violating the extracurricular code of conduct may result in loss of any held leadership positions*
- *Consequences may apply to the following season of participation*
- *The administration reserves the right to evaluate the intervention plan for the student on a case by case basis in an effort to promote a positive change in behavior.*

The reader is referred to Section 6.130 for a (non-exhaustive) list of behavior interventions utilized in District 95.

### Definitions/Examples

#### Leadership Positions: Club Officers and Athletic Team Captains

- Leadership positions include any team captain positions; any elected, selected or appointed position in Student Activities; and any appointed leadership position in Performing Arts
- Leadership positions are defined as beginning during the election or selection process and ending at the conclusion of the season or school year, whichever comes first
- Any leadership position may be lost for the length of that season or school year

#### Contest Suspension

- If fewer competitions remain in the season than are issued as an intervention, students will serve the remainder of the suspension in the next season of participation. If the remainder of a suspension must be served in the next season of participation, students must complete an entire season of participation in the sport to satisfy the completion of the suspension. (For example, a student receives a code violation near the end of their fall volleyball season and this student participates in winter basketball, the suspension will continue into their basketball season. If that student quits before the end of their winter basketball season, their suspension will be null and void and the remainder of the suspension will be completed during the next season they participate in for the entirety of the season.) During the suspension, students may try out for teams and participate in practices but may not participate in competitions
- If a student is participating in multiple athletic/activities at the same time, consequences will be determined by adding all events together between the two activities and multiplying by the suspension percentage outlined in the chart above. This is done to ensure a student who is involved in multiple extracurricular activities is not serving two suspensions for one code violation
- If a student receives a code of conduct violation, depending on the severity of the infraction, the student will start with a 1st violation. At any point in the student's high school career, and depending on the severity of the infraction, the student will move to the 2nd violation category, regardless of whether the violation is a major or minor behavior

- Example: Student A is a sophomore. The student's 1st code violation is for smoking a vaporizer in school (minor behavior). The student is suspended for 10% of their season and is assigned additional behavior interventions. During Student A's junior year, the student receives a code of conduct violation for consuming alcohol (major behavior). The student will move to the 2nd violation category under major behavior and be suspended for 50% of their season and be assigned additional behavior interventions. If at any point in Student A's high school career, the student receives a 3rd code of conduct violation, the student will be removed from all activities for the remainder of his or her high school career

### **Drug/Alcohol Offenses**

A student who violates the Extracurricular Code regarding drug/alcohol use will be suspended from extracurricular participation and may be removed from leadership positions. Students in violation of the drug/alcohol policy are required to meet with the Student Services Coordinator for an assessment. The student will be required to follow through with the recommendations of the Student Services Coordinator through the Student Services Department or through an approved outside counseling agency.

These programs are designed to provide education to the student and parents, to encourage the student to evaluate the consequences of drug and alcohol abuse on their behavior, and to provide support and referral services to students and their families. Families will receive information on approved substance abuse awareness programs from the Student Services Coordinator.

If a student who violated the substance abuse policy chooses to enroll in an approved substance abuse program, a parent/guardian must notify the Student Services Coordinator of the decision to enroll within 10 days of the suspension. Participation in the program is voluntary, and any costs associated with the program are the family's responsibility.

Additional violations of the Extracurricular Code regarding drug/alcohol violations will result in the consequences outlined in the Consequences section of the Code. Students returning from a long-term suspension from an extracurricular activity must meet with the Student Services Coordinator before returning to their activity.

### **Guidelines for Out-of-School Suspensions and Consequences**

In addition to the consequences imposed by the Athletic Director or the Assistant Principal for Student Activities, students suspended from school are not permitted to participate in practices, rehearsals, meetings, contests, or performances during the period of the out of school suspension. Students may not participate in practice, rehearsal, contest, or performance if it conflicts with an assigned school penalty (e.g., detention, etc.).

### **Behavior Expectations**

As a member of any extracurricular sport or activity the student will be required to adhere to the behavior expectations set forth by the staff within those programs. This includes but is not limited to attendance at events, punctuality, travel expectations, inappropriate behaviors, etc. Any participants in the LZHS athletic program will adhere to all North Suburban Conference rules and guidelines including but not limited to hate speech protocol, sportsmanship guidelines.

## **Statement of Affiliation**

The Illinois High School Association (IHSA) regulates interscholastic athletics and various activities in the State of Illinois, including chess, journalism, music, scholastic bowl and speech. Participants in the extracurricular program must adhere to any and all policies established by District 95 and the applicable by-laws and policies of the IHSA and North Suburban Conference.

## **9.11 Elementary and Middle School Student Code of Conduct for Extracurricular Activities**

### **School Code of Conduct (Middle and Elementary)**

The goal of the extracurricular program in District 95 is to assist students in developing a positive attitude toward themselves and others. It is the student's responsibility to maintain the highest tradition of competition while maintaining a proper perspective to the overall educational program in District 95 and adhering to the Student Code of Conduct. Therefore, the purpose of this Code of Conduct is to clarify the general responsibilities and standards of students participating in extracurricular activities including athletes within District 95. This document is based upon the Middle School Terms of Eligibility for Extracurricular Activities and the District 95 Code of Conduct. The District 95 Code of Conduct can be found on our district website. Please see those documents for further clarification and information.

#### **General Responsibilities:**

- Students will understand it is a privilege to represent the school;
- Students will adhere to the Middle School Terms of Eligibility for Extracurricular Activities
- Students will attend practices, meetings, and games. Absences disrupt a student's progress and may have an impact on participation;
- Students will exhibit good sportsmanship in all situations. Students will respect their opponents, officials, coaches, spectators, and administration
- Students will work to develop a positive climate. Students will be supportive of all extracurricular participants in their field of interest and/or sport
- Students will learn and know the rules and proper conduct of the game
- Students will display modesty in victory and graciousness in defeat
- Students will turn in all necessary forms and pay necessary fees;
- Students will adhere to the school and District 95 Code of Conduct

Participation in an extracurricular is a privilege. Students need to understand that their primary responsibility is academics. In addition, students need to understand that while on an athletic/extracurricular team they are a representation of their family, school, and community. As a result, they need to adhere to all aspects of District 95's Code of Conduct.

#### **Terms of Eligibility for Extracurricular Activities**

The Lake Zurich School District feels strongly that academics are important and are the primary responsibility of the school community. It is the responsibility of the student to balance extracurricular/academic commitments. The following procedures are intended to help our students achieve this balance and succeed in both arenas.

### **Student Participation Guidelines:**

1. Grades of D or F in any class will result in ineligibility
2. A grade of D means that the student will be on restricted ineligibility for the week (Monday to Sunday) and cannot participate in practices or meetings until 3:15 PM. Students are responsible for arranging help from the appropriate academic teacher between 2:30 PM and 3:15 PM on a daily basis or report to the library for independent study. At 3:15 PM, the student is free to attend/participate in his/her practice, rehearsal, game, etc. and can participate at the discretion of the coach/supervisor. If a student was on restricted ineligibility as of 8 AM on Monday, but has raised his/her grade and is no longer in the D range, the student is still on restricted ineligibility for the week
3. A grade of F means that the student is ineligible for the week (Monday to Sunday) and is placed on an inactive roster for all practices, rehearsals, games, meets, etc. During the period of ineligibility, students should seek help from the appropriate academic teacher or go home at the end of the school day. Students who are failing cannot attend practices or games. If a student is ineligible for a third week due to receiving a grade of an F in any area at any point in the season, the student may be permanently removed from the team for the remainder of the season. If a student was ineligible as of 8 AM on Monday, but has raised his/her grade and is now passing, the student is still ineligible for the week
4. Athletes on PE waivers or with doctor's notes may attend, however will not be able to participate in practices or games until the waiver is lifted
5. Athletes who are repeatedly absent from practices will have their participation limited due to safety concerns

## **9.30 Student Athlete Concussions and Head Injuries**

### **Concussion**

A concussion is a brain injury and all brain injuries are serious. They are caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Symptoms can range from mild to severe and can disrupt the way the brain normally works. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. You can't see a concussion and most concussions occur without loss of consciousness. Signs and symptoms of concussion may develop right after the injury or can take hours or days to fully appear. If your child reports any symptoms of concussion, or if you notice the symptoms or signs of concussion yourself, seek medical attention right away.

A diagnosis of concussion should be reported to the school. Lake Zurich Community Unit School District 95 strives to support students with a diagnosed concussion in accordance with Illinois mandates and healthcare professional's recommendations. A Concussion Care Protocol including Return to Learn and Return to Play guidelines for both the student athlete and non-athlete with a concussion, has been adopted to assist in a student's recovery from a concussion:

#### [Health Services](#)

Click on Concussion Information & Protocols

The following guidelines will be followed when a student exhibits signs of a suspected concussion during an athletic event/practice/activity:

- Removal from activity following signs and symptoms of concussion
- No return to play in current game, practice, or activity
- Medical evaluation, done by a physician licensed to practice medicine in all its branches
- Written clearance from a physician licensed to practice medicine in all of its branches is required to resume participation in a sport/activity. Student athletes are required to follow IHSA Return to Play Protocol

## **Chapter 10 – Special Education**

### **10.10 Education of Children with Disabilities**

Individuals with disabilities shall be provided an opportunity to participate in all school-sponsored services, programs, or activities and will not be subject to illegal discrimination. When appropriate, the District may provide to persons with disabilities aids, benefits, or services that are separate or different from those provided to others.

The District offers special education programs and services to meet the unique needs of identified students three (3) through 22 years of age. A free and appropriate public education is offered to students in the least restrictive environment depending on each student's individual needs. Eligibility for special education is determined through a comprehensive case study review after identified assessments have been established and with parent/guardian consent. . If there is an adverse effect on student performance and the student requires special education instruction due to a disability, then special education eligibility will be determined. An Individualized Education Program (IEP) will then be developed based on the student's individual needs. This IEP will be reviewed at least once annually. Progress reporting on a student's goals will be reported at minimum as frequently as grades are reported on the report cards.

For more information regarding a free appropriate public education use this link:

[Illinois General Assembly Legislation](#)

### **10.20 Discipline of Students with Disabilities**

Discipline of students under the 2004 IDEA Regulations involves a system of balances between the student's procedural safeguards and the school district's interest in maintaining efficient and safe educational programs and environments. The regulations include student procedural safeguards, authorities of school district officials, and systems to protect the rights of both students and school districts.

Throughout the regulations, the discipline afforded to students with disabilities is linked to the discipline that would be applied to students without disabilities. Students with disabilities have additional safeguards. For more information see Board of Education Policy 7:230 *Misconduct by Students with Disabilities*, available on the District website and in every building or contact the office of Student Services.



## 10.60 Medicaid/Insurance: Parent Consent/Student Records

The District may use Medicaid payments to assist in paying for the services a special education student receives. The information provided to the Illinois Department of Healthcare and Family Services ("IHFS") for billing purposes is subject to the Illinois School Student Records Act (105 ILCS 10/1 et seq.). This information includes the child's name, the types of services provided, and the dates of services. Such information is the type of directory information that the school may release without parent consent. Parents may not be required to enroll in public benefits in order for their child to receive a Free and Appropriate Public Education (FAPE). Parents may not be required to incur out of pocket expenses such as a deductible or co-pay. The District may not use a child's benefits if that use would decrease lifetime coverage, increase premiums, result in the family paying for services that otherwise would be covered, or risk loss of eligibility for certain waivers. Any parent(s)/guardian(s) or eligible student may prohibit the release of any or all of the above information by delivering a written objection to the Office of Student Services within 30 days of the date of this notice. Services required by an IEP will be provided at no cost to the student's parents, whether they have public or private insurance. Withdrawal of consent does not relieve the District of its obligation to provide all required services at no cost to the parent.

# Chapter 11 – Student Records & Privacy

## 11.20 Student Records

This notice contains a description of your and your student's rights concerning school student records. A school student record is any writing or other recorded information concerning a student and by which a student may be identified individually that is maintained by a school or at its direction or by a school employee, regardless of how or where the information is stored, except for certain records kept in a staff member's sole possession; records maintained by law enforcement officers working in the school; video and other electronic recordings that are created in part for law enforcement, security, or safety reasons or purposes; and electronic recordings made on school buses. The District maintains two types of school records for each student: *permanent* record and *temporary* record.

### Permanent Records

The permanent record includes:

1. Basic identifying information, including the student's name and address, birth date and place, gender, and the names and addresses of the student's parent(s)/guardian(s)
2. Evidence required under the Missing Children's Records Act (325 ILCS 50/5(b)(1))
3. Academic transcripts, including grades, graduation date, grade level achieved and the unique student identifier assigned and used by the Illinois State Board of Education's Student Information System;
4. Attendance record
5. Health record defined by the Illinois State Board of Education as "medical documentation necessary for enrollment and proof of having certain examinations, as may be required under Section 27-8.1 of the School Code"
6. Record of release of permanent record information that includes the following:
  - a) The nature and substance of the information released
  - b) The name and signature of the official records custodian releasing such information
  - c) The name and capacity of the requesting person and the purpose for the request

- d) The date of release
  - e) A copy of any consent to a release
7. Scores received on all State assessment tests administered at the high school level (that is, grades 9 through 12) (105 ILCS 5/2-3.64a-5)

**The permanent record may include:**

- Honors and awards received
- Information concerning participation in school-sponsored activities or athletics, or offices held in school-sponsored organizations

**Temporary Records**

All information not required to be kept in the student permanent record is kept in the student *temporary record* and must include:

1. Record of release of temporary record information that includes the same information as listed above for the record of release of permanent records
2. Scores received on the State assessment tests administered in the elementary grade levels (that is, kindergarten through grade 8)
3. Completed home language survey
4. Information regarding serious disciplinary infractions (that is, those involving drugs, weapons, or bodily harm to another) that resulted in expulsion, suspension, or the imposition of punishment or sanction
5. Any final finding report received from a Child Protective Service Unit provided to the school under the Abused and Neglected Child Reporting Act; no report other than what is required under Section 8.6 of that Act shall be placed in the student record
6. Health-related information, defined by the Illinois State Board of Education as “current documentation of a student’s health information, not otherwise governed by the Mental Health and Developmental Disabilities Confidentiality Act or other privacy laws, which includes identifying information, health history, results of mandated testing and screenings, medication dispensation records and logs (e.g., glucose readings), long-term medications administered during school hours, documentation regarding a student athlete’s and his or her parent’s or guardian’s acknowledgment of the District’s concussion policy adopted under Section 22-80 of the Code , and other health-related information that is relevant to school participation, e.g., nursing services plan, failed screenings, yearly sports physical exams, interim health histories for sports”
7. Accident report, defined by the Illinois State Board of Education as “documentation of any reportable student accident that results in an injury to a student, occurring on the way to or from school or on school grounds, at a school athletic event or when a student is participating in a school program or school-sponsored activity or on a school bus and that is severe enough to cause the student not to be in attendance for one-half day or more or requires medical treatment other than first aid. The accident report shall include identifying information, nature of injury, days lost, cause of injury, location of accident, medical treatment given to the student at the time of the accident, or whether the school nurse has referred the student for a medical evaluation, regardless of whether the parent, guardian or student (if 18 years or older) or an unaccompanied homeless youth has followed through on that request”
8. Any documentation of a student’s transfer including records indicating the school or school district to which the student transferred
9. Completed course substitution form for any student who, when under the age of 18, is enrolled in vocational and technical course as a substitute for a high school or graduation requirement
10. Information contained in related service logs maintained by the District for a student with an individualized education program pursuant to 105 ILCS 5/14-8.02f(d)

### **The temporary record may include:**

1. Family background information
2. Intelligence test scores, group and individual
3. Aptitude test scores
4. Reports of psychological evaluations, including information on intelligence, personality and academic information obtained through test administration, observation, or interviews
5. Elementary and secondary achievement level test results
6. Participation in extracurricular activities, including any offices held in school-sponsored clubs or organizations
7. Honors and awards received
8. Teacher anecdotal records
9. Other disciplinary information
10. Special education records
11. Records associated with plans developed under section 504 of the Rehabilitation Act of 1973
12. Verified reports or information from non-educational persons, agencies, or organizations of clear relevance to the student's education

### **Student Record Destruction Schedule**

This section identifies the destruction schedule for school records and constitutes notice to parents/guardians and students as required by rule of the Illinois State Board of Education, 23 Ill. Admin. Code Section 375.40(c).

Consistent with the requirements of the Illinois School Student Records Act (105 ILCS 10/4), school records are retained as follows: (1) temporary records are retained for at least 5 years after the student has transferred, graduated, or otherwise withdrawn; and (2) permanent records are maintained for at least 60 years after the student has transferred, graduated, or otherwise withdrawn. School records are destroyed after these retention periods. At any time prior to destruction, a copy of the records may be requested by the parent/guardian of a student who is under the age of 18. In addition, at any time prior to destruction, a copy of the permanent records may be requested by the student, and a copy of the temporary records may be requested by the student if the student is 18 years of age or older.

## **11.21 FERPA (Family Educational Rights and Privacy Act) and the Illinois School Student Records Act**

### [Family Educational Rights and Privacy Act \(FERPA\)](#)

The Family Educational Rights and Privacy Act (FERPA) and the Illinois Student Records Act afford parents/guardians and students over 18 years of age ("eligible students") certain rights with respect to the student's school records. They are:

#### **1. The right to inspect and copy the student's education records within 10 business days of the day the District receives a request for access.**

The degree of access a student has to his or her records depends on the student's age. Students less than 18 years of age have the right to inspect and copy only their permanent record. Students 18 years of age or older have access and copy rights to both permanent and temporary records. Parents/guardians or students should submit to the Building Principal (or appropriate school official) a written request that identifies the

record(s) they wish to inspect. The Principal will make arrangements for access and notify the parent(s)/guardian(s) or student of the time and place where the records may be inspected. The District charges \$.15 per page for copying but no one will be denied their right to copies of their records for inability to pay this cost.

Requests to inspect and copy records typically will be granted within 10 business days. However, the District may extend the response time to 15 business days pursuant to the reasons set forth in the Illinois School Student Records Act.

These rights are denied to any person against whom an order of protection has been entered concerning a student [105 ILCS 5/10-22.3c and 10/5a, and 750 ILCS 60/214(b)(15)].

**2. The right to request the amendment of the student's education records that the parent(s)/ guardian(s) or eligible student believes are inaccurate, irrelevant, or improper.**

Parents/guardians or eligible students may ask the District to amend a record that they believe is inaccurate, irrelevant, or improper. They should write the Building Principal or the Official Records Custodian, clearly identify the record they want changed, and specify the reason.

If the District decides not to amend the record as requested by the parents/guardians or eligible student, the District will notify the parents/guardians or eligible student of the decision and advise him or her of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent(s)/guardian(s) or eligible student when notified of the right to a hearing.

**3. The right to permit disclosure of personally identifiable information contained in the student's education records, except to the extent that the FERPA or Illinois School Student Records Act authorizes disclosure without consent.**

Disclosure without consent is permitted to school officials with legitimate educational or administrative interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company engaged by the District to perform a service or function for which the District would otherwise use employees (such as an attorney, auditor, medical consultant, therapist, or educational technology vendor) a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or any parent(s)/guardian(s) or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. Individual board members do not have a right to see student records merely by virtue of their office unless they have a current demonstrable educational or administrative interest in the student and seeing his or her record(s) would be in furtherance of the interest.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the District discloses education records without consent to officials of another school district in which a student has enrolled or intends to enroll, as well as to any person as specifically required by State or federal law. Before information is released to these individuals, the parents/guardians will receive prior written notice of the nature and substance of the information, and an opportunity to inspect, copy, and challenge such records.

When a challenge is made at the time the student's records are being forwarded to another school to which the student is transferring, there is no right to challenge: (1) academic grades, or (2) references to expulsions or out-of-school suspensions.

Disclosure is also permitted without consent to: any person for research, statistical reporting or planning, provided that no student or parent(s)/guardian(s) can be identified; any person named in a court order; appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons; and juvenile authorities when necessary for the discharge of their official duties who request information before adjudication of the student.

#### **4. The right to a copy of any school student record proposed to be destroyed or deleted.**

The permanent record is maintained for at least 60 years after the student transfers, graduates, or permanently withdraws. The temporary record is maintained for at least 5 years after the student transfers, graduates, or permanently withdraws. Temporary records that may be of assistance to a student with a disability who graduates or permanently withdraws, may, after 5 years, be transferred to the parent(s)/guardian(s) or to the student, if the student has succeeded to the rights of the parent(s)/guardian(s). Student temporary records are reviewed every 4 years or upon a student's change in attendance centers, whichever occurs first.

#### **5 The right to prohibit the release of directory information concerning the parent's/ guardian's child.**

Throughout the school year, the District may release directory information regarding students, limited to:

- Name Address Grade level
- Parent(s)/guardian(s)' names, addresses, electronic mail addresses, and telephone numbers
- Photographs, videos, or digital images used for informational or news-related purposes (whether by a media outlet or by the school) of a student participating in school or school-sponsored activities, organizations, and athletics that have appeared in school publications, such as yearbooks, newspapers, or sporting or fine arts programs)
- Academic awards, degrees, and honors
- Information in relation to school-sponsored activities, organizations, and athletics
- Major field of study
- Period of attendance in school

Any parent/guardian or eligible student may prohibit the release of any or all of the above information by delivering a written objection to the Building Principal within 30 days of the date of this notice. No directory information will be released within this time period, unless the parents/guardians or eligible student is specifically informed otherwise.

No photograph highlighting individual faces is allowed for commercial purposes, including solicitation, advertising, promotion or fundraising without the prior, specific, dated, and written consent of the parent or student, as applicable; and no image on a school security video recording shall be designated as directory information.

Directory information will be released only for the purposes of:

- District 95 PTOs
- District 95 Educational Foundation/District 95 Club/Activity/Athletic Rosters
- District 95 Curricular/Extracurricular Event Programs

- District 95 Recognitions
- District 95 Honor Roll
- Military Recruiters
- District 95 Contracted Vendors for:
  - a) Graduation Products/Services
  - b) College Transcript and Information Services/Tools
  - c) Photography
  - d) Class Rings

**6. The right to request that military recruiters or institutions of higher learning not be granted access to your secondary school student's name, address, and telephone numbers without your prior written consent.**

Federal law requires a secondary school to grant military recruiters and institutions of higher learning upon their request, access to secondary school students' names, addresses, and telephone numbers, unless the parents/guardians, or student who is 18 years of age or older, request that the information not be disclosed without prior written consent. If you wish to exercise this option, notify the Building Principal where your student is enrolled for further instructions.

**7. The right contained in this statement: No person may condition the granting or withholding of any right, privilege or benefits or make as a condition of employment, credit, or insurance the securing by any individual of any information from a student's temporary record which such individual may obtain through the exercise of any right secured under State law.**

**8. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA.**

The name and address of the Office that administers FERPA is:

Family Policy Compliance Office  
 U.S. Department of Education  
 400 Maryland Avenue, SW Washington DC 20202-8520

For any questions related to student records, please contact the Assistant Superintendent for Student Services at 847-540-7060.

## **11.22 Student Educational Records**

### **Private Tutors Secured by Individual Students**

Consistent with the District's adherence to the Illinois School Student Records Act and The Family Educational Rights and Privacy Act (FERPA), a private tutor secured by an individual student to provide academic support in a given course is not provided access to student records. All student records and student data are considered confidential information. A teacher will not discuss an individual student's progress with anyone other than the student or his/her parent or legal guardian and authorized school personnel. Any student information provided to a tutor can only be so provided by the student's family at their own discretion.

## **Obtaining Records When Transferring Out of District**

Upon receiving written requests for student records from the school district in which the student is enrolling, all records shall be mailed to the school to which the student is transferring. Under no circumstances shall the records be given to the parent/student for transmittal.

## **Parent/Guardian Rights to Attend Conferences**

An employer must grant an employee leave of up to eight (8) total hours during any school year [no more than four (4) hours of which may be taken on any given day] to attend necessary educational and behavior conferences regarding the employee's child if those conferences cannot be scheduled during non-work hours. An employee, however, must have exhausted all accrued vacation leave, personal leave, compensatory leave and any other leave that may be granted to the employee except sick leave and disability leave before the employee is allowed leave under the School Visitation Rights Act (820 ILCS 147/1 *et seq.*). Employees must make prior arrangement with their employers. The main office shall provide the parent(s)/guardian(s) with documentation of the school visitation. This document shall include, but not be limited to, the exact time and date the visitation ended. For more information see 12.70 School Visitation Rights.

## **Information Provided to Divorced Parents**

In the case of divorce, unless there is a court order that states a parent may not have access to the student's school records, the school district must, at the request of either parent, furnish copies of all correspondence and reports regarding the student. All correspondence furnished by the school district to one parent must be furnished upon written request to the other parent including:

1. Reports or records which reflect the student's academic progress and emotional and physical health
2. Notices of school-initiated parent-teacher conferences and major school-sponsored events, (i.e., open houses) and
3. Copies of the district handbook/school calendar

The District may release information to other adults involved in the caregiving of a child who are not parents/guardians (i.e., stepparent, grandparent) if a fully executed Authorization for Release/Exchange of Information Form is received. Parents/guardians may contact their building principal to obtain Authorization for Release/Exchange of Information Form.

## **11.40 Military Recruiters & Institutions**

From time-to-time, military recruiters and postsecondary educational institutions request the names, telephone numbers, and addresses of our secondary students. The school must provide this information unless the parent(s)/guardian(s) request that it not be disclosed without their prior written consent.

**Important:** If you do not want military recruiters or institutions of higher learning to be given your secondary school student's name, address, and telephone number, a written request must be made to your child's building principal.

# Chapter 12 – Parental Right Notifications

## 12.20 Standardized Testing in District 95

Lake Zurich Community Unit School District 95 administers a series of assessments:

- **ACCESS** is an English Language proficiency assessment administered to K – 12 grade students who have been identified as English language learners.
- **CogAT** (Cognitive Abilities Test) measures elementary students' learned reasoning abilities in the three areas most linked to academic success in school: verbal, quantitative and nonverbal. This test is administered to students in second and fifth grades.
- **DLM-AA** (Dynamic Learning Maps Assessment) measures student performance on alternate content standards for students with the most significant cognitive disabilities.
- **Illinois Science Assessment (ISA)** is administered to students enrolled in grade 5, grade 8, and once in high school.
- **MAP** (Measures of Academic Progress) is given to all students, Kindergarten through eighth grade, up to three times per year, in the two subject areas of math and reading.
- **IAR** (Illinois Assessment of Readiness) is administered to all students in third through eighth grade and is administered in the areas of reading and mathematics in accordance with federal, state, and District mandates. Waivers are not available for state mandated testing per Illinois School Code.
- **PSAT 8/9** is administered to all 9<sup>th</sup> graders in accordance with federal, state, and District mandates. The assessment includes a reading test, writing and language test and a math test. The PSAT 8/9 is also administered to all 8<sup>th</sup> graders in the fall to assist with high school preparedness.
- **PSAT 10** is administered to all 10<sup>th</sup> graders in accordance with federal, state, and District mandates.
- **SAT (Scholastic Aptitude Test) with essay** is administered to all students enrolled in grade 11 in accordance with federal, state, and District mandates.

All assessments are subject to change due to Illinois State Board of Education guidelines.

District 95 supports parent's right to know assessment results by providing individual student reports to parents/guardians. In addition, data from these assessments are utilized by individual schools, teachers, and departments to plan continuous improvement through School Improvement Plans, grade level planning, program analysis, and overall district performance. For more specific information, parents can go to the District website, Department of Curriculum and Instruction at: [Curriculum & Instruction](#) and click on Assessments.

## 12.30 Homeless Child's Right to Education

### McKinney-Vento Homeless Education Act

As stated in the (federal) McKinney-Vento Homeless Education Assistance Act and the Illinois Education for Homeless Children Act, homeless children have a right to:

- A free, appropriate public education including a priority to preschool programs
- The choice of staying in the school of origin or attending any public school that non-homeless students who live in the attendance area in which the child is actually living are eligible to attend
- Immediate enrollment even when required documents such as school records, medical records, proof of residency, or other such documentation cannot be produced at the time of enrollment
- Assistance with transportation if needed



For further information, regarding supports for homeless students, please contact the Assistant Superintendent for Student Services at 847-540-7060.

## **12.40 Sex Education Instruction**

### **Notice to Parents/Guardians of Students Enrolled in Family Life and Sex Education Classes**

#### **Classes or Courses on Sex Education, Family Life Instruction, Instruction on Diseases, Recognizing and Avoiding Sexual Abuse, or Donor Programs for Organ/Tissue, Blood Donor, and Transplantation**

For your information, State law requires that all sex education instruction be developmentally and age appropriate, evidence-based, medically accurate, and complete. Courses that discuss sexual intercourse place substantial emphasis on both abstinence and contraception for the prevention of pregnancy and sexually transmitted diseases. Courses will emphasize that abstinence is a responsible and positive decision and the only 100% effective prevention of pregnancy and sexually transmitted diseases, including HIV/AIDS. Family life courses are designed to promote a wholesome and comprehensive understanding of the emotional, psychological, physiological, hygienic and social responsibility aspects of family life, and for grades 6 through 12, the prevention of AIDS.

#### **Request to Examine Instructional Material**

A sample of the District's instructional materials and course outline for these classes or courses is available from the classroom teacher for your inspection. Parents may request to [examine this material by contacting the school principal](#).

#### **Class Attendance Waiver Request**

According to State law, no student is required to take or participate in these classes or courses. There is no penalty for refusing to take or participate in such a course or program. If you do not want your child to participate in these classes or courses, please contact the school principal.

## **12.41 Preventing and Reducing Incidents of Sexting**

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 Talking About Sexting with Your

Children, a resource made available by the American Academy of Pediatrics at <https://www.healthychildren.org/English/family-life/Media/Pages/The-New-Problem-of-Sexting.aspx>

- 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 2012.
- Collect cell phones at gatherings of tweens and teens. Experts have noted that peer pressure can play a major role in sexting, 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 sexting.

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

[www.aap.org/advocacy/releases/june09socialmedia.htm](http://www.aap.org/advocacy/releases/june09socialmedia.htm)

[www.education.com/magazine/article/child-sexting-parents/](http://www.education.com/magazine/article/child-sexting-parents/)

[www.athinline.org](http://www.athinline.org)

## 12.60 English Learners

### English Learner (EL) Program

English Learners is a program for students whose native language is not English. Language development is the major focus of the program along with study of the history and culture of the United States. For further information, contact the Department of Curriculum and Instruction at (847) 540-4954.

### Transitional Bilingual Education

Transitional Bilingual Education programs are available for qualifying students at schools in which there are 20 or more speakers of the same language who qualify for EL services. A part-time Transitional Bilingual program is available for students who meet the part-time criteria. For further information on the EL and Bilingual program components as well as entrance/exit criteria, contact the Department of Curriculum and Instruction at (847) 540-4954.

## 12.80 Pesticide Application Notice

### Notification of Registry Pertaining to the Application of Pesticides, Herbicides, and Fertilizers

The District maintains a registry of parent(s)/guardian(s) of students and employees who have registered to receive written notification prior to the application of pesticides, herbicides and fertilizers to grounds, property, or inside buildings.

If a community member would like to be added to this registry, please contact the Director of Facilities at 847-540-3414.

## **12.100 Unsafe School**

The unsafe school choice option allows students to transfer to another District school or to a public charter school within the District. The unsafe school choice option is available to: (1) All students attending a persistently dangerous school, as defined by State law, and identified by the Illinois State Board of Education; and (2) Any student who is a victim of a violent criminal offense that occurred on school grounds during regular school hours or during a school-sponsored event.

For further information, contact your building principal.

## **12.105 Student Privacy**

The District has adopted and uses several policies and procedures regarding student privacy, parental access to information and administration of certain physical examinations to students. Copies of these policies are available upon request.

## **12.110 Sex Offender Notification Law**

### **Safe School Zones**

District property constitutes a Safe School Zone. Increased criminal penalties apply for certain violations committed on school property or within 1,000 feet of school property.

### **Child Sex-Offender and Murderer Community Notification Law**

The Superintendent or designee serves as the District contact person for the purposes of the Child Sex Offender and Murderer Community Notification Law. The Superintendent will provide all Building Principals and other supervisors with a copy of the list received from law enforcement officials containing the names and addresses of child sex offenders. As stated in Board of Education Policy 8:30, State law prohibits a child sex offender from being present on school property or loitering within 500 feet of school property when persons under the age of 18 are present, unless the offender is:

1. A parent/guardian of a student attending the school and has notified the Building Principal of his or her presence at the school for the purpose of: (i) attending a conference at the school with school personnel to discuss the progress of his or her child academically or socially, (ii) participating in child review conferences in which evaluation and placement decisions may be made with respect to his or her child regarding special education services, or (iii) attending conferences to discuss other student issues concerning his or her child such as retention and promotion or
2. Has permission to be present from the Board, Superintendent, or Superintendent's designee. If permission is granted, the Superintendent or Board President shall provide the details of the offender's upcoming visit to the Building Principal.

In all cases, the Superintendent, or designee who is a certified employee, shall supervise a child sex offender whenever the offender is in a child's vicinity.

For further information see Board of Education Policy 4:175 *Convicted Child Sex Offender; Screening; Notifications*.. In addition, further information can be obtained on the statewide sex offender database which is accessible via the Illinois State Police Department home page:

[Illinois Sex Offender Information](#)

Per State law the above serves as notification to parent(s)/guardian(s) information about sex offenders and violent offenders against youth is available to the public.

## **12.130 Parent Notices Required by the Every Student Succeeds Act (ESSA)**

### **I. Teacher Qualifications**

A parent/guardian may request, and the District will provide in a timely manner, the professional qualifications of your student's classroom teachers, including, at a minimum, whether:

1. The teacher has met the State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
2. The teacher is teaching under emergency or other provisional status.
3. The teacher is teaching in the field of discipline of the certification of the teacher.
4. Paraprofessionals provide services to the student and, if so, their qualifications.

### **II. Testing Transparency**

The State and District requires students to take certain standardized tests. For additional information, see handbook section 12:20.

A parent/guardian may request, and the District will provide in a timely manner, information regarding student participation in any assessments mandated by law or District policy, which shall include information on any applicable right you may have to opt your student out of such assessment.

### **III. Annual Report Card**

Each year, the District is required to disseminate an annual report card that includes information on the District as a whole and each school served by the District, with aggregated and disaggregated information for each required subgroup of students including: student achievement on academic assessments (designated by category), graduation rates, district performance, teacher qualifications, and certain other information required by federal law. When available, this information will be placed on the District's website at: <http://www.lz95.org>

### **IV. Parent & Family Engagement Compact**

See Board Policy 6:170 *Title I Programs*.

### **V. Unsafe School Choice Option**

The unsafe school choice option allows students to transfer to another District school or to a public charter school within the District under certain circumstances. For additional information, see handbook procedure 12.100.

### **VI. Student Privacy**

Students have certain privacy protections under federal law. For additional information, see handbook procedure 12.105.

## VII. English Learners

The school offers opportunities for resident English Learners to achieve at high levels in academic subjects and to meet the same challenging State standards that all children are expected to meet. For additional information, see handbook procedure 12.60.

## VIII. Homeless Students

For information on supports and services available to homeless students, see handbook procedure 12.30.

For further information on any of the above matters, please contact the building principal.

## **12.140 Qualified Interpreters**

A qualified interpreter will be made available at IEP team meetings upon request for parents/guardians whose native language is other than English. If a qualified interpreter is not available, the District may use outside vendors, including telephonic interpreters.

Parents/guardians have the right to request that the bilingual interpreter provided at an IEP meeting by the District serve no other role in the IEP meeting than as an interpreter, and the District will make reasonable efforts to fulfill this request.

Parent/guardian requests for an interpreter at an IEP meeting should be made at least 5 business days before such meeting whenever possible.

Parents/guardians, including parents/guardians who are deaf, may request an interpreter at IEP team meetings by contacting the individual listed below. In addition, parents/guardians may contact the individual listed below with any questions or complaints about interpretation services.

Requests, questions, and concerns relating to interpretation services should be directed to: Assistant Superintendent for Student Services, 847-540-7060.

## **12:150 Additional Information Relating to Special Education and Related Services**

### **Right to Review and Copy Records Prior to IEP Meeting**

Parents/guardians have the right to review and/or obtain a copy of their child's school student records prior to any IEP meeting. Written requests to inspect and/or copy the student records should be submitted to Assistant Superintendent for Student Services, 847-540-7060.

### **Related Service Logs**

The District maintains logs that record the delivery of related services administered under a student's IEP and the minutes of each type of related service that has been administered. The logs are made available to a student's parent/guardian at any time upon request by the parent/guardian. Logs are maintained for the following related services: speech and language services, occupational therapy

services, physical therapy services, school social work services, school counseling services, school psychology services, and school nursing services.

### **Students with Disabilities May Qualify for Section 504 Plan**

In accordance with School Code Section 14-6.01, parents/guardians are notified that students with disabilities who do not qualify for an individualized education program pursuant to the federal Individuals with Disabilities Education Act and implementing provisions of the School Code, may qualify for services under Section 504 of the federal Rehabilitation Act of 1973 if the child (i) has a physical or mental impairment that substantially limits one or more major life activities, (ii) has a record of a physical or mental impairment, or (iii) is regarded as having a physical or mental impairment. Inquiries regarding the identification, assessment, and placement of such children should be directed to Assistant Superintendent for Student Services, 847-540-7060.

### **12.160 Student Online Personal Protection Act and Educational Technology Vendors**

School districts throughout the State of Illinois contract with different educational technology vendors for beneficial K-12 purposes such as providing personalized learning and innovative educational technologies, and increasing efficiency in school operations.

Under the Illinois Student Online Personal Protection Act (“SOPPA”), educational technology vendors and other entities that operate Internet websites, online services, online applications, or mobile applications that are designed, marketed, and primarily used for K-12 school purposes are referred to as *operators*. SOPPA is intended to ensure that student data collected by operators is protected, and it requires those vendors, as well as school districts and the Illinois State Board of Education, to take certain actions to protect online student data.

Depending upon the particular educational technology being used, the District may need to collect different types of student data, which then is shared with educational technology vendors through their online sites, services, and/or applications. Under SOPPA, educational technology vendors are prohibited from selling or renting a student’s information or from engaging in targeted advertising using a student’s information. Such vendors may only disclose student data for K-12 school purposes and other limited purposes permitted under the law.

In general terms, the types of student data that may be collected and shared include personally identifiable information (PII) about students or information that can be linked to PII about students, such as:

- Basic identifying information, including student or parent/guardian name and student or parent/guardian contact information, username/password, student ID number
- Demographic information
- Enrollment information
- Assessment data, grades, and transcripts
- Attendance and class schedule
- Academic/extracurricular activities
- Special indicators (e.g., disability information, English language learner, free/reduced meals or homeless/foster care status)

- Conduct/behavioral data
- Health information
- Food purchases
- Transportation information
- In-application performance data
- Student-generated work
- Online communications
- Application metadata and application use statistics
- Permanent and temporary school student record information

Operators may collect and use student data only for K-12 purposes, which are purposes that aid in the administration of school activities, such as:

- Instruction in the classroom or at home (including remote learning);
- Administrative activities;
- Collaboration between students, school personnel, and/or parents/guardians; and
- Other activities that are for the use and benefit of the school district.

Additional information may be found in Board Policy 7:345 *Use of Educational Technologies; Student Data Privacy and Security*