

BOARD OF EDUCATION MEETING
COMMUNITY HIGH SCHOOL DISTRICT 94
August 6, 2013 – 7:00 P.M.
ADMINISTRATION CONFERENCE ROOM – Entrance “H”
326 JOLIET STREET, WEST CHICAGO, IL 60185

A G E N D A

OPENING ACTIVITIES

1. Call to Order
 2. Salute to the Flag
 3. Reading of Mission Statement
“Community High School strives to promote and provide growth experiences in Learning, Leadership and Living.”
 4. Roll Call
 5. Additions to the Agenda – (Voice Vote)
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RECOMMENDED MOTION: That the Board of Education approve the addition of the topics shown above to this agenda.

PUBLIC PARTICIPATION (Agenda Items Only)

REPORTS AND INFORMATION

1. Director of Business Services Report Gordon Cole
2. Principal’s Report Moses Cheng
3. Committees Proposal (Att. §B - pp. 1 - 4) Doug Domeracki
4. Future Dates
 - a. Finance Committee Meeting – August 13, 2013 – 4:00 p.m.
 - b. Regularly Scheduled Board of Education Meeting – August 20, 2013 – 7:00 p.m.
 - c. Regularly Scheduled Board of Education Meeting – September 3, 2013 – 7:00 p.m.
5. Board President’s Report Gary Saake
6. Open Comments Board Members

CONSENT AGENDA (Roll Call)

Action items considered routine and/or which have been previously discussed by the Board will be enacted under one roll call motion unless removed for separate action upon Board request. They are enumerated under the heading “Recommended Action”.

1. Items Removed from Consent Agenda for Separate Action: _____

2. Consent Agenda Action for All Items Except Those Listed in 1. Above.

RECOMMENDED MOTION: That the Board approve all items on the Consent Agenda which have not been specifically removed for separate action as shown on line 1. Immediately above.

CONSENT AGENDA ITEMS – RECOMMENDED ACTION(S):

1. **Approval of Minutes - (Att. §C - pp. 1 - 7)**
Board of Education Meeting - July 16, 2013
RECOMMENDED MOTION: That the Board of Education approve
the minutes of the meeting of July 16, 2013, as listed above.
2. **Filing of Minutes - (Att. §C - pp. 8 - 9)**
Finance Committee Meeting - July 23, 2013
RECOMMENDED MOTION: That the Board of Education approve
for filing of the above minutes.

NEW BUSINESS

1. **Personnel Reports – (Roll Call)**
RECOMMENDED MOTION: That the Board of Education approve
the Personnel and Supplemental Contract reports as presented in the packet and at
table. (Att. §D – pp. 1 - 2).
RECOMMENDED MOTION: That the Board of Education accept
the resignation of Kimberly Chambers, Assistant Superintendent of Administrative
Services, effective August 2, 2013; and the resignation of Kevin Baldus, Teacher in
the Special Education Division, effective July 26, 2013.
2. **Board Policy Series ¶8000 – (Roll Call)**
Board Policy Series ¶8000 has been thoroughly reviewed by members of the Board of
Education and was approved at 1st Reading at the July 16, 2013 Board of Education
Meeting.
RECOMMENDED MOTION: That the Board of Education approve
on 2nd Reading Policy Series ¶8000, Students, as shown on (Att. §B - pp. 5 - 100).
3. **Security Contract – (Roll Call)**
Last year the District changed security firms from Andy Frain to PerMar Security. A
one year agreement was entered into. For the 2012-13 school year the cost of
services was \$95,200. For the 2013-14 school year quotes were received from three
firms for services. An additional part time shift is being added to cover lunchroom
supervision. This will eliminate the need for Division Heads to do lunchroom duty
and also reduce the number of other paid staff. This will result in a net savings of
approximately \$5,000.
The quotes received were slightly lower than last year's rates.
Based on the level of service that we have experienced and the quotes received,
administration is recommending entering into a one year agreement with Andy Frain
Services.
RECOMMENDED MOTION: That the Board of Education approve
a one year contract with Andy Frain Services (Att. §B - pp. 101 – 101). The
contract will be presented at Table.

OLD BUSINESS

PUBLIC PARTICIPATION (Any item)

EXECUTIVE SESSION – Only if needed and with the understanding that possible action could be taken on matters discussed in closed session.

**RECOMMENDED MOTION TO
MOVE TO CLOSED SESSION**

That the Board of Education hold a Closed Session at [Time] for the purpose(s) of [1-15 below].

1. The appointment, employment, compensation, discipline, performance, or dismissal of specific employees.
2. Collective negotiating matters.
3. The selection of a person to fill a public office.
4. Evidence or testimony presented in open hearing, or in closed hearing, where specifically authorized by law, to a quasi-adjudicative body.
5. The purchase or lease of real property.
6. The setting of a price for sale or lease of property.
7. The sale or purchase of securities, investments, or investment contracts.
8. Emergency security procedures.
9. Student discipline.
10. The placement of individual students in special education programs.
11. Litigation has been filed and is pending before a court or administrative tribunal.
12. Establishment of reserves or settlement of claims as provided by local government and governmental employees Tort Immunity Act.
13. Self-evaluation.
14. Discussion of minutes of meetings lawfully closed under Open Meetings Act (P.A. 88-621, effective 1-1-95).
15. Considering meetings between internal or external auditors and governmental audit committees, finance committees, and their equivalents, when the discussion involves internal control weaknesses, identification of potential fraud risk areas, known or suspected frauds, and fraud interviews conducted in accordance with generally accepted auditing standards of the United States of America.

BEGIN CLOSED SESSION TAPING

**RECOMMENDED MOTION TO
MOVE TO OPEN SESSION:**

That the Board of Education return to Open Session at [Time] to possibly vote on closed session items.

END CLOSED SESSION TAPING

ADJOURNMENT

RECOMMENDED MOTION:

That the Board of Education meeting be adjourned at [Time].

**COMMUNITY HIGH SCHOOL
DISTRICT 94**

**August 6, 2013
7:00 p.m.
Board of Education Meeting**

**SECTION B -
Regular Meeting Attachments**

Community High School District 94 Board of Education Committees

Standing Board Committees:

Policy

Purpose: Review, propose, and maintain district policies and oversee administrative procedures to ensure they comply with Board Policy

Membership: Superintendent, two Board members, and subject matter experts

Frequency of meetings: Quarterly, as required

All proposed changes to Board Policy shall be vetted by the Policy Committee. In addition to the standing members of the committee, others who are subject matter experts in the specific area of policy will be included e.g.: for personnel-related policies, the Director of Human Resources would be included. Access to legal counsel shall be through the Superintendent. The Committee shall also have oversight of all proposed and existing Administrative Procedures to ensure they implement the letter and spirit of related Board Policy.

Finance

Purpose: Provide oversight for fiscal operations of the District 94

Membership: Two Board members, Superintendent, Director of Business Services, Treasurer

Operates both as a ways and means, and oversight for fiscal operations of the District.

Provides input to the Board on availability of funds

- Budget Preparation
- Financial Forecasting
- Risk Management
- Investments
- Fiscal Policy
- Audit Review
- Contract Review and Compliance

Facilities/Buildings & Grounds

Purpose: Provide oversight for infrastructure needs of the District. Includes furnishings and general technology/equipment used in the facility

Membership: Two Board members, Director of Business Services

Frequency of meetings: Quarterly, and as needed

- Maintenance
- Life Safety
- Renovations
- Capital Facilities needs
- Facilities Strategic Plan
- Architectural Firm Selection

Education/Programs

Purpose: Oversee Curricular, Co-curricular, and Extra-curricular programs of the District

Membership: Superintendent, Principal, three Board members, Assistant Principal for Teaching & Learning (AD, Act Dir as needed)

- Curricula
- Athletics
- Activities
- Academic Achievement
- Interventions/Special Programs
- Partner District Collaboration Taskforce
-

Communications, Outreach & Engagement

Purpose: Development of programs related to internal and external communications, community outreach and engagement

Membership: Director of Human Resources, Communications Specialist, two Board members

Incorporates Bus/Comm Ed Partnership

Personnel/Human Resources

Purpose: Employee Recruitment, Retention, Evaluation, and Professional Development

Membership: Director of Human Resources, 2 Board members

- Compensation for non-union
- Benefits
- Professional Development
- Recruiting
- Evaluations
- Retention

Notes:

- The Superintendent and Board President are ex-officio members of each committee they are not assigned members of.
- Committees have not authority except to make recommendations to the full Board.
- Meetings must be posted in accordance with OMA, and committee members are subject to OMA when discussing committee business outside of posted meetings.
- All Board members are invited to attend and participate in committee meetings,.
- Each committee shall be responsible for recommending and monitoring metrics, measurements, indicators, and benchmarks related to the areas of responsibility.
- Committees may bring back items to the Board, to the Board, and the Board may send items to the committee.
- Written committee reports shall be provided to the full Board, and time shall be incorporated in the agenda for questions and comments.
- Issues that are brought forward by committee to the full Board should be presented by the chair at the time of the vote.
- Committee Chairs shall be selected by the committee members.
- Committee members shall be assigned by the Board President. The Board President shall take into account Board member interest, skills, and diversity when assigning memberships.

Board Ad-hoc Committees:

None at this time

Statutory/District/Contract Committees (Advisory to Superintendent) - Not subject to OMA:

Wellness (District)

- To develop/implement state wellness policy - District Policy 8607

Supervision (Contract)

Discipline (Contract)

Technology (District)

Class Size (Contract)

Board Representatives

SASED (Appointed by Board)

Monthly meetings

DAOES (Appointed by Board) Superintendent

Monthly meetings

Intergovernmental Relations (formerly COG & Parks) Board President, VP, and Superintendent

Quarterly meetings

Education Foundation

Monthly meetings

Wildcat Booster Club

Monthly meetings when school is in session

Additional Comments Brought Forward

- Policy verification by audit
- Number of Board members on committees
- Administrators' membership on committees
- Negotiations as an ad hoc committee
- Length of Board members' terms on committees

8000 STUDENTS

8001 Foundations

1. Student's Rights and Responsibilities – Students in the District are expected to take full advantage of their right to an education. They should come to school prepared to learn and to take part in school activities. An important part of their education is the right to make decisions and the responsibility to accept the results of their choices. As a general statement, rights and responsibilities are paralleled below:

<u>Rights</u>	<u>Responsibilities</u>
To make the most of the opportunities offered at school	To attend school and class regularly
To take part in all school activities on an equal basis, regardless of race, sex, or national origin or other protected status	To be aware of the school's rules and regulations and conduct themselves accordingly
To establish and participate in student government activities	To make constructive contributions to school
To address the Board of Education on the same terms as any citizen	To report fairly the circumstances of school-related issues
To explore ideas and feel free to express various points of view	To respect others' points of view
To create school publications to express opinions and offer suggestions in accordance with school rules	To refrain from libel, obscenity, observe normal rules for responsible journalism, and observe school rules
To receive counseling on educational, social and other health related services	To exercise freedom of choice, availing oneself of these personal concerns
To present the student version of any incident that may lead to the imposition of disciplinary sanctions	To present the facts accurately
To receive all due process procedures in disciplinary actions as stated in State law	To contribute to the maintenance of a learning environment and to show due respect to other persons and property.
To receive timely feedback on his/her success with all learning work products and assignments	To complete all assigned work and learning tasks in a timely manner
To be respected by all others involved in the educational process	To respect the rights of teachers, students, administrators and all others involved in the educational process.

2. Student Participation – Students are in a unique position to make positive contributions to the improvement of the educational program and to the operation of a more effective school system.

Therefore, it is the Board's belief that students, in keeping with their level of maturity, should be encouraged to participate in the development of policies, regulations, and procedures which affect them. Their participation in decision making will be considered part of the educational process.

As appropriate to the age of students, class or school organizations, and school government organizations, such as student councils or student representatives to the Board of Education, may be formed to offer practice in self-government and to serve as channels for the expression of student ideas and opinions.

The Board, through the staff, will take into consideration student opinions in establishing policies that directly affect student programs, activities, privileges, and other areas of student sensitivity.

Students will be welcomed at Board meetings and granted privileges of speaking in line with such privileges extended the general public.

Adopted: September 17, 2002

Revised:

Replaces:

Reference:

8002 Title IX

In accordance with applicable laws, equal educational and extracurricular opportunities shall be available for all students without regard to race, color, national origin, gender, religious beliefs, physical and mental disability, marital or parental status, or any other protected status. Further, the District will not knowingly enter into agreements with any entity or any individual that discriminates against students on the basis of gender or any other protected status. Any student may file a discrimination grievance by using the Uniform Grievance Procedure.

No student shall, on the basis of gender or any other protected status, be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities.

Any student may file a sex equity complaint by using the Uniform Grievance Procedure. A student may appeal the Board's resolution of the complaint to the Regional Superintendent of Schools (pursuant to 105 ILCS 5/3-10 of The Illinois

School Code) and, thereafter, to the State Superintendent of Education (pursuant to 105 ILCS 5/2-3.8 of The Illinois School Code.

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

Adopted: September 17, 2002

Revised:

Replaces: JAA - Equal Educational Opportunities; JCA - Student Sex Equity ...

Reference:

8003 Uniform Grievance Procedure-Statement of Policy

A student, parent/guardian, employee, or community member should notify any District Complaint Manager if he or she believes that the School Board, its employees, or agents have violated his or her rights guaranteed by the State or federal Constitution, State or federal statute, or Board policy, or have a complaint regarding any one of the following:

1. Title II of the Americans with Disabilities Act
2. Title IX of the Education Amendments of 1972
3. Section 504 of the Rehabilitation Act of 1973
4. Title VI of the Civil Rights Act

5. Equal Employment Opportunities Act (Title VII of the Civil Rights Act)

6. Sexual harassment (Illinois Human Rights Act, Title VII of the Civil Rights Act of 1964, and Title IX of the Education Amendments of 1972)

7. Bullying,

8. Misuse of funds received for services to improve educational opportunities for educationally disadvantaged or deprived children

9. Curriculum, instructional materials, and/or programs

10. Victims' Economic Security and Safety Act,

11. Illinois Equal Pay Act of 2003,

12. Provision of services to homeless students

13. Illinois Whistleblower Act,

14. Misuse of genetic information (Illinois Genetic Information Privacy Act (GIPA), and Titles I and II of the Genetic Information Nondiscrimination Act (GINA),

15. Employee Credit Privacy Act,

The Complaint Manager will attempt to resolve complaints without resorting to the districts grievance procedure and, if a complaint is filed pursuant to the District's said procedure, to address the complaint promptly and equitably. The right of a person to prompt and equitable resolution of a complaint filed hereunder shall not be impaired by the person's pursuit of other remedies. Use of the District's grievance procedure is not a prerequisite to the pursuit of other remedies and use of this grievance procedure does not extend any filing deadline related to the pursuit of other remedies. All deadlines under the District's procedure may be extended by the Complaint Manager as he or she deems appropriate. As used in this policy, "school business days" means days on which the District's main office is open.

8003P Uniform Grievance Procedure

Filing a Complaint

A person (hereinafter Complainant) who wishes to avail him or herself of this grievance procedure may do so by filing a complaint with any District Complaint Manager. The Complainant shall not be required to file a complaint with a particular Complaint Manager and may request a Complaint Manager of the same gender. The Complaint Manager may request the Complainant to provide a written statement regarding the nature of the complaint or require a meeting with a student's parent(s)/guardian(s). The Complaint Manager shall assist the Complainant as needed.

Investigation

The Complaint Manager will investigate the complaint or appoint a qualified person to undertake the investigation on his or her behalf. If the Complainant is a student under 18 years of age, the Complaint Manager will notify his or her parent(s)/guardian(s) that they may attend any investigatory meetings in which their child is involved. The complaint and identity of the Complainant will not be disclosed except: (1) as required by law, this policy, or (2) as necessary to fully investigate the complaint, or (3) as authorized by the Complainant.

The identity of any student witnesses will not be disclosed except: (1) as required by law or any collective bargaining agreement, or (2) as necessary to fully investigate the complaint, or (3) as authorized by the parent/guardian of the student witness, or by the student if the student is 18 years of age or older.

Within 30 school business days of the date the complaint was filed, the Complaint Manager shall file a written report of his or her findings with the Superintendent. The Complaint Manager may request an extension of time. If a complaint of sexual harassment contains allegations involving the Superintendent, the written report shall be filed with the Board, which will make a decision in accordance with the following section of this policy. The Superintendent will keep the Board informed of all complaints.

Decision and Appeal

Within 5 school business days after receiving the Complaint Manager's report, the Superintendent shall mail his or her written decision to the Complainant by U.S. mail, first class, as well as to the Complaint Manager.

Within 10 school business days after receiving the Superintendent's decision, the Complainant may appeal the decision to the Board by making a written request to the Complaint Manager. The Complaint Manager shall promptly forward all materials relative to the complaint and appeal to the Board. Within 30 school business days, the Board shall affirm, reverse, or amend the Superintendent's decision or direct the Superintendent to gather additional information. Within 5 school business days of the Board's decision, the Superintendent shall inform the Complainant of the Board's action.

This grievance procedure shall not be construed to create an independent right to a hearing before the Superintendent or Board. The failure to strictly follow the timelines in this grievance procedure shall not prejudice any party.

Appointing Nondiscrimination Coordinator and Complaint Managers

The Superintendent shall appoint a Nondiscrimination Coordinator to manage the District's efforts to provide equal opportunity employment and educational opportunities and prohibit the harassment of employees, students, and others.

The Superintendent shall appoint at least one Complaint Manager to administer the complaint process in this policy. If possible, the Superintendent will appoint 2 Complaint Managers, one of each gender. The District's Nondiscrimination Coordinator may be appointed as one of the Complaint Managers.

The Superintendent shall insert into this policy and keep current the names, addresses, and telephone numbers of the Nondiscrimination Coordinator and the Complaint Managers.

Nondiscrimination Coordinator:

Name Kim Chambers
Address326 Joliet St.
West Chicago, IL 60185
Telephone630-876-6200

Complaint Managers:

Name Kim Chambers	Name Pete Martino
Address326 Joliet St.	Address326 Joliet St.
West Chicago, IL 60185	West Chicago, IL 60185
Telephone630-876-6200	Telephone 630-876-6200

8004 Student Sex Equity, Sex Discrimination, and Sexual Harassment

1. Statement of Policy – Community High School District 94 does not discriminate against students on the basis of sex in the provision of programs, activities, services, or benefits. Both sexes shall have equal access to educational and extracurricular programs and activities to the fullest extent permitted by law.

2. Definitions –

A. *Comparable* means similar in quality and quantity, taking into consideration all relevant facts and circumstances.

B. *Contact Sports* means those sports whose purpose or major activity involves bodily contact, such as basketball, boxing, football, ice hockey, rugby, and wrestling.

C. *Counseling* means all guidance activities, personal counseling, guidance-related evaluation and testing, provision of vocational and career information and advice, scheduling assistance, and any other guidance services provided to students by any person acting under the authorization of an educational system.

D. *Course* means any District-sponsored class, regardless of the location of class meetings, nature of instruction, or type or age of student.

E. *Discrimination* means the violation of an individual's State or Federal guarantees to equal rights as provided by the U. S. Constitution, Federal law, Illinois Constitution, and Illinois law, including the *Illinois School Code*, whether intended or unintended.

F. *Equal Access* means the availability of opportunity without discrimination on the basis of sex, going beyond simple admission to a course or activity to include full and unrestricted participation in educational and experiential processes.

G. *Sex Bias* means the attribution of behaviors, abilities, interests, values, and/or roles to a person or group of persons on the basis of sex.

H. *Sexual Harassment* includes student-to-student conduct and student-to-staff conduct as well as staff-to-student conduct and staff-to-staff conduct. It means (a) unwelcome sexual advances; (b) sexual advances to students by staff, whether welcome or unwelcome, (c) requests for sexual favors; and/or (d) other verbal or physical conduct of a sexual nature where:

- 1) Submission to such conduct is made either explicitly or implicitly a term or condition of a person's employment or educational development;
- 2) Submission to or rejection of such conduct is used as the basis for employment or education decisions affecting such individual; or
- 3) Such conduct has a purpose or an effect of unreasonably interfering with an individual's work or educational performance,

or creating an intimidating, hostile or offensive working or educational environment.

Sexual harassment may include, but is not limited to:

- 1) Uninvited sex-oriented verbal "kidding" or demeaning sexual innuendoes, leers, gestures, teasing, sexually explicit or obscene jokes, remarks or questions of a sexual nature;
- 2) Graphic or suggestive comments about an individual's dress or body;
- 3) Displaying sexually explicit objects, photographs or drawings;
- 4) Unwelcome touching, such as patting, pinching or constant brushing against another's body; or
- 5) Suggesting or demanding sexual involvement whether or not such suggestion or demand is accompanied by implied or explicit threats concerning one's grades, educational opportunities, employment status, or similar personal concerns.

I. *Sexual Intimidation* means any behavior, verbal or nonverbal, which has the effect of subjecting members of either sex to humiliation, embarrassment or discomfort because of their gender.

3. Purpose – The purpose of these rules is to identify and eliminate sex bias, sex discrimination, sexual harassment, and sexual intimidation in the provision of School District 94 programs, activities, services, and benefits, and to attempt to assure equal access by both sexes to the educational and extracurricular programs and activities of the District.

4. Policy and Practice –

A. *General:* Except as otherwise provided herein, the District shall not designate or otherwise limit the use of any facility or portion thereof, nor the availability of any service, equipment or supplies on the basis of sex. This prohibition shall not apply to shower and toilet facilities, locker rooms, and dressing areas; however, such accommodations and all related support and maintenance services shall be comparable to both sexes.

Except as otherwise provided herein, the District shall not knowingly provide significant assistance to, including the payment of dues, fees or other remuneration in return for the provision of services or benefits, or enter into any agreement with, any organization, group, business or individual that discriminates against students on the basis of sex.

The District shall not institute any employment practices or organizational changes which would result in sex discrimination against students.

B. *Treatment of Students:* No student shall, on the basis of sex, be denied equal access, including full and unrestricted participation to programs, activities, services or benefits, or be restricted in the exercise of any right, privilege, advantage or opportunity accorded other students.

The District shall apply the same procedures, program admission standards and graduation requirements for students of both sexes.

The District shall not set quotas limiting or specifying the number of either male or female students who may be admitted to the District's schools, programs, courses or activities, except to the extent that such quotas further affirmative action goals established by the District to overcome the effects of conditions which resulted in limited participation in a program or activity by students of a particular sex.

No student shall be discriminated against because of his/her actual or potential marital or parental status. Pregnancy shall be treated as any other temporary medical condition and shall not be considered cause for dismissal or exclusion from any program or activity offered other students. Participation in special programs offered to pregnant students or students who are parents shall not be mandatory for such students but shall be at the student's option. The District shall eliminate any administrative and programmatic barriers to school attendance and completion by pregnant students or students who are parents.

No student shall be subjected to sexual discrimination, harassment, intimidation or bias by any District employee, by other students, or by the effect of any school policy or practice.

The District shall not discriminate on the basis of sex in the imposition of disciplinary policies and practices or codes of conduct.

The District shall not discriminate on the basis of sex in the provision of employment opportunities for students. The District shall not enter into work study or cooperative employment agreements with employers who discriminate against students on the basis of sex.

C. *Educational Programs and Activities:* All courses shall be open to students regardless of sex. Course prerequisites and requirements shall be the same for both sexes. Course content and objectives shall not discriminate on the basis of sex.

Students shall be advised to participate in courses, programs and activities consistent with their interests and abilities without regard to their sex. Neither course titles nor descriptions shall discourage participation by either sex.

Students may, however, be segregated by sex during class sessions or portions thereof which deal exclusively with human sexuality.

D. Specific Program Areas:

- 1) **Physical Education Classes** – Physical education classes shall be open equally to both sexes. Instructional portions of all physical education classes shall be coeducational. Students may be segregated by sex during participation in contact sports. Neither physical education classes nor areas where the classes are conducted shall be designated by sex.

Where assignments in physical education classes or portions thereof are based upon ability levels, objective standards of individual performance shall be employed without regard to sex, and students shall be regrouped at appropriate intervals such as where substantial changes occur in teaching objectives or student ability levels.

Where the use of a single standard for measuring skill or progress in a physical education class results in sex discrimination, appropriate standards which do not have such effect shall be used.

- 2) **Music:** Students shall be encouraged to pursue their interests in music and particular musical instruments without regard to their sex. Students shall not be segregated by sex when participating in voice instruction, although divisions within a class may be established based upon vocal range and quality. Musical instrument instruction and performance shall be based upon the student's individual interests and abilities, regardless of their sex.
- 3) **Special Education:** Special education referral, testing and placement practices shall not discriminate on the basis of sex. Classes and related services for students with disabilities shall not discriminate on the basis of sex whether provided by the District, in cooperation with other school Districts, or through private placement.
- 4) **Gifted Education:** Gifted education referral, testing and placement practices shall not discriminate on the basis of sex. Classes, programs and related services for gifted students shall not discriminate on the basis of sex.

- 5) **Vocational and Career Education:** Students shall be encouraged to pursue the career of their choice without regard to their sex. Materials used and opportunities provided to students in vocational and career education shall not discriminate on the basis of sex.

E. *Classroom Practices:* Classroom practices and assignments shall not discriminate on the basis of sex. Teaching methods shall not inhibit student participation on the basis of sex. Instructional materials shall not be sexually discriminating, and teachers shall attempt to counteract any sexual bias that may be present in instructional materials. Where appropriate, the history, roles and contributions of both sexes shall be taught on a comparable basis.

F. *Counseling Services:* Counseling services, including the assignment of counselors, shall be provided to students without discrimination on the basis of sex. Students shall be encouraged to pursue courses of their choice without regard to their sex. The content, administration, interpretation and application of appraisal instruments and associated materials shall not discriminate against students on the basis of sex.

G. *Extracurricular Programs and Activities:* Students of both sexes shall have equal access to all extracurricular programs and activities, including clubs, committees, service and honor organizations, intramural sports, interscholastic athletics and other after-school activities, except as provided elsewhere herein.

Extracurricular programs and activities should avoid titles which imply that membership or participation is restricted on the basis of sex.

Musical choruses shall not be segregated on the basis of sex; however, divisions within each chorus may be made based upon vocal range and quality.

Student participation in speech, debate and drama events shall be open to both sexes; however, assignments may be made on the basis of sex, for example a dramatic role specific to one sex, so long as comparable opportunities are provided for both sexes.

H. *Athletic Programs and Related Activities:* Both sexes shall be accorded equal opportunities to participate in athletic programs. Single sex teams may be maintained for contact sports or when selection for the team is based upon competitive skill, provided the interests and abilities of both sexes are accommodated.

In a non-contact sport, if a team is provided only for members of one sex, members of the other sex shall be allowed to compete for a place on the team if their overall athletic opportunities have been limited in comparison with those

of the other sex. If a coeducational team does not accommodate the interests and abilities of members of both sexes, separate teams shall be offered. If separate teams are offered, the programs shall be comparable.

Athletic programs offered by the District shall accommodate the abilities and interests of both sexes to a comparable degree. Program comparability may be assessed by considering factors such as the following:

- 1) Sports offered;
- 2) Levels of competition within each sport;
- 3) Length of sports season;
- 4) Scheduling throughout the year;
- 5) Scheduling for practices and games;
- 6) Use of facilities for practice and competition;
- 7) Ratio of coaches to athletes;
- 8) Quality of coaching and officiating;
- 9) Assignment and compensation of coaches and officials;
- 10) Supplies and equipment;
- 11) Allowances for travel and per diem;
- 12) Medical and training services;
- 13) Publicity for teams and individual participants; and
- 14) Overall distribution of athletic budget funds.

The District shall, at least once every four years, conduct a written survey of all students concerning their athletic interests. If the results of the survey indicate that the level of student interest in the range of alternatives provided is disparate between the sexes and such disparity may be the result of discrimination, efforts shall be initiated to reduce such disparity.

The District shall not knowingly provide significant assistance, including the payment of dues, fees or other remuneration for the provision of services or benefits, to any association or conference whose purpose is to organize or regulate interscholastic competition if that association or conference discriminates on the basis of sex in the provision of benefits or services to students.

That District may cooperate with single sex youth organizations that are tax exempt and whose membership has traditionally been limited to members of one sex and Principally to persons who are under 19 years of age, for example the Girl or Boy Scouts of America, provided that comparable activities shall be available for both sexes.

Activities such as cheerleading, pompon squads, color guards, teacher/office aides, and library assistants shall be open to both sexes, and the District's utilization of such groups should not discriminate on the basis of sex.

A king or queen may be selected, provided that comparable opportunities are provided to students of both sexes.

If mother-son, father-son, father-daughter or mother-daughter activities are sponsored by the District, comparable activities shall be available for both sexes, and the needs of students from single-parent families shall be accommodated.

5. Grievance Procedure - See Uniform Grievance Procedure 8003P

6. Disciplinary Action

Disciplinary action may be taken with respect to any District employee who is found to have committed or participated in an act or acts of sexual harassment or intimidation against a student. Disciplinary action, up to and including expulsion, may be taken with respect to any student of the District who is found to have committed or participated in an act or acts of sexual harassment or intimidation against another student.

7. Confidentiality

The rights to confidentiality, both of the Complainant and the accused, will be respected consistent with, and subject to, the District's legal obligations and with the necessity to investigate allegations of misconduct and to take corrective action when this conduct has occurred.

8. Evaluation and Training

At least once every four years, the District shall evaluate its policies and practices to identify sexual discrimination, harassment, intimidation and bias, and shall develop a written plan to modify any such policy or practice identified. The written plan shall enumerate remedial steps to be taken to eliminate the effects of any identified discriminatory policy or practice.

The evaluation shall include an examination of course enrollment data to identify any instances of disproportionate enrollment on the basis of sex and, where discrimination may have contributed to such disproportionate enrollment, the plan shall seek to redress the same.

In-service training implementing the plan shall be provided to District administrators and to certificated and non-certificated personnel as needed, including, but not limited to, training on knowing, identifying, reporting and addressing sexual harassment and sexual intimidation.

9. Dissemination

The District shall take reasonable measures to assure that District employees, students and parents are informed of this policy and grievance procedure by

inclusion of the same in employee and student planner-handbook-calendar, and shall make a copy of the same available for inspection at the Administrative Office.

10. Records

The District shall maintain records documenting compliance with the policy contained herein, including reports of sex equity evaluations and plans, remediation efforts and in-service activities, data collection and analyses, and grievances and their disposition. The records shall be made available to State Board enforcement authorities.

Adopted: September 17, 2002

Revised:

Replaces: JCA - Student Sex Equity, Sex Discrimination, and Sexual Harassment/Intimidation

Reference: Title IX of the Education Amendments of 1972, 20 USC §1681 et seq;
Illinois School Code, 105 ILCS 5/27-1
Illinois Sex Equity Rules, 23 Ill Admin Code §200.10 et seq;
Illinois Human Rights Act, 775 ILCS 5/1-101 et seq.

8005 Rights to Free Education for students with disabilities

It is the policy of the Board of Education of Community High School District 94 to provide a free appropriate public education to all students who are identified as disabled within the meaning of *Section 504 of the Rehabilitation Act of 1973* ("Section 504"), regardless of the nature or severity of the student's disability. In providing educational services to students with identified disabilities, the District will reasonably accommodate the student's individual educational needs. Such accommodation may include, but is not limited to, the provision of regular and special education and related supplemental aids and services; and/or reasonable modification of policies, practices, or procedures.

8005P Identification, Evaluation, or Educational Placement of Students with Disabilities

1. General Procedures –

A. *Public Notice/Child Find* – The District annually notifies the public of available services for students with disabilities and how to access them through two local newspaper announcements. Other methods utilized by the District to identify and locate students with disabilities who reside within the District may include dissemination of information about District programs and distribution through publication of the periodic early childhood screening dates.

B. *Referrals* – Referrals for consideration for Section 504 eligibility may result from child find efforts, direct referrals by parents or guardians (hereinafter generically referred to as "parents") or school personnel, other persons having knowledge of the child, the child, or the State Board of Education. These direct

referrals may be made at any time. The District maintains an organized and written referral process which is communicated to all professional personnel within the system and to persons within the community.

A referral must be made in writing, dated at the time the request is made, and include the reason for the referral. The referral must be given to the administrator overseeing Support Services.

C. *Evaluation, Determination of Eligibility, and Service Plan* – The primary purpose of conducting an individual assessment of a student initially referred for a Section 504 evaluation is to gather information sufficient to permit a group of persons knowledgeable about the child to determine whether the student has a disability within the meaning of Section 504. The evaluation procedures shall be carried out in accordance with the requirements of 34 CFR §104.35. A case study evaluation completed pursuant to 23 *Illinois Administrative Code*, § 226.120 is one means of meeting this evaluation requirement under §504. The evaluation shall be completed within sixty (60) school days of the date of referral. The "date of referral" is the date on which written parental consent to complete an evaluation is obtained or provided.

The District's ADA/Section 504 Coordinator, administrator overseeing Support Services or designee will convene a Section 504 meeting for a student whose evaluation has been completed. The meeting will be conducted within sixty (60) school days of the date of referral for consideration of Section 504 eligibility. The meeting will involve a group of persons knowledgeable about the child, including the child's parents. The team may include the child's teacher, members of the evaluation team, a District administrator, a cooperative administrator, and parents. Notice of the Section 504 conference shall be sent to all participants at least ten (10) calendar days prior to the conference. The team will be responsible for making the determination of eligibility under Section 504 and determining what services and/or accommodations, if any, are needed to meet the child's needs as they relate to the educational setting. The team chair will complete a conference summary form documenting the evaluation findings, eligibility, and, as necessary, the educational services/accommodations to be provided. The conference summary will become a part of the student's temporary record and the parents will be given a copy. Recommendations made at the Section 504 conference shall be made by consensus of the participating public school staff, with parental participation.

If it is determined that the student is not disabled under Section 504 and will not be receiving any special services or accommodations, a written notice of the findings shall be provided to the parents, as well as notice of their right to request an impartial hearing to contest this determination. (See the following section on grievance procedures) If a student is determined to be eligible for services under Section 504, the conference summary will also serve as the Section 504 Service Plan by describing the necessary educational services and/or reasonable accommodations to be made. The services and reasonable accommodations described shall be based on a composite understanding of the student's characteristics and how the physical or mental condition substantially limits one or more major life activities. The services/accommodations may be provided within the regular education program and be of a consultative/monitoring nature. Direct services may include, but are not limited to, modification of the standard curriculum, alternative teaching techniques, adapted materials, adapted classroom environment, alternative/individualized assignments, related services, and/or a behavior management system.

D. *Annual Review* – On an annual basis, a group of persons knowledgeable about the child will review the Section 504 Service Plan to determine continued eligibility and whether the same type and intensity of services are to be continued.

E. *Re-Evaluation* – The ADA/Section 504 Coordinator or Director of Special Education Department Chair will ensure that a re-evaluation of each Section 504 eligible child is conducted every three (3) years or more frequently if conditions warrant. A notice and consent form will be sent to the student's parents or guardians prior to initiating any re-evaluation. No re-evaluation shall be conducted without the prior written consent of the student's parent or guardian. The re-evaluation will include a review of the components of the most recent evaluation.

F. *Termination of Services* – A meeting with a group of persons knowledgeable about the student shall recommend the termination of special services provided to a student if it is determined, after a re-evaluation and a review of all pertinent information, that (a) the student no longer requires any specialized services to meet the identified needs; (b) the student no longer requires any specialized accommodations within the regular classroom, or (c) the student can be appropriately educated in a regular classroom environment without special services or reasonable accommodations.

G. *Parent's Right to Notice, Records Review, and Representation* – Written notice will be sent ten (10) calendar days prior to the suggested date for any conference convened in accordance with the foregoing provisions. The student's parents have a right to review their child's records and have the right to legal representation at such conference, at their own expense.

2. Grievance Procedures

A. *Complaint* – If a student's parents disagree with the identification, evaluation, or educational placement of the student, they have a right under Section 504 to file a complaint with the District's ADA/Section 504 Coordinator. The complaint must be a written statement of the specific facts and/or perceived wrongful act to be investigated. If a person who is unable to write wishes to file a complaint, assistance may be obtained by contacting the ADA/Section 504 Coordinator.

The ADA/Section 504 Coordinator shall promptly investigate the complaint. The Coordinator shall make all reasonable efforts, including but not limited to, convening a conference with the parents to discuss the complaint and the results of the investigation, to resolve the matter informally.

B. *Hearing* – In the event the complaint cannot be resolved informally, the ADA/Section 504 Coordinator will advise the parents of their right to an impartial hearing and to legal representation at that hearing. The following complaint procedures will be adhered to:

- 1) The request for an impartial hearing shall be submitted in writing to the ADA/504 Coordinator. If a parent is unable to write and no designated agent is available, the parent can receive assistance in filing his/her hearing request by contacting the ADA/Section 504 Coordinator.
- 2) Within five (5) calendar days of receipt of the written request for a hearing, the ADA/Section 504 Coordinator shall provide the parent with a list of impartial hearing officers. The parent shall indicate his/her first three choices of hearing officers in order of preference and return the list with preferences indicated to the ADA/Section 504 Coordinator.
- 3) Upon return of the list, the ADA/Section 504 Coordinator shall contract with the hearing officer for the purpose of hearing the case. The ADA/Section 504 Coordinator shall promptly notify the first-choice hearing officer of the pending case. In the event that the first-choice hearing officer cannot hear the case, the second-choice officer shall be contacted. In the event that the second-choice officer cannot hear the case, the ADA/Section 504 Coordinator shall contact the parent's third-choice officer. If none of the officers contacted can hear the case, the parent will be asked to select/prioritize three additional hearing officers from another list which will be mailed within five (5) calendar days of the notice of decline from the third-choice hearing officer.

- 4) The hearing shall be scheduled by the hearing officer within fifteen (15) calendar days of the hearing officer's receipt of the written notice of selection from the ADA/Section 504 Coordinator.
- 5) The District and the parents shall have the right to present evidence relevant to the issue(s) raised by the parents. The parties shall have the right to be represented at the hearing by legal counsel. The hearing officer shall ensure that a verbatim record of the hearing is made, either by tape recording or by a court reporter, at no cost to the parent.
- 6) The hearing officer shall limit the decision to the issue(s) presented by the parents or the school District in the written request for a hearing. The hearing officer's decision must be written and shall include a summary of the evidence, the reasons for the decision, an order with respect to the remedial steps or actions, if any, to be taken by the District, and the procedures, if any, necessary to ensure timely compliance with the order within thirty (30) calendar days unless exceptional circumstances exist which, in the hearing officer's judgment, warrant delay in implementation.
- 7) The hearing officer's decision shall be made within ten (10) calendar days following the conclusion of the hearing. The hearing officer shall send a copy of the decision by certified mail to the parent(s) and the ADA/Section 504 Coordinator.

3. Review – If either party remains aggrieved following the hearing officer's decision, they may request a review (appeal) as follows:

A. The request for review of the decision must be in writing and filed by mail or personal service with the Superintendent of Schools no later than thirty (30) calendar days after the date of the hearing officer's decision.

B. Within five (5) calendar days of receipt by the Superintendent of the request for review, the Superintendent shall transmit to the requesting party a list of five (5) review officers. The requesting party shall select a review officer in accordance with the procedure described in Paragraph C.3. above.

C. The Superintendent shall transmit the entire file (i.e., the original complaint and hearing request, record of the hearing, records and documents, etc.) to the review officer promptly upon his/her selection.

D. If oral argument is not requested, the review officer will review the entire record and render a written decision within ten (10) school days of receipt of the record. If oral argument is requested, and at the review officer's discretion, oral argument may be scheduled at which both parties may be represented by

counsel. A decision shall be rendered in accordance with the procedures set forth in Paragraphs C (6) and (7) above.

E. The review officer's ruling shall be final; provided, however, that the parent has the right to forgo or terminate a hearing or grievance and file a complaint with the U.S. Department of Education, Office of Civil Rights.

Adopted: September 17, 2002

Revised:

Replaces: Policy unnumbered policy of the same name previously adopted on February 20, 1996

Reference: See also ¶8006 - Grievance Procedure for Complaints Filed Under *The Americans with Disabilities Act of 1990* and The Employment and Program Accessibility Provisions of *Section 504 of The Rehabilitation Act of 1973*; and ¶8007 - Rights of Individuals with Disabilities

8006 Complaints Filed Under the Americans with Disabilities Act of 1990 and the Employment and Program Accessibility Provisions of Section 504 of the Rehabilitation Act of 1973

Any individual who believes that s/he has been subjected to discrimination by Community High School District 94 on the basis of disability in violation of the *Americans With Disabilities Act* ("ADA"), *Section 504 of the Rehabilitation Act of 1973* ("Section 504"), or their respective implementing regulations, may submit a complaint in accordance with the Uniform Grievance Procedure Policy 8003P.

Adopted: September 17, 2002

Revised:

Replaces:

Reference:

8007 Education of Children with Disabilities

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

For students eligible for services under IDEA, the District shall follow procedures for identification, evaluation, placement, and delivery of services to children with disabilities provided in the Illinois State Board of Education's Rules and Regulations to Govern the Administration of Special Education. The safeguards shall cover students' identification, evaluation, and educational placement. This system shall include notice, an opportunity for the student's parent(s)/guardian(s) to examine relevant records, an impartial hearing with opportunity for participation by the student's parent(s)/guardian(s), representation by counsel, and a review procedure.

The District may maintain membership in one or more cooperative associations to fulfill their obligations to disabled students.

If necessary, students may also be placed in non-public special education programs or educational facilities.

Adopted: September 17, 2002

Revised:

Replaces:

Reference: Americans with Disabilities Act, 42 USC §12101 et seq
Individuals with Disabilities Education Act, 20 USX §1400 et seq
Rehabilitation Act of 1973, Section 504, 29 USC §594
105 ILCSA 5/14-1.01 et seq 5/14-7.02, and 5/14-7.02a 23 Ill Admin Code §226.

8008 Rights of Individuals with Disabilities

It is the policy of the Board of Education of Community High School District 94 that no otherwise qualified individual shall, by reason of the individual's disability, be excluded or otherwise denied opportunity for participation in, be denied the benefits of, or be subjected to discrimination under any program or activity sponsored by this Board. It is the further policy of this Board that students with disabilities who are residents of District 94 will be provided a free appropriate public education regardless of the nature or severity of the student's disability.

As used in this policy and any implementing regulations, the term "disability" means an individual who has a physical or mental impairment that substantially limits one or more of the individual's major life activities. The term also includes individuals who have a record of such impairment or who are regarded as having such an impairment. Major life activities include functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

Notice of the Board's policy of nondiscrimination on the basis of disability shall be included in the Board policy manual, posted throughout the District, and published in any District statement regarding the availability of employment opportunities, educational services, or District-sponsored programs.

Employment – Neither the Board nor its employees or agents shall discriminate against a qualified individual with a disability because of the disability of such individual in regard to job application procedures, hiring, advancement, or discharge of employees, employee compensation, job training, and other terms, conditions, or privileges of employment.

Applicants for employment by the Board shall not be required to undergo a physical examination prior to an offer of employment by the Board. During the application process, neither the Board nor its employees or agents shall make inquiries of an applicant as to whether such person is an individual with a disability or as to the nature or severity of his/her disability, unless such inquiry is related to the applicant's ability to perform essential job-related functions.

The Board is committed to making reasonable efforts to accommodate individuals with disabilities. Such reasonable accommodations may include, but are not limited to, one or more of the following: job restructuring, part-time or modified work schedules, reassignment to a vacant position, acquisition or modification of equipment or devices, appropriate adjustment or modification of examinations, training materials or policies, the provision of qualified readers or interpreters, and other similar accommodations for individuals with disabilities.

2. Program Accessibility – The instructional program of Community High School District 94 and the activities sponsored by the District in conjunction with the

instructional program shall be operated in such manner that such programs and activities, when viewed in their entirety and to the maximum extent feasible, shall be readily accessible to and usable by individuals with disabilities, including individuals who use wheelchairs. Community High School District 94 will attempt to provide barrier-free access to school facilities with the objective that no individual with a disability is to be denied an opportunity to participate in a District program that is available to non-disabled persons. In some instances, this may require the individual with a disability to travel to or attend an accessible District facility other than the facility closest to the person's residence.

3. Educational Services – In providing educational services to students with identified disabilities, Community High School District 94 will reasonably accommodate the student's individual educational needs. Such accommodation may include, but is not limited to, the provision of regular or special education and related aids and services. Students will be placed in the regular education environment unless it is demonstrated that the education of the student in the regular education environment with the use of supplementary aids and services cannot be achieved satisfactorily.

Community High School District 94 provides nonacademic and extracurricular services and activities that offer students with disabilities the opportunity to participate with non-disabled students in such activities to the maximum extent appropriate to the needs of the student with disabilities.

4. Enforcement – The Director of Special Education is designated at the District 94 Coordinator for the *Americans with Disabilities Act of 1990* and *Section 504 of the Rehabilitation Act of 1973* (Section 504).

The Board will establish grievance procedures to address complaints under (1) the *Americans with Disabilities Act ("ADA")* and the employment and program accessibility provisions of the Section 504 regulations of 34 CFR Subparts B and C, and (2) the Section 504 provisions set forth in 34 CFR Subpart D with respect to identification, evaluation, and educational placement of students with disabilities. The ADA/Section 504 Coordinator shall provide Complainant with a copy of the grievance procedures which are appropriate to the nature of the complaint.

Complaints with respect to the provisions of either of these statutes or this policy shall be directed to the Coordinator for prompt investigation and equitable resolution. Any person wishing to submit complaints should submit a written statement to the ADA/Section 504 Coordinator. The written statement should set forth the specific facts and/or discrimination (e.g., location, names, dates, times) to be investigated. If a person who is unable to write wishes to file a statement, assistance may be obtained by calling the ADA/Section 504 Coordinator at 630/876-6200. All such written statements should be submitted within thirty (30) days after the incident or act which gives rise to the complaint.

The Coordinator shall make all reasonable efforts, including but not limited to convening a conference with the Complainant to discuss the complaint and the results of the investigation, to resolve the matter informally. In the event that the matter cannot be resolved informally within ten (10) business days after receipt of the written complaint, the Coordinator will advise the Complainant of his/her right to a hearing as set forth in the *Americans with Disabilities Act* and Section 504 of the *Rehabilitation Act of 1973*.

All complaints regarding the District's compliance with the *Americans with Disabilities Act of 1990* and/or Section 504 of the *Rehabilitation Act of 1973* shall be received and investigated without reprisal by the Board of Education or the Board's employees or agents.

The filing of a complaint under the procedures described above 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.

Evaluation and Compliance – The Board of Education directs the Superintendent to evaluate the District's programs and practices with respect to nondiscrimination, in accordance with existing law and this policy. The Superintendent shall report the results of this evaluation to the Board.

Adopted: September 17, 2002

Revised:

Replaces: Policy with the same name adopted February 20, 1996

References: *See Also* ¶8005 - Grievance Procedure for Complaints Filed with Respect to Identification, Evaluation, or Educational Placement of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973; and 8006 - Grievance Procedure for Complaints Filed Under *The Americans with Disabilities Act of 1990* and the Employment and Program Accessibility Provisions of *Section 504 of The Rehabilitation Act of 1973*; *Americans with Disabilities Act of 1990*, 42 USC §12101 *et seq*; *Section 504 of the Rehabilitation Act of 1973*, 29 USC § 794; and 105 ILCS 5/10-20.31; 23 Ill Admin. Code §1.285.

8009 Behavioral Intervention Policy for Students with Disabilities

1. Goals – Community High School District 94 is committed to providing a learning environment for all students which is conducive to their academic, social and emotional growth. The staff of Community High School District 94 has adopted a "Problem Centered Approach to Student Discipline." The goals of this approach to student conduct are:

- A. To educate students in a way that emphasizes the use of positive interventions that will strengthen desirable behaviors.
- B. To create a collaborative problem solving approach to discipline problems in which the student shares responsibility for solving the problem with staff.
- C. To stop or restrict extremely inappropriate behaviors.

2. Principles of Intervention – The staff of Community High School District 94 will intervene with students with disabilities whose behavior is not consistent with the goal of maintaining a learning environment that is "conducive to the academic, social and emotional growth of all students." Specifically, intervention will occur when a student's behavior (1) endangers the health and safety of him/herself or others, (2) disrupts the educational process, (3) results in the destruction of property.

Community High School staff will intervene in the least intrusive manner consistent with the student's behavior. More intrusive interventions will occur when the student's behavior represents a significant danger to the health, safety and well being of him/herself or others.

Parents of students receiving special education services will be informed of this policy annually and upon initial enrollment of the student in Community High School's special education programs.

3. Parent Advisory Committee – Community High School District 94 shall establish a parent-teacher advisory committee to assist the administration in the monitoring and development (revision) of policies and procedures regarding behavioral interventions. Community High School District 94 will provide ongoing staff development opportunities for staff as they pertain to behavior management.

Community High School's Special Needs Council will review on a regular basis the policy and policy procedures regarding behavioral interventions.

Adopted: September 17, 2002

Revised:

Replaces: Policy with the same name approved December 19, 1995

Reference: *See Also* ¶ 8008P - Behavioral Intervention Policy for Students with Disabilities Rules and Regulations

8009P Behavior Intervention Policy for Students with Disabilities Procedures

1. Definitions –

A. *Behavior Consultant*: A staff member who has received training in the analysis of behavioral disorders and the implementation of behavior management plans.

B. *Behavioral Intervention*: An act or procedure by a staff member with a student which is designed to change or stop an undesirable behavior. The goal of all interventions is to develop and strengthen desirable behaviors.

C. *Behavioral Intervention Team*: A group of staff members who are responsible for the implementation of a restrictive intervention. The team shall be composed of the following staff members: Behavioral Consultant(s), Dean, Counselor, and Special Education Teacher. If available, the parent will also be a member of the team.

D. *Disciplinary Consequences*: A response by a Dean to a student's behavior that (1) endangers the health and safety of him/herself or others, (2) disrupts the educational process, (3) results in the destruction of property.

E. *Non-Restrictive Intervention*: A behavioral intervention that does not require staff members to use forcible means when a student's behavior (1) endangers the health and safety of him/herself or others, (2) disrupts the educational process; (3) results in the destruction of property.

The following behavioral interventions are examples of non-restrictive approaches of behavioral management. **These interventions may be used without the development of a written behavioral management plan or inclusion in the Student's IEP.**

- allowing student to escape
- calling/notifying parent
- differential reinforcement
- direct instruction
- environmental/activity modification
- instructional assignment
- modeling
- peer involvement
- planned ignoring
- positive reinforcement
- temporary removal from classroom with instructional supports
- prompting
- proximity control
- redirecting student (verbal)
- self-management
- shaping
- teaching alternative behaviors
- teaching self-reinforcement
- token economy
- verbal feedback
- verbal reprimand

The following **non-restrictive** interventions are considered **restrictive** when they are used more than one time per week or four times in a 30-day period.

- contingent exercise
- positive practice over correction
- time-out (exclusionary/physical)
- time-out (non-exclusionary – back of classroom)
- detention (before/after school/ weekend)

F. *Restrictive Interventions*: A behavioral intervention that requires staff members to use forcible restraint, confinement, or exclusion from program when a student's behavior (1) endangers the health and safety of him/herself or others, (2) disrupts the educational process; (3) results in the destruction of property. Restrictive interventions are designed to control or stop undesirable behaviors.

The following behavioral interventions are examples of **restrictive** approaches to behavioral management. **These interventions require the development of a written behavioral management plan or are a component of a student's IEP.**

- exclusion from extracurricular activities
- food delay
- forced physical guidance
- inhibiting devices
- manual restraint
- negative practice
- time out (restricted exit)
- satiation
- suspension (in-school)
- suspension (out-of-school)

G. Highly Restrictive Interventions: A behavioral intervention that requires staff members to use chemical agents, mechanical restraints, or denial of devices related to a child's functioning when a student's behavior (1) endangers the health and safety of him/herself or others, (2) disrupts the educational process, (3) results in the destruction of property.

The following behavioral interventions are examples of highly restrictive approaches to behavioral management. The staff of Community High School District 94 **are not** permitted to use highly restrictive interventions.

- aversion mists, aromatics, tastes
- denial or restriction of access to regularly used equipment/devices that facilitate the child's educational functioning except when such equipment is temporarily at risk for damage.
- mechanical restraints (excludes restraints prescribed by a physician or as a safety procedure for transportation)
- expulsion with continuing education program.

H. Prohibited Interventions: A behavioral intervention that school personnel in Illinois **are not** permitted to use are considered to be illegal. The following interventions are considered prohibited by law and/or school board policy:

- corporal punishment
- faradic skin shock
- expulsion with cessation of services
- physical manipulation or procedure that causes pain and/or tissue damage when used as an aversive procedure

I. Emergency Intervention: A restrictive intervention used by a staff member when a student's behavior (1) endangers the health and safety of him/herself or others, (2) significantly disrupts the educational process, (3) results

in the destruction of property.

When an **emergency intervention** is used by a staff member, they must:

- 1) Document the use of the emergency intervention on the "Emergency Report Form."
- 2) Inform parent with 24 hours of the incident in which the time out or restraint was used.

Isolated Time Outs – Isolated time outs shall not be used. "Isolated time out" means the confinement of a student in a time-out room or some other enclosure, whether within or outside the classroom, from which the student's egress is restricted.

Physical Restraints – Physical restraints shall not be used in administering discipline to individual students. "Physical restraint" means holding the student or otherwise restricting his/her movements. "Restraint" does not include momentary periods of physical restriction by direct person-to-person contact, without the aid of material or mechanical devices, accomplished with limited force and that are designed (i) to prevent a student from completing an act that would result in potential physical harm to himself, herself or other damage to property or (ii) to remove a disruptive student who is unwilling to voluntarily leave the area.

J. *Procedures for Implementation of Restrictive Intervention*

- 1) Following repeated behavioral episodes requiring the use of a restrictive intervention which is not a part of a student's IEP, the behavioral consultant will consult with the Behavioral Intervention Team and determine ...
 - a) if the behavior episode is related to the student's disability
 - b) the appropriateness of completing a functional analysis of student
 - c) the appropriateness of scheduling an IEP meeting to review functional analysis and develop behavior plan.
- 2) At the scheduled IEP meeting the behavior consultant will review the functional analysis and develop a behavior plan with the parent and IEP team (see attached form "Problem Solving Referral Form"). The plan will become an addendum to the student's IEP.
- 3) The Behavioral Consultant will reconvene the IEP meeting if the behavior strategies described in the behavior plan are ineffective.
- 4) Parents will be kept informed of the effectiveness of the behavior interventions described in the behavior plan.

Adopted: September 17, 2002
 Revised:
 Replaces: Policy with the same named adopted December 19, 1995
 Reference: *See Also* ¶8008 - Behavior Intervention Policy for Students with Disabilities

8011 Education of Children Experiencing Homelessness

The McKinney-Vento Homeless Assistance Act considers a child to be “homeless” if he or she, out of necessity, lacks a fixed, regular and adequate nighttime residence and must reside in a shelter, motel, vehicle, campground, on the street, or doubled-up with relatives or friends.

Students identified as homeless shall have the right to be enrolled immediately, without medical or academic records, consistent with provisions of the Act. Health and academic records from the previous school must be requested in a timely manner and where needed, a student may be referred to a free or low cost clinic for any required immunizations. However, the school may require the parents or guardian of a homeless child to submit an address or other information for contact purposes, as they would require from any non-homeless child enrolling in the school.

The homeless child has three choices with respect to schools:

- *The School the child last attended.*
- *The School the child attended when he/she became homeless.*
- *The School closest to the shelter or other temporary housing.*

Homeless children are entitled to the same rights to transportation as other children in the District. The District is responsible for transportation costs.

Educational services shall be provided to homeless children on the same basis as they are provided to other students in the District.

The District hereby designates the administrator who oversees Support Services as the liaison for homeless children to ensure District 94’s compliance with State and Federal law. In the event of a dispute, the parent shall be referred to the Homeless Liaison at the Regional Office of Education. While the dispute is being resolved, the child shall remain in school and receive such services as are required.

Adopted: November 18, 2008
 Revised:
 Replaces: N/A
 Reference: 42 U.S.C.A. §11431 et seq. 105 ILCS 45/1-1, et seq.;

05 ILCS 5/1020.12a, 20.12b, 22.5; 23111. Admin. Code
§ 1.240(e)

8100 ATTENDANCE

8101 Purpose

The Board strongly encourages and expects students to attend school regularly for the following reasons:

1. to comply with State law
2. to benefit from instruction
3. to participate in class activities
4. to promote a climate that values school attendance

Adopted: September 17, 2002

Revised:

Replaces:

Reference:

8102 Comprehensive Attendance

It is the expectation of Administration and staff of Community High School that every student will be punctual and present each class period of each day. Regular daily attendance by staff and students is important for student success. While some students may be able to pass tests and achieve good grades despite absences, one visit to any classroom in our school will verify the number and range of activities in progress. The student who is absent misses these activities and no amount of effort can recreate them. Students with irregular attendance patterns, whether excused or unexcused, may find it difficult to be successful in specific classes and may be subject to a loss of graduation credits. As a result, it is extremely important that the parent(s)/guardian(s) assure(s) the student's academic growth and success by emphasizing the need for the student to be punctual and in attendance each day.

1. Excused Absences

According to Section 26-2a. of the *Illinois School Code*, the only legal reasons why a student may be absent from school are as follows:

- Illness
- Death in the immediate family
- Observation of a religious holiday
- Family emergency
- Circumstances that cause reasonable concern to the parent(s)/guardian(s) for the safety or health of the student
- Other situations beyond the control of the student as approved by the principal

Determination of whether or not an absence is excused is ultimately the right of the school.

2. Reporting Student Absences

In order for a full-day absence to be considered excused, the student’s parent/guardian is required to make a telephone call to the Attendance Office before 10:00 a.m. on the day of the absence. **The number to call is 630-876-6336.** Voicemail is available to leave messages. The parent/guardian will be asked to provide the following information:

- Student Name
- Student ID Number
- Date of Absence
- Reason for Absence

Failure to call by 10:00a.m. will result in an unexcused designation and will stay as such if not rectified.

3. Late Arrival and Early Dismissal

The parent/guardian must call the attendance line at 630-876-6336 to report late arrivals, early dismissals, and appointments that will require the student to miss a portion of the day. If leaving a message you will be asked to provide the following information:

Late Arrival	Early Dismissal	Appointment
Name	Name	Name
ID Number	ID Number	ID Number
Reason for Late Arrival	Reason for Early Dismissal	Reason for leaving
Time student will Arrive	Time student will depart	Time student will leave and return

4. Schoolwork Missed Due to Absence

Regular school attendance is essential for academic success. The most common cause of academic failure is excessive absence. There is no substitute for attending class.

To the extent possible, all schoolwork missed by a student due to absence with valid cause must be made up by the student. It is the responsibility of the student to make arrangements with his/her teacher(s) to make up work missed. On the first day a student returns to class after an absence or In-School Suspension s/he must contact his/her teacher(s) with respect to arrangements for making up work, and all assignments must be turned in within five school (5) days of returning to school. The Principal may extend the five school day deadline at his/her discretion. A student shall be afforded the opportunity to earn full credit for make-up work successfully completed within this timeframe. Any work not completed and turned in by this time will be given a zero with no additional chance of makeup. Excessive absences (whether excused or unexcused) may result in additional interventions. Please see the section below for more details.

School work missed due to unexcused absences or truancies cannot be made up. Students will receive a zero for all work missed for absences of this nature. Students may not make up work missed due to Out-of-School Suspensions. This is considered a part of the consequence of the suspension and not a result of the absence.

5. Excessive Absences

An excused absence attendance cap has been created to deal with students who are excessively absent. Any student who has accumulated (7) or more period absences from a course during one quarter will be considered excessively absent. Those students missing (7) or more class periods will receive an unexcused absence and will not be permitted to make-up any schoolwork, tests, or quizzes for the days(s) missed.

Absences which count against the attendance cap and may result in violating the Excessive Absence Policy are:

- Illness not verified by doctor's excuse
- Truancies/Unexcused absences
- Pre-Arranged absences (Vacation)
- Early Dismissals /Late Arrivals not excused by doctor's excuse or court verification

Absences which will not count against the attendance cap are:

- Field Trips
- Academic Competitions
- Athletic Early Dismissals
- All Suspensions
- Religious Holidays
- Absences due to chronic/ and or serious illness verified by doctor's note
- Death in the family(with verification)
- Student with Counselor/Nurse/Dean
- Medical Appointments with verification
- Court proceedings with verification

Any absence of ten (10) consecutive days or more that is confirmed by medical certification is eligible for homebound services and will not count against the attendance cap.

In all other cases it is the student's responsibility to provide all necessary documentation within three days of an absence or the absence will count against the attendance cap regardless of excuse.

COMMUNITY HIGH SCHOOL DISTRICT 94		Support	Series 8000
Total Absence in a Quarter	Disciplinary Action		
1st	Excused = None		
2nd	Excused = None		
3 rd	Excused = None		
4th	Excused = None	Student Conference w/ Counselor (could include referral for student or family counseling and/or community services)	
5th	Excused = None		
6 th	Excused = None	Notification (unexcused)	
7 and beyond	All absences without Verification will be considered unexcused	Student notified by teacher they may not make-up school work, tests, quizzes, etc.	

Unexcused Absences

Unexcused absences are those absences which include, but are not limited

to:

- Illnesses not called into the Attendance Office
- Oversleeping
- Missing the bus
- Vehicle failure
- Work
- Any absence over 6 without verification

Students will not be allowed make-up work for unexcused absences.

The Principal or his/her designee shall have final discretion to determine whether or not an absence is considered unexcused. After the fourth unexcused absence a student conference will be held to discuss the absences and to identify appropriate support services and make them available to students.

Students identified as truant or unexcused will not be allowed into class the day following the absence in question without a pass from the Deans' Office verifying they have seen the Dean.

7. Truancies

According to section 26-2a.of the *Illinois School Code* a truant is defined as “a child who is absent without valid cause for a school day or any portion thereof”.

Students who are truant will receive no credit (a zero) on all work missed. They will also face the following consequences:

Truancy	Disciplinary Action	Support
1st	Tue./Wed.School	Attendance Letter Home
2nd	Tue./Wed.School	Attendance Letter Home
3rd	Suspension Police Sanction	Parent conference to identify appropriate support services and make them available to students.

4th	Suspension Police Ticket and counselor contact	Meeting with Dean/Parent
5th	Police Ticket	Potential Student Review
<i>Any all-day truancy will result in a Suspension</i>		

8. Chronic Truancies

Any student who is truant (absent without valid cause) for 5% or more of the previous 180 days of regular attendance shall be deemed a chronic truant. Any student who is truant 20% or more of the previous 180 days may be dropped from school for the remainder of the semester if they are 17 years or older and resistant to the appropriate support services identified by the District. Students under the age of 17 may face expulsion or assignment to an alternative school if they are resistant to the appropriate support services identified by the District.

9. Tardiness

Promptness to class is expected. Students are to be in the classroom prior to the start of the period. Car problems, oversleeping, etc. are not acceptable reasons for being tardy or absent. A phone call or written note will not excuse a student in these circumstances. Tardiness will be considered on a semester basis.

Teachers are not to allow students into class without a pass from the tardy supervisor.

Tardy	Disciplinary	Support
1-4	Warning	Conference with Specialist
5	Tuesday/Wednesday School	Letter Home
6/7	Warning	Conference with Specialist
8	Tuesday/Wednesday School	Letter Home
9/10	Warning	Conference with Specialist
10	Tuesday/Wednesday School	Letter Home
11/12	Warning	Conference with Specialist
13	Suspension	Parent Conference
14	Loss of Extra-Curricular Attendance	Student/Specialist Conference

8103

Home and Hospital Instruction

A student who is absent from school, or whose physician anticipates that the student will be absent from school, because of a medical condition may be eligible for instruction in the student’s home or hospital. Eligibility shall be determined by State law and the Illinois State Board of Education rule governing the continuum of placement options for home/hospital services. Appropriate educational services from qualified staff will begin

no later the 5 school days after receiving a physician's written statement. Instructional or related services for a student receiving special education services will be determined by the student's individualized education program.

A student who is unable to attend school because of pregnancy will be provided home instruction, correspondence courses, or other courses of instruction (1) before the birth of the child when the student's physician indicates, in writing, that she is medically unable to attend regular classroom instruction, and (2) for up to 3 months after the child's birth or a miscarriage.

Periodic conferences will be held between appropriate school personnel, parent(s)/guardian(s), and hospital staff to coordinate course work and facilitate a student's return to school.

Adopted: September 17, 2002
 Revised:
 Replaces:
 Reference:

8104 Home School Student Participation in Extracurricular Activities

IHSA By-law 3.011 states:

"A student must attend a member school and may only represent in interscholastic competition the member school the student attends. For purposes of this by-law, the term 'attend' shall mean that the student is enrolled at the member school, and is taking at, or under arrangement approved by, the member school, a minimum of twenty (20) credit hours of work for which credit toward high school graduation will be granted by the member school upon the student's completing and passing the courses. The school which enrolls the student shall be exclusively responsible to verify the student's compliance with all of the eligibility requirements of all IHSA by-laws."

Based on this By-law, home school students who are residents of Community High School District 94 are eligible to compete in interscholastic competition provided:

1. They enroll as a student.
2. Satisfactory evidence is provided that the student is currently taking a minimum of twenty (20) hours of course work counting toward graduation.

3. They comply with all of the eligibility requirements of all IHSA By-laws.
4. Written evidence is provided throughout the duration of the activity that the student's course work status has not changed.
5. All evidence is reported to the Registrar as requested at the time requested.

Adopted: September 17, 2002

Revised:

Replaces: ¶8002 - Home Schooling Student Participation in Extracurricular Activities (adopted December 12, 2000)

Reference:

8105 Withdrawals

Any child, except transferring students, over seventeen (17) years of age who has voluntarily withdrawn from school and ceased attendance may re-enroll no sooner than the beginning of the next semester following his/her withdrawal except as provided below:

1. Any such student who has been withdrawn from ten (10) or fewer school days may re-enroll during the semester s/he has withdrawn.
2. Any such student who has been withdrawn for more than the ten (10) school days may re-enroll during the semester s/he has withdrawn only if the Principal finds that such absence has not irreversibly affected the student's ability to successfully complete a course of study. In arriving at this decision, the Principal, or his/her designee, must hold a conference with the student's parent(s) or guardian(s), the student's former teachers, and the student's counselor.

Adopted: September 17, 2002

Revised: March 3, 2009

Replaces: Replaces JBCD - Student Withdrawal from School

Reference:

8106 District 94 will attempt to accommodate student transfers as follows

8106P

A. Transfers from Accredited High Schools

1. A student who transfers to Community High School District 94 from a public high school that is accredited (fully recognized) by its State Board of Education or a regional accrediting association such as the North Central Association of Schools and

Colleges shall be granted equivalent credit in District 94 for courses successfully completed at such high school.

2. A student who transfers to Community High School District 94 from a private high school that is accredited by its State department or a regional accrediting association such as the North Central Association of Schools and Colleges or by the American Association of Christian Schools shall be granted equivalent credit in District 94 for courses successfully completed at such high school.

Adopted: September 17, 2002

Revised:

Replaces: JBCD(b) - Transfer Students - Credit

Reference: ¶8109 - Transfers from Non-Accredited High Schools; and ¶8110 - Carnegie Unit

B Transfers from Non-accredited High Schools

1. A student who transfers to Community High School District 94 from a high school that is not accredited by any of the agencies specified in ¶8106 above or from a home school, shall be granted credit in District 94 for courses/work successfully completed in such school as follows:

A. The student shall furnish the Community High School District 94 registrar with a transcript or other written statement from an official of the school stating the courses and/or subject areas for which credit is claimed, the amount of class time the student spent in each course or subject area, and the grade earned in each course and/or subject area.

B. The Registrar shall equate the time spent in each course or subject area the student successfully completed to District 94 credit by applying the standard for a Carnegie Unit (40 minutes daily, 5 days per week, for at least 36 weeks, or the equivalent amount of time during the school year ... North Central Association Standard 2.71b).

Definition: For purposes of this policy, "**successfully completed**" shall mean having earned a passing grade in a class or subject area after having completed the full term for which the class or subject area is scheduled.

Adopted: September 17, 2002

Revised:

Replaces:

Reference: *See Also* ¶8108 - Transfers from Credited High Schools; ¶8110 - Carnegie Unit

C Transfer Credits from Other Than High Schools

A student, who transfers to Community High School District 94 from a program other than an accredited or non-accredited high school, shall be granted credit in District 94 for courses/work successfully completed as follows:

Correspondence Courses

A student enrolled in correspondence courses 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 or an approved Homeschool Program;
2. The student assumes responsibility for all fees;
3. The course is approved in advance by the High School Principal or his/her designee.
4. The course meets the Carnegie Unit of Credit requirements.

A maximum of 3 units of credit may be counted toward the requirements for high school graduation.

Exchange Programs

Diplomas may be granted to an exchange student when the criteria for graduation established by the State of Illinois and the Board of Education have been successfully met. The Board of Education may grant a certificate of attendance to exchange students.

District students will receive academic credit for foreign exchange courses that meet the criteria established in the curriculum and that are approved by the Building Principal or his/her designee. International study course work not meeting District requirements may be placed in the student's permanent record and recorded as an international study experience.

Continuing Education Courses

Course credits for continuing education courses may be issued for any program approved by the State Board of Education.

Foreign Language Courses

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

The amount of credit will be based on foreign language proficiency achieved. The Building Principal or his/her designee may require a student seeking foreign language credit to successfully complete a foreign language proficiency examination.

Military Service

The Board of Education may accept military service experience for credit toward graduation, provided the student making the request accompanies it with 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 and it has been approved by the Principal or his/her designee.

Adopted: November 18, 2008

Revised:

Replaces:

Reference: 105 ILCS 5/2-3.44, 5/2-3.107, 5/10-22.3, and 5/27-22.3
[Ill. Rev. Stat.], 23 Ill. Admin. Code 1.450(c) and (j)

8200 STUDENT DISCIPLINE**8201 Bus Conduct**

The Board of Education recognizes its responsibility to insure that all transportation provided for students by the school District is provided in a safe manner.

Therefore, a set of procedures for student school bus riders that is designed to facilitate their safe transportation shall be developed and shall be made known to all students. The Superintendent and the Principal are authorized to suspend a student for gross disobedience or misconduct on a school bus. All such suspensions shall conform to the provisions of Section 10-22.6 of the *Illinois School Code*.

Adopted: September 17, 2002

Revised:

Replaces: JCDAD - Bus Conduct

Reference: *See Also* Series 4000 - Transportation ¶4301 - ¶4308; ¶ 8201P - Rules and Regulations for School Bus Riders

8201P Bus Conduct Procedures

The following Procedures shall be applicable to all students who ride a school bus operated by or for Community High School District 94.

1. Students who must cross a roadway to board a school bus shall wait to cross the roadway until the bus driver beckons them to cross the roadway when it is safe to do so.
2. Students shall stay off the roadway while waiting for a school bus and shall not move.
3. A student shall not be permitted to get off a school bus at any place other than the student's designated discharge point unless permission is granted by the Principal or his/her designee.
4. All passengers shall be seated when a school bus is in motion.
5. School bus windows shall not be lowered below the stop line painted on the body pillar.
6. All parts of the body must be kept inside the school bus while the bus is in motion.
7. Any form of "horseplay" that interferes directly or indirectly with the driver's ability to operate a school bus in a safe manner is prohibited.

8. School bus aisles shall be kept free of obstructions; e.g., books, packages, coats, etc.
9. All passengers shall be quiet when a school bus is approaching a railroad crossing.
10. Animals shall not be permitted on a school bus, unless authorized by the Principal or his/her designee.
11. No weapon or explosive of any kind shall be permitted on a school bus.
12. Smoking, chewing tobacco, or the use of an illegal drug or controlled substances on a school bus is not permitted.
13. Eating is not permitted on a school bus.
14. No object of any kind shall be thrown out of a school bus window or door.
15. No litter of any kind shall be left on a school bus.
16. Defacing or vandalizing a school bus is prohibited.
17. In the event of an emergency during the course of a school bus trip, students shall follow the instructions given by the school bus driver.
18. A student may be permitted to ride the school bus on a route other than his/her regular route providing written permission from the Principal or his/her designee is presented to the bus driver.
19. Infants may not be transported on a school bus.

Adopted: September 17, 2002

Revised:

Replaces: JCDAD-R – Rules & Regulations for School Bus Riders

Reference: *See Also* ¶ 8201 – Bus Conduct

8202 Student Discipline Policy

School boards, along with the parent-teacher advisory committee, are encouraged to annually review their pupil discipline policies, the implementation of those policies, and any other factors related to the safety of their schools, pupils and staff.

The parent-teacher advisory committee shall meet in May and forward proposed policy changes to the Board for its action in June. Copies of the policy shall be given to students annually.

Adopted: September 17, 2002
Revised:
Replaces:
Reference:

8203 Student Suspension & Expulsion Procedures

1. General

- A. An authorized administrator (Principal, Assistant Principal, or Dean) may suspend a student in-school or suspend a student from school or from riding the school bus. The Board of Education may expel a student.
- B. Prior to removing any student from the school or the school bus during the regular school day, the authorized administrator shall make reasonable effort to notify the parents by telephone and take any other steps reasonably necessary to ensure the safety of the student being removed from school or the school bus, as well as the safety of other students and staff.

2. Definitions

- A. A *suspension* is a temporary exclusion of a student from school and/or from riding the school bus for a period of time not to exceed ten (10) school days. A student may be suspended from riding the school bus in excess of ten (10) school days for safety reasons.
- B. An *expulsion* is the exclusion of a student from school for a definite period of time in excess of ten (10) school days, not to exceed two (2) calendar years.
- C. The term *school personnel* includes teachers, administrators, members of the Board of Education, and all other school District employees.
- D. The term *related personnel* includes school bus drivers, DAOES, teachers and aides, teachers and aides employed by SASSED, and all other personnel who provide instruction and/or direct services to District 94 students through a contractual arrangement with the Board or as a result of a joint or intergovernmental agreement to which District 94 is a party.

- E. *A child with disabilities* is a student who has been determined eligible for a special education instructional program or support services pursuant to Article 14 of the *Illinois School Code*.
 - F. The *Special Education Rules and Regulations* are the State of Illinois *Rules and Regulations to Govern the Organization and Administration of Special Education*.
 - G. The *Illinois School Code* refers to the Illinois Statutes governing boards of education as found in 105 ILCS 5/1-1 et seq of the Illinois Compiled Statutes.
3. Suspension Procedures
- A. *Pre-Suspension Conference*:
 - 1) The authorized administrator shall confer with any student who is under consideration for suspension or in-school suspension prior to taking such disciplinary action.
 - 2) Prior to or during a pre-suspension conference, the authorized administrator shall ascertain whether the student is a child with disabilities. If so, the authorized administrator shall also follow the procedures set forth in Section 7 hereof.
 - 3) The student shall be advised of the reasons for the proposed suspension and a summary of the evidence in support of those reasons. The student shall also be afforded an opportunity to respond.
 - 4) The authorized administrator conferring with the student shall make a written record of the conference.
 - 5) The authorized administrator, after following the above pre-suspension procedures, may subsequently determine whether to suspend the student in accordance with the notification requirements set forth below.
 - 6) When, in the opinion of the authorized administrator, a student poses an immediate threat to school personnel, related personnel, and other students or school property, or poses an ongoing threat of disruption to the educational process, the student may be summarily removed from school without holding a pre-suspension conference, as set forth above. In such event, written notice sent by certified mail, return receipt requested, shall be given to the

parents. The notice shall request that the student attend a post-suspension conference as soon as practicable after the notice is received. A time for this post-suspension conference will be stipulated in the notice. Failure to attend the scheduled conference shall constitute a waiver of such conference. Regardless of the student's attendance at the post-suspension conference, the parents shall be advised by written notice of any subsequent disciplinary decision.

B. *Suspension Notification*

- 1) If the pre-suspension or post-suspension conference results in a decision to suspend, the parents of the student shall be advised immediately of the decision by written notice sent by certified mail, return receipt requested, or personal delivery.
- 2) The notice to the parents shall include:
 - a) A statement of the reasons for the suspension, including any school rule which has been violated;
 - b) The date(s) and duration of the suspension;
 - c) A statement of the parents' right to request a review of the suspension by the Board of Education or its appointed hearing officer.
 - d) A statement that the failure to request such written review within five (5) days after receipt of the notice, or eight (8) days after date of the mailing, whichever is earlier, shall be deemed a waiver of the right to a review hearing with the Board of Education or its appointed hearing officer.
 - e) A statement of the right to be represented at the suspension review hearing by an attorney or other representative, at their expense.
- 3) A request to review the suspension may be oral or in writing, directed to the authorized administrator's office. Upon receipt of such request, the authorized administrator shall schedule the hearing, notify the parents of its time and place, and provide the parents with a copy of the suspension hearing procedures. If the parents, in requesting a review of the suspension, assert that the student is a child with disabilities, then the authorized administrator shall follow the procedures set forth in Section 8.
- 4) The Principal shall be notified of all student suspensions by the authorized administrator.

- 5) The Board of Education shall be given a summary of the notice, including the reason for the suspension and the suspension length.

4. Expulsion Procedures

A. Prior to any recommendation for expulsion, the authorized administrator shall ascertain whether the student is a child with disabilities. If so, the procedures set forth in Section 8 hereof shall be followed. If the expulsion is preceded by a suspension, the suspension procedures set forth in Section 3 hereof shall also be followed.

B. Expulsion Notification

- 1) The Superintendent shall send a letter by certified mail, return receipt requested or personal delivery, to the parents of the student notifying them of the expulsion hearing.
- 2) The expulsion notice to the parents shall include:
 - a) A statement of the reasons for the proposed expulsion, including any school rule which has been violated;
 - b) the potential maximum duration of the expulsion;
 - c) the time and place of the expulsion hearing;
 - d) a statement of the right to be represented at the expulsion hearing by an attorney or other representative at their expense; and
 - e) a copy of the expulsion hearing procedures.

5. Procedures for a Suspension Review Hearing or Expulsion Hearing by the Hearing Officer

A. *Hearing Structure*

- 1) A suspension review hearing or expulsion hearing shall be conducted by the Board of Education or a hearing officer appointed by the Board.
- 2) All student discipline hearings before the Board of Education shall be held in closed session.
- 3) The student and his/her parents may attend the hearing and may be represented by an attorney or other representative. If the parents or student do not attend, but the authorized administrator has proof of notice given and received, the Board or the Board-appointed hearing officer may proceed with the hearing.

- 4) The hearing may be recorded stenographically or by tape. If either party causes a recordation to be made, the other party shall be offered an opportunity to purchase a copy of the transcript or the tape.
- 5) If the student is a child with disabilities, or it is asserted during a hearing that s/he may be a child with disabilities, the hearing officer shall follow the procedures set forth in Section 8 hereof.

B. *Hearing Procedures*

- 1) The hearing shall be conducted as follows:
 - a) At the commencement of the hearing, either party may request the exclusion of witnesses from the hearing room until testimony is rendered.
 - b) The authorized administrator and the student or his/her representative may make short opening statements concerning both the charges of gross disobedience or misconduct and the appropriate disciplinary action.
 - c) The authorized administrator shall first present his/her evidence, including proof of compliance with Section 8 of this policy, if applicable. The student may cross-examine all witnesses in attendance and review any written evidence presented by the authorized administrator. However, the name of a witness may be deleted from the copy of written evidence provided to the student when the authorized administrator determines that an imminent fear of reprisal exists.
 - d) The student may then present evidence to refute the charges. The authorized administrator may cross-examine all witnesses in attendance and review any written evidence presented by the student.
 - e) The Board or the Board-appointed hearing officer may, at any time, direct questions to the parties or their witnesses.
 - f) The authorized administrator and the student may make closing statements at the conclusion of the hearing concerning both the issue of gross disobedience or misconduct and the issue of the appropriate disciplinary action.
- 2) The Board or the Board-appointed hearing officer may receive all relevant oral or written evidence without regard to the legal rules of evidence, but shall consider the weight of the evidence in determining the issues.

- 3) If the authorized administrator determines that any of his/her witnesses would be subject to physical or mental harassment or that an imminent fear of reprisal exists, the authorized administrator need not present the witness at the hearing, but may present as evidence a written summary prepared by the absent witness of his/her testimony. The summary shall include the reason for the absence of the witness and a statement verifying that the contents of the summary are true. If an imminent fear of reprisal exists, the authorized administrator may also present a written statement in which the identity of the witness has been concealed.

C. Hearing Report

- 1) If the hearing is before a Board-appointed hearing officer, s/he shall prepare a report summarizing the oral and written evidence presented at the hearing.
- 2) The report will also address the following two (2) issues:
 - a) The validity of the charges of gross disobedience or misconduct; and
 - b) The appropriateness of the disciplinary measure, if the charges are to be upheld.

6. Procedures for Review of the Report of the Hearing Officer by the Board of Education

A. Review Structure

- 1) After reviewing the Board appointed hearing officer's report, the Board of Education may take such action as it deems appropriate, including affirming, modifying, or overruling the suspension or proposed expulsion, or conditioning re-entry of the student to school.
- 2) An expulsion may be effective immediately or as specified by the Board of Education.
- 3) If the Board of Education finds that a suspension or expulsion was unjustified, the student's records shall be expunged of all notations regarding the suspension or proposed expulsion and any related student absence for disciplinary reasons shall be marked "excused"; further, the student shall be afforded an opportunity to

make up all lost educational opportunities including, but not limited to, tests and other class work.

- 4) The decision of the Board of Education shall be final.
- 5) Written notification of the Board's decision with respect to a suspension review or expulsion review shall be mailed to the parents.

B. *Review Procedures*

- 1) All student discipline reviews before the Board of Education shall be held in closed session.
- 2) The student and his/her parents may attend the review and may be represented by an attorney or other representative. If the parents or student do not attend, the Board of Education may proceed with the review.
- 3) The review may be recorded stenographically or by tape. If either party causes a recordation to be made, the other party shall be offered an opportunity to purchase a copy of the transcript or the tape.
- 4) The Board of Education may, at any time, direct questions to the hearing officer, the authorized administrator, or the parties, for the purpose of clarifying the hearing officer's report.
- 5) The Board of Education will not receive any oral or written evidence not given to the hearing officer at the hearing. It will review all of the evidence presented at the hearing to the hearing officer without regard to the legal rules of evidence, but shall consider the weight of the evidence in determining the issues.
- 6) The Board of Education shall not consider the student's academic or disciplinary records in determining the validity of the charges of gross disobedience or misconduct. The Board of Education may review a student's records, however, in determining the appropriate discipline.

If the board upholds the hearing officer's decision, no additional action need be taken.

If the board chooses to change the terms of the discipline, action is to be taken in open session.

7. Alternative School Placement

A. *General*

- 1) Under 105 ILCS 5/13A-3, a system of alternative school programs is created for a student who is determined to be subject to suspension or expulsion, as provided by the *Illinois School Code*.

B. Specific Procedures

- 1) A student who is found to be eligible for suspension or expulsion through the District's discipline process may be immediately and administratively transferred to an alternative program.
- 2) As soon as possible a meeting shall be scheduled between representatives from the District and the alternative school to develop an alternative education plan for the student. The student's parent(s) shall be invited and the student may be invited.
- 3) The alternative education plan shall include, but not be limited to, all of the following:
 - a) The duration of the plan including a date after which the student's eligibility to return to the regular education program will be considered. A written objection to the return may be filed by the parent(s) of the returning student with the Principal of the alternative school, who may forward it to the Regional Superintendent.
 - b) The specific academic and behavioral components of the plan.
 - c) The method and timeframe for reviewing the student's progress.
- 4) The Board of Education shall be informed of the proposed transfer in writing and, preferably, at a meeting. In the event a meeting is not possible, a written report shall be forwarded to the Board of Education.
- 5) Prior to returning the student to the regular education program, the Board of Education shall receive a report – either orally or in writing – of the conditions involved in the return.
- 6) The home District, if necessary, shall pay transportation costs.

8. Special Education Procedures

A. General

- 1) A child with disabilities who violates school policies or rules of conduct shall be disciplined pursuant to the Board's student disciplinary policies and procedures and in accordance with the requirements of State and federal law. All behavioral interventions for students with disabilities shall be utilized in accordance with federal and State law and such students' individualized education program ("IEP").

B. Procedures

- 1) Violations of School Policies or Rules of Conduct

The following procedures will be utilized when students engage in conduct which violates school policies or rules of conduct:

- a) Appropriate behavioral interventions will be selected, which may include up to 10 school days of suspension, placement in an interim alternative educational setting or another setting, and/or expulsion. The determination of appropriate behavioral interventions will be governed by applicable provisions, if any, of the student's IEP.
- b) When the behavioral intervention contemplated is expulsion, school personnel shall conduct a review of the relationship, if any, between the student's disability and the behavior in question. If the behavior is determined to be related to the student's disability, the recommendation for expulsion must be rescinded.
- c) Students will continue to receive a free appropriate public education, as specified in their IEPs, during any period of expulsion.

- 2) Students Who Commit Weapons or Drug Offenses

The following procedures will be utilized when students engage in weapons or drug offenses:

- a) Appropriate behavioral interventions will be selected which may include suspension for up to 10 school days, placement in an interim alternative educational setting for up to 45 days, and/or expulsion.

- b) When the behavioral intervention contemplated is placement in an interim alternative educational setting for up to 45 days and/or expulsion, school personnel shall:

ACTION	TIMELINE FOR ACTION
a) Notify the parents of (i) the decision to suspend the student and/or place him or her in an interim alternative educational setting, and (ii) all applicable procedural safeguards; and	a) Not later than the date on which the decision is made to suspend the student and/or place him/her in an interim alternative educational setting.
b) If the student is to be placed in an interim alternative educational setting for up to 45 days, determine, with the parent(s)/guardian(s), the appropriate interim alternative educational setting; and	b) Prior to placing the student in the interim alternative educational setting.
c) With the parent(s)/guardian(s), conduct a review of the relationship, if any, between the student’s disability and the behavior in question. If the behavior is determined to be related to the student’s disability, rescind the recommendation for expulsion; and	c) Immediately, if possible, but not more than 10 school days after the decision is made to suspend and/or place the student in an interim alternative educational setting.
d) With the parent(s)/guardian(s), review and modify, as necessary, the student’s behavior management plan to address the behavior in question, or if no behavior management plan exists, conduct a functional behavior analysis and develop a behavior management plan to address the behavior in question.	d) Not later than 10 days after suspending the student and/or placing him/her in an interim alternative educational setting.

c) Students will continue to receive a free appropriate public education, as specified in their IEPs during any period of expulsion.

3) Students Whose Behavior is Substantially Likely to Result in Injury to the Student or Others.

The following procedures will be utilized when students engage in behaviors which are substantially likely to result in injury to such students or others.

a) Appropriate behavioral interventions will be selected, which may include suspension for up to 10 school days, placement in an interim alternative educational setting for up to 45 days,

and/or expulsion, if the behavior is unrelated to the student’s disability.

- b) When the behavioral intervention contemplated is placement in an interim alternative educational setting for up to 45 days and/or expulsion, school personnel shall:

ACTION	TIMELINE FOR ACTION
a) Notify the parents of (i) the decision to suspend the student or seek his/her placement in an interim alternative educational setting, and (ii) all applicable procedural safeguards; and	a) Not later than the date on which the decision is made to suspend the student or seek his/her placement in an interim alternative educational setting.
b) If school personnel wish to place the student in an interim alternative educational setting for up to 45 days, the Superintendent's will request an expedited due process hearing before an Illinois due process hearing officer or seek an injunction in federal or State court to seek the student’s placement in such setting; and	b) As soon as possible after behavior in question.
c) With the parent(s)/guardian(s), conduct a review of the relationship, if any, between the student’s disability and the behavior in question. If the behavior is determined to be related to the student’s disability, rescind the recommendation for expulsion (if any); and	c) Immediately, if possible, but no more than 10 school days after the decision is made to suspend and/or seek placement of the student in an interim alternative educational setting.
d) With the parents/guardians, review and modify, as necessary, the student’s behavior management plan to address the behavior in question, or if no behavior management plan exists, conduct a functional behavior analysis and develop a behavior management plan to address the behavior in question.	d) Not later than 10 days after suspending the student or seeking his/her placement in an interim alternative educational setting.

- c) Students will continue to receive a free appropriate public education, as specified in their IEPs, during any period of expulsion.

Adopted: September 17, 2002

Revised:

Replaces: JDD – Discipline - Suspension; 8001 – Student Suspension & Expulsion Procedures (adopted February 15, 2000)

Reference:

8204 Corporal Punishment

Corporal punishment is defined as the intentional use of physical force upon a student for any alleged offense or behavior, or the use of physical force in an attempt to modify the behavior, thoughts, or attitudes of a student.

The use of corporal punishment for discipline purposes is strictly prohibited. No student will be subject to the infliction of corporal punishment by any teacher, other student, administrator, or other school personnel.

A staff member may, however, use physical force against a student when it is essential for self-defense, the protection of other persons, the safeguarding of public school property, to obtain weapons or other dangerous objects, or to remove a student if the student has refused to comply with requests to refrain from disruptive behaviors.

Adopted: September 17, 2002

Revised:

Replaces: JDA – Discipline - Corporate Punishment

Reference: *See also:* ¶8008P - Behavior Intervention Policy for Student with Disabilities - Procedures

8205 Student Dress

The Board of Education believes that student dress is primarily the responsibility of individual students and his/her parents. However, some guidelines with respect to appropriate school attire and appearance are necessary. These guidelines shall be the basis for decisions by administrators in determining whether this policy has been violated.

- Dress and grooming will be clean and in keeping with health, sanitary, and safety requirements and codes.
- Dress and grooming will not be such as to disrupt the teaching/learning process.
- Hairstyle or dress that may be hazardous will not be permitted in such areas as shops, laboratories, physical education, arts, etc.
- Articles of clothing that may be dangerous or that may cause physical damage such as cleated boots, shoes that scratch floors and clothing with metal rivets that scratch furniture are unacceptable.

- Examples of dress disruptive to the learning process include, but are not limited to, the following:
 - Clothing containing provocative or obscene writing or graphics or gang representation.
 - Clothing or jewelry imprinted with slogans or graphics that refer to alcohol, drugs, or sex is considered inappropriate.
 - Bare midriffs, see-through garments, bare backs, halter tops, low cut blouses and pants, and tank tops are prohibited.
- Shoes must be worn
- Chains, dog collars, choke chains or any other inappropriate or dangerous apparel will be prohibited.
- Jackets, coats, hats and hoods are not permitted in classrooms or hallways during school hours to preclude hiding injurious materials or representing gangs and unapproved student clubs.

The decision as to whether a student's clothing is unacceptable is made by the applicable building administrator, upon the administrator's own initiative or the request of a classroom teacher. If a student's clothing is determined to be unacceptable, the student will be required to change the clothing. If the student is unable or unwilling to change the clothing, further disciplinary measures will occur, up to and including suspension or expulsion.

Adopted: September 17, 2002
 Revised:
 Replaces: JCDB - Dress Code
 Reference:

8206 Psychotropic/Psychostimulant Medication

The School Board recognizes the right of parents to refuse a recommendation for the administration of a psychotropic or psychostimulant medication to their child. Any disciplinary action within the District will not be based, either totally or in part, on the refusal of a student's parent to consent to the administration of a psychotropic or psychostimulant medication to their child.

At least once every two years, the District shall conduct in-service training of certified school personnel and administrators on current best practices regarding the identification and treatment of attention deficit disorder and attention deficit hyperactivity disorder, the application of non-aversive behavioral interventions in the school environment, and the use of psychotropic or psychostimulant medication for school-age children.

Adopted: September 23, 2003
 Revised:
 Replaces:

Reference: PA 92-0663; 105 ILCS 5/10-20.35

8207 Cellular Communication, Electronic Paging, and Electronic Devices

Students who bring an electronic device covered by this Policy to school, on school property or to a school-related activity do so at their sole risk. The School District is not responsible for the loss or theft of any such device regardless of whether use of such device has been authorized.

To prevent disruption and promote student learning, safety and welfare, and to restrict actions which may endanger student safety, no student shall use any electronic device covered by this Policy on or about school property at any time during the school day, unless such use has first been expressly permitted in writing by the Principal, or his/her designee, or such use is necessary because of a bona-fide emergency. The Principal shall grant such permission only for limited periods to individual students who demonstrate to the Principal a legitimate, specific need for such use, such as a family matter that may require the student to be immediately contacted, or a school-related project. In granting such permission, the Principal may impose conditions upon the use of the device as will limit the disruption caused by such use.

Electronic study aids may be used during the school day if such use is provided in the student's IEP or similar plan, or written permission is received from the Principal. Examples of electronic devices that may be used as study aids include, but are not limited to, tape or voice recorders, personal digital assistants (PDAs), and laptop computers. Examples of electronic devices that may **not** be used as study aids include, but are not limited to, hand-held electronic games (e.g., GameBoy, PSP, etc.), CD players, iPods, MP3 players, radios, and cellular/wireless communication devices. Electronic devices containing both permissible and impermissible study aids may not be used, unless such use is expressly provided in the student's IEP or written permission is received by the principal. The Board may, at its discretion, periodically publish a list of such permissible and impermissible study aids.

Any student who violates this Policy may be required, after being informed of such violation and the basis for the determination, and receiving an opportunity to state his or her version of events, to surrender any device alleged to violate the Policy to school officials and attend a parent conference. At the parent conference, the device surrendered by the student shall be returned to the parent upon request.

Any student alleged to have violated this Policy a second or subsequent time shall, upon a finding of such violation in accordance with the requirements of *The School Code* and Board Policy, be subject to suspension or expulsion.

Electronic devices covered by this Policy include, but are not limited to, cellular/wireless communication and similar devices, pocket pagers and similar paging devices and electronic devices such as hand-held games, iPods, P52,54, CD/MP3/video

players, cameras and similar devices

Adopted: May 8, 2007

Revised:

Replaces:

Reference: 105 ILCS 5/10-20.5; 105 ILCS 5/10-20.28; 105 ILCS 5/10-21.10

8300 STUDENT ASSIGNMENT, ADMISSION, VISITATION

8301 Admission of Exchange Students

The Board of Education believes that participation in well-organized exchange programs that enable students from differing cultures to come to know each other benefits District 94 students and the District 94 community. Therefore, it shall be the policy of the Board of Education to cooperate with organizations that sponsor such programs that have a record of stability and reliability and demonstrate accountability for the students enrolled in their programs.

A set of rules and regulations regarding the participation of District 94 in student exchange programs shall accompany this policy.

Adopted: September 17, 2002

Revised:

Replaces: JEGBA – Admission of Exchange Students

Reference: *See Also* – ¶8301-P Admission of Exchange Students Procedures

8301P Admission of Exchange Students Procedures

1. Sponsoring Organizations – Any organization wishing to place exchange students in Community High School District 94 shall submit a written request for approval to place exchange students in Community High School on a tuition-free basis at least four months prior to any proposed student placement. Such requests shall be accompanied by detailed information regarding the exchange program's sponsoring agency, liability insurance coverage, student selection and placement procedures, arrangements for student supervision, and general operational procedures.

The Administrator overseeing Support Services shall review each such request and promptly make recommendation to the Board of Education regarding approval of the program. Final action respecting approval of the program shall be at the discretion of the Board of Education.

2. Student Selection and Placement

A. The number of exchange students placed at Community High School in any school year shall not exceed five (5).

B. Exchange students will only be admitted at the beginning of a semester.

C. When considering multiple applicants for placement in a given school year, consideration will be given to placing students from diverse cultures.

D. The exchange program sponsor shall provide the Principal with the name, transcript, and other supporting materials of each student proposed for

placement not less than sixty (60) calendar days prior to the date the student is enrolled at Community High School.

E. Prior to actual enrollment, each exchange student shall provide evidence of a physical examination and immunization as required by the State of Illinois.

F. Upon arrival in District 94, an exchange student and his/her host family shall contact the Principal to begin the process of enrolling and selecting specific courses.

3. Student Supervision

A. Upon enrollment of an exchange student, the program sponsor shall provide the Principal with the names and address of all host families with which the exchange student shall reside during the time s/he is enrolled at Community High School.

B. The program sponsor shall inform the Administrator overseeing Support Services of the name, address, and phone number of a supervisor who may be contacted regarding any problems or emergencies that may arise during the course of a student's enrollment in Community High School.

C. Community High School shall reserve the right to request that a sponsoring organization remove an exchange student from Community High School for a flagrant violation or repeated violations of the District 94 Student Discipline Policy or for academic failure; such request shall not preclude the Board of Education from convening a hearing to consider the expulsion of such student.

Adopted: September 17, 2002

Revised:

Replaces JEGBA-R – Rules and Regulations to Accompany Policy JEGBA:
Admission of Exchange Students

Reference: *See Also* ¶8301 – Admission of Exchange Students

8302 Admission of Resident StudentsResident Students

Only students who are residents of the District may attend a District school without a tuition charge, except as otherwise provided below or in State law. A student's residence is the same as the person who has legal custody of the student.

A person asserting legal custody over a student, who is not the child's natural or adoptive parent, shall complete a signed statement, stating: (a) that he or she has assumed and exercises legal responsibility for the child, (b) the reason the child lives with him or her, other than to receive an education in the District, and (c) that he or she exercises full control over the child regarding daily educational and medical decisions in case of emergency. If the District knows the current address of the child's natural or adoptive parent, the District shall request in writing that the person complete a signed statement or Power of Attorney stating: (a) the role and responsibility of the person with whom their child is living, and (b) that the person with whom the child is living has full control over the child regarding daily educational and medical decisions in case of emergency.

A student whose family moves out of the District during the school year will be permitted to attend school for the remainder of the year without payment of tuition.

When a student's change of residence is due to the military service obligation of the student's legal custodian, the student's residence is deemed to be unchanged for the duration of the custodian's military service obligation if the student's custodian made a written request. The District, however, is not responsible for the student's transportation to or from school.

If, at the time of enrollment, a dependent child of military personnel is housed in temporary housing located outside of the District, but will be living within the District within 60 days after the time of initial enrollment, the child is allowed to enroll, subject to the requirements of State law, and must not be charged tuition.

Requests for Non-Resident Student Admission

1. Non-resident students may attend District schools upon the approval of a request submitted by the student's parent(s)/guardian(s) for non-resident admission. The Superintendent may approve the request subject to the following:
2. The student will attend on a year-to-year basis. Approval for any one year is not authorization to attend a following year.
3. The student will be accepted only if there is sufficient room.
4. The student's parent(s)/guardian(s) will be charged the maximum amount of tuition as allowed by State law.

The student's parent(s)/guardian(s) will be responsible for transporting the student to and from school.

Admission of Non-Resident Students Pursuant to an Agreement or Order

Non-resident students may attend District schools tuition-free pursuant to:

1. A written agreement with an adjacent school district to provide for tuition-free attendance by a student of that district, provided both the Superintendent or designee and the adjacent district determine that the student's health and safety will be served by such attendance.
2. A written agreement with cultural exchange organizations and institutions supported by charity to provide for tuition-free attendance by foreign exchange students and non-resident pupils of charitable institutions.
3. According to an intergovernmental agreement.
4. Whenever any State or federal law or a court order mandates the acceptance of a non-resident student.

Homeless Children

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

Challenging a Student's Residence Status

If the Superintendent or designee determines that a student attending school on a tuition-free basis is a non-resident of the District for whom tuition is required to be charged, he or she on behalf of the School Board shall notify the person who enrolled the student of the tuition amount that is due. The notice shall be given by certified mail, return receipt requested. The person who enrolled the student may challenge this determination and request a hearing as provided by the School Code.

8306 Early Admission of Students

The Board of Education recognizes that from time to time an elementary school student who is gifted in mathematics may progress beyond the level of instruction in mathematics that can feasibly be provided in the elementary school district in which s/he is enrolled.

Therefore, the Superintendent may grant permission for a student who is gifted in mathematics to enroll in a mathematics course at Community High School prior to the time the student completes the eighth grade, provided the student is a resident of Community High School District 94 and is enrolled in an elementary school, and provided such enrollment does not result in any additional expense for instruction to Community High School and there is sufficient space available for such student.

There shall be no tuition charge for a student enrolled in a course under the terms of this policy; however, District 94 shall not provide transportation for such students.

A set of rules and regulations for the purpose of implementing this policy shall be developed and shall accompany it.

Adopted: September 17, 2002

Revised:

Replaces: JBCE – School Admission - Early Admission

Reference:

8306P Early Admission Procedures

The enrollment of a gifted elementary school student in a regular school year mathematics course at Community High School District 94 shall be subject to the following terms and conditions.

1. Eligibility – To be eligible, an elementary school student must:
 - A. be a resident of Community High School District 94.

B. be enrolled in an elementary school at the eighth grade level or equivalent.

C. have taken full advantage of all of the learning opportunities in mathematics that are available in the elementary District in which the student is enrolled.

D. be identified as gifted in mathematics on the basis of past school records and performance on at least two standardized tests of conceptual mathematical ability.

E. provide Community High School with evidence of a physical examination and proper immunization as required by the State of Illinois.

2. Approval – The enrollment of an elementary school student in a Community High School mathematics course shall be based on the recommendation of the Principal of the elementary school in which the student is enrolled prior to May 1 preceding the school year, the Administrator overseeing Support Services of Community High School, and the chairperson of the Mathematics Department at Community High School, and shall be subject to the approval of the Superintendent of the elementary district in which the student is enrolled and the Superintendent of Community High School District 94.

3. Limitations –

A. An individual elementary school student may be permitted to enroll in no more than one Community High School course during a single semester.

B. The provision of any required transportation shall be the responsibility of the elementary school or district when the course in which the student is enrolled at Community High School is a part of the student's regular five-hour school day, and shall be the responsibility of the student's parent or guardian when the course in which the student is enrolled at Community High School is not part of the student's regular five-hour school day.

C. Necessary textbooks and workbooks shall not be furnished by Community High School, but shall be made available to such student at Community High School's cost.

D. No credit toward a diploma from Community High School shall be granted for any course completed by a student prior to the date on which the student receives an eighth-grade diploma; however, periodic grade reports will be sent to the parent or guardian of such student and the completion of any course at Community High School by such student shall be recorded on a Community High School transcript.

E. Any credit granted by an elementary district for any course completed at Community High School shall be at the sole discretion of the elementary school district.

F. The enrollment of a particular elementary school student in a Community High School course shall not be permitted if such enrollment will result in the need to create an additional section(s) of the course or any need for

Community High School to employ additional personnel or if sufficient space is not available.

4. Other Conditions – Any student enrolled under the terms of these rules and regulations shall be subject to all of the rules and regulations regarding behavior, dress, health, smoking, etc., to which regularly enrolled students are subject.

Adopted: September 17, 2002

Revised:

Replaces: JBCE-R – School Admissions - Early Admission Rules and Regulations

Reference: *See Also* 8306 - Early Admissions Procedures

8400 STUDENT ACTIVITIES

8401 Fundraising/Solicitation by Students

The Board of Education recognizes that student activities are a valuable part of the total school program and that from time to time certain student organizations may have a legitimate need to raise limited amounts of money to carry on their activities. Therefore, it shall be the policy of the Board of Education to permit a student organization to conduct appropriate fundraising activities for the purpose of raising the funds necessary to conduct the legitimate and proper activities of the organization. In general, such activities shall be limited to those that provide a service or recreation for students and/or community members.

A set of rules and regulations for the purpose of implementing this policy shall be developed and shall accompany it.

Adopted: September 17, 2002

Revised:

Replaces: JKB – Fund Raising/Solicitation by Students

Reference: *See Also* ¶8401P – Fundraising/Solicitation by Students Procedures

8401P Fundraising/Solicitation by Students Procedures

1. Definition – For the purposes of these regulations, the term "student organization" shall refer to any organized student group that maintains a student activity fund account.

2. Acceptable Fundraising Activities

A. A fundraising activity that provides a service or recreation for students and/or community members, but does not involve the sale of a product, shall be permissible, providing the activity is legal and is deemed appropriate by both the faculty sponsor of the organization that proposes to conduct the activity and the Principal or his/her designee. Examples of permissible activities include: dance, car wash, movie, variety show, concert, play night, faculty-student game.

B. A limited number of special fundraising activities involving the purchase of products by parents, students, or interested citizens shall be permitted provided that those activities are pre-approved by the Activities Director. Specific activities would include food store shopping days or market days.

Revenue from the special fundraising activities shall be distributed to sponsoring club and organizations as determined by the Principal or his/her designee prior to the activity.

3. Unacceptable Activities

- A. Any fundraising which is not approved or is illegal shall not be permitted.
- B. The sale of advertising, in any form by solicitation, shall not be permitted; however, the student publications shall be permitted to accept unsolicited advertising.
- C. The general solicitation of the student body, for fundraising purposes, through classes or study halls, shall not be permitted; however, such activities may be advertised in the school by means of approved posters and announcements, and tickets for activities may be sold in the student commons area.
- D. General door-to-door solicitations in the community shall not be permitted.

4. Approval of Proposed Activity

- A. Any fundraising activity must be approved in writing by both the faculty sponsor of the organization proposing to conduct such activity and the activities director.
- B. The final decision regarding whether a specific activity is permissible under the terms of these rules and regulations shall be the responsibility of the Principal or his/her designee.
- C. The Activities Director shall attempt to distribute the available times for conducting fundraising activities among the various student organizations in such manner that all student organizations with a legitimate need to raise funds have an equal opportunity to do so.

5. Refreshment Concession Operations by Students

- A. A student organization may be permitted to operate the refreshment concessions at athletic contests or other school events and to receive the net profits from such refreshment concession operations.
- B. An organization may arrange to operate the refreshment concession for a school event through the Activities Director.

6. Receipt and Disbursement of Monies

- A. All monies received by a student organization shall be deposited with the activities director after the money is received as is practicable, and shall be held as part of the organization's student activity fund account.
- B. In no event shall student organization monies be retained overnight by a student.
- C. All disbursement of monies by a student organization shall be made by the District's business office upon receipt of a "Student Activities Request for

Payment", sometimes referred to as a "pay to" form, signed by the organization's faculty sponsor, president, secretary, treasurer, and by the Activities Director.

Adopted: September 17, 2002

Revised:

Replaces: JKB-R – Rules & Regulations Fund Raising/Solicitation by Students

Reference: *See Also* ¶8401 Fundraising/Solicitation by Students

8402 Contests for Students

Community High School District 94 shall maintain membership in the Illinois High School Association and all interscholastic activities shall be conducted in conformance with the provisions of the Constitution, By-laws, and policies of that organization.

Contests for students that are sponsored by non-school organizations other than the Illinois High School Association, such as essay or composition contests, shall be limited to those approved by the National Association of Secondary School Principals.

Adopted: September 17, 2002

Revised:

Replaces: JM – Contests for Students

Reference: *See also* ¶7313 – Participation Conflicts

8501 Collection, Maintenance, Inspection and Dissemination of School Student Records

The Board of Education recognizes that the collection, maintenance, inspection and dissemination of relevant school student records data is important to the proper operation of the school system and to the community that it serves. The Board of Education acknowledges its obligation to students, parents and former students to keep, maintain and control school student records. The Board of Education hereby states its intention to comply with the Family Education Rights and Privacy Act of 1974 (20 U.S.C. Section 1232 (g)), as amended (hereinafter referred to as FERPA), the Illinois School Student Records Act (105 ILCS 10/1 et seq.) (hereinafter referred to as ISSRA), all regulations issued pursuant to such Acts and the rules of the Illinois State Board of Education. The Board of Education shall also comply with its record keeping responsibilities under the Education for All Handicapped Children Act of 1975 (20 U.S.C. Section 1401 et seq.), the Rehabilitation Act of 1973 (29 U.S.C. Section 1704), the Mental Health and Developmental Disabilities Confidentiality Act (740 ILCS 110/1 et seq.), the Abused and Neglected Child Reporting Act. (325 ILCS 5/1 et seq.) and other applicable law. All school student records shall be collected, maintained, inspected, disseminated and destroyed pursuant to these federal and state Acts. This policy shall be implemented through regulations developed by the Superintendent and staff. Such administrative regulations shall govern the rights of parents and students under this policy.

Adopted: September 17, 2002

Revised: March 16, 2004

Replaces: JR - Collection, Maintenance, Inspection and Dissemination of Student Educational Records

Reference:

8501P Procedures for Collection, Maintenance, Inspection, and Dissemination of School Student Records

1. General Information –

A. *Definitions*

- 1) **School student records** shall consist of all records, files and data containing information directly relating to a student or former student, by which a student or former student may be individually identified, maintained by the School District or by a party acting for and on behalf of the School District. They shall be classified into two categories: permanent and temporary records.

- 2) Student **permanent records** shall consist of the minimum information necessary to the District in the education of a student and contained in an school student record, and shall include: (a) basic identifying information, including students' and parents' names and addresses, date and place of birth and gender; (b) academic transcripts, including grades, class rank, graduation date, grade level achieved and scores on college entrance examinations (except to the extent that a parent has requested in writing that a score on a college entrance exam be removed from the transcript), and the unique student identifier assigned and used by the student information system established pursuant to ISBE regulation; (c) attendance records; (d) accident reports and health records; (e) records of release of permanent record information, in accordance with applicable law; (f) scores received on all state assessment tests administered at grades 9 through 12; Permanent records may also include honors and awards received, information on participation in school-sponsored activities or athletics, or offices held in school-sponsored organizations, if not maintained in the student's temporary record.
- 3) Student **temporary records** may consist of all information not required to be in the student permanent records, and shall include: (a) information regarding disciplinary infractions involving drugs, weapons or bodily harm to another that resulted in expulsion, suspension or the imposition of punishment or sanction; (b) information provided under Section 8.6 of the Abused and Neglected Child Report Act, as required by ISSRA; (c) scores received on the state assessment tests administered in grades K through 8, as received by the District; (d) a record of release of temporary record information; (e) the completed home language survey form; (f) any biometrics information that is collected in accordance with applicable law, (g) health-related information (includes documentation regarding the acknowledgement by a student athlete and his/her parents of the school district's concussion policy); (h) accident reports; (i) information contained in reports by law enforcement agencies received pursuant to Section 22-20 of the School Code; (report by law enforcement agency); (j) law enforcement records transmitted to the appropriate school official by a local law enforcement agency under a reciprocal reporting system pursuant to Sections 1-7 and 5-905 of the Juvenile Court Act of 1987; (k) the content of video or other electronic recordings created and maintained by law enforcement professionals working in the school or for security or safety reasons, to the extent that school officials use and maintain this

content for a particular reason regarding a specific student (*e.g.*, disciplinary action, compliance with a student's IEP).

Student **temporary records** may also include: (a) family background information; (b) intelligence and aptitude test scores, both group and individual; (c) reports of psychological evaluations, including information on intelligence, vocational and scholastic aptitude tests and personality and academic information obtained through test administration, observation or interviews, provided that such records are made and kept solely for the purpose of the student's education program; (d) elementary and secondary achievement level test results in all subject areas; (e) information concerning participation in extracurricular activities, such as offices held in school-sponsored clubs or organizations; (f) honors and awards received; (g) teacher anecdotal records and conference reports that have been incorporated into an educational record and made subject to the provisions of applicable law; (h) other disciplinary information; (i) special education records; (j) records associated with plans developed under Section 504 of the Rehabilitation Act of 1973; and (k) verified information from non-educational persons, agencies, or organizations of clear relevance to the education of the student.

- 4) **Directory information** is the following student record information: (a) the student's name and address; (b) grade; (c) telephone listing and, electronic mail addresses; (d) date and place of birth and gender; (e) participation in officially-recognized activities and sports; (f) weight and height of members of athletic teams; (g) dates of attendance; and (h) degrees and awards received; (i) 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, except that no such materials highlighting individual faces shall be used for commercial purposes without valid written consent. No images on school security video or digital recordings shall be designated as directory information.

Directory information may be released to the public without parental consent if it has been obtained and designated as directory information and published in a form which complies with regulations issued by the Illinois State Board of Education, and the provisions of FERPA.

- 5) **Parent** shall be defined as natural parent(s) of a student, legal guardian(s) (including institutions), adoptive parent(s), or a person(s) undertaking the primary responsibility for the care and upbringing of the student in the absence of a parent or guardian. If appropriate, the term “parent” used in these Procedures shall be deemed to include “eligible students.”
- 6) A **student** is a person enrolled in school or a former student. A person applying for admission is not a student.
- 7) An **eligible student** is a person who has attained 18 years of age, graduated from the District or another secondary school, married or entered into Military Service, whichever occurs first. Such student shall be exclusively entitled to all the rights afforded parents regarding student record information.
- 8) **Third parties** shall include all recipients of student’s records for whatever reasons, except parents or students.
- 9) **Substitute** means a person designated by the school to serve temporarily as an instructor or supervisor in the absence of the school’s regular employee.
- 10) **Special School Student Records** shall include: (a) the contents of the student’s education file, including the report of any multidisciplinary staffing on which placement or non-placement is based and all other records and recordings, in whatever form; (b) those records relating to special education placement hearings and appeals and any other records which may be placed in a student’s special education file; and (c) any records classified as special school student records under the Education for all Handicapped Children Act of 1975 or the Rehabilitation Act of 1973 and regulations issued thereunder.
- 11) The following **types of information** are deemed by law to be confidential; (a) information communicated by a student or parent in confidence to school personnel; (b) privileged communications to a physician, psychologist or psychotherapist; however, if such communications are part of the remedial educational program of the school, they are disclosable; (c) confidential letters and statements or recommendations furnished to post-secondary educational institutions or similar documents furnished in connection with applications for employment or in conjunction with the receipt of an honor or honorary recognition, provided such letters and statements are not used for purposes other than those for

which they were specifically intended and provided the statements were placed in the student's record to January 1, 1975 (after that date, such letters, statements or documents are no longer to be considered confidential, except if a waiver of inspection rights is executed by a student.); and (d) financial records or financial information about parents.

- 12) Communications between a person receiving or who has received mental health or developmental disabilities services and his/her therapist, psychiatrist, physician, social worker or nurse are confidential under the Mental Health and Developmental Disabilities Confidentiality Act. For students under 12 these communications may be disclosed only with the consent of the parent. For students between the ages of 12 and 18, such communications may be disclosed only with the consent of the student. For students over the age of 18, these communications may only be disclosed with the consent of the student, unless otherwise provided by law. Pursuant to the Abused and Neglected Child Act, school officials must record or disclose such information as required to comply with the Act.

B. Notification of Parental and Students Rights

- 1) Notification of rights upon initial enrollment or transfer from an attendance center – Upon a student's initial enrollment or transfer from an attendance center, including transfer from elementary school to a high school attendance center or from one attendance center to another attendance center, the student and his/her parent(s) shall be notified as soon as it is reasonable of their rights under FERPA, ISSRA and these Regulations. Notification of rights may be by direct mail, parent-teacher conferences, delivery of notice to the student for the parent, by incorporation in an informational brochure or student handbook, or newsletter distributed to parents and students or by any means reasonably likely to reach the students and their parents. Any parent who has limited English speaking ability or a primary language other than English shall be given notification of rights both in his primary language and in English.
- 2) Annual notification – The school District shall annually notify parents and students currently in attendance of their rights under FERPA, ISSRA and these Regulations. This notification may be by the same means as listed in Paragraph 1 above. Any parent with a limited English-speaking ability or having a primary

language other than English shall receive such annual notification both in his or her primary language and in English.

C. Custody of Records

1. Official records custodian. – The Superintendent shall appoint the Principal, or a person with like responsibility or a designee of such person, as the official records custodian in each school building or administrative center. S/he shall be responsible for the maintenance, care and security of all school student records and shall make recommendations to the Superintendent regarding the creation or retention of student records. The records custodian shall be responsible for the prevention of unauthorized access to, or dissemination of, student records.
2. Periodic review of records – The records custodian shall review all records of students in attendance their senior year, or upon a student's change in attendance centers, whichever event occurs first, to verify entries and eliminate or correct all misleading, inaccurate, out-of-date, unnecessary or irrelevant information.
3. Storage of records – Student records may be maintained in the administrative office of the school attended by the student under the responsibility of the records custodian. With the consent of the Superintendent and the records custodian, all the records, or a portion of the records, may be kept in other locations in the school District. For effective administration the school District records may be maintained at other locations.

D. Designation of Directory Information

If the Board seeks to designate information as directory information, it must give public notice of information that it seeks to so designate.

Public notice to designate directory information may be included in the General Records Notice which is distributed or published in any manner which the Board reasonably believes will reach parents or students, such as in a student-parent handbook, a parent information newsletter or a general mailing to school parents.

Public Notice to designate directory information shall state the categories of information the Board seeks to designate. It shall state that parents and eligible students have the right to refuse to permit the release of any or all of the categories of information listed. The public notice shall state that the parents or eligible students must inform the Registrar within fifteen (15) school days after registration of their refusal to permit the information to be classified as directory information by completing and returning the form of forms designated by the District for that purpose. If no such form has been filed regarding the directory information within that period of

time, the Board may then designate the information as directory information and release it to the general public without any further notice to parents or eligible students. Directory information from educational records of former students may be so designated without public notice.

2. Access to Records

A. *Parental Right to Inspect, Copy and Review Records*

1. Inspection rights of parent(s) – Parent(s) shall have the right to inspect, copy and review student records, except as specifically limited herein. Where the records include information concerning more than one student, the parent shall receive for examination only that part of the record pertaining to his/her child or, if this cannot be reasonably accomplished, the parent(s) shall be orally informed of the contents of the part of the record pertaining to his/her child. The inspection of records shall be made under such conditions as will safeguard the security of the records.
2. Explanation and assistance during record inspection – A parent may request the school to give him/her a reasonable explanation and interpretation of the student's record. At the option of either the parent(s) or the Board, a qualified professional, such as a psychologist, counselor or other such school advisor, may assist the parent in interpreting the information contained in a student's record. If the parent requests the Board to furnish a professional for his/her assistance, s/he may be a school employee. An outside professional may be employed by the parent at his/her expense to assist in the interpretation of the records.
- 3) Parental consent to third party inspection of records – A parent may authorize the school to furnish the student's permanent and temporary records, in whole or in part, to third party (ies) by executing a dated, written consent specifying the records to be released, the identity of the third party or parties, and the purpose of the release. At the time the consent is requested or obtained, the parent must be notified in writing that s/he has the right to inspect, copy and challenge the contents of the records before they are released and the right to limit the contents released to designated portions or classes of the records.

B. *Student Inspection Rights*

- 1) Permanent and Temporary records – A student between 14 and 18 years of age may inspect his/her permanent records upon demand,

following the procedure set forth in these Procedures. A student under 18 years of age may inspect his or her temporary records with the written consent of a parent, following the procedures set forth in these Regulations. A copy of the parental consent shall be placed in the student's file. Professionally trained personnel may assist students in understanding the material in their temporary records and the records custodian may impose reasonable restrictions on such student inspections as deemed necessary.

- 2) Eligible students – Eligible students, as defined in these regulations, shall exclusively have all inspection rights accorded to parents.

C. *Waiver of Inspection Rights*

A school or individual may request, but may not require, a written, signed waiver of inspection rights from a student concerning (a) confidential recommendations regarding admission to a post-secondary educational institution; (b) an application for employment; or (c) the receipt of an honor or honorary recognition. No educational agency or institution may require a student to waive his/her right of inspection as a condition of admission or as a condition of the receipt of financial aid or other services, benefits or rights. Waivers executed in connection with applications for admission to post-secondary institutions must be executed by the applicant, not the parent. Any waiver by a parent shall not be effective. A student who has waived his/her rights shall receive, upon request, the names of individuals issuing the aforesaid confidential letters or statements. A waiver of inspection is deemed revoked if the confidential letters or statements are used for any purpose other than those for which they were furnished. A waiver may be revoked at any time if the revocation is made in writing.

D. *Procedures for Inspection*

- 1) Written request – Inspection rights shall be exercised by presenting a written request, on a form furnished by the District, to the records custodian or his or her designee, specifying the records to be inspected or copied. The examination or copying of the record shall be permitted within a reasonable time after the request and, in no event, later than fifteen (15) school days thereafter, unless the parties agree otherwise. Identification or documentation may be requested from the person seeking to exercise inspection rights.
- 2) Charge for records – The school may charge a reasonable cost of up to \$0.35 per page for copying the records. A copy of the records may not be denied if the person requesting inspection does not have the financial ability to bear the cost of reproduction. The

school may not charge a fee to search for or to retrieve the educational records.

E. *Release of Records after Parental Notification, but Without Parental Consent*

- 1) Transfer to another attendance center – Upon transfer of a student to another attendance center, the records custodian of either the enrolling school or the attending school or the student’s parent(s) or an eligible student may request transfer of the student’s records.

Within fourteen (14) days after enrolling a transfer student, the District shall comply with the requirements of Section 5 of the *Missing Children Records Act* and of Section 5 of the *Missing Children Registration Law* regarding the records of such transfer student. The transfer of the record by a public school is subject to the prior notice to parents required by the Illinois State Board of Education.

If the student has unpaid fines or fees and is transferring to a public school located in Illinois or any other state, the District may elect to include in the student's record that is transferred the unofficial record of the student's grades in lieu of the student's official transcript of scholastic records. If the District so elects, the District shall within ten (10) calendar days after the student has paid all of his/her unpaid fines or fees and at its own expense forward the student's official transcript of scholastic records to the student's new school.

If the student is transferring to another public school located in Illinois or any other state and at the time of the transfer is currently serving a term of suspension or expulsion for any reason, then the transferring school shall include with the transferred records:

- a) the date and duration of the period of any current suspension or expulsion; and
- b) whether the suspension or expulsion is for knowingly possessing in a school building or on school grounds a weapon as defined in the *Gun Free School Act* (20 USC 8921 *et seq.*); for knowingly possessing, selling, or delivering in a school building or on schools grounds a controlled substance or cannabis; or for battering a staff member of the school. (Section 2-3.13a of the *School Code*.)

- 2) Court order of record – Upon receipt by the school of a court order for a student’s records, the parent and student shall be given prompt written notice of the terms of the order and the nature and substance of the information proposed to be released. A reasonable effort shall be made to give notice in advance of compliance. The notice shall inform the parent and student of their opportunity to inspect, copy and challenge the contents of the records.
- 3) Governmental Officials Authorized By Law To Receive Records – The school shall grant access to student records to persons authorized to receive such information by state or federal law, provided that; (a) such person furnishes the school with appropriate identification and a copy of the statute authorizing his access to the records; and (b) parents shall receive reasonable prior written notice of the nature and substance of the information proposed to be released to such officials and of the opportunity to inspect, copy and challenge such information prior to its release.

If the release of information relates to more than 25 students, such prior notice of the request for information by the governmental official may be given by a notice directed to parents published in a local newspaper of general circulation or in any other publication directed to parents.

F. *Release of Records without Parental Notice or Consent*

- 1) School District Officials, Employees And Agents – The Superintendent shall designate which of these persons has a legitimate educational or administrative interest in records based upon duty, responsibility and an interest that contributes to or enhances the education of students. Under the same criteria, non-school personnel may also be designated by the Superintendent to have access to student records. These persons may include, but are not limited to, school attorneys and school auditors.

If a student is enrolled in more than one school or receives service from more than one school, the records custodians or their designees may disclose information from the educational records of the student to each other without obtaining consent from a parent or an eligible student.

- 2) Governmental Officials – In connection with the audit and evaluation of federally-supported educational programs or in the enforcement of legal requirements relating to such programs

personally-identifiable information from educational records may be disclosed to authorized representatives of the Comptroller General of the United States, the Secretary of the Department of Education, the Commissioner of Education, the Director of the National Institute for Education or authorized State Board of Education employees and local educational officials. All such officials shall furnish identification and the statutory authority to conduct such inspection and furnish a written statement of demonstrable educational or administrative necessity to inspect the records relating to their job responsibilities. These officials shall protect the records so that personal identification of students and their parents is not disclosed to other persons unless consent has been obtained or disclosure of the information is specifically authorized by law. Records may also be disclosed to state and local authorities, if so permitted by statute adopted prior to November 19, 1974, and all personally identifiable data that is disclosed to such officials shall be destroyed by them after usage.

- 3) Financial aid – An educational agency or institution may disclose personally-identifiable information from the educational records of a student without the written consent of the parent or eligible student if the disclosure is in connection with financial aid for which a student has applied or which a student has received, provided that personally-identifiable information from the educational records of the student may be disclosed only as may be necessary: (a) to determine the eligibility of the student for financial aid; (b) to determine the amount of financial aid; (c) to determine the conditions which will be imposed regarding the financial aid; or (d) to enforce the terms and conditions of the financial aid.
- 4) Educational Organizations Conducting Studies And Accrediting Organizations – Accrediting organizations may be granted access to educational records in order to carry out their accrediting functions. Records may be disclosed to organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating or administering predictive tests, administering student aid programs or improving instruction, provided such studies are conducted in a manner that will not permit the personal identification of students and their parents other than to representatives of the organizations and that all information is destroyed when no longer needed.
- 5) Information Gathered For Research, Statistical Reporting Or Educational Planning – With the permission of the State Board or

an official of said Board, records may be furnished to any person for the purpose of research, statistical reporting or educational planning. Any information so furnished may not include data permitting the personal identification of parents or students.

- 6) Emergency Release of Personally-Identifiable Information From Educational Records – Record information may be released without prior notice to or consent from parents in a medical, health or safety emergency. The information released must be necessary to protect the health and safety of the student or other persons. In determining whether the records information should be released, the records custodian should consider at least the following factors: (a) the seriousness of the threat to health or safety; (b) the necessity of the information to meet the emergency; (c) whether the person to whom the records are disclosed is in a position that enables him to deal with the emergency; and (d) the immediacy of the need for information. A notice of the information that has been released in an emergency shall be provided to the parent(s) as soon as reasonable after release. The notice shall provide the date of release, the name of the party to whom the information was released and the nature of the emergency.

G. Prohibition of Re-Transmittal of Record Information

Any information disclosed from a student's records, whether obtained with or without consent, shall not be re-transmitted to any third person or organization by the recipient of that information without the written consent of the parent(s) or the eligible student, except as otherwise permitted or required by law. If information is disclosed to an organization, only its officers, employees or agents may examine that information and then only for the purpose for which the disclosure was made, except as otherwise permitted or required by law.

An organization or person may re-transmit information to any organization which is exempt from the requirement of parental consent or notice. The transmitter of such information must record the date, the reason for the transmittal and the identity of the party to whom the information was released and inform the school originally issuing the information of the re-transmittal.

H. Orders of Protection

The Official Records Custodian shall file all certified copies of orders of protection received by the School District in the records of the student identified in the order as a "protected person." No information or records shall be released to the Respondent named in the order of protection. When a student named as a protected person in an order of protection transfers to a public or private school, the Official

Records Custodian shall, at the request of the Petitioner named in the order of protection, provide written notice of the order of protection, along with a copy of the certified order, to the school to which the student is transferring.

3. Retention and Destruction of Student Records

A. *Retention of Temporary Records* – A student’s temporary record and the information contained therein shall not be maintained beyond its period of usefulness to the student and the school and, in no case, longer than five (5) years after the student has transferred, graduated, or otherwise permanently withdrawn from school. The school District may indefinitely maintain anonymous information from student temporary records that it deems necessary for authorized research, statistical reporting or educational planning purposes, provided no student or parent can be individually identified from such retained information.

B. *Retention of Permanent Records* – The school shall maintain student permanent records, in any convenient form, for not less than sixty (60) years after the student has transferred, graduated or otherwise permanently withdrawn from school.

C. *Destruction of Records* –

- 1) **Destruction schedule.** Upon graduation, transfer or permanent withdrawal of a student from school, the school shall notify the parent(s) and the eligible student of the destruction schedule of the student’s temporary and permanent records and of their right to request a copy of such records at any time prior to their destruction.
- 2) **Notification of Destruction of Records** – Before any student record is destroyed or information deleted therefrom, the parent or eligible student shall be given reasonable prior notice, by written communication to the parent or eligible student or by publication in a newspaper circulated in the community, student handbook or a school newsletter circulated to the parents of all students of the proposed destruction. They shall be offered an opportunity to copy the records scheduled to be destroyed.
- 3) **Limitation on Destruction of Records** – No record may be destroyed if there is a pending request to inspect and review that record. Explanations in the records shall be maintained for as long as the educational record to which they pertain is maintained.
- 4) **Destruction of Special School Student Records** – Upon graduation or permanent withdrawal from school of a handicapped student, any psychological evaluations, special education materials

or other information contained in the student's temporary record or special School Student Record file which may be of continuing assistance to such student may, at the discretion of the school board, after five (5) years, be transferred to the parent or eligible student. The school shall explain to the student and the parent the future usefulness of such records.

4. Challenge of the Contents of Student Records

A. *Request to Amend Student Records*

- 1) **Grounds for Request to Amend** – A parent or eligible student shall have the right to challenge the contents of a student's record on the basis of the accuracy, relevancy or propriety of any entry, and may request that the record be amended. No challenge may be made to the assignment of grades; or, to references to expulsions or out-of-school suspensions, if made at the time that the student's records are forwarded to another school to which the student is transferring.
- 2) **Procedures for a Request to Amend** – A request to amend the record may be made at any time by a parent or eligible student, in writing, upon a form furnished by the school. The parent or eligible student must notify the school of the entry or entries sought to be amended and the grounds for the request.
- 3) **Response to Request to Amend** – The school official must decide whether to amend a student's records within a reasonable time. If the school official decides not to amend, the party shall be offered an informal conference and told of the right to a hearing. If the parties agree upon an informal conference, it shall take place within fifteen (15) school days of the request unless a later time is mutually agreed upon. Participation in an informal conference or other informal means of resolving the request does not waive the right to a hearing or the right to insert an explanation in the student's record.

B. *Hearing on Challenge*

- 1) **Informal Conference** - An initial informal conference shall be held with the parents, or an eligible student, within 15 school days of receipt of the request for a hearing. If the challenge is not resolved by the informal conference, the hearing procedures set forth below shall be initiated.

- 2) **Hearing Officer and Time of Hearing** – If the parties cannot resolve their differences, then a hearing on this dispute shall be held before a hearing officer appointed by the Superintendent within fifteen (15) days after all attempts to resolve informally the dispute have been exhausted, or at such other times as the parties may mutually agree.

The hearing officer who shall not be employed in the attendance center in which the student is enrolled, shall be appointed by the school. The hearing officer shall notify all participants of the date, time and place of the hearing.

- 3) **Hearing Procedure** – The hearing shall be conducted informally. The challenger shall proceed initially and the school District will respond. Each party shall have: (a) a full opportunity to present relevant evidence, call witnesses and cross-examine witnesses; and (b) the right to counsel. The parents or eligible student may be assisted or represented by individuals of their choice at their expense. A verbatim record of the hearing shall be made by any reasonable method of recordation; such as by tape recorder or court reporter.

Within ten (10) school days after the hearing, the hearing officer shall render a written decision with a summary of the evidence and a statement of the reasons for his/her decision and provide a copy of the decision to the parents or eligible student. The decision shall be based solely on the information presented at the hearing and shall be either a decision to: (a) retain the challenged contents of the student's record; (b) delete the challenged contents of the student's record; or (c) change, clarify, amend, correct or add to the challenged contents of the student's record.

C. Right to Place Explanation in Record

If, after the hearing, the school official does not amend the record, s/he shall inform the parent or eligible student of their right to appeal to the Board of Education, any administrative tribunal or official established or designated by the Illinois State Board of Education, and any further rights of appeal, and that a statement of explanation may be placed in the student's record.

A parent shall have the right to insert into the student's record a written explanation of reasonable length to state his/her position on the disputed item. This statement shall remain permanently with the student's record and must be transmitted with the record.

5. Review of Student Records Decision

A. *Administrative Appeal*

- 1) **Appeal to Superintendent of Educational Service Region** – Any party shall have the right to appeal the decision of the hearing office directly to the Superintendent of the Educational Service Region. The party shall initiate the appeal within twenty (20) school days after the hearing officer's decision is transmitted by giving written notice of appeal to the school, and briefly stating the reasons for the appeal. Within ten (10) school days after the notice of appeal is received, or at any later date as set by mutual agreement, the school shall forward a transcript of the hearing, the decision of the hearing officer, a copy of the records in question and other pertinent materials to the Regional Superintendent. Within twenty (20) school days of receipt of the appeal documents, the Regional Superintendent shall make his findings and issue a decision to the parent(s) and the school. If the subject of the appeal involves the accuracy, relevancy or propriety of any entry in special School Student Records, the Regional Superintendent may seek advice from appropriate special education personnel who were not the authors of the entry. The school board shall forthwith implement the decision of the Regional Superintendent.

B. *Court Review* – A final decision of the Regional Superintendent, made under the procedures established to challenge student records, may be appealed to the Circuit Court of the county in which the school is located.

C. *Enforcement by State Officials* – Authority to secure compliance with ISSRA and regulations issued thereunder is vested in the State Board of Education and the State Superintendent of Education. Complaints concerning alleged violations of ISSRA or its regulations, other than parental challenges to the contents of student records, may be heard and reviewed by the Regional Superintendent. A parent may also request a review of the Regional Superintendent's decision by the State Superintendent of Education.

D. *Enforcement by Federal Officials* – Authority to secure compliance with FERPA and regulations issued thereunder is vested in the United States Department of Education. A review board established by the Secretary shall investigate, process and review violations and complaints filed, adjudicate cases referred to it and may require reports from educational institutions or agencies. Persons alleging violations of rights under FERPA, including, but not limited to: (a) preventing inspection of records; (b) inappropriate procedure for challenging and correcting records; (c) releasing records to third parties without consent of parent; or (d) failure to inform parents of rights under the Act, may file written complaint with the Family Educational Rights and Privacy Act

Office, Department of Education, Room 4512, Switzer Building, Washington, D.C.
20202.

Adopted: September 17, 2002

Revised: March 16, 2004; March 3, 2009; April 14, 2009

Replaces: JR-R – Rules and Regulations Governing Student Records Issued Pursuant
to Policy JR: Collection, Maintenance, Inspection, and Dissemination of
Student Educational Records

Reference:

8600 MISCELLANEOUS

8601 Student Fees

It shall be the policy of Community High School District 94 to provide textbooks to students for a uniform rental fee that is determined by the Board of Education.

Such rented textbooks may be taken home for homework and study purposes, subject to approval by the classroom teacher. A repair or replacement fee shall be charged for textbooks that are returned in damaged condition.

In the case of an indigent student, the Principal may waive fees imposed by Community High School District 94.

Adopted: September 17, 2002

Revised:

Replaces: JS – Student Fees

Reference:

8602 Student Fees - Waiver

It is the intention of the Board of Education to comply with all provisions of the *Illinois School Code* (105 ILCS 5/10-20.13, 22.25 and 28-19.2 et seq.) and federal law (420 SC 1757 et seq.), and regulations promulgated thereunder, with respect to the imposition, collection and waiver of fees or charges to be paid by District 94 students, including charges for school lunches.

Therefore, the Superintendent shall develop rules and regulations regarding the waiver of student fees and lunch charges for the purpose of implementing this policy.

Adopted: September 17, 2002

Revised: March 16, 2004

Replaces: JSA - Student Fees – Waiver

Reference: *See Also* Policy 8601 – Student Fees

8602P Student Fees – Waiver1. Definitions –

As used herein the term “**fees**” shall include, charges that are integrally related to the school District's curriculum and are essential to the regular program of instruction.

“**Lunch charges**” shall mean the charges for lunches offered to students by the school District as a participant in the federal school lunch program and/or under the State of Illinois program of reimbursement for free and/or reduced price lunches.

2. Eligibility for Waiver

A. *Student Fees* – The fees a student is required to pay shall be waived if the student qualifies for free or reduced price lunches under the federal guidelines; if the student's family is receiving public aid; or if the student's family otherwise establishes that they cannot afford to pay the fees.

B. *Lunch Charges* – Charges for lunches may be wholly waived or reduced if the gross income of the student's family is at or below the qualifying amount specified in the federal guidelines.

3. Application for Waiver

A. *Submission* – Applications for waiver of student fees and lunch charges shall be available in the Administrator overseeing Support Services Office. Completed applications shall be submitted to the Assistant Principal responsible for fee waivers.

B. *Review* – Administrator overseeing Support Services shall review each application received and shall notify the parent(s) or guardian(s) whether the request is granted or denied within thirty (30) calendar days after receipt of the request. The decision shall state the reason for the denial and shall inform the parents of their right to appeal, including the process and timelines for that action. The denial notice shall also include a statement informing the parents that they may reapply for a waiver any time during the school year, if circumstances change.

C. *Appeal* – If the application is denied, a written appeal of the decision may be filed with the Superintendent. Such appeal must be filed not more than ten (10) calendar days after receipt of the notice of denial. An appeal shall be decided within 30 calendar days after the receipt of the parents' request for an appeal. Parents shall have the right to meet with the person who will decide the

appeal in order to explain why the fee waiver should be granted. The person who decides the appeal shall not be the person who initially denied the fee waiver or a subordinate of this person. If the appeal is denied, then the district shall mail a copy of its decision to the parents. The decision shall state the reason for the denial. If the application is denied by the Superintendent, a written appeal of the decision may be filed with the Board of Education. Such appeal must be filed in the school administration offices not more than ten (10) calendar days after receipt of the Superintendent's notice of denial.

D. The District may make reasonable requirements for verifying a family's income (e.g., payroll stubs, tax returns, evidence of receipt of food stamps or Temporary Assistance for Needy Families) in accordance with the restrictions set forth in Section 10-20.13 of the School Code. If a student receiving a waiver of school fees is found to be no longer eligible during the school year, then the District shall charge the student a prorated amount based upon the number of school days remaining in the school year. The process for proration shall be as follows: **(Summarize Process Here)**

~~E.~~ *Forms* – Applications for waiver of lunch charges shall be submitted on forms provided by the State Board of Education

Applications for waiver of fees shall be submitted on an "Application for Waiver of Student Fees".

F. *Notice to Parents* – Through the District Newsletter or other appropriate means all parent(s)/guardian(s) shall be notified of the opportunity to apply for free and/or reduced price lunches and to apply for the waiver of fees.

Such notification to parents shall state that providing false information to obtain waiver of fees is a felony under Illinois statutes.

G. *Confidentiality* – All information received in conjunction with applications for waiver shall be treated in a confidential manner and shall be used only for the purpose of determining eligibility for waivers.

Adopted: September 17, 2002

Revised: March 16, 2004

Replaces: JSA-R – Rules & Regulations to Accompany Policy JSA: Student Fees – Waiver

Reference: 8603 Alcohol Use – Drug Use

Students shall not be permitted to use alcohol, any illegal drug, or any controlled substance while in the school building or on school grounds nor shall students be permitted to attend school or any school activity while under the influence of alcohol,

any illegal drug or any controlled substance. A student who violates this prohibition shall be subject to disciplinary action, up to and including expulsion.

Any student who engages in the sale or purchase of alcohol, an illegal drug, or any controlled substance while in the school building or on school grounds shall be subject to disciplinary action, up to and including expulsion.

The appropriate law enforcement agency shall be informed by the Principal or his/her designee of any instance of possession of an illegal drug or controlled substance by a student while the student is in the school building or on school grounds.

Adopted: September 17, 2002

Revised:

Replaces: JCDAB-JCDAC – Alcohol Use - Drug Use

Reference: *See Also* Policy Series 1000, ¶1801 Adopted January 18, 2000

8604 Student Meetings

The federal Equal Access Act requires public school boards of education to permit non-curriculum related student groups to conduct meetings on school premises during non-instructional time without regard to the religious, political, philosophical, or other content of the speech at such meetings if non-curriculum related students groups of any other type are permitted to so meet.

The Board of Education of Community High School District 94 has determined that it is in the best educational interests of the school District to permit meetings on school premises of non-curriculum related student groups, as well as meetings of student organizations which relate directly to the school curriculum. Therefore, it is the policy of this Board to permit student groups of both types to meet on school premises during non-instructional time, and to permit use of school premises by non-curriculum student groups without regard to the religious, political or philosophical content of their meetings.

The Board hereby authorizes the Superintendent to prepare the administrative rules and regulations necessary to implement this policy.

Adopted: September 17, 2002

Revised:

Replaces: JHCA – Student Meetings

Reference:

8604P Student Meetings – Procedures

A. Students who wish to conduct a meeting or meetings on school premises before or after the regular school day shall file an application for

permission to hold the meeting(s) with the administrator in charge of facilities.
The application shall include:

1. The name and address of the student(s) and an affirmation by the person(s) preparing the application that the meeting or activity has been voluntarily initiated by the student(s).
2. The name and address of the sponsor of the meeting, if any, and a brief description of the sponsor's business or occupation, name and address.
3. A description of the type of meeting, copy of any flyer or material advertising the meeting and the expected attendance.
4. A description of any activity or activities.
5. If a non-school attendee is to be presented at the meeting, his/her name and address along with the name of the organization with which s/he is affiliated. If the meeting is a religious one, the non-school attendee shall furnish an affirmation that s/he is not directing, conducting, controlling or regularly attending the activity.

B. The administrator in charge of facilities shall approve the meeting if the application is completed and s/he determines that:

1. The meeting is voluntarily student-initiated and student attendance is voluntary.
2. There is no sponsorship of the meeting by the school District, or its agents or employees.
3. If the meeting is religious, District employees are present at the meeting only in a non-participatory capacity.
4. The meeting will not materially and substantially interfere with the conduct of the school's education activities.
5. The activity is not directed, controlled or regularly attended by non-students unless such non-students are employees of Community High School District 94 who are assigned to supervise the activity.
6. Supervision adequate to insure the safety of students and to protect school District property can be provided for the activity.

C. The school District, its agency or employees shall not influence or attempt to influence the form or content of any prayer or other religious activity.

D. No person shall be required to participate in prayer or other religious activity, during meetings or activities conducted for religious purposes.

E. No funds will be expended by the school District for any such meeting beyond the incidental cost associated with providing meeting space.

F. No employee will be compelled to attend a meeting if the content of the speech at the meeting is contrary to his/her beliefs.

Adopted: September 17, 2002

Revised:

Replaces: JHCA-R – Rules & Regulations to Accompany Student Meetings

Reference:

8605 Awards & Scholarships

It shall be the policy of the Board of Education to cooperate with individuals or groups who wish to make awards to students of Community High School for the purpose of recognizing their accomplishment(s) or who wish to provide financial assistance to students or graduates of Community High School for the purpose of further education.

Such cooperation shall be dependent upon evidence that the grants or awards are in the best interests of the District's students and that a rational plan has been developed for selecting students for such grants or awards on a fair and equitable basis. Such a plan must meet, at least, the following criteria:

A. Awards or grants shall not be based on race, color, religion or creed, or any other prohibited basis.

B. The criteria to be used in the selection process shall be specified in writing, shall be on file in the office of the Superintendent and shall be available for public inspection.

Adopted: September 17, 2002

Revised:

Replaces: JN – Awards and Scholarship

Reference:

8606 Plagiarism

"Community High School strives to promote and provide growth experiences in **Learning, Leadership and Living**" for its students. Academic honesty is

an integral part in this mission statement. As the mission statement explains, Community High School students should "accept and value responsibility for their own work"; "take full responsibility for their conduct"; "practice good citizenship"; and, "choose to hold themselves accountable for their own lives, actions, and decisions as maturing members of a democratic society." (Community High School Mission Statement, 2003).

Definition:

Plagiarism is the willful and intentional copying of a homework assignment, paper, project, or idea from another source without giving credit to the creator of that assignment, paper, project, or idea. Plagiarism may include, but is not limited to, any of the following:

1. Using another's words or ideas in your own work without including quotation marks and giving credit to (citing) the author.
2. Paraphrasing another person's words without giving proper credit.
3. Direct copying of assignments from a classmate.
4. Cutting and pasting information from the Internet without indicating the sources and using quotation marks.
5. Using the complete written work of another and claiming it as your own.

Honest vs. Dishonest Collaboration

Many teachers use discussion, dialogue, and collaboration as a common classroom strategy. However, students involved in collaborative activities must be reminded that the work each individual turns in must be uniquely their own unless their teacher expressed instructions otherwise.

Procedure for Plagiarism Incidents

1. If plagiarism is suspected, the teacher will conference with the student to discuss "possible plagiarism."
2. The teacher presents his/her concern and gives the student an opportunity to respond.
3. If there is sufficient evidence of plagiarism, the teacher informs the student, contacts the parents/guardians regarding the incident (via telephone or personal conference), and will subsequently inform the Dean's office (with plagiarized material attached). All students involved in an incident receive a zero for the assignment,

regardless if they are the student who copied the assignment or the one who knowingly provided the work.

Students engaging in plagiarism will be subject to one or more of the disciplinary actions set forth in the Student Discipline Policy. Repeated violations may result in consequences up to, and including, suspension.

All freshman and new students, as well as their Parent(s)/Guardian(s), will be required to sign a statement indicating that they have received and read the District's plagiarism policy, understand it, and agree to abide by the contents thereof throughout the duration of the student's tenure at Community High School.

Adopted: November 18, 2003

Revised:

Replaces:

Reference:

8607 Wellness

It is the policy of the Board of Education of Community High School District 94 to develop a Wellness Plan and update it annually to provide a learning environment that supports and promotes wellness, good nutrition, and an active lifestyle and recognizes the positive relationship between good nutrition, physical activity and the capacity of students to develop and learn. To the extent possible, the school environment shall be aligned with healthy school goals to positively influence students' beliefs and habits and promote health and wellness, good nutrition and regular physical activity. In addition, school staff shall be encouraged to model healthy eating and physical activity as a valuable part of daily life.

The purpose of this policy and Wellness Plan is to promote a school environment that supports student health and wellness, helps to reduce childhood obesity and meets the requirements of the Child Nutrition and WIC Reauthorization Act of 2004 and the Illinois School Code. The Wellness Plan shall include goals for nutrition education, physical activity and other school-based activities designed to promote student wellness; nutrition guidelines for foods available during the school day; a plan for measuring implementation, with one or more persons charged with operational responsibility; and shall involve parents, students, school food service providers, the school board, school administrators, and the public in fulfilling this policy.

Further, the Wellness Plan shall be revised each year to reflect the continuing and new initiatives to be taken within the District and shall be maintained as a separate document available to interested parties. Its initiatives shall be communicated to staff, students and community as specified within the Plan.

Adopted: September 19, 2006

Revised:

Replaces:
Reference:

COMMUNITY HIGH SCHOOL District 94

MEMO

TO: Board of Education, Dr. Domeracki
FROM: Gordon Cole
RE: Security Contract
DATE: July 30, 2013

Quotes were obtained from 3 firms with Andy Frain providing the best rates.

	PerMar	Frain	Securetex
campus safety officer	14.53	13.82	15.28
lunchroom	14.63	13.82	15.28
supervisor	14.63	14.98	15.28
extra-curricular	21.79	19.82	22.70

Administration's recommendation is to enter into a one year agreement with Andy Frain to provide security services. The District has used Frain for many years except for the past year when PerMar provided the services.

The total cost for the past year was approximately \$95,000.

The contract is being developed and will be forwarded to all upon review by Attorney Boyle.

**COMMUNITY HIGH SCHOOL
DISTRICT 94**

**August 6, 2013
7:00 p.m.
Board of Education Meeting**

**SECTION C -
DRAFT MINUTES**

1. Regular Board of Education Meeting Minutes
2. Finance Committee Meeting Minutes

July 16, 2013
July 23, 2013

Board of Education
COMMUNITY HIGH SCHOOL DISTRICT 94
July 16, 2013 – 7:00 p.m.
Community High School
326 Joliet Street
West Chicago, Illinois

OPENING ACTIVITIES

1. Call to Order at 7:00 p.m.
2. Doug Domeracki led the Board and meeting attendees in the Pledge of Allegiance.
3. Ruben Campos read the Mission Statement:
“Community High School strives to promote and provide growth experiences in Learning, Leadership and Living.”
4. Roll Call – Present were: Mr. Saake, Mr. Campos, Ms. Doremus, Mr. Gunderson, Mr. Kotche, Mr. Nagel and Ms. Yackey.
5. Additions to the Agenda: None

PUBLIC PARTICIPATION (Agenda Items Only)

None

REPORTS AND INFORMATION

1. Coaches Evaluations

Doug Mullaney directed the Board’s attention to the Evaluation Framework for Head and Assistant Coaches which was included in the Board packet (Att. §B - pp. 1 – 4). Mr. Mullaney first addressed the evaluation framework for Head Coaches. He stated that Pre-Season Conversations included development of a Mission & Vision Statement, as well as general goals and a pre-season strategies list. He said that successful development of a Mission & Vision Statement required a coach to have some experience at West Chicago, and could take up to a year to develop.

Mr. Mullaney reported that Post-Season Evaluations were completed by coaches and Mr. Mullaney, with coaches outlining their accomplishments and areas of growth, and Mr. Mullaney outlining a Summary of the Season, the coaches Areas of Strength, and their Areas for Growth. Mr. Mullaney also reported that he had conversations with his coaches on a year-round basis.

Mr. Mullaney then addressed the evaluation framework for assistant coaches. He told Board members that he is still in the process of teaching head coaches how to take on the complete evaluation of assistant coaches. Mr. Mullaney said he shares his observations of the assistant coaches with the head coaches during the season.

Mr. Mullaney told Board members that he had also included in the packet a tool used by head coaches called Framework for Coaching Domains which outlined Planning and Preparation, Practice and Game Environment, Coaching and Leadership and Professional Responsibilities.

Mr. Saake asked if student and parent surveys were being conducted at the conclusion of each season. Mr. Mullaney replied that he had conducted surveys his first three years in the position of Athletic Director. He said the responses were either emailed

to him or dropped off at the school and that there had been a response rate of approximately 15%. Dr. Cheng said that the Superintendent had taken over the responsibility of the surveys in subsequent years using Survey Monkey. Mr. Mullaney said that he had not seen survey results for the 2012-13 school year. He also stated that he would like to have responsibility of the surveys returned to his office. Mr. Gunderson stated that the surveys should be the Athletic Director's responsibility and that the response rate should be 90%. Mr. Gunderson also remarked that game scores needed to be updated on the school's website and Mr. Mullaney said that was one of his goals. Dr. Domeracki said that revamping the website is one of the school's goals. Ms. Yackey suggested providing strategies to ensure that the surveys are returned, such as expecting they be returned to coaches at the last practice or last game. Mr. Kotche said the easiest way to ensure surveys are returned was to add it to the Coach Evaluation form.

Mr. Gunderson stated it would be helpful to the Board to see evaluations on coaches that were being suggested for promotion. Mr. Gunderson also remarked that coaches be required to attend youth programs. Several Board members stated they had seen other schools recruit District 94's students at the youth level and that none of the school's coaches had been in attendance. Mr. Mullaney stated that there had been improvement in this area.

Mr. Nagel suggested the evaluation form include plans for recruitment activity and attendance at the feeder district's events.

Board members said that head coaches' Mission & Vision Statements should be shared with assistant coaches and athletes.

2. Director of Business Services Report

Mr. Cole asked Mr. Mullaney how the school's athletic trainers were scheduled when more than one athletic event was occurring at the same time. Mr. Mullaney responded that the Athletic Department and the trainers met daily to discuss coverage of events. Mr. Nagel asked if the conversations were documented and Mr. Mullaney said they were verbal discussions. Mr. Nagel commented that it might be useful, in the event of litigation, if the conversations were documented. Mr. Nagel stated the contract with ATI seemed very loose concerning coverage of more than one event. Mr. Mullaney said the daily conversations, along with the use of radios, ensured coverage of most events.

Mr. Cole then reported that a car had struck the school's marquee which caused a great deal of damage. He said that he was waiting for quotes from vendors to repair/replace the sign, and that it appeared that insurance would cover the costs.

3. Principal's Report

Dr. Cheng gave board members' an overview on how to access the PowerSchool Dashboard through the school's website.

4. Assistant Superintendent's Report

Dr. Chambers updated the Board on the hiring process for the 2013-14 school year. She stated there would be three administrator, seven teacher and eight support staff positions filled, of which three teaching positions remained open, along with several support staff positions.

5. Freedom of Information Act Requests
Dr. Chambers reported there had been four Freedom of Information Act requests which were included in the packet (Att. §B - pp. 5 – 223). Mr. Gunderson asked that FOIA requests be sent to Board members electronically and not be included in the printed packet.
6. Donations Received in 2012-2013
Dr. Domeracki reported on the summary of donations received in 2012-13 which was included in the board packet (Att. §B - pp. 224 – 224). He stated the school had received \$10,700 in cash and some goods.
7. Quarterly Outside Facility Use Report (Att. §B - pp. 225 – 227)
Mr. Cole directed the Board's attention to the report which was included in the packet and asked if there were any questions.
Dr. Domeracki asked if the Board wanted to see the Facility Report at Board meetings. Mr. Saake stated it was nice to have the information, but not necessarily at a Board meeting. Several Board members agreed the report would be more useful if it only contained organizations which were using the facilities and not the number of times each used it. Mr. Gunderson stated that it could be brought to the Board's attention when there was a problem.
8. Review of Closed Session Minutes and Tapes
Dr. Domeracki asked Mr. Campos and Mr. Nagel if they would be available to review Closed Session minutes & tapes 15 minutes prior to the August 6, 2013 Board meeting. Both agreed they would be available.
9. Future Dates
 - a. Regular Semi-Monthly Board of Education Meeting – August 6, 2013
 - b. Regular Finance Committee Meeting – July 23, 2013 – 4:00 p.m.
 - c. Regular Semi-Monthly Board of Education Meeting – August 20, 2013All meetings to be held in the Administrative Conference Room of Community High School, unless otherwise noted.
10. Board President's Report
Mr. Saake told Board members that Dr. Domeracki would present a proposal for committees at the next Board meeting.
11. Open Comment
Mr. Nagel welcomed Dr. Domeracki to his first official Board meeting.
Several Board members stated that the marching band should represent the school in the Railroad Days parade.
Mr. Campos said that he would like to see Dr. Cheng and Mr. Mullaney follow through on coach evaluations. Dr. Cheng said that it would be helpful for the Athletic Department to have control over the surveys. He also said that many schools do not have formalized coaching evaluations.
Several Board members mentioned that it should be a requirement that coaches attend outside events.

CONSENT AGENDA (Roll Call)

Action items considered routine and/or which have been previously discussed by the Board will be enacted under one roll call motion unless removed for separate action upon Board request. They are enumerated under the heading "Recommended Action".

1. Items Removed from Consent Agenda for Separate Action: None
2. Consent Agenda Action for All Items Except those Listed in 1. Above.
RECOMMENDED MOTION: That the Board approve all items on the Consent Agenda which have not been specifically removed for separate action as shown on line 1. immediately above.
MOTION: Mr. Gunderson
SECOND: Mr. Kotche
Mr. Nagel suggested posting the Hearing and Compliance Officers' names on the school's website. Dr. Cheng said that complaints should go through the appropriate steps before going to the Officers. Mr. Saake suggested having the appropriate steps outlined in a simple protocol and posting them on the school's website.
VOTE: Unanimous Approval on Roll Call Vote

CONSENT AGENDA ITEMS - RECOMMENDED ACTION(S):

1. **Approval of Minutes — (Att. §C – pp. 1 - 8)**
Board of Education Regular Meeting - June 18, 2013
Special Board of Education Meeting - July 10, 2013
Special Board of Education Meeting - July 11, 2013
RECOMMENDED MOTION: That the Board of Education approve the minutes of the meeting of June 18, 2013, July 10, 2013 and July 11, 2013 as listed above.
2. **Resolution Reauthorizing Participation in "The Fund"**
For many years the District has utilized the services of PMA for investment management. This is formal approval to remove Superintendent Ponce and add Superintendent Domeracki. The Resolution for the Treasurer's participation in the PMA Financial Network, Inc., PMA Securities, Inc. Prudent Man Advisors, Inc. and Harris N.A. has been modified by the addition of a new Superintendent.
RECOMMENDED MOTION: That the Board of Education approve a Resolution reauthorizing participation in "The Fund" as shown on Att. §B - pp. 228 - 229 .
3. **Suspension Hearing Officer**
Annually, the Board appoints hearing officers to hear disciplinary cases involving students in Districts 33 and 94. Each District provides a hearing officer for the other when one is needed. This may happen once or twice a year.
RECOMMENDED MOTION: That the Board of Education reappoint the Director of Human Resources at District 33, currently Dr. Barbara Clark, to serve as student discipline hearing officer for the 2013-2014 school year; authorize the Assistant Principal for Administrative Services at District 94, currently Mr. Peter Martino, to perform the same function for District 33; and authorize the use of designated legal counsel or substitute hearing officer in the event Dr. Clark is unavailable.

4. **Compliance Officer for Section 504, etc.**

Board policy also provides for the appointment of a Compliance Officer for discrimination complaints regarding Section 504 and the Americans with Disabilities Act. Such complaints may require/involve program modifications to help the student function more capably in the high school setting. Administration is recommending the Director of Student Services, currently Ms. Maura Bridges, to serve in this capacity.

RECOMMENDED MOTION: That the Board of Education appoint the Director of Student Services, currently Ms. Maura Bridges, to serve as Compliance Officer for discrimination complaints regarding Section 504 and the Americans with Disabilities Act and other related matters.

5. **Compliance Officer for Title IX**

Board policy stipulates that a Compliance Officer be appointed each year for discrimination complaints consistent with Title VII, Title IX, Sexual Harassment/Intimidation and other related matters. The Assistant Superintendent of Administrative Services, currently Dr. Kimberly Chambers, will handle adult/adult and adult/student complaints. The Deans will handle student/student complaints.

RECOMMENDED MOTION: That the Board of Education reappoint the Assistant Superintendent of Administrative Services, currently Dr. Kimberly Chambers, to serve as a Compliance Officer for adult/adult and adult/student discrimination complaints and the Deans to serve as Compliance Officers for student/student discrimination complaints regarding Title VII, Title IX; Student Sex Equity; Sex Discrimination; Sexual Harassment/Intimidation; and related matters.

6. **Approval of Financials — (Att. §A – pp. 1 - 56)**

a. Approve Current Expenditures

RECOMMENDED MOTION: That the Board of Education approve the expenditures from June 13, 2013 to June 30, 2013 and from July 1, 2013 to July 10, 2013.

b. Imprest Fund Statement

c. Treasurer's Report

d. Statement of Position

e. Financial Report

f. Statement of Revenue/Expenditures YTD Ending June 30, 2013

g. 3-Year Budget/Actual Report

h. Grant Reports

i. Cash Fund

j. Activity Account Fund Balance

k. Vendor Activity Report

l. Outstanding State Revenue Payments

m. Quarterly Financial Report (Oct, Jan, Apr, July ONLY)

n. Budget Report

CONSENT AGENDA APPROVAL

NEW BUSINESS

1. **Personnel Reports – (Roll Call)**

RECOMMENDED MOTION: That the Board of Education approve the Personnel and Supplemental Contract reports as presented in the packet and at table as shown on Att. §D – pp. 1 - 6.

MOTION: Mr. Campos

SECOND: Mr. Gunderson

VOTE: Unanimous Approval on Roll Call Vote

RECOMMENDED MOTION: That the Board of Education accept the resignation of Eric Lasky, Teacher in the Math/Science Division, effective July 3, 2013 and Louis Kermend, Teacher in the Special Education Division, effective July 11, 2013.

MOTION: Mr. Gunderson

SECOND: Mr. Yackey

VOTE: Unanimous Approval on Roll Call Vote

2. **Tentative 2013-2014 School Budget – (Roll Call)**

The Tentative Budget includes a summary of all funds. It also includes historical data. The budget must be on public display for thirty (30) days, at the end of which a public hearing will be held.

RECOMMENDED MOTION: That the Board of Education authorize the administration to advertise the tentative budget as shown on Att. §B - pp. 230 - 237 for the 2013-2014 school year, effective July 17, 2013; place the budget on public display for thirty (30) days; schedule a public hearing for September 3, 2013; and present the proposed balanced budget for adoption following the public hearing.

MOTION: Mr. Kotche

SECOND: Mr. Gunderson

VOTE: Unanimous Approval on Roll Call Vote

3. **Board Policy Series ¶8000 – (Roll Call)**

Board Policy Series ¶8000 has been reviewed by members of the Board of Education, administration and the District's Attorney.

RECOMMENDED MOTION: That the Board of Education approve on 1st Reading Policy Series ¶8000, Students, as shown on Att. §B - pp. 238 - 333.

MOTION: Mr. Kotche

SECOND: Mr. Yackey

VOTE: Unanimous Approval on Roll Call Vote

4. **Athletic Trainer Contract – (Roll Call)**

For the past three years the District has engaged the services of ATI Physical Therapy for athletic trainer services. The current agreement expires at the end of July 2013. It is administration's recommendation to enter into a new two year agreement with ATI under the same terms and conditions and pricing of the prior agreement. The cost for the services is \$40,000 per year. The services are outlined in schedule A of the agreement. Minimum staffing includes one certified trainer for 40 hours per week and an additional trainer for 20 hours per week.

RECOMMENDED MOTION: That the Board of Education authorizes the execution of an agreement with ATI Physical Therapy for a term

commencing August 1, 2013 through July 31, 2015 for an annual fee of \$40,000 as shown on Att. §B - pp. 334 - 340 .

MOTION: Mr. Campos

SECOND: Mr. Kotche

Mr. Nagel suggested several small changes be made to the contract to which Mr. Cole responded that the changes would be made.

VOTE: Unanimous Approval on Roll Call Vote

5. **Memorandum of Understanding – Secondary Evaluator**

During the 2012-2013 School Year, the Board of Education and West Chicago High School Teachers' Association, Inc. entered into a one-year Memorandum of Understanding which amended the Evaluation Plan to make evaluations by secondary evaluators informal (unwritten). Teachers had the option of opting-in by completing a form indicating that they would prefer formal (written) evaluations by secondary evaluators.

The Evaluation Committee discussed last year's MOU at length and determined to recommend to the Board and the Association an updated MOU for 2013-2014 school year as shown on Att. §B - pp. 341 - 343 .

RECOMMENDED MOTION: That the Board approve the *Secondary Evaluator Duties for the 2013-2014 School Year Only* Memorandum of Understanding with the WCHSTA, Inc. effective for the 2013-2014 school year.

MOTION: Mr. Gunderson

SECOND: Mr. Kotche

VOTE: Unanimous Approval on Roll Call Vote

OLD BUSINESS - None

PUBLIC PARTICIPATION - None

EXECUTIVE SESSION – Only if needed and with the understanding that possible action could be taken on matters discussed in closed session.

There was no Executive Session

ADJOURNMENT

RECOMMENDED MOTION: That the Board of Education meeting be adjourned at 8:25 p.m.

MOTION: Mr. Campos

SECOND: Mr. Gunderson

VOTE: Unanimous Approval on Voice Vote 7 - 0

COMMUNITY HIGH SCHOOL
DISTRICT 94
West Chicago, Illinois

Minutes of the FINANCE COMMITTEE meeting held on July 23, 2013, at 326 Joliet Street, West Chicago, Illinois, from 4:02 p.m. to. 5:44 p.m.

CALL TO ORDER – The meeting was called to order at 4:02 p.m.

ROLL CALL - In attendance at the meeting were: Gary Saake, Kevin Kotche, Ruben Campos
Others Present: Dr. Domeracki, Gordon Cole, Pete Martino,
Diane Masschelin

The meeting opened with a presentation by Pete Martino, giving a brief scenario the on the current lunch duty procedures. He explained that division heads, teachers, administrators, and retirees currently supervise the five 22 minute lunch periods. As a part of their contract, division heads and administrators serve lunch duty while the teachers and retirees are paid volunteers and receive a stipend of \$31 per hour. When a division head has been subbed out of lunch duty for a meeting/appointment, an administrator fills in. The average student attendance for a lunch period can range from 270 students to 580 students, depending on the hour. Pete presented a plan to utilize our security firm of PerMar to fill in for the teachers and division heads, saving the district money. Kevin Kotche had asked if there is any violation in the teacher's contract if we used our security firm. Mr. Cole stated that he would check into.

Mr. Cole had a handout regarding our audit. The handout showed a timeline and an extensive list of documents that are needed to complete an audit. Mr. Cole stated that we have a good relationship with our auditing firm of Baker & Tilly and that Chris Olsen works very hard to organize the files so that when the auditors arrive, everything is ready for them.

Among the handouts from the 3000 Policy Manual, the Internal Funds and Activity Funds were up for revision and that Mr. Cole would send out. The policy and procedure manual for the Activity Fund needs updating, since some of the terminology and procedures are outdated. He also mentioned that the outside fee use is long overdue and that it should be put on an annual review.

Mr. Cole had a March 2013 handout for the long range capital plan. He stated that next meeting he will zero in on the budget percentages and prioritize the list of capital expenses. (Four roof sections over the next year to seven years, parking lots, equipment and classroom equipment)

Mr. Cole had a handout from June 30 on the Fund Balance and will update. The committee stated that we have the resources to proceed; we just need the curriculum and need to know what the needs are before they can be addressed. Mr. Cole also stated that 4-5 teachers came in over the summer to clean out the chemical storage room in the Science Department. Also stated was the need to think about overhauling the restrooms. The issue of the outdated darkroom for photography was again addressed and it was suggested that we close it down and buy cameras, thus freeing up a classroom. The committee stated that we need a master plan and direction for capital spending. The topic of the kitchen came up again. It was stressed by the committee that before the committee can act on updating the kitchen; they need to know what the needs are. Superintendent Dr. Domeracki stated that he would address the issues and that he would have a reasonable list by November for bid purposes. It was mentioned that the next

Finance Committee Meeting would be August 13th. at 4 p.m. and Mr. Kotche stated that we should start mapping out the plan. Other topics like the HVAC Pool, Life Safety issues, and steam cleaning air handlers, band uniforms, security, and the phone system were briefly mentioned.

The FY14 Budget Mr. Cole reported has no changes. He stated that the State has not given any direction and that the General State Aid is typically received by the end of July.

The security contract is up and Mr. Cole stated that he would get some quotes as back-up per the attorney.

The committee was asked to think about goals and what they would like to accomplish next year. The committee had asked if we are fulfilling a statutory requirement by having an approved Vendor Listing. Mr. Cole reported that Accounts Payable is currently reviewing the list for approval. Mr. Campos mentioned that he would like to come up with a priority list and put windows on it. He stressed “curb appeal” is important. He stated that several windows have broken seals. He also mentioned that the concrete by the auditorium entrance is in need of repair and that the landscaping should be enhanced. Mr. Cole mentioned that he has obtained the first quote of \$38,000 from the accident that damaged our marquee sign. He stated that two other quotes were requested.

Adjournment: Adjourned 5:44 p.m.

**COMMUNITY HIGH SCHOOL
DISTRICT 94**

**August 6, 2013
7:00 p.m.
Board of Education Meeting**

**SECTION D -
CONFIDENTIAL MEETING ATTACHMENTS**

1. Personnel Report

Office of Human Resources - Personnel Report

08/06/2013 – Board of Education Meeting

A. Approve the following personnel recommendations:

Employment

NAME	Mr. Joseph Hichborn	Mr. Charles Vokes	
Action	Employment	Employment	
Classification	Non-Certified	Certified	
Initially Proposed	08/06/2013	08/06/2013	
Role/ Area	Mechanic/Maintenance Department	Teacher/Math & Science Division	
Education	N/A	BA in Math/Secondary Education from University of Illinois	
Experience	2 years as a Facilities Technician at IKEA; 1 year as HVAC Technician at Melvin's Plumbing and Heating; 3 years as Vending Service Technician at American Vending Sales	None	
Certification Type		Type 09 Initial	
Part/Full-Time	Full-Time	Full-Time	
Salary/Schedule	21.00/hour	BA, Step 1	
Replaces	Ralph Michalek	Eric Lasky	
Effective	08/19/2013	2013/2014 School Year	

Acceptance of Resignation

NAME	Dr. Kimberly Chambers	Mr. Kevin Baldus	
Action	Acceptance of Resignation	Acceptance of Resignation	
Classification		Certified	
Initially Proposed	08/06/2013	08/06/2013	
Role/ Area	Assistant Superintendent/Adm. Svcs.	Teacher/Special Education Department	
Education			
Experience			
Certification Type			
Part/Full-Time	Full-Time	Full-Time	
Salary/Schedule			
Replaces			
Effective	08/02/2013	07/26/2013	

Office of Human Resources - Personnel Report

08/06/2013 – Board of Education Meeting

- B. Approve Nora Wessels for the World Language Division German 2, Period 2 overload position for the 2013/2014 school year.