

Fenton Community High School

District 100

1000 West Green Street
Bensenville, IL 60106
630-766-2500
www.fenton100.org

Sam Bentsen
Interim Superintendent

Kate Ward
Interim Associate Superintendent/
Principal

2024-2025 Student Handbook and Planner

Name _____

ID Number _____

Locker Number _____

Phone Number _____

Mission Statement

The mission of Fenton High School is to cultivate successful, passionate, empowered learners through rigor, relevance, and relationships.

The Fenton Student Planner and Handbook covers were designed separately by Fenton students Asis Casas Martinez and Michael Pokoj.

Visit the Fenton website at www.fenton100.org to follow Fenton on Facebook, Twitter, Instagram (@FentonHS) and YouTube.

Semester Schedules

First Semester

Period	Class	Teacher	Room
0	_____	_____	_____
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____
4	_____	_____	_____
5	_____	_____	_____
6	_____	_____	_____
7	_____	_____	_____
8	_____	_____	_____

Second Semester

Period	Class	Teacher	Room
0	_____	_____	_____
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____
4	_____	_____	_____
5	_____	_____	_____
6	_____	_____	_____
7	_____	_____	_____
8	_____	_____	_____

2024 - 2025 School Calendar

August

- 14 First Day of School
- 29 Open House
- 30 12:08 Dismissal

September

- 2 Labor Day Holiday – No School

October

- 14 No School – Columbus Day/Indigenous Peoples' Day
- 15 No School – Parent Teacher Conferences

November

- 4 No School
- 5 No School – Election Day
- 27 No School
- 28 No School – Thanksgiving Day Holiday
- 29 No School

December

- 18 - 20 First Semester Final Exams
- 23 - 31 No School – Winter Break

January

- 1 - 3 No School – Winter Break
- 6 No School – Teacher Institute Day
- 7 First Day of Semester 2
- 20 No School – Dr. Martin Luther King Jr. Holiday

February

- 17 No School – Presidents Day Holiday
- 28 No School – Teacher Institute Day

March

- 31 Spring Break - No School

April

- 1 - 4 Spring Break - No School
- 18 No School
- TBD State Testing

May

- 16 12:08 Dismissal
- 21 - 23 Final Exams
- 22 Graduation
- 26 Memorial Day Holiday

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Fenton Names and Numbers

Fenton High School Administration

Sam Bentsen	860-6281
Interim Superintendent	
Kate Ward	860-6259
Interim Associate Superintendent/Principal	
Bruce Martin	860-6256
Chief School Business Officer	
Jose Jaramillo	860-6287
Assistant Superintendent of Human Resources & Operations	
Rick Kambic	860-8621
Director of Communications & Community Engagement	
Brittany Ruttenberg	860-4097
Technology Supervisor	
TBD	238-4717
Director of Learning	
Division Leader for English and Social Studies	
Michelle Papanicolaou	860-4813
Director of Postsecondary Pathways	
Division Leader for Career & Technical Education	
Richard Watts	860-4924
Director of Special Education	
Pedro Rodriguez	860-6262
Director of Athletics	
Division Leader for Physical Education	
Eric Koranda	860-6255
Assistant Principal	
Division Leader for Counseling	
Julia Bray	860-4784
Assistant Principal of Student Life & Operations	
Division Leader for Fine Arts	
Lorenzo Rubio	238-4718
Director Educational Equity	
Division Leader for Multilingual Programs	
Kelly Kasmar	860-4816
Division Leader for Math and Science	
Marvin Vargas	860-6254
Dean of Students	
Carmen Abraham	860-6260
Dean of Students	

For a complete staff directory, please visit www.fenton100.org

Section 1: School Information

Board of Education Information

Cary Lewis, President
Juliet Rago, Vice President
Leonel Figueroa, Secretary

Reid Goodrich - Sylvia Hayde - Kent Kovac - John Radzinski

The Fenton High School District 100 Board of Education welcomes feedback from members of the public, District employees, parents and students. Any individual may make a suggestion or express a concern at the District or School office. All suggestions and/or concerns will be referred to the appropriate staff member or District administrator.

Public Participation at School Board Meetings

At each regular and special open meeting, members of the public and District employees can comment or ask questions of the School Board during the “Public Commentary” portion of the meeting. Individuals must sign in prior to the meeting and request to speak. Once addressed by the board president, the individual must identify themselves, be brief, respectful and abide by Board policy 8:30. Complete rules for public comments during a board meeting are available at the check-in table at every board meeting or by locating Policy 2:230 on the Fenton School Board webpage.

Homeless Rights

The Education for Homeless Children and Youth program, as part of the McKinney Vento Homeless Assistance Act, ensures homeless children the right to a free and appropriate public education and immediate enrollment even when school records cannot be produced at the time of enrollment. Please contact the school district’s McKinney Vento Liaison, Dr. Eric Koranda, at 630-860-6255 for more information.

Sex Offender Notification

Please be aware of Public Act 94-004 Sex Offender Registration. This legislation requires principals and/or teachers of public or private elementary or secondary schools to notify parents that information about sex offenders is available to the public. The sex offender information is available at www.isp.illinois.gov/sor.

Emergency Procedures

When emergency situations are so severe that Fenton High School will close, we will utilize our electronic messaging system and place a call to every home number. An announcement will also be posted on the Fenton High School website, www.fenton100.org, and its Facebook, Instagram and Twitter pages. Students and staff will instead utilize E-Learning (see below) to learn from home. Fenton High School has developed and practices a comprehensive safety and crisis program. Fenton High School participates in all safety drills required by the state of Illinois.

E-Learning Days

Fenton High School has put an E-Learning program in place that meets the requirements of the Illinois State Board of Education and was approved by the Fenton High School District Board of Education and the DuPage County Regional Office of Education.

The purpose of an Emergency E-Learning Day is to continue learning opportunities for students in the event that school needs to close. Teachers and students will use the district's 1:1 technology resources to provide students with relevant, meaningful and manageable assignments that students can engage in from home when school has been canceled. The goal is to minimize disruption to the academic progress caused by emergency school closures and to make emergency days as educationally productive and engaging as possible.

If an Emergency E-Learning Day is necessary, it is considered a regular school attendance day and does not need to be made up at the end of the school year.

Teachers will review the E-Learning procedures and expectations with students in each of their classes. Students who have internet limitations should contact their counselor or the Technology Department for potential assistance. Teachers can also provide printed copies of assignments as needed; for example, to compensate for power outages that occur during an E-Learning Day.

Non-Discrimination Statement

Fenton Community High School District 100 does not discriminate on the basis of age, race, color, national origin, sex, or handicap in its educational programs, activities, or employment policies. In addition, the District administers all actions without regard to age, race, color, national origin, sex, or handicap as defined by law and provides equal access to the Boy Scouts and other designated youth groups. Anyone having questions or concerns directly related to Fenton Community High School District 100's position on non-discrimination should contact:

Non-discrimination/Title IX Coordinators:

- Dr. Eric Koranda, Assistant Principal: (630) 860-6255 / koranda@fenton100.org
- Julia Bray, Assistant Principal: (630) 860-4784 / bray@fenton100.org

Section 504/Title II Coordinator:

- Josh Payton (630) 860-4795 / payton@fenton100.org

For further information on notice of non-discrimination, visit <https://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the office that serves your area, or call 1-800-421-3481.

Equal Educational Opportunities

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

Sex Equity

No student shall, based on sex, sexual orientation, or gender identity be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities. Any student may file a sex equity complaint by using Board policy 2:260, Uniform Grievance Procedure. A student may appeal the Board's resolution of the complaint to the Regional Superintendent

(pursuant to 105 ILCS 5/3-10) and, thereafter, to the State Superintendent of Education (pursuant to 105 ILCS 5/2-3.8).

Administrative Implementation

The Superintendent shall appoint a Nondiscrimination Coordinator, who also serves as the District's Title IX Coordinator. The Superintendent and Building Principal shall use reasonable measures to inform staff members and students of this policy and related grievance procedures.

Harassment of Students Prohibited

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

Sexual Harassment Prohibited

The District shall provide an educational environment free of verbal, physical, or other conduct or communications constituting harassment on the basis of sex as defined and otherwise prohibited by State and federal law. See policies 2:265, *Title IX Sexual Harassment Grievance Procedure*, and 2:260, *Uniform Grievance Procedure*.

Making a Report or Complaint

Students are encouraged to promptly report claims or incidences of bullying, intimidation, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any employee with whom the student is comfortable speaking. A student may choose to report to an employee of the student's same gender.

Reports under this policy will be considered a report under Board policy 2:260, *Uniform Grievance Procedure*, and/or Board policy 2:265, *Title IX Sexual Harassment Grievance Procedure*. The Nondiscrimination Coordinator and/or Complaint Manager shall process and review the report according to the appropriate grievance procedure. The Superintendent shall insert into this policy the names, office addresses, email addresses, and telephone numbers of the District's current Nondiscrimination Coordinator and Complaint Managers. The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator.

Non-discrimination Coordinators:

- Dr. Eric Koranda, Assistant Principal: (630) 860-6255 / koranda@fenton100.org
- Julia Bray, Assistant Principal: (630) 860-4784 / bray@fenton100.org

Complaint Managers:

- Dr. Eric Koranda, Assistant Principal: (630) 860-6255 / koranda@fenton100.org
- Julia Bray, Assistant Principal: (630) 860-4784 / bray@fenton100.org

The Superintendent shall use reasonable measures to inform staff members and students of this policy by including:

1. For students, age-appropriate information about the contents of this policy in the District's student handbook(s), on the District's website, and, if applicable, in any other areas where policies, rules, and standards of conduct are otherwise posted in each school.
2. For staff members, this policy in the appropriate employee handbook(s), if applicable, and/or in any other areas where policies, rules, and standards of conduct are otherwise made available to staff.

Investigation Process

Any District employee who receives a report or complaint of harassment must promptly forward the report or complaint to the Nondiscrimination Coordinator or a Complaint Manager. Any employee who fails to promptly comply may be disciplined, up to and including discharge.

Reports and complaints of harassment will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain an educational environment that is productive, respectful, and free of unlawful discrimination, including harassment.

For any report or complaint alleging sexual harassment that, if true, would implicate Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 et seq.), the Nondiscrimination Coordinator or designee shall consider whether action under policy 2:265, *Title IX Sexual Harassment Grievance Procedure*, should be initiated.

For any other alleged student harassment that does not require action under policy 2:265, *Title IX Sexual Harassment Grievance Procedure*, the Nondiscrimination Coordinator or a Complaint Manager or designee shall consider whether an investigation under policies 2:260, *Uniform Grievance Procedure*, and/or 7:190, *Student Behavior*, should be initiated, regardless of whether a written report or complaint is filed.

Reports That Involve Alleged Incidents of Sexual Abuse of a Child by School Personnel

An *alleged incident of sexual abuse* is an incident of sexual abuse of a child, as defined in 720 ILCS 5/11-9.1A(b), that is alleged to have been perpetrated by school personnel, including a school vendor or volunteer, that occurred: on school grounds during a school activity; or outside of school grounds or not during a school activity.

Any complaint alleging an incident of sexual abuse shall be processed and reviewed according to policy 5:90, *Abused and Neglected Child Reporting*. In addition to reporting the suspected abuse, the complaint shall also be processed under policy 2:265, *Title IX Sexual Harassment Grievance Procedure*, or policy 2:260, *Uniform Grievance Procedure*.

Enforcement

Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action up to and including discharge. Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any District student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action, including but not limited to, suspension and expulsion consistent with the behavior policy. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to disciplinary action.

Retaliation Prohibited

Retaliation against any person for bringing complaints or providing information about harassment is prohibited (see policies 2:260, *Uniform Grievance Procedure*, and 2:265, *Title IX Sexual Harassment Grievance Procedure*).

Students should report allegations of retaliation to the Building Principal, an administrator, Nondiscrimination Coordinator, and/or a Complaint Manager.

Title IX Sexual Harassment Grievance Procedure

Sexual harassment affects a student's ability to learn and an employee's ability to work. Providing an educational and workplace environment free from sexual harassment is an important District goal. The District does not discriminate on the basis of sex in any of its education programs or activities, and it complies with Title IX of the Education Amendments of 1972 (Title IX) and its implementing regulations (34 C.F.R. Part 106) concerning everyone in the District's education programs and activities, including applicants for employment, students, parents/guardians, employees, and third parties.

Title IX Sexual Harassment Prohibited

Sexual harassment as defined in Title IX (Title IX Sexual Harassment) is prohibited. Any person, including a District employee or agent, or student, engages in Title IX Sexual Harassment whenever that person engages in conduct on the basis of an individual's sex that satisfies one or more of the following:

1. A District employee conditions the provision of an aid, benefit, or service on an individual's participation in unwelcome sexual conduct; or
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's educational program or activity; or
3. *Sexual assault* as defined in 20 U.S.C. §1092(f)(6)(A)(v), *dating violence* as defined in 34 U.S.C. §12291(a)(10), *domestic violence* as defined in 34 U.S.C. §12291(a)(8), or *stalking* as defined in 34 U.S.C. §12291(a)(30).

Examples of sexual harassment include, but are not limited to, touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, spreading rumors related to a person's alleged sexual activities, rape, sexual battery, sexual abuse, and sexual coercion.

Definitions from 34 C.F.R. §106.30

Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Education program or activity includes locations, events, or circumstances where the District has substantial control over both the *Respondent* and the context in which alleged sexual harassment occurs.

Formal Title IX Sexual Harassment Complaint means a document filed by a *Complainant* or signed by the Title IX Coordinator alleging sexual harassment against a *Respondent* and requesting that the District investigate the allegation.

Respondent means an individual who has been reported to be the perpetrator of the conduct that could constitute sexual harassment.

Supportive measures mean non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the *Complainant* or the *Respondent* before or after the filing of a *Formal Title IX Sexual Harassment Complaint* or where no *Formal Title IX Sexual Harassment Complaint* has been filed.

Title IX Sexual Harassment Prevention and Response

The Superintendent or designee will ensure that the District prevents and responds to allegations of Title IX Sexual Harassment as follows:

1. Ensures that the District's comprehensive health education program in Board policy 6:60, *Curriculum Content*, incorporates (a) age-appropriate sexual abuse and assault awareness and prevention programs in grades pre-K through 12, and (b) age-appropriate education about the warning signs, recognition, dangers, and prevention of teen dating violence in grades 7-12. This includes incorporating student social and emotional development into the District's educational program as required by State law and in alignment with Board policy 6:65, *Student Social and Emotional Development*.
2. Incorporates education and training for school staff as recommended by the Superintendent, Title IX Coordinator, Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager.
3. Notifies applicants for employment, students, parents/guardians, employees, and collective bargaining units of this policy and contact information for the Title IX Coordinator by, at a minimum, prominently displaying them on the District's website, if any, and in each handbook made available to such persons.

Making a Report

A person who wishes to make a report under this Title IX Sexual Harassment grievance procedure may make a report to the Title IX Coordinator, Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any employee with whom the person is comfortable speaking. A person who wishes to make a report may choose to report to a person of the same gender.

School employees shall respond to incidents of sexual harassment by promptly making or forwarding the report to the Title IX Coordinator. An employee who fails to promptly make or forward a report may be disciplined, up to and including discharge. The Superintendent shall insert into this policy and keep current the name, office address, email address, and telephone number of the Title IX Coordinator.

Title IX Coordinators:

- Dr. Eric Koranda, Assistant Principal: (630) 860-6255 / koranda@fenton100.org
- Julia Bray, Assistant Principal: (630) 860-4784 / bray@fenton100.org

Processing and Reviewing a Report or Complaint

Upon receipt of a report, the Title IX Coordinator and/or designee will promptly contact the *Complainant* to: (1) discuss the availability of supportive measures, (2) consider the *Complainant's* wishes with respect to *supportive measures*, (3) inform

the *Complainant* of the availability of *supportive measures* with or without the filing of a *Formal Title IX Sexual Harassment Complaint*, and (4) explain to the *Complainant* the process for filing a *Formal Title IX Sexual Harassment Complaint*.

Further, the Title IX Coordinator will analyze the report to identify and determine whether there is another or an additional appropriate method(s) for processing and reviewing it. For any report received, the Title IX Coordinator shall review Board policies 2:260, *Uniform Grievance Procedure*; 5:20, *Workplace Harassment Prohibited*; 5:90, *Abused and Neglected Child Reporting*; 5:120, *Employee Ethics; Conduct; and Conflict of Interest*; 7:20, *Harassment of Students Prohibited*; 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*; 7:185, *Teen Dating Violence Prohibited*; and 7:190, *Student Behavior*, to determine if the allegations in the report require further action.

Reports of alleged sexual harassment will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain an educational program or activity that is productive, respectful, and free of sexual harassment.

Formal Title IX Sexual Harassment Complaint Grievance Process

When a Formal Title IX Sexual Harassment Complaint is filed, the Title IX Coordinator will investigate it or appoint a qualified person to undertake the investigation. The Superintendent or designee shall implement procedures to ensure that all Formal Title IX Sexual Harassment Complaints are processed and reviewed according to a Title IX grievance process that fully complies with 34 C.F.R. §106.45. The District's grievance process shall, at a minimum:

1. Treat *Complainants* and *Respondents* equitably by providing remedies to a *Complainant* where the *Respondent* is determined to be responsible for sexual harassment, and by following a grievance process that complies with 34 C.F.R. §106.45 before the imposition of any disciplinary sanctions or other actions against a *Respondent*.
2. Require an objective evaluation of all relevant evidence – including both inculpatory and exculpatory evidence – and provide that credibility determinations may not be based on a person's status as a *Complainant*, *Respondent*, or witness.
3. Require that any individual designated by the District as a Title IX Coordinator, investigator, decision-maker, or any person designated by the District to facilitate an informal resolution process:
 - a. Not have a conflict of interest or bias for or against complainants or respondents generally or an individual *Complainant* or *Respondent*.
 - b. Receive training on the definition of sexual harassment, the scope of the District's *education program or activity*, how to conduct an investigation and grievance process (including hearings, appeals, and informal resolution processes, as applicable), and how to serve impartially.
4. Require that any individual designated by the District as an investigator receiving training on issues of relevance to create an investigative report

- that fairly summarizes relevant evidence.
5. Require that any individual designated by the District as a decision-maker receive training on issues of relevance of questions and evidence, including when questions and evidence about the *Complainant's* sexual predisposition or prior sexual behavior are not relevant.
 6. Include a presumption that the *Respondent* is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.
 7. Include reasonably prompt timeframes for conclusion of the grievance process.
 8. Describe the range of possible disciplinary sanctions and remedies the District may implement following any determination of responsibility.
 9. Base all decisions upon the *preponderance of evidence* standard.
 10. Include the procedures and permissible bases for the *Complainant* and *Respondent* to appeal.
 11. Describe the range of *supportive measures* available to *Complainants* and *Respondents*.
 12. Not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

Enforcement

Any District employee who is determined, at the conclusion of the grievance process, to have engaged in sexual harassment will be subject to disciplinary action up to and including discharge. Any third party who is determined, at the conclusion of the grievance process, to have engaged in sexual harassment will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any District student who is determined, at the conclusion of the grievance process, to have engaged in sexual harassment will be subject to disciplinary action, including, but not limited to, suspension and expulsion consistent with student behavior policies. Any person making a knowingly false accusation regarding sexual harassment will likewise be subject to disciplinary action.

This policy does not increase or diminish the ability of the District or the parties to exercise any other rights under existing law.

Retaliation Prohibited

The District prohibits any form of retaliation against anyone who, in good faith, has made a report or complaint, assisted, or participated or refused to participate in any manner in a proceeding under this policy. Any person should report claims of retaliation using Board policy 2:260, *Uniform Grievance Procedure*.

Any person who retaliates against others for reporting or complaining of violations of this policy or for participating in any manner under this policy will be subject to disciplinary action, up to and including discharge, with regard to employees, or suspension and expulsion, with regard to students.

Complaint and Grievance Procedure

Complaint Procedure

Parents having a concern/complaint involving a member of the professional staff should first discuss that matter with the person or persons directly involved. If the concern is not resolved satisfactorily, subsequent conferences may be held in the following order:

1. A conference including the responsible administrator and the parties involved;
2. A conference including the principal and the parties involved;
3. A conference including the superintendent and the parties directly involved.

Uniform Grievance Procedure

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 its 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, 42 U.S.C. §12101 et seq.
2. Title IX of the Education Amendments of 1972, 20 U.S.C. §1681 et seq., excluding Title IX sexual harassment complaints governed by policy 2:265, *Title IX Sexual Harassment Grievance Procedure*
3. Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. §791 et seq.
4. Title VI of the Civil Rights Act, 42 U.S.C. §2000d et seq.
5. Equal Employment Opportunities Act (Title VII of the Civil Rights Act), 42 U.S.C. §2000e et seq.
6. Sexual harassment prohibited by the State Officials and Employees Ethics Act, 5 ILCS 430/70-5(a); Illinois Human Rights Act, 775 ILCS 5/; and Title VII of the Civil Rights Act of 1964, 42 U.S.C. §2000e et seq. (Title IX sexual harassment complaints are addressed under policy 2:265, *Title IX Sexual Harassment Grievance Procedure*)
7. Breastfeeding accommodations for students, 105 ILCS 5/10-20.60
8. Bullying, 105 ILCS 5/27-23.7
9. Misuse of funds received for services to improve educational opportunities for educationally disadvantaged or deprived children
10. Curriculum, instructional materials, and/or programs
11. Victims' Economic Security and Safety Act, 820 ILCS 180/
12. Illinois Equal Pay Act of 2003, 820 ILCS 112/
13. Provision of services to homeless students
14. Illinois Whistleblower Act, 740 ILCS 174/
15. Misuse of genetic information prohibited by the Illinois Genetic Information Privacy Act, 410 ILCS 513/; and Titles I and II of the Genetic Information Nondiscrimination Act, 42 U.S.C. §2000ff et seq.
16. Employee Credit Privacy Act, 820 ILCS 70/

The Complaint Manager will first attempt to resolve complaints without resorting to this grievance procedure. If a formal complaint is filed under this policy, the Complaint Manager will address the complaint promptly and equitably. A student

and/or parent/guardian filing a complaint under this policy may forego any informal suggestions and/or attempts to resolve it and may proceed directly to this grievance procedure. The Complaint Manager will not require a student or parent/guardian complaining of any form of harassment to attempt to resolve allegations directly with the accused (or the accused's parents/guardians); this includes mediation.

Right to Pursue Other Remedies Not Impaired

The right of a person to prompt and equitable resolution of a complaint filed under this policy shall not be impaired by the person's pursuit of other remedies, e.g., criminal complaints, civil actions, etc. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies and use of this grievance procedure does not extend any filing deadline related to the pursuit of other remedies. If a person is pursuing another remedy subject to a complaint under this policy, the District will continue with a simultaneous investigation under this policy.

Deadlines

All deadlines under this policy 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.

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.

For any complaint alleging bullying and/or cyberbullying of students, the Complaint Manager shall process and review the complaint according to Board policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*, in addition to any response required by this policy. For any complaint alleging sexual harassment or other violation of Board policy 5:20, *Workplace Harassment Prohibited*, the Complaint Manager shall process and review the complaint according to that policy, in addition to any response required by this policy.

Investigation Process

The Complaint Manager will investigate the complaint or appoint a qualified person to undertake the investigation on his or her behalf. The Complaint Manager shall ensure both parties have an equal opportunity to present evidence during an investigation. If the Complainant is a student under 18 years of age, the Complaint Manager will notify his or her parents/guardians 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 any collective bargaining agreement, (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, this policy, or any collective bargaining agreement, (2) as necessary to fully investigate the complaint, or (3) as authorized by the parent/guardian of the student witness, or by the student if the student is 18 years of age or older.

The Complaint Manager will inform, at regular intervals, the person(s) filing a complaint under this policy about the status of the investigation. Within 30 school business days after 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.

The Superintendent will keep the Board informed of all complaints. If a complaint contains allegations involving the Superintendent or Board member(s), the written report shall be filed directly with the Board, which will make a decision in accordance with paragraph four of the following section of this policy.

Decision and Appeal

Within five school business days after receiving the Complaint Manager's report, the Superintendent shall mail his or her written decision to the Complainant and the accused by registered mail, return receipt requested, and/or personal delivery as well as to the Complaint Manager. All decisions shall be based upon the *preponderance of evidence* standard.

Within 10 school business days after receiving the Superintendent's decision, the Complainant or the accused may appeal the decision to the Board by making a written request to the Complaint Manager. The Complaint Manager shall promptly forward all materials relative to the complaint and appeal to the Board.

Within 30 school business days after an appeal of the Superintendent's decision, the Board shall affirm, reverse, or amend the Superintendent's decision or direct the Superintendent to gather additional information. Within five school business days after the Board's decision, the Superintendent shall inform the Complainant and the accused of the Board's action.

For complaints containing allegations involving the Superintendent or Board member(s), within 30 school business days after receiving the Complaint Manager's or outside investigator's report, the Board shall mail its written decision to the Complainant and the accused by registered mail, return receipt requested, and/or personal delivery as well as to the Complaint Manager.

This policy 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 a Nondiscrimination Coordinator and Complaint Managers

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

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

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

Non Discrimination Coordinators:

- Dr. Eric Koranda, Assistant Principal: (630) 860-6255 / koranda@fenton100.org
- Julia Bray, Assistant Principal: (630) 860-4784 / bray@fenton100.org

Complaint Managers:

- Dr. Eric Koranda, Assistant Principal: (630) 860-6255 / koranda@fenton100.org
- Julia Bray, Assistant Principal (630) 860-4784 bray@fenton100.org

At any point of the grievance process, the complainant may file a complaint with the US Department of Education and Office of Civil Rights. For further information on notice of non-discrimination, visit <https://wdcrobcop101.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the office that serves your area, or call 1-800-421-3481.

Instruction

Complaints About Curriculum, Instructional Materials, and Programs – Board of Education Policy 6:260

Parents/guardians have the right to inspect any instructional material used as part of their child's educational curriculum pursuant to School Board policy 7:15, *Student and Family Privacy Rights*. Persons who believe that curriculum, instructional materials, or programs violate rights guaranteed by any law or Board policy should file a complaint using Board policy 2:260, *Uniform Grievance Procedure*. Persons with all other suggestions or complaints about curriculum, instructional materials, or programs should complete a *Curriculum Objection* form. A parent/guardian may request that his/her child be exempt from using a particular instructional material or program by completing a *Curriculum Objection* form.

Attendance and Truancy

Complaint Procedure

Compulsory School Attendance

This policy applies to individuals who have custody or control of a child: (a) between the ages of six (on or before September 1) and 17 years (unless the child has graduated from high school), or (b) who is enrolled in any of grades kindergarten through 12 in the public school regardless of age.

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

The parent/guardian of a student who is enrolled must authorize all absences from school and notify the school in advance or at the time of the student's absence. A valid cause for absence includes illness (including mental or behavioral health of the student), observance of a religious holiday, death in the immediate family, attendance at a civic event, family emergency, other situations beyond the control of the student as determined by the Board, voting pursuant to policy 7:90, *Release During School Hours* (10 ILCS 5/7-42 and 5/17-15), other circumstances that cause reasonable concern to the parent/guardian for the student's mental, emotional, or physical health or safety, or other reason as approved by the Superintendent or designee. Students absent for a valid cause may make up missed homework and classwork assignments in a reasonable timeframe.

Absenteeism and Truancy Program

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

1. A protocol for excusing a student from attendance who is necessarily and lawfully employed. The Superintendent or designee is authorized to determine when the student's absence is justified.
2. A protocol for excusing a student in grades 6 through 12 from attendance to sound Taps at a military honors funeral held in Illinois for a deceased veteran.
3. A protocol for excusing a student from attendance on a particular day(s) or at a particular time of day when his/her parent/guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings.

4. A process to telephone, within two hours after the first class, the parents/guardians of students in grade 8 or below who are absent without prior parent/guardian notification.
5. A process to identify and track students who are truants, chronic or habitual truants, or truant minors as defined in 105 ILCS 5/26-2a.
6. A description of diagnostic procedures for identifying the cause(s) of a student's unexcused absenteeism, including interviews with the student, his or her parent(s)/guardian(s), and staff members or other people who may have information about the reasons for the student's attendance problem.
7. The identification of supportive services that may be offered to truant, chronically truant, or chronically absent students, including parent-teacher conferences, student and/or family counseling, or information about community agency services. See Board policy 6:110, *Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program*.
8. A process for the collection and review of chronic absence data and to:
 - a. Determine what systems of support and resources are needed to engage chronically absent students and their families, and
 - b. Encourage the habit of daily attendance and promote success.
9. Reasonable efforts to provide ongoing professional development to teachers, administrators, Board members, school resource officers, and staff on the appropriate and available supportive services for the promotion of student attendance and engagement.
10. A process to request the assistance and resources of outside agencies, such as, the juvenile officer of the local police department or the truant office of the appropriate Regional Office of Education, if truancy continues after supportive services have been offered.
11. A protocol for cooperating with non-District agencies including County or municipal authorities, the Regional Superintendent, truant officers, the Community Truancy Review Board, and a comprehensive community based youth service agency. Any disclosure of school student records must be consistent with Board policy 7:340, *Student Records*, as well as State and federal law concerning school student records.
12. An acknowledgement that no punitive action, including out-of-school suspensions, expulsions, or court action, shall be taken against a truant minor for his or her truancy unless available supportive services and other school resources have been provided to the student.
13. The criteria to determine whether a student's non-attendance is due to extraordinary circumstances shall include economic or medical necessity or family hardship and such other criteria that the Superintendent believes qualifies.

[For high school and unit districts only]

14. A process for a 17-year-old resident to participate in the District's various programs and resources for truants. The student must provide documentation of his/her dropout status for the previous six months. A

request from an individual 19 years of age or older to re-enroll after having dropped out of school is handled according to provisions in 7:50, *School Admissions and Student Transfers To and From Non-District Schools*.

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

Monitoring

Pursuant to State law and policy 2:240, *Board Policy Development*, the Board updates this policy at least once every two years. The Superintendent or designee shall assist the Board with its update.

Student Records

Fenton Community High School District 100 keeps records of its students in two files -- a Permanent Record File and a Temporary Record File. Records are kept in compliance with the Family Educational Rights and Privacy Act of 1974 and the Illinois School Student Records Act of 1975.

School student records are confidential. Information from them shall not be released other than as provided by law. A school student record is any writing or other recorded information concerning a student and by which a student may be identified individually that is maintained by a school or at its direction by a school employee, regardless of how or where the information is stored, except as provided in State or federal law as summarized below:

1. Records kept in a staff member's sole possession.
2. Records maintained by law enforcement officers working in the school.
3. Video and other electronic recordings (including without limitation, electronic recordings made on school buses) that are created in part for law enforcement, security, or safety reasons or purposes. The content of these recordings may become part of a school student record to the extent school officials create, use, and maintain this content, or it becomes available to them by law enforcement officials, for disciplinary or special education purposes regarding a particular student.
4. Any information, either written or oral, received from law enforcement officials concerning a student less than the age of 18 years who has been arrested or taken into custody.

State and federal law grants students, parents/guardians, and when applicable, the Ill. Dept. of Children and Family Services' Office of Education and Transition Services, certain rights, including the right to inspect, copy, and/or challenge school student records. The information contained in school student records shall be kept current, accurate, clear, and relevant. All information maintained concerning a student receiving special education services shall be directly related to the provision of services to that child. The District may release directory information as permitted by law, but a parent/guardian shall have the right to opt-out of the release of directory information regarding his or her child. The District will comply with State or federal law with regard to release of a student's school records, including, where applicable,

without notice to, or the consent of, the student's parent/guardian or eligible student. Upon request, the District discloses school student records without parent consent to the official records custodian of another school in which a student has enrolled or intends to enroll, as well as to any other person as specifically required or permitted by State or federal law.

The Superintendent shall fully implement this policy and designate an *official records custodian* for each school who shall maintain and protect the confidentiality of school student records, inform staff members of this policy, and inform students and their parents/guardians of their rights regarding school student records.

Student Biometric Information Collection

The Superintendent or designee may recommend a student biometric information collection system solely for the purposes of identification and fraud prevention. Such recommendation shall be consistent with budget requirements and in compliance with State law. Biometric information means any information that is collected through an identification process for individuals based on their unique behavioral or physiological characteristics, including fingerprint, hand geometry, voice, or facial recognition or iris or retinal scans.

Before collecting student biometric information, the District shall obtain written permission from the person having legal custody/parental responsibility or the student (if over the age of 18). Upon a student's 18th birthday, the District shall obtain written permission from the student to collect student biometric information. Failure to provide written consent to collect biometric information shall not be the basis for refusal of any services otherwise available to a student.

All collected biometric information shall be stored and transmitted in a manner that protects it from disclosure. Sale, lease, or other disclosure of biometric information to another person or entity is strictly prohibited.

The District will discontinue use of a student's biometric information and destroy all collected biometric information within 30 days after: (1) the student graduates or withdraws from the School District, or (2) the District receives a written request to discontinue use of biometric information from the person having legal custody/parental responsibility of the student or the student (if over the age of 18). Requests to discontinue using a student's biometric information shall be forwarded to the Superintendent or designee.

The Superintendent or designee shall develop procedures to implement this policy consistent with State and federal law.

Please Note: On or after Friday, October 25, 2024, special and regular education **student temporary records** for the Class of 2019 will be destroyed.

Before any student record is destroyed or information deleted there from, it is Fenton Community High School District 100's responsibility to ensure that the parent or eligible student shall be given reasonable prior notice of the proposed destruction or deletion of the student record information. No record may be destroyed if there is a pending request to inspect, copy or challenge that record. If either a parent or eligible student wishes to inspect, copy or challenge their temporary record, they are to call Registrar Ms. Jocelyn Olmos (Records Compliance Officer) at 630-860-4794 no later than Friday, October 25, 2024.

Schoolwide Title 1 Program

Schools with schoolwide programs use Title I funds to implement comprehensive strategies for improving the educational program of the whole school in schools with 40% or more poverty to increase the achievement of all students, particularly students who are failing or most at risk of failing to meet State standards.

Parents Right to Know

In accordance with ESEA Section 1111(h)(6) *PARENTS RIGHT-TO-KNOW*, parents/legal guardians have the right and may request information regarding the professional qualifications of your student's teacher or paraprofessional. This information regarding the professional qualifications may include, at a minimum, the following:

1. Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
2. Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.
3. The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
4. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Parental Involvement

In order to assure collaborative relationships between students' families and the District, and to enable parents/guardians to become active partners in their children's education, the Superintendent shall:

1. Keep parents/guardians thoroughly informed about their child's school and education.
2. Encourage parents/guardians to be involved in their child's school and education.
3. Establish effective two-way communication between parents/guardians and the District.
4. Seek input from parents/guardians on significant school-related issues.
5. Inform parents/guardians on how they can assist their children's learning.

The Superintendent shall periodically report to the Board on the implementation of this policy.

School-Parent-Student Compact

(Parental Involvement: Title I Part A Non-Regulatory Guidance)

The Fenton Community High School District 100 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students

will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards. This school-parent compact is in effect during the 2024-2025 school year.

School Responsibilities

Fenton High School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards through the Curriculum Committee, Director of Curriculum, and the Professional Learning Community (PLC) model, curriculum and instruction will be continually monitored for alignment to Illinois State Learning Standards
2. Hold parent-teacher conferences once annually during which will emphasize the importance of the parent role in supporting students at the high school level. Conferences will be held at Fenton High School in October each school year.
3. Provide parents with frequent reports on their children’s progress, including a final first and second semester report card.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Through telephone, email, parent teacher conferences, or meetings as requested.
5. Provide parents opportunities to volunteer, as follows: Parents are able to volunteer to be part of Fenton High School’s Athletic Boosters, Band/Choir Boosters, with Padres Unidos (Latino Parent Organization), Be REAL (PBIS) Parent Volunteers, and Community Partners.

Parent Responsibilities

We, as parents/guardians, will support our children’s learning in the following ways:

1. Monitoring attendance.
2. Ensuring that homework is completed.
3. Participating, as appropriate, in decisions relating to my child’s education.
4. Promoting positive use of my child’s extracurricular time.
5. Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
6. Attending school events, such as drama and music productions, athletic events, and other extracurricular activities.
7. Serving, to the extent possible, on policy advisory groups, such as the Conduct Committee, Be REAL (PBIS) Committee, the Board of Education.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the state’s high standards. Specifically, we will:

1. Do my homework every day and ask for help when I need it.
2. Monitor my grades through PowerSchool.
3. Utilize my time responsibly during Bison Time and to seek resource help when I need it.
4. Take responsibility for the care and use of my Chromebook.
5. Participate in extracurricular activities and/or athletics.
6. Give my parents or the adult who is responsible for my welfare all notices and information received by me from my school.

Surveys of Information

In accordance with federal law (Public Law 103-227), students who participate in federally funded programs (e.g. Schoolwide Title I) are not required to divulge in a survey, analysis or evaluation of any of the following without the prior written consent of their parents or guardians: 1) political affiliations; 2) embarrassing mental or psychological problems; 3) sexual behavior and attitudes; 4) illegal, anti-social, self-incriminating and demeaning behavior; 5) critical appraisals of family members; 6) privileged relationships such as those involving lawyers, physicians and clergy; and 7) income (other than as required to determine eligibility for participation in a program or for financial assistance).

Illinois Social and Emotional Learning (SEL) Standards

In 2003, the Illinois State Legislature passed a law concerning the mental health of children in the state. A part of this law mandated that all school districts in Illinois develop a plan to teach and assess the social and emotional development of students. The Illinois State Board of Education (ISBE) now requires each district to meet social and emotional learning (SEL) standards it developed with a wide range of stakeholders, including teachers, psychologists, and parents. According to ISBE, “there is a strong research base indicating that these SEL competencies improve students’ social/emotional development, readiness to learn, classroom behavior, and academic performance.” The three SEL goals are as follows:

- Goal 1: Develop self-awareness and self-management skills to achieve school and life success.
- Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.
- Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

Under each goal, the state has developed two to three standards with age-appropriate bench-marks. Each benchmark level also contains numerous performance descriptors, listing more specific, measurable skills. This detailed information may be found at the websites below:

Illinois State Board of Education:
<https://www.isbe.net/sel>

Fenton High School:
<https://www.fenton100.org/academics/sel-social-emotional-learning>

Health Services

The Health Office is available for students who have health problems and need assistance. The following procedures should be observed:

1. If a student becomes ill during the school day, they may report to the Health Office only after obtaining a pass from the teacher whose class they are in, or if the illness occurs between classes, by obtaining a pass from their teacher in the next class period. Only under most unusual conditions will a student be permitted to see the nurse throughout the day without a pass.
2. If a student becomes ill during the school day, they **MUST** report to the health office for assessment **BEFORE** a parent/guardian is notified. Health office staff will contact the parent/guardian if it is determined that the student is ill or injured and needs to go home. If a student contacts parent/guardian before being assessed the student may leave with the parent/guardian, however the absence will be **UNEXCUSED** and a Dean referral will be made.
3. Students who are dismissed due to illness may not be allowed to ride the school bus.

Medication

If your child requires medication while at school, the following procedure is required:

- A School Medication Authorization Form must be completed by a physician and parent before any medication including over the counter medication can be given at school. This form must be updated each school year.
- Prescription medications must be brought to school in a container appropriately labeled by the physician or pharmacy noting the student's name, medication, dosage, schedule of administration, date and prescriber's name.
- Over the counter medications must be brought in their original container.
- All controlled substances must be brought in and picked up by the parent/guardian. All medication is to be brought to the health office first period.
- At no time shall a student have prescription or over the counter medications on their person. The exception to this rule is Public Act 094-0792, 5/19/06, of the School Code, Self-Administration of medication. "A school, whether public or nonpublic, must permit the self-administration of medication by a pupil with asthma (an inhaler) or the use of an epinephrine auto-injector (epi-pen) by a pupil." An asthma inhaler and/or epi-pen are authorized for self-administration by the student's physician and parent on the School Medication Authorization form.
- Any change in medication dosage or administration must be provided in writing by the prescribing physician.
- All medications will be sent home with the student at the end of the school year unless the nurse feels it is not safe to do so or parent/guardian request other arrangements. An exception to this is if the medication is a

controlled substance then a parent or guardian must pick up the medication. Student/Parent/Guardian will be required to sign and date a Year End Medication Pick-Up form prior to taking medications home.

- Any Medication not picked up at the end of the school year will be appropriately discarded.

Students with Diabetes

Fenton Community High School, District 100 will facilitate the needs of students with diabetes who attend school. The District will not deny a student access to school or school related activities on the basis that a student has diabetes and will not restrict the assignment of a student with diabetes on the basis that the school does not have a full time nurse. The District will comply with the requirements of the *Care of Students with Diabetes Act*. If your child has Type 1 or Type 2 diabetes, please contact the health office at 630-860-4941 so that a Diabetic Medical Management Plan can be developed.

Food Allergies

School attendance may increase a student's risk of exposure to allergens that could trigger a food allergy reaction. A food allergy is an adverse reaction to a food protein mediated by the immune system which immediately reacts causing the release of histamine and other inflammatory chemicals and mediators. While it is not possible for the District to completely eliminate the risks of exposure to allergens when a student is at school, A Food Allergy Management Program using a cooperative effort among students' families, staff members and students helps the District reduce these risks and provide accommodations and proper treatment for allergic reactions. If your child has a food allergy, please contact the health office at 630-860-4941.

Medical Exclusions for the Prevention and Control of Communicable Diseases

Because of our concern for all of the students at Fenton High School, we must necessarily exclude certain students who exhibit symptoms of contagious diseases. In addition to diseases such as flu, measles, rubella, chicken pox, mumps, and scarlet fever, there are several other health problems which are contagious and will not only require exclusion, but will also require a physician's note for the students to return to school. This group of diseases includes scabies, undiagnosed rashes, and conjunctivitis (eye infection). Students with diagnosed conjunctivitis will also need to be under treatment for 24 hours before they will be allowed to return to school (per Public Health Guidelines).

Physical/Immunizations Requirements

A physical exam documented on the Illinois State *Certificate of Child Health Examination* form and up to date immunizations are required for all incoming freshmen and those students entering Illinois or USA for the first time. Students are required to show proof of immunity to diphtheria, pertussis, tetanus, measles, mumps, rubella, poliomyelitis, hepatitis B, varicella and MCV (for seniors only) on

or before October 15 of each school year or within 30 days of transferring into Fenton High School. Students not meeting the deadline will be excluded from school as required by law.

If a student has religious objection to examinations and/or immunizations the State of Illinois requires an Illinois Certificate of Religious Objection form be completed and submitted to Fenton's health office for approval on or before October 15 or within 30 days of transferring into Fenton High School.

Please note, pertinent confidential information is shared with teachers and staff as needed to ensure the safety and well-being of your child. If your child has special healthcare needs, please contact the health office so that we can prepare for your child's arrival at Fenton.

Dental Requirements

Illinois School Code requires that all kindergarten, 2nd, 6th and 9th grade students have an oral health examination performed by a licensed dentist no later than May 15 of the school year. All dental exams must be completed on the Proof of School Dental Examination form and signed and dated by the dentist. All exams must be completed within 18 months prior to the May 15 deadline. If a student has an undue burden or does not have access to a dentist the parent or guardian may complete a Dental Examination Waiver form.

Vision and Hearing Screening

Vision and hearing screening are required annually for all students in special education, new to the district or who have been referred by their teacher. Vision screening is not a substitute for a complete eye and vision evaluation by an eye doctor. Vision screening performed by the doctor's office as part of the school physical does not fulfill the mandate. If there is documentation in the student's file of an eye examination having been done by an optometrist or ophthalmologist within the last 12 months, the student does not have to be screened.

Medical Excuses for Physical Education

Attendance in physical education is required by Illinois State Law. A student who is physically unable to participate in physical education will be granted a medical excuse from the activity portion of physical education under the following conditions only:

1. A non-participation excuse may be issued by the gym teacher or health office staff for a one-to three-day period if the student has a note from the parent stating the medical problem.
2. A student who requires a medical excuse for more than three days must bring a note signed by a physician specifying the reason for the excuse and the dates the student will be unable to participate in the activity. This note must be presented to the school nurse immediately so that non-participation days will be considered excused. Retroactive gym excuses will not be accepted. If a medical excuse from a physician lapses, another note must

be ongoing or the student will have unexcused class days. Parents are reminded that physicians' notes are also needed for students who have stitches or casts. These may be obtained from an emergency physician or the student's regular physician.

3. Chronic health problems requiring a gym excuse must be documented by a physician each school year.

A student will not receive credit for physical education if they are failing this course prior to receiving the medical excuse or continues to miss class after a medical excuse has expired.

Insurance

Fenton Community High School District 100 has purchased a student accident insurance policy for each enrolled student for the 2024 - 2025 school year. Benefits are secondary to all other collectible insurances. Claim forms are available in the nurses and athletic offices. A complete copy of the insurance policy is available in the main office.

All school injuries requiring a physician's care must be reported immediately to the school nurse. Treatment by a physician must take place not later than thirty (30) days following the accident. Completed insurance forms must be received by the company within ninety (90) days from the date of injury if the company is to honor them. The nurse or athletic director are to complete the school portion of the insurance claim with the student. **INJURIES RECEIVED IN A FIGHT ARE NOT COVERED BY THIS ACCIDENT INSURANCE POLICY.**

Bus Service

Fenton High School has participated voluntarily for many years in the State of Illinois plan for school transportation. The school district is not required to furnish transportation for its students.

Good conduct is required at all times while riding school buses. A student who does not meet these standards of good conduct may lose their bus riding privileges. If this occurs, it will not be deemed an excuse for being absent or late to school.

Students who live one and one-half miles or more from school are eligible for a bus pass. Transportation will also be provided for those students who live within designated hazardous walking areas as determined by the Board of Education. Following a time schedule, students are picked up in the morning at designated points and returned after school.

If a student misses their bus for any reason, it is still the student's responsibility to get to school on time.

At 5 p.m. a late bus leaves from the front of Fenton High School to transport students who have attended meetings, practices, etc. A second trip is made leaving from the front of the school at 6:30 p.m. for students in extra-curricular activities.

If a student has been denied bus service but feels they are qualified to ride the school bus, they may apply for a bus pass in the Superintendent's Office.

BUS ROUTES ARE SUBJECT TO CHANGE DUE TO LOAD DISTRIBUTION. TRAFFIC AND WEATHER CONDITIONS MAY CAUSE THE PICK-UP TIMES TO VARY. ALL STUDENTS MUST BE AT THEIR STOP FIVE (5) MINUTES PRIOR TO THE SCHEDULED PICK-UP TIME.

Student Bus Regulations

Students must:

1. Show I.D.s to the driver when boarding. Students will not be allowed to ride without an I.D. card. Furthermore, students should not board a bus without the driver or chaperone present or on board.
2. Keep hands and head inside the bus at all times.
3. Not lower windows below the black lines on the window posts.
4. Not throw anything out of the bus windows.
5. Be absolutely quiet when approaching a railroad crossing.
6. Not participate in loud laughing, talking, or unnecessary confusion.
7. Not eat or drink on the bus.
8. Not carry animals or other objects that may be disruptive or cause damage to the bus.
9. Keep books, packages, coats, feet and all other objects out of the aisles. Items such as skateboards may not be carried on the bus.
10. Stay off the road at all times while waiting for the bus.
11. Not loiter on or around the buses.
12. Not leave their seats while the bus is in motion; shall sit facing forward with their feet on the floor.
13. Not tamper with or open the emergency door except in an emergency situation.
14. No spikes or other equipment that may damage the bus may be worn on the bus.
15. Not board or leave the bus at any location other than their assigned stop. It is illegal for students to cross four (4) lane highways when approaching or departing from a school bus. (Illinois Motor Vehicle Code, Section 11-1415)

Any conduct that is not acceptable in the classroom will not be acceptable on the school bus. Students who do not follow the guidelines above, or who fail to accept the driver's authority and instructions, may be suspended from riding the bus.

Bus to Away Events/Activities Bus

Fenton High School buses are often used for transportation to away-from-school activities such as a basketball game at another conference school or for a club that is attending a play or other activity. The cost charged to students for such a trip is based upon actual operating costs, including the bus driver's salary, and is substantially lower than the amount a private carrier would charge.

Because the school has assumed authority for supervision when school buses are used for events of this kind, **it is a requirement that students who ride a bus to such an event must also ride the bus back to school on the return trip.** If a parent wishes to make a special arrangement for their child to use some other means of transportation for the return trip, they must request this in advance by contacting the Assistant Principal of Student Life at (630) 860-4784.

Cameras - Surveillance

A video and/or audio monitoring system may be in use on school busses and a video monitoring system may be in use in public areas of the school building. These systems have been put in place to protect students, staff, visitors and school property. If a discipline problem is captured, these recordings may be used as the basis for imposing student discipline. If criminal actions are recorded, a copy of the recording may be provided to law enforcement personnel.

Visitors

Parents of Fenton students and other interested citizens of the communities are encouraged to visit our school. Visitors are to enter the building through secured DOOR #1 during school hours. In order to visit the school, all visitors must report directly to the Main Office. Each visitor is required to present a government issued picture ID upon check in. Fenton High School utilizes the RAPTOR system which scans each photo ID as a security measure. They should make advanced arrangements in the Main Office so that their visit will be as meaningful as possible. Persons not identified with the school must have a permit from either the Main Office or the Student Center to see students or teachers in the building or to pass through the halls.

No person on school property or at a school event shall perform any of the following acts:

1. Strike, injure, threaten, harass, or intimidate a staff member, Board member, sports official or coach, or any other person.
2. Behave in an unsportsmanlike manner, or use vulgar or obscene language.
3. Unless specifically permitted by State law, possess a weapon, any object that can reasonably be considered a weapon or looks like a weapon, or any dangerous device.
4. Damage or threaten to damage another's property.
5. Damage or deface school property.
6. Violate any Illinois law, or town or county ordinance.
7. Smoke or otherwise use tobacco products.
8. Distribute, consume, use, possess, or be impaired by or under the influence of an alcoholic beverage, cannabis, other lawful product, or illegal drug.
9. Be present when the person's alcoholic beverage, cannabis, other lawful product, or illegal drug consumption is detectible, regardless of when and/or where the use occurred.

10. Use or possess medical cannabis, unless he or she has complied with policy 7:270, *Administering Medicines to Students*, implementing *Ashley's Law*.
11. Impede, delay, disrupt, or otherwise interfere with any school activity or function (including using cellular phones in a disruptive manner)
12. Enter upon any portion of school premises at any time for purposes other than those that are lawful and authorized by the Board.
13. Operate a motor vehicle: (a) in a risky manner, (b) in excess of 20 miles per hour, or (c) in violation of an authorized District employee's directive. Engage in any risky behavior, including roller-blading, roller-skating, or skateboarding.
14. Engage in any risky behavior, including roller-blading, roller-skating, or skateboarding.
15. Violate other District policies or regulations, or a directive from an authorized security officer or District employee.
16. Engage in any conduct that interferes with, disrupts, or adversely affects the District or a School function.

Food Deliveries

Food deliveries ordered by students, parents, and/or families will NOT be permitted at any time in the building. Parents who bring lunch for their student must bring a lunch in a labeled bag and/or prearrange with their students Assistant Principal or Dean. Fast food deliveries are not allowed. A full line of food service is available during breakfast and lunch.

Media/Publication Non-Consent

Fenton Community High School District 100 consistently acknowledges the activities and accomplishments of its students by sharing information with the community. The District may video, audio record, or photograph student activities and student work for use on the District website, District-sponsored publications, community cable channels, District social media sites and in other outlets. In addition, the school issues press releases and distributes photos to media outlets and may occasionally allow the news media to interview, photograph, record, or video students under the supervision of District personnel.

If you DO NOT WISH to have images, video, or audio of your child published, please notify the Fenton High School Community Relations Department in writing, including your child's name and ID number, at the following address:

Fenton Community High School
Attention: Community Relations Department
1000 West Green Street
Bensenville, 60106

Section 2: Academic Program Information

Community Service Requirement

Fenton High School requires that all students complete 25 hours of community service as part of their graduation requirement. This service program involves all students, regardless of academic level, volunteering at school and in the community. Certain restrictions are in place and students are encouraged to contact the community service department for volunteer opportunities and guidelines. Providing childcare will only be accepted when completed at a non-profit organization and cannot be completed for friends, neighbors or family members. In addition, completing work at a for-profit business but not receiving compensation will NOT be accepted and cannot be applied to the community service requirement at Fenton.

Curriculum

Fenton is a comprehensive high school. Courses have been selected to meet the needs of each student and to challenge each to the maximum of their potential. These curricular offerings range from college-level work and ability grouping in several academic areas to cooperative work-study programs. We are also a member school of the Technology Center of DuPage, the area career and technical school, which provides extensions to our curriculum in occupational training.

Over 200 courses are available to students with full programs of study in English, science, mathematics, social studies, world language, applied technology, family and consumer science, business education, physical education, art, music, and vocational education. Questions regarding the curricular program at Fenton High School should be directed to the Director of Learning.

Course Selection

The courses offered at Fenton were developed by departments with the varied needs of the student body in mind. Teachers strive to select subject matter and methods of teaching which will help each student realize their maximum potential. Students are not placed into classes arbitrarily, but are guided toward wise course selection by their teachers and counselors, keeping college and career readiness at the forefront of the decision making process.

Class Standing

Fenton High School has identified the following class standings in order to hold students accountable for their learning. Standing will be determined each semester. Privileges such as attendance at Prom, early release for seniors, etc., will not be granted until the student earns qualifying standing in a particular class.

Freshman standing:

A student who has achieved less than 10 credits is considered a Freshman.

Sophomore standing:

A student who has completed at least one year of high school and achieved 10 credits is considered a Sophomore.

Junior standing:

A student who has completed at least two years of high school and achieved 20 credits is considered a Junior.

Senior standing:

A student who has completed at least three years of high school and achieved 30 credits is considered a Senior.

Graduation Requirements

Forty-five (45) credits are necessary for graduation. A unit of credit is given for each successful completion of a semester's work. **Students repeating courses for which they have already received credit will not receive additional credit.** Students may enroll in seven (7) courses each semester, one of which is physical education. All seniors, including early graduates, are responsible to meet all requirements for graduation.

In addition to the credit requirements, the following subjects must be successfully completed in order to graduate:

English 1 (Freshmen):	2 semesters
English 2 (Sophomores):	2 semesters
English 3 (Juniors):	2 semesters
English 4 (Seniors):	2 semesters
Physical Education:	1 semester (9th grade) 2 semesters each year following
Health (Freshmen):	1 semester
Classroom Driver's Education:	Included in Soph. P.E.
Consumer Education:	1 semester
Introduction to Social Science (Freshmen):	2 semesters
World History (Sophomores)	2 semesters
U. S. History (Juniors)	2 semesters
Mathematics:	6 semesters
A Biological Science Course:	2 semesters
A Physical Science Course:	2 semesters
Fine and Applied Arts:	2 semesters
(Chosen from applied technology, art, business, family and consumer science, world language, music, and/or theatre)	
Community Service:	25 hours

Honor Roll

Students whose grade point average (G.P.A.) is 3.5 for an 18-week marking period are placed on the High Honor Roll. Those whose G.P.A. is 3.0 are placed on the Honor Roll. Both lists are featured in the display case in the hall across from the main office. The honor rolls published in November and April reflect the first quarter grades of each semester. At the close of each semester in January and June, the honor rolls are based upon the semester grades.

Academic Achievement

The Board of Education recognizes outstanding academic achievement of all students. Fenton High School recognizes the Fenton Scholars, representing the top 5% of students in each class. The Fenton Scholars, of the Senior class will be recognized at graduation. The faculty will select two Fenton Scholars to deliver the graduation speeches through an audition process.

Homework/Assignment Notebook

The successful completion of homework is important if the student is to progress and succeed at Fenton. In order to facilitate academic responsibility, students will be issued assignment notebooks. They will be expected to keep a daily log of classroom assignments. Questions concerning assignments should be directed to the specific classroom teacher.

Grade Reports

At the end of each semester, grades are issued by each teacher. Parents and students may check on the current status of semester grades by logging on to their PowerSchool site. Log on information is provided at the beginning of each school year and is available by contacting the main office. The grades indicated on permanent records and the grade points used in computing semester grades are:

A - Excellent	4 Grade Points
B - Good	3 Grade Points
C - Average	2 Grade Points
D - Poor	1 Grade Point
P - Pass	Grade given for independent study
G - Passing	Indicates effort rather than attainment
IN - Incomplete	Grade withheld until work is completed
F - Failure	0 Grade Points
W - Withdrew	
WF - Withdrew Failing	
AU – Audit	

Courses at Fenton are semester courses for which one credit is earned upon completion with a passing grade of no less than a “D”. The most important factor in the determination of a grade is the mastery of the subject matter. Those students who fail a course are expected to make up the credits which may require attending summer school.

Course Withdrawal

Students may request to withdraw from a course or change a course through week eight of each semester. If a course is dropped after eight weeks, students will receive a grade of WF. Adding a different elective course is subject to course availability and teacher approval. Students must maintain enrollment in a minimum of six courses per semester.

Additional guidelines apply to requests for withdrawals and course changes based on sequential, non-sequential, or AP courses. Ask your counselor for more information.

Auditing Classes

Requests to audit classes must be obtained from the student's counselor, and signed by the student's counselor, Director of Learning, the teacher, and the student's parent, by the end of the first nine weeks of the semester in which the course is offered. An "AU" will appear on the report card and transcript in lieu of a letter grade.

Transcript

The transcript is a record of all courses attempted. Both original and repeat courses with grades, will appear on the student's transcript, but the better of the two grades will be used in awarding credit in calculating the student's unweighted and weighted GPAs.

Testing Schedule

Note: The State of Illinois is transitioning to the ACT standardized test but has not released a timeline or determined if the SAT will remain in effect for one more year.

Preliminary Scholastic Aptitude Test (PSAT) 8/9 for incoming Freshmen

To be determined. Check fenton100.org

Preliminary Scholastic Aptitude Test National Merit Scholarship Qualifying Test (PSAT/NMSQT)

To be determined. Check fenton100.org

SAT (required for high school graduation by the Illinois State Board of Education), PSAT 8/9, PSAT 10

To be determined. Check fenton100.org or contact your counselor.

Illinois Science Assessment (Biology Students)

To be determined. Check fenton100.org or contact your counselor.

Advanced Placement (AP) Examinations

To be determined. Check fenton100.org or contact your counselor.

For information on registration deadlines, contact your counselor.

College Entrance Recommendations

Students who intend to enter college should check the requirements for admission to the college or university in which they are interested. Wise program planning can achieve solid college preparation and also include the valuable experiences of courses in the practical arts and sciences. The State of Illinois Board of Higher Education has recommended that Illinois state institutions require the minimum subject requirements listed below:

English

8 credits (Six of which are required by FHS)

English 1, 2, 3, 4

2 credits each

Art/ World Language/Music/ Career & Technical Education

4 credits (Two of which are required by FHS) to be selected from courses in Art, Career & Technical Education, Music, and/or World Language.

Math

6 credits (Six of which are required by FHS)

Math 1, 2, and 3

2 credits each

Pre-Calculus*

*Recommended if Algebra I/Geometry was taken in 8th grade.

Science

6 credits (Four of which are required by FHS)

Biology, Chemistry, and Physics

2 credits each

Social Studies

6 credits (6 of which are required by FHS)

Intro to Social Studies

2 credits each

World History or AP World History

U.S. History or AP U.S. History

Career and Technical Education (CTE)

Listed below are CTE courses offered at Fenton School District 100. These courses are open to interested students. There are no criteria to sign up for these courses, except to enter a 2nd year course a student must successfully finish the first-year course (for example, a student must take Culinary 1 prior to Culinary 2).

- *Accounting Principles*
- *Automotive Technology 1 and 2*
- *Business Orientation*
- *Child Development and Parenting*
- *Intro to Coding*
- *Advanced Coding*
- *Computer Network & Maintenance*
- *Construction Trades*
- *Culinary 1 & 2*
- *Early Childhood & Elementary Education*
- *Entrepreneurship*
- *Food Preparation and Health Management*
- *Graphics 1, 2, and Production*
- *Management & Marketing*
- *PLTW: Introduction to Engineering and Principles of Engineering Design*
- *Introduction to Education*
- *Investment Management*
- *Principles of Engineering & Robotics*
- *Small Engine Repair*
- *Advanced Woods*

Technology Center of DuPage (TCD)

Information concerning the Technology Center of DuPage programs is presented in the Fenton High School Curriculum Guide. In-depth course descriptions for the program can be found in the Technology Center of DuPage Student Registration Information Pamphlet available in the Counseling Office and at www.tcdupage.org. Bus transportation is provided to and from TCD. Students are not permitted to drive or ride in private vehicles to TCD.

College of DuPage (COD)

The local community college for residents of Bensenville and Wood Dale is College of DuPage in Glen Ellyn. They have an open door policy as long as a student is 18 years of age or older or a graduate of high school. Students are encouraged, but not required, to take the ACT Exam. Inquiries should be mailed to:

College of DuPage
425 Fawell Boulevard
Glen Ellyn, Illinois 60137
630-942-2800

Correspondence Courses

A student enrolled in a correspondence course may receive high school credit for work taken, provided the following criteria are met:

1. The course must be taken with an institution accredited by the North Central Association or the National Home Study Council.
2. The student is a fourth or fifth year senior.
3. The course is approved in advance by the Division Leader. A maximum of four (4) units of correspondence credit may be counted toward the requirements for high school graduation.

Portrait of a Graduate

The Portrait of a Graduate is a collection of qualities and capabilities that empower our students to be "The Best Me I Can Be." Fenton High School, Bensenville District 2 and Wood Dale District 7 jointly created this portrait to serve as a framework for developing skill competencies, personal attributes, and educational opportunities that prepare students for an unknown future in a complex, rapidly changing world.

Knowing what a community values for its graduates is important to mapping the pathways to get there. Without this clear picture, any road may seem like a good one. As a "North Star" document, the Portrait of a Graduate guides the three districts as they align their work with this vision.

For our students, parents and teachers, the Portrait of a Graduate clearly communicates that we, as a community, believe these vital skills and character traits serve our graduates well no matter the pathway they choose for their lives. Identified as "empowerments," they are as follows:

SOCIALLY EMPOWERED

- Communicate effectively
- Empathize with others by understanding and accepting their diverse experiences
- Contribute as an engaged citizen in one's community

EMOTIONALLY EMPOWERED

- Develop self-awareness of one's emotions, thoughts and values
- Grow confident in one's ability to reach a goal
- Persevere through challenges

CREATIVELY EMPOWERED

- Engage one's curiosity about the world
- Take risks to explore new possibilities
- Demonstrate and contribute innovative ideas and solutions

INTELLECTUALLY EMPOWERED

- Become an independent critical thinker
- Seek knowledge in order to achieve personal fulfillment and professional aspirations
- Be growth oriented recognizing the value of continuous improvement

CULTURALLY EMPOWERED

- Advocate for one's self and others by being a voice for social justice
- Establish a sense of belonging by accepting one's self and others
- Collaborate with others creating a sense of harmony within our interconnected world

PHYSICALLY EMPOWERED

- Understand the importance of self-care and practice healthy routines
- Appreciate the benefits of physical fitness
- Value and nurture one's mental well being

Section 3: Attendance and Behavior

Code of Conduct

I. Student Attendance

School attendance is compulsory under Illinois State Law. The Illinois School Code places responsibility for student attendance upon parents and guardians. To assist parents and guardians in complying with this regulation, the school maintains a procedure providing for school/parent contact concerning absence, truancy, and tardiness. Students are required to attend all classes and study halls on each day of attendance on the school calendar. Student involvement in daily classroom activities is essential. Students missing more than 10 days of school in a year will be placed on an Attendance Contract, and may be referred to the Regional Office of Education per the Illinois School Code.

A. Absences

1) Excusing Absences

When a student is absent, a parent or guardian must call the Student Center (630-860-4948) between 6:00 a.m. and 2:00 p.m. on the day the student is absent.

Parents who have unique circumstances calling in should contact the Student Center and request special consideration. Unforeseen emergencies that make phoning impossible will be considered on an individual basis by the Dean who will determine whether or not to excuse the absence. Notes instead of phone calls will not be accepted for excusing absences unless parents have made prior arrangements with the Student Center. Acceptable reasons for notes may be no home phone, illness of parents, or language barriers. Notes will be kept on file by the Student Center and validated by a Dean. Calls to excuse absences will not be accepted after the day following the absence (48 hours). A “no call to excuse” will result in a student penalty. Absences because of visits to doctors, dentists, courts, etc. will be excused upon the student’s return to school. If asked for verification, the student must present to the Student Center either a written verification, signed by the doctor, dentist, court clerk, etc., on their letterhead or a receipt for services rendered within ten (10) school days.

2) Excused Absences

A student’s absence from school will be excused for only these reasons:

1. Personal illness or other physical disability
2. Serious illness or death in the immediate family

3. Observance of a recognized major religious holiday
4. Compulsory court appearance or driver's license exam
5. Essential miscellaneous absences as approved by the dean (written verification from parent/guardian or accident report may be required)
6. Per Public Act 102-981, students will be excused to attend one (1) civic event. Documentation of the event to be attended must be provided to the attendance office.
7. Active duty members: Students will be excused for up to five (5) days in cases where the student's parent/guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings. A student and the student's parent/guardian are responsible for obtaining assignments from the student's teachers prior to any excused absence and for ensuring that such assignments are completed by the student prior to their return to school.
8. Per Public Act 102-0321, students are allowed five (5) Mental Health days in one academic school year. After a second used mental health day, the school may refer students to appropriate personnel in the counseling office.
9. Pre-arranged absences (written verification or request from appropriate authority)
 - a. college visitation
 - b. school sponsored activity
 - c. vacation with parent/guardian (more than ten (10) days will not be excused)
 - d. medical appointment

Students having an excused absence for an entire day must contact the Student Center if they find it necessary to enter the building or if they wish to participate in an activity on the day of their excused absence, subject to paragraph (9) below. Students who are absent for more than three (3) consecutive days may be required to present a medical explanation to verify absences. In addition, students incurring excessive absences (10 or more days) may be placed on an attendance contract and required to secure a written explanation by the appropriate authority (e.g. doctor, dentist, court clerk, etc.), or be excused by the school nurse, in order to have the absences declared excused.

3) Early Dismissals

Parents requesting an early dismissal for their son/daughter should call the Student Center before 8:30 a.m. on the day of the dismissal. A dismissal slip will be given to the student. Students must sign out in the Student Center before leaving the building on a dismissal. Students leaving the building without signing out may be considered unexcused- truant, even though they have been given permission to leave school. Upon the student's return to school, written verification of the appointment, etc., should be presented to the Student Center.

4) Pre-Arranged Absences

On occasion it may be impossible to schedule annual long-term family vacations (parent/ guardian accompanying student) or college visits during scheduled school vacations. If this situation does occur, parents/guardians may request a pre-arranged absence. Please call the Student Center (630-860-4948) for details regarding pre-arranged absences. Calls should be made as early as possible prior to the expected absences. Forms to permit pre-arranged absences must be completed and returned to the Student Center three (3) days prior to the absence in order for the absence to be considered excused. Arrangement to complete assignments missed during pre-arranged absences must be made with the teacher prior to the absence.

5) Unexcused Absences

Any unauthorized absence from school or class will be considered unexcused, regardless of “after the fact” clearances by parents/guardians. In addition, an absence which is misrepresented for any reason will not be excused. Some examples of unexcused absences are: Skipping school, cutting class, leaving class/school without authorization and proper sign-out, or absences not properly cleared by a parent/ guardian as described previously. Consequences will include one or more detention(s) or extended detention(s).

6) Requests for Homework

Requests for homework may be made for students who have 2 or more consecutive absences. Students and parents may contact individual teachers via email to request homework (teachers can be emailed at www.fenton100.org under District > Staff Directory). If necessary, hard copies of material may be picked up in the Main Office between 7:00 A.M. to 4:00 P.M.

7) Home/Hospital Educational Services

If a student will be absent for more than two weeks or on an intermittent basis for a health-related reason, the parent should contact the school nurse immediately to determine eligibility for tutoring services. A statement from a licensed physician will be needed indicating the nature of the medical condition, its impact on the student's ability to attend school and the length or nature of the anticipated absence. Students with disabilities for whom home/hospital services are necessary may require modification of their IEP for the period of the home/hospital services.

8) Make-Up Work

Any school work missed as a result of an absence, a suspension from school, or a tardy to school or class must be made up promptly and for equivalent academic credit. Students should submit missing work according to the timeline specified by the teacher. It is the student's responsibility to contact the teacher for assignments and any necessary help needed.

9) *Participation in School Activities on the Day of Absence*

In order to participate in any school activities or attend school activities on day of absence (including prom), practice, rehearsal, or performance, etc., after school or in the evening, a student must be in attendance throughout the entire day unless a special arrangement has been made with a Dean. In no case will the student be allowed to participate if their absence has not been excused.

B. Tardiness

1) *Tardiness to Class*

Students are responsible for daily attendance and being on time to class. Quality education is enhanced and positive work habits are reinforced by punctuality. Since the teacher and student are the key parties involved in the learning process, it is to their mutual benefit that punctuality be enforced. NOTE: work missed during the time of an unexcused tardy to class can only be made up at the teacher's discretion, except for major tests and/or projects. Tardy to class is defined as the student not being in their assigned seat by the final bell. Teachers will be closing their classroom doors once the final bell has rung, and students should report to a campus security stationed throughout the building for an unexcused tardy pass to class.

Tardies are recorded each period of the school day. The tardy structure is as follows:

- Tardy 1-6: Warning: student notification through tardy ticket, and logged in HERO.
- Tardy 7+: 1 detention assigned for each tardy: student notification through tardy ticket and logged in HERO.

NOTE: Tardy count starts over at the beginning of each semester.

2) *Tardiness to School*

Students are expected to arrive at school on time. Excuses will not be accepted for tardiness to school including those students who are occasionally late to school. (e.g. oversleeping, car trouble, etc.) – these tardies will be considered unexcused. Special circumstances may be excused ONLY by a student's Dean. Those students who arrive late must enter at the main entrance and obtain a late pass from the campus security at the main entrance, or in the Student Center. This pass will not excuse their tardiness but will allow them to travel through the halls to their assigned class within 5 minutes of the timestamp on the pass. The following consequences will be issued for unexcused tardiness to school (per semester):

Tardy to school within the first 30 minutes of the student's school day: Tardy is logged in HERO, warning first time. After the first time: One detention to be served within two school days for each tardy, and every ninth tardy may result in administrative action.

Tardy to school 31 minutes or more of the student's school day: Tardy logged in HERO, two detentions to be served within two school days, a minor STEP issued, and administrative action.

C. Signing Out

A student who wishes to leave the building during the day may not do so without appropriate authorization and must sign out in the Student Center before they leave the building. If a student is absent a portion of a school day and returns to school, the student is required to sign in at the Student Center and get an “Admit to Class” pass. Students who become ill during the school day must report to the Health Center and may be given permission, when appropriate, to sign out in the Student Center with parent authorization. Students leaving without following this procedure will be considered unexcused and truant.

II. Student Behavior

A. Prohibited Student Conduct

Students may be disciplined for misconduct, including but not limited to the following:

1. Tobacco Products (and tobacco look-alike products). Using, possessing, distributing, purchasing, selling or offering for sale tobacco or nicotine materials, including electronic cigarettes (e-cigarettes) or vapes. Students will be referred to the School Resource Officer (SRO) and may be issued a citation for violating this policy.
2. Alcohol. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession*.
3. Drugs. Using, possessing, distributing, purchasing, selling or offering for sale:
 - a. Any illegal drug, controlled substance, or cannabis (including marijuana, medical cannabis and hashish).
 - b. Any anabolic steroid.
 - c. Any performance-enhancing substance on the Illinois High School Association’s most current banned substance list.
 - d. Any prescription drug for which the Student is not authorized to self-carry and/or self-administer (please contact the school nurse at (630) 860-4941 for the necessary authorization forms). The use or possession* of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited.
 - e. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student’s use of asthma or other legally prescribed inhalant medications.

- f. “Look-alike” or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a student believes to be, or represents to be, an illegal drug, controlled substance, or other substance that is prohibited by this policy; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug, controlled substance or other substance that is prohibited by this policy.
 - g. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.
 - h. Any substance inhaled, injected, smoked, consumed or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in a tablet or powdered form.
 - i. Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they have the prohibited substance, as applicable, in their possession*.
- 4. **Weapons**. Using, possessing, controlling or transferring a “weapon” or violating the procedures listed below under the Weapons Prohibition section of this handbook procedure.
 - 5. **Incendiary Devices**. Possession of lighters, matches, or incendiary devices.
 - 6. **Misuse of Electronics**. Using a cellular telephone, smartphone, video recording device, personal digital assistant (PDA), electronic paging device, or similar electronic device in any manner that disrupts the educational environment or violates the rights of students, staff, or other individuals, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Prohibited conduct specifically includes, without limitation, creating and sending, sharing, viewing, receiving or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device or cellular telephone, commonly known as “sexting.” Unless otherwise banned under this policy or by the building principal, all cellular phones, smartphones and other electronic devices must be kept powered-off and out-of-sight during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student’s individualized education program (IEP); (c) it is used during the student’s lunch period and passing periods; or (d) it is needed in an emergency that threatens the safety of students, staff, or other individuals.
 - 7. **Laser Pointer Misuse**. Using or possessing a laser pointer, unless authorized by an instructor for class purposes.
 - 8. **Inappropriate Language**. Use of language which is not appropriate for a school setting (such as swearing or cursing), disrupts the educational

environment, and/or which causes another person or persons to feel uncomfortable.

9. Interpersonal Conduct Unsuitable in School. Inappropriate displays of affection.
10. Insubordination. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a staff member's request to stop, present school identification, and failure to report to the office.
11. Academic Dishonesty. Engaging in academic dishonesty, including but not limited to cheating, plagiarizing, wrongfully giving or receiving help during an academic examination. Students engaged in such behavior will be referred to the Dean for immediate consequence and appropriate movement in the Fenton Step System. The teacher will then promptly notify a parent/guardian, the counselor, and the case manager(s) as applicable.
 - a. **First Incident:** A referral is given to the student and a subsequent consequence is assigned by the Dean, the teacher notifies a parent by phone; counselor is notified by the teacher.
 - b. **Second Incident:** Same response as in the first incident. In addition, the student may have their grade reduced by one letter for the quarter.
 - c. **Third Incident:** Same response as in the first incident. In addition, the student may fail for the semester.
12. Document Falsification. Altering report cards or student records;
13. Aggressive Behaviors/Fighting. Engaging in bullying, hazing, or any kind of verbally or physically aggressive behavior that does physical or psychological harm to a staff person or another student, or encouraging other students to engage in such behavior. Prohibited conduct specifically includes, without limitation, any use of violence, physical altercations, intimidation, force, noise, coercion, threats, stalking, harassment, public humiliation, retaliation, hazing, bullying, bullying using a school computer or a school computer network (cyber bullying) or other comparable conduct**. In the event of multiple students being equally engaged in a physical conflict, all those involved will be held accountable.
14. Sexual Harassment/Misconduct. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning), and sexual assault (See "Sexual Harassment" in the further explanation of misconduct section below).
15. Discrimination. Use of slurs, insults or epithets directed toward an individual or group of individuals based on race, national origin, gender, religion, disability, marital status, sexual orientation, transgender status or other legally protected category.
16. Property Damage/Theft. Causing or attempting to cause damage to, stealing, or attempting to steal, school property or another person's personal property.
17. Trespass. Entering school property or a school facility without proper authorization.

18. **False Alarm.** In the absence of a reasonable belief that an emergency exists, calling emergency responders (calling 9-1-1); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus or at any school activity.
19. **Unexcused Absence.** Being absent without a recognized excuse.
20. **Gang Activity.** Being involved in a gang or unauthorized group engaging in gang-like activities, including displaying gang symbols or paraphernalia (See **Gang and Gang Activity Prohibited** below).
21. **Criminal Conduct.** Behavior reasonably believed to be a violation of any criminal law/local ordinance, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism, and hazing.
22. **Interference with/Disruption of the Educational Environment.** Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.
23. **Internet Threats.** Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of their duties or employment status or status as a student inside the school.
24. **Unauthorized Drone Operation.** Operating an unarmed aircraft system (AUS) or drone for any purpose on school grounds or at any school event unless granted permission by the building principal.
25. **Violation of Board Policy.** Violation of conduct prohibited by Board policy not otherwise listed above. In addition to policies governing Students in the 7000 Board policy series, students are expected to be familiar with and adhere to policies governing: animals (6:100), use of electronic network (6:235), advertising/distribution of materials in schools (8.25), visitors/conduct on school property (8.30) and any other Board policy or implementing regulation addressing student behavior expectations. Board policies are available upon request to the Principal or on the District's website at www.fenton100.org under Board of Education.

26. **Student Appearance.** School attire should support student engagement and a positive learning environment for all and should not disrupt or interfere with the educational process.
- a. Acceptable apparel must be worn at all times and does not include the following:
 - i. clothing which depicts, advertises or promotes drugs, alcohol, tobacco, nudity, explicit language, or violence
 - ii. clothing that degrade others on the basis of race, ethnicity, religion, creed, national origin, gender, gender identity, sexual orientation or disability
 - iii. footwear of any kind with wheels or rollers (shoes must be worn at all times)
 - b. Staff may ask students to make adjustments to be in compliance or students may be sent to the Student Center to change their clothing.
 - c. Students should wear appropriate clothing during school-sponsored events. Coaches and sponsors will ensure that that the school dress code is followed. Students who do not comply with these guidelines may incur disciplinary action.
27. **Cafeteria:** The school cafeteria serves the student body. The cafeteria is supervised by teachers. All students are expected to cooperate by following the procedures listed below in order to make the cafeteria experience a respectful period for all. Students who steal from the lunch line or cause a disruption during lunch will be referred to the Student Center.
- a. Meal time should be a time in which students are permitted to visit informally with their friends. However, disruptive conduct such as throwing food or other objects, loud talking, pounding on table, etc. will not be permitted.
 - b. Students may choose their seats in the cafeteria. Students are expected to remain seated except when entering the food line or disposing of garbage. If there are problems, cafeteria supervisors will assign students to specific seats at their discretion.
 - c. Students are expected to take their proper place in cafeteria line and are not allowed to “cut” into the line.
 - d. Jackets/coats and/or backpacks are not permitted in the serving lines.
 - e. Students are expected to be either in the cafeteria line or in the cafeteria when the bell rings five minutes after they are dismissed from their previous class.
 - f. When students have finished eating, they should pick up any refuse from the table, chair, and floor and dispose of it in the waste containers.
 - g. Students may not leave the cafeteria prior to the bell unless they are dismissed with a signed hall pass by one of the supervisors.

Further Explanation of Select Misconduct

(1) Weapons Prohibition

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

1. A firearm, meaning any gun, rifle, shotgun, weapon as defined by Section 921 of Title 18 of the United States Code, firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act, or firearm as defined in Section 24-1 of the Criminal Code of 1961. The expulsion period may be modified by the superintendent, and the superintendent's determination may be modified by the board on a case-by-case basis.
2. A knife, brass knuckles or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm, including "look alike" of any firearm as defined above.

The expulsion requirement may be modified by the superintendent, and the superintendent's determination may be modified by the board on a case-by-case basis.

Examples of other weapons that fall within the definitions above include, but may not be limited to: stun guns, tasers, Oleoresin Capsicum (pepper spray/mace), spring guns, devices that expel a projectile by action of an explosive or other propellant, bombs, rockets with a propellant charge of more than four ounces, firearm mufflers or silencers.

(2) Gang & Gang Activity Prohibited

"Gang" is defined as any group, club or organization of two or more persons whose purposes include the commission of illegal acts. No student on or about school property or at any school activity or whenever the student's conduct is reasonably related to a school activity, shall: (1) wear, possess, use, distribute, display, or sell any clothing, jewelry, paraphernalia or other items which reasonably could be regarded as gang symbols; commit any act or omission, or use either verbal or non-verbal gestures, or handshakes showing membership or affiliation in a gang; or (2) use any speech or commit any act or omission in furtherance of the interest of any gang or gang activity, including, but not limited to, soliciting others for membership in any gangs; (3) request any person to pay protection or otherwise intimidate, harass or threaten any person; (4) commit any other illegal act or other violation of district policies, (5) or incite other students to act with physical violence upon any other person**.

(3) Bullying

Bullying is contrary to State law and District policy 7:180 and is prohibited. Bullying on the basis of actual or perceived race, color, religion, sex, national origin, ancestry, age, marital status, physical or mental disability, military status, sexual orientation, gender-related identity or expression, unfavorable discharge from military service, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic also is prohibited.

No student shall be subjected to bullying:

- (1.) during any school-sponsored education program or activity;
- (2.) while in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities;
- (3.) through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment; or
- (4.) through the transmission of information from a computer that is accessed at a nonschool-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by a school district or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. This item (4.) applies only in cases in which a school administrator or teacher receives a report that bullying through this means has occurred and does not require a district or school to staff or monitor any nonschool-related activity, function, or program.

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

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

Bullying may take various forms, including without limitation one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or

retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

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

If you feel you are the victim of bullying or witness the bullying of others, you are encouraged to notify the Student Center and an investigation will be conducted. Anonymous reports of bullying may be made by submitting a tip through the Safety Tip Line from the button on the Fenton homepage <http://www.fenton100.org>. However, formal disciplinary action may not proceed solely on the basis of an anonymous report and the filing of false reports may result in disciplinary action.

Retaliation against any person who reports or participates in the investigation of bullying is strictly prohibited. Any report of retaliation that is verified will result in disciplinary action.

Parents/guardians of all students involved in bullying will be notified and intervention and/or support services within the District or community will be discussed, as appropriate. Any such discussions shall maintain student privacy, consistent with federal and State laws.

(4) Sexual Harassment Prohibited

Sexual harassment of students is prohibited. A person engages in sexual harassment whenever he or she makes sexual advances, requests sexual favors, and/or engages in other verbal or physical conduct, including sexual violence, of a sexual or sex-based nature, imposed on the basis of sex, that:

1. Denies or limits the provision of educational aid, benefits, services, or treatment; or that makes such conduct a condition of a student's academic status; or
2. Has the purpose or effect of:
 - (1) Substantially interfering with a student's educational environment
 - (2) Creating an intimidating, hostile, or offensive educational environment;

- (3) Depriving a student of educational aid, benefits, services, or treatment; or
- (4) Making submission to or rejection of such conduct the basis for academic decisions affecting a student.

Teen Dating Violence Prohibited

Engaging in teen dating violence that takes place at school, on school property, at school-sponsored activities, or in vehicles used for school-provided transportation is prohibited. For purposes of this policy, the term teen dating violence occurs whenever a student who is 13 to 19 years of age uses or threatens to use physical, mental, or emotional abuse to control an individual in the dating relationship; or uses or threatens to use sexual violence in the dating relationship.

(5) Equal Educational Opportunities/Non-discrimination

Any student who feels they have been discriminated against or denied equal educational opportunities based on a protected category is encouraged to contact one of the District's Non-discrimination/Title IX Coordinators and/or file a grievance under Board policy 2:260. Retaliation is prohibited against any person who files or participates in the investigation of a complaint of discrimination.

Non-discrimination/Title IX Coordinators:

- Dr. Eric Koranda, Assistant Principal: (630) 860-6255 / koranda@fenton100.org
- Julia Bray, Assistant Principal: (630) 860-4784 / bray@fenton100.org

(6) Notes

**For purposes of these rules, the term “possession” includes having control, custody, or care, currently or in the past, of an object or substance, including situations in which the item is: (a) on the student’s person; (b) contained in another item belonging to, or under the control of, the student, such as in the student’s clothing, backpack, or automobile; (c) in a school’s student locker, desk, or other school property; (d) at any location on school property or at a school-sponsored event; or (e) in the case of drugs and alcohol, substances ingested by the person.*

***Efforts, including the use of positive interventions and supports shall be made to deter students, while at school or a school-related event, from engaging in aggressive behavior that may reasonably produce physical or psychological harm to someone else. Parents will be notified when the District determines their child is at risk of aggressive behaviors to discuss the concerns and appropriate and available intervention/support recommendations, which may include community referrals or District based services.*

B. When and Where Conduct Rules Apply

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

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

C. Disciplinary Measures

School officials shall limit the number and duration of expulsions and out-of-school suspensions to the greatest extent practicable, and, where practicable and reasonable, shall consider forms of non-exclusionary discipline before using out-of-school suspensions or expulsions. School personnel shall not advise or encourage students to drop out of school voluntarily due to behavioral or academic difficulties. Potential disciplinary measures include, without limitation, any of the following measures:

- A. Notifying parents/guardians.
- B. Restorative conference.
- C. Withholding/loss of privileges which could also include activities during and/or after the school day (examples may include field trips, dances, campus parking, early release for seniors, off campus lunch, assemblies, activities, athletics, etcetera).
- D. Temporary removal from the classroom.
- E. Social Probation; Social Probation is a disciplinary intervention that may be used to address continued disciplinary infractions. Students placed on Social Probation are excluded from participation in non-curricular activities outside of the regular school day. These functions include, but are not limited to, participating in athletic or extracurricular teams or club events/practices, being on school campus before or after school, attending school dances, sporting events, and/or other school-sponsored events on or off campus. During Social Probation, permission to attend these functions may only be granted by a dean or administrator.
- F. Return of property or restitution for lost, stolen or damaged property.
- G. Before or after school detention, Extended Detentions, or In-School Intervention provided the student's parent/guardian has been notified.
- H. Community service.
- I. Seizure of contraband; confiscation and temporary retention of the personal property that was used to violate school rules.
- J. Suspension of bus riding privileges.

- K. Suspension from school and all school activities for up to 10 days. A suspended student is prohibited from being on school grounds absent specific written permission from the principal or their designee for good cause.
- L. Expulsion from school and all school activities for a definite time period not to exceed 2 calendar years. An expelled student is prohibited from being on school grounds absent specific written permission from the principal or their designee for good cause.
- M. Transfer to an alternative program if the student is expelled or otherwise qualifies for transfer under State law and student is not excluded due to the alternative school program's determination that the student poses a safety risk.
- N. 45 day unilateral placement for a weapons, drug or serious bodily injury offense committed by an eligible student with a disability under IDEA.
- O. Notifying juvenile authorities or other law enforcement whenever the conduct is reasonably believed to involve criminal activity, such as, illegal drugs (controlled substances), "look-alikes," alcohol or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies.

No disciplinary action shall be taken against any student that is based totally or in part on the refusal of the student's parent/guardian to administer or consent to the administration of psychotropic or psychostimulant medication to the student.

The above list of disciplinary measures is a range of options that will not always be applicable in every case. In some circumstances, it may not be possible to avoid suspending or expelling a student because behavioral interventions, other than a suspension or expulsion, will not be appropriate and available, and the only reasonable and practical way to resolve the threat and/or address the disruption is a suspension or expulsion.

Further Explanation of Select Consequences

Detention

- Students may be detained outside normal school hours for tardiness or misconduct. These detentions are to be served regardless of the student's employment or extracurricular activities and must be served by the date assigned by the teacher or Dean.
- Teacher detentions are issued on an individual basis by the teacher, to be served at a date and time set up by the teacher.
- Deans issue office detentions which may be served Monday through Friday from 7:25 a.m. to 7:50 a.m., 3:25 p.m. - 4:15 pm, or during the student lunch period on select days. Lunch detentions are served for the first 25 minutes of the student lunch period. At the conclusion of detention, students are released to then eat lunch - food service lines are open throughout the lunch periods. NOTE: detentions served after school will clear 2 currently outstanding detentions. Students will not be admitted to

the detention room after the designated starting time, and must be in their seats in the detention room at the time the detention starts.

Extended Detention

Extended detention may be issued for an egregious offense, or a failure to serve previous detentions. Extended detention is to be served on specific days from 3:25 – 4:50.

Fenton High School uses a system called HERO to keep track of students positive and negative behaviors. Each student has a HERO account, and needs to set this account up at the beginning of each year. In order to this, a student must do the following:

1. Go to <https://access.heropowered.com/school/student/4530125#item-6>
2. Enter their username: (School ID)
3. Enter their password: (what is used to log into Chromebook)

Note: When students are logging in to HERO for the first time, they will be asked for their activation key. This is emailed to each student at the beginning of first semester each year.

In-School Intervention (ISI)

Students are responsible for bringing school work from each of their current teachers to be completed during the time of the ISI. If a student submits the ISI assignment sheet with every assignment and signatures completed, they will be dismissed at 3:15 p.m. Students with Early Release, in athletics, or in activities will be ineligible to participate on the day they are assigned an ISI. A student who is assigned an In-school Intervention must report to designated area by 8:00 a.m. ISI begins promptly at 8:00 a.m. and ends at 3:15 p.m. Students will be expected to bring their own lunches or pay (unless the student has free lunch) for lunch through the school cafeteria which is to be eaten in the ISI room. Services to eligible students with disabilities will be made available as appropriate, consistent with their IEP or 504 plan.

Out of School Suspension-Bus Suspensions-Expulsion-Alternative School Placement

The Superintendent, Assistant Superintendent, Principal, Director, Assistant Principal, and Dean may suspend a student for misconduct consistent with the terms herein.

(a) Out of School or Bus Suspension for Up to 3 Days

The student's continuing presence in school would pose a threat to school safety or a disruption to other students' learning opportunities, all reasonable efforts to resolve such threats, address such disruptions, and minimize the length of suspensions to the greatest extent practicable

having been considered and attempted when appropriate.

(b) Out of School or Bus Suspension For 4 Or More Days, Expulsion And Alternative School Placement For Disciplinary Reasons

The student's continuing presence in school would either: (i) pose a threat to the safety of other students, staff, or members of the school community or (ii) substantially disrupt, impede, or interfere with the operation of the school and school officials have determined that other appropriate and available behavioral and disciplinary interventions have been exhausted.

Decision making in regard to school exclusions (OSS, bus suspension, expulsion, alternative school placement) shall be made on a case by case basis and implemented consistent with the procedural safeguards of the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act, when applicable. For a copy of these safeguards, parents may contact the Special Education Department at (630) 860-4795.

Students who are suspended may make up work missed without loss of academic credit, consistent with the District's make up work policy. Students who are suspended out-of-school for 4-10 school days shall be provided appropriate and available support services during the period of their suspension, as determined by school officials.

Upon a student's return from a period of school exclusion, re-engagement activities shall take place to facilitate the student's return to school.

45 School Day Unilateral Placement

Consistent with the rules governing the Individuals with Disabilities Education Act, school administration, in consultation with the Special Education Department, may implement a change of placement for up to 45 school days for an eligible student with a disability who has been found to have engaged in one of the following acts of misconduct, irrespective of whether the misconduct is related to the student's disability:

- (a) Weapons. Carrying a weapon to or possessing a weapon at school, on school premises or to or at a school function (weapon is a dangerous weapon as defined at 18 USC §930);
- (b) Drugs. While at school, on school premises or at school functions, knowingly possesses or uses illegal drugs or selling or soliciting the sale of controlled substances (controlled substance is defined at 21 USC §812(c), schedules I-V); or
- (c) Serious Bodily Injury. Has inflicted serious bodily injury upon another person while at school, on school premises or at a school function (serious bodily injury is as defined at 18 USC §1365(h)).

This consequence may be implemented in conjunction with any other applicable consequence, consistent with the student's procedural safeguards under IDEA. For questions or to receive a copy of the procedural safeguards that discuss this further parents may contact the Special Education Department at (630) 860-4795.

D. Search and Seizure

The right of inspection of students' lockers, automobiles and/or of articles carried upon their person, in purses, etc. is inherent in the authority granted to the Board of Education. The "in loco parentis" relationship with students requires that school districts employ every safeguard to protect the safety and well-being of each student in their care. Therefore, authority is granted to the Superintendent or school authority to conduct both searches and interrogations. School authorities include the school Police Liaison Officer. The right to search and interrogate covers all functions before, during, and after the school day. Searches may include but are not limited to the use of K-9 units and metal detectors. The building principal or designees may request the assistance of law enforcement officials to conduct inspections and searches of lockers, desks, parking lots, and other school property and equipment for illegal drugs, weapons, or other illegal or dangerous substances or materials, including searches conducted through the use of specially trained dogs.

Any unauthorized or suspect items found during a search will be confiscated and impounded by the school authorities. Disposition of these items will be made at the discretion of the administration. Maximum efforts will be made to protect each student's constitutional rights and resolve doubts, when possible, in favor of the student.

Before a law enforcement officer, school resource officer, or other school security person detains and questions on school grounds a student under 18 years of age who is suspected of committing a criminal act, the building principal or designee will: (a) Notify or attempt to notify the student's parent/guardian and document the time and manner in writing; (b) Make reasonable efforts to ensure the student's parent/guardian is present during questioning or, if they are not present, ensure that a school employee (including, but not limited to, a social worker, psychologist, nurse, guidance counselor, or any other mental health professional) is present during the questioning; and (c) If practicable, make reasonable efforts to ensure that a law enforcement officer trained in promoting safe interactions and communications with youth is present during the questioning.

E. Discipline Appeal Process (other than for suspension or expulsion from school)

A person who alleges that a Policy or procedure (other than suspension or expulsion from school) has been wrongfully applied or has resulted in the unfair and/or inequitable treatment of a student must submit such allegation, in writing, within ten (10) calendar days of the event giving rise to the allegation.

(1) Procedures:

1. The allegation shall be submitted to the Principal's office in writing.
2. Within five (5) school days of the filing of an allegation, the Principal will schedule a review conference with the student and/or parents/guardians to be held within ten (10) days of the receipt of the allegation.
3. If the individual wishes the allegations to be reviewed further, it shall be submitted in writing to the Principal within two (2) school days after the review.
4. The Principal shall schedule an appeal conference with the grievant within five (5) school days of the receipt of the written appeal. The conference will be held within ten (10) school days of the receipt of the written appeal.
5. If there is a further appeal, a written appeal shall be made to the Superintendent within two (2) school days of receipt of the Principal's opinion.
6. The second appeal conference shall be held within five (5) school days of receipt of the written appeal. The Superintendent shall render their decision on the appeal within five (5) school days of the second appeal conference.
7. If the matter is not resolved at the Superintendent's level, you may request and appear at a hearing with a hearing officer to discuss the allegations. This request should be sent to the Superintendent within five (5) school days of receipt of the Superintendent's decision. At the hearing, the student may be represented by counsel and may also present witnesses, documents and other evidence and arguments related to the allegations. After the hearing, the administration will present the hearing officer's report to the Board of Education which will take such action as it deems appropriate.

F. Suspension from School Appeal Process

A parent/guardian has the right to have a suspension from school reviewed by the School Board or a hearing officer acting on the Board's behalf. To request a hearing, please send a written request within ten (10) calendar days to the Superintendent of Fenton High School District 100. Students shall remain out of school pending resolution of the appeal or completion of the recommended appeal period, whichever occurs first. In the event the suspension is overturned, the record of the suspension will be expunged. If the finding of misconduct is upheld but the consequence is modified, the record will be corrected.

G. Corporal Punishment

Corporal punishment is illegal and will not be used. Corporal punishment is defined as slapping, paddling, or prolonged maintenance of students in physically painful positions, or intentional infliction of bodily harm. Corporal punishment does not include reasonable force as needed to maintain safety for students, staff, or other persons, or for the purpose of self-defense or defense of property.

H. Re-Engagement of Returning Students

The building principal or designee shall meet with a student returning to school from an out-of-school suspension, expulsion or alternative school setting. The goal of this meeting shall be to support the student's ability to be successful in school following a period of exclusion and shall include an opportunity for students who have been suspended to complete or make-up missed work for equivalent academic credit.

III. Behavior Step System

The Step System is a progressive disciplinary consequence procedure designed to monitor a students' behavior to ensure that disciplinary consequences are meted out fairly and consistently. Reports of inappropriate behavior will be investigated by a Dean and recorded. Students will progress on the Step System based both on the frequency of inappropriate behavior and the degree of severity of that behavior. Disciplinary measures will be assigned according to the infraction.

(1) Behavior Steps

Step 1 Parent contact by Dean

Step 2 Parent contact by Dean

Step 3 **Referred to PST**

Step 4 Parent contact by Dean

Step 5 **Parent meeting with Dean, Counselor, Social Worker**

Step 6 **Referred to BIT**

Step 7 Parent contact by Dean

Step 8 **Meeting with Principal, Dean, Counselor, Social Worker**

Step 9 Parent contact by Dean

Step 10 **Meeting with Superintendent, Dean, Counselor, Social Worker**

Students may reduce their step position after being in attendance five (5) school days, with appropriate behavior. Students who reduce their steps may move back to the previous step.

- **Step 5: Parent meeting with Dean, Counselor, Social Worker**
- **Step 8: Meeting with Principal, Dean, Counselor, Social Worker**
- **Step 10: Meeting with Superintendent, Dean, Counselor, Social Worker**

(2) *Restorative Practices are a process of accountability by including the individual(s) who were harmed and the person who caused the harm.*

When possible, Restorative Practices will be used in addition to or in place of traditional consequences. Examples of restorative practices include but are not limited to: Letters of understanding, restorative conferences and restorative circles.

IV. Student Technology Acceptable Use Policy

Access to the technology available at Fenton High School, including the Internet, offers a wide variety of resources for users. Fenton Community High School District 100 encourages and supports its use to provide appropriate learning opportunities to students. Access to technology is given as a privilege to students who agree to act in a considerate and responsible manner and its use shall be monitored by the District to help ensure that it is being used for its intended purposes.

A. Rules Regarding Acceptable Use

Users of the Internet at Fenton Community High School should be aware that most resources available via the Internet and other electronic information networks are “global” resources rather than “local” resources. Fenton Community High School does not control the content available on the Internet. To ensure Compliance with CIPA (Children’s Internet Protection Act) and N-CIPA (Neighborhood Children’s Internet Protection Act) (PL 106-554), as amended and/or restated from time to time, Fenton Community High School has implemented an Internet filter that restricts Faculty, Staff and Student access to visual depictions that are obscene, contain child pornography or may be harmful to minors. Users must keep the following points in mind when evaluating information obtained via the Internet.

- Information obtained via the Internet may not be obtained from a reliable source.
- Information obtained via the Internet may not be current.
- Links to information on the Internet may not always be valid and particular information sites on the Internet may sometimes be unavailable. This unavailability often occurs unpredictably and Fenton Community High School has no control over it. Students are responsible for good behavior on the network or Internet just as they are in a school building. General school rules for behavior and communications, as outlined in the Student Handbook, apply.
- Computers and network storage areas may be treated like school lockers. Network administrators may review files and communications to maintain system integrity and ensure that users are using the system responsibly. Students should be aware that they have no privacy interest and no reasonable expectation of privacy while using any FHS- provided technology.

B. Users of District Technology

- (1.) Users of District technology will exhibit good digital citizenship by conducting themselves appropriately and following these six principles of being a Digital Citizen:
 1. **Respect Yourself.** I will show respect for myself through my actions. I will select online names that are appropriate. I will use caution with the information, images and other media that I post online. I will carefully consider what personal information about my life, experiences or relationships I post. I will not be obscene. I will act with integrity.
 2. **Protect Yourself.** I will ensure that the information, images, and materials I post online will not put me at risk. I will not publish my personal details, contact details, or a schedule of my activities. I will report any attacks of inappropriate behavior directed at me while online. I will protect passwords, accounts, and resources.
 3. **Respect Others.** I will show respect to others. I will not use electronic mediums to antagonize, bully, harass or stalk people. I will show respect for other people in my choice of websites: I will not visit sites that are degrading to others, pornographic, racist, or inappropriate. I will not enter other people's private spaces or areas. I will broadcast messages only for educational purposes.
 4. **Protect Others.** I will protect others by reporting abuse and not forwarding inappropriate materials or communications. I will avoid unacceptable materials and conversations.
 5. **Respect Intellectual Property.** I will request permission to use copyrighted or otherwise protected materials. I will suitably cite all use of websites, books, media, etc. I will acknowledge all primary sources. I will validate information. I will use and abide by the fair use rules.
 6. **Protect Intellectual Property.** I will request to use the software and media others produce. I will purchase, license and register all software or use available free and open source alternatives rather than pirating software. I will purchase my music and media and refrain from distributing these in a manner that violates their licenses.

- (2.) Users of District technology will not:
 1. Leave computers unsupervised or leave any District technology logged into any Fenton- managed systems
 2. Download and/or install unauthorized software. Unauthorized software is any software not explicitly approved by the Technology Department
 3. Use offensive, obscene, abusive, profane, pornographic, lewd, vulgar, threatening, racially or sexually offensive, harassing, inflammatory or defamatory speech
 4. Harass, bully or threaten anyone

5. Use or distribute the account or password information of any individual
6. Misrepresent themselves or others or forge electronic mail messages
7. Create and/or distribute unsolicited advertisements or other commercial material, political advocacy, chain letters or pyramid schemes
8. Violate the rights of others, including their privacy rights
9. Access, download or create harmful, indecent, sexually oriented, pornographic, threatening, violent offensive, and/or illegal material
10. Use District technology for personal business or financial gain
11. Destroy data, programs, networks or any other system or component of a system, or create, upload, download, or spread a computer virus or worm, either intentionally or recklessly
12. Intentionally degrade or disrupt systems and/or equipment
13. Delete data belonging to another user
14. Damage technology hardware or software
15. Gain unauthorized access to resources or entities (hacking)
16. Use District technology for illegal activities, including copyright infringement
17. Reveal the personal address, phone number or other personal information of any individual, including District students and employees
18. Use District technology while access privileges are suspended or revoked or before access privileges have been granted
19. Attempt to override, bypass, or otherwise change the Internet filtering software or other network configurations
20. Connect personal devices to the Fenton network without permission from the Technology Department.

C. Disciplinary Actions

Where the Superintendent or designee determines that an Authorized User has violated the Acceptable Use of Technology Policy or its administrative procedures, any other District policy or procedure and/or State or Federal law, he/she may revoke or suspend the user's access rights. All users, whether authorized or unauthorized, may be subject to disciplinary actions and criminal and/or civil liability to the extent authorized by law.

Disciplinary actions for such violations may include, but are not limited to:

- Conference between the user and relevant staff
- Parent contact (for student violations)
- Reprimand
- Confiscation of inappropriate item(s)
- Restoration/restitution
- Student discipline pursuant to District discipline policies and procedures

D. Email System

The District will provide and support Google Workspace for Education accounts for all teachers, students and appropriate support staff, as determined by the District administration. Fenton Google accounts must be used for all e-mail communications related to teaching, learning and school business and must adhere to all the rules regarding acceptable use of District technology. The District will archive student email for a duration of five years for the purposes of electronic discovery.

Violation of the Student Technology Acceptable Use Policy, and/or based on the serious nature of some of the offenses, and/ or for repeated offenses, may result in a student receiving school consequences and/or advanced more than one step per offense, up to and including expulsion from school. It should be noted that a student found with material on personal websites and/or off-campus electronic communications which create a disruption to the school, may be subject to school disciplinary consequences.

E. Social Network Access

The School Code (PA 98-129) prohibits school officials from demanding a student's social network password, unless school officials have reasonable cause to believe the student's social network site contains a violation of a school rule or policy. When reasonable cause exists, school officials may request this information from students. Failure to cooperate with such a request may result in disciplinary action for disobedience. If the suspected violation is criminal in nature, school officials may refer the matter to local law enforcement authorities.

Section 4: Student Services

Counseling Department

Counseling Office	860-4925
TBD, Counselor	860-4798
Mr. Freddy Cano, Counselor	860-4797
Mr. Ron Cuellar, Counselor	860-4796
Ms. Rachel Georgakis, Counselor (College & Career)	860-4780
Ms. Sarah McDougal, Counselor	860-4811
Mrs. Melissa To, Counselor	860-4799
Mr. Paul Welsh, Counselor	860-4920

Special Education Department

Mr. Richard Watts, Director of Special Education	860-4924
Special Education Office	860-4795
Ms. Yesenia Favela, <i>Psychologist</i>	238-5076
Ms. Peggy Mellenthin, <i>Social Worker</i>	238-5070
Ms. Alana Austin, <i>Social Worker</i>	860-4795
Ms. Katherine Hynes, <i>Social Worker</i>	238-5063

Health Services Department

Ms. Ida Claytor, <i>Health Assistant</i>	860-4941
Mrs. Jill Wisnewski, <i>Nurse</i>	860-4942

**All phone numbers listed are area code (630).*

Counseling Program

Students are assigned to counselors during their freshman year and see this counselor throughout their high school enrollment. Counselors help students plan their high school program and post-high school career. Counselors help the students understand themselves better through learning about their interests and abilities. Counselors may also help students solve personal problems which arise during their school career. Students' parents may seek help from the counselor and may make arrangements to see the counselor if a problem arises concerning their son or daughter. It is stressed, however, that student interviews with counselors are confidential. If students have a concern and need to see their counselor, they may go to the Student Services Office and make an appointment with the administrative assistant. If their counselor is not available and the matter is urgent, students are encouraged to see another counselor, the school psychologist or a social worker.

Homebound Tutoring

If a student will be absent (ill or injured) for more than ten (10) school days, the parent should contact the school nurse immediately to determine eligibility for tutoring services.

Work Permits

When students are interested in their first job opportunities, the law may require an Employment Certificate. Students who are 14 or 15 years of age must have an Employment Certificate to engage in general employment. Students between the ages of 16 and 20 inclusive may be required to secure an Age Certificate as proof of age. The Age Certificate may be requested by some employers who are hiring a minor for a hazardous job as defined by state and federal laws.

The high school acts as the issuing agent of Employment Certificates and Age Certificates. The procedure to secure one of these certificates is as follows:

Employment Certificate (Job Seekers Ages 14 and 15)

1. A statement of intention to employ signed by the prospective employer must include the following information:
 - a. the nature of the industry/job site.
 - b. the specific nature of the child's employment tasks.
2. Evidence of age must be presented in the form of a birth certificate
3. A letter of permission from a parent/guardian.

Age Certificates (Job Seekers Ages 16 to 20)

The student job seeker must present proof of age by means of a birth certificate. The same information required for an Employment Certificate may be asked for, but is not required by law. Answers to specific questions or requests for more information about employment of minors may be directed to the Division of Women's and Children's Employment, 160 N. LaSalle Street, Chicago, Illinois.

Special Education

Fenton Community High School District 100 maintains a comprehensive program of special education services which provide free and appropriate services to children, ages 14 to 21 who have exceptional needs and are residents of District 100. The District provides a continuum of services for children with mild to severe disabilities including speech/language, learning disabilities, emotional disability, intellectual disability, vision, hearing and orthopedic disabilities. To the extent possible, students are educated within the mainstream of the school community.

District 100 is a member of the North DuPage Special Education Cooperative and DuPage/West Cook Regional Cooperative. Through these organizations, students with certain learning needs attend special classes in cooperating districts. These classes are specifically designed for students who have hearing, vision, intellectual, behavioral, physical, or multiple needs. The District also authorizes placement in private school programs for students whose needs cannot be met in the existing public school programs.

The District has on file District procedures for the identification, evaluation, and special education placement of exceptional children; the ISBE Rules and Regulations to Govern the Administration and Operation of Special Education; Parents' Guide to Educational Rights of Handicapped Children printed in English and Spanish; policy for the collection and use of confidential information; and special education records. A copy of the Rules and Regulations is available to parents upon request. Parents receive a copy of Educational Rights when their child is referred or upon request.

Parents may refer a child for an evaluation or other special services by contacting the Special Education Department. Teachers and other professional staff annually review the educational progress of regular education students to determine need for special education referral. Evaluations are conducted in the student's primary language.

District 100 has a barrier-free building to provide access to all the programs and services the District offers to students, parents, and the community. It is the intent of the District that no individual, solely by reason of their disability, should be excluded from participating in any Fenton High School program or activity. Anyone having knowledge of instances of discrimination should contact the Special Education Department.

Handicap Discrimination Grievance Procedure

The Handicap Discrimination Grievance Procedure reviews all grievances under Section 504 of the Rehabilitation Act of 1973 and excludes any claims made under the Education of the Handicap Act and Article 14 of the Illinois School Code. The procedure provides for three levels of review of a complaint. First, there is an informal conference with the Sec. 504 Coordinator, and the complainant. The second step is an appeal process to the Principal of the building, where the complainant has the right to present relative evidence and call witnesses on their behalf. Once the Principal has rendered a decision, the complainant has a right to appeal to the Board of Education by signing an appeal notice within seven (7) days after receiving the Principal's decision.

Section 504/Title II Coordinator:

Josh Payton (630) 860-4795 / payton@fenton100.org

Behavioral Interventions for Students with Disabilities

Fenton High School will establish and maintain a District Advisory Committee to develop policies and procedures on the use of behavior interventions for students with disabilities, and to make recommendations concerning areas of continued staff development specific to behavioral interventions. This committee shall consider the guidelines set forth by the Illinois State Board of Education and P.A. 89-191.

Effective 15 days after being adopted by this School Board, at the point of developing an initial IEP and continuing each year thereafter, a copy of the local

policy and procedures will be furnished to all parents and/or guardians of students with disabilities receiving special education and related services. Additionally, it is the responsibility of Fenton High School to annually inform its students receiving special education and related services of the existence of the policy and procedures.

**Copies of the ISBE Guidelines are available by request:
Illinois State Board of Education
100 North First Street
Springfield, Illinois 62777**

Procedures for the Use of Behavioral Interventions with Students with Active Individual Education Plans

- I. Establish and Maintain a District Advisory Committee Fenton High School will establish a district-wide advisory committee with demonstrated effort to enlist the participation of representatives of the following interest groups:
 - A. Special Education: Teachers, Administrators
 - B. Parents of students receiving special education services
 - C. Parents of students receiving general education services
 - D. General Education: Teachers, Administrators
 - E. Other professionals with knowledge in the field of Behavioral Interventions, i.e., Behavioral Consultants*, District related services staff, advocates for persons with disabilities.

*Behavioral consultants as identified by the local school district from the available staff currently under contract to the school district.

The duties of this committee include:

1. Annual meetings to review district policies related to the use of behavioral interventions with students on active IEPs.
2. Annual review of the district's use of behavioral interventions and evaluation of progress toward use of "less restrictive" interventions within the district.
- II. Designation of Behavioral Intervention Consultants Fenton High School has identified one or more persons from its staff to serve as its Behavioral Intervention Consultant(s). The role of the Behavioral Consultant is to assist IEP teams with analysis of challenging behaviors, development and implementation of behavioral support plans for students with active IEPs when needed.
- III. Use of Restrictive Interventions Non-restrictive interventions are preferred and will be implemented first. Restricted interventions may be necessary when less restrictive interventions have been documented to be unsuccessful in reaching behavioral change goals for the student. The district acknowledges the increased risks associated with their use and the need for procedural safeguards to ensure student rights are observed.

Procedural steps for use of Restrictive Interventions

1. Following behavior incidents resulting in the use of restrictive intervention that exceeds three (3) times in a calendar month, the student's IEP team will:
 - a) Inform parent/guardian of the need to complete a functional analysis of the behavior(s) of concern.
 - b) Begin the functional analysis.
 - c) Inform the Behavioral Consultant for the district.
2. Completed functional analysis and summary forms will be reviewed by the behavioral consultant.
3. Convene an IEP meeting to review functional analysis information and develop a written behavioral support plan for inclusion in the IEP. (Written behavioral support plans will be developed with parent participation whenever possible and attached to the student's IEP.) The behavioral consultant will report to parent(s)/guardians and school staff the effectiveness of the interventions and, if necessary, reconvene the IEP meeting.
- IV. Emergency Use of Restrictive Interventions: Fenton High School acknowledges that emergency situations may arise that require, in judgment of staff present, the immediate use of a restrictive intervention. EMERGENCY is defined as situations that present clear risk to the safety of the student, other students, the staff or the physical site. If an emergency restrictive intervention is used the IEP team will:
 1. Document the circumstances leading to the need for and use of the restrictive intervention(s).
 2. Inform the parent/guardian of the event within 24 hours.

When the Emergency use of restrictive interventions exceeds more than three (3) times in a calendar month, procedural steps for the use of restrictive interventions will be followed. References: P.A. 89-191, ISBE Guidelines for the use of behavioral interventions in schools - June, 1994.

Academic Resource Center (ARC)

Greetings from Mrs. Wright and Ms. Dantona, your librarians. The Academic Resource Center (ARC) is a learning hub where students and staff can access library services, diverse resources, and comfortable spaces for collaboration and independent work. For library services, instruction, or questions, feel free to contact Elizabeth Wright anytime.

Hours of Operation

The ARC is open Tuesdays through Fridays from 7:00 AM to 4:00 PM and Mondays from 10:00 AM to 4:00 PM unless a special schedule applies. Students may use the ARC before and after school, during their lunch periods, when blending from a class, during study hall (with a Minga pass), and during a class period (with permission from their class teacher).

Bison Time

To visit the ARC during Bison Time, students must fill out a Bison Time (BT) Request and have it approved by a teacher via the BT Resource Request System. To visit the ARC briefly during BT (to print or check out a book), students must bring a pass from their BT teacher.

Expectations for ARC Behavior

1. Follow the school rules stated in the Fenton Handbook.
2. As you enter the ARC, scan your ID into the Chromebook at the main ARC door. Please check to make sure your ID number was scanned correctly. If you visit the ARC during Bison Time, check in with a BT resource teacher.
3. Respect others through your words and actions.
4. Maintain an academic environment.
5. Please refrain from eating and drinking (except water) in the ARC unless a staff member grants special permission.

Resources and Services Provided by the Librarians

- Help finding print and digital resources for academic and personal enrichment
- Tutoring from a librarian in English or Spanish (research, writing, reading, study skills)
- Library instruction
- Reading Programs and Challenges
- Makerspace materials and instruction (art and technology)
- Free printing (black-and-white or color)
- Book and calculator circulation
- Study rooms (preferably by reservation)
- Community service opportunities

Checkout Limits

- Books - 14 days each time you check out or renew an item
- eBooks & Audiobooks - 21 Days
- Reference and College/Career Materials - 7 days
- Headphones, makerspace materials, and school supply items - Due at the end of the period
- Magazines - Ask a librarian before removing them from the ARC.
- Calculators - Semester or Academic Year (with signed approval).

When materials have been lost by students, they will be charged the cost of replacing the materials.

Lockers

Each student is assigned a hall locker. Students are not permitted to share lockers with other students, nor may they change lockers without permission from the Assistant Principal of Operations and Student Life. All students are encouraged to keep their lockers in good order with books, papers, and belongings placed neatly in them. It is the student's responsibility to periodically clean out their locker to ensure that it is in good condition at all times.

Students must buy and use an orange hall lock from the school. The combination of the lock is confidential information to be given to the student to whom it is assigned; students should not pass on this information to others. Likewise, a locker should contain only the belongings of the student to whom the locker is assigned. The safety of the contents of the locker is the student's responsibility. Money and items of substantial value should not be left in any locker at any time. The school is not responsible for the replacement of property missing from lockers. Thefts should be reported to the School Resource Officer.

Lockers are the property of the school, and there is no rental charged to students. School officials reserve the right of owner access to search the lockers at any time.

The student to whom the locker is assigned is responsible for the condition of the locker, both interior and exterior. Lockers should never be banged, kicked, written on, or otherwise defaced. A fine and/or other disciplinary measures will be assessed for locker damage and/or defacement. If a student has a problem with their locker or combination lock, they should report it to the Student Center. Students should lock/secure their belongings in their P.E. lockers using a blue lock. Do not leave bags/belongings out in the locker room.

Textbook Rental and Care

The rental program enables the students and the school to have the newest and best in textbooks. Because books are expensive, it is important that students take good care of their books.

Since textbooks are rented, students should not write in their books. Students should erase any marks in their books before returning them at the end of the school year. Fines may be assessed to students who have written in their books. If wear and tear seems to be greater than normal, the student to whom the book is assigned must pay a fine. If they have lost a book, they must pay the replacement cost of the book.

Student Identification

Student identification cards are issued to each Fenton student at the time of textbook pick-up, each school year. Students are also able to use digital identification with MINGA. Current school year student identification cards and/or MINGA digital identification must be carried by every Fenton High School student whenever they are on the campus or attend school activities either at school or away. The I.D. card or digital I.D. serves as a bus pass (where applicable), an activity card (where applicable), a media center card, internet access authorization, use of fitness center, or identification for food services. A student must produce their current school year Fenton I.D. card or digital I.D., and/or identify self with first and last name, when requested to do so by any Fenton High School employee. Failure to produce I.D. and/or identify self when requested may result in disciplinary action. Replacement I.D. cards must be purchased at the Bookstore for a fee.

Student Parking

Students may park their vehicles in the designated lots A and D and located at southwest and northeast parking sections of campus. Vehicles must be parked between the painted lines, and must be driven under the speed limit of 10 miles per hour while in the lot. Vehicles should be driven safely and must yield to pedestrians. Vehicles parked outside painted lines or designated parking spots may be ticketed or towed at the discretion of the school, at the vehicle owner's expense. Students caught driving recklessly in the parking lot may be subject to disciplinary action.

The school is not responsible for student vehicles, any possessions left in them, or anything attached to the vehicles. **STUDENTS PARK THEIR VEHICLES ON OR NEAR SCHOOL PROPERTY AT THEIR OWN RISK.** Students should be aware their vehicles are not protected in any way while in the parking lot, and items of value should not be left in or near the vehicle while unattended.

Students have no reasonable expectation of privacy in cars parked on school grounds. School lots are regularly searched by contraband dogs, administration, and police officers. Students should be aware that items and spaces on school grounds are subject to search and view by others, and that prohibited items discovered during the course of a search may result in discipline, including, but not limited to, expulsion from school.

Vehicles **MAY NOT** be parked or located in the bus lanes or fire lanes at **ANY TIME**. Bus lanes and fire lanes are clearly marked. Vehicles located in these locations may be ticketed and/or towed by the police.

Video cameras may be active in parking lots and may be used for the purposes of investigation into student misconduct. Discipline for misconduct includes all disciplinary measures in the student discipline code and/or withdrawal of parking privileges.

Parking on campus is a privilege initially extended only to Fenton High School juniors and seniors. Freshmen are not permitted to park on campus at any time. Eligible students who need to drive to school must submit an application for an annual parking permit in the Student Center. If a permit is approved, a parking permit decal will be issued. The annual parking fee for the school year is \$100.00 (\$75.00 per semester). The decal must be permanently affixed to the lower left corner of the left rear window.

Students who fail to observe the published parking regulations or who reach Step 11 on the Disciplinary Step System may have their permit revoked, without refund, for the remainder of the year. Since all student parking is by permit only, vehicles parked illegally by students may be ticketed by the Bensenville Police and/or towed at the owner's expense by S&S Towing (708-538-0220). In addition to these consequences, students who park on campus illegally may receive other disciplinary actions. Students seeking a temporary parking permit on a one-day basis should see the School Resource Officer in the Student Center prior to the date the permit is needed.

Backpacks

Backpacks are permissible for student use. However, backpacks that are particularly large and heavy are not only awkward and unwieldy for the student, but add to crowded hallways and cluttered classrooms. Backpacks must be small enough to comfortably fit under desks while the student is in class (the area of the average desk chair is approximately 16" wide, 16" long by 9" deep). Backpacks are not allowed in cafeteria lines. Backpacks should be locked and secured in the locker room during P.E. classes and for athletics.

Study Hall

Students who are assigned a study hall should bring materials for study purposes. Students may also go to the Academic Resource Center (see Academic Resource section) to study. If study hall students do not use the ARC for academic purposes, use of the ARC during study hall may be suspended. Attendance in study halls is taken daily, and students are expected to be in their study hall by the time the bell rings.

Section 5: Student Activities and Athletics

School Events

Dances

The following rules help dances to run more smoothly:

1. Unless otherwise announced, only school dress is acceptable;
2. Current school identification cards or digital ID must be presented at the door;
3. If a student leaves a dance without permission, the student will not be readmitted under any circumstances;
4. For special dances, such as Homecoming and the Prom, a current Fenton student may invite a guest who is not a Fenton High School student, providing they have obtained permission from an Assistant Principal. A guest registration must be completed in advance. Guests must be in high school and may not be older than 20 years of age.
5. Fenton students and guests must follow all rules and regulations at all attended dances. Students are reminded that if they come under the influence of alcohol or drugs to any dance, they will be subject to disciplinary measures and will forfeit their right to participate in their graduation ceremony.

School Event Regulations

1. Students are expected to follow the rules printed in the Student Handbook at all school events.
2. Spectators are not permitted to have electronic megaphones, boom boxes, mechanical noise makers, or display inappropriate signs on placards at athletic activities.
3. Smoking is not permitted on campus at any time.
4. Students suspended from school are not permitted to attend after-school, evening, or weekend activities.
5. To be admitted to an activity, student must show their current identification card or digital ID at the door.
6. Students leaving the building without permission during an evening activity will not be readmitted to that event under any circumstance.

No Pass, No Play Policy

Co-Curricular Activities

Participation in co-curricular activities is dependent upon course enrollment and successful progress in the courses in which the student is enrolled. In order to be eligible to participate in any school-sponsored or school-supported athletic or extracurricular activity, a student must satisfy the Illinois High School Association's scholastic standing requirements as well as the District's requirement which requires that a student pass twenty-five (25) credit hours or five (5) classes of high school work per week. Any student participant failing to meet these academic criteria shall be ineligible for competition/performance for a minimum of seven (7) calendar days or until such time as these criteria are met, whichever is longer.

Fenton High School Activities and Athletics

Student Council

Student Council is the school organization which is the intermediary between students and administration. This group gives students the opportunity to participate in self-government. Student Council accepts the responsibility for the organization of student activities. Among others, these activities include the annual homecoming festivities and all elections which are the complete responsibility of Student Council.

Membership is decided in the spring when students circulate petitions to place their names in nomination to represent their classes. The respective classes then vote for which students will represent them in Student Council.

Class Officers and Advisors

Each year in spring, the Student Council coordinates the election of class officers for the following school year. Although elected student officers are largely responsible for conducting the affairs of their organizations, for better coordination it is important that they meet with their faculty advisors regularly for guidance and approval. Committees should not meet without their faculty adviser.

National Honor Society

The purpose of the National Honor Society is “to create enthusiasm for scholarship, to stimulate a desire to render service, to promote leadership, and to develop character.” To be eligible, one must be outstanding in scholarship, leadership, character, and service. Since this is one of the highest awards the school offers, those who are interested in becoming eligible should plan their work and school participation from the earliest possible time. A faculty committee determines which of those eligible are to be selected.

Student Organizations

- Academic Team
- ALAS
- American Sign Language Club
- Car Club
- Bison Buddies
- Bison Scripts
- BRAVE
- Bison Environmental Activist Team (*B.E.A.T.*)
- Black Student Union (BSU)
- Chess Team
- Color Guard
- Computer Science & Engineering
- Contest Play
- Dramatics/Musical
- Dungeons & Dragons
- Film Club
- FCCLA
- Freshman Class Council
- Garden Club
- Group Interpretation
- Healthcare Professionals Club
- Highlights Yearbook Club
- Hiking Club
- Ignite
- Image Makers
- Interact Club
- International Club
- International Thespian Society
- Jazz Band
- Junior Class Council
- Just Dance
- Kaleidoscope
- Link Crew
- Marching Band
- Mariachi Club
- Math Team
- National Honor Society (NHS)
- Pep Band
- Polish Club
- The Signal (*Newspaper*)
- Senior Class Council
- Sophomore Class Council
- Speech Team
- Stage Crew
- Student Council
- Students United (*STUNT*)
- Swing Choir
- Tri-M Honor Society

Upstate 8 Conference Schools

Bartlett Hawks

East Aurora Tomcats

Elgin Maroons

Elmwood Park Tigers

Fenton Bison

Glenbard East Rams

Glenbard South Raiders

Larkin Royals

Ridgewood Rebels

Riverside-Brookfield Bulldogs

South Elgin Storm

Streamwood Sabres

West Aurora Blackhawks

West Chicago Wildcats

Philosophy of Athletics

Interscholastic athletics is a privilege granted to the students of Fenton High School by the District 100 Board of Education. Special responsibilities are expected of those who wish to accept this privilege.

Athletic Code

The primary purpose of the Fenton High School Athletic Program is to:

1. Foster the development of wholesome attitudes toward leadership
2. Create and maintain loyalty both to the school and team.
3. Improve physical conditioning and playing skills.
4. Encourage respect for rules and authority.
5. Establish the ideals of good sportsmanship.

Good Citizenship Requirements

An athlete representing Fenton High School should exemplify the highest standards of moral integrity and good citizenship both in and out of school and in the community. It is essential that his/her behavior be above reproach. The following behavior will not be tolerated:

- Insubordination
- Possession of or use of alcohol, tobacco, vaping devices, or drugs
- Intimidation
- Fighting
- Intentional damage or theft to school property or property of others
- Verbal abuse or profane gestures
- Repeated misbehavior
- Acts which directly or indirectly jeopardize the health, safety, or welfare of school personnel or other students

Those athletes who do not conform to the Athletic Code will be disciplined in accordance with the Athletic Disciplinary Policy.

Physical Education Exemption

A student must participate in physical education during each semester, unless they are a freshman enrolled in Health Education, a sophomore enrolled in Driver Education, or a junior or senior who receives a PE waiver (the PE Waiver Application can be obtained from the Counseling Office).

A student in grades 11 or 12 may submit a Physical Education Waiver Application (obtained from the counselor) to the Building Principal to be excused from physical education for the following reasons:

1. Vocational or technical education course (considered on an individual basis);
2. Ongoing participation in a marching band program for credit;
3. Ongoing participation in an interscholastic or extracurricular athletic program;
4. Enrollment in academic classes that are required for admission to an institution of higher learning; or
5. Enrollment in academic classes that are required for graduation from high school, provided that failure to take such classes will result in the student being unable to graduate.

Physical Education Waiver:

- If the waiver is for enrollment in academic classes required for admission to an institution of higher learning, those courses must be above and beyond FHS graduation requirements, and must be specifically outlined by the institution of higher learning in writing.
- If the waiver is for participation in an athletic program outside of Fenton High School, a letter must be submitted with this waiver request form. The letter must be on the letterhead of the outside organization and include the specific dates of the competition season(s), activities taking place during competition season, and the contact name and phone number of both the coach and the director/supervisor of the organization. Emails and phone calls will not be accepted.
- Each waiver application will be reviewed individually and either approved or denied by the building principal.

A student who is approved for a Physical Education Waiver...

- cannot have early release,
- can only have one study hall per semester in their schedule (note: if waiver is for vocational or technical education course, the course is in place of a study hall),
- must be enrolled in graduation requirements and cannot have any previous failing grades in PE classes,
- cannot use PE waiver for early graduation,

- will be enrolled in a PE class when the competition season for marching band or athletic program is not in session, and
- will immediately return to PE if the competition season is not completed.

Academic Exemption Procedures

A. Exemption Request

Any junior or senior may receive an academic exemption from physical education if the student presents written evidence that they must complete a specific academic course, not included in state or local requirements, in order to be granted admission to a specific college or university, or must carry a sixth academic course to complete graduation requirements due to failure or transfer.

B. Credit for Academic Exemption

A junior or senior who receives an academic waiver from physical education will not receive credit for physical education. Although this student must meet the forty-five (45) credit minimum for graduation, the student's requirements in physical education are reduced by one each semester that the conditions explained under this provision apply, and his/her transcript shall be noted accordingly.

Loss of Exemption for both Athletic and Academic Waiver

If a student drops any one of the six academic courses, exemption status is lost and the student will be assigned to physical education class. **Previously missed physical education classes (due to waiver) must be made up in order for the student to receive a credit for physical education.**

Interscholastic Athletic/Activity Discipline Policy

I. PREAMBLE

Participation in interscholastic athletics and activities at Fenton High School is a privilege extended to the student body by the Board of Education. Students participating in interscholastic athletics and activities act as representatives of the School District. Accordingly, they are expected to conform their conduct at all times to the highest standards of propriety.

II. APPLICATION

The policy applies to all students participating in interscholastic athletics and selected activities at Fenton High School.

III. DEFINITIONS

- A. **Gross Disobedience or Misconduct** is any conduct, behavior, or activity as defined by the Board of Education in its policies, which causes or may reasonably cause school authorities to forecast substantial injury or disruption or material interference with school activities or the rights of other students or school personnel.
- B. **Interscholastic Athletic/Activity** is an athletic activity sponsored by the School District, which involves athletic competition between students sponsored by the School District and students sponsored by other school districts.
- C. **Interscholastic Athletic Team** is any school-sponsored student organization, which engages in interscholastic athletic activities.
- D. **Suspension** is the exclusion of a student from an interscholastic athletic team/ activity for a period of time determined by appropriate school personnel or the Board of Education.
- E. **Athletic/Activity Council** is the council governing interscholastic athletics at Fenton High School District No. 100. The Council shall consist of the Principal of Fenton High School, two coaches/sponsors of interscholastic athletic teams, and one administrator chosen by the Principal. In no event may a coach sit on the Council when he or she has any involvement in a student suspension matter before it.
- F. **Activities** included in this policy will be those activities that compete against other schools, the Fall Play, and the Spring Musical. Included will be the following: Chess Club, Math Team, Speech Team, Academic Team, Spring Musical, Fall Play

IV. CONDUCT PROHIBITED

- I. **Gross Disobedience / Misconduct:** Any student who is a member of an interscholastic athletic/activity team is prohibited from engaging in gross disobedience or misconduct during the entire calendar year, either on or off school grounds. Prohibited gross disobedience or misconduct shall include, but is not limited to, the following conduct:
1. Insubordination to school personnel, including failure to follow directions or to produce student identification, passes, etc.
 2. possession of, use of, distribution of, or attempt to use or distribute any illegal or controlled substance, including alcohol, tobacco, vaping devices, and drugs and/ or the misuse of prescription or over the counter medications.
 3. Intimidating, harassing, or attempting to intimidate or harass, school personnel or other students.
 4. Fighting with or assaulting school personnel or other students.
 5. Intentional damage to, theft of, destruction of, or attempt to damage or destroy school property or property of school personnel or other students.
 6. Verbal abuse of school personnel or other students, or use of profane words or gestures.
 7. Endangering the physical or psychological well-being of school personnel or other students by conduct or actions, including:
 - a. Improper release of a school fire alarm or tampering with fire extinguishers;
 - b. Starting or attempting to start, a fire to or on school property;
 - c. Setting off, or attempting to set off, explosive devices on school property;
 - d. Using or displaying dangerous weapons or attempting to do so.
 8. Repeated incidents of misbehavior, including repeated refusal to comply with school rules.
 9. Other acts which directly or indirectly jeopardize the health, safety, and welfare of school personnel or other students.
- B. **No Pass No Play:** Students must have earned 5 semester credits the prior semester and maintain 5 passing grades during the week to be eligible to play.

V. TRAVEL TO SCHOOL EVENTS

- A. Members of an interscholastic team/activity are required to use school-sponsored transportation whenever such transportation is made available.
- B. Students may, with prior oral or written permission from their parents received by the coach/sponsor prior to the team's departure for an interscholastic athletic contest or activity, drive to or from the site of the school-related event with their parents.

VI. SUSPENSION PROCEDURE FOR CONDUCT PROHIBITED IN SECTION III

A. Pre-Suspension Conference

- 1. The Athletic/Activity Director shall confer with any student under consideration for suspension prior to taking such disciplinary action. If the student is an eligible Special Education Student, the procedures for suspending and expelling Eligible Special Education Students shall be followed to the extent they vary from the procedures set forth herein.
- 2. The Athletic/Activity Director shall advise the student of the reasons for the proposed suspension and the evidence in support of those reasons. The student shall be afforded an opportunity to respond to the charges.
- 3. The Athletic/Activity Director shall make a written record of the conference.
- 4. The Athletic/Activity Director, after following the above pre-suspension procedures, then will determine whether to suspend the student in accordance with the notification requirements set forth below.

B. Suspension Notification

- 1. If the pre-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, and regular first class mail.
- 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 dates and duration of the suspension;

- c) A statement of the Parents' right to request a review of the suspension by the Athletic/Activity Council;
 - d) A statement that failure to request review by the Athletic/Activity Council within eight (8) calendar days after date of mailing shall be deemed a waiver of the right to review by the Athletic/Activity Council;
 - e) A statement of the right to be represented at the suspension review hearing by an attorney or other representative; and a copy of the hearing procedures.
 - f) A request to review the suspension may be oral or in writing, directed to the Principal's office. All received notifications shall be confirmed by a letter to the Parents. If a request for review of the suspension is timely filed, the parents of the suspended student shall be given written notification of the time and place of the review hearing at least one (1) week prior to the review hearing.
4. The Superintendent and Board of Education shall be notified of student suspensions by the Principal, who shall forward a copy of the parental notice of suspension to the Superintendent. If the student involved is receiving special education services, the Special Education Coordinator also shall receive a copy of the suspension notice.

VII. GENERAL PROCEDURES FOR SUSPENSION REVIEW HEARINGS

A. Hearing Structure

1. A suspension review hearing shall be conducted by the Athletic/Activity Council.
2. The Council may take such action after the hearing as it deems appropriate, including affirming or overruling the suspension, or conditioning re-entry of the student to the interscholastic athletic team/activity.
3. If the Council finds that a suspension or expulsion was unjustified, the student's records may be expunged of all notations regarding the suspension.
4. Written notification of the Council's decision with respect to the suspension review hearing shall be mailed to the Parents. A suspension becomes effective immediately or as specified by the Council.

B. Hearing Procedures

1. The student may attend the hearing with his or her parents or legal guardian and may be represented by an attorney or other representative. If the parents/ guardians or student do not attend but the Athletic/Activity Director has proof of notice given and received, the Council may choose to proceed with or reschedule the hearing.
2. The hearing shall be recorded stenographically or by tape. The Parents shall be offered an opportunity to purchase a copy of the transcript or tape.
3. The Council shall determine and make findings on the following two (2) issues at the hearing:
 - a) The validity of the charges of gross disobedience or misconduct; and
 - b) The appropriate disciplinary measure, if the charges are to be upheld.
4. The hearing shall be conducted as follows:
 - a) At the commencement of the hearing either party may request the exclusion of witnesses.
 - b) The Athletic/Activity Director and the student may make short opening statements concerning both the charges of gross disobedience or misconduct and the appropriate discipline.
 - c) The Athletic/Activity Director shall first present his evidence. The student evidence presented by the authorized administrator.
 - d) The student may then present evidence to refute the charges. The Athletic/ Activity Director may cross-examine all witnesses in attendance and review any written evidence presented by the student.
 - e) The Council may, at any time, direct questions to the parties or their witnesses.
 - f) The Athletic/Activity Director 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 discipline.
5. The Council may receive all relevant oral or written evidence without regard to the legal rights of evidence, but shall consider the weight of the evidence in determining the issues.
 - a) If the Athletic/Activity Director determines that any of his or her witnesses would be subject to physical or mental harassment or that an emergency exists, the Director need not present his or her witness at the hearing, but may present as evidence a written

summary prepared by the absent witness of his testimony. The summary shall include the reason for the witness' absence and a statement verifying that the contents of the summary are true. If an imminent fear of reprisal exists, the Athletic/ Activity Director also may present a written statement in which the witness' identity has been concealed.

- b) The Council shall not consider the student's academic or prior disciplinary records in determining the validity of the charges of gross disobedience or misconduct. The Council may review a student's records, however, in determining the appropriate discipline.
- c) The Athletic/Activity Council shall render its decision in writing within five (5) school days of the date that the hearing concludes. The decision shall be mailed to the by certified mail, return receipt requested, and by regular mail. The decision shall include the duration of the suspension,
- d) The Athletic/Activity Council's written decision shall contain:
 - 1) Specific findings of fact as to whether the student engaged in gross disobedience and misconduct;
 - 2) Whether a suspension is being imposed and, if imposed, the specific duration of the suspension and the sports to which it shall be applied;
 - 3) A statement that the Parents may appeal the Athletic/Activity Council's decision to the Board of Education.
 - 4) A statement that failure to request such a review by the Board mailing whichever is earlier, shall be considered a waiver of the right to review by the Board of Education.
 - 5) A statement of the Parents' right to be represented at the Board of Education's review by an attorney or other legal representative.

C. Appeal to the Board of Education

- 1. Parents may request a review of the Athletic/Activity Council's decision either orally or in writing, which shall be directed to the Superintendent's Office. All notifications received shall be confirmed by letter to the Parents.
- 2. If the Parents' request for review is timely made, Parents of the suspended student shall be given notification of the time and place of the review meeting at least one (1) week prior to the review meeting.
- 3. Prior to the date of the review meeting, the Athletic/Activity Council shall transfer to the Secretary of the Board of Education the complete

record of the proceedings before it, including the transcript of the hearing, as well as its written decision.

4. The Board of Education shall, at its review meeting, solely be limited to a review of the record of proceedings before the Athletic/Activity Council, except that the Parents or their representative and the Athletic/Activity Director or his representative may make a statement to the Board of Education.
5. The Board shall hold all review meetings in closed session except that all final action shall be taken in open session with the name of the student deleted.
6. The Board of Education may take any action regarding the suspension it deems appropriate, including overturning the Athletic/Activity Council's actions in whole or in part, or altering the term or duration of a student's suspension.
7. The Board of Education's decision is final.

VIII. PENALTIES APPLICABLE TO PERSONS SUSPENDED FOR CONDUCT PROHIBITED UNDER SECTION III.

A. First Offense

1. Suspension from an interscholastic athletic team, or activity, as designated, for the number of contests as shown below, or 25% of club's remaining scheduled events/performances.

Badminton	4
Boys & Girls Basketball	7
Boys & Girls Cross Country	3
Cheerleading - Winter	3
Golf	4
Dance Force - Fall	2
Boys & Girls Soccer	4
Boys & Girls Swimming	3
Boys & Girls Track	4
Wrestling	4
Baseball	8
Boys & Girls Bowling	4
Cheerleading - Fall	2
Football	2
Dance Force - Winter	3
Softball	8
Boys & Girls Tennis	4
Boys & Girls Volleyball	8

B. Second Offense

A minimum of a four (4) week suspension and a maximum of a twelve (12) week suspension.

C. Third Offense

Suspension from all interscholastic athletic teams/selected activities for one (1) calendar year from a date set by the Athletic Director, Athletic Council, Activity Director, or the Board of Education.

D. No Pass No Play

Suspended until grades meet minimum requirements.

E. Application of Penalty

1. If the suspended student is participating on an interscholastic athletic team/ activity at the time of the suspension and the penalty will not be fulfilled by the end of that sport's season, the remainder of the penalty shall be applied to an interscholastic athletic team/ activity as designated by the Athletic Director, Athletic Council, Activity Director, or Board of Education as appropriate.
2. The student must attend all practice sessions/rehearsals during a suspension on the 1st and 2nd offenses.

IX. TRAINING RULES

- A. The Athletic Director, coaches, Activity Director, or other supervising faculty may establish training rules, including, but not limited to:
 1. Curfews.
 2. Attendance at team practices.
 3. Other rules deemed necessary by the coach to assure adequate performance of the interscholastic athletic team.
- B. Any such rules shall be promulgated in writing prior to the date student participation on the interscholastic athletic team/activity commences and shall be disseminated to all students taking part in the sport/activity.
- C. The coach or other supervising faculty member shall be responsible for enforcement of training rules. Any penalty imposed for violation of

training rules of more than one (1) game date shall be imposed solely by the Athletic/Activity Director, pursuant to the procedures set forth in Sections VI and VII of this policy.

- D. No training rules adopted pursuant to this Section shall regulate any student conduct covered in Sections IV and V of this policy or in the School District's general student discipline policy.

X. DISSEMINATION OF POLICY

- A. This policy shall be incorporated into the student handbook and shall be disseminated to all students attending Fenton High School,
- B. This policy will be reviewed by the coach or sponsor at the first meeting of each interscholastic sport or activity. Extra copies are available in the Athletic and Activity Director Offices.
- C. Athletic/activity permission cards will be completed and turned in to the Athletic/ Activity Director's Office each year of participation.

FENTON



2024-2025 Calendar

Fenton Community High School District 100

Mission:

Cultivate successful, passionate, empowered learners through rigor, relevance and relationships

Our Beliefs:

Successful, passionate, empowered learners thrive when:

- We provide a safe, caring and welcoming environment
- Diversity, equity and inclusion unify our community
- School and home collaborate as one
- We champion innovative teaching and engaged learning, with state-of-the-art facilities
- We infuse social-emotional learning into academics and culture
- We prepare students to fulfill their civic responsibility
- We immerse students in authentic life experiences



