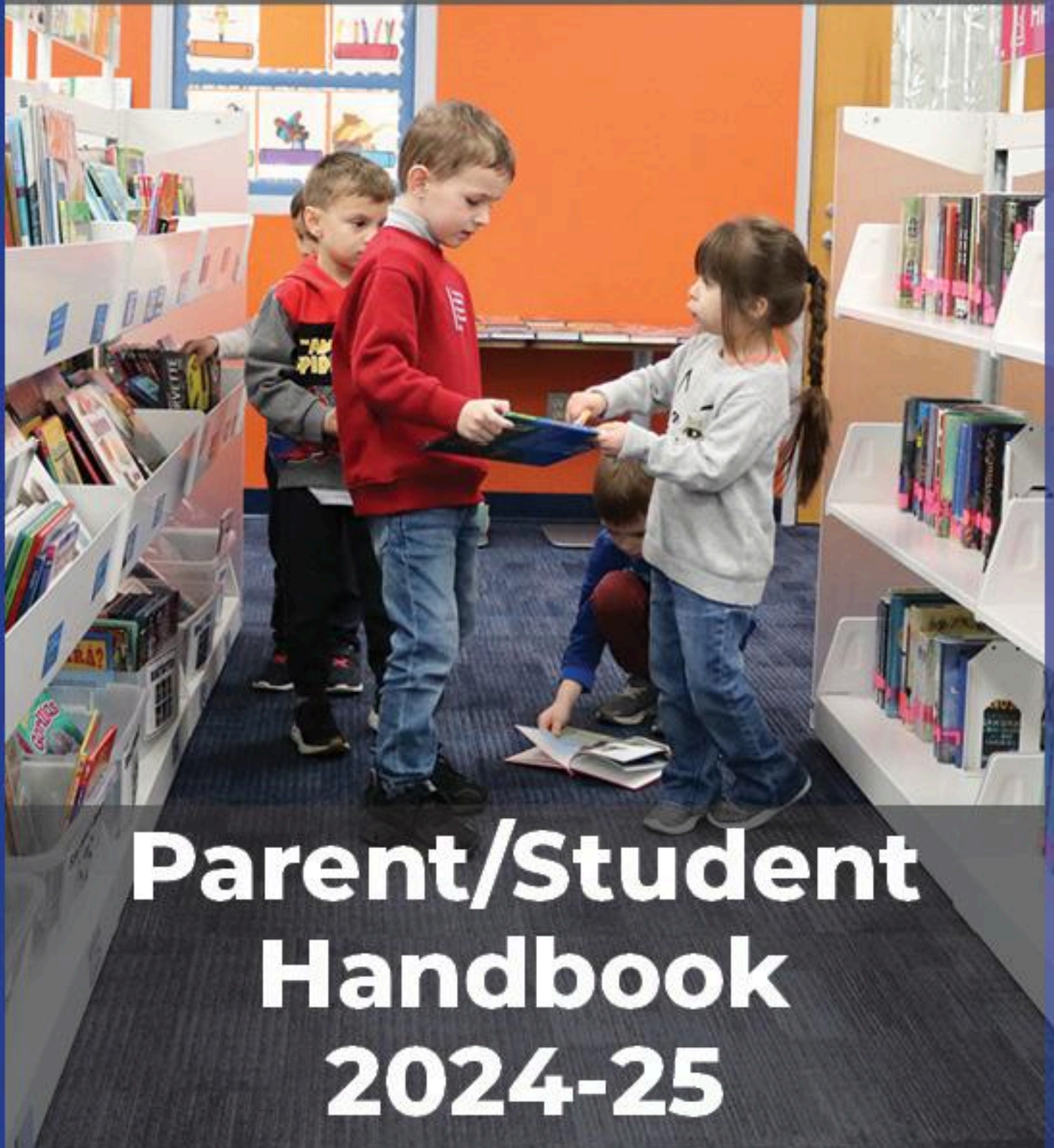




COMMUNITY CONSOLIDATED  
**SCHOOL DISTRICT 15**



# **Parent/Student Handbook 2024-25**

# Contents & Quick Reference

## School Perspective

Our handbook is designed to serve as a quick reference for families that provides information pertinent to our District as a whole. It is not meant to take the place of personal communication between home and school. Please call your child’s school if you have any questions on programs or procedures, or consult your school’s website if you have any questions.

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# School Year Calendar

The [school year calendar](#) is available on the newly launched [D15 website](#). Please note that for the 2024-25 school year, should anything prevent school from being open, we will utilize an eLearning Day(s) so as not to extend the last day of school. This decision was made to support the necessary extended summer required to implement the Moving 15 Forward plan and related construction.

## District Office

District 15 Office, referred to as the Joseph M. Kiszka Educational Service Center (or ESC), is located at 580 N. 1st Bank Drive, Palatine, IL 60067.

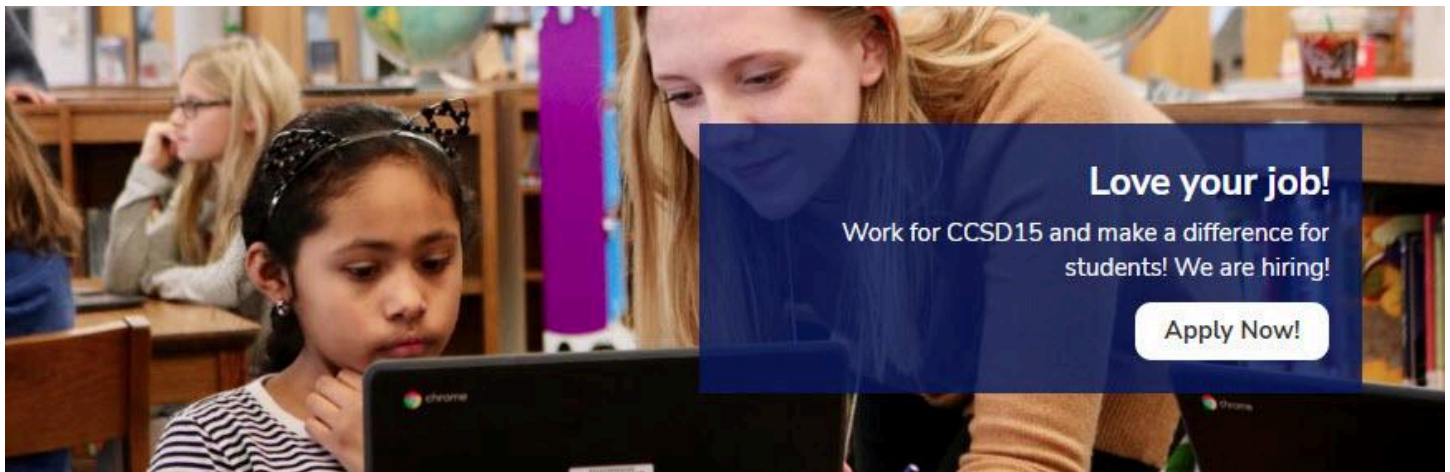
**Public Office Hours:** 8 a.m.- 4:30 p.m. Monday-Friday. The office is closed on Fridays during the summer. Phone: 847-963-3000, Fax: 847-963-3200. Summer hours at the schools vary and will be communicated before school ends annually.

## District 15 & School Administrators

➤ View contact information for District 15's full administrative team on the [Contact Us webpage](#).

## District 15 School Locations

➤ View or download a list of schools and map on the [School Directory webpage](#).



## Employment Opportunities at District 15

District 15 is a terrific place to work and we invite you to consider joining our team! We have many opportunities for part-time or full-time employment through each school year. To view current opportunities, please visit our [Employment webpage](#). Once submitted, your application will be available for review by our principals and other administrative staff.



# Title IX Compliance

School District 15 is in full compliance with regulations for implementing Title IX of the Education Amendments of 1972, which prohibit sex discrimination in federally assisted education programs. The school district complies fully with the nondiscriminatory provisions of federal and state law pertaining but not limited to students, parents/guardians, members of the community, employees, and applicants for employment.

## Notice

The annual handbook is a summary of Board of Education policies governing District 15. The complete [School District 15 Board of Education Policy Manual](#) is available for public review on the District 15 Diligent Community website. State and federal laws require school districts to notify parents and students about certain rights, responsibilities, and procedures; you will find that information in this handbook. **This handbook may be amended during the year without notice to parents/guardians.**





# Chapter I

## WELCOME

### Welcome Message from Superintendent Dr. Laurie Heinz



Dear District 15 Parents/Guardians:

On behalf of the Board of Education and my administrative team, I welcome you to the 2024-25 school year. Whether you are new to District 15 or have been in our community your whole life, *You Belong Here*. We are very much looking forward to the start of a new school year—a year full of endless possibilities and many exciting transformations as a result of our [Moving 15 Forward](#) plan.

While District 15 is the second largest elementary District in Illinois, we work to make our large district feel small and supportive for students, their families, and our staff. Our District is a wonderfully diverse and child-centered learning community. Strong home/school partnerships continue to accelerate our progress and implement our [Strategic Plan](#) entitled *Moving Students Forward: Now and Into the Future* for close to 12,000 students who speak more than 85 languages across 20 schools from early childhood through eighth grade. While each school has its own unique characteristics, we are anchored as a District by our mission, vision, and strategic priorities.

District 15 is well-regarded within the educational community; our schools have earned state and national recognition in academics, athletics, and the arts. We have also won awards for how our schools form and foster a supportive school community for all learners. Our reputation stems from our curricular and extracurricular offerings, constant focus on ensuring all students receive what they need to grow as learners, access to support services, retention of talented staff, and collaborative partnerships that enhance our desire to do what is best for every student, every day.

Please take time to review the 2024-25 Parent/Student Handbook and bookmark it for ongoing use. It provides essential day-to-day information along with links to our website for the latest updates. You will find overview information on academics, safety, behavior, and communication, to name just a few of the key practices that guide us as a District. That said, however, each of our 20 schools has aspects that are unique; principals will update you on procedures that may differ from school to school.

As superintendent and an educator at heart, I look forward to connecting and collaborating with our students, families, staff, and community. I keep an open-door policy and want to hear what is working well and where we can improve. There are many ways to get involved and connect with me.

I strongly encourage all residents of District 15 to subscribe to our [monthly email newsletter](#), where we will send regular and timely updates. Follow us on social media and add our events to your calendar as we share opportunities to engage. New this year, in an effort to increase two-way communication, will be an opportunity to **Catch-up Heinz**. Watch for information to be shared via email and in local newspapers.



In a further effort to keep you connected, our [NEW website](#) and [mobile app](#) are designed to allow for digital access from anywhere.

Thank you for your interest in and support of our schools. The quality and caliber of our district is a direct reflection of our vibrant and engaged community.

Your partner in education,



Laurie Heinz, EdD, Superintendent  
heinzl@ccsd15.net

## Board of Education

District 15 is governed by an elected, seven-member Board of Education (pictured L-R):

- James Taylor
- Samantha Bray Ader
- Lisa Beth Szczupaj, President
- Anthony Wang, Secretary
- Wenda Hunt
- Zubair Khan
- Frank J. Annerino, Vice President



Board of Education members serve four-year terms; elections are held the first Tuesday in April of odd-numbered years. [Read more about the members of the Board](#), their important responsibilities, and how to contact them.

➤ View [Board meeting schedule](#) and learn more about Board meetings [later in this handbook](#).

## Administrators

Senior leadership team of District 15 includes:

- **Laurie Heinz**, EdD, Superintendent of Schools, 847-963-3205, heinzl@ccsd15.net
- **Shari Lazor**, EdD, Associate Superintendent, 847-963-3202, lazors@ccsd15.net
- **Mindy McGuffin**, EdD, Assistant Superintendent of Student Services, 847-963-3149, mcguffim@ccsd15.net
- **Lisa Nuss**, Assistant Superintendent of Human Resources, 847-963-3013, nussl@ccsd15.net
- **Thomas Edgar**, PhD, Assistant Superintendent of Educational Services, 847-963-3106, edgart@ccsd15.net
- **Lori Lopez**, PhD, Assistant Superintendent of Teaching, Learning, and Assessment, 847-963-3101,





lopezl@ccsd15.net

- **Renee Urbanski**, Assistant Superintendent of Multilingual Programs, 847-963-3136, urbanskr@ccsd15.net
- **MJ Warden**, Chief Technology Officer, 847-963-3144, wardenmj@ccsd15.net
- **Diana McCluskey**, Chief School Business Official, 847-963-3032, mccluskd@ccsd15.net
- **Ahmad Gibson**, Chief Communication Officer, 847-963-3204, gibsona@ccsd15.net

➤ View complete list of District 15 schools and building administrators on the [Contact Us webpage](#).

## District 15 At-A-Glance

District 15—the second largest elementary system in Illinois with more than 11,000 students, 14 schools serving grades K-5, five middle schools serving grades 6-8, one dual language campus, one early learning program, and one alternative school. Drawing students from all or parts of seven municipalities, the District's boundaries encompass a diverse population within approximately 35 square miles, with residents who speak more than 85 languages or dialects. [Read more about our district here](#).

## District Mission & Strategic Commitments

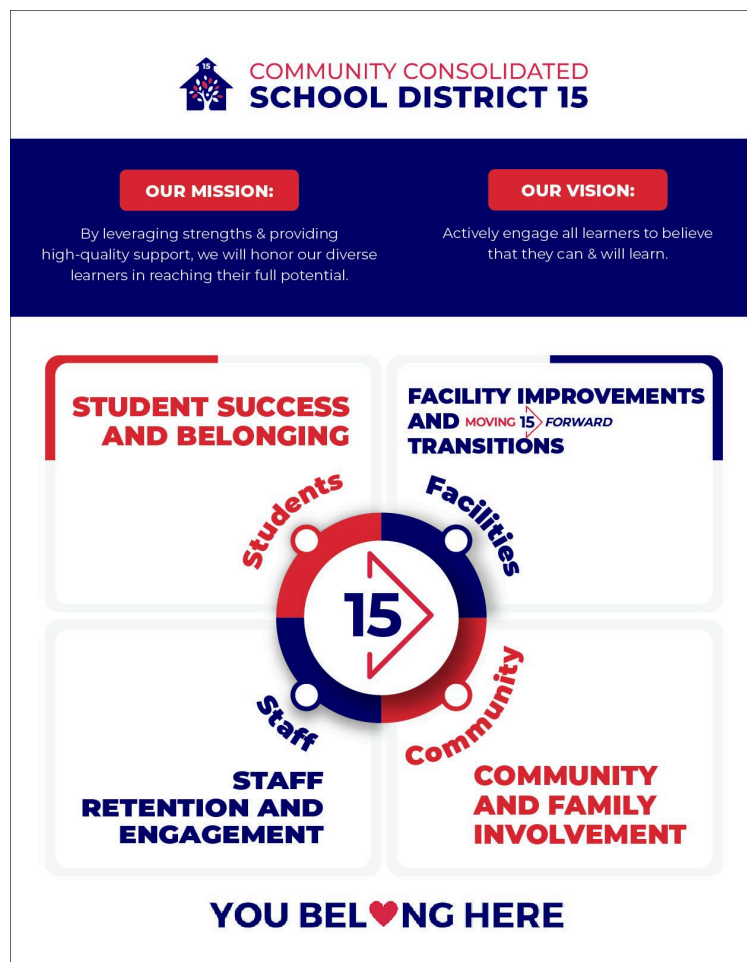
The Superintendent, representatives from the Board of Education and a Strategic Planning Steering Committee partnered with Hanover Research to develop a revised Mission, Vision, and Values along with new strategic priorities for the 2023 school year and beyond. The **Strategic Plan** entitled **Moving 15 Forward - Now and Into the Future** serves as a roadmap for the District that focuses on providing the students of our community with a quality and tailored education.

District 15's new plan has four priorities, which are:

1. Success and Belonging
2. Staff Engagement and Retention
3. Community and Family Engagement
4. Facility Improvements and Moving 15 Forward Transitions

On this page we have shared our District's current strategic direction as the Board of Education will approve the new Strategic Plan at one of their first meetings this fall.

➤ [District 15's complete At-A-Glance strategic direction is available on the Superintendent's webpage](#).





## Chapter 2

# GETTING STARTED

## New/Transfer Student Enrollment

### New Students: Kindergarten & Transfer Students

Parents/guardians new to the community may visit our [Map My School Tool](#) to view your home school assignment in District 15 based on your address. For programmatic placement information, please visit the [Bus Tiers and Program Information webpage](#), or call the Joseph M. Kiszka Educational Service Center at 847-963-3000 for information about where their child will attend school.

Kindergarten students must be five years old on or before September 1, 2024, to enroll. To enroll your child, complete the following steps:

1. **Online Registration.** Families that are new to District 15 and don't currently have an Infinite Campus account may begin the registration application through our [online registration link](#).
  2. **Provide Documentation.** After registering your child online for kindergarten, you will need to go in person to your child's school and present the following documentation:
    - a. [Required health, immunization, dental, and eye exams](#), for students entering preschool or kindergarten, sixth-grade, and students new to the District.
    - b. [Proof of Residency \(proof of living situation\) in District 15](#) boundaries is required for all incoming Kindergarten students, students in Grade 4 and 7, and students new to the District.
    - c. [Birth Certificate or Passport](#) (original with seal). Official birth certificates are issued by the county clerk in the county in which the child was born. Hospital certificates are not acceptable. A certified copy of the child's birth certificate must be provided within 30 days of enrollment.
- Each school posts office hours on the school's website. If you are unable to come to a school during its office hours, please contact your school's front office to make an appointment.
3. **Infinite Campus/Campus Parent.** Set up your [Campus Parent](#) portal account. After registering your child online, and the school has accepted your registration paperwork, you will need to set up a Parent Portal through Infinite Campus: <https://ic.ccsd15.net/campus/portal/parents/palatine.jsp>. Your school will provide you with an Activation Key. This will ensure your new account links to existing data for your household. If you don't have an activation key, please contact your child's school. Campus Parent allows you to view your child's course schedule, assignments, attendance, grades, fees, and more!
  4. **Morning Kindergarten Preference.** After providing residency (proof of living situation) verification, parents/guardians of kindergarten children have the option to state their *preference* to attend for a half day versus a full day. If this is preferred by parents/guardians, students will be placed in morning kindergarten.
  5. **Pay Student Fees.** [Student fees](#) for 2024-25 are due July 1, 2024.

A student seeking to transfer into District 15 must be deemed in Good Standing by the Illinois State Board of Education and their previous school. Meaning they must serve the entire term of any suspension or expulsion,



imposed for any reason by any public or private school in Illinois or any other state, before being admitted into a district school, as specified in Board of Education [Policy 7:50 School Admissions and Student Transfers To and From Non-District Schools](#).

## Homeless/Unhoused Students

Board of Education policies provide that any homeless/unhoused child shall be immediately admitted, even if the child or child's parent/guardian is unable to produce records normally required for enrollment. A homeless child may attend the District school that the child attended when permanently housed or in which the child was last enrolled. A homeless child living in any District school's attendance area may attend that school. Students eligible for services under the *McKinney-Vento Homeless Assistance Act* shall have transportation provided to them in accordance with both state and federal law. Homeless students will also have all school fees waived and will become automatically eligible for free or reduced cost meals provided by the District. Families that qualify for McKinney-Vento status will be required to provide updated information regarding living situations annually.

➤ **District 15 liaison for homeless children:** Shari Lazor, EdD, Associate Superintendent, lazors@ccsd15.net, 847-963-3202, 580 North 1st Bank Drive, Palatine, IL 60067.

### Temporary Living Situation or McKinney-Vento Homeless Assistance Act Services

If you are unable to provide any needed documentation because of a temporary living situation, please contact Nancy Aguirre, aguirren@ccsd15.net, 847-963-3208, in the Superintendent's Office. If you believe you're eligible for McKinney-Vento services, please contact Shari Lazor, EdD, Associate Superintendent, at lazors@ccsd15.net, 847-963-3202.

## Change of Residence Due to Military Service

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

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

## Returning Students Annual Registration

All students returning to District 15 schools must re-register for the upcoming school year. Parents/guardians are requested to [complete the online registration](#) as soon as it is announced each year. Parents/guardians may register online from home, and do not need to do so in person unless assistance is needed. After registering your returning child online, you will need to provide required health documentation for students entering 6th grade, and proof of residency (proof of living situation). Proof of residency (proof of living situation) must be provided prior to the first day of school. Student fees for 2024-25 are due July 1, 2024.



## Transfer from District 15

To ensure a timely transfer of school records to your child's new school, please call the school office at least one week in advance of a move outside the school's attendance area. The following information will be requested from you before you move: date of move, new address, and new school child will attend (if known).

## Transfer within District 15

Under special circumstances, and on a very limited basis, parents may request an [Intra-District Transfer](#) of their child(ren) from their assigned home school to another District 15 school. Requests will only be considered upon completing the requested application and providing supporting documentation within the announced timeline. Requests are handled by the District 15 Intra-District Transfer Committee. Each spring, District 15 will announce the dates and deadline to submit requests for consideration for the upcoming school year.

## School Supply Lists

[Student school supply lists](#) are posted on the District 15 website and on each school's site.



## Fees

### Annual Textbook Rental/Material/Technology Fees

School District 15 charges a [book rental, material, and technology fee](#) to help offset material costs. If you are new to the District, fees are payable at the time of enrollment. During the summer, parents/guardians can log into Infinite Campus to pay student fees. Students who enroll late may pay the fees in the school office when they register.

Book/material/technology fees for the 2024-25 school year are: Grades K-5—\$180; Grades 6-8—\$195.

### Other Middle School Fees

District 15 collects other fees at certain grade levels or based on participation. Other fees collected from students include:

- Grade 8 students pay \$15.75 for graduation gown purchase.
- A one-time PE clothing fee is included in the textbook/material/technology fees. Students pay \$9 for any additional PE clothes.
- Students who participate in interscholastic sports are charged an \$85 participation fee per student for each sport.

### Instrument Rental Grades 5-8

District 15 requires students in [Grades 5-8 to rent band and orchestra instruments](#) from District-approved music stores, unless you already have an instrument to use. If a particular instrument is not available to rent from any of the District-approved music stores, your child will be able to rent that particular instrument from the school district for a one-time fee of \$100. Please keep in mind that our District inventory may put limitations on instrument choice. Should you need financial assistance from the District to participate in the





instrumental program, please contact Megan Preis at [preism@ccsd15.net](mailto:preism@ccsd15.net) or 847-963-3131. For assistance in Spanish, please contact Cristina Porras at [porrash@ccsd15.net](mailto:porrash@ccsd15.net) or 847-963-3161.

## Fee Payment

Payments may be made by cash, check or credit card:

- Cash payments should be made by the parent/guardian in the office of the child's attendance school, where a payment receipt will be issued.
- Check payments should be made payable to "CCSD15," and can be mailed to your child's school or the District Office (CCSD15, 580 N. 1st Bank Drive, Palatine, IL 60067-8110). Please note the student's name, amount paid, and parent/guardian's name in the payment envelope. The returned check fee is \$25 per check.
- Credit card payments may be [submitted online](#) through Infinite Campus. You will need your Campus Parent portal email address and a valid credit card number to do so. If you need assistance with your Campus Parent portal email address, please call your child's school. Parents/guardians who do not have Internet access may go to their child's school to process their credit card payments. A small convenience fee is added for credit card processing.

Because all books under this rental plan are the property of the Board of Education, *the cost for replacement of lost or damaged books is the responsibility of the student or parent/guardian.*

➤ See [Student Fees](#) for more information.

## Student Fee & Fine Waiver

Students who are homeless, as defined in the McKinney-Vento Homeless Assistance Act (see [Services for Students Experiencing Homelessness](#)) or who qualify for the [free or reduced-price meals program](#), will automatically have their student fees & fines for loss of school property waived. No additional application is required.

If a student does not qualify for free or reduced-price meals, the parent/guardian may apply for a fee & fine waiver based on household income or due to a financial hardship. Detailed information is available on the [Student Fees page](#) on the website. A detailed explanation of family circumstances and documentation is required. Factors that are considered include: household income; illness in the family; unusual expenses resulting from circumstances such as fire, flood, or storm damage; seasonal employment; other emergency situations; when one or more of the parents/guardians are involved in a work stoppage; or has parents/guardians who are veterans or active-duty military personnel with income at or below 200% of the federal poverty line.

## Parents/Guardians Right-to-Know

Parents/guardians have the right to request information regarding the professional qualifications of any teacher instructing their child(ren). Information that may be requested includes:

- Whether or not the teacher has met state licensure requirements;
- Whether or not the teacher is teaching under emergency or provisional status;
- The bachelor's degree major of the teacher, any other certification or degrees held by the teacher and the subject areas of the certification or degrees; and
- Whether your child is provided services by teacher aides/paraprofessionals and, if so, their qualifications.



➤ For more information, contact **Lisa Nuss**, Assistant Superintendent of Human Resources, [nussl@ccsd15.net](mailto:nussl@ccsd15.net), 847-963-3013, 580 North 1st Bank Drive, Palatine, IL 60067.





## Chapter 3

# DAY-TO-DAY ESSENTIALS

*For additional instructions specific to your school, please consult your school's website and watch for announcements from your school administrators.*

## Arriving at School

To ensure proper supervision is available, students who walk or are driven to school by car should not arrive at school until five minutes before school begins. All exterior doors except the main entrance of the building will be locked at all times. To maintain building security, late arrivals must use the front entrance to enter the building. All visitors to the school must report directly to the main office and provide identification, such as a driver's license or state ID card, in exchange for a visitor's badge, each time they visit one of our schools. This procedure is in place for the safety of students and staff. IDs will be held in the school office until the visitor returns the visitor badge and exits the building.

➤ [View school office hours, arrival and dismissal times here.](#)

### Animals on School Grounds

No animals are allowed on school grounds during times when children are present unless pre-authorized by the Principal of the school. Trained service animals in use by a person with a disability, however, are allowed on school grounds and classrooms, as prescribed by a medical professional.

### Bicycles, Skateboards, Skates, and Scooters

- Students in grades 3 through 6 may ride their bikes to school. All bikes must be walked on school property. Bikes must be locked in the bike rack. The school is unable to assume any responsibility for loss or damage to bikes brought to school. **Bicycle helmets are required.**
- Skateboards, scooters, roller skates, shoes with wheels in them, and in-line skates are prohibited on school property during school hours.



## Student Attendance

Regular, on-time attendance is an expectation for students. Children who are absent unnecessarily miss vital classroom instruction time. Repeated absences may have a negative effect on a student's progress, work habits, and attitude. **Attend Today – Achieve Tomorrow** is an important mantra.





## Reporting an Absence

Our first concern when a child is absent is to verify the child's safety. For that reason, it is very important that the school office knows the whereabouts of your child(ren) when they are absent or will be late arriving at school. State law requires that all student absences be verified. All schools have voicemail with an absence mailbox for parents/guardians to report absences.



- When your child is absent or late, parents/guardians are required to call the school absence line or the school office to notify the staff of your child's absence,
- State your child's full name, the teacher's name, the date of the absence, and the reason for the absence.
- Please DO NOT leave this information on your child's teacher's voicemail or email. Substitute teachers cannot access either account.

When a child is absent and the parent/guardian(s) have not called to report the absence, the school will attempt to verify the child's safety by contacting parents/guardian using the contact numbers parents/guardians have provided to the school. Please be sure that your child's school has all current phone numbers on record. If your child is absent, and you do not call, and you cannot be reached, your child will be marked truant.

Students occasionally may be absent from school for valid reasons, for example: illness, observance of a religious holiday, death in the immediate family, family emergency, other situations beyond the control of the student, mental or behavioral health issues, or circumstances that cause parents/guardians reasonable concern for the student's mental, emotional or physical health or safety. Students who are absent for these reasons will be given an opportunity to make up missed school work. Students must be in attendance for at least half of the day to attend after-school activities. This includes absences due to a doctor's appointment. Exceptions are made when attending a funeral.

## Arriving Late

Students are expected to arrive on time for school daily. Late arrival causes unnecessary disruption within the classroom and results in lost instruction time. Late passes must be obtained from the school office to ensure that the student is not marked absent for the day and also enables us to notify Nutrition Services if a hot lunch is needed.

## Monitoring Absences, Tardiness and Truancy

The Illinois State Board of Education (ISBE) dictates what constitutes a full day of school versus a half day of school, as well as tardies and trancies.

➤ View the District's [Student Absence/Excusing Children guidelines here](#).

A "truant" is a child subject to compulsory school attendance and who is absent without valid cause from such attendance for a school day or portion thereof. Disciplinary action may be taken against any student guilty of being absent without a recognized excuse. State law and Board of Education [Policy 7:70 Attendance and Truancy](#) will be used with chronic and habitual truants.

In the event of a persistent student attendance problem, District staff shall assess reasons for the absences and develop appropriate diagnostic procedures. These procedures may include, but are not limited to,





counseling for the student and the student's parent/guardian, health evaluations by the school nurse, and clinical evaluations by local and/or state agencies.

Support services that may be offered to a student with an attendance problem include: parent-teacher conferences, counseling, case study evaluations, alternative educational programs, alternative school placements, and community agencies. When medically certified, homebound instruction may be provided for students with ongoing medical circumstances that impact attendance.

### Leaving During the School Day

Students are not permitted to leave school grounds on their own at any time during the school day. When a student needs to be excused during the day for an appointment, parents/guardians should state in writing the reason for early dismissal, date and time the student is to be picked up, and by whom the student will be picked up (parent/guardian or other designated person). The note should be brought to the office at the beginning of the school day. Students must report to the office prior to leaving, and the parent/guardian or designee must come into the school office to sign the child out. Students will only be released to parents/guardians or the designee, either of which will be asked for identification when picking up the child. Students returning to school must report to the office, sign in, and get a pass to return to class. Students who are ill and in the nurse's office won't be allowed to walk home.

### Vacations

Taking students out of school for vacations is *strongly discouraged* and is considered an unexcused absence. If a student is to be absent because of a family vacation, parents/guardians should notify the school office in writing at least one week before the planned absence. Teachers are not required to provide homework assignments prior to the child leaving for vacation or in advance of an absence.

### Mental Health Support Days

In August of 2021, Illinois Governor J.B. Pritzker signed a new state law that allows students aged 6 to 17 to take up to five days off school for mental or behavioral health reasons. These days do not require a doctor's note.

The intent of this law is to help parents/guardians support children that are experiencing difficulty coping with the increased stress in their lives. If you would like your child to use a mental health support day, follow the same process you use to report any student absence – contact your school's attendance line and indicate that the student will be using a mental health support day. Mental health support days are counted as excused absences.

Schools are required to contact parents/guardians if a student takes two or more mental health support days during the school year. This contact is to conduct a student emotional wellness check and helps the school determine if the student requires mental health support at school.

### Missed Homework

When students are out for an excused absence, make-up work will be provided. Students are responsible for obtaining and completing missing assignments or parents/guardians may contact their child's teacher directly regarding homework assignments. After returning to school, students will have one day to make up homework for each day absent. Again, teachers are not required to provide homework assignments prior to the child leaving for unexcused absences such as vacation or in advance of an absence.



# Student Appearance/Dress Code

The dress code is established to promote a positive, psychologically safe, and appropriate learning environment. A student's appearance, including dress and hygiene, must not disrupt the educational process, compromise the standards of health and safety, or contribute to a hostile or intimidating atmosphere for anyone. District 15 believes the responsibility for a student's attire resides with the student and parent/guardian(s).

District 15's student dress code supports equitable educational access and avoids reinforcing stereotypes or increasing the marginalization of any group based on race, gender, ethnicity, religion, sexual orientation, household income, disability (or other related accommodation), or cultural observance. The District does not prohibit hairstyles historically associated with race, ethnicity, hair texture, including, but not limited to, protective hairstyles such as braids, locks, and twists, or any other protected classes under [Board Policy 7:10, Equal Educational Opportunities](#).

However, reasonable dress restrictions must be necessary to support the overall educational goals of the school and are outlined within this dress code. Students who disrupt the educational process or compromise standards of health and safety must modify their appearance. See [Board Policy 7:160, Student Appearance](#).

## Basic Principle:

All attire (including clothes and accessories) must cover private areas with non-transparent fabric. This ensures private body parts are covered for all students and faces are visible to school staff at all times.

## Students Must Wear:

- A top/shirt with fabric in the front, back, sides, and under the arms
- A bottom, such as pants, sweatpants, shorts, skirts, dresses, leggings, or skorts; and
- Footwear that covers the bottom of the foot, including but not limited to, sandals, gym shoes, flip flops, and boots. Anything with wheels or blades are not allowed.

Except as required in class or principal-designated activities or extracurricular programs, all attire (including clothes and accessories) may not include:

- Language or images depicting or promoting drugs or alcohol, drug paraphernalia, gang symbols/identification, any illegal item or activity, hate speech, bigotry, profanity, pornography, or other inappropriate images
- Lewd, vulgar, obscene, or offensive language or symbols
- Anything that can be used as a weapon, including but not limited to, sharp points, studs, spikes, metal bars, knives, razors, leashes, nooses, or clubs
- Hats, hoods, helmets, or head coverings that cover the face, except when worn as a religious, cultural, medical, or disability-related need or accommodation
- Sunglasses

## Dress Code Enforcement

District 15 is committed to collaboratively working with families to ensure students can meet dress code expectations. That said, students whose dress and/or appearance causes a substantial disruption of the orderly process of school functions or endangers the health and safety of the student, other students, staff,



visitors, and our community may be subject to discipline. Students in violation will be referred to school administration and will be given options to comply with dress code policies. Administrators and designated staff will make final decisions about appropriate dress and appearance.

No student should be disproportionately affected by dress code enforcement because of gender identity or expression, race/ethnicity, sexual orientation, cultural or religious identity, body size, body maturity, and/or household income.

**Recess** – Children generally go outside for recess, so they should be appropriately dressed for outdoor play. Exceptions are made only when a child brings a doctor's note excusing them from outdoor recess. Staff provide playground supervision at all times. See [Chapter 6 Health & Wellness](#) for more information.

**Halloween** – Students are permitted to wear costumes on Halloween as long as their attire complies with the above student appearance policy and meets the following set of expectations:

- Children cannot wear bloody, gruesome, or especially scary costumes.
- Actual weapons, look-alike weapons, toy weapons or weapon-like objects are not allowed.
- Masks that cover the face and head are not allowed.
- Costume make-up is allowed provided it does not cover the student's entire face.
- Costumes that could be offensive or perpetuate a stereotype about someone's culture, gender, heritage or religion are not allowed.

## Personal Belongings at School

### Backpacks/Bookbags

Students are not permitted to carry backpacks and bookbags to class during the school day. All backpacks and bookbags must be placed in students' lockers during the day. Purses or handbags may be carried during the school day; however, such items must not be larger than 8½" x 11".

### Middle School Lockers

Students in middle school are assigned a locker for storing materials, coats, bookbags/backpacks, and other personal items during school hours. Students may not change lockers without permission from administrative staff. Lockers should be kept locked and the combination kept confidential. The school assumes no responsibility for the loss of articles from a locker.

Lockers are on loan to students and remain the property of the District. School administrative personnel have the right to inspect lockers at any time. Any damage to the locker is the student's responsibility. Lockers should be kept clean. No open food or beverage other than water may be stored in lockers. Scotch tape and masking tape may be used inside lockers, but stickers are not permitted, as they damage the paint. Lockers may be decorated before or after school for special occasions, but permission must be obtained from the office before decorating. No balloons, confetti, or hallway signs are permitted.

### Lost and Found

Parents/guardians are urged to mark all personal belongings with their child(ren)'s name in permanent marker or with a name tag. Each school maintains a lost and found area where children or parents/guardians may claim lost articles.



## Bringing Items to School/Articles Not Permitted

Articles that interfere in any way with school procedures, disrupt the educational process, or are hazards to the health/safety of others are not allowed at school or school grounds. Such items include, but are not limited to:

- Cigarettes, e-cigarettes, vaping devices, and/or other tobacco products;
- Drugs, including over-the-counter drugs and look-alike drugs (see [Medication at School](#));
- Alcohol;
- Weapons or look-alike items (firearms, knives, etc.);
- Lighters or matches;
- Laser pointers; and
- Aerosol cans.

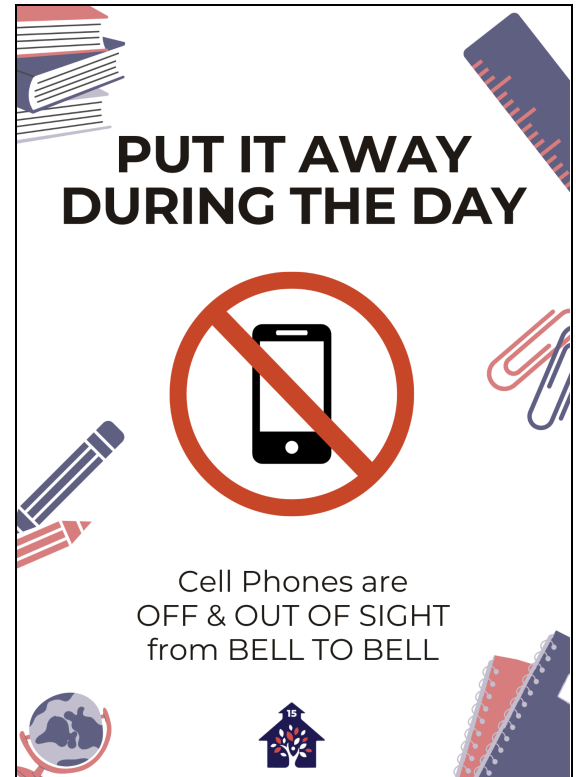
Possession of these items is prohibited at school and may result in detention, suspension, or expulsion. A student who uses, possesses, distributes, purchases, or sells an explosive, firearm, or any other object that can reasonably be considered a weapon can be expelled in accordance with Board of Education [Policy 7:190 Student Behavior](#). If a student brings a firearm or weapon to school, the criminal justice or juvenile court system will be notified.

## Cell Phones and Wearable Devices

Student possession and/or [use of cell phones](#) and other electronic devices while at school is governed by Board of Education [Policy 7:190 Student Behavior](#). Here is the excerpt related to cell phones:

School administration is authorized to discipline students for gross disobedience or misconduct including, but not limited to:

- Using or possessing a cellular phone, video recording device, or other electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs and/or videos in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Prohibited conduct specifically includes, without limitation, creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device, or cellular telephone.
- Unless otherwise specifically allowed or banned under this policy or by the Building Principal, **all electronic devices (including wearable devices) must be kept powered-off or silenced and out-of-sight during the regular school day unless:** (a) use of the device is provided in a student's individualized education program (IEP), or (b) it is needed in an emergency that threatens the safety of students, staff, or other individuals.



# Classroom Routines

## Gifts

District 15 strongly discourages the collection of money by either students or parents/guardians for gifts to staff members. Gifts to staff members are also discouraged, but notes of appreciation are always welcome.

## Classroom Parties

At the school's discretion, classroom parties may be held on Halloween and Valentine's Day. Room representatives and PTA/PTSA/PTO volunteers may be asked to help on these days. Based on the District's [Anaphylaxis Prevention, Response, and Management Program](#), food will not be allowed at class parties.

## Birthdays

Treats provided in celebration of a child's birthday must be non-edible. The classroom teacher will determine the best time to distribute them. [Visit the District website for non-edible celebration ideas for parents/guardians](#). It is against federal regulations to serve lunch to students in lieu of the regular lunch program; this includes pizza and other fast food. In addition, if you are planning a party for your child at home, please do not distribute invitations at school.

## Telephone Messages

Classrooms are busy places. Although all classrooms are equipped with telephone, staff do not check their voicemails during the school day. A message can be left in the teacher's voice mailbox. The teacher will return the call as soon as possible. Messages to students will be delivered to them by the end of the school day. Parents/guardians are requested not to call unless it is urgent. Students may use the classroom phone with permission from the teacher or office staff. **Emergencies and messages regarding a change to end of day plans should always be directed to the office.**

# Safety First Commitment

➤ Read more about District 15's comprehensive [commitment to Student Safety on this webpage](#) and read the [Caring and Safe Schools chapter](#) of this handbook.

## Raising Children's Awareness of Safety

The safety of all children attending District 15 schools is a top priority. Please review the school's general rules and safety precautions with your child, putting particular emphasis on bus rules, bicycle rules and wearing a helmet, obeying the safety patrol, and returning home immediately after school unless other arrangements have been made. If you transport your child to school by car, please use the areas designated by the school for safe dropping off and picking up your child.

District 15 schools do not permit such items as knives, bean shooters, hard baseballs, etc., to be brought to school. If items that are deemed potentially hazardous to the student or others are brought to school, these articles will be confiscated. Please review Board [Policy 7:190 Student Behavior](#).

## Bullying/Safety Tip Line

District 15's [Bullying/Safety Tip Line](#) provides parents/guardians and students with an additional option to report bullying and/or other safety concerns within their schools. Similar to making a report in person or over the phone, when making an online report, please include as much detailed information as possible because doing so will greatly assist administrators in investigating and addressing the concern(s). Although it is usually best to speak directly with an administrator when making a report about bullying and/or other safety concerns





at your school, sometimes students and parents/guardians are not comfortable doing so. To that end, this tool also allows for anonymous reporting.

Please keep in mind that online reports received outside of school hours will not be reviewed and acted upon until school is back in session. If your concern(s) require(s) immediate attention, please contact local law enforcement.

➤ [Submit a concern via the Bullying/Safety Tip Line.](#)

### Safe2Help

Safe2Help is a free 24/7 confidential school safety program that allows students the ability to report school safety issues, provides resources if a student needs help, and encourages students to help others through an anonymous **tip line**. To learn more, please visit **Safe2Help**: text SAFE2 (72332), call 844-4-SAFEIL, visit website [Safe2HelpIllinois.com](https://Safe2HelpIllinois.com), or email [HELP@Safe2HelpIL.com](mailto:HELP@Safe2HelpIL.com).

### Hazing Prohibited

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

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

1. Removal from the extracurricular activities;
2. Detention, suspension, and possibly expulsion;
3. Conference with parents/guardians; and/or
4. Referral to appropriate law enforcement.

### 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 strictly prohibited and outlined in [Board policy 7:185 Teen Dating Violence Prohibited](#).

## BULLYING/SAFETY TIP LINE

This site provides parents and students with an option to anonymously report bullying and/or other safety concerns within their schools.

All tips are anonymous unless you choose to identify yourself. Please include as much detailed information as possible including:

- WHAT happened
- WHO was involved
- WHEN did/will it occur
- WHERE did/will it occur

—Choose your school from the organization drop down menu

Please include as **much detailed information as possible** because doing so will greatly assist administrators in investigating and addressing the concern(s). When information is shared, it enables the administrators to take action in order to keep our students safe. **Reports received outside of school hours will not be reviewed and acted upon until school is in session.**

If your concern(s) require(s) immediate attention, please contact local law enforcement or call 911.

Be sure to choose a SCHOOL under the ORGANIZATION drop-down menu.

Community Consolidated School District 15

Category: Bullying

Organization: Community Consolidated School District 15

All personal information is optional and confidential.

Full Name: [Text Field]

Email Address: [Text Field]

Phone Number: [Text Field]

Submit Tip

Powered by FINALSITE



# Parent/Visitor Procedures

## Visitor Sign-In & Forgotten Item Drop-Off

Only students are allowed to enter the building in the morning. Items dropped off for students, such as lunches, notes, homework, keys, or musical instruments, will be delivered from the office before lunch or before dismissal. Items must be labeled with the child's name and room number/teacher or delivery cannot be guaranteed.

## Scheduling Visits

Because unannounced visits can be disruptive and interfere with instructional time, all visits by parents/guardians or other visitors must be scheduled with the classroom teacher or office staff.

According to [District 15 Parent/Visitor Procedures](#), all school visitors are required to:

- Enter through the Front Office;
- Sign in to the school's visitor's log, providing any pertinent information listed on the log (i.e., name, destination, reason for visit, time-in/time-out, etc.);
- Provide a personal driver's license, state ID card or consular identification card in exchange for the visitor's pass. Please note: the identification card will be held in office for the duration of the visit;
- Visibly wear the visitor's pass that is provided by the school's office personnel for the duration of the visit;
- Observe all laws, Board policies, procedures, and rules while visiting the school, including [Policy 8:30: Visitors to and Conduct on School Property](#); and
- Sign out of the visitor's log and return the visitor's pass in exchange for personal government-issued identification.

## Right to Reasonable Access Notice

Parents/guardians, an independent educational evaluator, or a qualified professional retained by or on behalf of the parents/guardians or child must be afforded reasonable access to educational facilities, personnel, classrooms and buildings, and to the child, consistent with school district policy.

## Conduct on School Property or at a School Event

District 15 expects mutual respect, civility, and orderly conduct among all people on school property or at a school event. Any person who engages in conduct prohibited by Board of Education [Policy 8:30: Visitors to and Conduct on School Property](#) may be ejected from school property and/or local law enforcement may be contacted. The person is also subject to being denied admission to school events or meetings for up to one calendar year. Please review the policy carefully before visiting or attending an event at school.

## Parent/Guardian Volunteers

Parent/guardian volunteers are encouraged and welcome in all District 15 schools; however, we ask that the following protocols be observed:

- All volunteers must sign in at the school office and wear a guest or volunteer badge while in the building. The District reserves the right to limit visitors to reduce the risk of exposure to students and staff.



- All volunteers must note the purpose and destination of their visit and not deviate from this purpose or destination without prior notification to the school office.
- All volunteers must follow confidentiality guidelines when working with students.
- Volunteers should not bring either under-school-age children or school-age children not attending school (i.e., absent due to illness, half-day programming, etc.) with them while volunteering.
- Volunteers are considered a part of the school population, and should observe all laws, school policies, procedures, and rules while visiting the school. In the event a visitor is in the building when a lockdown is initiated, remain in the area you are in and follow the directives of trained staff members.





## Chapter 4

# MEALS & TRANSPORTATION

### Student Meal Service

Lunch is offered to all students in our schools. The Nutrition Services program is operated under the federally funded National School Lunch Act and Child Nutrition Act. The federal laws regulating the Nutrition Services programs are administered by the United States Department of Agriculture through the Illinois Department of Education. We offer a variety of affordable and appealing choices daily through the efforts of more than 70 food and nutrition professionals dedicated to serving our students and staff appealing and healthy meals. Food safety and quality are always our top priorities.



#### Nutrition Integrity

- All of our menus are reviewed and evaluated using nutritional analysis software to ensure that we meet or exceed all federal program requirements.
- Nutritional values of meals are evaluated over a period of a week rather than judged on a single meal or food item.
- Student meals contain adequate calories and a variety of foods to support growth, development, and a healthy weight.
- Purchasing practices ensure the use of high quality ingredients and prepared items to maximize student acceptance. Nutrition Services professionals continue to work with industry partners to develop these foods.
- Foods are prepared in ways that ensure a balance between optimal nutrition quality and student acceptance.
- Foods offered to students in addition to school breakfast and lunch will be of optimal nutrition quality.
- The school cafeteria serves as an educational venue to promote good nutrition practices.
- We continually strive to improve the nutritional integrity of our breakfast and lunch programs.



#### Menus

All of our [menus are available online](#). Allergen and nutritional information is available on the [SchoolCafé](#) website.





## Food Allergies

Monthly menus are available for students with celiac disease, peanut, tree nut, and dairy allergies. Contact Nutrition Services at 847-963-3928 for further information. Visit the District's [Food Allergies and Anaphylaxis Emergency Care Plan webpage](#) for important information, guidelines and resources to manage allergies and other special dietary needs in District 15 schools. Please remind your child not to share his/her breakfast (where served) or lunch with others due to food allergy concerns.

## Lunch Prices

Lunch is available for purchase daily at a cost of \$2.70 per meal for elementary students and \$2.80 per meal for middle school students. Reduced-price meals cost \$0.40. Students who bring lunch from home may purchase milk for \$0.45. Students eligible for free meal benefits are entitled to a free lunch. All meals include low-fat white and non-fat flavored milk.

## Breakfast Prices

In schools where breakfast is available, the daily cost is \$1.40 per meal, including milk. Students who meet eligibility requirements for free meal benefits are also entitled to a free breakfast, and those on the reduced program may purchase breakfast for \$0.30.

## Community Eligibility Provision (CEP)

Free meals are part of the federally funded [Community Eligibility Provision \(CEP\) program](#), part of the National School Lunch and Breakfast Programs. The following schools have met the eligibility requirements for the CEP program: Conyers Learning Academy, Central Road, Gray M. Sanborn, Jane Addams, Kimball Hill, Lake Louise, Lincoln, Stuart R. Paddock, Virginia Lake, Winston Campus Elementary, Carl Sandburg Middle School, Walter R. Sundling Middle School, and Winston Campus Middle School. All students in these schools are entitled to receive a free breakfast and a free lunch each day. No application or action is required by parents/guardians for this voluntary program.

***This program, however, does not extend a fee waiver for students.*** To apply for a fee waiver, parents/guardians must complete the [Application for Educational Benefits form](#), also available at each school.

## À la carte

All [à la carte items](#) meet the “Smart Snacks in Schools” regulations, contain low-fat items, and are available daily in the middle schools. Parents/guardians may elect to limit à la carte purchases by calling their child’s school and speaking to the nutrition coordinator.

## Ice Cream

Ice Cream that meets the “Smart Snacks in Schools regulations” is offered as an à la carte additional item at all schools. À la carte items may be purchased with cash or charged to a student's account only if a **positive** balance is available. Ice cream costs \$1.00.



## Payment

Breakfast and lunch may be purchased by the day, week, month, semester, or year. Meal payments must be made in advance, and may be made two ways – online using [SchoolCafé](#), or at each school by cash or check.

- **Online Payments via SchoolCafé** – Payments into a student’s school meal account can be made online with credit or debit cards (Discover, MasterCard, or Visa). Parents/guardians may also monitor student account balances and transactions, and request low balance notifications. For more information or to





enroll, visit the [District 15 Student Meals webpage](#) or [SchoolCafé](#) web portal. There is a small service fee for using SchoolCafé.

- **Cash or Check Payments** – Cash or check payments for meals should be brought to your child’s school in a sealed envelope with your child’s name and class/section written on it. Checks should be made payable to “CCSD15 School Nutrition Services.”

### Account Procedures

- **Unpaid Meal Balance Procedure:** If a student has an unpaid meal balance in their meal account, a negative balance reminder will be emailed or mailed home. We ask that when the unpaid meal balance reminder is received that money is sent with the student the following day or deposited [via SchoolCafé online](#). Students must have money in their account to purchase á la carte items or a second lunch.
- **Balances Owed:** Notices will be sent home biweekly if your child has an outstanding balance. If families need assistance in paying outstanding balances, they should contact Nutrition Services at 847-963-3929 to discuss alternative payment arrangements.
  - All unpaid balances before the end of the school year will be carried forward into the next school year.
  - Eighth graders must pay all charges in full prior to graduation. If younger siblings attend our schools, the balance will be added to their account.
- **Refunds:** Any student who is withdrawn due to moving out of or graduating from District 15 is entitled to a refund of any money remaining in their account by submitting a written or email request or by a phone call to School Nutrition Services at 847-963-3929. If there are any remaining siblings in the District after a student has graduated, any remaining funds can be transferred to the sibling by submitting a written or email request to **Tina Woods**, Nutrition Services Director, woodst@ccsd15.net, or 847-963-3929.

➤ Account questions? Contact **Tina Woods**, Nutrition Services Director, woodst@ccsd15.net, or 847-963-3929.

### Free and Reduced-Price Meal Services

Children from households that meet federal guidelines are eligible for free or reduced-price meal services under the National School Lunch and School Breakfast programs. Children who are eligible for free lunches can also receive breakfast at no charge at schools where breakfast is served.

[Application forms for free or reduced-price meals](#) are available online, on [SchoolCafé](#), or at the school.

Applications can be submitted at any time during the school year. They can also be submitted for a single child or for an entire family, and all types of applications can be submitted – income-based, foster child, categorical certification, etc. Households should answer all applicable questions on the form. Applications that do not contain all required information cannot be processed and approved. For more information on free or reduced-price meal services, [visit the Student Meals webpage](#), contact your child’s school or call School Nutrition Services at 847-963-3928.

### Home for Lunch

Students are not permitted to go home for lunch on their own. Parents/guardians who wish to pick up their child from school for lunch must come into the school office to sign the child out. Students will only be released to parents/guardians (or a designee),



and will be asked for identification when picking up the child. Students returning to school must report to the office, sign in, and get a pass to return to class.

Our middle schools do not have open campuses, so students are expected to eat in the school cafeteria. No food or drink may be taken from the cafeteria.

### Snacks within the School Day

Please see helpful information included in [Chapter 6 Health & Wellness](#).

## Transportation Services

### Overview

Your child is entitled to bus transportation at no charge if you are a resident of District 15 and live 1.5 or more miles from the District-assigned school they will attend, or in an area declared to be hazardous as determined by the Illinois Department of Transportation (IDOT).

All bus assignments, as well as routes and stops, are determined by Transportation Services. Parents/guardians whose children ride school buses are asked to be sure the information on the bus assignment is accurate. If the information is not correct, please call the school office.

There is no charge for students to ride the after-school activity bus at the Middle Schools.

### My Ride K-12 Bus Tracking App

District 15 offers the My Ride K-12 bus tracking app at no cost to parents/guardians through an app available for both Apple and Android devices. My Ride K-12 allows parents/guardians to view their child's schedule and track their trip and stop information and receive real-time notifications.

➤ View more about [My Ride K-12 Bus Tracking App](#).

### Frequently Asked Questions (FAQ)

*Can my child get off at a stop other than their assigned home bus stop? My child missed the bus ... can the bus come back to the bus stop? How do I locate a lost item on a school bus?*

➤ Find answers to these and many other [Transportation FAQs here](#).

For additional assistance, please contact: **Judith Gritter**, Assistant Director of Transportation, [gritterj@ccsd15.net](mailto:gritterj@ccsd15.net), 847-963-3904; **Tom Bramley**, Director of Transportation Services, [bramleyt@ccsd15.net](mailto:bramleyt@ccsd15.net), 847-963-3905; or **Dr. Claire Kowalczyk**, Administrator on Special Assignment, [kowalczc@ccsd15.net](mailto:kowalczc@ccsd15.net), 847-963-3015.

### Day Care Center Transportation

Only children who are residents of District 15 may attend District 15 schools from a daycare center from within our boundaries. The daycare must be within the homeschool boundaries of the student. [View the Day Care Center Transportation page for more information](#).

### Kindergarten/Younger Riders

District 15 Transportation Department will not release kindergarten or younger students without a parent/guardian meeting the bus, unless the school has a letter from the parent/guardian authorizing the driver to release students to another adult. If a Kindergarten or younger student is not met at the bus stop by the parent/guardian or if there is not a letter indicating otherwise, transportation will try to contact the house



before leaving the bus stop. It is important that the school office has your current phone numbers. If there is no response, Transportation will then bring the student back to school for pickup.

## Bus Safety Guidelines

Please encourage your child(ren) to wear their seat belt while riding the bus. All students who ride buses must follow the [District's School Bus Safety Guidelines](#):

- **Students are to board and depart the bus at their assigned stop only. Students are not permitted to ride another student's bus.** A driver is only permitted to drop students off at the designated stop indicated on their route. Student school bus rosters need to remain consistent for the safety of all.
- Student walkers may not ride the buses.
- Students should be at the bus stop 5 minutes before the scheduled arrival time of the bus. At the end of the school day, students are to go quickly to their bus' designated area and wait in an orderly fashion for the bus to arrive.
- While waiting for the bus, students are not to stand or play on the road or street. After exiting the bus, students who must cross the road must do so 10 feet in front of the bus and only when the stop arm is out and the flashers are operating, and must follow instructions from the bus driver.
- Students are to remain seated throughout the entire bus ride.
- Windows are not to be lowered below the safety mark. Students' heads, hands, arms, and feet, and all objects must be kept inside the bus.
- Loud conversation, profane language, throwing objects, and discourteous actions toward the bus driver or other passengers will not be tolerated.
- Students are responsible for any damage to the bus.
- Glass containers, live animals, and large objects may not be carried on the bus.

Students who display inappropriate behavior may have their transportation privileges taken away. Gross disobedience or misconduct providing grounds for suspension from riding the school bus includes:

- Prohibited student conduct as defined in Board of Education [Policy 7:190 Student Behavior](#);
- Willful injury or threat of injury to a bus driver or to another rider;
- Willful damage and/or defacement of the bus;
- Repeated use of profanity;
- Repeated willful disobedience of the bus driver's directives; or
- Such other behavior as the administration deems to threaten the safe operation of the bus and/or its occupants.

If a student is suspended from riding the bus for gross disobedience or misconduct on a bus, the School Board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons. The District shall provide the student with notice of the gross disobedience or misconduct and an opportunity to respond.



## Video Cameras

To enhance bus safety, video cameras are installed on all District buses to assist the driver in monitoring student behavior. Students who display inappropriate behavior will be subject to consequences, which may include but are not limited to loss of bus riding privileges, detention, and/or suspension.

## Paid Ridership

**Due to the ongoing bus driver shortage, paid ridership continues to be limited and only offered if space is available on an existing bus route. Applications will be accepted after September 5, 2024, but payment will not be accepted until a parent receives notification that their child has been assigned to a bus route. Bus availability will be evaluated after October 1, 2024.**

Bus transportation is available to other students on a paid basis to the extent that transportation services are available, except that no stops will be made less than one-half mile from a school building, and are approved on a case-by-case basis by Transportation Services. Transportation fees for pay riders are set annually by the Board.

➤ Find more information on the [District's Transportation Services website](#) or call 847-963-3900.







## Chapter 5

# ACADEMICS & STUDENT SERVICES

### Instructional Technology

District 15 recognizes that technology serves as a powerful tool in the classroom. With this in mind, teachers and students have access to devices that allow for content creation, collaboration, inquiry, and problem-solving.

#### 1:1 Digital Learning

Preparing students to be successful in a digital age and global economy is a responsibility that District 15 takes very seriously.

District 15 provides each and every student with a technology learning device. In Grades 3-8, and younger students in multi-grade classrooms with 3rd graders, a Chromebook, a protective case, charger, and licensing at no cost. Students in grades K-2 will be assigned a device to use during the school day and will be sent home on days when inclement weather is forecasted for use during an e-Learning day. Technology is an integral part of all curricular areas.

These devices and accessories will remain the property of District 15 while going home with students. Students and their parents/guardians continue to be held accountable for the [Responsible Use Contract](#) all year. The next school year, students will continue using the same Chromebook. The District refreshes and replaces student devices on a regular cycle to update equipment.

- View [Frequently Asked Questions \(FAQ\)](#) about technology.
- View more information on [District 15's 1:1 digital learning resources](#).

#### Chromebooks at Home

Students in grades 3-8 will take chromebooks home on a daily basis. Additionally, students will have chromebooks over the summer months. At home, students are expected to use their District-issued Chromebook for learning purposes. This provides an extra layer of security and control in order to ensure students remain scholarly and safe online.

#### Google Workspace for Education

As a core platform, District 15 uses Google Workspace for Education – a suite of online tools designed to enhance student learning and collaboration. Students will use these tools to access assignments, communicate





with teachers, and develop essential digital skills. These tools include Google Classroom, Docs, Sites, Sheets, Slides, and Gmail, providing students with a platform to create, share, and organize their work. By utilizing Google Workspace, students will develop the technological literacy necessary to succeed in today's digital world.

### Internet Connectivity

District 15 recognizes that providing internet at home may represent a financial hardship for some families. Internet providers recognize this need as well and have programs in place for qualifying families:

- [Access from AT&T](#)
- [Comcast's Internet Essentials](#)

Our community also offers free Wi-Fi at various locations. Find links to locations in our community and surrounding areas that offer [free Wi-Fi via this website](#). Contact your Principal for additional assistance.

### Network Use

Electronic networks, including the Internet, are a part of the District's instructional program and serve to promote learning through resource sharing, innovation, and communication. Students and parents/guardians must read and sign the [Network Use Agreement](#), and Responsible Use Contract upon registering for the District.

On a yearly basis, students who have a 1:1 device will review and sign the [Responsible Use Contract](#) digitally. District 15 provides supervision and classroom management through commercial Internet filtering and teacher monitoring programs. This prevents student access to materials that may be defamatory, inaccurate, offensive, or otherwise inappropriate and provides teachers with a way to manage student learning in the educational setting. Ultimately, parent(s)/guardian(s) are responsible for setting and conveying standards for their children. Student use of inappropriate material or language or violation of copyright laws may result in a student's loss of Internet privileges. Parents/guardians are legally responsible for their child's actions.

Electronic networks, including the Internet, are a part of the District's instructional program to help promote educational excellence by facilitating resource sharing, innovation, and communication. Students and parents must read and sign the **Network Use Agreement** and **Network Use Guidelines Letter of Agreement** before students are granted use of the Internet. A copy of the agreement is available in all school offices and on the website.

Parents have access to [GoGuardian Parent](#), a mobile app designed to provide parents/guardians insight and control over their student's online activity when on school-managed devices and accounts. GoGuardian Parent was created to help provide students additional educational support and is a companion to the classroom engagement and internet filtering tools that our school uses.

- First, the GoGuardian Parent app provides an overview of your children's online activity on school-managed devices and accounts. This overview includes the apps, extensions, documents, and websites your student visited.
- Second, GoGuardian Parent provides parents with an additional set of internet controls that you can set for out-of-school hours.

Please visit [GoGuardian Parent \(K-8\)](#) for information and instructions on how to download and sign in to this app. This app uses the parent email that was used for school registration. Please contact your building's secretary if you need to update that email address.



# Approach to Instruction

District 15 is committed to ambitious instruction that is responsive to the needs of our students. Our instructional approach is grounded in a commitment to all students can and will learn as a result of a District 15 education.

Our instructional framework is rooted in the following five dimensions of powerful classrooms:



1. **Content:** All students work on core content issues in ways that enable them to develop conceptual understandings, develop reasoning and problem solving skills, and use content concepts, tools and methods in relevant contexts.
2. **Cognitive Demand:** All students have opportunities to make their own sense of important ideas, developing deeper understandings, connections, and applications by building on what they know.
3. **Equitable Access to Content:** All students are supported in access to central content and participate actively in the work of the class. Diverse strengths and needs are built on through the use of an extensive repertoire of strategies, resources, and technologies that enable all students to participate meaningfully.
4. **Agency, Ownership, and Identity:** All students build productive disciplinary identities through taking advantage of opportunities to engage meaningfully with the discipline and share and refine their developing ideas.
5. **Formative Assessment:** Every student's learning is continually enhanced by the ongoing strategic and flexible use of techniques and activities that allow students to reveal their emerging understandings and provide opportunities to rethink misunderstandings to build on productive ideas.

## District 15 Curriculum

The [curriculum in District 15](#) is continually evaluated to ensure it is dynamic and responsive. Various curriculum committees, consisting of teachers and administrators, and often guided by content experts, research best practice instructional approaches and programmatic resources for study, and recommend materials which allow for responsive teaching to meet the needs of diverse learners. Parents/guardians have a right to review instructional materials used by their child(ren)'s classroom teachers.

*Our culturally responsive practices are at the center of, and embedded throughout, our instructional framework. We are always continuing to deepen our understanding and to improve teaching and learning.*

In District 15, elementary school classes are self-contained and middle school classes are departmentalized. The basic curriculum is aligned to the [Illinois Learning Standards](#) [incorporating the Common Core Standards;



the College, Career, and Civic Life (C3) Framework for Social Studies State Standards; and the Next Generation Science Standards (NGSS)].

At all grade levels, students are taught: Language Arts (reading, writing, listening, and speaking); Mathematics; Science; Social Studies; Music; Comprehensive Health\*; Visual Arts; and Physical Education.

**\*Human Growth and Development** is taught as a separate unit within the Health curriculum in grades 5 and 8. Content and activities are carefully selected for grade-level appropriateness. Parent/guardian involvement is essential for the success of this curriculum. District 15 is committed to partnering with families to ensure the health and safety of all students. Families of 8th grade students will be sent materials to review prior to instruction. Parents may elect to excuse their child from this instructional unit via an opt-out form accompanying the preview materials. Students who have opted-out of this unit will go to an alternate location during this instructional time.

➤ Additional offerings in world languages, comprehensive music, instrumental music, and visual arts are described on the [Teaching, Learning, and Assessment webpage](#).

## Elementary Curriculum Highlights & Procedures

District 15 is proud to offer a variety of educational opportunities and support programs to our [elementary students in grades K-5](#). Our rigorous core curriculum is aligned to the Illinois Learning Standards, which incorporate the Common Core and Next Generation Science Standards.

The instructional program includes:

- Language Arts/Literacy (reading, writing, listening, and speaking)
- Mathematics
- Science
- Social Studies
- Comprehensive Music: Students in Full-Day Kindergarten through Grade 5 receive two 30-minute music classes each week.
- Comprehensive Health
- Instrumental Music: Students in 5th grade have the opportunity to participate in band or orchestra lessons. Enrollment resources will become available in the fall of their 4th grade year.
- Physical Education: Two 30-minute physical education classes per week are scheduled for students in Grades K-5.
- Visual Arts: Full-Day Kindergarten through Grade 5 students participate in one, 60-minute art class weekly.

### Additional Resources

The following resources are available in support of or in addition to the instructional programs listed above:

- Library Innovation Teachers (LIT)/Library
- Student Services Team: School Social Worker, School Psychologist, School Nurse
- Technology in the Classroom: Video/Broadcast Studio

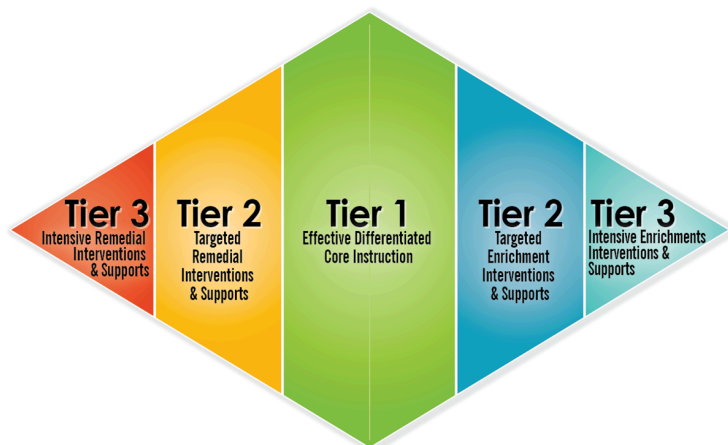


- [Instrumental Music: Band/Orchestra](#): Fifth-grade students may join band or orchestra. Pull-out lessons occur at approximately one time per week, and ensemble rehearsals may occur before school as the building schedule allows.
- [Chorus](#) : Chorus is a school-sponsored club that may be available for students in Grades 5 and 6
- [Intramurals](#): Fifth-grade students are eligible to participate in intramurals

### Multi-Tiered System of Support (MTSS)

MTSS is a layered continuum of academic and behavioral support designed to provide additional support to learners in which:

- All teachers differentiate instruction to enhance learning within a research-based core curriculum.
- Early access to a multi-tiered system of research-based interventions is provided.
- A problem-solving approach that depends on the use of reliable data and progress monitoring of learners to assess the effects of interventions is used.



➤ Read more about the [Multi-Tiered System of Support](#) here.

### Recess

Elementary students generally go outside for recess every day. Therefore, they should dress appropriately for the weather. Exceptions are made only when a child brings a doctor's note excusing them from outdoor recess. *Staff members provide playground supervision. If students are not following behavior expectations, a staff member will address the behavior with the student(s). Based on the behavior, the child may speak to an administrator.*

**Cold weather:** Indoor recess is determined based on the following guidelines:

- **If the temperature outside, together with the wind chill, is below 0°F**, all students will remain inside for the entire lunch hour.
- **If the temperature outside, together with the wind chill, is between 0°–10°F**, the preferred procedure is a rotation of 20 minutes for lunch, a 20-minute outdoor recess, and a 20-minute indoor recess. However, at the principal's discretion, the students may be kept inside for the entire lunch hour.
- **If the temperature outside, together with the wind chill, is above 10°F**, students will have regular outdoor recess.

**Warm weather:** Students will be outside for recess/PE if the temperature (or heat index) is below 100 degrees. Students will be inside for recess/PE if the temperature (or heat index) is 100 degrees or above.

Other considerations include the condition of the playground and the presence of precipitation. For indoor recess, students are supervised in their classrooms.

### D15 Homework Guidance

As a district, we believe that any work assigned to students, including homework, should be done with a high level of intentionality and planning. The amount of homework assigned is established by classroom teachers and is age-appropriate.



We encourage families to identify a specific time and place for children to complete homework. If any concerns arise regarding homework, please contact the classroom teacher.

The following guidelines for suggested amounts of time to be spent on homework may be helpful:

Grade Level	Maximum Total Minutes per Day* (total minutes across all content areas)
Kindergarten	10
Grades 1 & 2	20
Grade 3	30
Grade 4	30-40
Grades 5 & 6	45-60
Grades 7 & 8	45-60

Citation: Hanover Research. "EFFECTIVE HOMEWORK PRACTICES." Hanover Research, 2019.



Physical Education

All elementary students participate in physical education classes. Children may be exempt from some or all physical activities with an excuse from parent(s)/guardian(s) for a period of up to three days. Students who need to be excused beyond that or for an extended length of time must provide a written excuse submitted to the school by a person licensed under the IL Medical Practice Act—see the procedure outlined in the Activity Restrictions section of this handbook. Alternative activities and/or units of instruction will be provided for pupils whose physical or emotional condition prevents their participation in the physical education courses as determined by a person licensed under the IL Medical Practice Act.

To participate in physical education classes, elementary students need to wear safe, appropriate attire such as:

- Tied or fastened athletic shoes (not boots, sandals, platform shoes, leather-soled shoes, or shoes with wheels), and
- Clothing that does not interfere with the student’s ability to run and move freely.

Middle School Curriculum Highlights & Procedures

Our middle schools offer a variety of educational opportunities and support programs for all students. [Middle School Curriculum](#) is aligned to the [Illinois Learning Standards](#).

Instructional Program

The instructional program includes the following subject areas:

- **Language Arts** (reading, writing, listening, and speaking) – Middle school students will participate in a double period of language arts each day, which includes a reading class and writing class). The curriculum balances the teaching and learning of reading strategies, writing processes, listening, and speaking skills.
- **Social Studies:** Middle school students will use inquiry skills and historical events to understand civics, economics, geography, multiple perspectives across people, and take informed action. Students use modern events that affect their lives today to understand the impact of events from the past.



- In 6th grade Social Studies, students will study early humans and the rise of civilization.
- In 7th grade Social Studies, students will study the early years of the United States.
- In 8th grade Social Studies, students will study the United States post-Civil War to modern times.
- **Science:** Middle school students will engage in learning opportunities that are aligned to the national Next Generation Science Standards (NGSS). Across the 6th - 8th grade years, students will explore physical, earth, and life sciences through inquiry based experiences.
- **Mathematics:** Students in 6th - 8th grade have one class period of math instruction per day. The primary focus for our students' math experiences in middle school is to build mathematical thinkers. We want students to leave our District feeling confident in their math abilities. Students construct mathematical arguments and solve problems in real-world contexts.

➤ View detailed information about [Middle School Curriculum](#) online.

### Elective Program Offerings

The Middle School Elective Program consists of courses in fine arts, practical arts, technology, and world languages. The Enrichment Program is designed to provide students with an exposure to content in these areas. Current offerings include:

- **World Languages:** French or Spanish I and II; Spanish for Native Speakers (SNS)
- **Comprehensive Music**
- **[Instrumental Music:](#)** Band, Orchestra, or Mariachi (Winston Campus only) at grades 6, 7, and 8.
- **Visual Arts:** 6th, 7th and 8th Grade Art
- **STEM programs:** Automation & Robotics; Computer Science for Innovators and Makers; Design & Modeling; Flight & Space; and Medical Detectives

➤ [View detailed course information here.](#)

### Additional Offerings

Academic interventions or targeted assistance may be provided to qualified students based upon the consideration of multiple data points. Interventions or supports are provided within a student's daily schedule.

### Physical Education and Health Curriculum

All middle school students are expected to participate in daily physical education (PE) classes. A variety of physical activities are offered during the year.

The Health Curriculum is conducted in conjunction with the PE program. Students study the following areas:

- 6th grade: Emotional & Mental Health, Nutrition & Physical Activity
- 7th grade: Tobacco, Alcohol, & Other Drug Prevention and Violence & Injury Prevention
- 8th grade: Environmental Health Impact, Healthy Minds & Bodies Review, and Teen Sexual Health

Physical Education procedures include:

- **Exemptions:** Children may be exempt from some or all physical activities with an excuse from parent(s)/guardian(s) for a period of up to three days. Students who need to be excused beyond that or for an extended length of time must provide a written excuse submitted to the school by a person licensed under the IL Medical Practice Act — see the procedure outlined in the Activity Restrictions section of this handbook. Alternative activities and/or units of instruction will be provided for pupils



whose physical or emotional condition prevents their participation in the physical education courses as determined by a person licensed under the IL Medical Practice Act.

- **Physical Education Lockers:** The physical education teachers assign PE lockers. Students should lock all personal possessions in the gym locker. The school retains the right to inspect gym lockers and their contents to assure that the locker is being used for the intended purpose.
- **Physical Education Uniforms and Supplies:** Students are provided with physical education uniforms. For the convenience of parents/guardians, additional uniforms are sold at cost (\$9) at each middle school. PE uniforms should be clearly marked with the student's name, and are to be worn every day during PE class. Students should take their uniforms home each week for laundering. Other supplies needed for PE include gym shoes, socks, and a sweatshirt for outdoor activities.

## Promotion Ceremony

Each year, District 15 honors its rising freshman with a promotion ceremony. This ceremony is the capstone of a student's time in District 15 and is a celebration of their accomplishments. This ceremony is a voluntary procession, which mirrors the familiar "graduation" ceremony where students cross a stage to symbolize the completion of their District 15 education.

All eighth-grade students may attend the procession ceremony **unless**:

- The student has been suspended from school (either an in-school or out-of-school suspension) or expelled and the suspension dates include the promotion ceremony.

### 8th Grade End of Year Celebrations

The end of the 8th grade year includes opportunities for students to celebrate with their peers, families, and educators their active participation, community membership, and the accomplishments of, for many students, of the last 9 years. Students are allowed to participate in the school's celebration when:

- The student has a minimum 8th grade cumulative (all subjects, all year) GPA of 1.0 or is actively participating in and has met the goals of a written academic intervention plan developed by the school.

District 15 aims to embrace all students in these celebrations and will work with students and their families should any students look as they may not be eligible.

### Support Plan Process

An 8th grade celebration day(s) is provided to recognize and honor students who have completed the District's requirements. Participation in the school's celebration day(s) is based upon meeting the following requirements:

- The student must have a minimum 8th grade cumulative (all subjects, all year) GPA of 1.0 or have actively participated in and completed the goals of a written academic intervention plan developed by the school.
- An academic intervention plan is developed at the discretion of the principal or assistant principal when a student's 8th grade first semester GPA is 1.5 or is showing a trend which may fall below 1.0 without support. Academic intervention plans are developed no later than the mid-term point of the fourth quarter.
- The building administration, the student, and the students' parents/guardians will be invited to participate in developing the academic support plan.



- The academic support plan will list improvement goals, school supports, and student responsibilities. A student participating in an academic intervention plan may not have a U grade in the fourth quarter to participate in the school's celebration days.
- The academic support plan must be reviewed monthly by the student and principal after its development and will include a description of the student's progress.
- A decision to exclude any student from the celebration activities must be made no later than one week prior to the activities and after parent/guardian notification of the decision.

If any parent/guardian has questions regarding these celebrations, please feel free to contact your child's principal.

#### **Honor Roll/Student Awards are presented to students as follows:**

- High Honor Roll Award – Students who achieved a cumulative 8th grade GPA of 3.76 to 4.0.
- Honor Roll Award – Students who achieved a cumulative 8th grade GPA of 3.5 to 3.75.

#### **Record Transfer to High School District**

**Eighth Grade Students**—As part of our 8th graders' transition to high school, the District works with Township High School District 211 and District 214 to make the process as smooth and efficient as possible. At the end of each school year, District 211's and District 214's official records custodian requests copies of all official student records of our 8th grade students, including academic information required to determine what courses each student should take as a freshman. The District will transfer all existing permanent and temporary records to the high school and any records created during your student's 8th grade year to their high school, as well as communicate directly with their staff regarding student information contained in your student's records, beginning on September 15 each year. Parents/guardians have the right to inspect, copy, and/or challenge the contents of their student's records prior to this release. If you do not plan to enroll your student in District 211 or District 214 and/or wish to inspect, copy, or challenge the records being transferred, please contact Mindy McGuffin, District Records Custodian, [recordsrequest@ccsd15.net](mailto:recordsrequest@ccsd15.net), or 847-963-3149.

## **Student Records**

Questions about student records should be directed to the principal of the school your child attends or to the Student Services Department at 847-963-3149. All student records may be examined by the child's parent(s)/guardian(s) who also may obtain copies of the records. A parent/guardian wishing to read the records or obtain copies must make a [Consent for Release of Information request](#) to the District Records Custodian, Mindy McGuffin, EdD, 847-963-3149, or the Records Specialist, Sharon Lewis, 847-963-3167. A written request can be submitted to [recordsrequest@ccsd15.net](mailto:recordsrequest@ccsd15.net).

This notice contains a description of your and your child's rights concerning school student records.

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

The permanent record includes:



1. Basic identifying information, including the student's name and address, birth date and place, gender, and the names and addresses of the student's parents/guardians.
2. Evidence required under the Missing Children Records Act. 325 ILCS 50/5(b)(1).
3. Academic transcripts, including: grades, graduation date, and grade level achieved; the unique student identifier assigned and used by the Illinois State Board of Education Student Information System (SIS); as applicable, designation of an Advanced Placement computer science course as a mathematics-based, quantitative course for purposes of meeting State graduation requirements set forth in 105 ILCS 5/27-22; as applicable, designation of the student's achievement of the State Seal of Biliteracy, awarded in accordance with 105 ILCS 5/2-159; as applicable, designation of the student's achievement of the State Commendation Toward Biliteracy; and as applicable, designation of the student's achievement of the Global Scholar Certification, awarded in accordance with 105 ILCS 5/2-3.169.
4. Attendance record.
5. Health record defined by the Illinois State Board of Education (ISBE) as "medical documentation necessary for enrollment and proof of dental examinations, as may be required under Section 27-8.1 of the School Code."
6. Record of release of permanent record information that includes each of the following:
  - a. The nature and substance of the information released;
  - b. The name and signature of the official records custodian releasing such information;
  - c. The name and capacity of the requesting person and the purpose for the request;
  - d. The date of release; and
  - e. A copy of any consent to a release.
7. Scores received on all State assessment tests administered at the high school level (that is, grades 9 through 12). 105 ILCS 5/2-3.64a-5.

If not maintained in the temporary record, the permanent record may include:

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

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

1. Record of release of temporary record information that includes the same information as listed above for the record of release of permanent records.
2. Scores received on the State assessment tests administered in the elementary grade levels (that is, kindergarten through grade 8).
3. Completed home language survey.
4. Information regarding serious disciplinary infractions (that is, those involving drugs, weapons, or bodily harm to another) that resulted in expulsion, suspension, or the imposition of punishment or sanction.



5. Any final finding report received from a Child Protective Service Unit provided to the school under the Abused and Neglected Child Reporting Act; no report other than what is required under Section 8.6 of that Act (325 ILCS 5/8.6) shall be placed in the student record.
6. Health-related information, defined by the ISBE as “current documentation of a student's health information, not otherwise governed by the Mental Health and Developmental Disabilities Confidentiality Act or other privacy laws, that includes identifying information, health history, results of mandated testing and screenings, medication dispensation records and logs, e.g., glucose readings, long-term medications administered during school hours, documentation regarding a student athlete and his or her parent/guardian's acknowledgement of the District's concussion policy adopted under 105 ILCS 5/22-80 and other health-related information that is relevant to school participation, e.g., nursing services plan, failed screenings, yearly sports physical exams, interim health histories for sports.”
7. Accident report, defined by the ISBE as “documentation of any reportable student accident that results in an injury to a student, occurring on the way to or from school or on school grounds, at a school athletic event or when a student is participating in a school program or school-sponsored activity or on a school bus and that is severe enough to cause the student not to be in attendance for one-half day or more or requires medical treatment other than first aid. The accident report shall include identifying information, nature of injury, days lost, cause of injury, location of accident, medical treatment given to the student at the time of the accident, or if the school nurse has referred the student for a medical evaluation, regardless of whether the parent or guardian, student (if 18 years or older), or an unaccompanied homeless youth ... has followed through on that request.”
8. Any documentation of a student's transfer, including records indicating the school or school district to which the student transferred.
9. Completed course substitution form for any student who, when under the age of 18, is enrolled in vocational and technical course as a substitute for a high school or graduation requirement.
10. Information contained in related service logs maintained by the District for a student with an individualized education program under 105 ILCS 5/14-8.02f(d), amended by P.A. 101-643, including for speech and language services, occupational therapy services, physical therapy services, school social work services, school counseling services, school psychology services, and school nursing services.

The temporary record may include:

1. Family background information
2. Intelligence test scores, group and individual
3. Aptitude test scores
4. Reports of psychological evaluations, including information on intelligence, personality, and academic information obtained through test administration, observation, or interviews
5. Elementary and secondary achievement level test results
6. Participation in extracurricular activities, including any offices held in school-sponsored clubs or organizations
7. Honors and awards received
8. Teacher anecdotal records
9. Other disciplinary information





10. Special education records
11. Records associated with plans developed under section 504 of the Rehabilitation Act of 1973
12. Verified reports or information from non-educational persons, agencies, or organizations of clear relevance to the student's education

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

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

The degree of access a student has to his or her records depends on the student's age. Students less than 18 years of age have the right to inspect and copy only their permanent record. Students 18 years of age or older have access and copy rights to both permanent and temporary records.

Parents/guardians or students should submit to the Building Principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The Principal will make arrangements for access and notify the parent(s)/guardian(s) or student of the time and place where the records may be inspected. The District shall make the records available to inspect and copy within 10 business days, unless the District extends the response timeline to 15 business days in accordance with ISSRA. The District charges \$.35 per page for copying but no one will be denied their right to copies of their records for inability to pay this cost.

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

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

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

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

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

Disclosure without consent is permitted to school officials with legitimate educational or administrative interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board. A school official may also include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records (such as an attorney, auditor, medical consultant, therapist, or educational technology vendor); or any parents/guardians or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.



Individual board members do not have a right to see student records merely by virtue of their office unless they have a current demonstrable educational or administrative interest in the student and seeing his or her record(s) would be in furtherance of the interest.

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

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

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

Disclosure is also permitted without consent to: any person for research, statistical reporting or planning, provided that no student or parent(s)/guardian(s) can be identified; to another school district that overlaps attendance boundaries with the District, if the District has entered into an intergovernmental agreement that allows for sharing of student records and information with the other district; any person named in a court order; appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons; and juvenile authorities when necessary for the discharge of their official duties who request information before adjudication of the student.

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

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

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

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

- Name
- Address
- Grade level
- Birth date and place
- Parent(s)'/guardian(s)' names, addresses, electronic mail addresses, and telephone numbers
- Photographs, videos, or digital images used for informational or news-related purposes (whether by a media outlet or by the school) of a student participating in school or school-sponsored activities, organizations, and athletics that have appeared in school publications, such as yearbooks, newspapers, or sporting or fine arts programs



- Academic awards, degrees, and honors
- Information in relation to school-sponsored activities, organizations, and athletics
- Major field of study
- Period of attendance in school

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

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

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

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

7. The right contained in this statement: No person may condition the granting or withholding of any right, privilege or benefits or make as a condition of employment, credit, or insurance the securing by any individual of any information from a student's temporary record which such individual may obtain through the exercise of any right secured under State law.
8. The right to file a complaint with the U.S. Dept. of Education concerning alleged failures by the District to comply with the requirements of FERPA.

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

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

## Assessments/Standardized Testing

District 15 strives to be responsive to its students' needs. Data collection helps us support our students. District 15 uses several data sources to track our students' academic levels and social and emotional needs. Some of this information comes from [standardized testing](#), which allows us to monitor how a student is performing in a given area as compared to other students in the same grade nationally. Information from these tests help our staff determine how much academic growth is occurring and thus what areas require additional focus. The Illinois State Board of Education mandates five assessments each year:



- **Illinois Assessment of Readiness (IAR):** Every Illinois school district is required to administer an annual state-mandated academic achievement test. The IAR assessment includes a rich set of performance-based tasks that reflect some of the most important academic skills that we strive to develop in students. The IAR assessment is given to students in Grades 3 to 8.
- **Assessing Comprehension and Communication in English State to State (ACCESS):** ISBE requires that school districts administer ACCESS annually to all students in a second language program. ACCESS measures an English Language Learners' development and proficiency in English and to demonstrate student's growth toward English proficiency over time.
- **Illinois Science Assessment:** Illinois school districts are also required to assess student knowledge and skill in Science. The Illinois Science Assessment is aligned to the Next Generation Science Standards and is used to measure student science mastery. This test is administered online and is taken by students in Grades 5 and 8.
- The **Kindergarten Individual Development Survey (KIDS)** is an observational tool, not a test. This tool is designed to help teachers understand developmental readiness of children entering Kindergarten. KIDS focuses on four key domains that most impact long-term student success: Approaches to Learning and Self-Regulation; Social and Emotional Development; Language and Literacy Development; and Cognition: Math.
- **Fitnessgram:** Students are to achieve and maintain a health-enhancing level of physical fitness. Based upon continual self-assessment, fitness testing can help students identify their fitness levels and set goals for improvement. To meet this state requirement, CCSD15 implements Fitnessgram. This resource provides physical education staff fitness tests and other fitness tools to support their students' achievement of the state fitness goal.

State-mandated tests are required, so parents/guardians do not have an "opt out" from taking these tests. Parents/guardians that would like more information about state-mandated tests can contact their school principal or the Educational Services Department.

Parents/guardians may, however, choose for their children to opt out of District testing that is not state-mandated. These tests are listed below. Parents/guardians can opt out to their school principal.

Although valuable, state tests may not provide required information to make timely decisions about student needs. The District has adopted several additional tests to gather information about student performance during the school year:

- **MAP (Measures of Academic Progress)** assessments are given in Grades 2-8 - typically fall and spring. Some schools may also choose to administer MAP in the winter. The computer-based MAP tests measure individual student achievement in three academic areas: reading, language arts, and math. Tests dynamically adjust to a student's performance level, making test scores more accurate. MAP test results are shared with parents.
- **FastBridge:** is an assessment tool we use to screen and progress monitoring our students in reading, math, and social-emotional behavior. This test is administered online and the data combined with information from other assessments is used to guide instruction and assess growth.
- For students in Grades K-2, the District uses **Curriculum-Based Measurement (CBM)**, a short screening measure of students' reading proficiency to record a student's early reading skills including alphabet recognition and sounds, phonemic awareness, and oral reading fluency.
- Other individually administered tests *may be required* if additional information is needed to provide more targeted educational programming for a child. For example, a variety of processed-based



assessments are used, including the **Fountas and Pinnell Benchmark Assessment System**, Oral Language Assessment, Words Their Way Inventory, and additional classroom-based assessments.

- The **Cognitive Abilities Test (CogAT)**, a standardized test measuring verbal, non-verbal, and quantitative abilities, is one of several measures used to determine if a student is eligible for the academically talented and gifted programming in Grades 3-5 or for grade acceleration.

Please be certain your child has adequate sleep prior to testing and encourage your child to do their best when taking the tests. The opportunity for making up tests is limited, so it is important that you schedule doctor appointments or important family commitments when students are not involved in standardized testing.

No single test can provide a complete picture of a child's achievement. Classroom performance, teacher observation, and other tests help provide additional information about your child. Questions about your child's test results should be directed to their teacher or school principal.

➤ See the [District 15 Standardized Testing Schedule](#) for the full list of scheduled tests.

## Clubs & Sports Overview

### Intramural, Club, and Interscholastic Sports

To participate in [intramurals, clubs, or interscholastic sports](#) at the elementary or middle school level, all students have completed the following:

- A current physical on file with the school nurse. Physicals are valid for 13 months.
- A complete electronic registration form, including:
  - Parent Agreement to Participate Form
  - Emergency Medical Authorization Card
  - Concussion Information Sheet
  - A signed CCSD15 Code of Conduct Contract

Students participating in intramural, club, or interscholastic sports can only do so if they adhere to the *CCSD15 Code of Conduct, Player and Parent Expectations, Sportsmanship Expectations, and Tie-Breaker Rules*.

### Interscholastic Sports at our Middle Schools

[District 15's interscholastic sports](#) has both cut and no cut options for students. Our sport programs consist of teams for boys and girls basketball, cross country, soccer, track & field, volleyball, and co-ed wrestling.

For all cut (tryout) sports, there will be one team of 6th & 7th grade players, and one team of 7th & 8th grade players.

Each middle school team competes against teams from other District 15 middle schools (conference). Our middle school teams also compete against middle schools from nearby school districts (non-conference).

A tryout process is used to select student athletes for girls and boys volleyball, girls basketball, boys basketball, girls soccer, and boys soccer. Any 6th, 7th or 8th grade student is welcome to try out for these sports. In contrast, cross-country, wrestling, and track & field are "no-cut" sports open to all students. Due to space limitations, Track & Field is only open to 7th & 8th grade students; 6th grade students will have an intramural track opportunity with one District Meet. The table below indicates the general season when each sport occurs.





Season	Sport	Cut/No-Cut	Grade Level
<b>Fall Season</b> August – October	Cross Country Girls Basketball Boys Soccer	CC - No Cut GBB - Cut BS - Cut	CC - 6th - 8th GBB - 6th - 8th BS - 6th - 8th
<b>Winter Season</b> November – March	Boys Basketball Wrestling Girls Volleyball	BBB - Cut WR - No Cut GVB - Cut	BBB - 6th - 8th WR - 6th - 8th GVB - 6th - 8th
<b>Spring Season</b> March – May	Track and Field Girls Soccer Boys Volleyball	TF - No Cut GS - Cut BVB - Cut	TF - 7th - 8th GS - 6th - 8th BVB - 6th - 8th

Families pay a non-refundable \$85 participation fee per student for each sport they participate in. Practices and games are scheduled after school Monday–Thursday.

### Illinois Education School Association (IESA)

District 15 participates in IESA for Cross Country and Track and Field. IESA membership allows those student athletes that qualify for extended competition in these sports to continue their season through a sectional, regional, and state level series of competitions. Student athletes from Cross Country and Track and Field may have the opportunity to compete against the highest performing middle school athletes across the state.

➤ [Visit the Interscholastic Sports homepage here for complete information.](#)

## Field Trips

Classroom teachers may plan educational trips to extend and enhance learning. Children must have a signed permission slip to participate in these trips. The field trip form also provides space for parent/guardian permission for children who need medication while on the field trip. Students who do not turn in signed permission slips and fees by the deadline may be unable to participate in the trip. Student behavior expectations are the same for field trips as they are for the classroom. If there is a significant concern about a student's ability or willingness to behave appropriately on a trip, there is the possibility that participation could be contingent on the parent/guardian accompanying the child. Parents/guardians of children who have severe allergies or other medical conditions may also be asked to accompany their children on field trips to ensure the child's safety.

## Educational Services Programs Overview

The Illinois Accelerated Placement Act (Public Act 100-0421) requires public school districts to allow students who do not meet the age requirements for kindergarten or first grade (e.g., not turning five or six by September 1) to apply for early entrance. Early entrance is permitted when a student demonstrates very high performance levels for the grade they wish to enter. For example, a student too young for kindergarten who displays high levels of cognitive and academic skills compared to peers who meet the age requirements can be considered for early entrance. Decisions are based on measures of cognitive and academic performance.

Parents/guardians may apply for early entrance into kindergarten or first grade or for grade acceleration.



- **Applications for early entrance** are accepted between February 15 and June 15 of each school year. Applications submitted before February 15 will be returned.
- **Applications for grade acceleration** are accepted from the first day of school until April 1 each year.

➤ Read more about [Early Entrance, Grade Skipping, or Accelerated Placement](#) here.

### Academically Talented & Gifted (ATG)

The District 15 Academically Talented & Gifted program is designed for elementary-age students in Grades 3-6 who require fully accelerated instruction. Students are selected for the program based on an identification process that uses multiple data points to assess a student's academic and cognitive skills. Instruction is specially designed to provide an environment that extends beyond the general education curriculum. Teachers have participated in specialized professional development to help them understand the needs of academically talented and gifted students.

Test results and classroom performance are reviewed annually and a parent/guardian conference is held if a placement change is recommended. Students who qualify for the program typically remain in the program from the time they start the program through sixth grade.

➤ Read more about the [Academically Talented & Gifted Program](#) here.

## Child Sexual Abuse Prevention

### Sex Offender Information

Public Act 94-004 makes information about [registered child sex offenders](#) available to the public, including names, addresses, and offenses committed. This information can be viewed on the Illinois State Police website at [Illinois State Police Sex Offender Registry](#), or parents/guardians may obtain information from their local police department or sheriff's office.

### Child Sexual Abuse Prevention

Each school year, District 15 implements a [child sexual abuse and grooming behavior prevention program](#) that helps prepare students and staff to identify and respond to warning signs of suspected child sexual abuse, how to identify grooming behaviors that may be related to possible sexual abuse, and how to report child sexual abuse. The prevention program is developmentally appropriate, is implemented by teachers and school mental health professionals in each classroom, and is consistent with the Erin's law requirement in Illinois. Each year, parents/guardians are notified of the prevention program's dates. Parents/guardians may contact their school principal should they wish to remove their student from participating in this program.

### Teen Dating Violence Policy

School District 15 has developed and implemented [Policy 7:185. Teen Dating Violence 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.

### Erin's Law

Public Act 096-1524, [known as Erin's Law](#), amends the school code to address the prevention of child sexual abuse. In partnership with parents/guardians and families, the District is committed to raising awareness and providing resources to further community prevention efforts. Parents/guardians are encouraged to review the warning signs of possible child abuse:



- Unexplained injuries and changes in behavior;
- Returning to earlier behavior (regressing to behaviors more appropriate for younger children);
- Fear of going to certain previously welcome locations (neighbors, relatives, friends, etc.);
- Changes in eating habits and/or sleeping patterns;
- Changes in school performance and/or attendance;
- Risk-taking behavior;
- Inappropriate sexual behavior;
- Mood swings; and/or
- Lack of personal care or hygiene.

➤ Visit [District 15's Erin's Law - Personal Safety webpage](#) for additional parent/guardian resources.

Other local and national resources committed to child safety, abuse prevention, and intervention include:

- Northwest CASA (Center Against Sexual Assault) – 24-Hour Hotline 888-802-8890
- The Bridge Youth and Family Services – Crisis Line 847-359-7490
- AMITA Health Center for Mental Health – Crisis Prevention 847-952-7460
- National Child Sexual Abuse Help Line – 866-FOR-LIGHT (866-367-5444)
- <https://preventchildabuse.org>
- <https://childluresprevention.com>

## Faith's Law

[Faith's Law](#) is named after a prevention advocate and child sexual abuse survivor from Illinois who pushed for change to state laws related to educator sexual misconduct in K-12 schools.

Sexual misconduct is defined as:

Any act, including, but not limited to, any verbal, nonverbal, written, or electronic communication or physical activity, by an employee or agent of the school district, charter school or nonpublic school with direct contact with a student that is directed toward or with a student to establish a romantic or sexual relationship with the student. Such an act includes, but is not limited to, any of the following:

1. A sexual or romantic invitation.
2. Dating or soliciting a date.
3. Engaging in sexualized or romantic dialog.
4. Making sexually suggestive comments that are directed toward or with a student.
5. Self-disclosure or physical exposure of a sexual, romantic, or erotic nature.
6. A sexual, indecent, romantic, or erotic contact with a student

## Faith's Law Resource Guide

ISBE has developed and maintains the [Faith's Law Resource Guide](#) that includes guidance for pupils, parents/guardians, and teachers about sexual abuse responses and prevention resources available in their community, including the contact information of entities that provide services for victims of child sexual abuse and their families. This resource guide is also available on [D15's Faith's Law webpage](#).



## D15 Employee Code of Professional Conduct Policy

School District 15 has developed and implemented [Policy 5:120 Employee Ethics; Code of Professional Conduct; and Conflict of Interest](#), an employee code of professional conduct policy, in compliance with Faith's Law.

For more information about Faith's Law, please visit ISBE's [Faith's Law](#) webpage.

## Suicide and Depression Awareness

District 15 addresses suicide and depression awareness in conjunction with Board of Education [Policy 7:290 Suicide and Depression Awareness and Prevention](#), to provide students, parents/guardians and employees with practices and procedures for early identification and referral of students possibly at risk of suicide.

Each year, students in Grades 5-8 receive information about good mental health through the Mental Health Awareness program. The [Erika's Lighthouse curriculum](#) is used in order to raise awareness about depression, mental health, suicide prevention, and breaking down the stigma surrounding mental health.

Student mental health/well being is screened annually using a brief self-completed student questionnaire that is used to help identify students who may be experiencing distress or mental health concerns. Students with elevated risk are further screened to determine appropriate support actions. Parents are notified of this screening prior to its use at their student's school.

### Parent/Guardian and Student Resources:

- **National Suicide Prevention Lifeline:** 800-273-8255, <https://suicidepreventionlifeline.org/>
- **988 Crisis Line:** Text 988 for any mental health crisis and suicide prevention
- **Crisis Text Line:** text HOME to 741741 to reach a volunteer Crisis Counselor, <https://www.crisistextline.org/>
- **Safe2Help Illinois helpline:** text SAFE2 (72332), call 844-4-SAFEIL, visit website [Safe2HelpIllinois.com](https://Safe2HelpIllinois.com), or email [HELP@Safe2HelpIL.com](mailto:HELP@Safe2HelpIL.com).

## Accommodating Individuals with Disabilities

Individuals with disabilities shall be provided an opportunity to participate in all school-sponsored services, programs, or activities, including parent-teacher conferences, school programs and board meetings, on an equal basis and will not be subject to illegal discrimination. Where necessary, the district may provide separate or different aids, benefits, or services from, but as effective as, those provided to others. The district will provide reasonable accommodations where necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity. Each service, program, or activity operated in existing facilities shall be readily accessible to, and usable by, individuals with disabilities. Individuals with disabilities should notify the Superintendent or building principal if they have a disability which will require special assistance or services and, if so, what services are required. This notification should occur as far as possible before the school-sponsored function, program, or meeting. Individuals with disabilities may allege a violation of this policy or federal law by filing a grievance under the *Uniform Grievance Procedure* ([Board Policy 2:260](#)).



- **Complaint Managers:** Shari Lazor, EdD, at lazors@ccsd15.net, 847-963-3202 and Thomas Edgar, PhD, at edgart@ccsd15.net, 847-963-3106, 580 North 1st Bank Drive, Palatine, IL 60067.

### **Individualized Education Program (IEP)—Provision of Free Appropriate Education to Students with Disabilities**

Students who are eligible to receive special education and related services under the Individuals with Disabilities Education Act (IDEA) are to be provided a free appropriate public education (FAPE). An Individualized Education Program (IEP) must be developed for each student who is eligible to receive special education and related services under IDEA. Parents/guardians who are deaf, or do not normally communicate using spoken English, are entitled to the services of an interpreter when participating in an IEP meeting.

- **Inquiries regarding the identification of students with disabilities and IEPs may be directed to:** Mindy McGuffin, EdD, at mcguffim@ccsd15.net, 847-963-3149, or 580 North 1st Bank Drive, Palatine, IL 60067.

### **Section 504 Services**

Students who do not qualify for an Individualized Education Program (IEP) under the Individuals with Disabilities Education Act may qualify for [services under Section 504](#) of the Rehabilitation Act of 1973 if the child:

1. has a physical or mental impairment that substantially limits one or more major life activities,
2. has a record of physical or mental impairment, or
3. is regarded as having a physical or mental impairment.

All children with disabilities have the right to a free and appropriate public education. If you have concerns about your child and believe that they have a disability that may require Section 504 Plan accommodations or special education services, please contact your child's school administrator to begin the referral process. Parents/guardians who are deaf or do not typically communicate using spoken English are entitled to the services of an interpreter when participating in a Section 504 meeting with a representative of the district.

- **Inquiries regarding Section 504 may be directed to:** Liz Ashmann, Director of Related Services, Section 504 Coordinator, at ashmanne@ccsd15.net, 847-963-3066, or 580 N. 1st Bank Drive, Palatine, IL 60067.

## **Special Education Programs & Disability Services**

District 15 provides special education programs and services for children with disabilities in compliance with federal and state regulations. The following programs and services are available:

- **Early Intervention Transition Services:** For all children with disabilities who receive Early Intervention Services and who are turning three years old.
- **Early Childhood Programs and Services:** For all children with disabilities from 3 to 5 years of age (not yet of kindergarten age.) If your child is between the ages of 3 and 5, please call the John G. Conyers Learning Academy at 847-963-3400 to request an appointment for a screening. Additional information regarding preschool programming and services may be obtained through the Department of Student Services at 847-963-3146.
- **Speech and Language Therapy:** A service for students with speech and/or language impairments that impact their education, to the extent that special education is necessary.
- **Resource Services:** For students with mild to moderate disabilities who are able to progress in the general education setting with supports and services. Students are included within the general education setting to the greatest extent possible, with special education and related services.





- **Instructional Classrooms (Learning Environment for Academic Progress “LEAP” Program):** For students with various disabilities who require a cross categorical, self-contained special education classroom setting, primarily characterized by significant academic delays and the need for intensive related services.
- **“STAR” Program (Social Emotional, Trauma Informed Practices, Academic Achievement, Relationships and Character Building):** For students with primary needs in the areas of social, emotional, and/or behavioral learning who require a special education classroom.
- **“REACH” Day School Program (Relationship and Character Building, Emotional Regulation, Academic Achievement, Coping Skills Training, High Expectations for Student Success):** For students with significant social, emotional, or behavioral disorders who require a therapeutic setting.
- **Mild, Moderate, and Severe Cognitive Disability Programs (Alternative Instruction for Meaningful Education “AIME” and Modified Instruction for Learning Environment “MILE” Programs):** For students with mild, moderate, and severe cognitive/intellectual disabilities who require a special education classroom.
- **“ABLE” Program (Accessibility, Behavior, Life Skills, Empowerment):** For students with multiple cognitive and behavioral needs who require a special education classroom in an intensive, therapeutic day school setting.
- **Structured for Independence “SIP” Program:** For students with autism or other developmental disabilities who require a highly structured special education classroom.
- **Visual Impairment Program/Services:** For students with visual impairments who can progress in general or special education classrooms with supportive services.
- **Hearing Impairment Program/Services:** For students with mild to profound hearing impairments who can progress in regular or special education classrooms with supportive services.
- **Assistive Technology:** Assistive Technology (AT) means any item, piece of equipment, product system, device or service (to provide access to AT) whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability and support the Individualized Education Program (IEP) services. Special education programs in CCSD15 may provide AT as part of the program or, when necessary to receive a free, appropriate public education, individualized AT is provided through an IEP process for students with disabilities.
  - [ISBE’s assistive technology website](#), and numbers: 866-262-6663 or 888-261-2708
- **Occupational Therapy:** Related service for students with fine motor and/or sensory needs that impact their education to the extent that special education is necessary.
- **Physical Therapy:** Related service for students with gross motor needs that impact their education to the extent that special education is necessary.
- **Counseling Services:** Related service available for students with social, emotional, and/or behavioral needs that impact their education to the extent that special education is necessary.
- **Homebound/Hospital Instruction:** Homebound instruction is available for students who cannot attend school due to a medical condition.
- **Interpreters:** Sign language interpreters are assigned to children with a significant hearing loss that interferes with auditory communication (receptive and/or expressive).

Programs and services are provided for students with specific learning disabilities, emotional disabilities, cognitive disabilities, speech/language impairments, orthopedic impairments, health impairments, traumatic



brain injuries, autism, hearing impairments, visual impairments, deaf-blindness, developmental delays, or multiple disabilities.

In addition, the Illinois School for the Deaf and Illinois School for the Visually Impaired provide educational services for children who are deaf, hard of hearing, blind or visually impaired. For more information on admissions criteria and school programs please see the contact information below.

### **The Illinois School for the Deaf**

Website: [www.illinoisdeaf.org](http://www.illinoisdeaf.org)

Address: 125 South Webster Avenue, Jacksonville, Illinois 62650

Phone: 217-479-4200 • Fax: 217-479-4209

#### **Information on school services and admissions criteria:**

The Illinois School for the Deaf is an integral part of the statewide continuum of services for children who are deaf or hard of hearing. The Illinois School for the Deaf serves students ages 3-21, from preschool through 12th grade, and they also have a program designed specifically for infants and toddlers in the school's surrounding area who are deaf or hard of hearing. There is a 3-step enrollment process:

1. Let's Talk
2. Come Visit
3. Complete an application

### **The Illinois School for the Visually Impaired (ISVI)**

Website: <https://www.dhs.state.il.us/page.aspx?item=87427>

Address: 658 East State Street, Jacksonville, Illinois 62650

Toll Free: 1-800-919-5617 • Voice: 217-479-4400 • Fax: 217-479-4479

#### **Information on school services and admissions criteria:**

The mission of ISVI is to serve as a statewide educational resource, offering students with visual impairments quality services which will enable them to become personally productive, self-sufficient citizens.

Students must have the primary disability of Blind or Visual Impairment and be a resident of Illinois to be considered for admission. ISVI offers a comprehensive curriculum that emphasizes independence and vocational skills, instruction in Braille, daily living skills, orientation and mobility training, assistive technology, adaptive physical education, family and consumer science, and industrial arts. ISVI offers a transitional living program that teaches students how to live independently. Students learn money management, meal planning and preparation, housekeeping, decision making, and accessing community resources. Class size is normally limited to a student-faculty ratio of 7 to 1. Students may participate in mainstream education classes at local public schools. ISVI offers a broad array of social and recreational activities to all students through the residential living programs during evenings and weekends. Extracurricular activities include track, cheerleading, swimming, wrestling, goalball, choir and forensics.

Direct and consultative services provided to parents of children (0-3) with vision loss. Employment opportunities are available for students in both on and off-campus settings. Educational services are provided at no cost to parents. Personal belongings, health care, and spending money are the responsibility of parents. Schools are responsible for transportation costs for home-going breaks and one-on-one aides, if necessary

### **Illinois Center for Rehabilitation and Education-Roosevelt (ICRE)**

#### **Contact information:**

Website: [www.icre-roosevelt.org](http://www.icre-roosevelt.org)

Address: 1950 West Roosevelt Road, Chicago, Illinois 60608



### **Information on school services and admissions criteria:**

The mission of ICRE-R is to provide transition services including independent living, post-secondary education, vocational training, advocacy, community participation, and services to assist students with disabilities in achieving the highest level of independence in community living and employment. ICRE-R, first opened in September of 1946 under the name Illinois Children's Hospital-School (ICHS), provides a comprehensive transition program for students with physical disabilities and other health impairments who have completed their high school education, but have deferred their high school diplomas. The program is four (4) years in length and is available to students for four (4) years or until they reach 22 years of age, whichever comes first.

ICRE works with students, parent/guardian, local education, and community agencies to assist with coordinating services from high school to adult living. Students may attend ICRE-R as a residential student in the dormitories or attend the day program Monday - Thursday, as a day student. Each student's program is tailored to his/her individual needs, skills, and interests and each has the opportunity to learn: living skills, vocational skills, employability skills, self advocacy, social skills, leisure skills, medical management, and mobility skills.

### **Service Animals**

The use of service animals, including dogs and miniature horses, individually trained to perform tasks for the benefit of a student with a disability are permitted to accompany a student at all school functions, whether in or outside the classroom. The service animal must be properly vaccinated (e.g., rabies) and in compliance with any local licensing/registration requirements for the type of animal.

➤ **For additional information**, contact the Department of Student Services, 847-963-3146.

### **Right to Review Student Records Prior to an Special Education Eligibility or IEP Meeting**

Parents/guardians have the right to review and copy their child's school student records prior to any special education eligibility or IEP program review meeting, subject to the requirements of federal and State law. To request a copy of your child's records please submit a [written request](mailto:recordsrequest@ccsd15.net) to [recordsrequest@ccsd15.net](mailto:recordsrequest@ccsd15.net).

### **Draft Documents**

District 15 provides parents and guardians with "copies of all written material" that will be considered at the IEP meeting at least three school days in advance of such meeting. The written drafts provided to parents/guardians must include, but are not limited to:

- All evaluations and collected data that will be considered at the meeting; and
- For students already eligible, a copy of all IEP components that will be discussed by the IEP team, "[and] copies of all written material that will be considered by the individualized education program team at the meeting other than the components related to the educational and related service minutes proposed for the child and the child's educational placement."

In addition to the draft document requirement, the amended statute also requires public school districts to make related service logs and make these logs available to the parent at the student's annual review meeting or upon request.

### **Related Service Logs**

If your student receives related services (such as speech, Occupational Therapy, Physical Therapy, or Social Work) as part of his/her IEP, the district will maintain related service logs documenting the minutes of each related service that your student receives. Included in the amendments is a provision in which IEP related



services logs are to be made available to parents at IEP meetings and upon request. Please contact Liz Ashmann, Director of Related Services in the Department of Student Services at 847-963-3066, ashmanne@ccsd15.net, with any questions.

### Interpreter at IEP Meeting and Translation of Vital Documents

For parents and guardians who have children eligible for an IEP interpretation services are available at IEP meetings in English, all common languages (and in the parent's/guardian's preferred language, if known and practicable). Parents/guardians can request an interpreter by making a request to their child's student services coordinator. In addition, parents/guardians have the right to request that the interpreter provided by the school district serve no other role in the IEP meeting than as an interpreter. If requested District 15 will make reasonable efforts to fulfill this request. If you have any questions or complaints about interpretation services please contact Dr. Verna Neumann, Assistant Director of Student Services at 847-963-3157.

Furthermore, written translations of vital IEP process documents are available. To request translated documents please contact your child's student services coordinator. If you have any questions or complaints about the translations (in English, all common languages, and in the parent's/guardian's preferred language, if known and practicable), please contact Dr. Verna Neumann, Assistant Director of Student Services at 847-963-3157 or neumannv@ccsd15.net.

### PUNS (Prioritization for Urgency of Need for Services)

PUNS is a database of Illinois children, adolescents, and adults with developmental disabilities who want or need developmental disability services. The PUNS database helps the Division of Developmental Disabilities identify and plan for your services. Registering in PUNS is the first and most important step you and your family can take to receive Home and Community Based Waiver services from the Illinois Department of Human Services/Division of Developmental Disabilities.

For information regarding PUNS, please visit: [Illinois Department of Human Services - PUNS - Division of Developmental Disabilities](#)

Parents who need help understanding the PUNS database, the steps needed to register students, how to contact the appropriate developmental disabilities Independent Service Coordination Agency (ISC), and the documentation and information parents/guardians will need for the registration process, may contact the following D15 designated PUNS trained staff for assistance:

Schools	Staff Member	Email Address
Conyers Learning Academy (EC)	Alysha Gillani	gillania@ccsd15.net
Conyers Learning Academy (EC)	Kristin Johnson	johnsonk1@ccsd15.net
Conyers Learning Academy (EC)	TBD	
Central Road School	Chad Ziarko	ziarkoc@ccsd15.net
Frank C. Whiteley School	Olivia Gentile	gentileo@ccsd15.net
Gray M. Sanborn School	Margie Whiteley	whitelem@ccsd15.net
Hunting Ridge School	Kimberly Johnson	johnsok2@ccsd15.net
Jane Addams School	Maxine Weinman	weinmanm@ccsd15.net
Kimball Hill School	Kelley Dettloff	dettlofk@ccsd15.net
Lake Louise School	Chad Ziarko	ziarkoc@ccsd15.net
Lincoln School	Stephanie Jakimczyk	jakimczyks@ccsd15.net
Marion Jordan School	Kayla Fleming	flemingk@ccsd15.net



Pleasant Hill School	Liciele Acance	acancel@ccsd15.net
Stuart R. Paddock School	Kristi Aguilar	aguilark@ccsd15.net
Virginia Lake School	Kristi Aguilar	aguilark@ccsd15.net
Willow Bend School	Kelley Dettloff	dettlofk@ccsd15.net
Carl Sandburg Middle School	Anthony DeFeo	defeo@ccsd15.net
Plum Grove Middle School	Karla Richards	richark@ccsd15.net
Thomas Jefferson Middle School	Allison Moe	moea@ccsd15.net
Walter R. Sundling Middle School	Stephanie Reuter	reuters@ccsd15.net
Winston Campus Middle School	Courtney Mangogna	mangognc@ccsd15.net

## Student Discipline

Community Consolidated School District 15 is dedicated to maintaining a safe, respectful, and responsible school environment that supports learning and personal growth. [Board policy 7:190, Student Behavior](#), sets clear guidelines for student behavior, emphasizing respect towards peers, staff, and property, and strictly prohibiting bullying, harassment, and substance abuse. The policy outlines a range of disciplinary actions, from warnings to expulsion, with a strong focus on restorative practices to address behavioral issues and restore a positive school climate. Due process rights are ensured, allowing students to explain their actions and parents to be notified and appeal significant disciplinary measures.

Support services, including counseling and behavioral interventions, are available to help students improve their behavior and academic performance. Preventive strategies, such as social-emotional learning programs and staff training on effective behavior management, are implemented to minimize disciplinary issues. Collaboration with local law enforcement is maintained to ensure school safety. By adhering to [Board policy 7:190](#), District 15 aims to create a supportive and effective learning environment for all students, fostering both their educational and personal development.

## Behavior Intervention Policies and Procedures

### Positive Behavioral Interventions and Supports (PBIS)

Our school district emphasizes a proactive, systematic framework called Positive Behavioral Interventions and Supports (PBIS) to improve student behavior outcomes. We aim to create engaging, innovative, and equitable learning experiences through a multi-tiered system of support (MTSS). The key components include:

- **Tier 1: Universal Interventions:** School-wide programs and strategies to promote positive behavior and prevent issues. These proactive, research-based strategies are designed for all students to increase learning and decrease problem behaviors.
- **Tier 2: Targeted Interventions:** Additional support for students who need more than the universal strategies. This includes small group interventions to address specific behavioral needs.
- **Tier 3: Intensive Interventions:** Customized plans for students with significant behavioral challenges. These intensive interventions are individualized based on the student's specific needs.

The emphasis is on teaching positive social behaviors and creating environments that focus on the desired behaviors rather than simply reacting to misbehavior. This includes consistent teaching, modeling, and reinforcement of appropriate behaviors.





## Guidelines for the Use of Behavioral Interventions for Students with Disabilities

For students with disabilities, we follow [specific guidelines](#) to ensure behavioral interventions are appropriate and effective and are consistent with Board Policy [7:230, \*Misconduct By Students with Disabilities\*](#):

- **Individualized Education Program (IEP):** Each student with a disability has an IEP developed in collaboration with parents, general education teachers, and special education staff. This plan includes specific goals and behavioral interventions tailored to the student's needs.
- **Annual Review:** The IEP is reviewed annually to assess progress and make necessary adjustments.
- **Least Restrictive Environment:** Interventions aim to support students in the least restrictive environment, enabling participation in the general education curriculum as much as possible.

We are committed to providing special education services in the least restrictive environment, ensuring students can participate in and benefit from the general education curriculum to the greatest extent possible.

## Use of Physical Restraint

Physical restraint is always a method of last resort and is governed by strict guidelines to ensure student safety and compliance with state regulations. We emphasize the following:

- **Ukeru:** Ukeru is a safe, restraint-free crisis management approach using padded equipment and communication to de-escalate dangerous behavior. Staff are trained in Ukeru techniques.
- **Physical Restraint:** Physical restraint follows the Crisis Prevention Institute's approach and is used only by trained, supervised staff and if a student poses an immediate danger to themselves or others, and other interventions have failed to deescalate the situation. Staff must document the incident, notify parents, and follow up with a debriefing session to review the situation and prevent future occurrences.

Our staff receives training to ensure these interventions are applied appropriately, safely, and effectively.

## Parent and Family Involvement

Family involvement is crucial in supporting student behavior and academic success. We encourage families to:

- Participate in school activities and support PBIS initiatives.
- Provide feedback to school staff and praise students for positive behavior.
- Collaborate with the school team in developing and reviewing the IEP for students with disabilities.

By working together, schools and families create a positive, supportive environment that fosters student success.

## English Learners

District 15 welcomes and supports families from 85+ diverse language backgrounds. As required by the State of Illinois, District 15 provides programs to meet the linguistic and academic needs of students who meet the State's criteria for ESL and/or bilingual services. These services are designed to accelerate English language acquisition and to leverage each child's native language skills and home culture to help access grade level content and ensure academic growth.



## Qualifying for EL Services

The Home Language Survey is required as part of the school registration process. If a language other than English is spoken by a child or is spoken in the home and is indicated by parents/guardians on the Home Language Survey, District 15 is obligated to screen the child for English language proficiency.

The Illinois School Board of Education (ISBE) prescribes the assessment instrument and the qualifying scores for eligibility for services. For students entering Grades K-8, the WIDA Screener is administered.

Currently, the District's top languages are Spanish, Polish, Ukrainian, Japanese, Telugu, and Russian. Per state regulations, if an attendance center has 20 or more students who qualify for EL services and speak the same language, a district is mandated to establish a Transitional Bilingual Education (TBE) program for those students. Further assessment determines what those services may look like in a district. Currently, D15 offers bilingual programs in accordance with state mandates in Spanish, Ukrainian, Japanese, Russian, Telugu, Tamil, Bulgarian, and Hindi.

District 15 services include Transitional Bilingual Education, Spanish Two-Way Dual Language, and Transitional Program of Instruction.

➤ **For complete information**, visit the [D15 English Learner program](#) here.

## English Learner Yearly Assessment

All English learners participate in the ACCESS test as required by the ISBE each year. The ACCESS assessment measures the English language proficiency levels of every student in listening, speaking, reading, and writing.





## Chapter 6

# HEALTH & WELLNESS

### Overview

Student health services provided within District schools are directed toward a goal of good health and based on the belief that learning and health are connected. The Health Services staff includes a registered nurse in every school and health coordinators who are certified school nurses supporting the special education process.

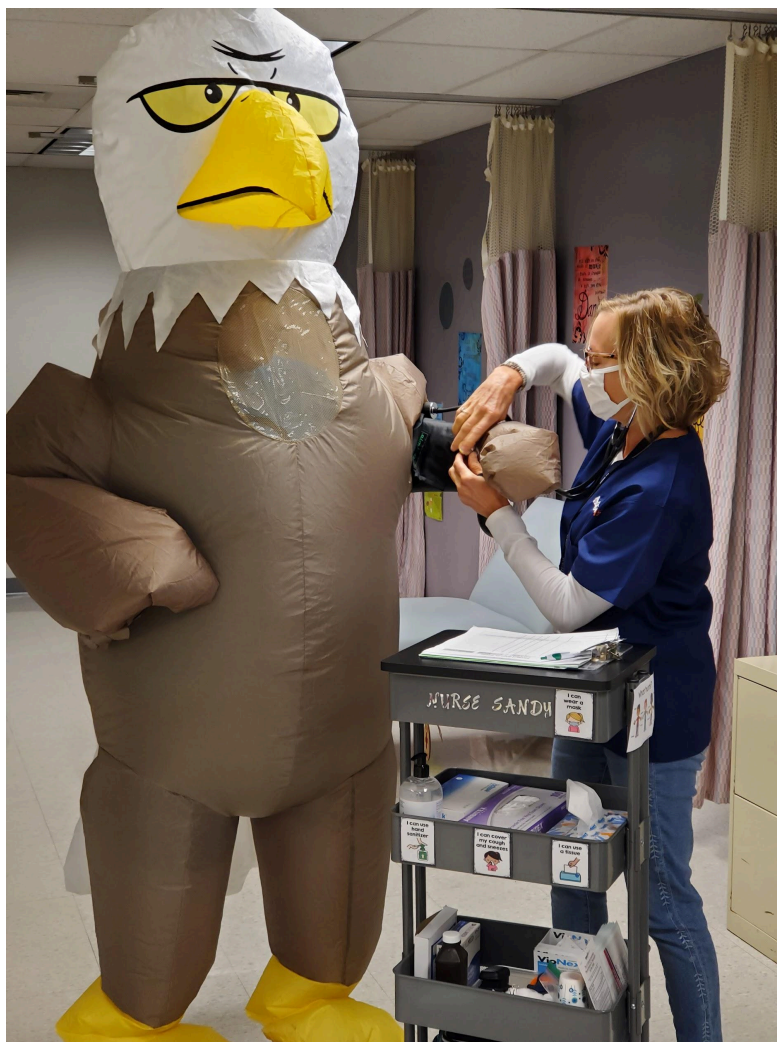
Nurses positively affect student attendance. A registered nurse at school every day allows for prompt and professional responses to health concerns and medical issues. In the event of illness or accidents, the nurse provides emergency care.

Health care provided in the school health office is to support your child, allowing students to return to their classrooms and identifying students who have become ill during the school day. The nurse is available to work in collaboration with your child's primary healthcare provider. If you require assistance in obtaining a primary healthcare provider, please reach out to your school's health office or a health services coordinator for a list of community resources.

Responsibilities of the nurse include first aid and illness care, the maintenance of student health records, the development of healthcare plans, and screenings for student vision and hearing needs. Parents/guardians are encouraged to bring questions about [immunizations](#), [health exams](#), [medications](#), or student health needs to the nurse.

- The Health Services staff believes family is an essential part of good health. Your input is valued and welcome. Please feel free to ask questions, share thoughts, and exchange health information. We look forward to partnering with you!

**Questions?** Contact your school nurse via your school website or District 15 Health Services Coordinators Karen Flor (847-963-3151, [flork@ccsd15.net](mailto:flork@ccsd15.net)) or Corinne Jones (847-963-3044, [jonesc@ccsd15.net](mailto:jonesc@ccsd15.net)).



# Guidelines to Determine When to Send Your Child to School

Keep your child at home if they have:

- Fever (100.4°F or higher),
- Vomiting or diarrhea,
- Undiagnosed rash,
- Communicable diseases (such as strep throat, influenza, chicken pox, measles, COVID, etc.),
- Pink eye (conjunctivitis), or
- According to IDPH guidelines, [test positive for COVID-19](#) (see [symptoms list](#))

Before a student may return to school, they must be free of fever, vomiting or diarrhea (without medication) for 24 hours, according to Illinois Department of Public Health (IDPH).

When the above noted symptoms occur during school, parents/guardians will be contacted to pick the child up from school. An ill or injured student who is sent home may only be released to the parent/guardian or emergency contact provided by the parent/guardian. In the event of a serious or life-threatening injury or illness, emergency treatment, EMS services/911 will be called to provide care. It is important that the school has accurate parent/guardian phone numbers and emergency contacts. Please keep the school office up to date with current contact information.

Attendance at after-school events are not permitted if your child does not attend school due to illness symptoms or is sent home from school with illness symptoms. Best health practices recommends children remain home, in recovery, until they are no longer contagious and free from symptoms without the use of medication for 24 hours.

Schools will only allow students in attendance for at least half of the day to attend after-school activities. This includes absences due to a doctor's appointment. Exceptions are made when attending a funeral.

It is required that parents/guardians call school to report their child's absence. To prevent the spread of illness in the classroom, parents/guardians are encouraged to report symptoms and diagnosis to the school.

In the event of a public health crisis, the District will follow the recommendations of public health officials.

## Communicable Disease Management

Control of communicable disease is managed within the District in accordance with public health organization guidelines and directives. Students who exhibit symptoms of communicable diseases are excluded from school until a physician indicates they may safely return. Health Services staff alert families of reported communicable diseases within the schools as recommended by the health department. Communicable disease occurrence reporting to the health department is conducted in accordance with county and state mandates.

The following table lists common illnesses, symptoms, and recommended time out of school. Please contact your school nurse for clarification if needed.





DISEASE	SYMPTOMS	ISOLATION/EXCLUSION FROM SCHOOL
<b>COVID-19</b>	Fever (100.4°F or greater), new onset of moderate to severe headache, shortness of breath, new cough, sore throat, vomiting, diarrhea, new loss of sense of taste or smell, fatigue from unknown cause, muscle or body aches from unknown cause not attributed to allergies or a pre-existing condition.	<ul style="list-style-type: none"> <li>Please notify your school nurse of a positive COVID-19 test result.</li> <li>There are no mandated isolation requirements at this time.</li> <li>No fever, vomiting, or diarrhea for 24 hours without medication.</li> </ul>
<b>Chicken Pox</b>	Rash (successive crops of red dots that turn into fluid-filled blisters and then dry up to form scabs) and fever.	Not less than five days after the appearance of the eruption.
<b>Mumps</b>	Fever, nausea, pain, and swelling of glands along the neck and jaw.	Nine days.
<b>German Measles</b>	Rash (small pinkish-red blotches beginning behind ears and on face), slight swelling of neck glands, and upper respiratory infection.	Until all symptoms and rash are gone.
<b>Measles</b>	Starts as a cold with fever, watery eyes and nose, sneezing, and slight cough. Rash on the face follows, then rash spreads to the body.	From the onset of symptoms until four days after symptoms and abnormal mucus secretions have stopped.
<b>Strep Infections/Scarlet Fever</b>	Fever, sore throat, and enlarged glands in neck. Scarlet fever rash (pinpoint dots) appears 1-3 days after onset of sore throat and strawberry tongue.	Until completion of 24 hours of antibiotic treatment.
<b>Pink Eye (Conjunctivitis)</b>	Redness of the white part of the eye, itching and burning of the lids, and discharge.	Until completion of 24 hours of antibiotic treatment.
<b>Impetigo</b>	Skin infection which appears as honey-colored blisters, frequently on the face around the mouth.	Until completion of 24 hours of antibiotic treatment.
<b>Staph Infection</b>	Skin infection with redness, warmth, swelling, pus, and tenderness at site; a boil or appearing like a spider bite.	Until the wound is no longer draining or can be covered.
<b>Pinworm</b>	Perianal itching.	Until completion of 24 hours of antibiotic treatment.
<b>Head Lice &amp; Nits Infestation</b>	Itching at the nape of the neck and around the ears.	Students diagnosed with live head lice or nits can return to school after appropriate treatment has begun.





# Medication at School

## Medication Policy

All medication, including over-the-counter medications, requiring administration at school must:

- Be brought to school by the parents/guardians and turned into the school office, along with the [Medication Authorization Form](#). This form must be completed by a healthcare provider licensed under the Illinois Medical Practice Act and signed by a parent/guardian prior to medication being given. **Medications may not be sent to school with students.** All medication must be delivered by a parent/guardian or other authorized adult to school.
- Medication must be in the original container and have an appropriate label. Unidentified medication or medication not provided in an original container cannot be accepted.
- All medication must be counted and verified by the school nurse and parent/guardian when delivered to the health office.
- The [Medication Authorization Form](#) must be renewed annually if needed in the next school year.
- Any changes in a medication, dose, or time will require a written order from the licensed prescriber.
- The medication must be picked up by a parent/guardian at the end of the year or when the medication is discontinued. Medication that is not picked up at the end of the school year or summer program will be discarded.

## Undesignated Emergency Medication

CCSD15 health offices will have the following undesignated emergency medications available for use beginning January 2024.

### Undesignated Asthma Medication

A school nurse or trained personnel, as defined in State law, may administer an undesignated asthma medication (Albuterol) to a person when they, in good faith, believe a person is having respiratory distress characterized as *mild-to-moderate or severe*.

### Undesignated Epinephrine Injectors

A school nurse or trained personnel, as defined in State law, may administer an undesignated epinephrine auto-injector to a person when they, in good faith, believe a person is having an anaphylactic reaction.

Following the administration of epinephrine, paramedics will be called to transport the student to the nearest hospital for required ongoing medical care.

### Undesignated Opioid Antagonist

A school nurse or trained personnel, as defined in State law, may administer undesignated opioid antagonist (Naloxone) to a person when they, in good faith, believe a person is having an opioid overdose. An Opioid Antagonist means a drug that binds to opioid receptors and blocks or inhibits the effect of opioids acting on those receptors.

Following the administration of an opioid antagonist, paramedics will be called to transport the student to the nearest hospital for required ongoing medical care.



## Medication Administration

The administration of medication to a student at school is discouraged unless it is absolutely necessary to allow the student's academic participation. Guidelines include:

- All medication will be stored in a secure location in the health office with the exception of emergency medications and epinephrine. Students may carry rescue medications within the school properties if additional consent forms are provided and additional training and supervision under the school nurse are provided.
- Medication at school is administered by the school's registered nurse, a school administrator, or an authorized staff member, in accordance with the Illinois State Board of Education's recommended guidelines and Board of Education [Policy 7:270 Administering Medicines to Students](#).

**Note: The school district, school, and its employees and agents are exempt from liability or professional discipline, except for willful and wanton conduct, as a result of any injury arising from the administration of medication, including asthma medication (whether or not undesignated), epinephrine auto injector (whether or not undesignated), or an opioid antagonist regardless of whether authorization was given by the student's parent/guardian or by the student's physician, physician assistant, or advanced practice registered nurse.** Parents/guardians will be notified after the administration of asthma medication, an epinephrine injector (whether or not designated), an opioid antagonist, or glucagon.

The school district, school, and its employees and agents are exempt from liability or professional discipline, except for willful and wanton conduct, as a result of an injury arising from a student's self-administration of any medication pursuant to a student's authorized self-administration of medication plan (i.e., IEP, section 504 plan, Individual Health Care Action Plan, Asthma Action Plan, or Illinois Food Allergy Emergency Action Plan and Treatment Authorization Form).

## Health Conditions

### Food Allergies

If your child has life-threatening anaphylactic allergies (including food allergies) please notify your school nurse. The nurse maintains a list of students who have anaphylactic allergies to share with staff on a need-to-know basis and can assist you with the necessary documents for school. Please refer to [District 15's Anaphylaxis Prevention, Response, and Management Program](#) to read more about guidelines and download needed documents.

### Asthma

An increased awareness of asthma and allergies is needed to keep students safe at school. The Health Services staff maintains a list of students with asthma to share with staff on a need-to-know basis. Asthma information and recommended actions for responding to emergency events, including emergency medication, are provided to staff. Illinois law requires students with asthma to provide an [Asthma Action Plan](#) that guides staff response.

### Diabetes

A Diabetes Care Plan will be developed and implemented for students diagnosed with diabetes, per the Care of Students with Diabetes Act. When parents/guardians submit a medical [Diabetes Medical Management Plan](#) to District 15, the plan will then be incorporated into an IEP or Section 504 plan, by a certified school nurse with protocol for implementation and staff training.



As outlined in the Care of Students with Diabetes Act (105 ILCS 145/), District 15 nurses, in partnership with a certified diabetic educator will provide specific training to delegated care aides to support students with diabetes during the school day, as well as at school sponsored activities.

## Seizures

A [Seizure Action Plan](#) will be integrated into an IEP or Section 504 plan for students diagnosed with a seizure disorder. Staff training and protocol for the implementation of the action plan will be guided by the Seizure Smart School Act.

## Activity Restrictions

In the event a student has an injury or illness that prevents them from participating in recess or physical education (PE), a parent/guardian must provide written notice to both the school nurse and PE teacher. That note is valid for a maximum of three days.

- A student unable to participate in outdoor recess or physical education classes for a period of more than three days must provide the school with an activity order from a healthcare provider licensed under the IL Medical Practice Act.
- A student who arrives at school with a new cast, splint or orthopedic device for a recent injury must provide the school with an activity order from a healthcare provider licensed under the IL Medical Practice Act.
- It is recommended that an activity order from a healthcare provider licensed under the IL Medical Practice Act be provided for students returning to school after surgery or a hospitalization.

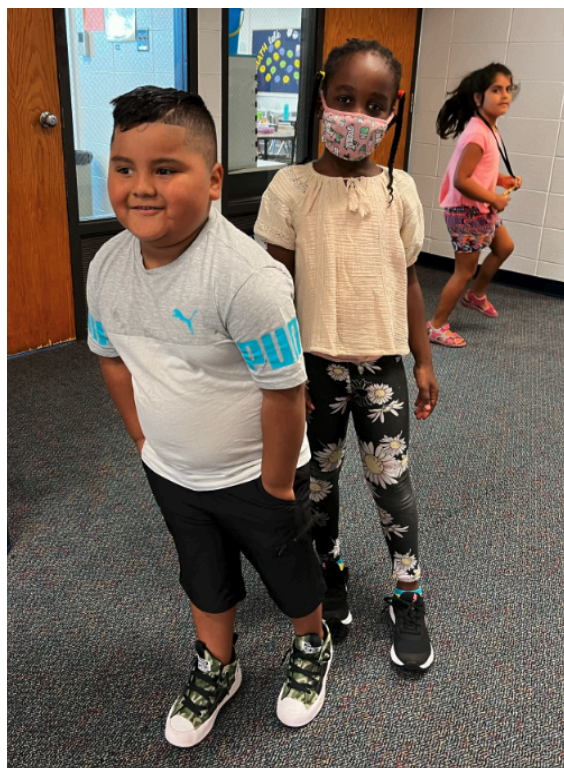
Activity orders should specify the student's injury or medical problem, the activity the student is restricted from, the dates the student is restricted from the activity, and a date to resume activity. Students with an activity restriction are restricted from similar extracurricular and/or interscholastic activities during the activity restriction time period. Students may not resume activities until a release from the healthcare provider is provided to the school. The school nurse will call the provider to clarify restrictions, if needed.

## Concussion and Head Injuries

Students who experience a forceful impact believed to have caused a [concussion](#), who are exhibiting signs, symptoms, or behaviors consistent with a concussion, will be removed from:

- Athletic practices,
- Competition,
- Physical education class,
- Recess,
- Other physical activities during the school day, or
- School-sponsored after-school activities.

Students diagnosed with a concussion, or exhibiting signs, symptoms, or behaviors consistent with a concussion after injury will be immediately removed from these activities. The district's **Return to Learn and Return to Play Protocols** are based on Physician recommendations and student symptoms. Each concussion is



different and is managed individually amongst the student, the parent/guardians, the school nurse/physician, and the educational team. The concussion plan is frequently monitored and updated to allow for the student to progress academically and physically as symptoms improve. The student may resume activities after medical release from the licensed physician who has treated the student. Student athletes and their parents/guardians must sign the **Agreement to Participate** before the student is allowed to participate in practice or interscholastic competition.

## Accidents at School

Minor accidents that occur during the school day are treated by the classroom teacher or registered nurse. If the injury appears serious, the school nurse will call a parent/guardian. If a parent/guardian cannot be reached, the school will call the emergency number provided on the enrollment form. If a parent/guardian or designated emergency contact is not available and the injury requires immediate aid, the child will be taken to the nearest hospital by paramedics. A school administrator will accompany the child while school staff continue to try to connect with parents/guardians.

## Required Health Examinations and Immunizations

For the purpose of safeguarding the health of children, District 15 enforces Illinois student health requirements.

### Health Exams & Immunization Recording

Health exams are required for students entering preschool, kindergarten, sixth grade, and those new to the school. The **Certificate of Child Health Examination** form is available in the school office and [on the Health Services website](#). The exam form, completed and signed by a licensed healthcare provider, must be dated within one year prior to the first day of school and must include: lead screening for children who are six years or younger, diabetes screening, and age-appropriate social, emotional, and developmental screenings. A tuberculosis (TB) skin test is recommended.

According to Board of Education [Policy 7:100 Health, Eye, and Dental Examinations, Immunizations, and Exclusion of Students](#) and Illinois School Code, students who do not provide proof of receiving the required immunization and/or exam are excluded from school on October 15. Students new to Illinois schools, who register midterm, are allowed 30 days following registration to comply with the health requirements. Each school nurse is able to provide community resources to families needing assistance with locating a provider to meet this state health requirement.

### Required Immunizations

A complete list of [required school immunizations](#) is available on the District 15 website, and is summarized in this table:

Diphtheria, Tetanus, Pertussis (DTP/DTaP)	<p><b>Pre-Kindergarten and Kindergarten</b></p> <ul style="list-style-type: none"><li>Have received 4 doses of DTP/DTaP at the recommended intervals with the last dose received on or after the fourth birthday.</li></ul> <p><b>Grades 6, 7, and 8</b></p> <ul style="list-style-type: none"><li>Have received 1 booster Tdap on or after the 11th birthday.</li></ul>
Polio (IPV)	<p><b>Pre-Kindergarten</b></p> <ul style="list-style-type: none"><li>Have received 3 doses of IPV at the recommended intervals.</li></ul> <p><b>Kindergarten</b></p>

	<ul style="list-style-type: none"> <li>Have received 4 doses of IPV at the recommended intervals with the last dose received on or after the fourth birthday.</li> </ul>
<b>Hepatitis B (HBV)</b>	<b>Pre-Kindergarten and Grades 6, 7, and 8</b> <ul style="list-style-type: none"> <li>Have received 3 doses of Hepatitis B vaccine at the recommended intervals</li> </ul>
<b>Varicella (Chicken Pox)</b>	<b>Pre-Kindergarten</b> <ul style="list-style-type: none"> <li>Have received 1 dose of varicella vaccine after the first birthday.</li> </ul> <b>Grades K-8</b> <ul style="list-style-type: none"> <li>Have received 2 doses of varicella vaccine with the first dose on or after the first birthday.</li> </ul>
<b>Measles (Rubeola), German Measles (Rubella, 3 Day), Mumps – (MMR)</b>	<b>Pre-Kindergarten</b> <ul style="list-style-type: none"> <li>Have received 1 dose of MMR vaccine after the first birthday.</li> </ul> <b>Grades K-8</b> <ul style="list-style-type: none"> <li>Have received 2 doses of MMR vaccine with the first dose on or after the first birthday.</li> </ul>
<b>Meningococcal conjugate (MCV4)</b>	<b>Grades 6, 7, and 8</b> <ul style="list-style-type: none"> <li>Have received 1 dose of meningococcal conjugate vaccine (MCV4) on or after 11th birthday.</li> </ul>
<b>Additional Immunizations for students less than 5 years old</b>	<b>Required for students less than 5 years old (Pre-Kindergarten)</b> <ul style="list-style-type: none"> <li><b>Haemophilus influenzae type b (Hib):</b> Have received the series of Hib vaccines.</li> <li><b>Pneumococcal:</b> Have received the pneumococcal vaccine according to the PCV schedule.</li> </ul>

## Immunization Exemptions

- Religious Objection to Immunization/Physical Examination:** Under Illinois law, parents/guardians who object to immunizations and/or health, dental, or eye examinations, or any part thereof, on religious grounds are not required to submit their children to the examinations or immunizations. When a religious exemption is requested, the parent(s)/guardian(s) must complete the **Certificate of Religious Exemption** form provided by the Illinois Department of Public Health (IDPH). The form must be signed by the child's parent/guardian AND the child's health care provider (includes physicians licensed to practice medicine in all of its branches, advanced practice nurses, or physician assistants) responsible for performing the child's health examination. All Religious Exemption forms will be submitted for district approval. A letter approving exemption will be sent home and placed in their health file.
- Medical Exemption from Immunization:** Under Illinois law, a student may be allowed a medical exemption from required immunizations. The examining health care provider responsible for the performance of the health examination shall endorse in a statement attached to the student's Certificate of Child Health Examination form indicating an immunization is medically contraindicated. Statements from physicians indicating a specific medical condition that predisposes a student to a potential health risk if vaccinated are forwarded to the IDPH Immunization Program Representative for review. If IDPH does not approve the statement, a copy of the explanation will be forwarded to the





student's parent(s)/guardian(s) informing them that the student must receive the required immunization(s).

### Annual Student Immunization Data

Immunization data is reported to the Illinois State Board of Education annually; the most recent report may be viewed on the [Health Services website](#) by clicking here.

### Health Exam for Interscholastic Sports

[Annual health examinations](#) are required for interscholastic sports participation. Health examinations are required, before trying out, for participation in interscholastic sports. The exam form, completed and signed by a doctor, must be dated within 13 months prior to the start of practice or tryouts, and on file in the school nurse's office. The health exam for Interscholastic Sports must state the student is cleared for full participation, modified participation (which will be clarified by the school nurse), or no participation. The **IHSA/IESA Pre-Participation Examination** form is also available in the school office.

### Dental Exams

Dental exams are required for students in kindergarten, second grade, and sixth grade. A dental examination must have taken place within 18 months prior to May 15 of the school year. A dental provider will schedule visits during the school year. If you would like your child to participate, please reach out to your school nurse. All students in the required grades are required to have either an exam or a dental waiver in their health record. A dental waiver form is available in the case of an undue burden or lack of access to a dentist. The [IDPH Dental Examination form and Dental Examination Waiver form](#) are also available in the school office. If a student fails to present proof of a dental exam or a waiver form by May 15, the school may withhold the student's report card until the student presents proof: (1) completed dental exam, or (2) that dental exam will take place within 60 days after May 15.

### Eye Exams

Eye exams are required for students entering kindergarten and those entering Illinois schools for the first time. A waiver form is available in the case of an undue burden or lack of access to an optometrist or to a physician who performs eye examinations. The [State of Illinois Eye Examination Report and Eye Examination Waiver form](#) are also available in the school office. If a student fails to present proof of an eye exam or waiver form by October 15, the school may withhold the student's report card until the student presents proof: (1) of a completed eye exam, or (2) that an eye exam will take place within 60 days after October 15.

## Vision and Hearing Screenings

Adequate vision and hearing are important for educational performance. Impaired vision and/or hearing in children can impact learning, and early discovery and treatment can prevent or reduce many of these concerns.

Screenings for vision and hearing concerns are provided according to the [Illinois Department of Public Health](#) and District 15 guidelines. Parents/guardians and staff members who have concerns with a student's vision or hearing are encouraged to contact the school nurse and request a screening. Students identified with potential vision or hearing concerns during the school screenings are referred for medical follow-up. Providing documentation of medical follow-up is required. Community resources can be provided as needed. Parents/guardians who object to screenings for their child on religious grounds may contact the school nurse for additional information.

Note: Vision and Hearing Screenings are not a substitute for a complete hearing or vision evaluation by a licensed medical professional. A child is not required to undergo either screening if an optometrist,



ophthalmologist, or audiologist has completed and signed a report form indicating that an examination has been administered within the previous 12 months.

## Individualized Health Planning

Health Services staff members act as consultants and liaisons between the family, school staff, and healthcare provider. Individualized Health Plans are developed as needed to accommodate students with health needs. For students with disabilities, the student's Individualized Health Plan may become part of the student's Individualized Education Program (IEP) or 504 Plan. Health information and recommendations are shared with staff on a need-to-know basis.

## Privacy and Confidentiality

Confidentiality of student health records is maintained in accordance with the Family Educational Rights and Privacy Act (FERPA) and the Illinois School Student Records Act (ISSRA).

## Wellness

### District 15 Wellness Policy

Severe food allergies and overweight/obesity rates among children are on the rise, resulting in serious health complications for our students. The Child Nutrition and Women, Infants and Children (WIC) Reauthorization Act requires school districts to have developed a local wellness policy. Part of that act also calls for the formation of a local wellness policy committee. The local wellness policy committee made up of community members, parents/guardians, teachers, and administrators, and with a mission of producing healthy world-class learners by building a connected learning community, met to develop the [District 15 Wellness Policy Guidelines](#).

### Snacks Within the School Day

Healthy snack time is up to each teacher to determine. Parents/guardians are asked to bring healthy snacks such as fresh fruits and vegetables, and/or low in fat (less than 5 grams) and sugar are recommended. These snacks should be free of the nine major food allergens: peanuts, tree nuts, milk, eggs, fish, shellfish, soybeans, sesame, and wheat. Please contact your child's school nurse with further questions. Limiting portion sizes so the snack does not become a substitute for a nutritious meal and can be eaten within a limited time period is also recommended.

### CPR and AED Training Video

Per Public Act 098-0305, the Illinois High School Association (IHSA) has posted a training video on its website on hands-only cardiopulmonary resuscitation (CPR) and automated external defibrillators (AED). School District 15 encourages parents/guardians and staff to view it via D15's [Health Services website](#) or the [IHSA website](#).





## Chapter 7

# COMMUNICATIONS & COMMUNITY RELATIONS

### Contact Information

It is essential that parents/guardians promptly provide written notification of any change of: address; home, work, or cell phone numbers; name; emergency information; or any other information that might be pertinent to school records. **NOTE:** Parents/guardians reporting address changes will also be asked to provide three forms of identification that show both the parent/guardian name and the new address.

### Emergency School Closings

District 15 takes the responsibility of [deciding whether to close schools](#) seriously. As part of the Moving 15 Forward plan, the Board has authorized the use of e-Learning Days for the 2024-25 school year should we need to close school due to inclement weather. The District will send out communication to families alerting them of an e-Learning day.

When severe weather conditions exist, parents/guardians must decide whether their children can get to school safely. Even when the District decides to keep schools open, parents/guardians should review their own situation to determine if they should send their children to school. As a parent/guardian, you are also responsible for making alternative arrangements for your child's care in the event that schools are closed due to inclement weather.

Snow, ice, and extremely cold temperatures may affect bus pick-up and drop-off times, sometimes causing buses to run late.

If a snow day is called, that decision is made by 5:30 a.m. You'll be notified of the closure via:

- **Phone, Text, and Email** – District 15 will send a message to all parents/guardians via phone call, text message, and email. Please ensure your contact information listed in the Campus Parent portal is accurate, and update if needed.
- **Website** – If classes are canceled due to inclement weather, an announcement will be posted on the District and all of our school websites.
- **Social Media** – School closures will be posted on the [District's Facebook](#) and [X \(formerly Twitter\)](#) social media sites.
- **Radio and TV** – District 15 will inform radio stations WGN-AM 720, WBBM-AM 780, and WGN-FM 105.9; TV stations CBS-2, NBC-5, ABC-7, WGN-9, FOX-32, and CLTV News. The announcement on the radio and TV describes our district as: "District 15, Palatine, Rolling Meadows, Cook County."



# Home/School Communication

## Communication with Teachers

Ongoing parent/teacher communication is important for each child's educational success. Parents/guardians should email teachers to request a time to speak to their teacher or member of the school team.

Parents/guardians who have questions or concerns are encouraged to contact teachers, the school office, or school administrators based on the area of concern. All teachers have phones equipped with voice mail in their classrooms, so parents/guardians can leave messages. The best time to call is before or after school or during your child's lunch period. Calls made to teachers during instruction time will go directly to voicemail.

## Orientation, Conferences & Open Houses

Early in the school year, a parent orientation is scheduled to give parents/guardians an opportunity to meet their child's teacher and learn about subject matter to be covered in the school year. Elementary parent/teacher conferences are scheduled for November 25 and 26, 2024. Please try to avoid scheduling vacations during this time so you can meet with your child's teacher on one of these designated conference days. In the event that you will be unable to attend November 25 or 26, your child's teacher will contact you for a phone conference. Additional conferences with individual teachers may be scheduled at parent/guardians' request. Parents/guardians may request documentation for their employer of a necessary educational or behavioral conference from the building principal under the School Visitation Rights Act.

During the school year, each building also hosts an open house to showcase students' work. Parents/guardians and students are invited to visit classrooms together.

## Progress Reports

Progress reports are sent home periodically throughout the school year.

➤ View the [2024-25 progress reporting schedule](#).

## Campus Parent/Infinite Campus

District 15 provides parents/guardians with access to a secure, online, web-based parent portal – called **Campus Parent** – through [Infinite Campus](#), its student information system. Parents/guardians must confirm their desire to view their child's information online in order to access the Campus Parent portal. Once they do, the portal will allow them to view their child's attendance history, schedule, registration and transportation information, report cards, middle school mid-term progress reports, pay fees, and view additional information. Also, if a child's teacher chooses to use the grade book and/or homework modules available through Infinite Campus, parents/guardians will be able to access this information through Campus Parent. Access is granted after the registration process. For assistance with Campus Parent, please contact your school office.



## Permission Slips

Written permission from parents/guardians is required for:

- Field trips;
- Participation in intramural sports;
- Emergency release to a specific person other than a parent/guardian;
- Bused students who walk or ride a bike home;



- Early dismissal from school; and
- Children going home with another student after school or for lunch.

### School Newsletters & Social Media

All schools email monthly newsletters to the email addresses on file for parents/guardians, with important updates about school happenings, calendar, and other announcements. Please make sure to keep your email address current to ensure you receive these valuable updates. In addition, your principal will inform you of any school social media accounts.

## Board of Education Meetings

Meetings usually are held on the second Wednesday of the month. In the 48 hours preceding the meeting, a notice and agenda is posted on the [Board of Education website](#) (hosted by Diligent Community).

Board meetings are live streamed to the [District 15 YouTube page](#); recordings of meetings are available on the District 15 website. News highlights of every meeting are posted on the website and distributed via email to parents/guardians, staff, and to any member of the public who subscribes to the e-newsletter (see below). In person meetings are held in the District meeting room at Walter R. Sundling Middle School, 1100 North Smith Street, Palatine.

### Public Participation

At each meeting, members of the public and District employees may comment on or ask questions of the Board on agenda and non-agenda items, subject to reasonable constraints as noted in Board [Policy 2:230 Public Participation at Board of Education Meetings and Petitions to the Board](#). Comments are limited to three minutes. A form requesting a brief outline of the topic to be discussed is available at the registration table for in person meetings; instructions on how to submit questions when the meeting is conducted virtually via Zoom are included with the agenda.

### Contacting the Board

Learn more about District 15's seven Board members and [contact them through the website by clicking here](#).

## Public Information

### FOIA (Freedom of Information Act) Requests

In compliance with State Law (5 ILCS 140/4), each school district is required to post specific information regarding the school district as part of [FOIA \(Freedom of Information Act\)](#) requirements on its website. If the information you are seeking is not found on the [District website](#), you may request copies of existing documents using the Request for Examination and/or Copies of Public Records Pursuant to the Freedom of Information Act form. This form is provided for your convenience to help expedite the search process; use of the form is not required, however, all requests must be made in writing. The form is available at the School District 15 Joseph M. Kiszka Educational Service Center, 580 N. 1st Bank Dr., Palatine, or it can be downloaded from the [District's FOIA web page](#). FOIA requests can be sent to FOIA@ccsd15.net. Questions concerning requests may be directed to Jamie Wieckiewicz, FOIA Officer, wieckiej@ccsd15.net.





## Citizens Information Center

District 15 strives to be responsive to residents' concerns and operate in a fiscally responsible and efficient manner. Government transparency, or the ability to access information and documents, is a priority. The [Citizens Information Center webpage](#) consolidates a variety of key information all in one place.

## District 15 Communications

### E-newsletters and Annual Reports

District 15 distributes regular [e-newsletters](#) (via Blackboard Communications) and the [annual D15COVER magazine](#), to share timely updates with parents/guardians, staff and the community. Although current District 15 staff and parents/guardians are automatically included, [community members are invited to subscribe via this form](#). Once submitted, you will need to click a verification link in an email from Blackboard (ParentLink@parlant.com).

### Social Media

Follow District 15 on these [social media sites](#):



[Facebook](#)



[X](#)  
(formerly) Twitter



[Instagram](#)



[YouTube](#)

### Directory Information/Photo Release

District 15 wants to honor family privacy while meeting its obligation to share education-related information with the community. The Family Educational Rights and Privacy Act (FERPA) and the Illinois School Student Records Act (ISSRA), which govern the confidentiality of student record information, allow school districts to publicly disclose students' "directory information" without parental/guardian consent as long as the district annually notifies parents/guardians of the categories of information that have been designated as "directory information" and allows them the opportunity to opt out. CCSD15 has designated the following as "directory information":

- Student's name;
- Address;
- Grade level;
- Birthdate and place;
- Parents' names;
- Mailing addresses;
- Electronic mail addresses;
- Telephone numbers;



- Photographs/video/digital images used for information or news-related purposes (whether by a media outlet or by the school) of a student participating in school or school-sponsored activities, organizations and athletics;
- Academic awards, degrees, and honors;
- Information in relation to school-sponsored activities, organizations, and athletics;
- Period of attendance in the school.

If you do NOT want CCSD15 to release this directory information about your child, you must make a request in writing and send it to your school principal within 30 days of the first day of school each year or within 30 days of the date of enrollment. No directory information will be released within this time period, unless the parent(s)/guardian(s) or eligible students are specifically informed otherwise. A letter submitted for the previous year will not carry over. If you wish to opt out of the release/publication of remote learning images only, but allow the District to use the remaining directory information as it otherwise would in a normal school year, please clearly indicate that in your written request.

- ***What happens if you write the directory information opt-out letter?*** CCSD15 and its schools will not release your child's directory information in any publications that could reach beyond the school or to any outside organization. In your letter, please specify your desire to also opt out of yearbook, directory, and/or program information. This means your child's photo will not appear on any electronic or printed media hosted by the district.
- ***What happens if you do not write the letter?*** CCSD15 and its schools may responsibly release your child's directory information in publications and to outside organizations to promote non-commercial, education-related news, achievements and activities. This means appropriately using your child's name and/or photo/image on the school district's websites (including District-sponsored social media) and in newsletters, school directories and athletic/event programs. Without seeking parent/guardian consent, schools could allow, for example, the one-five Foundation to use video from your student's class to highlight a program; local newspapers to run a yearbook photo or picture of your student's class engaged in a learning activity; a local non-profit to publicize your child's name for participating in a school fundraiser; or the District to post a photo online of your student learning.

The District is not responsible for photos and videos taken by parents/guardians or the media at events that are open to the public. More information about your rights under FERPA is available online at [www.ed.gov/policy/gen/guid/fpco/ferpa/index.html](http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html).

## Annual Notice to Parents/Guardians about Educational Technology Vendors Under the Student Online Personal Protection Act

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

Under Illinois' Student Online Personal Protection Act, or SOPPA (105 ILCS 85/), educational technology vendors and other entities that operate Internet websites, online services, online applications, or mobile applications that are designed, marketed, and primarily used for K-12 school purposes are referred to in SOPPA as operators. SOPPA is intended to ensure that student data collected by operators is protected, and it requires



those vendors, as well as school districts and the Illinois State Board of Education, to take a number of actions to protect online student data.

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

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

- Basic identifying information, including student or parent/guardian name and student or parent/guardian contact information, username/password, student ID number
- Demographic information
- Enrollment information
- Assessment data, grades, and transcripts
- Attendance and class schedule
- Academic/extracurricular activities
- Special indicators (e.g., disability information, English language learner, free/reduced meals or homeless/foster care status)
- Conduct/behavioral data
- Health information
- Food purchases
- Transportation information
- In-application performance data
- Student-generated work
- Online communications
- Application metadata and application use statistics
- Permanent and temporary school student record information

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

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



## Data Privacy Agreements (DPA)

CCSD15 leverages the [Student Data Privacy Consortium \(SDPC\)](#), which is an unique collaborative of schools, districts, regional, territories and state agencies, policy makers, trade organizations and marketplace providers addressing real-world, adaptable, and implementable solutions to growing data privacy concerns.

Any signed agreements (DPAs) with operators that CCSD15 maintains can be found here:

<https://ccsd15.app.learnplatform.com/new/public/tools>.

In accordance with state regulations, a school must provide a student's parent/guardian a copy of the student's covered information, including any covered information maintained by an operator or the Illinois State Board of Education, within 45 days of receiving a request. You are only allowed to review covered information for your student. A parent may make no more than two requests per student per trimester. To request a review of your child's covered information, please submit a [written request using the Consent for Release of Information](#) form and check the box Other and write "covered information/SOPPA". Send this written request to [recordsrequest@ccsd15.net](mailto:recordsrequest@ccsd15.net) or submit it to your School Principal.

## Illinois Report Cards

The [annual Illinois Report Cards](#) (IRC) provide information about District and individual school performance on the Illinois Assessment of Readiness, along with school demographics, expenditures and a wide variety of data, and offers comparisons to District and state averages. IRC is typically released in late fall.

## Community Partnerships

### Before- and After-School Child Care

Before- and after-school care programs are available at District 15's schools. These programs are operated independently of the school district by the respective park districts or organizations. Visit their websites for general information, pricing, enrollment, and FAQs.

- [Hoffman Estates Park District STAR Program](#)  
Offers before- and after-school care for students who attend **Frank C. Whiteley**.
- [Palatine Park District C.A.R.E. Program](#)  
Offers before- and after-school care for students who attend **Gray M. Sanborn, Jane Addams, Lake Louise, Lincoln, Marion Jordan, Stuart R. Paddock, Virginia Lake, and Winston Campus Elementary**.
- [Rolling Meadows Park District R.E.C. Program](#)  
Offers before- and after-school care for students who attend **Central Road** and **Kimball Hill**.
- [Right At School Program](#):  
Offers an additional after-school care option at **Hunting Ridge, Pleasant Hill, and Willow Bend**.

There are several private community care providers in District 15 boundaries that offer before- and/or after-school care. Click here for information about [daycare center transportation to/from school](#).

### Parent Organizations

Parent organizations are invaluable resources to schools. While parent organizations have no administrative authority and cannot determine District policy, the Board welcomes their suggestions, assistance, and the benefit they bring to our schools.



Parent organizations may be recognized by the Board, and may be permitted to use the District's name, a District's school's name, or a District school's team name, or any logo attributable to the District provided they first receive the Superintendent or designee's express written consent.

### **Northwest Suburban Council of PTA/PTSA**

The [Northwest Suburban Council \(NWSC\) of PTA/PTSA](#) (Parent Teacher Student Association) consists of several local PTA or PTSA units affiliated with our elementary or middle schools in District 15. These units work in partnership with their school's principal and staff, as well as the community at large, to provide programs and services that enhance the educational environment for all children. The NWSC promotes communication and cooperation among the local units. The National PTA, of which all local units are members, is a private, not-for-profit 501(c)(3) service organization. All PTA/PTSA units in NWSC are committed to the purposes of the National PTA, the largest volunteer organization advocating on behalf of children. For information on becoming involved, consult your school's website.



### **PTO**

Several of our schools have a PTO affiliated with our elementary or middle schools in District 15. The PTOs partner with their school's principal and staff to enhance the educational environment for all children. For information on becoming involved, consult your school's website.

### **one-five Foundation**

The [one-five Foundation](#) is a not-for-profit organization whose purpose is to enhance the excellent educational programs that are synonymous with District 15.



Programs benefit all 20 schools in District 15. They are funded by the one-five Foundation in large part through the community's support of its annual fundraising drives and employee contributions. For more information about attending a Foundation event, becoming a Board member, or making a donation, please visit the [one-five Foundation](#) website or call 847-963-3160.

### **Palatine Assisting Through Hope (PATH) Community Clothing Closet**

[Palatine Assisting Through Hope \(PATH\) Community Clothing Closet](#) provides District 15 families in need of assistance with monthly opportunities to shop for free, gently used clothing in all sizes – infant through adult – and for all seasons. Families in need should contact their school's social worker to sign up to receive a voucher to shop the PATH Community Clothing Closet, which will be open one evening each month at the Community Resource Center, 1585 N. Rand Road, Palatine. Donations to the PATH Community Clothing Closet can be dropped off in the "Community Closet" boxes located at all District 15 schools. All garments should be washed and/or in clean condition without rips or broken zippers. Donations of packages of new socks and underwear in any size would also be greatly appreciated. Receipt forms are available.



### **Partners for Our Communities (POC)**

[Partners for Our Communities \(POC\)](#) is schools and churches, cities and townships, libraries and individuals, along with Northwest Community Hospital, coming together as partners to make our communities stronger. Its partners work together to build stronger and healthier communities in Palatine, Hoffman Estates, and Rolling Meadows by strengthening families. The POC connects people with local resources and provides a pathway for their integration and success. It is dedicated to helping people help themselves through a variety of programs and services. For more information about POC, please visit its website or call 847-776-9500.





## United Palatine (UP) Coalition

The vision of [United Palatine \(UP\) Coalition](https://upcoalition.org) is to equally prepare all children of Palatine for successful, productive, self-reliant lives. Its goal is to eliminate the achievement gap among Palatine adolescents 24 years and younger by establishing supportive and collaborative partnerships. Together, UP believes its partners can embrace a common agenda for change, sharing data and resources, and collaborating on fundraising. For more information, email UP at [info@upcoalition.org](mailto:info@upcoalition.org).





## Chapter 8

# CARING & SAFE SCHOOLS

### Commitment to School Safety

District 15 is strongly committed to school safety. The areas listed below are a sampling of the varied measures undertaken to promote a safe and orderly learning environment at each school in District 15.

#### Comprehensive Planning

- The implementation of a Standardized School Crisis Plan, created in conjunction with representatives from police and fire departments, that is designed to enable school personnel to respond appropriately to a variety of emergency and/or crisis situations that may occur on or near a school.
- The formation of a District 15 Safety Committee that is composed of parents/guardians, teachers, administrators, and representatives from police and fire departments from Hoffman Estates, Palatine, and Rolling Meadows that meets quarterly to review and improve on district-wide safety policies and practices.

#### Effective Coordination

Conducting the following drills at each school on an annual basis as required by Illinois School Code:

- Three evacuation drills. One of the three evacuation drills must be supervised by the appropriate fire department.
- One bus evacuation drill.
- One severe weather and shelter-in-place drill.
- Two law enforcement (lockdown) drills. One of the two drills must be a staff-initiated lock-down.
- House Bill 2400 (The School Safety Drill Act) states:
  - All lockdown drills will be announced to all school personnel and students prior to the commencement of the drill.
  - Schools will provide sufficient information and notification to parents/guardians in advance of any lockdown drill that involves the participation of students.
  - Schools will provide parents/guardians an opportunity to exempt their child for any reason from participating in the walk-through lockdown drill.
  - Schools will provide alternative safety education and instruction related to an active threat or shooter event to students who do not participate in a lockdown drill to provide them with essential information, training, and instruction through less sensorial methods.



- Building administrators will notify families of upcoming drills at least one week in advance of the drill. If you prefer your child does NOT participate in the yearly required lockdown drills, [please complete this form](#). Please submit one form for each of your children you are opting out.
- Conducting an annual drill review meeting with principals and representatives from police and fire departments to continuously improve each school's readiness to respond to an emergency and/or crisis situation.

### Expanded Outreach

- Implementation of an [online bullying and safety reporting center](#) that allows students, parents/guardians, staff, and community members to report concerns either by name or anonymously.
- Implementation of a system known as Positive Behavior Interventions and Supports (PBIS) at each school in the District that is designed to teach, model, and reinforce desired student behaviors. PBIS also provides support to students who are struggling behaviorally.



### Enhanced Communications and Technology

- Utilizing the District's mass communication tools, allowing communications to be sent rapidly to parents/guardians via phone, text, and/or e-mail.
- Utilizing Raptor, a visitor management system, to screen visitors at each school against national sex offender databases.
- Installation and regular testing of silent alarms at each school.
- Installation of video cameras at the main entrance at each school.

## School Safety/School Emergencies

### Parent/Guardian Roles and Responsibilities Before, During, and After Emergency/Crisis

Although there are many safety measures in place at each school in the District, an emergency or crisis situation may still occur. Parents/guardians should consider the following actions before, during, or after an emergency or crisis situation:

- Speak regularly with your child(ren) about the importance of reporting any concern(s) that they have about safety to an adult either at school or at home so that their concern can be acted upon.
- Similarly, contact building administration to report any concerns that you have regarding school safety so that your concern(s) can be acted upon.

In the event of an emergency or crisis:

- A parent/guardian's first instinct may be to go to the school immediately. Instead, help law enforcement and school officials to keep the parking lot clear and roads leading to the area open so that the appropriate first responders can arrive on the scene as quickly as possible. Once onsite, the responders will require staging space for vehicles and personnel. Staying clear of the school will help ensure a swift arrival of first responders.
- Stay home or at your workplace to receive updates via text / phone / email or wait to be informed of a location in the community where you can go to receive real-time updates from law enforcement / district officials / designated liaisons. Each municipality with schools in District 15 (Hoffman Estates,



Palatine, and Rolling Meadows) has a number of locations that can be used to provide in-person information about an emergency to parents/guardians and community members. To maintain both flexibility and to ensure security of these various sites, additional locations in each community will not be shared until the day of an incident.

You can be prepared by:

- Making sure your emergency contact information is up-to-date in Infinite Campus and includes accurate cell phone numbers and email addresses so that there is not a delay in contacting you in the event of an emergency.
- Also make sure you list trusted adults as emergency contacts in Infinite Campus who would be able to pick up your child if you are not available. **Without exception, students will be released only to their parents/guardians, legal guardians, or emergency contacts identified in registration materials during an emergency or crisis situation.**
- Social media is a powerful communication tool, but in the event of a crisis or an emergency, rely on information provided by school officials and law enforcement via phone, text, and/or e-mail, and refrain from posting incomplete or unconfirmed details that may fuel confusion and/or fear in the community.
- Please view [A Parent's Role in an Emergency Situation presentation](#) and slideshow ([English](#) / [Ukrainian](#) / [Spanish](#) / [Japanese](#)), sponsored by the PTA/PTSA and Palatine Police Department.

### Partnerships with Police and Fire Departments

District 15 enjoys a positive working relationship with police and fire departments. This relationship has been built over time based on: a shared commitment for school safety; a focus on continuous growth and improvement; open communication; and trust. District 15 is grateful for the important service that police and fire departments provide for our schools and respective communities.

### Common Emergency and/or Crisis Response Terms

Five terms commonly used in school safety planning include:

- Hold
- Secure
- Lockdown
- Evacuate
- Shelter

➤ [See the specific steps that will be taken in these five scenarios to protect students and staff](#)

## Caring, Safe, and Orderly Learning Environment

District 15 is committed to [maintaining safe and orderly schools and offices](#).

Any individual entering District 15 property or attending District-sponsored activities including extracurricular activities, Board meetings, or athletic events shall treat others with dignity and respect. This policy is not intended to deprive any person of their right to freedom of expression, but rather to maintain to the extent possible a reasonable and safe, harassment-free educational atmosphere for the school community with minimal disruption. The District encourages positive communication and discourages volatile, hostile, or aggressive behaviors. The District expects public cooperation with this endeavor.



If an administrator determines that a person poses a “clear and present danger” to themselves or to others, the administrator must notify the Department of State Police within 24 hours of the determination.

## Discrimination, Harassment, and Retaliation

As stated in [BOE policy 2:270, \*Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited\*](#), our school district strictly prohibits discrimination, harassment, and retaliation based on race, color, or national origin. This means everyone has the right to learn and work in a safe and respectful environment, free from these harmful behaviors. We encourage all students, parents, and staff to report any incidents of discrimination or harassment. You can find more information about our district’s policy and how to report incidents in the full policy document.

## School Threats

If students write or talk about injuring or killing another student, staff member, or any other person, or about using weapons through any media, these [statements will be taken as serious threats](#). All reports of such threats or statements will be fully investigated. If the information is substantiated, the student(s) involved will be disciplined as appropriate under District and/or building policies and local municipal ordinances. It is important for students to think about what they say, especially when angry or upset. Teachers, social workers, school psychologists, administrators, and services are available to assist students with behavioral or anger management issues.

## School Safety Overview

### School Resource Officers

The Village of Palatine and the City of Rolling Meadows have intergovernmental agreements with the District to provide a part-time school resource officer assigned to each middle school. The officers work at the direction of building leadership and provide a variety of services to students, parents/guardians, and staff. They serve as positive role models for students. They might meet with small groups of students or entire classes to discuss various aspects of the law and procedures of the court system. They are available to discuss specific situations with parents/guardians and staff. The officers are also available to elementary school parents/guardians, staff, and students as needed.

### Canine Searches

Creating and maintaining a safe environment for our students and staff is one of the most important tasks educators have. It is with this in mind that each middle school in District 15 partners with local law enforcement to conduct up to four unannounced canine searches each year for illegal drugs. All canine searches are limited in scope to lockers and other common areas (e.g., gym lockers, library, etc.) with building administration being present throughout the exercise. When a canine search is being conducted, the school is placed into a Secure and Teach. A Secure and Teach requires students and staff to remain in their classroom where instruction continues to take place. In the event that illegal drugs are found during a canine search, building administration conducts a full investigation that would most likely involve the participation of our school resource officer and appropriate school-based and legal consequences would be issued. School administration will inform parents/guardians and staff of each canine search after it has taken place. Read additional information about searches: Board [Policy 7:140 Search and Seizure](#).





## Parent/Guardian Notification

Corey's Law [Public Act 101-0478](#) explains the school district's requirement to contact parents/guardians prior to any detention and questioning by a law enforcement officer, a school resource officer, or other school security personnel of a student who is under 18 years old and suspected of committing a criminal act.

# School Facilities

## Care of School Property

Damage to school property is a concern for all members of the community due to rising repair costs. Students and their families are responsible for the cost of repairs and/or replacement if a student damages school property. Please review with your child the school's instructions on proper respect for school property and material.

## Community Use of Schools

[Application for use of a school building](#) must be submitted by a responsible representative of the organization or group making the application. The terms and costs, where applicable, are available online. The applicant also agrees to furnish District 15 with a Certificate of Insurance or a Hold Harmless Agreement before an event can take place. The District remains viewpoint neutral when granting access to school facilities under Board of Education [Policy 8:20 Community Use of School Facilities](#). School schedules and park district activities have priority for facility use.

## Pesticide Application Procedures

District 15 follows state and federal regulations that require notice two business days prior to any [pesticide application](#) in a school. In the event pesticide use is required, we will provide the appropriate notification to parents/guardians.

## Asbestos Management Plan

The District is required by law to maintain an [Asbestos Management Plan](#) and provide written notice at least once each school year to parents/guardians. The Asbestos Management Plan is specific to each school building and a copy is available for review in every school office. The Asbestos Management Plan is updated every six (6) months and includes the results of periodic re-inspections, response actions, and post-response actions, if any. Please contact your school office if you wish to view the Asbestos Management Plan.





## Chapter 9

# POLICIES TO NOTE

### Board of Education Policy Manual

District 15 is guided by a set of policies adopted by the Board of Education that govern all facets of our operations. [The complete Board of Education policy manual is available online](#) and at the District office, and is updated frequently through the year to reflect changes in laws and the direction of the Board.

The policies noted in this section of the Handbook are among those that state and federal laws require parents/guardians and students to be notified about certain rights, responsibilities, and procedures. This handbook may be amended during the year without notice to parents/guardians.

[Policy 2:265 Title IX Grievance Procedure](#)

[Policy 6:140 Education of Homeless Students](#)

[Policy 7:10 Equal Educational Opportunities](#)

[Policy 7:15 Student & Family Privacy Rights](#)

[Policy 7:20 Harassment of Students Prohibited](#)

[Policy 7:140 Search & Seizure](#)

[Policy 7:180 Prevention of and Response to Bullying, Intimidation and Harassment](#)

[Policy 7:185 Teen Dating Violence Prohibited](#)

[Policy 7:190 Student Behavior](#) (\*Student behavior can extend to social networking sites.)

[Policy 7:191 Gangs and Gang-Related Activities](#)

[Policy 7:200 Suspension Procedures](#)

[Policy 7:220 Bus Conduct](#)

[Policy 7:340 Student Records](#)

[Policy 8:30 Visitors To & Conduct On School Property](#)

[Policy 8:70 Accommodating Individuals With Disabilities](#)

➤ **Nondiscrimination Coordinator/Title IX Coordinator and Complaint Managers:**

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