STUDENT HANDBOOK

EVANSTON/SKOKIE SCHOOL DISTRICT 65

EVERY CHILD, EVERY DAY, WHATEVER IT TAKES

A resource guide for parents/guardians and their school-age children

Student Handbook

The information below is a summary of **Board of Education policies and procedures** governing the District. The full Board policies can be found on the District's website and include **Equal Educational Opportunities** and **Racial and Educational Equity**. The handbook and Board policies are subject to change and may be amended during the year.

To help ensure a successful school year, we encourage parents and caregivers to discuss the Student Handbook with their child along with any expectations shared by your child's educator(s) and school.

View District 65 Staff Directory

View School Hours

Communication Protocols

Clear communication between the public and the District is vital to ensure student success. Following the communication protocols described below will help resolve questions and concerns in the most effective manner possible.

When a concern, challenge, or conflict arises for a parent/caregiver of a student in the district, please use our Communication Guide for Addressing Questions to connect with the appropriate staff member. This process is outlined below in general terms::

1. Contact the staff member who is directly involved and work with them to resolve the issue. In most cases, this will be your child's teacher or another school-level staff member.
2. In the event a solution is not reached, it may be necessary to contact their supervisor. In most cases, this will be the school principal or a department director. Please allow a reasonable amount of time for the supervisor to investigate the situation and follow up with the appropriate parties. If the situation remains unresolved, please contact the district-level supervisor. This will likely be a member of the district's senior leadership team such as an Assistant Superintendent.
3. If the issue remains unresolved after exhausting these efforts, please contact the Superintendent's Office.

Requests that do not follow this process and are sent directly to the Superintendent or members of the Board of Education will be redirected to the original point of contact.

If you believe that your child's physical or emotional well-being is in danger, please contact your child's principal or the Director of Schools Management directly.

Non-Discrimination

District 65 prohibits discrimination on the basis of race, color, religious beliefs, gender, sexual orientation, national origin, ancestry, age, disability, status as homeless, or actual or potential marital or parental status. Pursuant to Board policy *2:270 Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*, a student, parent/guardian, employee, or community member should notify any District Complaint Manager if they believe that the Board of Education, its employees, or agents have violated their rights guaranteed by federal or state constitution.

More information about how to file a complaint and the uniform grievance procedures can be found on the District website.

Registration

A complete registration consists of the online registration form, original birth certificate verified in-person and approved residency documents. Health documents should be provided to and cleared by Health Services. We have registration specialists who can support a variety of needs and family situations, including on-site registration.

More information about kindergarten and general registration, including age requirements, electronic forms, and residency requirements, is available on the District website. For more information, please call (847) 859-8065 or visit the **Student Registration section of our website**.

Please note: During the school year, a student's school start date is 2-3 business days after registration is finalized.

Residency

Children of families residing within the boundaries of District 65 are eligible to attend a District 65 school on a tuition-free basis. Proof of residency is required at registration and re-registration.

Beginning in the 2025-26 school year, District 65 has employed a new system for residency verification to help ensure that students who legally reside within the District's boundaries receive educational services funded by District tax dollars. Residency documents are still required to be uploaded but if a student's residency is uncertain, the District will either require additional documentation and/or conduct a residency investigation.

More information about residency requirements, including required verification documents, residency affidavits, and verification procedures, is available on the **Student Registration section of our website**.

Children in Temporary Living Situations

The parent/guardian of a child in a temporary living situation may register the child in the school the child was attending when the child became displaced or in the local attendance area school based on where the child is currently living. For more information, please contact the registration team at (847) 859-8065 or the District's Homeless Liaison at (847) 859-8092 or **mvtransition@district65.net**.

Transfer Students

Students transferring into the District must be in "good standing" at their previous school. Students on suspension or expulsion must serve the entire term of any suspension or

expulsion prior to registering in a District school. All appropriate transfer documents must be complete before the student can begin attending school.

Part-Time Students

Families of children home schooled or children attending private or parochial schools may enroll their children on a part-time basis if the child meets residency requirements, when space permits, and if the principal of the school was notified prior to May 1 of the previous school year. Students accepted for partial enrollment must comply with discipline and attendance requirements. Student fees are prorated based on the number of classes the student attends.

Non-Resident Students

Non-resident students may attend District schools upon approval of a request for non-resident admission. Approval is subject to the following **Board Policy 7:60 - Residence**.

When a Student Moves

Any family who moves during the school year is required to provide three residency verification documents to **registrationinfo@district65.net**. *If the move results in a change of their local-area school, families will be informed of the change once satisfactory residency documents are provided.*

Children of families who move within District during the school year resulting in a change to their local-area school, will be given the option of completing the year at their current attendance area school or immediately transferring to their new local-area school, pending availability. If the family chooses to complete the year at the current local-area school, the following year, the student will automatically be assigned to their new local-area school.

Children of families who move outside the District within a school year may continue to attend their current school, tuition-free, for the remainder of the school year. If residency change is due to military obligations of the person with legal custody for the child, the child may maintain his/her/their residence for the purpose of registration and enrollment as determined prior to the military obligation if a request is made in writing.

Magnet Schools and Selective Programs

All school-age children within District 65 geographic boundaries are assigned an attendance area elementary and middle school. Magnet Schools and selective enrollment programs are available through the District's lottery application process. This is a random

lottery for seats at specialized school programs. New and current students may apply for the lottery depending on the program.

Transportation will not be provided for students who receive a magnet school or selective enrollment program placement unless the student qualifies for Transitional Bilingual Education. If you are unable to transport your child to school or make arrangements for them to get to and from school safely, we ask that you please refrain from accepting the offer. Transportation for magnet school students is in accordance with the criteria defined in District 65 Board of Education policy (section 4 - 4:112).

It may be possible that a magnet school or selective enrollment seat is rescinded, with ample notice, due to poor student attendance, excessive absences, or in the event that the student's learning or social emotional needs may be better served in another environment.

Siblings of students currently enrolled in a magnet school or selective enrollment program and students residing in the attendance areas of the school in which that program is operated will be given preference in the application although selection is not guaranteed.

Selective Enrollment Programs

District 65 offers two distinct academic programs and two magnet schools serving students in grades K-8. Please visit our District website to learn more about **selective enrollment options** to learn about our Two-Way Immersion Program (TWI), our African-Centered Curriculum Program (ACC), and our magnet schools, Dr. Bessie Rhodes School of Global Studies and Dr. Martin Luther King Jr. Literary & Fine Arts School.

Please refer to our District website to **learn about our magnet schools**.

Magnet Schools

Magnet schools offer an option for families who prefer an integrated K-8 experience for their children and want to select a school with a particular academic focus.

Dr. Bessie Rhodes School of Global Studies strives to equip young people with the skills to become outstanding global citizens who will contribute to and thrive in a dynamic and diverse world. Bessie Rhodes has an intimate school community with two classes per grade level and an average student-to-teacher ratio of 20-to-1.

Dr. Martin Luther King, Jr. Literary and Fine Arts School strives for all students to experience a dynamic education that focuses on fine and performing arts and emphasizes literature and writing. There are three classrooms per grade level.

Permissive Transfers

Permissive transfers provide families with the opportunity to apply for a school outside of their neighborhood attendance area. This option is for families who feel their student may be better accommodated by the education program at another school or extenuating circumstances. Consideration also takes into account space utilization and the racial balance of the school in question. Students who attend a school on a permissive transfer are not eligible for transportation (bus) services. A parent/guardian is required to re-apply for a permissive transfer when their student enters sixth grade. A seat is not guaranteed within the feeder pattern of the elementary school assigned under the permissive transfer. All requests must apply through the permissive transfer application. The permissive transfer application window is December-March for the upcoming school year.

Permissive Transfer Request Form (English)
Permissive Transfer Request Form (Spanish)

Fees

District-wide Student Fees

Student fees are determined by the School Board and support the education of students in District 65. All fees are waived for students qualifying for free meals and discounted for students who qualify for reduced-price meals. Families that are not eligible for free or reduced-price meals but cannot pay school or transportation fees due to special circumstances may apply for a payment plan or fee waiver.

The current fee schedule and other fee related information is available at district65.net/studentfees. For information about fees or outstanding balances, contact Financial Services at (847) 859-8015.

Participation Fees and Class Supplies

Students are provided the required curricular textbooks free of charge, and expected to use care in handling these books and other school supplies and materials. In the event of lost, stolen, or damaged textbooks, replacement costs may be assessed. Fees for consumables, such as workbooks, newspapers, or novels may be requested by a classroom or program. An instructional supply fee covers the cost of instructional supplies for K-8 grade students.

Participation fees are collected for items that include physical education uniforms (middle school), outdoor education, graduation fees, or school field trips. Scholarships may be available for some participation fees. Families interested in scholarships may request information from the school.

Fee Payment Methods

Fees for registration or school age child care may be paid in cash (in person), check, money order, or credit card at the Joseph E. Hill Education Center, 1500 McDaniel Avenue, or may be paid online. Credit card payments may also be made over the phone by calling 847-859-8015.

Fee Waivers

Fees for District programs and services are waived for families qualifying for free lunch. Families who do not qualify for free lunch but cannot pay the fee because of special

circumstances may request a waiver of fees or establish a payment plan. For more information about student fees, balance inquiries, requests for a payment plan or waiver, and payment options, please contact Financial Services at (847) 859-8040.

Nutrition Services and Fees

District 65's Nutrition Services Department offers nutritious meals to promote the growth and development of every student. All schools offer freshly prepared, balanced lunches daily. Sack lunches are available to all students for field trip days. Our breakfasts provide a healthy start to the school day and are offered at all schools. Please refer to the **District website for information on meal prices, payment options, and menus**.

Students purchasing lunch, milk or additional a la carte items should use **MySchoolBucks** to fund their lunch accounts. Money (cash or checks made out to "D65 Nutrition Services") can also be brought to school with students and given to their homeroom teachers. Middle school students can make deposits to their accounts when they come through the lunch line. In order to minimize wait time in lunch lines, no change will be given at the middle school level. All funds will be processed as a deposit to the lunch account.

Students carrying negative account balances will NOT be allowed to purchase a la carte items. Parents will receive weekly negative balance notifications when a student's account is in arrears. Accounts should be brought to current as timely as possible. For more information about menus, nutrition, free and reduced-price meal applications or online prepayment for milk or a la carte items, please visit the **Nutrition Services website**.

Free and Reduced-Price Meal Applications

All families are encouraged to apply for free and reduced-price meal benefits. The application can be found at **district65.net/mealapps** beginning August 1. Completed applications will be processed within 10 days. Approval and denial letters are emailed to the address on file.

There are many benefits beyond meals such as free or reduced-price student fees, summer camp, internet access, and more. Please hold on to your approval letter for future use in accessing these benefits.

If you or someone you know needs help with an application, please call Nutrition Services at 847-859-8130, or email at **nutritionservices@district65.net**.

Please visit the **Nutrition Services website**.

Childcare Options

We know that families need flexibility and support beyond the regular school day. We are pleased to offer parents/guardians with two options for before and after-school childcare for students in kindergarten through fifth grade. These include our D65 School Age Child Care (SACC) program and Right at School (RAS) childcare. Both offer high quality programming, flexible care options, and competitive pricing.

Programming for both options is available at all D65 elementary and magnet schools. For convenience, both programs are offered onsite so that students may seamlessly transition before and after the school day. Please note that transportation is not available for either program. **Learn more about either program.**

Field Trips

Field trips are encouraged when the experience is an integral part of the school curriculum and/or contributes to the District's educational goals. Recreational class trips are permissible provided they do not interfere with the District's educational goals. For a student to be eligible, families must consent in writing and are responsible for payment of all entrance fees, food, lodging, or other costs, including transportation fees, except that the District will pay such costs for students who qualify for free lunch. Non-participating students shall be provided an alternative experience.

Transportation Services and Fees

Free transportation is available for elementary students who live outside of walk areas and who (1) reside 1.5 miles or more from their attendance-area school or (2) reside where walking to school constitutes a serious hazard due to vehicular traffic or rail crossings in accordance with criteria identified by the Illinois Department of Transportation (IDOT), and where adequate public transportation is not available. Student transportation services are available for all eligible students.

Free transportation and vehicle adaptations, where necessary, are available for students with special needs as written in the students' Individualized Education Program (IEP). Free transportation is available for English-language learner (ELL) students enrolled in bilingual education programs located at a school other than the child's regular attendance-area school.

Transportation is available on a fee basis for students who live outside of walk areas and who (1) attend magnet schools, (2) are enrolled in Two Way Immersion-English speaking (TWI-E) or (3) enrolled in African Centered Curriculum (ACC). Students eligible for free or reduced-price meals are also eligible for free or reduced-price transportation. Families who are not eligible for free or reduced-price meals and who are unable to pay

transportation fees, may apply for a full or partial administrative waiver. Payment plans can also be arranged through the Business Department.

No transportation service is available for students attending school on a permissive transfer.

Students who use District transportation services also are eligible to participate in the busing services provided for after-school activities when a request is made by the Principal and approved by theChief Financial Officer/CSBO. The district may provide transportation to/from school-sponsored activities. Families are encouraged to check with the school to verify available transportation services for those activities.

District 65 contracts with outside vendors for student transportation services. The provider for eligible riders is Student Transportation of America (Positive Connections). Parents/guardians are always welcome to call the bus company at (847) 492-0115, especially if they are asking about items that may have been left behind on a bus.

For more information, please visit the **Transportation Services website**. Transportation Services can also be reached at (847) 859-8160 or by sending an email to **transportation@district65.net**. Parents and guardians are encouraged to call the Transportation Department directly with questions or concerns regarding bus stops, bus routes, or bus drivers.

Qualified children enrolled in the Head Start program are also eligible for transportation. Transportation services are provided through District 65 as part of the Head Start grant and are subject to change according to the contract agreement made with the district. Questions regarding this service may be directed to the Early Childhood Office at (847) 859-8300.

No school employee may transport students in school or private vehicles unless authorized by the administration.

Families who drive their children to school are reminded to use designated pick up and drop off areas at school and that district policy prohibits idling of cars or buses for periods of time longer than necessary to pick up and drop off students.

Health & Wellness

Health and wellness are important to the school environment. District 65 provides an array of health and wellness services ranging from vision and hearing screenings, assistance for students with special health needs, community-sponsored dental check-ups in some schools, and various other wellness initiatives and activities. Questions about health requirements, health-related matters, or a child's special health needs may be directed to the School Health office or the Health Services Department at (847) 859-8122.

Health Services

The Health Services Department is responsible for developing and supervising health procedures that comply with Illinois School Code and Student Health and Health Services policies. Each school has a health office staffed with an individual certified in both CPR/AED and First Aid, and all schools have an AED on site. Adopted policies and established procedures for accident and emergency response are available in the Health Office.

Health Office personnel provide assistance with first aid, administer medication to students, and notify the Director of Health Services, parents/guardians, and/or school principal in the event of health problems or injuries at school. Health Office personnel also assist with screenings and other special health needs/concerns.

For information regarding health requirements and forms, our Resource Guide for Supporting Students with Life-Threatening Allergies, and other helpful resources, please refer to the **Health Services website**.

Health Requirements - Physical, Eye, and Dental Exams

Illinois law requires that school districts have on file medical verification of certain immunizations for students that are entering school. Immunization dates and records must be submitted on the Child Health Exam form, signed, stamped, and dated by the health care provider. A complete list of immunization requirements is available on the **IDPH website** and on our **D65 Health Services website**.

Proof is required of a physical examination dated no earlier than one year prior to a student entering kindergarten or sixth grade, for all students enrolling in an Illinois school for the first time, and for all students enrolling from outside the state or country. The physical exam and state-mandated immunizations must be recorded on the Illinois Certificate of Child Health Examination form, available from the District or school health office. Unless an exemption applies, the failure to comply with the above requirements by October 1 of the current school year will result in the student's exclusion from school until

the required health forms are provided.

Proof of an eye examination is required by October 15 of the current school year for students entering kindergarten or an Illinois school for the first time. The examination record must have been completed within one year prior to the start of school.

Proof of a dental examination is required by May 15 of the current school year for students entering kindergarten, second, or sixth grades. The examination record must have been completed within 18 months prior to that date. Forms are available from the District or school health office.

Medications Taken at School

When it is necessary for a student to take medication at school (including but not limited to pharmaceuticals, asthma inhalers, epinephrine auto-injectors, etc.), families must complete and return a Medication Request Form. Trained school personnel can administer medication only when ordered by a physician. Medication ordered by a physician and labeled by a pharmacist also requires authorization from the parent/guardian to administer at school. Requests to administer over-the-counter medications must be accompanied by orders by a physician and parent/guardian authorization. All medication must be in the original container with the original label. All schools have the ability to store medications that require refrigeration.

Students who need to carry and use their epinephrine, insulin or asthma medication must have signed orders under a qualifying plan from both, the physician and/or qualified provider, and the parent/guardian.

Note: Medication Request Forms must be renewed for every school year and all medications must be picked up from the School Health Office by the last day of school or they will be disposed of by the Director of Health Services.

Undesignated Medication

Undesignated Epinephrine

The district maintains a supply of undesignated epinephrine injectors in the name of the District and provides or administers them as necessary according to State law. Undesignated epinephrine injector means an epinephrine injector prescribed in the name of the District or one of its schools. A school nurse or trained personnel, as defined in State law, may administer an undesignated epinephrine injector to a person when they, in good faith, believe a person is having an anaphylactic reaction.

Undesignated Opioid Antagonists

The district maintains a supply of undesignated opioid antagonists and provides or administers them as necessary according to State law. Opioid antagonist means a drug that binds to opioid receptors and blocks or inhibits the effect of opioids acting on those receptors, including, but not limited to, naloxone hydrochloride or any other similarly acting drug approved by the U.S. Food and Drug Administration. Undesignated opioid antagonist is not defined by the School Code; for purposes of this policy it means an opioid antagonist prescribed in the name of the District or one of its schools or obtained by the District without a prescription. A school nurse or trained personnel, as defined in State law, may administer an undesignated opioid antagonist to a person when they, in good faith, believe a person is having an opioid overdose. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law. See the website for the Ill. Dept. of Human Services for information about opioid prevention, abuse, public awareness, and a toll-free number to provide information and referral services for persons with questions concerning substance abuse treatment.

Opting out of Undesignated Medication Use (Epinephrine, Opioid Antagonists)
Parents/guardians requesting that his or her student shall not be administered these drugs under any circumstances must submit a written request to the health office.

Physical Education Excuse/Waiver

An excuse from physical education classes must be in writing and accompanied by a written recommendation from the physician with a clearance to return date.

Head Lice

District 65 follows updated guidelines from the Center for Disease Control (CDC), American Academy of Pediatrics (AAP), National Association of School Nurses (NASN), American School Health Association (ASHA), and other recognized experts who recommend that students with eggs and/or head lice remain in school. When lice are found, the student's family will be informed.

Health Office staff will follow up to make sure the child is treated appropriately. If the student is not treated appropriately, the child will not be able to come to school. Visit the **Health Services lice procedures web page** for more information.

Communicable Disease

Parents/guardians are required to report any incidence of communicable disease to the school health office personnel. Reportable communicable disease information which may also include those who may have been in contact with an infected individual will be released to the local health department as required by the Illinois Department of Public Health. Students with chronic communicable disease have all rights, privileges and services provided by law and Board policies and the District's obligation to safeguard these rights while managing health and safety for all District students.

A student known to have a chronic communicable disease will be evaluated to determine whether there is a high risk of spread of disease. The Health & Wellness Services team works with local, regional, or state health officials, the family physician, the student, the student's teacher, and the student's parent/guardian to establish the most appropriate educational program.

Vision and Hearing Screenings

Vision screenings are done annually for students in preschool, special education, kindergarten, second, and eighth grade, as well as for students new to the District. Hearing screenings are done annually for students in preschool, special education, kindergarten, first, second, and third grade. Either screening also may be requested by a parent or teacher.

Wellness

District 65's wellness policy, district wellness council, and school wellness teams promote healthy eating, physical activity, nutrition education, and wellness. Families and students are welcome and invited to participate in the school wellness teams that help organize site-based activities and events to promote wellness goals. Families are asked to select healthy, store-bought and labeled, offerings for school snacks and school-sponsored events, including fundraisers. All food served to students must meet the U.S. Department of Agriculture's Nutrition Smart Snacks rules. These nutrition guidelines can be found in District 65's Wellness Policy or online. More information is available on the district website.

Suicide and Depression Awareness and Prevention

Protecting the health and well-being of all students is of utmost importance to School District 65. The Board of Education has adopted a suicide prevention policy which will to protect all students through the following steps:

1. Students will learn about recognizing and responding to warning signs of depression in friends and in themselves. They will also learn better coping skills and become familiar with the support systems in our school. They will be taught how to seek help for themselves and others.
2. Each school will designate a suicide prevention coordinator(s)/ social worker to serve as a point of contact for students in crisis and to refer students to appropriate resources.
3. When a student is identified as being at-risk, they will be assessed by a school employed psychologist or social worker according to district procedures. The student will receive help in connecting with appropriate local resources.

4. All students will be expected to help create a school culture of respect and support in which students feel comfortable seeking help. The suicide prevention efforts will be coordinated with the building PBIS initiatives to ensure a positive climate.
5. Students are encouraged to tell any staff member if they, or a friend, are feeling suicidal or need help. They should also know that because of the life or death nature of these matters, privacy and confidentiality concerns are secondary to seeking help for those in crisis.

For a more detailed review of the District 65 policy, please see the full policy.

When Should a Child Remain Home

When a child has a fever, severe coughing, red and running eyes, sore throat, swollen glands in the neck, skin rash, unusual pallor, dizziness or faintness, nausea and vomiting, diarrhea, aches (such as earache, backache, stomach ache) or severe pain anywhere, these are signs of illness and the child should be kept home from school. If a student is at school and not feeling well enough to stay, the Health Office personnel will notify the parent/guardian who will be expected to take the child out of school for at least that day.

The parent/guardian must be available or name a responsible adult who will be available to pick up their student. ***Note: A student with a fever cannot return to school until the child is fever-free for 24 hours without the use of medication.***

Attendance, Absence, and School Closings

D65 has set ambitious but realistic district-wide attendance goals:

- For schools under 95%, increase attendance to 95% or better.
- Decrease the chronic truancy rate at district schools.
- Decrease the chronic absence rate at district schools

Attendance

Attending school every day is an important part of a successful school experience. Any person having custody or control of a child who is enrolled in grades kindergarten through 12 in the public school shall cause the child to attend the public school in the district wherein he/she/they resides when it is in session during the regular school term, unless the child is excused under paragraph 2, 3, 4, 5, or 6 of Section 26-1 of this Code (105 ILCS 5/26-2). Parents/guardians are responsible for ensuring that their child attends school and must authorize any absences from school, notifying the school in advance or at the time of the student's absence.

Valid Reasons for Student Absence

D65 recognizes six reasons for an absence to be considered excused:

- Student illness
    - This includes mental or behavioral health (As of January 1, 2022, absences can be attributed to mental or behavioral health for up to five days based on Public Act 102-0321).
- Observance of a religious holiday (absence note required)
- Death in the immediate family
- Family emergency
- Circumstances which cause reasonable concern to the parent for their child's safety or health (must be approved by the principal)
- Other situations beyond the control of the student (as determined by principal)

Excused Absences

When your student must stay home from school, follow D65 procedures to notify the school and provide a valid explanation so your student is not considered truant.

Unexcused Absences

When a student misses school and the student's family/guardian has not communicated a valid reason for the absence to the school, the student is considered truant.

Absence Reporting

If a child will be absent, their parent/guardian is required to call the school and report the absence by providing the name of child, grade, homeroom teacher, and reason for absence. To report an absence, please call the main number of the school and follow the automated reporting instructions. **Families have up to 72 hours to report an absence. If no contact is made with the parent/guardian, the absence will be recorded as unexcused and will not be adjusted at a later date.** When a student returns to school, a note explaining the absence should be sent with the child.

If a student will be absent for one week or more, families should communicate with the classroom teacher to arrange for completion of missed classroom work and assignments. Teachers are only required to provide assignments during excused absences and suspensions. Excessive absences and tardies will be called to the attention of the parent/guardian through automatically generated attendance notices and addressed by school and district staff. If a student is excessively absent whether excused or unexcused, district interventions may occur to address the student's attendance. Students who are absent 10% or more of the time during a calendar school year are considered chronically absent.

Students are permitted to leave during the regular school day only when authorized by the Principal after receipt of a written note from their parent/guardian requesting permission for the student to leave, and when the student is picked up from the school office.

Parents/guardians provide emergency contact information at registration, including the person(s) to contact in the event of their child's illness or absence. Please ensure that contact information, including emergency contacts, is kept current. Changes in address or emergency contact information may be updated in the Parent Portal, sent via email to **registrationinfo@district65.net**, or shared with the school office.

Vacation Attendance Policy

Families can plan vacation travel and other commitments during holidays and on other non-attendance dates. For non-attendance dates during the school year, view the **District 65 Calendar**.

Home/Hospital Services

If a physician anticipates that a student will miss 10 days of school or that the student has a chronic medical condition that will cause the student to have sporadic attendance, home hospital tutoring may be provided. Parents must obtain a written request using the Illinois State Board of Education Medical Certification for Home/Hospital Instruction form from

the family physician for these services. Tutoring by a certified teacher for a minimum of five hours per week can be provided. The tutor will collaborate with the child's teacher(s) to ensure appropriate instruction and assignments are provided during this time. For more information, please contact the Student Services Department at (847) 859-8090.

Truancy

Continuous daily attendance is necessary for overall student success in school. District 65 is committed to all of our students having a 95% or higher attendance rate. Parents/guardians are expected to stay in communication when a student is out for any reason. When attendance issues arise interventions will take place to support improving student attendance.

In the State of Illinois when a student has (9) or more unexcused absences the student is considered chronically truant. When a student has (18) or more absences, excused or unexcused, the student is considered chronically absent. District 65 communicates with parents/guardians regarding their child's absences via emailed attendance notices during the school year.

If a student's attendance does not improve after notices have been sent, the following interventions may take place; a follow up phone call, a parent/staff meeting held at school, school or a referral to the North Cook Regional Office of Education Truancy Officer.

Emergency School Closing

District 65 makes every attempt to hold school on scheduled days. In the event an emergency requires closing school early after the school day begins, parents/guardians will be notified. No child will be released early unless permission is granted.

In addition to parent/guardian notification, the Evanston and Skokie police departments and news media will be notified of early dismissal. Sufficient personnel will remain on site to supervise children who are unable to go home. In the event of an unscheduled early dismissal or if a decision is made to cancel school before the school day begins or to delay the start of school (e.g., inclement weather) parents/guardians will be notified via automated voice calls (please keep your contact information up-to-date), email, text message, website and social media posting. Also, stay tuned to local television or radio broadcasts in addition to local news sources.

In the event an emergency condition makes it necessary for a school or schools to extend the school day, children will be kept at school until it is deemed safe to dismiss. Parents/guardians will receive notice of the decision.

In the event of a school emergency evacuation, students will be moved to a secure site and

will be released to a parent, stepparent, guardian, custodian or emergency contact listed in the student's official record (unless there is an unexpired Court Order prohibiting contact with that person). Release will occur upon presentation of a valid picture ID with the name and address as it appears on file with District 65. Families are responsible for updating contact information in the student's record via the parent portal site.

Students practice evacuation, lockdown, and other emergency drills, including bus evacuation drills each year. Each school has an emergency/crisis response plan on file at the school and meets with local area first-responders to review, coordinate efforts and prepare for a disaster/crisis at an individual school, multiple schools, or community-wide.

Late Start

If appropriate based upon weather conditions, the Superintendent may decide to delay the start of the school day by two hours. If this occurs, all schools in the district will open for students two hours after their normal start time, and will dismiss at the regular time.

Busing will be provided to students on an adjusted schedule with all morning pick-up times delayed by two hours (e.g., if the regularly scheduled pick-up time is 8 a.m. the adjusted pick-up time will be 9:30 a.m.). Please ensure your child is at their bus stop two hours after their normal pick-up time. Morning preschool classes at JEH, before-school classes, and before-school childcare will be canceled if there is a late start to the school day.

No transportation to or from ETHS will be provided on Late Start days. In the event of a late start, families will be notified via phone and email. This information will also be posted on the **District website** and social media pages.

Emergency Contact Information

Emergency contact information is provided at registration and kept on file in the school office and must be kept current. A change of phone number or email may be provided by the parent/guardian through the **Parent Portal**, via email to **registrationinfo@district65.net**, or provided to the school office.

Parent/Caregiver Involvement

Family Conferences

Scheduled parent/caregiver-teacher conferences occur in October and February. Parents/guardians are also encouraged to call or meet with their child's teacher whenever questions arise or there is a need to discuss their child's progress.

Parent/Caregiver Involvement for Title 1 Programs

District 65 uses federal Title I program resources at schools eligible for additional support to address the needs of students in those buildings. This program provides additional reading and/or mathematics for students in need of extra help as well as provide resources to benefit the entire school community. Other resources provided through Title I include summer school programs, social emotional development, classroom supplies and parent engagement activities. If you have questions about Title I at your child's school, please inquire with the school's principal.

Parent Teacher Association (PTA)

Each school has an active parent-teacher association comprised of family, faculty and staff volunteers with officers elected by its membership that meets on a regular basis to exchange ideas and concerns related to children, family, and school. Local PTAs facilitate parental involvement in school and work closely with the school principal to plan, promote, and host a number of events, fundraising activities, and school improvement projects throughout the year that support the school. Many PTAs have pages on the school website and maintain listservs to keep parents/guardians and alumni informed about important happenings at the school.

Local school PTAs and the ETHS PTSA are members of the Evanston/Skokie PTA Council that serves as the umbrella association for District 65 and District 202 PTA's and PTSA's. According to the PTA Council website, ptacouncil.org, the role of the Council is to gather and disseminate information among member PTAs from local, district, state and national school PTAs, from the school boards and District administrators, provide a venue for networking and idea exchange, and produce parent/community programs.

Bilingual Parent Advisory Committee (BPAC)

A Bilingual Parent Advisory Committee (BPAC) represents the interests of English learner (EL) students in Transitional Bilingual Education (TBE) program(s), which in District 65 is native Spanish speaking parents and caregivers of students enrolled in EL services. Its purpose is to ensure the District recognizes their voices and acts to meet their needs.

This committee's role is advisory; it focuses on assisting bilingual parents and community members better understand how bilingual programming works so they may advocate for the academic needs of their students. Additionally, it offers a detailed overview of the bilingual programs available, provides access to important resources, and encourages continued involvement in the school district. Through such efforts, a BPAC can strengthen a community's investment in the outcomes related to EL students in TBE program(s).

The Multilingual Department publicly announces and recruits members for the first BPAC meeting of the school year, which will take place before October 31st of each school year. There will be a minimum of four BPAC meetings a school year. The committee is designed to operate autonomously from the District, with support provided by the District through training and logistic support. Additional information about the BPAC is available on the District 65 website.

Families/Guardians/Visitors

To ensure the safety of school personnel and students, all visitors are required to report to the main office, produce a form of personal identification, sign in, and receive a Visitor Identification Badge which must be worn during the visit. Visitors must report to the main office to sign out. Persons on school property without permission will be directed to leave and may be subject to criminal prosecution.

The District promotes mutual respect, civility, and orderly conduct among employees, parent/guardian(s), and the public. More detailed information about behavioral expectations while on school property is available in School Board Policy 8:30 – Visitors and Conduct on School Property (see District website for more information and the complete policy). Failure to observe the behavioral expectations on school or District property may result in ejection and denied admission to future events or meetings for up to one calendar year.

State law prohibits a child sex offender from being present on school property or loitering within 500 feet of school property when persons under the age of 18 are present, unless the offender:

1. Is a parent/guardian of a student attending the school and the parent/guardian is: (i) attending a conference at the school with school personnel to discuss the progress of his or her child academically or socially, (ii) participating in child review conferences in which evaluation and placement decisions may be made with respect to his or her child regarding special education services, or (iii) attending conferences to discuss other student issues concerning his or her child such as retention or promotion and notifies the Principal of his or her presence at the school, or

2. Has permission to be present from the Board of Education, Superintendent or Superintendent's designee. If permission is granted, the Superintendent or Board President shall provide the details of the offender's upcoming visit to the Principal.

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

Student Achievement, Assessment, and Reporting

Kindergarten Individual Development Survey (KIDS)

KIDS is a research-based observational assessment tool for teachers to document and reflect on the learning, development, and readiness of all children in kindergarten. KIDS aligns with the Illinois Early Learning and Development Standards. KIDS assesses students on 14 measures including Approach to Learning, SEL, Foundational Literacy and Cognitive Math.

Illinois Assessment of Readiness in Grades 3-8 (IAR)

The State of Illinois uses the Illinois Assessment of Readiness for state accountability purposes and to provide teachers and parents with information about students' progress toward attaining skills and knowledge specified in the Common Core State Standards. This computer-based assessment measures students' acquisition of knowledge and development of skills in the areas of English language arts/literacy and mathematics. Students in grades three through eight are tested in the spring. Results will be shared with families once they become available.

Dynamic Learning Maps (DLM-AA)

The DLM alternative assessment lets students for whom the Illinois Assessment of Readiness is not appropriate, even with accommodations, show what they know in ways that traditional multiple-choice tests cannot. Students whose individualized education plans specify that DLM should be used in place of the Illinois Assessment of Readiness are tested in the spring. Students in grades three through eleven are tested in English Language Arts and Math. In addition, students in fifth, eighth, and eleventh grade are tested in Science. Results will be shared with families once they become available.

Illinois Science Assessment (ISA)

The State of Illinois uses the ISA for state accountability purposes and to provide teachers and parents with information about students' progress toward attaining skills and knowledge specified in the Next Generation Science Standards. This computer-based assessment measures students' acquisition of knowledge and development of skills in science. Students in grades five and eight are tested in the spring. Results will be shared with families once they become available.

Assessing Comprehension and Communication in English State-to-State (ACCESS)

The ACCESS measures English language proficiency, including listening comprehension, speaking, reading and writing skills for English Learners (ELs) in grades K-8. All students who have limited English proficiency are tested until they reach a score prescribed by the

state as having achieved English language proficiency. An Alternate ACCESS for ELs is available for students with the most significant cognitive disabilities who cannot meaningfully participate in the standard ACCESS assessment, even with accommodations.

STAR Early Literacy and STAR Reading
STAR Reading and STAR Early Literacy assessments are administered in grades kindergarten through eight during the fall, winter, and spring. These short, computer-adaptive tests measure foundational reading skills and overall reading proficiency, helping educators identify students' instructional levels and monitor their progress over time. STAR Early Literacy(K-2) is designed for emerging readers, while STAR Reading(3-8) provides data on comprehension and vocabulary for fluent readers. Assessment results are available to teachers online and are used to support targeted instruction. Printed copies of individual student results are shared with families. More information about the STAR assessments can be found on the D65 Assessment Hub site.

I-Ready Math Diagnostic
i-Ready Math Diagnostic is administered in grades kindergarten through eight during the fall, winter, and spring. This computer-adaptive assessment identifies each student's current level of math understanding and pinpoints specific strengths and areas for growth across key domains such as numbers and operations, algebraic thinking, and geometry. The results help determine whether students are performing on, above, or below grade level and support teachers in designing targeted instruction to meet individual needs and monitor growth over time. Assessment results are available to teachers online. Printed copies of individual student results are shared with families. More information about the i-Ready Math assessment can be found on the D65 Assessment Hub site.

Physical Fitness Assessment

Students in grades 3-8 (4-8 for aerobic capacity) will be tested in fall and spring to determine their level of physical fitness in the following areas: aerobic capacity, flexibility, muscular endurance and muscular strength. Fitness testing can help students identify their fitness levels and set goals for improvement.

State law also requires the district to report spring data, in aggregate only, to the State Board of Education for each of the four tests outlined above. No individual student data is reported to the State. Instead, the district reports the following for grades 5 and 7: the number of students tested by grade and gender identity, the number of students that achieved a healthy fitness zone by grade and gender identity, and the number of students that were identified as needing improvement by grade and gender identity.

U.S. and Illinois Constitution Test

Illinois School Code requires instruction in history and social studies courses which analyze the principles of representative government, the Constitution of both the United States and the State of Illinois, and the proper use of the flag. The teaching of history

includes study of the roles and contributions of members of ethnic groups and genders in the history of this country and state. No student is certified for graduation without passing an examination upon such subjects. Students are tested during the second trimester of seventh grade at the conclusion of the Constitution unit.

ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL)
The AAPPL (Assessment of Performance toward Proficiency in Languages) is a test that measures how well students are learning a language. It looks at four key skills: listening and Speaking in conversations, reading, writing, and listening for understanding. These skills are based on national standards for language learning and are grouped into three main areas: understanding, speaking/writing, and interacting with others.

The full test takes about two hours to complete. However, each part can be given separately, depending on what the school chooses. Middle Schools, grades 6th-8th take this assessment in Spanish for all students who are in Spanish Language Arts classes and were in TWI K-5 programs or are Spanish speaking. Students receive scores that show their level of language performance, based on national guidelines. Evanston Township High School uses eighth grade scores for placement in Spanish classes for freshman year.

Student Report Cards

Report cards inform students and their parents/guardians about academic and personal expectations, strengths, challenges, progress, and concerns. They are issued and sent home at the end of each trimester. The report card is not a stand-alone instrument. It should be used in conjunction with parent-teacher conference information, student work, assessment data, and other communications between the family and the teacher.

State School Report Cards

Annually the State of Illinois issues a report card for the District and each of its schools that provide demographic information, assessment results, teacher experience, and comparison data for all State of Illinois schools. The previous year report cards are available on the District website and at **www.illinoisreportcard.com**. The most current year's report card will be available on October 30.

Teaching, Learning and Special Programs

The teaching and learning team commits to this work as we strive to achieve the following vision:

All students are building agency to meet or exceed grade level expectations by engaging in differentiated, standards-aligned learning within equitable environments that attend to students' social-emotional needs.

Teaching and Learning

District 65's educational professionals help students experience a high quality curriculum focused on the demands of grade level state standards while using what we know about students' knowledge and skills to provide the necessary scaffolds and differentiation to support learning for each student.

PRE K – IL EARLY LEARNING STANDARDS	KINDERGARTEN – SECOND	THIRD-FIFTH	SIXTH	SEVENTH - EIGHTH
Literacy	Literacy and Language Arts	Literacy and Language Arts	Literacy and Language Arts	Literacy and Language Arts
Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
Science	Science and Computer	Science and Computer Science	Science	Science

	Science (2nd)	(3rd and 5th)		
Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
Music and Art	Fine Arts: Art, Music, and Drama	Fine Arts: Art, Music, and Drama	Fine Arts: Art, Media Arts, Drama, and Music	Fine Arts: Art, Drama, Music
Library	Library	Library	Advisory, AVID, Spanish Literacy and Language Arts	World Language, AVID, Spanish Literacy and Language Arts
Social Emotional Learning	Social Emotional Learning/Equity(K-1st)	Social Emotional Learning/Equity (4th)	Social Emotional Learning (embedded in Advisory)	Social Emotional Learning (embedded in courses)
Physical Education	Physical Education	Physical Education	Physical Education	Physical Education

Most District 65 students receive instruction in general education classrooms, where instruction is differentiated to meet student needs across a spectrum of learning abilities.

The District embraces a philosophy of inclusion for all students, including students with disabilities (see special education information in this Handbook).

Online links to textbook series, student curricular resources, and more information is available on the **District website**.

Bilingual Education

Bilingual education programs serve students from many different language backgrounds. The District's bilingual education programs are established in accordance with state guidelines and offer resident English Learners (ELs) an opportunity to develop high levels of academic attainment in English and meet the same academic content and student academic achievement standards that all children are expected to attain. Parents/guardians of ELs will be: (1) given an opportunity to provide input to the program, and (2) provided notice about their child's placement in and information about the District's EB programs. Please check out the **Multilingual Team website** for more information on the different Bilingual Education programs.

Multi-Tiered System of Support (MTSS)

District 65 believes a Multi-Tiered System of Supports(MTSS) framework will help achieve our school and community's commitment to this mission. MTSS is a **problem-solving** and **prevention** model with strong evidence of success. MTSS uses data-based decision making to inform academic and behavioral instruction and intervention based on individual student needs.

Academic MTSS is focused on supporting students in Math and Literacy, typically in the language of instruction. Behavioral MTSS is focused on building social-emotional skills for all students, and providing additional support for students as needed.

Special Services/Special Education

Under the Individuals with Disabilities Education Act (IDEA), all children with disabilities ages 3 to 21 are entitled to a Free Appropriate Public Education (FAPE). In District 65, we are committed to providing high-quality educational programs and services for children with disabilities from age 3 through 8th grade—or up to age 15 if the student has not yet completed 8th grade and requires continued support.

IDEA lists different disability categories under which children may be eligible for services. For a child to qualify for services, the disability must adversely affect the child's educational performance and necessitate specially designed instruction and/or related services in order for the student to make progress in the general education curriculum. Students may qualify for services under one or more categories: autism, cognitive disability, developmental delay, emotional disturbance, hearing impairment, orthopedic impairment, other health impairments, specific learning disability, speech and/or language impairments, traumatic brain injury, visual

impairment, deaf-blindness, and/or multiple disabilities.

Eligibility is determined through a Case Study Evaluation, which involves a team of professionals assessing the child's needs. If the child qualifies, an Individualized Education Program (IEP) is developed in collaboration with the family. This plan outlines the child's strengths, learning goals, services needed, and how progress will be measured.

District 65 is dedicated to providing services in the Least Restrictive Environment (LRE)—this means we aim to support students in general education classrooms whenever possible, alongside their peers without disabilities. The specific services and supports each child receives are determined at their IEP meeting, based on their individual needs. Some of the related services available to eligible students include: speech and language therapy, social work, vision, hearing, occupational therapy, and physical therapy.

Our goal is to ensure every child receives the support they need to learn, grow, and thrive. More information is available from the Student Services Department by calling (847) 859-8090 or the **Student Services section of the District website**.

Section 504

Section 504 of the Rehabilitation Act of 1973 is a federal civil rights law that protects individuals with disabilities from discrimination in schools and other programs receiving federal funding. Under Section 504, students with disabilities must be given equal access to educational opportunities.

A student who is found eligible under Section 504 may receive a 504 Plan. This plan outlines specific accommodations and/or modifications that support the student's ability to fully participate in school activities and access the general education curriculum.

Each 504 Plan is developed by a school-based team and tailored to the student's individual needs. The plan is reviewed regularly and updated as needed to ensure continued access to learning.

For more information, please contact the school or the Student Services Department at (847) 859-8090.

Student Records

School student records are confidential and information from them shall not be released except as provided by law. Student information is collected and maintained in a manner to provide professional staff with necessary information and protect the privacy rights of students and families. All reasonable measures are taken to prevent unauthorized access to or dissemination of student information.

Student records are collected, stored and released in accordance with procedures that comply with the **Family Educational Rights and Privacy Act (FERPA)** regulations, Illinois School Student Records Act (ISSRA), and school board policies.

What is a Student Record?

Any record containing personally identifiable information or other information that would link the document to an individual student is a school student record if maintained by the District, except (1) information kept in the sole possession of a school staff member and not revealed to any other person except a temporary substitute teacher, provided the records are destroyed not later than the student's graduation or withdrawal from the school, and (2) information kept by law enforcement officials working in the school.

Permanent records, which contain biographical information and academic transcripts, are kept in the District for 60 years after the student has transferred, graduated or permanently withdrawn from school. Temporary records, which include all other relevant information not in the permanent records, are kept by the District for five years after a student graduates or transfers. **Click here for more specifics of the categorizations of temporary versus permanent records**.

Rights and Procedures for Challenging the Content of Student Records

Parents/guardians may challenge the accuracy, relevance, or propriety of any entry in a student record except for academic grades and references to expulsions or out-of-school suspensions.

Requests for a hearing to challenge a record must be made in writing and Request to Inspect, Copy, or Challenge forms are available. Completed forms should be given to the school principal if the student is currently enrolled in the District or to Registration Office staff if the student is no longer enrolled in the District.

An informal conference will be scheduled within 15 days of receipt of the request for a hearing. If the challenge is not resolved at the informal conference, formal procedures will be initiated.

Possible outcomes regarding the challenged contents include retention of the content, removal of the content, or the content being changed, clarified, or added.
Parents/guardians may insert in their child's record a statement of reasonable length setting forth their position on any disputed information contained within the record.

The results of the formal hearing may be appealed through the Regional Superintendent.

Right to Control Access and Release of Student Records

Parents/guardians can release their child's records by providing written consent designating to whom the records may be released, the reason for release, and the specific records to be released. Requests must be made in writing using a Consent to Release Records forms. Completed forms should be given to the school principal if the student is currently enrolled in the District. If the student is no longer enrolled in the District, please complete the online records request form. By law, the records department has up to 10 business days, after receipt by the records custodian, to complete the request. The deadline/timeframe may be extended under certain qualifying situations."

The records of a student can be transferred from school to school in which the student has enrolled or intends to enroll upon request of the new school or the student and upon consent by or notice to the parent.

District 65 has an agreement with Evanston Township High School (ETHS) for graduating 8th graders and students enrolled in certain courses at ETHS to send student information, including: basic identifying information, family background information, program participation, attendance information, 7th and 8th grade report card information, state assessment and achievement test results from both 7th and 8th grades, health records and health-related information, student intervention plans from 7th and 8th grades, special education files and/or bilingual information if applicable, and teacher recommendations.

If a child is to attend a high school other than ETHS, the parent/guardian must complete the Consent to Release Records form indicating where the records should be sent. This form is available in the school office.

There are some situations when the District will release student records without parental consent. For example, if required to do so by law or pursuant to a court order. In each such case, the parent/guardian will receive written notice of the release and an opportunity to inspect, copy or challenge the records to be released.
In the case of an emergency (i.e., a clear and significant threat to the health or safety of a student or other individual), information may be released without parental consent. The

parent will be notified no later than the next school day after the information is released. Parents/guardians will be informed of the date of release, the person, agency, or organization receiving the information, and the purpose of the release.

Information may be released without parental/guardian consent or notification in the following situations:

1. Employees or officials of the District or the State Board of Education who have a current educational or administrative interest in the student;
1. Any person for research, statistical reporting, or planning purposes provided it is permissible and undertaken in accordance with the Family Educational Rights and Privacy Act and no student or parent can be identified from the information;
2. Juvenile authorities when necessary for the discharge of their official duties who request information prior to the adjudication of the student and who certify in writing that the information will not be disclosed to any other party except as provided under law or order of court;
3. A governmental agency or social service agency contracted by a governmental agency in furtherance of an investigation of a student's school attendance pursuant to the compulsory student attendance laws provided the records are released to an employee or agent designated by the agency;
4. Reciprocal reporting committee members under narrow circumstances specified in the Student Records Act;
5. To the state Board or another state government agency but only to the extent that the release is consistent with the Family Educational Rights and Privacy Act.

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 that the individual may obtain through the exercise of any right secured under the Student Records Act.

Destruction of Records

Temporary records are maintained for five years after a student leaves the District and the permanent records are maintained for sixty years. Prior to a student's transfer or withdrawal from the District, the parent/guardian shall sign a Notification of Records Destruction form stating when the student's records are to be destroyed. Families with graduating 8th graders will receive a notification letter by email or mail. The

parent/guardian or eligible student has the right to copy the contents of the student's records prior to their destruction. Temporary records that are of continued assistance to a student with disabilities may be transferred after five years to the parent/guardian or eligible student.

Directory Information

According to the Family Educational Rights and Privacy Act and School Code, the District may release directory information to the public, as permitted by law, but a parent/guardian has the right to object to such disclosure of their child's information.

Directory information is limited to student name, address, gender, grade level, date and birthplace, yearbook photo, and parent/guardian name(s) and address(es), email address(es), phone number(s), and information in relation to school sponsored activities and sports, dates of school attendance, and academic awards, degrees, or honors.

The Privacy of Student Information section on the registration form speaks to the release of Directory Information. Families who do not want the District to disclose their child's directory information must indicate 'no' on the form. Consent can be changed at any time by contacting the Student Assignment, Registration and Records Department at **registrationinfo@district65.net**.

Surveys of Students

As outlined in School Board Policy 7:15 Student and Family Privacy Rights, any survey requesting personal information from students or used to collect personal information from students, regardless of whether the student answering the questions can be personally identified and regardless of who created the survey, must advance or relate to the District's educational objectives and in accordance with the board policy must have prior approval.

Surveys by Third Parties

Before a school official or staff member administers or distributes a survey or evaluation created by a third party to a student, parent/guardian may inspect the survey or evaluation, upon their request and within a reasonable timeframe of request. This applies to every survey: (1) that is created by a person or entity other than a District official, staff member, or student, (2) regardless of whether the student answering the questions can be identified, and (3) regardless of the subject matter of the questions.

Surveys Requesting Personal Information

School officials and staff members will not request, nor disclose, the identity of any student who completes any survey or evaluation (created by any person or entity,

including the school or District) containing one or more of the following items: (1) political affiliations or beliefs of the student or the student's parent/guardian; (2) mental or psychological problems of the student or the student's family; (3) behavior or attitudes about sex; (4) illegal, anti-social, self-incriminating, or demeaning behavior; (5) critical appraisals of other individuals with whom students have close family relationships; (6) legally recognized privileged or analogous relationships such as those with lawyers, physicians, and ministers; (7) religious practices, affiliation, or beliefs of the student or student's parent/guardian; (8) income other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.

Parents/Guardians can have access to questions asked on student surveys such as Panorama and 5Essentials by visiting the district's Research & Survey Guidelines webpage.

Students can opt out by refusing the survey or the parent/guardian can let the principal know in advance in writing.

Selling or Marketing Students' Personal Information is Prohibited

No school official or staff member shall market or sell personal information concerning students (or otherwise provide that information to others for that purpose). The term "personal information" means individually identifiable information including: (1) a student or parent's first and last name, (2) a home or other physical address (including street name and the name of the city or town), (3) a telephone number, (4) a Social Security identification number or (5) driver's license number or State identification card.

The above paragraph does not apply: (1) if the student's parent(s)/guardian(s) have consented; or (2) to the collection, disclosure or, use of personal information collected from students for the exclusive purpose of developing, evaluating or providing educational products or services for, or to, students or educational institutions.

Notices to Parents/Guardians

Parents/guardians will be notified in advance of any activities set forth above, in which personal information is collected or used, as described above, and how to inspect any materials. Additionally, parents will be notified in advance of any survey in which personal information, as described above, is scheduled or expected to be scheduled and how to request access to the survey. Parents/guardians will have the right to "opt out": (1) activities involving collection, disclosure, or use of personal information obtained from students for the purpose of marketing or selling or otherwise distributing the information

to others or (2) any survey requesting personal information (as described above), regardless of funding.

Instructional Materials

A student's parent may inspect, upon their request, any instructional material used as part of their child's educational curriculum, within a reasonable time of their request.

Report Violations

Any parent/guardian or eligible student who believes their rights have been violated should notify the District's Director of Research, Accountability, and Data.

Acceptable Use Agreement

Students will receive instruction aligned with Illinois-mandated units of study on internet safety and computer literacy. This includes opportunities to build computer literacy skills across grade levels, as well as instruction on internet safety. Students will also learn about appropriate online behavior, including, but not limited to (1) interacting with others on social networking sites and in chat rooms, and (2) cyberbullying awareness and response.

Appropriate Internet access is the shared responsibility of the school, the student, and the family. At the time of registration, parents and guardians must acknowledge that they have reviewed the Acceptable Use Agreement with their child and agree to the guidelines outlined within. The Agreement is available on the District website under the 'Families' tab.

Parents and guardians are responsible for managing their child's device and internet use outside of school. To support families, District 65 offers resources such as Apple Screen Time (for iPads) and the Securly Home app, which allow caregivers to set limits, monitor activity, and block certain websites when students are using district-issued devices at home. Support for families can be found on the District website. In the event that out-of-school online behavior negatively impacts the school environment, the District reserves the right to act in accordance with District policies and rules. These include consequences identified if a student or staff member engages in hazing, harassment, bullying, or other inappropriate or prohibited behavior.

District 65-issued devices and accounts are provided to students as learning tools to support and enhance instruction across grade levels and content areas. Students are expected to use their district-issued accounts—and only those accounts—when accessing digital tools and resources on district devices. These tools are to be used as directed by educators for learning purposes.

All apps and platforms available to students on district devices have been reviewed and approved based on their alignment with curricular goals and compliance with data privacy laws, including the Student Online Personal Protection Act (SOPPA), which safeguards student personally identifiable information (PII). Internet use and online behavior must always reflect responsible and appropriate use aligned with District 65 expectations.

As part of annual student fees, families pay a technology fee that provides Device Protection Plan coverage for district-issued student devices. This plan covers up to two claims per school year for accidental damage or loss, such as cracked screens, broken ports, or missing accessories. Students are expected to take care of their devices and use them responsibly, following staff direction. If a device is damaged or lost, the student should notify their teacher right away so that Technology Services can coordinate any needed repairs or replacements.

Device Expectations for All Students (K–8)

District-issued devices are important tools for learning, not entertainment. Students should follow these expectations to help keep devices in good condition and use them responsibly during the school day.

Using Your Device for Learning

- Use your device only for school-related activities, as directed by your teacher.
- Do not play games, watch videos, or listen to music unless your teacher says it's part of a lesson or learning opportunity.
- Use only district-approved apps and websites. Do not search for or use unapproved games or sites that are not part of your schoolwork.
- Use cameras and video tools only for schoolwork. If your project involves taking pictures of others, always ask permission first.

Respecting Your Device and Others

- Handle your device with care: Carry it with two hands, open and close it gently, and always place it on a desk or table.
- Walk safely with your device—screen off and case closed.
- Do not touch someone else's device. If you're working with a partner and need to model or show something, ask permission first.
- Keep devices out of locker rooms and restrooms at all times.

Following Classroom Routines

- Charge your device at home each night so it's ready for learning the next day. At school, follow your teacher's directions for when and where to store or charge your device during the day.
- In Grades K–5, follow your teacher's directions about when and where to bring and store your device.
- In Grades 6–8, bring your device to each class, and store it in your locker during lunch and recess.
- Keep Bluetooth turned on so teachers can connect your device to learning tools like Apple Classroom.

Required Notifications

Americans with Disabilities Act (ADA) Compliance

Individuals who require assistance or services due to a disability are asked to notify the Superintendent or Principal in advance of a school visit. Notification, including what services are required, is requested as far in advance as possible of the school-sponsored function, program, or meeting. Individuals who have a disability who allege a violation of the Board's policy or federal law may report such alleged violation to the Superintendent, as the Title II Coordinator of the ADA, or by filing a grievance under the Uniform Grievance Procedures. The ADA complaint manager can be reached at (847) 859-8090.

Asbestos Management

District 65 completed its required annual notification to the Illinois Department of Public Health of inspections and management plans for asbestos-containing materials. All schools are monitored with six-month inspections. The U.S. Environmental Protection Agency, Asbestos Hazard Emergency Response Act requires a three-year inspection. The last inspection was conducted in 2016. Copies of the reports and management plans are available to review at all schools and the District's Buildings & Grounds facility at 2017 Greenleaf Street, Evanston.

Integrated Pest Management Notification

In accordance with (225 ILCS 235/10.2) (from Ch. 111.5, par. 2210.2) and the Illinois Department of Public Health, Evanston/Skokie District 65 complies with Integrated Pest Management under the Illinois Structural Pest Control Act. Those who wish to register for Notice of Pest Control Treatment may do so by contacting the District's Buildings and Grounds Facility at (847) 424-2420.

Sex Education and Curriculum Regarding Recognizing & Avoiding Sexual Abuse

District 65's middle school curriculum includes sex education, family life instruction, and how to recognize and avoid sexual abuse. This curriculum is designed to promote a wholesome and comprehensive understanding of emotional, psychological, physiological, hygienic and social responsibility aspects of family life. Parents/guardians may request to examine the instructional materials and course outline for this/these class(es) and/or may request that the District waive class attendance by their child in courses relates to comprehensive sex education.

Public School Choice and Tutoring

Public school choice and/or supplementary educational services, including tutoring, are no longer required under the state and federal accountability system due to an approved

statewide waiver. Families are still provided with limited school choice and specialized behavioral and academic programs as described in the Curriculum, Instruction and Special Programs section of this handbook. Pursuant to School Board policy, no individual private tutoring is provided in school buildings except as required by law. No student shall be excused from school for tutoring, and no teacher shall privately tutor a student who attends the school in which the teacher works (Policy 5:202).

Parent/Guardian's Rights to Request Teacher Qualifications

Parents/guardians may request information about the professional qualifications of a teacher instructing their child, including: (a) whether the teacher has met state certification requirements; (b) whether the teacher is teaching under an emergency or provisional certificate; (c) the teacher's college major and whether the teacher has any other advanced degree, and if so, the subject of the degree(s), and (d) whether teacher aides/paraprofessionals provide services to their child, and if so, their qualifications. Requests may be made at school or to the Human Relations Department, and a response will be provided within ten days.

Uniform Grievance Procedures

Any student, parent/guardian, employee, or community member who believes that the Board of Education, its employees, or agents have violated his/her/their rights guaranteed by state or federal constitution, state or federal statute, School Board policy, or other Acts or provisions specifically outlined in School Board Policy 2:260 shall notify one of the District Complaint Managers: Tiffany Taylor, 1500 McDaniel Avenue, Evanston, IL 60201 (847) 859-8021 or Sabine Champagne, 1500 McDaniel Avenue, Evanston, IL 60201 (847) 859-8136. More information about how to file a complaint and the uniform grievance procedures are outlined in School Board Policy 2:260, available in Section 2 of the Board Policy Manual online.

Student Behavior Response Continuum

The mission of Community Consolidated School District 65 is to educate each student to succeed in and contribute to our global community by cultivating creativity, compassion, and the pursuit of excellence. This will be accomplished in an environment that supports equity for students and is characterized by strong instructional leadership from all staff, high expectations for all students, a safe and orderly learning environment, frequent monitoring of student/staff performance, and strong staff, parent, student and community involvement and cooperation. The mission can best be fulfilled by school improvement efforts and shared decision-making at the local school level, supported by the Board of Education and Superintendent. {Board Policy 1:30}

Benefits of Restorative Practices

- Enhance classroom and school environments by focusing on developing shared values and norms, relationships, communication and responsibility among all school members.
- Promote students' social and emotional development such as self-awareness, empathy, communication, responsible decision-making, and positive relationship building.
- Develop students' language, critical thinking and problem-solving skills as well as their ability to engage in civic and peaceful dialogue to effectively manage tension and conflict.
- Improve students' engagement in learning, behavior and overall classroom management.
- Increase safety and social order in school buildings by decreasing conflict, de-escalating volatile situations, and promoting a sense of collective responsibility for students' well-being.
- Decrease disciplinary issues and disruptions, and serve as an alternative to potentially harmful exclusionary practices such as suspension and expulsion.

Prevention, Intervention and Disciplinary Responses

Discipline Framework

Within a positive framework for discipline, our district or school provides proactive, differentiated interventions for students. These interventions are aimed at addressing the root causes of students' behaviors and focus on teaching behaviors rather than excluding students for punishment. Challenging behaviors must be addressed in the context of a comprehensive, multi-level approach to behavior support that is designed to teach, nurture, and encourage positive social behaviors.

We offer academic, behavioral, mental health, and social-emotional interventions and supports for students who have fallen behind academically and/or are being disciplined. We use schoolwide positive behavior support, social-emotional learning, and restorative practices. We employ an "early warning" system to allow us to identify students who are at risk of dropping out or being pushed out of school, using a systematic review of already existing data (e.g. course failures, discipline referrals, and attendance).

We limit the use of out-of-school student discipline to keep students connected to school so that they may graduate to high school prepared to learn and to leave college- and/or career-ready. Every situation will be judged "on the merits" of that situation after gathering and analyzing the facts and surrounding circumstances carefully and objectively. Our schools redirect students to correct inappropriate behavior, teach positive and expected behaviors and minimize the possibility of the behavior escalating or recurring.

Our district or school recognizes that a safe, civil school environment is necessary for students to learn and achieve. To ensure the physical and emotional safety of all our students, our district has adopted a bullying prevention policy that is available:on the District 65 website. As part of that policy, we seek to prevent, respond to, and put an end to bullying behavior by students and adults using interventions and supports that reflect a commitment to our positive discipline philosophy. Our focus is on teaching, rather than punishing, by engaging in restorative practices to repair relationships. We emphasize age-appropriate responses that help educate and rehabilitate the student responsible, while fully addressing the impact of the bullying on the targeted student.

We employ a systematic data review process to determine if and where disparities exist, our district and schools regularly collects, analyzes and makes data public.

Approach to Student Behaviors

Our goal is to create a safe and supportive environment where all students can develop the academic, social, and emotional skills needed to become engaged citizens. Therefore, we are committed to addressing challenges in student conduct in the most constructive way possible. The goal of school discipline is to be instructional and corrective so as to increase prosocial behavior.

Out-of-school suspensions and expulsions are the most serious form of disciplinary consequence and should be used only as a last resort and for legitimate educational purposes. When an incident occurs, consideration shall be given first as to whether the incident can be appropriately addressed using a restorative practice, through behavior support practices, or through another available, appropriate intervention that will enable the student to remain in school. To prevent students from being excluded from school unnecessarily, school staff must attempt non-exclusionary discipline prior to using out-of-school suspensions or expulsions, except in exigent and emergency situations involving school safety.

Our discipline approach is tailored to the individual incident and varies in method and severity according to the nature of the behavior, the age and developmental level of the student, and the student's history of problem behaviors and performance. Our District Does Not…

- Use zero-tolerance policies that require school staff to suspend or expel students for certain behaviors except if required by law (for example, for certain offenses involving weapons). This means out-of-school suspension cannot be a minimum or required consequence for any other offense. Therefore, our district or school encourages the use of alternative approaches to zero tolerance. We support staff in delivering alternatives to suspension and expulsion, with a focus on restorative practices and the teaching of desired behaviors that will promote future success.
- Advise or encourage students to leave the school voluntarily in order to avoid formal disciplinary proceedings through either formal or informal "push out" procedures.
- Issue a monetary fee or fine as a disciplinary consequence, although students can be asked to pay for lost, stolen or damaged property.
- Use corporal punishment.
- Use restraint or seclusion for punishment or discipline.

Procedural Guidelines for Discipline of Students with Disabilities

a. Discipline rights of students with disabilities can be found in the Notice of Procedural Safeguards for Parent/Guardians of Students with Disabilities.

Student Behavior Response Continuum Guidelines

The D65 Behavior Response Continuum is a guide to assist district staff with determining the level of severity of a student(s)' behavior and the most effective form of support or intervention in response to this behavior. Below are five important steps to consider when implementing effective responses or interventions for all of our students:

1. Implement responses and interventions that maintain the continuity of students' instruction and are the most conducive to maintaining their learning environment.
2. Consider use of interventions from all levels of the behavior response continuum.
3. Review and consider a student's IEP or 504 Plan prior to implementing responses and interventions.
4. Always communicate with parents/guardians about students' behavior and subsequent interventions.
5. Document behavior in student information system.

Isolated Time Out and Physical Restraint

The use of isolated timeout and physical restraint are emergency procedures for students in crisis and are not to be used as punishment. They are to be used only as part of the continuum of interventions if included in a student's Individualized Education Plan (IEP) or Behavior Intervention Plan (BIP). Isolated time out and physical restraint are only to be used after all other interventions on the continuum of options to address the behavior and safety of students with Individualized Education Plans and Behavior Intervention Plans have failed. All full time staff assigned to provide direct services to students with Emotional Disabilities are required to be certified in the use of positive non-abrasive behavioral interventions. For more information, please review Board Policy 7:252 - Isolated Time Out and Physical Restraint.

Due Process Procedures

Our district or school implements fair, equitable and transparent due process procedures designed to give the student a full and meaningful opportunity to be heard. Suspensions and expulsions have serious, long-lasting effects on students. When these practices are being considered, schools must follow certain procedures to be sure that the student's rights are protected. These due process procedures are different depending on whether the student is being suspended or expelled, but the procedure may include:

- Investigation
- Student Meeting
- Disciplinary Alternatives
- Notice to Student

- Notice to Parents
- Suspension Conference
- Suspension Review
- Expulsion Hearing

Procedures Following Suspension and Expulsion

Our district provides alternative educational options during suspension and expulsion. A re-engagement plan should be developed following suspensions greater than four days (cumulatively or consecutively), expulsions, and transfers from alternative settings.

POST-DISCIPLINE

Our district provides the following services to help the student successfully reenter school and prevent future incidents:

i) Exit Counseling and Provision of Academic Work: School counselors will advise the student and the student's parents or guardian on what recommended steps they should take while the student is out of school to ensure the student's successful return and prevent future incidents.

ii) Academic and Behavioral Support Services: Appropriate and available support services must be provided to students who are suspended out of school for four days or more and to students on expulsion.

iii) Entrance Counseling and Re-engagement Planning: School staff will advise the student and their parents on how to catch up to where they should be academically. Schools will convene a meeting with the students and the parents within two days upon return to school from suspension, expulsion or an alternative school setting to develop a plan for ensuring that the student is successfully reintegrated into the school community. In developing a re-engagement plan, the school must consider ways to prevent future school exclusions, forms of restorative action, and supportive intervention to aid in the student's academic success.

iv) Services: School staff will recommend services the school will provide that will help the student return to and succeed in school, such as mediation.

v) Check In: School staff will prepare progress reports and check in with students every week for the first month to see if the student is having difficulties re-adjusting socially or academically. Thereafter, the social worker will meet with the student at least once every six months prior to graduation. Social workers should also regularly communicate with the student's parent or legal guardian regarding the transition process. During these meetings and conversations, the social worker will review whether the present strategies or services are the best way to help the student

readjust and prevent the need for further disciplinary measures. If not, the social worker must revise the current plan.

vi) Students with Disabilities: Students with disabilities must be provided with an appropriate education in an alternative educational setting during the period of any expulsion. School staff should contact the District Special Education Department to arrange for a prompt educational alternative, generally to start within one week. The parent should be notified of alternative educational services with the notice of expulsion.

Appearance & Attire

District 65's student dress code supports equitable educational access and is written in a manner that does not reinforce stereotypes. In District 65, dress and grooming are important components of an overall positive learning environment that prepares students for operating in a professional and educational setting.

To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently and in a manner that does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size.

Clothes must be worn in a way such that genitals, buttocks, breasts, and nipples are fully covered with opaque fabric. However, cleavage should not have coverage requirements. All items listed in the "must wear" and "may wear" categories below must meet this basic principle.

1. Students Must Wear*, while following the basic principle above:
    a. A Shirt (with fabric in the front, back, and on the sides under the arms), AND
    b. Pants/jeans or the equivalent (for example, a skirt, sweatpants, leggings, a dress or shorts), AND
    c. Shoes.
    d. Clothing must be suitable for all scheduled classroom activities, including physical education, science labs, and other activities where unique hazards exist.
2. Students May Wear (as long as it does not violate #1)
    a. Hats facing straight forward or straight backward. Hats must allow the face to be visible to staff, and not interfere with the line of sight of any student or staff.
    b. Religious headwear
    c. Hoodie sweatshirts (wearing the hood overhead is allowed, but the face and ears must be visible to school staff).
    d. Fitted pants, including opaque leggings, yoga pants and "skinny jeans"
    e. Pajamas, as long as underwear and buttocks are not exposed.
    f. Ripped jeans, as long as underwear and buttocks are not exposed.
    g. Tank tops, including spaghetti straps; halter tops
    h. Athletic attire
    i. Visible waistbands on undergarments or visible straps on undergarments worn under other clothing (as long as this is done in a way that does not violate Section 1 above).

3. Students Cannot Wear
    a. Violent language or images.
    b. Images or language depicting drugs or alcohol (or any illegal item or activity).
    c. Hate speech, profanity, pornography.
    d. Images or language that creates a hostile or intimidating environment based on any protected class or consistently marginalized groups.
    e. Any clothing that reveals visible undergarments (visible waistbands and visible straps are allowed)
    f. Swimsuits (except as required in class or athletic practice).
    g. Accessories that could be considered dangerous or could be used as a weapon.
    h. Any item that obscures the face or ears (except as a religious observance).
4. Dress Code Enforcement
        i. Students will only be removed from spaces, hallways, or classrooms as a result of a dress code violation as outlined in Sections 1 and 3 above. Students in violation of Section 1 and/or 3 will be provided three (3) options to be dressed more to code during the school day:
        ii. No student should be affected by dress code enforcement because of racial identity, disability, sex assigned at birth, gender identity or expression, sexual orientation, ethnicity, cultural or religious identity, household income, body size/type, or body maturity.
        iii. School staff shall not enforce the school's dress code more strictly against transgender and gender nonconforming students than other students.
        iv. Students should not be shamed or required to display their body in front of others (students, parents, or staff) in school.

These dress code guidelines shall apply to regular school days and summer school days, as well as any school-related events and activities. Students who feel they have been subject to discriminatory enforcement of the dress code should contact the Principal or Assistant Principal.

Climate and Safety

Bullying, Intimidation, and Harassment

The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, or visual, that affects tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important District goals.

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

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

For more information, please review Board Policy 7:180 Prevention of and Response to Bullying, Intimidation, and Harassment.

Definition of Bullying

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

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

Reporting Bullying

A school or district staff member is required to report immediately to the principal or designee any instance of bullying or retaliation the staff member becomes aware of or witnesses. The district also expects students, parents or guardians and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or designee. Reporting incidents of bullying may be done via the Bullying Reporting Form, telephone, text, face-to-face, by email, in writing, or through the bullying hotline (847) 859-8070, anonymously. Reports can also be made to the District Complaint Manager or Non-Discrimination Coordinator.

Personal Electronic Devices

Students are prohibited from having or using personal electronic devices at any time during the school day, except when explicitly permitted for a student's approved medical or educational accommodation plan or if it is needed in an emergency that threatens the safety of students, staff or other individuals.

A personal electronic device is defined as any non-district-issued, privately owned electronic device, including but not limited to cell phones, smartwatches, earbuds/headphones, and other devices that transmit, receive, or store data.

All personal electronic devices must be powered off (not in silent or vibrate mode) and stored in a locker or a designated classroom storage area for the entire school day.

The school district is not responsible for, and is not required to investigate, any lost, stolen, or damaged personal electronic devices brought onto school grounds, district vehicles, or to school-sponsored activities.

For details, frequently asked questions, and the full procedure, refer to the district's Personal Electronic Devices webpage.

Gangs and Gang Activity

District 65 prohibits the presence of gangs or gang activity on school property or at school-sponsored events and activities. "Gang" is defined as any group, club, or organization of two or more persons whose purposes include the commission of illegal acts.

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

Students Who are Parents/Expectant Parents or Victims of Domestic/Sexual Violence

Domestic and sexual violence affect a student's ability to learn. Students who are parents or expectant parents have unique needs. Providing support services that enable students who are parents, expectant parents, or victims of domestic or sexual violence to succeed in school are important District goals and required by state law. For more, view Board Policy 7:255 Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence.

Off-Campus Conduct

School administration may utilize the full range of behavioral supports listed above, including suspension and expulsion, for gross disobedience or misconduct which occurs off school grounds if the conduct interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to the conduct that may reasonably be considered to be a threat or attempted intimidation

of a student or staff member, or to endanger the health or safety of students, staff, or school property.

Search and Seizure

To maintain order and security in the schools, school authorities are authorized to conduct reasonable searches of school property and equipment, as well as of students and their personal effects. “School authorities” includes school liaison police officers.

The Superintendent may request the assistance of law enforcement officials to conduct inspections and searches of lockers, desks, parking lots, and other school property and equipment for illegal drugs, weapons, or other illegal or dangerous substances or materials, including searches conducted through the use of specially trained dogs.

If a search produces evidence that the student has violated or is violating either the law or the District’s policies or rules, such evidence may be seized and impounded by school authorities, and disciplinary action may be taken. When appropriate, such evidence may be transferred to law enforcement authorities.

Sexual Harassment

Sexual harassment of students is prohibited. Any person, including a District employee or agent, or student, engages in sexual harassment whenever they makes sexual advances, requests sexual favors, and engages in sexting or other verbal or physical conduct of a sexual or sex-based nature, imposed on the basis of sex, that:

1. Denies or limits the provision of educational aid, benefits, services, or treatment; or that makes such conduct a condition of a student's academic status; or
2. Has the purpose or effect of:
    a. Substantially interfering with a student's educational environment;
    b. Creating an intimidating, hostile, or offensive educational environment;
    c. Depriving a student of educational aid, benefits, services, or treatment; or
    d. Making submission to or rejection of such conduct the basis for academic decisions affecting a student.

The terms “intimidating,” “hostile,” and “offensive” include conduct that has the effect of humiliation, embarrassment, or discomfort. Examples of sexual harassment include touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, and spreading rumors related to a person’s alleged sexual activities.

Students are encouraged to report claims or incidences of bullying, harassment, sexual

harassment, or any other prohibited conduct to their teacher, Principal, orAssistant Principal. A student may choose to report an incident to a person of the student's same sex. Complaints will be kept confidential to the extent possible given the need to investigate. Students who make good faith complaints will not be disciplined. An allegation that a student was a victim of any prohibited conduct perpetrated harassed by another student shall be referred to the Principal or Assistant Principal for appropriate action. Any student making a knowingly false accusation regarding prohibited conduct will be subject to disciplinary action up to and including suspension and expulsion.

Bus/Cab Behavior

The following guidelines and consequences apply to all students and bus/cab riders on school grounds, on school transportation, on the way to and from school, and at school sponsored activities and events. Parents/guardians are asked to help children understand the expectations and to discuss the content and consequences with their children to ensure they fully understand the guidelines for student behavior. Student behavior on the bus/cab is addressed using the Student Behavior Continuum.

All students must follow the District's School Bus/Cab Safety Guidelines. Students may be suspended from riding the school bus/cab for up to ten (10) consecutive school days for engaging in gross disobedience or misconduct, including, but not limited to, the following:

- Prohibited student conduct as defined in the Board policy regarding student discipline
- Willful injury or threat of injury to a bus/cab driver or to another rider
- Willful and/or repeated defacement of the bus/cab
- Repeated use of profanity
- Repeated willful disobedience of a directive from a bus/cab driver or other supervisor
- Such other behavior as the Superintendent or designee deems to threaten the safe operation of the bus/cab and/or its occupants

District 65 shall comply with IDEA when disciplining students with disabilities.

SB 100 provides that it is the responsibility of a "pupil's parent or guardian to notify school authorities that a pupil suspended from the school bus does not have alternative transportation to school."

Digital cameras are used on school buses and/or cabs as necessary in order to monitor conduct and to promote and maintain a safe environment for students and employees.