



LAKE ZURICH COMMUNITY UNIT  
**School District 95**

**2026-2027**

# **Parent-Student Handbook**

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



August 2026

Dear Parents/Guardians and Students:

Welcome to the 2026-27 School Year! I am pleased to share the Parent-Student Handbook with you, as it is distributed annually to provide parents and students with essential and up-to-date information regarding the district's procedures and practices – as well as information regarding your rights under various Federal and State laws. Included in this handbook is some general information and specific policies which should be helpful to you in working with your child this year. Please note that the Handbook is only a summary of the Board of Education's policies governing the district, and that the policies may be amended by the Board during the school year.

Please review the Handbook with your child. If you have any additional questions or need clarification of any portion of this Handbook, please contact your building principal.

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

Sincerely,

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

Dr. Kelley Gallt  
Superintendent



# LAKE ZURICH COMMUNITY UNIT School District 95

## OUR MISSION

## WHY WE EXIST

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

## OUR VISION

## PORTRAIT OF A GRADUATE

EMPOWER95

### PORTRAIT OF A GRADUATE

CHARACTERISTICS OF A DISTRICT 95 GRADUATE

DEMONSTRATED BY:

<b>EFFECTIVE COMMUNICATOR</b>	Active listening Communicating ideas clearly and meaningfully Responsible creation and critical consumption of information Empathetic interactions
<b>GLOBAL CITIZEN</b>	Global and local community contributions Cultural competence Environmental responsibility Ability to find common ground Self-accountability
<b>ADVOCATE FOR SELF &amp; OTHERS</b>	Inclusiveness Respect for self and others Empathy Social emotional competence
<b>FUTURE READY</b>	College, career, and life readiness Academic preparedness Digital literacy Ability to problem solve Working collaboratively
<b>GROWTH ORIENTED</b>	Resilience Perseverance Curiosity A passionate, adaptable, and coachable attitude Strategic risk taking A goal-oriented mindset

## OUR VALUES

## WHAT WE STAND FOR

- Academic Excellence
- Accountability
- Collaboration
- Equity
- Integrity
- Perseverance
- Respect

Please visit the [district website](#) to learn more about the Empower95 Strategic Plan.

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# Chapter 1 – Introductory Information & General Notices

## 1.30 Resolution of Concerns

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

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

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

Area of Concern	Elementary	Middle School	LZHS
<b>Academic</b>	Teacher, Assistant Principal, Principal, Assistant Superintendent for C&I	Teacher, Assistant Principal, Principal, Assistant Superintendent for Curriculum & Instruction	Teacher, Division Head, Assistant Principal for Curriculum, Principal, Assistant Superintendent for Curriculum & Instruction
<b>Behavior</b>	Teacher, Assistant Principal, Principal, Assistant Superintendent for Student Services	Teacher, Assistant Principal, Principal, Assistant Superintendent for Student Services	Teacher, Dean, Assistant Principal for Student Services, Principal, Assistant Superintendent for Student Services
<b>Special Education/504</b>	Teacher, Case Manager, Assistant Principal, Director of Student Services - Elementary, Assistant Superintendent for Student Services, Administrative Services, and Operations	Teacher, Case Manager, Assistant Principal, Director of Student Services - Secondary, Assistant Superintendent for Student Services, Administrative Services, and Operations	Teacher, Case Manager, SPED Division Head, Assistant Principal for Student Services, Director of Student Services - Secondary, Assistant Superintendent for Student Services, Administrative Services, and Operations
<b>Student Athletics or Activities</b>	Coach/Sponsor, Assistant Principal, Principal, Superintendent	Coach/Sponsor, Assistant Principal (Director of Athletics), Principal, Superintendent	Coach/Sponsor, Assistant Principal for Student Life and Operations (Activities) or Athletic Director (Athletics), Principal, Superintendent
<b>Transportation</b>	<p><b>Behavior Questions/Concerns, Special Transportation Concerns:</b> Assistant Principal, Principal, Assistant Superintendent for Student Services</p> <p><b>Route Concerns (i.e., stop, timing):</b> Director of Transportation, Assistant Superintendent for Business &amp; Operations</p>	<p><b>Behavior Questions/Concerns, Special Transportation Concerns:</b> Assistant Principal, Principal, Assistant Superintendent for Student Services, Administrative Services, and Operations</p> <p><b>Route Concerns (i.e., stop, timing):</b> Director of Transportation, Assistant Superintendent for Business &amp; Operations</p>	<p><b>Behavior Questions/Concerns, Special Transportation Concerns:</b> Dean, Principal, Assistant Superintendent for Student Services</p> <p><b>Route Concerns (i.e., stop, timing):</b> Director of Transportation, Assistant Superintendent for Business &amp; Operations</p>

Individual staff contact numbers are available on the district website: [Staff Directory & Contacts](#)

## Public Suggestions and Concerns

Problems are more quickly and effectively resolved at their source of origin and, therefore, the best manner in handling complaints is through the method outlined in the paragraphs below.

All written complaints received by the Building Principal or other administrator are to be recorded and acknowledged within five working days. Within ten business days an attempted resolution (written or verbal) will be provided to the complainant as well as the Superintendent. Anecdotal notes of verbal resolutions are to be kept on file. If the complaint is not satisfactorily remedied at the building level, it can be forwarded to the Superintendent who will acknowledge receipt of the complaint within five working days, provide an attempted resolution (written or verbal) within ten working days and, if required, notify the Board of Education in a timely manner. The Superintendent may refer the complaint to those persons most familiar with the problem for resolution, and will notify the complainant if this is the case. If a complaint is not resolved by the Superintendent or their designee, it can be presented in writing by the complainant to the Board of Education, which may grant (at the Board's discretion) a meeting or a hearing to the interested parties.

Individuals or groups often approach a single Board of Education member with issues that usually should be handled by the Superintendent. When this occurs, the Board member will listen politely to the aggrieved, state the procedure of the Board in handling complaints, suggest the appropriate escalation sequence, and withhold comments and/or opinion until the matter has been handled through the appropriate channels. In the event the matter is one that should be handled by the Board, the Board member will still postpone the formulation of their opinion and any comments to the complainant until the issue has been discussed by the full Board of Education – where all aspects of the problem are considered. Board of Education members cannot obligate other members of the Board of Education by predicting how they will vote on any matter. The Board of Education cannot act on any communications or complaints from staff, parents, students, or patrons, until they have been first referred to the Superintendent and/or their assistants.

The reader is referred to Board Policy [2:260 Uniform Grievance Procedure](#) for additional information.

### 1.31 Curriculum/Programs for Students

A comprehensive Pre-K-12+ curriculum is offered that is aligned with the district's educational philosophy and goals. Additionally, the curriculum considers research and evidence-based practice, demographics, student achievement data, and the knowledge, skills, and abilities required for students to become lifelong learners – based on District, State, and Federal laws and regulations for curriculum and graduation requirements.

No student shall be required to participate in:

Any class or course providing instruction in recognizing and avoiding sexual abuse (grades K through 8 only) (105 ILCS 5/27-13.2); NOTE: once students enter grades 9 through 12, parents may no longer opt out (**this unit is taught every school year**).

Any class or course regarding the emotional, psychological, physiological, hygienic, and social responsibilities of family life including sexual abstinence until marriage (105 ILCS 110/3) (**5<sup>th</sup> grade puberty unit; 8<sup>th</sup> grade Health class second semester - 4-5 weeks in length, Adult Living, Sophomore Health class**).

Any class or course regarding the prevention, transmission, and spread of AIDS (applicable to grades 6 through 12 only) (105 ILCS 110/3) (**6<sup>th</sup> grade Health second semester, Sophomore Health class**).

Training on how to properly administer cardiopulmonary resuscitation (105 ILCS 110/3) (**7<sup>th</sup> grade Health class second semester, Sophomore Health, Applied Health and Wellness, Child Development I**).

Training on how to use an automatic external defibrillator (105 ILCS 110/3) (**7<sup>th</sup> grade Health class second semester, Sophomore Health class, Applied Health and Wellness**).

Instruction on organs/tissue and blood organ/tissue transplantation programs (105 ILCS 5/27-23.5) (**Driver's Education**).

Parents will be given at least five days notice (which may be through electronic means) before instruction begins. Parents can have their children opt-out from the instruction. Opting out of this aspect of Health Education shall not be reason for disciplinary action or academic penalty (105ILCS 5/27-9.1). Please inform your Building Principal if you would like to complete an opt-out form for a specific health unit.

NOTE: Families may opt their student(s) out of social-emotional screeners or related surveys, but cannot opt their student(s) out of mandatory units of study (such as required instruction on depression and suicide awareness, and sexual abuse prevention instruction in grades 9-12).

### **Class Attendance Waiver**

Persons with concerns about curriculum, instructional materials, and programs should complete a District 95 Request to Opt-Out form. Parent(s)/guardian(s) may request that their student be exempt from using a particular instructional material or program with use of this form. Contact your Building Principal for more information.

The reader is referred to **Section 12.40, Sex Education Instruction**, for additional information.

## **1.32 Freedom of Information Act**

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

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

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

As required, District 95 building(s) were initially inspected for asbestos and a Management Plan was completed in March 1989. The Asbestos Hazard Emergency Response Act requires that a visual surveillance of asbestos-containing areas be completed every six months and re-inspection conducted every three years. Any evidence of disturbance or change in condition is documented in the Management Plan, as required.

The Management Plan is available for public review at the Facilities and Grounds Office. Should individuals wish to review the plans, please call (847)-540-2380 to make an appointment between the hours of 8:00 A.M. and 3:00 P.M.

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

**AHERA NOTIFICATION (Asbestos Hazard Emergency Response Act):** Asbestos inspection reports and management plans for each of the schools in Lake Zurich Community Unit School District 95 may be examined at the Facilities and Grounds Office and at the individual school offices. Persons who wish to inspect these plans at school buildings should call the Main Office to make an appointment. All district schools are in compliance with the Asbestos Hazard Emergency Response Act.

## 1.34 Schedules

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

### Parent Teacher Conferences – 2026-2027

Level	Day	Date	Time
Elementary Schools	Thursday	November 12, 2026	1:15-6:30 PM (break 3:10-3:30)
Elementary Schools	Thursday	November 19, 2026	3:30-6:30 PM
Elementary Schools (online only)	Friday	November 20, 2026	1:15-3:10 PM
Middle Schools (online only)	Wednesday	November 4, 2026	3-6 PM
Middle Schools	Thursday	November 12, 2026	12:40-6 PM (break 2:30-3)
Middle Schools (online only)	Friday	November 20, 2026	12:40-2:30 PM
High School (online only)	Wednesday	November 4, 2026	4-7 PM
High School	Thursday	November 12, 2026	1:30-7 PM (break 3:43-4)
High School (online only)	Friday	November 20, 2026	1:30-3:43 PM

## **1.40 Visitors & Large Event Information**

### **Visitor Procedures**

The Building Principal is responsible for all persons on the school campus. All visitors to school property before school and during regular school hours are required to report to the Main Office/Security Desk and receive permission to remain on school property. All visitors must be logged, show identification, and wear a visitor's badge. When leaving the school, visitors must return their badge. On those occasions when large groups of parents/guardians, friends, and/or community members are invited onto school property, or when community members are attending Board meetings, visitors must follow school officials' instructions. Persons on school property without permission will be directed to leave – and may be subject to criminal prosecution. Persons on school property who violate Board Policy 8:30 (or any pertinent law) may also be subject to a no-trespass order.

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

For further information see Board Policy [8:30 Visitors to and Conduct on School Property](#)

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

## **Large Event Information**

All home varsity football games and any games played directly before the varsity football game follow "Game Day Safety" procedures. These procedures include clear bag and bag size requirements that limit what is permitted inside the stadium. The decision to implement these measures stems from our dedication to utilizing local data, industry best practices, and collaborative input from our community partners and the District Safety Committee.

Key aspects of the "Game Day Safety" procedure are as follows:

### Approved bags:

- Clear bag (12" x 12" x 6" dimensions)
- One (1) gallon clear plastic storage bag
- One clutch purse or small belt bag (5" x 7.5" or smaller - about the size of your hand)

### Prohibited bags:

- Backpacks
- Drawstring bags
- Large purses
- Camera bags
- Fanny packs (small belt bags are acceptable)
- Coolers
- Other non-transparent containers

Exceptions to these regulations include diaper bags (when a child is present) and medical bags/supplies. However, these bags entering the premises will be subject to search. Additionally, please be aware that your clear bags will undergo a visual search upon entry.

For more detailed information about "Game Day Safety," we encourage you to review the guide linked [HERE](#).

***It should be noted that District 95 may opt to implement these same procedures at other large events at its discretion.*** In the event that these procedures would be implemented at other events, all patrons would receive advance notification of said procedures.

## 1.50 Equal Opportunity and Sex Equity

Equal education and extracurricular opportunities shall be available for all students without regard for color, race, nationality, religion, sex, sexual orientation, ancestry, age, physical and mental handicap or disability, gender identity, status of being homeless, order of protections, or actual or potential marital or parental status, including pregnancy. Further, the district will not knowingly enter into agreements with any entity or any individual that discriminates against students on the basis of sex or any other protected status, except that the district remains viewpoint neutral when granting access to school facilities under Board Policy [8:20 Community Use of School Facilities](#).

Any student/parent/guardian may file a discrimination grievance by following Board Policy [2:260 Uniform Grievance Procedure](#).

### Sex Equity

No student shall, based on gender, sexual orientation, or gender identity, be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities. Any student may file a gender equity complaint by using Board Policy [2:260 Uniform Grievance Procedure](#). A student may appeal the Board of Education's resolution of the complaint to the Regional Superintendent (pursuant to 105 ILCS 5/3-10) and, thereafter, to the State Superintendent of Education (pursuant to 105 ILCS 5/2-3.8).

## 1.60 Animals on School Property

Animals may be brought into the classroom or other learning spaces for educational purposes, provided prior permission is received from both the supervising teacher and the Building Principal. An application, Using Animals in School Facilities, must be submitted for approval. These guidelines must be followed by anyone, including a classroom teacher, wishing to bring an animal into the school facility. Applications must be renewed each school year.

In the event that a school has animal visits on a more regular basis (i.e., a therapy dog on property at a regular cadence), all building families and students will be notified in advance regarding the details for the animal's first visit.

## 1.85 Treats and Snacks

In general, food is not to be brought and shared. Historically, there have been many school and PTO functions that have involved food in some way. This document is meant to provide guidance on what is allowed in these scenarios. Please note that examples provided below regarding events where food may be available is not exhaustive.

### PTO Functions

- PTO sponsored events during school day with staff supervision (including but not limited to Halloween, Valentine's Day, Field Days, food fundraisers):
  - No food at parties
  - No food used in crafts or games

- No Valentine cards that include food or candy
- No provided food at Field Days
- No selling of food items during school
- PTO after school/evening event with PTO supervision (i.e., drop off event, middle school dances, movie nights, plays/musical):
  - PTO plans must be well communicated to parents in advance of the event, including the types of food to be provided
- K-12 Parent Organizations and Booster Clubs after school/evening events with parent supervision:
  - Food may be provided; parents are responsible for determining what is suitable for their child to eat

### **School Sponsored Functions**

School sponsored events during the day involving food (i.e., 5th grade picnic, 8th grade breakfast, auction items such as lunch with the Building Principal/teacher):

- 5th grade picnic - school sponsored and during school day, where parents may not be present:
  - PTOs may provide food if it is 1) nut free, or 2) prepackaged with ingredient label, or 3) ordered from a restaurant (e.g., pizza, Jimmy John's)
  - Parents must be notified of the food to be provided well in advance
  - Students may alternatively bring their own lunch and snacks; if there are students in need of assistance with lunch, arrangements will be made by building administration and the District 95 food service provider for a box lunch
- 8th grade breakfast - school sponsored and during school day:
  - Food will be ordered through the District 95 food service provider so it is nut free
  - Parents must be notified of the food to be provided well in advance
  - Students may alternatively bring their own breakfast
- Excessive heat days:
  - Only water will be provided
- Auction items (lunch with principal/teacher):
  - Auction lunch items must be nut free and parent must communicate any special dietary concerns
  - Auction winners may alternatively bring their own food
- K-12 Parent Organizations and Booster Clubs:
  - Concessions should be store bought and pre-packaged

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

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

### **Special Considerations**

- Principal Discretion - In exceptional cases when food is used in class as an instructional tool or at school-

sponsored events, the teacher must obtain prior administrative approval. Food is not to be used as a reward. Food must be nut free. Staff must also notify students/parents at least two days in advance of the food that will be provided. Joanie's Closet (nurses' offices, during school and after school snacks for those in need) - Snacks provided by Joanie's Closet must be 1) nut free, and 2) prepackaged with ingredient label. Other allergy concerns may be addressed through the building administration.

- Middle School FACS classes (cooking unit) and LZHS Culinary classes use food in class as an instructional tool. Food must be nut free.

## **Parent Provided Snack Foods**

Elementary students are expected to bring a snack on a daily basis, and will receive communication from their classroom teachers regarding daily snacks. Middle and high school students may also bring snacks to school, and are encouraged to use the same guidelines as elementary students (below). General guidance for parent provided snacks is outlined below:

- Nuts are prohibited
- Snacks requiring utensils are discouraged
- Snacks that can be eaten with no preparation and limited mess
- Examples of snacks that are nut-free and do not require utensils/preparation include:
  - Cheese sticks
  - Fruits and vegetables
  - Crackers, pretzels, popcorn
  - Snack meats
  - Hummus or other dips with crackers/bread

***NOTE: Energy drinks (defined as highly-caffeinated drinks such as Monster, Celsius, and Red Bull) are prohibited at the elementary and middle school levels.***

Please note that if there is another student with a severe food allergy in your student's classroom, you may receive communication to help facilitate planning for snacks for your own student (elementary level only).

District 95 is committed to the health and wellness of all students. For additional resources related to healthy snacks, parents/guardians may access the resources below:

[U.S. Department of Health and Human Services, Health Snacks: Quick Tips for Parents](#)

[American Heart Association, Healthy Snacking](#)

## **Food Orders During the School Day**

Students and parents/guardians are prohibited from placing food orders for delivery to the school during the school day. Students and parents/guardians may order food to school buildings after school hours in cases where students are required to stay later for after school events/activities.

Any parent/guardian who is delivering food to school for their student must abide by all expectations related to visitors on school grounds.

## 1.90 Emergency School Closings

There are times when an emergency, such as severe weather conditions, heating or water problems, or a power failure may require closing one or all of the district schools. These decisions are never made lightly and are the result of much discussion between various departments – including transportation, district personnel, and the Superintendent. Factors considered in the decision-making process include, but are not limited to:

- Ability to safely transport students to and from school
- Ability for staff to safely commute to and from work
- Ability to adequately staff district buildings and facilities (in part, related to decisions made by surrounding school districts)

Temperature parameters set forth by the Illinois State Board of Education for school closings, delayed start and early dismissal due to inclement weather, or other emergencies, will be communicated to district parents/guardians via the district's mass notification tool, the district and school websites, and reported to the Emergency Closing Center – which broadcasts the information to local Chicago media outlets.

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

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

When the school district is closed due to weather related issues, it includes those who attend out of district facilities. The premise being that if it is determined to be dangerous to transport students within the district, it would also be too dangerous to transport students outside of the district. All private facilities know this and do not ever penalize District 95 students for missing school. They consider it an excused absence.

An unexpected school closure due to weather, for example, will incur an emergency day at the end of the school year, extending the last day of school. This is required for the district to meet the required number of attendance days for the school year as determined by the state.

## 1.91 Delayed Start

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

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

### Cancellations Due to Delayed Start

- No YMCA before school care (YMCA after school care will be in session)
- No LZHS Preschool/Child Development class for preschool children

- No morning practices for any before-school activity elementary band, orchestra, or chorusNo Tech Campus for high school students
- No weight room for high school students
- No Field Trips that were scheduled for the school day

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

## **1.92 Early Dismissal**

The early dismissal schedule is typically initiated if inclement weather is moving into the area which could make travel difficult or unsafe at the normal dismissal time. When the district calls for an early dismissal, school is dismissed exactly two hours earlier than the regular schedule. After-school activity decisions will be made on a case-by-case basis for each weather event. Decisions related to after-school care will be made by the outside vendor and communicated to families accordingly.

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

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

In cases where there are altered schedules required for the district, a separate email will be sent to the parent/guardian of students involved in specialized work (or other) programs with instructions.

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

### **Pictures of Unnamed Students**

Students may occasionally appear in photographs and video recordings taken by school staff members, other students, or other individuals authorized by the Building Principal. The school may use these pictures, without identifying the student, in various publications – including the school yearbook, school newspaper, and school website. No consent is needed, and notice will not be given before the school uses pictures of unnamed students taken while they are at school or a school-related activity.

### **Pictures of Named Students**

Sometimes the school may want to identify a student in a school picture. For example, school officials want to acknowledge those students who participate in a school activity or who deserve special recognition.

### **Pictures of Students Taken By Non-School Agencies**

While the school limits access to school buildings by outside photographers, it has no control over news media or other entities that may publish a picture of a named or unnamed student. School staff members will not, however, identify a student for an outside photographer.

Generally, students, parents, the public and the media may not video or audio record classroom instruction or any other instructional activities unless authorized by district/school personnel. It is the opinion and belief of the School Board that students and staff have a reasonable expectation of privacy regarding their performance in class. Students must feel free to respond to a teacher's questions, to participate in class discussions and to develop their vocational, artistic, or other educational skills in an environment conducive to learning.

However, teachers, principals, and other school administrators may use audio and/or video recording for legitimate educational or administrative purposes, including but not necessarily limited to:

1. Evaluating student and/or teacher performance
2. Developing student or staff skills through self-assessment
3. Accommodating the learning needs of students or staff with disabilities
4. For district promotional purposes

Video or audio recordings of students or staff instructional programs or activities may be either confidential student records under applicable law or confidential personnel records and are not public records.

#### Notice of Video Surveillance on School Property

The Board of Education authorizes the use of video cameras (not audio, except as specified below) in any school building, school bus, or on any property of the school district to facilitate the health, welfare and safety of all students, staff and visitors. Cameras are also used to safeguard school facilities and equipment, and to support remote learning (when applicable). Video cameras may be used or placed in the below-listed locations or in other like locations as deemed appropriate by the Superintendent to accomplish the purposes of this policy:

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

#### Impermissible Locations

Video surveillance cameras may not be used or placed in counseling offices, social work offices, psychology offices, health offices, locker rooms, restrooms, dressing or changing areas, or nursing rooms.

#### Additional Information

This policy is based on the presumption and belief that neither students, staff or guests have a reasonable expectation of privacy in those events that occur in plain view of other students, staff and guests in those public areas of a school campus subject to video surveillance as described above.

Any information obtained from video cameras (and audio, when permitted) may only be used to support the orderly operation of the district's schools and facilities or for law enforcement, and may not be used for any other purpose. Video and audio surveillance records may be used by school officials or law enforcement personnel for investigations, school disciplinary actions and hearings, proceedings under the Juvenile Court Act, and criminal proceedings.

Video or audio recordings inside school buildings shall not be made available to the public except as required by law. Video or audio recordings used or intended for use as evidence in a student or employee disciplinary proceeding are considered a confidential student or personnel record, and are not subject to release unless legally mandated.

Video and audio recordings may be disclosed to law enforcement personnel and to school officials with legitimate educational interests. To the extent allowed by law, parents or guardians of students charged with disciplinary violations may view the relevant portions of any recording relating to the charge upon written request to the

Building Principal. To the extent allowed by law, school personnel may also view the relevant portions of any recording relating to any disciplinary charge against them upon written request to the Building Principal. Parents, guardians, or school personnel should be aware the Administration maintains security camera video recordings for a limited period. Any request under this policy must be made within 10 calendar days of the event, and within 5 calendar days of a school bus event.

The reader is referred to Board Policy [4.172 Use of Video Cameras and Audio Recordings](#) for further information.

## **1.110 Accommodating Individuals with Disabilities**

Individuals with disabilities will be provided an opportunity to participate in all school-sponsored services, programs, or activities. Individuals with disabilities should notify the Superintendent or Building Principal if they have a disability that will require special assistance or services and, if so, what services are required. This notification should occur as far in advance as possible of the school-sponsored function, program, or meeting.

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

The Superintendent or designee has developed, implemented, and maintained a suicide and depression awareness and prevention program that advances the Board's goals of increasing awareness and prevention of depression and suicide. This program is consistent with the requirements of Ann Marie's Law, and corresponds with the list of required policy components in the School Code Section 5/2-3.166(c)(2)-(7). Details regarding the program can be found in Board Policy [7:290 Suicide and Depression Awareness and Prevention](#).

Additionally, two separate bills (HB0597, HB1778) created new Sections 10-20.73 and 10-20.75 of the School Code, requiring school districts to provide information about suicide prevention to students. Together, the bills state that each school district must provide contact information for the National Suicide Prevention Lifeline, the Crisis Text Line, and for those students in grades 6-12 either the Safe2Help Illinois Helpline or a local suicide prevention hotline (or both) on the back of each student identification card. Information for each of these resources is listed below:

**National Suicide Prevention Lifeline** – (800)-273-8255

**Crisis Text Line** - Text HOME to 741741 to connect with a crisis counselor

**Safe2Help Illinois** – (844)-472-3345 (844-4-SAFEIL)

Student ID cards at the middle and high school levels have all requisite information printed on the back, as well as a QR code that allows them to access the Safe2Help Illinois reporting site, in response to this legislation.

## **1.200 Sexual Abuse Response and Prevention Resource Guide**

The Illinois State Board of Education (ISBE) maintains a resource guide on sexual abuse response and prevention. The guide contains information on and the location of children's advocacy centers, organizations that provide medical evaluations and treatment to victims of child sexual abuse, organizations that provide mental health evaluations and services to victims and families of victims of child sexual abuse, and organizations that offer legal assistance to and provide advocacy on behalf of victims of child sexual abuse. This guide can be accessed by clicking the link [HERE](#).

## 1.210 Resources for Students who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence

There are resources available for students who are parents or expectant parents through the school district. Additionally, there are resources available through the school district to students who have been victims of domestic and/or sexual violence. Each school has a designated representative who serves as a resource for students and their families in these unique circumstances; a list of representatives by building can be found in the table below:

Isaac Fox Elementary Regina Hope <a href="mailto:Regina.hope@lz95.org">Regina.hope@lz95.org</a>	Middle School North Amy Vastine <a href="mailto:Amy.vastine@lz95.org">Amy.vastine@lz95.org</a>
May Whitney Elementary Diane Long <a href="mailto:Diane.long@lz95.org">Diane.long@lz95.org</a>	Middle School South Rachel Trachtman <a href="mailto:Rachel.trachtman@lz95.org">Rachel.trachtman@lz95.org</a>
Sarah Adams Elementary Stacy Krebill <a href="mailto:Stacy.krebill@lz95.org">Stacy.krebill@lz95.org</a>	Lake Zurich High School Amanda Morgan <a href="mailto:Amanda.morgan@lz95.org">Amanda.morgan@lz95.org</a>
Seth Paine Elementary Kristina Vanderwerff <a href="mailto:Kristina.vanderwerff@lz95.org">Kristina.vanderwerff@lz95.org</a>	Young Adult Center Noah Swanson <a href="mailto:Noah.swanson@lz95.org">Noah.swanson@lz95.org</a>
Spencer Loomis Elementary Michele Snyder <a href="mailto:Michele.snyder@lz95.org">Michele.snyder@lz95.org</a>	District 95 Day School Sabrina Rodriguez <a href="mailto:Sabrina.rodriguez@lz95.org">Sabrina.rodriguez@lz95.org</a>

Additionally, students/families may access Board Policy 7:255 - Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence for more detailed information.

## Chapter 2 – Curriculum and Attendance

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

### 2.01 Accelerated Placement & Other Accelerated Opportunities (see next page)

## Accelerated Placement and Advanced Learning Opportunities

The district has multiple opportunities for advanced and accelerated learning based on student performance and readiness. These opportunities include automatic placement, invitation-based placement, and request-based consideration. Each opportunity has distinct criteria and processes as outlined below.

### Automatic Enrollment, Accelerated Placement Act, High School

Students who score above proficiency or in the top half of the proficiency range on state assessment tests in English language arts, mathematics, and science will be automatically placed in the following school year in the next most rigorous level of advanced coursework offered by the **high school**, pursuant to Public Act 101-654 and Public Act 102-209, in English language arts, mathematics, science, and social studies.

For example, if the proficiency range on a state assessment is 745–780, students earning scores in the top half of that range, 763–780, as well as students scoring above 780, will be automatically placed in the next most rigorous course offered at the high school for the following school year.

Placement decisions are made in accordance with district criteria and procedures.

Each fall, school staff will communicate to families through the student information system their student's eligibility for advanced course enrollment, as well as the family's option to decline enrollment.

For further information on the Accelerated Placement Act and district guidelines, contact the Department of Curriculum and Instruction at (847) 540-4954 or visit <https://www.lz95.org/departments/curriculum-instruction> and select "Accelerated Placement."

### Elementary and Middle School Accelerated and Enriched Program Placement

Placement in accelerated and enriched programming at the elementary and middle school levels is based on demonstrated student performance. Multiple measures are used to determine placement, including standardized assessments such as NWEA MAP, Cognitive Abilities Test (CogAT), and, where applicable, the Illinois Assessment of Readiness (IAR).

Students who meet established district thresholds on these measures will be **invited to enroll** in the accelerated or enriched program in the applicable content area. Placement decisions are based on established district criteria and multiple measures of student performance and are made in accordance with district procedures.

- At the elementary level, accelerated placement is available in mathematics beginning in Grade 3.
- At the middle school level, accelerated placement is available in mathematics, and enriched programming is available in English language arts, science, and social studies beginning in Grade 6.

Families will be notified of their student's eligibility and invitation to enroll through the student information system. Families may choose to decline enrollment in an accelerated or enriched course.

For more information about accelerated and enriched programming, including placement criteria and district guidelines, contact the Department of Curriculum and Instruction at (847) 540-4954 or visit <https://www.lz95.org/departments/curriculum-instruction> and select "Program Services," then "Accelerated Programs ES & MS."

## Early Entrance and Accelerated Placement Requests

The district provides an Accelerated Placement Program (APP) for students who demonstrate readiness for learning experiences typically designed for students in higher grade levels. Accelerated placement options may include early entrance to kindergarten or first grade, single-subject acceleration, or whole-grade acceleration.

Participation in accelerated placement is based on a comprehensive review of student data and established district criteria. Multiple measures are used to determine readiness, which may include, but are not limited to, standardized assessment data, cognitive ability measures, and other relevant academic indicators as defined by district procedures. Qualification for accelerated placement is not based on a single measure.

Submission of a request for early entrance or accelerated placement does not guarantee placement. All requests are reviewed in accordance with district procedures to determine whether accelerated placement is appropriate for the student. Final placement decisions are made at the district level based on established criteria and review procedures. Decisions are based on the totality of student data and are not determined by any single assessment or criterion.

Families interested in requesting consideration for early entrance or accelerated placement must complete the appropriate application process. Requests may include, but are not limited to:

- Early admission to Kindergarten
- Early admission to First Grade
- Accelerated Program Nomination (single-subject or whole-grade acceleration)

Application materials, timelines, and district guidelines are available on the district website at <https://www.lz95.org/departments/curriculum-instruction>. Select “Program Services,” then choose the applicable option: “Early Admission to Kindergarten,” “Early Admission to First Grade,” or “Accelerated Program Nomination.”

For additional information, contact the Department of Curriculum and Instruction at (847) 540-4954.

## **2.02 Reading Support Services**

As a component of the Multi-Tiered Systems of Supports (MTSS) framework, District 95 offers striving readers instructional support in reading. These interventions include a continuum of instructional support including guided reading practices, comprehension groups, and other evidence-based programs and resources. Instruction is delivered within the classroom, in small groups, or in one-on-one settings by a certified Reading Specialist. For further information on Reading Interventions, contact your child's school or the Department of Curriculum and Instruction at (847) 540-4954.

## **2.04 Library Media Center/Innovation Hub**

Each comprehensive District 95 school at the K-12 level maintains a Library Media Center (LMC) to provide student-centered learning environments with equitable access to print and digital resources. Students may check out printed material from the LMC in their building for one week at the elementary school level and for two weeks at the middle and high school levels (with the option to renew). Electronic material is also available for two-week checkout through the eLibrary with an automatic return.

Overdue items should be returned as soon as possible or renewed. Students who have overdue books will receive an overdue notice to remind them to return the book, however, students will not be fined nor limited from checking out additional books. Please note that fees may be assessed for books that are significantly damaged/not returned in their original condition or lost.

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

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

District 95 has programming and supports in place for students at risk of academic failure or dropping out of school. The programming includes education and support services addressing individual learning styles, career development, and social needs. Details regarding these programs may be found in Board Policy [6:110 Programs for Students at Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program](#).

## 2.06 Vision of Remote Learning

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

The reader is referred to Board Policy [6.185 Remote Educational Program](#) for more detailed information regarding individual student remote educational options in District 95.

## 2.10 Attendance

Illinois law requires that whoever has custody or control of any child between six (by September 1st) and 17 years of age shall assure that the child attends school in the district in which they reside, during the entire time school is in session (unless the child has already graduated from high school). Additional details may be found in Board Policy [7:70 Attendance and Truancy](#).

## 2.20 Student Absences

If your student will be absent from school for any reason, parent(s)/guardian(s) are required to report the absence. Parent(s)/guardian(s) may call the school to report an absence; before or after regular school hours, messages can be recorded on the school's voicemail system. Email is not an acceptable method for reporting absences; reporting via Parent Portal component of the Student Information System is an alternate option for reporting an absence.

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

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

Absences that are not reported by parents are classified as unverified within the student information system. After a period of time, unverified absences are considered to be **unexcused absences**; families have up to one (1)

week to provide information regarding a student absence for attendance coding purposes. But for extenuating circumstances, any unverified absence will remain as an unverified absence one (1) week following the date of the absence.

## **Excused Absence**

The school administration in accordance with the Illinois School Code, considers only the following circumstances to be valid causes for a student's absence:

- Illness
- Family emergency
- Circumstances that cause reasonable concern to the parent or guardian for the safety or health of the student
- Observance of a religious holiday
- Death in the immediate family
- Visits for College/Career exploration\*
- Other situations approved by the Board of Education or their designee
- Middle and high school students may attend a civic event for one day and have it count as an excused absence

*\*Every effort to schedule college/career exploration visits on non-attendance days/natural school breaks.*

If a student accrues a significant number of illness-related absences within the course of one semester (without documentation), building staff will contact parent and request documentation related to said absences – as well as to set a conference to discuss ongoing health-related concerns. This layer of intervention is in relationship to the district's obligation to implement supports in connection with individualized student needs, and in an effort to determine whether there are any additional resources a family may need to support student health/medical concerns.

Additionally, House Bill 0576 allows for the use of mental health days. The key elements outlined in HB0576 are as follows:

- Students who need to miss school to address mental or behavioral health needs may be absent for **up to five (5) school days per year**, and do not need to provide a medical note
- Students who miss school due to a mental or behavioral health need will be given the opportunity to make up any schoolwork missed (the absences are marked as excused)
- After the second mental health day used, a referral may be made to the appropriate school support personnel (a member of the Student Services team)

## **Unexcused Absence**

In those cases of unexcused absences, students may be subject to administration of consequences related to this behavior. Examples of unexcused absences include, but are not limited to, the following:

- Oversleeping
- Working
- Vacation
- Missing the bus
- Leaving the building without authorization

- Other situations as determined by the Building Principal or designee

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

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

The Administrator of each building, in conjunction with staff, will make the final decision as to whether an absence/tardy is excused or unexcused. It should be noted that there are other circumstances (such as a required court appearance, for example) that are not explicitly listed in School Code that may also be determined as an excused absence.

Generally speaking, students are allotted the number of days they were absent to make up work following an absence. For example, if a student missed three days – they would have three additional days upon return to submit missed work. Extensions may be granted in extenuating/special circumstances.

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

### **Notification Letters to Parents**

Letters will be provided to families at set intervals as it relates to attendance concerns. All levels will send letters after a student has accrued ten (10) or more excused or unexcused absences (and for subsequent absences thereafter), in alignment with current state thresholds for chronic absenteeism. For reference, the threshold for chronic absenteeism is 18 days of absence in one school year.

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

Additionally, families will receive notifications following 5- and 10-day consecutive absences, in conjunction with all other communications and attempts to re-engage students and families in school, prior to being unenrolled due to consecutive absences (see below, Truancy).

### **Ongoing Attendance Concerns**

In cases where attendance concerns persist beyond initial building notifications and communications, the additional steps may be employed in order to support regular student attendance to school:

- Home visits/wellness checks
- Conference at the school
- Individualized attendance interventions/supports put in place
- Temporary suspension of student privileges (high school only)
- Other interventions, as deemed necessary by building or district administration

The reader is referred below **Section 2.50, Truancy** for additional information.

## Persistent Class Absences (High School Only)

Students who miss numerous class periods in a singular class miss significant academic instruction and are at risk for being dropped from the class. Building administrators and student support teams will first attempt lower-level interventions (e.g., assignment to Office Hours to make up missed work/class time, assignment of lunch or after school detentions to make up missed work/class time) paired with parent/student conferences. Should student absences persist, Saturday School shall be assigned. Subsequent absences following lower-level interventions, parent/student conferences, and failure to attend Saturday School shall result in consideration for being dropped from the class, a level change, and/or assigned an online course option in the same subject area for the remainder of the semester. A sample sequence of supports/interventions is listed below (please note that this sequence can be adjusted/modified based on individual student needs, and that increased parent/student conferencing accompanies these interventions):

3rd unexcused absence	Assignment to Office Hours
4th unexcused absence	Lunch detention
5th unexcused absence	4PM detention
6th unexcused absence	430PM detention
7th unexcused absence	Saturday School
Continued unexcused absences and/or failure to attend Saturday School	Consideration for class schedule adjustments (e.g., shifting to an online platform, level change)

NOTE: Students who miss multiple classes across all courses (e.g., students who are chronically absent across all classes) and/or who have Individualized Education Programs (IEPs) will have their schedules and any supporting interventions further reviewed prior to being dropped from any individual course.

## Procedures for Parent/Guardian Pick-up from School

Students who become ill during the school day should report to the School Health Office for assessment and communication home with parent/guardian. ***Parents/guardians should not report to pick up their child at school unless they are contacted by the School Health Office (or a designee).*** Should parents/guardians receive communication directly from their child during the school day regarding an illness, they should direct them to report to the nurse, and call the School Health Office for further information.

## **2.25 Tardiness**

Students are expected to be on time to school when in attendance. Being on time means arriving at school with enough time to enter the building, take care of any business needed before the first period bell (i.e., stopping at a locker, eating breakfast), and making it to your first period class prior to the bell ringing. We appreciate parent/guardian partnership and support in ensuring that students arrive on time to school daily.

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

A student will be released from school, as an excused absence, to observe a religious holiday or for religious instruction. Parents/guardians must notify the school in advance of the absence or at the time of the absence.

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

## **2.50 Truancy**

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

As noted above, students who miss 18 or more school days within a given year are considered to have chronic absenteeism by the state. Students with chronic attendance concerns will be offered support services and resources aimed at correcting the truancy issue.

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

- Referral to the truancy officer (through the Regional Office of Education)
- Reporting to officials under the Juvenile Court Act
- Referral to the State's Attorney
- Appropriate school discipline

A student who misses 15 consecutive days of school without valid cause and who cannot be located or, after exhausting all available support services, cannot be compelled to return to school is subject to being dropped from enrollment within the district. Parents/guardians will receive several communication attempts from the building/district office prior to their student being dropped from enrollment.

Parents/guardians may re-enroll their student at any time by contacting the school's Main Office. Note that registration fees may apply, depending on the circumstances surrounding re-enrollment.

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

## 2.70 Homework

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

## 2.71 Philosophy of Grading

### Purpose for Grading and Reporting

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

The learning expectations of District 95 are based on the [Illinois Learning Standards](#) adopted by the Illinois Legislature. All students work toward mastery of these standards. Daily curricular plans, instructional strategies, and assessment of student work help students make progress and meet or exceed learning standards.

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

Effective for the 2026-27 school year, the grading scale for Grades 4-12 will remove all plus (+) and minus (-) grades. The table below summarizes the revised grading scale:

<b>Grade</b>	<b>Percent Range</b>
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F (Grades 6-12)	Below 60%
U (Grades 4-5)	Below 60%

## **2.80 Temporary PE Exemptions & Exemptions for Students with IEPs**

### **Temporary PE Exemption**

Special activities in physical education will be provided for a student whose physical or emotional condition, as determined by a person licensed under the Medical Practice Act, prevents their participation in physical education courses. Upon written notice from a student's parent/guardian, a student will also be excused from engaging in the physical activity components of physical education during a period of religious fasting.

### **Exemptions for Students with IEPs**

A student requiring adapted physical education must receive that service in accordance with their Individualized Educational Program (IEP).

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

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

The Superintendent or designee shall maintain records showing that the criteria set forth in this policy were applied to the student's individual circumstances, as appropriate. Additional details may be found in Board Policy [7:260 Exemption From Physical Education](#). The reader is referred below for more information (**2.90, Substitutions for Physical Education**).

## **2.90 Credit for Proficiency, Non-District Experiences & Course Substitutions**

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

A student may receive high school credit for successfully completing any of the listed courses or experiences, even when it is not offered in or sponsored by the district:

1. Distance learning course, including a correspondence, virtual, or online course
2. Courses in an accredited foreign exchange program
3. Summer school or community college courses
4. College or high school courses offering dual credit at both the college and high school level
5. Foreign language courses taken in an ethnic school program approved by the Illinois State Board of Education
6. Work-related training at manufacturing facilities or agencies in a Tech Prep Program
7. Credit earned in a Vocational Academy

The student/their family must seek approval from the Superintendent or designee to receive graduation credit for any non-district course or experience. The Superintendent or designee shall determine the amount of credit and whether a proficiency examination is required before the credit is awarded. As approval is not guaranteed, students and families should seek conditional approval of the experience before participating in a non-district course or experience. The family assumes responsibility for any fee, tuition, supply, or other expense. The student seeking credit is responsible for (1) providing documents or transcripts that demonstrate successful completion of the experience, and (2) taking a proficiency examination, if requested. The Superintendent or designee shall determine which, if any, non-district courses or experiences, will count toward a student's grade point average, class rank, and eligibility for athletic and extracurricular activities. This section does not govern the transfer of credits for students transferring into the district.

## **Substitutions for Required Courses**

### Vocational or technical education.

A student in grades 9-12 may satisfy one or more high school courses (including physical education) or graduation requirements by successfully completing related vocational or technical education courses if:

1. The Building Principal approves the substitution, and the vocational or technical education course is completely described in curriculum material along with its relationship to the required course; and
2. The student's parent/guardian requests and approves the substitution in writing on forms provided by the district.

### Registered apprenticeship program:

A student in grades 9-12 who is 16 years or older may satisfy one or more high school courses (including physical education) or graduation requirements by successfully completing a registered apprenticeship program listed by the school district. Students may find a registered, but not listed, apprenticeship program with a business or organization if a registered apprenticeship program is not offered in the school district.

### Advanced placement computer science:

The advanced placement computer science course is equivalent to a high school mathematics course. A student in grades 9-12 may substitute the advanced placement computer science course for one year of mathematics. The transcript of a student who completes the advanced placement computer science course will state that it qualifies as a mathematics-based, quantitative course.

## **Substitutions for Physical Education**

A parent/guardian in grades 9-12, unless otherwise stated, may submit a written request to the Building Principal to be excused from physical education courses for the reasons stated in Board Policy [6:310 High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students](#). The Superintendent or designee shall maintain records showing that the criteria set forth in this policy were applied to the student's individual circumstances.

1. Ongoing participation in a marching band [or related] program for credit;
2. Ongoing participation in a varsity interscholastic athletic program (student must be in the 11th or 12th grade);
3. Enrollment in academic classes which are required for admission to an institution of higher learning, (student must be in the 11th or 12th grade); or
4. Enrollment in academic classes which are required for graduation from high school, provided that failure to take such classes will result in the student being unable to graduate (student must be in the 11th or 12th grade).

A student who is eligible for special education may be excused from physical education courses pursuant to Policy [7:260 Exemption from Physical Education](#).

## Re-Entering Students

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

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

## 2.100 Home and Hospital Instruction

A student absent from school for more than ten school days due to a medical reason, and/or whose physician anticipates that the student will be absent because of health or physical impairment, may be provided the services of a certified teacher in the home or hospital. Appropriate educational services shall begin no later than five school days after receiving medical certification from a licensed medical examiner, except in unusual circumstances. A medical clearance form must be completed by a physician and returned to the student's school prior to re-admittance to school. A re-entry meeting may also be held when a student is well enough to return to school. Parents/guardians may request more information regarding the homebound process at the building level.

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

## 2.120 Graduation Requirements – High School

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

[Lake Zurich High School Profile](#)

Click on Graduation Requirements

## 2.130 Complaints About Curriculum, Instructional Materials, and Programs

Parents or guardians have the right to inspect all instructional materials used as a part of their child's education. If you believe that curriculum, instructional materials, or programs violate rights guaranteed by any law or Board policy, you may file a complaint under the district's uniform grievance policy. Parents or guardians with other suggestions or complaints about curriculum, instructional materials, or programs should complete a Curriculum Objection Form, which can be obtained by contacting the Building Principal. A parent or guardian may also request

that their child be exempt from using a particular instructional material or program by completing a Curriculum Objection Form.

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

### **3.01 Admission to School District**

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

#### **Residency Requirements**

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

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

Click on Accepted Documents for Proof of Residency

A person who knowingly enrolls a non-resident student on a tuition-free basis is guilty of a Class C misdemeanor. If a student is determined to be a non-resident of the district for whom tuition must be charged, the person(s) enrolling the student(s) are liable for non-resident tuition from the date the student began attending a district school as a non-resident.

#### **Legal Admission Age**

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

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

A child with exceptional needs who qualifies for special education services is eligible for admission into the Early Childhood program at three years of age. Parents/guardians may contact the Director of Student Services – Elementary at (847) 540-7060 for additional questions regarding qualifications for Early Childhood admission/entry.

#### **Early Admission**

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

## 3.02 Registration Procedures and Fees

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

### [Registration Procedures](#)

It is vitally important that your student's school has the correct phone number, address, and email for any parent/guardian listed in the student information system. If during the school year there is a change occurring in phone number, address, or email, the main office staff should be notified in writing so that the registration information can be kept up to date. Parents/guardians also have the option of sharing their student's cell phone number for students in grades 6-12 during registration. Student cell phones would be utilized in crisis/emergency situations in order to share important information.

All district fees and charges owed to the District are required to be paid in full before students are allowed to participate in extra-curricular activities requiring a fee or receiving a high school student parking permit. If a student has any unpaid fees, payments received by the district are applied to the oldest outstanding fee first for outside agencies (i.e., fees owed for Advanced Placement/AP testing), then to outstanding district fees. Late fees are applied to past due registration fees.

### [Registration Fees](#)

Click on School Fees and Refunds

NOTE: All registration fees are due by the first day of student attendance.

Middle and high school students are required to purchase physical education uniforms. The high school has a lock fee. There are additional fees to participate in clubs, athletics, co-curricular programs, interscholastic clubs and fine arts programs. For further information, refer to:

### [Business & Operations](#)

Click on School Fees and Refunds

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

## Temporary Guardianship

If a student is not living with a natural or adoptive parent, the individual who has assumed custody must submit the **Appendix B-2 Student Residency Affidavit** form to the Building Principal or their designee. The transfer of custody may not be for the sole purpose of attending one of the district's schools. A person who knowingly enrolls a non-resident student on a tuition-free basis is guilty of a Class C misdemeanor. If a student is determined to be a non-resident of the district for whom tuition must be charged, the person(s) enrolling the student(s) are liable

for non-resident tuition from the date the student began attending a district school as a non-resident.

### **Release of Students – PreK-8**

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

### **Release of Students – High School**

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

### **Insurance**

The district provides student accident coverage for students who are injured participating in or while attending a regularly scheduled activity of the school supervised by school personnel. Coverage is subject to certain limitations and reporting requirements. This supplemental program is secondary insurance and may provide reimbursement for copayments and deductibles. The district also carries catastrophic student athlete insurance. Please contact the Business Office for forms to file a claim.

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

## **3.10 Waiver of Student Fees**

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

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

- Yearbooks, except for 12<sup>th</sup> Grade
- Parking Permits
- Replacement ID Fees
- K-8 Summer Enrichment
- K-8 Athletic Camps
- 9-12 Enrichment Courses/credit advancement courses
- High School Summer Athletic Camps
- Non-District High School Summer School
- Little Bears Pre-School
- Little Leaders Tuition Based Pre-School
- Any fines/fees levied against the student for the loss or destruction of district property, including but not limited to textbooks, devices, or other school-owned materials or school property

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

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

## **Exceptions**

This section outlines a list of fees that are not eligible for fee waivers, in accordance with Board Policy 4:140. However, it should be noted that fines for loss or damage to school property are waived for students who meet certain eligibility guidelines. Families may contact the Business Office (847.540.4943) for additional information on circumstances that may warrant additional fee waivers.

## **3.20 School Lunch Program**

District 95 participates in the National School Lunch Program for grades K-8 (but does not participate for grades 9-12). Information regarding lunch program options are outlined below. If your child does not have money to pay for their lunch and has not paid their outstanding balance and/or discussed another option with the Business Office, the food service personnel will abide by the following guidelines for food service account collection.

### **All Students**

If a parent/guardian establishes an account with PushCoin you will receive an email when your child's account has reached a low or negative balance. If your child's account reaches a negative \$40.00 balance, you will receive a letter stating that the account must be paid in full within seven days from the date of the letter.

### **Elementary School Students**

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

### **Middle School Students**

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

### **High School Students**

A student with a past due balance on their account will not be able to make food service purchases. Also, students who continue to carry a negative balance will become ineligible for student parking in future school years.

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

Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the Agency (State or local) where they applied

for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

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

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

This institution is an equal opportunity provider.

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

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

### **Food Service Guidelines**

Families may apply for free or reduced lunches at any time throughout the year. If a family has applied and been denied or is receiving reduced lunches and their financial situation changes, they may reapply.

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

## **Chapter 4 – Transportation**

### **4.10 Bus Transportation**

The District operates its own fleet of school buses, utilizing outside bus services as necessary. The fleet operates with the latest equipment available, in alignment with the district's commitment to safety. Transportation is provided for over 5,000 students to public and private schools.

#### **Bus Safety**

District buses meet strict safety standards set by State and Federal regulations. All district school buses are equipped with a first aid kit, fire extinguisher, and a two-way radio with GPS tracking. Each school bus is required

to have a daily pre-trip safety inspection by the driver before the bus begins its route. In addition, an inspection is required every six months at a State licensed safety lane facility. At least once annually, students are informed of proper procedures for emergency bus evacuation.

## **Bus Driver Qualifications**

Our drivers have the following training and qualifications:

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

## **Accident Procedures**

School bus accidents are rare. However, should an accident occur, the police will be called to the accident scene. If medical treatment is necessary, paramedics are summoned. Radio communication is maintained with the Transportation Office. In addition, the Building Principal is advised of the situation and building/district level administrators report to the scene of the accident. Parents/guardians will be notified regarding the incident as soon as is practicable.

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

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

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

Please note that bus stop times can change throughout the school year as students move in and out of the district. The Transportation Department will do its best to keep everyone informed of time changes when they occur. Updated bus stop times will be posted in the Parent Portal system throughout the school year as well.

In the event that your student will require transportation from an alternate location, please complete an "Alternative Transportation Form," which can be found on the Transportation section of the district website.

**Only one address will be accepted for transportation purposes. This must be a five-day-a-week, AM/PM arrangement, using the same stop.** Alternating between home and daycare addresses on different days of the week is not allowed.

Additional information regarding bus stop change procedures and the Transportation Decision Tree can be found on the district website (Transportation page linked [HERE](#)). For additional information, the Transportation Department can be reached at (847) 438-2834.

## **Inclement Weather Procedures**

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

## **Moving**

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

## **How Can Parents Help**

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

## **Student Safety and Behavior**

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

## **School Bus Safety Rules**

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

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

## **Transportation of Kindergarten Students**

Transportation is only provided before and after full-day kindergarten. If a family opts for the half-day program, mid-day transportation will not be provided.

## **4.15 Transportation Behavior Expectations**

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

All standards of conduct as outlined in this section will apply while students are on the school bus regardless of

time or locations. Any behavior on a bus that would endanger the well-being of the students, the Bus Driver, or the general public may result in a loss of bus riding privileges.

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

### **Expected Behaviors:**

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

Follow all other school rules and expectations outlined.

The reader is referred to **Section 6.31, Behavior Interventions and Additional Consequences** for additional information regarding behavior interventions and consequences for not meeting behavior expectations on transportation.

### **Supporting Students with Disabilities**

Safety considerations for students with disabilities is a priority in the Transportation Department. In order to safely transport students, pertinent information must be shared in confidence with the Transportation Department - so that the School Bus Driver is aware of any disabilities or special circumstances for each student. This will allow the School Bus Driver to work most effectively with students with diverse learning needs.

Interventions should be implemented according to the Transportation Section of the Student Behavior Expectations and the student's Individualized Education Program (IEP) if appropriate. If a student's presenting needs cause a continuous safety hazard, school-based teams will work in concert with the Transportation Department to develop a plan to support student needs.

## **Chapter 5 – Health, Student Wellness & Safety**

## Health Topics

### 5.01 Medical Procedures and Policies

#### District Health Office Philosophy

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

#### Care of Illnesses and Injuries

Each school has a health office with adequate first aid supplies. Sick or injured students will be given necessary care until a parent/guardian or emergency contact can be notified and assume that responsibility. We ask that students with fevers, diarrhea, vomiting, or other more significant symptoms (such as a severe stomachache) not be sent to school. A fever is considered to be a temperature above 100.4 degrees. **A student must be fever free and non-symptomatic without the administration of medication for a minimum of 24 hours before returning to school.** Relatedly, a student must be vomit- and/or diarrhea-free for 24 hours before returning to school.

Please note that all students must also follow any Lake County Health Department (or other relevant health organization) exclusionary guidance put in place; for example, students who exhibit vomiting related to an illness must remain out of school until they are vomit-free for 24 hours. For more information related to exclusion windows for different illnesses, parents/guardians should contact the school Health Office.

#### Emergency Treatment

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

#### Emergency Calls

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

#### Undesignated Medications

The district maintains an undesignated supply of the following medications for use in emergency situations, in

accordance with Illinois School Code and/or relevant legislation:

- Epinephrine auto injectors (for use in suspected cases of allergic reactions)
- Opioid agonists (for use in suspected cases of opioid overdose)
- Asthma medication

There are staff in each school building trained in the appropriate maintenance, administration, and reporting/documentation protocols following the use of undesignated medications. The reader is referred below for additional information regarding student allergies and asthma (Sections 5.23 and 5.24, respectively).

## 5.02 Concussion Awareness

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

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

The District 95 Concussion Protocol can be found [HERE](#).

## 5.03 School Exclusions

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

## 5.10 Immunization, Health, Eye & Dental Examination

The Illinois physical form with all state required immunizations completed by a licensed physician, M.D., D.O.,

physician assistant, or nurse practitioner is due by August 15<sup>th</sup> of the required school year. Unless the student is unhoused or a newcomer to the country, failure to comply by October 15<sup>th</sup> of the current year will result in exclusion from school until required health forms are presented. Transfer students from other states have 30 days to fulfill the Illinois physical/immunization requirements. For students attending non-graded school programs, parents are required to submit Illinois physicals within one year prior to the school year in which the student reaches the kindergarten, second, sixth, and ninth grade. All requirements by grade level can be on the Health Services section of the district website (linked [HERE](#)) under the Health Form Requirements section.

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

The Illinois Dental Examination completed by a dentist within the 18 months prior to May 15<sup>th</sup> of the school year is required for all kindergarten, second, sixth, and ninth grade students. The parent of any child who is unable to obtain an examination must submit the Illinois Department of Public Health Dental Exam waiver form.

#### [Proof of School Dental Examination Form](#)

#### [Dental Examination Waiver Form](#)

An Illinois Vision Examination completed by an optometrist or ophthalmologist is required for all kindergarten students or any student entering an Illinois school for the first time. The form is due by October 15<sup>th</sup> of the school year.

#### [State of Illinois Eye Examination Report](#)

### **Exemptions**

A student will be exempt from health requirements for:

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

Unless an exemption or extension applies, the failure to comply with the above requirements by October 15<sup>th</sup> of the current school year will result in the student's exclusion from school until the required health forms are presented to the district. New students who register after October 15<sup>th</sup> of the current school year shall have 30 days following registration to comply with the health examination and immunization regulations. If a medical reason prevents a student from receiving a required immunization by October 15<sup>th</sup>, the family must present, by October 15<sup>th</sup>, an immunization schedule and a statement of the medical reasons causing the delay. The schedule and statement of medical reasons must be signed by the physician, advanced practice nurse, physician assistant, or local health department responsible for administering the immunizations. Additional information can be found in Board Policy [7:100 Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students](#).

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

Adequate vision and hearing are paramount to educational performance. Impaired vision and/or hearing in

children can seriously impede learning and contribute to the development of educational, emotional, and behavioral problems. Early discovery and treatment can prevent or at least alleviate many of these problems.

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

Vision screening must be provided annually under the following circumstances: for preschool children 3 years of age or older in any public or private educational program or licensed childcare facility, and for school age children in kindergarten, second and eighth grades; for students with special education needs; for students who have been referred by a teacher; transfer students. Parents may contact the school nurse to request vision screening at any time. In lieu of the screening services required, parents may submit documentation indicating that an eye examination by a doctor specializing in diseases of the eye or a licensed optometrist has been administered within the previous 12 months. The parent or legal guardian of a student may object to hearing or vision screening tests for their children on religious grounds. If a religious objection is made, a written and signed statement from the parent or legal guardian detailing such objections must be presented to the local school authority.

## Sports Physicals

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

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

## 5.20 Student Medication & Medical Equipment in School

### Administering Medications to Students

Students should not take medication during school hours or during school-related activities unless it is necessary for a student's health and well-being.

Teachers and other non-administrative school employees, except Health Office Staff, shall not be required to administer medication to students. Parent(s)/guardian(s) are responsible for administering medication to their students. Parent(s)/guardian(s) may authorize their student to self-administer a medication according to the district's procedures for student self-administration of medication – such as an inhaler, epinephrine auto injectors, emergency seizure medication, or insulin. ***No medication will be administered at school until a School Medication Authorization Form has been completed and signed by both parent/guardian and licensed health care provider.***

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

result of any injury arising from the self-administration of medications, including asthma medication and epinephrine auto-injectors.

Nothing in policy 7:270 – Administering Medicines to Students shall prohibit any school employee from providing emergency assistance to students, including administering medication.

For safety reasons, please note that a parent must bring to school or arrange with a designated adult to have delivered to school any medications that the school is to administer. **NO STUDENT IS TO BRING MEDICATION TO SCHOOL.** This includes over-the-counter (OTC) medications; examples of OTC medications include (but are not limited to) cough drops, medication to assist with allergy symptoms (such as eye drops or anti-histamine medications), and others. All medications must be in the original prescription bottle or manufacturer’s packaging. Students may self-carry inhalers, diabetic supplies, or epinephrine auto injectors with proper authorization and documentation. The School Medication Authorization Form is located on the district website:

[School Medication Authorization Form](#)

### **A Designated Caregiver Administration of Medical Cannabis**

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

### **Medical Equipment in School**

If your student needs medical equipment (e.g., knee scooter, crutches, arm sling, wrist or ankle brace, wheelchair), there is a doctor note required in order to inform planning and short-term accommodations for your student. Additionally, please note that wheelchairs or other pieces of medical equipment cannot be supplied to students for regular use by the building Health Office, as this equipment needs to be accessible to other students building-wide. Families in need of resources/information regarding access to medical equipment may contact their School Health Office.

In cases where a family elects to use medical equipment (see examples above) on their own/not under the care of a doctor, medical documentation may be requested following three (3) consecutive days of the student using the equipment in school.

## **5.21 Excuse for Physical Education & Recess**

### **Middle School & High School**

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

### **Elementary**

If your student is healthy enough to attend school, they should be able to participate in all school activities,

including recess. We realize, however, that there are exceptions. A note from a parent/guardian will enable a student to be excused from physical education and recess for up to two (2) days. A note from a physician/chiropractor will be required for a longer period of time. When a student is temporarily withdrawn from physical education or recess by the physician, the student must have a note from their physician for when they can return to physical education or recess and stating what restrictions, if any, apply. **All students with physical education or recess restrictions must bring their note to the health office before entering the classroom.**

Additional information may be found in Board Policy [7:260 Exemption from Physical Education](#).

## 5.22 District Wellness Plan

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

## 5.23 Student Severe Allergies to Foods

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

The following considerations should also be noted:

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

Activities and areas that may contain risk include: the cafeteria; arts and crafts projects; science projects; non-labeled consumables; bus transportation; fundraisers; parties and holiday celebrations; field trips, food/beverages brought into the classroom by teachers/parents; goodie bags sent home with children. The district allergy plan is available on the district website. All stakeholders are involved in implementing the plan (teachers, parents,

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

### [Food Allergies, Food in Schools](#)

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

District 95 has a Board Policy in place to support students in cases where anaphylaxis in response to exposure to allergens (including food) is a possibility. Public Act 102-0413 also requires school districts to notify families once per year about this policy and to provide contact information for families to receive more information. Families who would like to know more about the district anaphylaxis prevention, response, and management procedures may contact their School Nurse.

Please refer to Board Policy [7:285 Anaphylaxis Prevention, Response, and Management Program](#) for the most updated information on this topic. For additional information regarding level-specific food service provider processes, families may contact the School Nurse.

## 5.24 Gluten Sensitivities

At times, students may have sensitivities to certain foods – such as foods containing gluten. District food service providers have processes in place in order to provide additional menu options for students with a documented gluten sensitivity. For additional information regarding level-specific food service provider processes, families may contact the School Nurse.

## 5.25 Asthma Episode Emergency Response Protocol and Asthma Action Plan

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

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

The district Protocol and Asthma Action Plan can be accessed at:

### [Asthma Action Plan](#)

## School District Supply of Undesignated Asthma Medication

In accordance with Section 22-30(f) of the School Code, District 95 maintains a supply of undesignated asthma medication in the name of the district and can provide or administer as necessary according to State law. Undesignated asthma medication means an asthma medication has been prescribed in the name of the district or one of its schools. A school nurse or trained personnel, as defined by State law, may administer an undesignated asthma medication to a person when they, in good faith, believe a person is having respiratory distress. Respiratory distress may be characterized as mild-to-moderate or severe. Each building administrator and/or their corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law.

## **5.26 CPR/AED Instructional Video & District Cardiac Emergency Response Plan**

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

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

Additionally, the district maintains a Cardiac Emergency Response Plan (CERP), which can be found [HERE](#) – as well as on the district’s website ([Safety & Security page](#)).

## **5.27 Communicable Diseases**

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

Students with a suspected communicable disease may be excluded from school following notification of the parent/guardian. The school will provide written instructions to the parent/guardian regarding appropriate treatment for the communicable disease. School nurses monitor cases for communicable diseases, consult with the Lake County Health Department for action steps as necessary, and provide recommendations for parent communications and deep cleaning procedures – as applicable. A student excluded because of a communicable disease may be required to present a letter from the physician verifying that the student is no longer contagious or at risk of spreading the disease in order to return to school.

### **Chronic Communicable Diseases**

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

If a student is required to be placed in a non-school setting, an appropriate educational program comparable to that in the district shall be developed and provided to the student. The determination of whether a student with a chronic communicable disease may attend school in the regular classroom setting shall be made in accordance with Board Policy [7:280, Communicable and Chronic Infectious Disease](#), related administrative procedure, and

other state and federal regulations (such as special education laws).

## **Placement Procedures**

### **Temporary Exclusion**

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

### **Initial Evaluation**

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

### **Placement Decision**

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

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

### **Appeal**

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

### **Subsequent Evaluations**

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

### **Confidentiality**

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

### **Additional Rules and Regulations**

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

## **5.29 Head Lice Information**

Approximately 6 to 12 million kids have infestations each year; head lice infestation is most common among children 3 to 12 years of age (but can also be spread in older children). Head lice are not a health hazard or a sign

of uncleanliness, and do NOT spread disease. The most common symptom is itching.

Typically, for individual cases of head lice, families should not expect to receive a communication from school. Health Offices and building administrators will monitor cases of head lice at the building level, and will make determinations regarding whether additional communication is warranted (for example, when there is a cluster of cases identified in a specific classroom).

Families can find additional information at the [Centers for Disease Control and Prevention](#).

## 5.30 Diabetes Information

The Illinois State Board of Education requires school districts to provide families with information on Type 1 Diabetes. Families can find this information by clicking [HERE](#) (see "Understanding Type I Diabetes for Parents and Guardians").

Additional information regarding Diabetes care in school can be found [HERE](#).

## Wellness Topics

### 5.31 Dangers of Underage Drinking

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

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

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

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

#### **Zero Tolerance**

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

#### **Consumption of Alcohol by Minor**

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

#### **False Identification**

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

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

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

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

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

#### **Driving Under the Influence (DUI)**

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

#### **Illegal Transportation of Open Liquor**

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

**Below is a list of educational opportunities for students that address underage drinking; please note that this list is not all-inclusive.**

#### **Health Education**

Students complete a unit on alcohol and the negative consequence associated with use. Freshmen Foundations, the program in place to support the transition from middle to high school, additionally provides information on this topic.

#### **Social Norms Campaign**

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

#### **Student Services Groups**

Psycho-educational groups designed to discuss the impacts of underage drinking, resisting social pressures, and responsible decision-making, run as applicable/necessary.

### **Prom Assembly**

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

### **Additional Substance Use Awareness Programming**

Programs that might include (but are not limited to) student panels, guest speakers, Social Norms Messaging, Red Ribbon Week, and other similar events.

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

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

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

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

For additional information regarding alcohol cessation (quitting), families can access the sites below:

[National Institute on Alcohol Abuse and Alcoholism](#)

[Substance Abuse and Mental Health Services Administration](#) (SAMHSA)

## **5. 32 Dangers of Vaping & Tobacco Products**

### **Dangers of Vaping**

Vaping devices are battery-operated devices that people use to inhale an aerosol, which typically contains nicotine (though not always; many times vapes can also contain cannabis - the reader is referred to the section below - Dangers of Cannabis Use), flavorings, and other chemicals. They can resemble traditional tobacco cigarettes (*cig-a-likes*), cigars, or pipes, or even everyday items like pens or USB memory sticks. Other devices, such as those with fillable tanks, may look different. Regardless of their design and appearance, these devices generally operate in a similar manner and are made of similar components.

Vaping devices are popular among teens and are now the most commonly used form of nicotine among youth in the United States. Some research shows that many teens do not even realize that vaping cartridges contain nicotine, and assume the pods contain only flavoring. The easy availability of these devices, alluring advertisements, various e-liquid flavors, and the belief that they're safer than cigarettes have helped make them appealing to this age group. In addition, they are easy to hide from teachers and parents because they do not leave behind the stench of tobacco cigarettes, and are often disguised as flash drives or other objects.

The nicotine in e-liquids is readily absorbed from the lungs into the bloodstream when a person vapes an e-cigarette. Upon entering the blood, nicotine stimulates the adrenal glands to release the hormone epinephrine (adrenaline). Epinephrine stimulates the central nervous system and increases blood pressure, breathing, and heart rate. As with most addictive substances, nicotine activates the brain's reward circuits and also increases levels of a chemical messenger in the brain called *dopamine*, which reinforces rewarding behaviors. Pleasure caused by nicotine's interaction with the reward circuit motivates some people to use nicotine again and again, despite risks to their health and well-being.

The teen years are critical for brain development, which continues into young adulthood. Young people who use nicotine products in any form, including e-cigarettes, are uniquely at risk for long-lasting effects. Because nicotine affects the development of the brain's reward system, continued nicotine vaping can not only lead to nicotine addiction, but it also can make other drugs such as cocaine and methamphetamine more pleasurable to a teen's developing brain.

Nicotine also affects the development of brain circuits that control attention and learning. Other risks include mood disorders and permanent problems with impulse control—failure to fight an urge or impulse that may harm oneself or others.

*Information outlined above was obtained from the National Institutes on Health (National Institute on Drug Abuse).*

For more information on cessation (quitting) vaping, families can visit the link below:

[Centers for Disease Control](#)

## **Dangers of Tobacco Use**

### Smoking

Smokers are more likely than nonsmokers to develop heart disease, stroke, and lung cancer, among other health issues. Estimates show smoking increases the risk for coronary heart disease by 2 to 4 times, for stroke by 2 to 4 times, and for cancer by 25 times. Smoking causes diminished overall health, increased absenteeism from work, and increased health care utilization and cost (in terms of long-range effects).

### Smokeless Tobacco

Smokeless tobacco [i.e., nicotine pouches, chewing tobacco] contains nicotine, which is highly addictive. Because young people who use smokeless tobacco can become addicted to nicotine, they may be more likely to also become cigarette smokers.

Many smokeless tobacco products contain cancer-causing chemicals. The most harmful chemicals are tobacco-specific nitrosamines, which form during the growing, curing, fermenting, and aging of tobacco. The amount of these chemicals varies by product. The higher the levels of these chemicals, the greater the risk for cancer. Other chemicals found in tobacco can also cause cancer. These include: a radioactive element (polonium-210) found in tobacco fertilizer; chemicals formed when tobacco is cured with heat (polynuclear aromatic hydrocarbons - also known as polycyclic aromatic hydrocarbons); harmful metals (arsenic, beryllium, cadmium, chromium, cobalt, lead, nickel, mercury).

Smokeless tobacco causes cancer of the mouth, esophagus, and pancreas.

*Information outlined above was obtained from The Centers for Disease Control and Prevention (CDC).*

Additional resources for tobacco cessation (quitting) are linked below; parents/guardians may also contact a member of the Student Services Department (social worker, counselor, psychologist) at their school for additional school-based resources.

[Tobacco Free Lake County](#)

[Centers for Disease Control Resources](#)

[American Lung Association Resources](#)

## 5.33 Dangers of Opioid Use

Opioids are a class of drugs that include the illegal drug heroin, synthetic opioids such as fentanyl, and pain relievers available legally by prescription, such as oxycodone (OxyContin®), hydrocodone (Vicodin®), codeine, morphine, and many others.

Prescription opioids can be prescribed by doctors to treat moderate to severe pain but can also have serious side effects. Fentanyl is a synthetic opioid pain reliever. It is many times more powerful than other opioids and is approved for treating severe pain. Heroin is an illegal opioid; 36 people die every day from an overdose death involving heroin in the United States.

Opioids are strong and highly addictive. Even a very small amount of an opioid like fentanyl can cause an overdose. Drug Enforcement Administration (DEA) testing reveals that 4 in 10 pills with fentanyl contains a LETHAL overdose. Signs of a potential overdose include the following: small, constricted “pinpoint pupils;” falling asleep or loss of consciousness; slow, shallow breathing; choking or gurgling sounds; limp body; pale, blue, or cold skin. Call 9-1-1 or seek medical care for the individual if there is any concern about an overdose situation.

*Information outlined above was obtained from the National Institutes on Health (National Institute on Drug Abuse) and the Centers for Disease Control.*

Additional resources related to opioid use are linked below; parents/guardians may also contact a member of the Student Services Department (social worker, counselor, psychologist) at their school for additional school- based resources.

[Lake County Resources](#)

[US Department of Health and Human Services \(find treatment\)](#)

## 5.34 Dangers of Cannabis Use

While cannabis is now legalized in Illinois for adults over the age of 21, there are still short-term and long-term effects that may impact students who attempt to use this substance.

The active ingredient in cannabis is THC; when a student uses cannabis, there are several short-term effects, including:

- Altered senses (for example, seeing brighter colors)
- Altered sense of time
- Changes in mood
- Impaired body movement
- Difficulty with thinking and problem-solving
- Impaired memory
- Hallucinations (when taken in high doses)
- Delusions (when taken in high doses)
- Psychosis (risk is highest with regular use of high potency cannabis)

Marijuana also affects brain development. When people begin using cannabis as teenagers, the drug may impair thinking, memory, and learning functions and affect how the brain builds connections between the areas necessary for

these functions. Researchers are still studying how long marijuana's effects last and whether some changes may be permanent.

*Information outlined above was obtained from the National Institute on Drug Abuse.*

Additional resources related to cannabis use/quitting are linked here: [American Addiction Centers](#)

## 5.35 Responsible Technology Use

Students are exposed to technology daily in school, home and community settings. Teaching students how to be responsible users of technology (which includes setting limits for personal use, as well as safely navigating the internet and social media) takes a partnership between school staff and families.

The following resources are provided for families related to setting limits on technology, as well as regarding social media usage:

Setting Limits	Safe Social Media Usage
<a href="#">Screen Time and Children</a> (Mayo Clinic)	<a href="#">Keeping Students Safe on Social Media</a> (American Psychological Association)
<a href="#">How to Set Limits on Screen Time</a> (Child Mind Institute)	<a href="#">Social Media Safety Tips for Children</a> (Youth First)
<a href="#">Help Children Reduce Screen Time</a> (National Institutes of Health)	

## 5.36 Dangers of Teen Gambling

Problem gambling, commonly referred to as a gambling addiction and clinically recognized as a gambling disorder, affects people of all ages, from adolescents as young as 10 to adults in their senior years. It's not a matter of being irresponsible – it's an addiction rooted in the brain just as are the drug and alcohol addictions of millions of people. It's not bad behavior or a bad habit – it's a serious condition.

Two million U.S. adults meet the criteria for pathological gambling (the most severe level of gambling addiction), and another four to six million are considered problem gamblers. The earlier a person is introduced to gambling, the more likely they are to become problem gamblers as adults (or earlier).

Of U.S. residents ages 14-21, approximately 2.1 percent struggle with problem gambling. Another 6.5 percent are at-risk. If our teenagers' problem gambling isn't identified and stopped early, it can have long-lasting consequences that affect the rest of their lives.

*Information outlined above was obtained from Know the Odds.*

For more information on resources for identifying early gambling behaviors and intervention, parents/guardians are referred to the full resource guide from Know the Odds; for information specific to supporting ending gambling habits, see Section 9:

The Dangers of [Youth Gambling Addiction](#) (Know the Odds.org)

## 5.37 Caffeine Information for Families

Caffeine is found in many foods and drinks, and is commonly understood as a substance that increases energy for those who ingest it. However, it is important to understand that caffeine affects people differently - and that the recommendations for youth ages 12-18 is 100mg or less per day. Most common energy drinks can contain 2-3 times the recommended amount for children and adolescents.

Caffeine can have potential negative side effects when ingested by children and adolescents, including the following:

- Impaired heart functioning
- Impacted calcium levels
- Sleep disturbances
- Impacted brain/cognitive development
- Stomach upset

Caffeine use can also result in dependence in children and adolescents, which can also lead to withdrawal symptoms when there is a change in caffeine intake. Withdrawal symptoms can look like (but are not limited to) changes in mood, headaches, or limited concentration.

Families are encouraged to monitor caffeine intake for their children; additional information regarding the effects on caffeine in youth can be found [HERE](#).

Source: Helping Guide.org

## Safety Topics

### 5.40 Safety Drill Procedures

Safety drills will occur at times established by the building administration. Students are required to be silent and shall comply with the directives of school officials during emergency drills. There will be a minimum of three (3) evacuation drills, a minimum of one (1) severe weather (shelter-in-place) drill, a minimum of one (1) law enforcement lockdown drill to address a school shooting incident, and a minimum of one (1) bus evacuation drill each school year. Students and staff will have advance warning of all drills. There may be other drills implemented at the direction of the administration.

With respect to the law enforcement lockdown drill, the drill will be announced in advance and a student's parent/guardian may elect to exclude their child from participating alternative classroom safety education will be provided in these cases.

### 5.41 Response Team Process

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

## 5.42 Emergency Operations Plan

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

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

During any emergency or potential disaster and for the safety of all students and staff, please follow the instructions provided as the event unfolds. It is imperative that you follow the instructions of district personnel; **a failure to do so may lessen the effectiveness of the response**. If you have any questions, please feel free to contact the Assistant Superintendent for Student Services, the Director of Safety & Security, or your child's Building Principal. In the meantime, thank you for your cooperation and support.

Additional details may be found in Board Policy [4:170 Safety](#).

# Chapter 6 – Student Behavior Expectations

## 6.20 School Dress Code & Student Appearance

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

The school does not prohibit hairstyles historically associated with race, ethnicity, or hair texture, including, but not limited to, protective hairstyles such as braids, locks, and twists. Further, the district recognizes that students have the right to wear hairstyles historically associated with race or ethnicity – and to wear or accessorize the student's graduation attire with items associated with the student's cultural, ethnic, religious identity, or other characteristic protected by State law.

Students who disrupt the educational process or compromise standards of health and safety must modify their appearance.

The reader is referred below for additional information related to student dress and appearance:

- Inappropriate, revealing clothing\* should not be worn to school or school functions, including but not limited to: athletic events, extra-curricular activities, school dances
- Sunglasses, face paint, and other accessories deemed to interfere with the health and safety of students and/or to cause a distraction to the learning environment are not permitted
- Other accessories (i.e., hoods, hats) may be permissible if they do not interfere with the health and safety of students and/or cause a distraction to the learning environment; it should be noted that age-

appropriate considerations will be made for additional accessories at different levels, and that acceptability of different accessories may vary depending on the school/classroom activity (i.e., hats may be prohibited during assessments)

- Footwear is required
- Offensive or obscene clothing should not be worn to school, including, but not limited to: slogans or logos that depict controlled substances (alcohol, drugs, and tobacco); foul, profane, vulgar or abusive language; sexual overtones and innuendoes; violence and weapons gang related clothing or paraphernalia
- Current school-issued lanyards and student identification cards (worn around the neck) are a required part of the dress code; it should be noted that required student identification may look different at different levels (elementary versus secondary)

\*Further clarification regarding dress expectations is provided below:

- The majority of student torsos from the armpit to the top of pants/shorts should be covered (i.e., portions of a student's ribcage should not be exposed); shoulders MAY be exposed
- Student underwear bottoms are to be completely covered at all times
- Shorts worn should fall several inches below what would be considered an underwear or bathing suit line

Should students be present in clothing that does not meet Parent-Student Handbook expectations, they will first be asked whether they have other clothing that would cover all required body areas. If the student does not have additional clothing, alternate clothing will be provided by the school.

## 6.30 Student Behavior Expectations

The goal of District 95 is to provide effective discipline practices that accomplish the following: maximize the safety and dignity of students and staff; maintain a positive, weapons-free, and drug-free learning environment; keep school property and the property of others safe and secure; address the causes of student behavior to provide individuals involved in an incident to be a part of its resolution; teach students positive behavioral skills to become independent, self-disciplined contributors in the school community and society.

All expectations of behavior will apply during school hours and at any school-sponsored event, regardless of time or location (this includes extracurricular environments). If an event occurs outside of school grounds or at school sponsored-events, but causes a school disruption on school grounds or at school-sponsored events, the event will be subject to the Board Policy [7:190 Student Behavior](#). Individual school officials and staff may develop more specific rules and interventions for students. In the event of a violation of the behavioral expectations, an intervention will be applied that is designed to balance the need to teach students replacement behaviors with the need to maintain a safe learning environment for all.

### Delegation of Authority

Every teacher, and any other staff member when students are under their charge, is permitted to provide any behavior interventions/measures in accordance with established policy and administrative procedures. Staff may use reasonable steps as needed to maintain safety for other students, school personnel, or other persons – or for the purpose of self-defense or defense of property. Staff shall seek administrative support outside of the classroom for significantly disruptive behavior to the overall learning environment.

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

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

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

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

The following is a non-exhaustive list which contains examples of both minor and major behaviors. Please note any minor behavior can be considered a major behavior based upon frequency, duration, and severity. For more detailed information and definitions pertaining to student behavior, refer to Board Policy [7:190 Student Behavior](#).

### Minor Behaviors (generally classroom-managed)

- Academic dishonesty (i.e., cheating on a test, plagiarizing; see note below)
- Being absent without a recognized excuse, truant, or tardy
- Disobeying rules of student conduct or directives from staff members or school officials (examples of disobeying staff directives include refusing a staff member's request to report to their assigned location, or to present school identification)
- Entering school property or a school facility without proper authorization
- Forging or altering forms/documents
- Insubordination or gross disobedience (repeated failure to comply with adult directives; **NOTE: repeated failure to comply with adult directions that causes a significant disruption to the overall learning environment may be treated as a Major Behavior**)
- Misconduct (examples of unacceptable behaviors are obscenity, profanity, inappropriate gestures, showing violent or disturbing content in school, or inappropriate language)
- Unprepared for class
- Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction
- Misuse of an electronic device (i.e., phone, smart device)\*
- Violation of the District 95 dress code

### Major Behaviors (generally office-managed)

- Being involved in a gang or engaging in gang-like activities, including displaying gang symbols or paraphernalia
- Being involved with any public-school fraternity, sorority, or secret society
- Causing or attempting to cause damage to, stealing, or attempting to steal, school property or another person's personal property (examples are vandalism, theft, property damage, possession of stolen property)
- Distributing or possessing harmful materials
- Distributing, purchasing, selling, or offering for sale tobacco or nicotine materials, including electronic cigarettes, e-cigarettes, nicotine pouches, smokeless tobacco, vapes, vape pens or other vaping related products
- Engaging in more significant types of academic dishonesty (i.e., altering report cards, wrongfully obtaining test copies or scores, altering or destroying school records)
- Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a student or staff member; or (b) endanger the health or safety of students, staff, or school property
- Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including "mooning") and sexual assault
- Engaging in bullying, hazing or any kind of aggressive behavior that does physical or psychological harm to a staff person or another student or encouraging other students to engage in such behavior; prohibited conduct specifically includes, without limitation, any use of violence, inciting violent acts, intimidation, force, noise, coercion, threats, stalking, harassment, pushing, hitting, fighting, physical attack, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network or other comparable conduct (i.e., cyberbullying)

- Engaging in teen dating violence
- In the absence of a reasonable belief that an emergency exists, calling emergency responders (calling 9-1-1), signaling or setting off alarms or signals indicating the presence of an emergency or indicating the presence of a bomb or explosive device on school grounds, school bus or at any school activity
- Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of their duties or employment status or status as a student inside the school
- Operating an unarmed aircraft system (AUS) or drone for any purpose on school grounds or at any school event unless granted permission by the Building Principal
- Using a cellular telephone, smartphone, video recording device, wearable technology, or similar electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules; wearable technology that has the capacity to record audio or video is strictly prohibited during the school day; prohibited conduct additionally specifically includes, without limitation, creating and sending, sharing, viewing, receiving or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device or cellular telephone, commonly known as “sexting”
- Using or possessing tobacco or nicotine materials, including electronic cigarettes, nicotine pouches, e-cigarettes, vapes, vape pens or other nicotine-related products
- Using, possessing, controlling, or transferring a “weapon” (any object that is or could be considered a weapon or any time that is a look-a-like weapon); *see Board Policy [7:190 Student Behavior](#) for definition of “weapon”*
- Using, possessing, distributing, purchasing, or selling alcoholic beverages; students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession
- Using, possessing, distributing, purchasing, selling or offering for sale:
  - Any illegal drug, controlled substance, or cannabis (including edibles/“gummy” products, vape devices that hold cannabis/THC, and related products). Any anabolic steroid unless it is being administered in accordance with a physician’s or licensed practitioner’s prescription
  - Any performance-enhancing substance on the Illinois High School Association’s most current banned substance list unless administered in accordance with a physician’s or licensed practitioner’s prescription
  - Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician’s or licensed practitioner’s instructions
  - Any inhalant, regardless of whether it contains an illegal drug or controlled substance
  - “Look-alike” or counterfeit drugs
  - Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances
  - Any substance inhaled, injected, smoked, consumed or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in a tablet or powdered form
- Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, extortion, vandalism and hazing
- Violation of the Acceptable Use Policy

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

- Initial instances of academic dishonesty (1<sup>st</sup> and 2<sup>nd</sup> offenses) will be addressed by the classroom teacher and/or Division Head; parents will be notified of any instances of academic dishonesty
- Subsequent instances of academic dishonesty (3<sup>rd</sup> cumulative offense and beyond) will be referred to the Deans Office for further review and support
- Parents can receive further information regarding how students will receive the opportunity to retry formative and/or summative work in cases of academic dishonesty by contacting the respective Division Head

### **Use of Artificial Intelligence (AI)**

With respect to the use of Artificial Intelligence (AI) on academic work, the use of AI on academic assignments should fit within the guidelines/expectations set forth by classroom teachers. The District AI Guidance for families can be found [HERE](#).

With respect to the use of Artificial Intelligence (AI) in relationship to any inappropriate interpersonal interactions and/or bullying/harassment-related behaviors, it should be noted that all applicable district anti-bullying and anti-harassment policies apply. Any student use of AI related to bullying and/or harassment will be investigated and treated according to said policies and administrative procedures in these areas.

### **\*Secondary Cell Phone Information**

According to Board Policy 7:190, *“all electronic devices must be kept powered-off or silenced during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the electronic device is provided in a student’s individualized education program (IEP); (c) it is used during the student’s lunch period, or (d) it is needed in an emergency that threatens the safety of students, staff, and other individuals.”* In order to support students in minimizing distractions within their learning environments and make responsible choices with respect to technology use, building administrative teams at the secondary level (i.e., middle school, high school) have implemented protocols to support the implementation of this portion of Board Policy 7:190. Families can learn more about building-specific protocols by contacting the Building Principal.

## **6.31 Behavior Interventions and Additional Consequences**

### **Behavioral Interventions**

Following a violation of 7:190, Student Behavior, the building team may choose to apply an intervention designed to teach students a replacement behavior (a better way to get their needs met within the school environment), an intervention designed to provide additional coaching and mentoring support, an intervention designed to teach new content, or some other intervention designed to support responsible decision-making.

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

#### **Adult Mentoring**

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

### **Assignment to Increased Academic Support (i.e., academic support centers, tutoring)**

Students may be assigned to additional academic support centers or to meet with teachers in response to attendance-related or other violations (such as academic dishonesty).

### **Behavioral Contracts**

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

### **Check-ins**

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

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

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

### **Skill-building Supports**

Students may be assigned to participate in educational and/or skill-building supports designed to teach desired or expected social behaviors in a wide range of areas. Examples of skill-building supports include (but are not limited to) safe internet/social media usage, safe/healthy relationship skills, and appropriate conflict resolution skills.

### **Substance Abuse Supports**

Substance abuse intervention groups (or individual counseling) provide information relevant to students involved with alcohol and drugs. Students learn about mood-altering substances including the negative effects and risks associated with use. The physical, legal, social, and emotional consequences of their decisions are explored.

### **Peer Mentoring**

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

### **Restorative Practices**

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

### **Student Support Center**

Student Support Center (SSC) provides students an alternative learning environment where students can practice desired behaviors outside of the classroom/larger learning environment. Additionally, students typically receive direct instruction regarding the target behavior of concern in this setting as well.

### **Supported Attendance Interventions**

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

### **Supported Lunch Program**

A supported lunch program provides additional structure and supervision for students who have difficulty in meeting behavior expectations during less structured portions of their day.

### **Additional Consequences**

In addition to interventions assigned designed to support student behavior, there may be additional consequences applied – depending on the frequency and severity of the behavior policy violation. Additional consequences might include temporary removal from class, detentions, loss of privileges\*, social probation, restitution, suspensions (in-school, out of school) or recommendation for expulsion. Options for temporary removal from class and/or the overall learning environment include (but are not limited to) the following:

- Saturday School assignment (to be considered for persistent attendance-related infractions and other more serious or repeated infractions)
- Temporary assignment to another district building (i.e., District Administration building, opposite middle school campus, alternate elementary campus)
- Regional Office of Education BASE program (short-term removal of up to 10 school days where students can continue their learning while re-setting following a behavioral infraction)
- Regional Office of Education Safe School Program (longer-term removal where students can continue their learning following a more significant behavioral infraction)
- Assignment to intensive intervention programming (elementary only) during which students would attend an alternate location (4-6 weeks) and receive additional emotional/behavioral self-awareness and self-management instruction/practice opportunities, while receiving academic support

\*Loss of privileges may include, but are not limited to, the following examples: social probation/restricted access to school activities, loss of phone/electronic privileges, loss of parking privileges - related to driving and/or parking violations, loss of off-campus privileges

Suspension and recommendation for expulsion are described below in **Sections 6.33, Student Suspension Legal Authority** and **6.34, Student Expulsion**, respectively.

NOTE: This section outlines several behavioral interventions and consequences that may be applied, should a student violate Board Policy 7:190. However, it is additionally noted that no disciplinary action shall be taken against any student that is based totally or in part on the refusal of the student's parent/guardian to administer or consent to the administration of psychotropic or psychostimulant medication to the student.

## **6.32 Intergovernmental Agreement**

The Lake Zurich Police Department, Hawthorn Woods Police Department, Kildeer Police Department, Lake County Sheriff's Office and Community Unit School District 95 are all parties to a county-wide agreement for the reciprocal reporting of student criminal offenses. The police department must report to the Building Principal or designee whenever a District 95 child is detained for proceedings under the Juvenile Court Act of 1987. This agreement does not restrict the duty or authority of the school or police personnel to share or release information with each

other. The records provided by the Police Department must be kept separate from and not become part of the official school record of the child. Such records are not public record and can be used solely by the appropriate school officials whom the school has determined to have a legitimate education or safety interest to aid in the proper rehabilitation of the child and to protect the safety of students and employees in the school.

## **6.33 Student Suspension of Legal Authority**

The Superintendent or designee, Building Principal, Assistant Building Principal, or Dean of Students is authorized to impose the same disciplinary measures as teachers, and additionally may suspend students who demonstrate gross disobedience or misconduct from school (including all school functions) and from riding the school bus for up to 10 consecutive school days – provided the appropriate procedures are followed. The Board of Education may suspend a student from school and riding the bus in excess of 10 days for safety reasons.

### **General Procedures for Suspension**

#### **In-School Suspension**

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

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

#### **Out-of-School Suspension**

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

1. A conference during which the violations will be explained, and the student will be given an opportunity to respond to the violations before they may be suspended
2. A pre-suspension conference is not required, and the student can be immediately suspended when the student's presence poses a continuing danger to persons or property or an ongoing threat of disruption to the educational process (in such cases, the notice and conference shall follow as soon as practicable)
3. An attempted phone call to the student's parent(s)/guardian(s)
4. A written notice of the suspension to the parent(s)/guardian(s) and the student, which shall
  - a. Provide notice to the parent(s)/guardian(s) of their child's right to a review of the suspension
  - b. Include information about an opportunity to make up work missed during the suspension for equivalent academic credit
  - c. Detail the specific act resulting in the decision to suspend
  - d. Provide rationale or an explanation of how the chosen number of suspension days will address the threat or disruption posed by the student or their act; and
  - e. Depending upon the length of the out-of-school suspension, include the following applicable

information:

- i. For a suspension of three school days or less, an explanation explaining how the student's continuing presence in school would either pose:
    1. A threat to school safety, or
    2. A disruption to other students' learning opportunities
  - ii. For a suspension of four or more school days, an explanation:
    1. That other appropriate and available interventions have been exhausted
    2. Outlining whether school officials attempted other interventions or determined that no other interventions are available for the student, and
    3. Explaining how the student's continuing presence in school would either:
      - a. Pose a threat to the safety of other students, staff, or members of the school community, or
      - b. Substantially disrupt, impede, or interfere with the operation of the school
5. A summary of the notice, including the reason for the suspension and the suspension length, must be given to the Board by the Superintendent or designee
  6. Upon request of the parent(s)/guardian(s), a review of the suspension shall be conducted by the Board or a hearing officer appointed by the Board; at the review, the student's parent(s)/guardian(s) may appear and discuss the suspension with the Board or its hearing officer and may be represented by counsel; whenever there is evidence that mental illness may be the cause for the suspension, the Superintendent or designee shall invite a representative from the Department of Human Services to consult with the Board; after presentation of the evidence or receipt of the hearing officer's report, the Board shall take such action as it finds appropriate. If the suspension is upheld, the Board's written suspension decision shall specifically detail items (a) and (e) in number four, above

Additional information may be found in Board Policy [7:200 Suspension Procedures](#).

## 6.34 Student Expulsion

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

### General Procedures for Expulsion

- Before a student may be expelled, the student and their parents(s)/guardian(s) shall be provided a written request to appear at a hearing to determine whether the student should be expelled. The request shall be sent notice of the time, place, and purpose of a hearing by registered or certified mail, with return receipt requested. The request will:
  - Include the time, date, and place for the hearing
  - Briefly describe what will happen during the hearing
  - Detail the specific act of gross disobedience or misconduct resulting in the decision to recommend expulsion
  - List the student's prior suspensions
  - State that the School Code allows the School Board to expel a student for a definite period of time not to exceed two calendar years, as determined on a case-by-case basis
  - Ask that the student or parent(s)/guardian (s) or attorney inform the Superintendent or Board

Attorney if the student will be represented by an attorney and, if so, the attorney's name and contact information

- Unless the student and parent(s)/guardian(s) indicate that they do not want to have a hearing or fail to appear at the designated time and place, the hearing will proceed; it shall be designated in the notice, conducted by the School Board or a hearing officer appointed by it; if a hearing officer is appointed by the Board, they shall report to the Board the evidence presented at the hearing and the Board shall take such final action as it finds appropriate; whenever there is evidence that mental illness may be the cause for the recommended expulsion, the Superintendent or designee shall invite a representative from the Department of Human Services to consult with the Board
- During the expulsion hearing, the Board or hearing officer shall hear evidence concerning whether the student violated the district behavior policy; school officials must provide: (1) testimony of any interventions attempted and exhausted or of their determination that no other appropriate and available interventions were available for the student, and (2) evidence of the threat or disruption posed by the student; the student and their parent(s)/guardian(s) may be represented by counsel, offer evidence, present witnesses, cross-examine witnesses who testified, and otherwise present reasons why the student should not be expelled; after presentation of the evidence or receipt of the hearing officer's report, the Board shall decide the issue of guilt and take such action as it finds appropriate
- If the Board acts to expel the student, its written expulsion decision shall:
  - Detail the specific reason why removing the student from their learning environment is in the best interest of the school
  - Provide a rationale for the specific duration of the recommended expulsion
  - Document how school officials determined that all interventions have been exhausted by specifying which interventions were attempted or whether school officials determined that no other appropriate and available interventions existed for the student
  - Document how the student's continuing presence in school would (1) pose a threat to the safety of other students, staff, or members of the school community, or (2) substantially disrupt, impede, or interfere with the operation of the school
- Upon expulsion, the district may refer the student to appropriate and available support

services For more information see Board Policy [7:210 Expulsion Procedures](#).

## 6.35 Corporal Punishment

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

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

### Use of Social Media

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

- *Hyperlocal* social media apps, e.g., *YikYak*, present safety and security concerns for our students.

- Hyperlocal apps use GPS on cell phones to target groups in specific areas
- *Temporary* social media apps, e.g., *ask.fm*, *Snapchat*, *Burn Note*, *Whisper*, and *Secret*, often present a false belief of anonymity; temporary apps allow people to send messages and images that self-destruct after a set window of time. Students need to understand that their online choices are important. Content never truly goes away, and no one online is anonymous. Law enforcement agencies have the ability to pinpoint users and content creators, and they do investigate crimes involving the Internet and social media app usage.

The district encourages families to review the resources below and to talk with their student(s). Let's partner together to help them understand how their digital footprints affect theirs and others' futures. As you discuss this topic with your student(s), please remind them how to report their concerns:

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

For additional resources on online safety, please visit the ISBE website linked [HERE](#). Other resources for parents/guardians can be found below:

[www.common sense media.org](http://www.common sense media.org), discusses apps, movies, and more; type in the app you want to learn more about, and this website will summarize it for you.

[www.consumer.ftc.gov/topics/protecting-kids-online](http://www.consumer.ftc.gov/topics/protecting-kids-online), contains resources for adults seeking to help children make safe and responsible online choices.

Additional information may be found in Board Policy [7:180 Prevention of and Response to Bullying, Intimidation, and Harassment](#).

## Harassment of Students Prohibited

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

As a point of emphasis, bullying or harassment on the basis of race, color, or nation of origin is strictly prohibited. This also includes bullying or harassment behaviors directed towards a person's perceived race, color, or nation of origin. For example, if a person identifies as belonging to a particular race, any negative or derogatory actions directed at that person because of their race is prohibited. Additional information on bullying and harassment related to these specific protected groups can be found in Board Policy [2:270 Discrimination and Harassment on the Basis of Race, Color and National Origin Prohibited](#).

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

Additional information may be found in Board Policy [7:20 Harassment of Students Prohibited](#).

## **Preventing Bullying, Intimidation, and Harassment**

Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in those disruptive behaviors is an important district goal. State law requires that school boards annually communicate the district's policy to students and their parent(s)/guardian(s). These behaviors will be taken seriously and are not acceptable in any form. Preventing students from engaging in these disruptive behaviors is achieved by fully enforcing these board policies. Illinois law requires a school district to notify the parent or guardian of a child who engages in aggressive behavior, including such behaviors as bullying (105 ILCS 5/10-20.14; see below for more information). The policy prohibits a student while at school or at school sponsored events from engaging in aggressive behavior that causes physical or psychological harm to someone else and/or urging other students to engage in such conduct. Prohibited aggressive behavior includes, without limitation, the use of violence, force, noise, coercion, threats, intimidation, fear, bullying, or other comparable conduct. Full implementation of these policies includes providing each student who violates one or more of them with appropriate consequences and remedial action, as well as protecting students from retaliation for reporting such conduct.

For further information on this subject, refer to the following board policies: [7:190 Student Behavior](#), [7:310 Restrictions of Publications; Elementary and Middle Schools](#), and [7:20 Harassment of Students Prohibited](#).

## **Notification of Parents/Guardians**

Consistent with federal and State laws and rules governing student privacy rights, the school shall make diligent efforts to notify a parent or guardian within 24-hours after the school's administration is made aware of a student's involvement in an alleged bullying incident. The school will notify parents/guardians of the reported victim, as well as the parents/guardians of any student(s) reported to have engaged in bullying behavior. The term "bullying incident" includes individual instances of bullying, as well as all threats, suggestions, or instances of self-harm determined to be a result of bullying.

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

### **Sexual Harassment Prohibited**

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

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

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

person's alleged sexual activities.

Students, who believe they are victims of sexual harassment or who have witnessed sexual harassment, are encouraged to discuss the matter with the student Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager. Students may choose to report to a person of the student's same sex. Complaints will be kept confidential to the extent possible, given the need to investigate. Students who make good faith complaints will not be disciplined.

An allegation that one student was sexually harassed by another student shall be referred to the Building Principal, Assistant Building Principal, or Dean of Students for appropriate action.

The Superintendent shall annually announce the names, addresses, and telephone numbers of the district's current Nondiscrimination Coordinator and Complaint Managers. The current contact information can be found in the table below:

	Contact 1	Contact 2
Nondiscrimination Coordinator	Julia Becich <a href="mailto:Julia.becich@lz95.org">Julia.becich@lz95.org</a> 847.540.4960	Todd Jakowitsch <a href="mailto:Todd.jakowitsch@lz95.org">Todd.jakowitsch@lz95.org</a> 847.540.4929
Complaint Managers	Julia Becich <a href="mailto:Julia.becich@lz95.org">Julia.becich@lz95.org</a> 847.540.4960	Todd Jakowitsch <a href="mailto:Todd.jakowitsch@lz95.org">Todd.jakowitsch@lz95.org</a> 847.540.4929

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

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

### **Teen Dating Violence Prohibited – Parent/Guardian Notice**

Teen dating violence is unacceptable. District 95 committed to providing students with a school environment where they can learn free from worries about school violence. The purpose of this section is to inform parents/guardians of Board Policy [7:185 Teen Dating Violence Prohibited](#), which is a component of the district's anti-bullying program.

Research has shown that teen dating violence can form lifelong, unhealthy habits during young adults' formative years. Educating parents/guardians, students, and staff about teen dating violence can help us identify incidents of teen dating violence at school or school-related activities. The Board's policy states that *teen dating violence* occurs whenever a middle school or high school student uses or threatens to use physical, mental, or emotional abuse to control an individual in the dating relationship or uses or threatens to use sexual violence in the dating relationship.

Students in grades 7 through 12 will receive age-appropriate instruction on teen dating violence including its warning signs and prevention. School staff will also receive training on handling the signs and incidents of teen

dating violence. School staff members will respond immediately and with compassion to a student who reports teen dating violence. After evaluating the situation to determine if an immediate referral to the office is needed, a staff member will give the student reporting bullying form, 7:180-AP1, E5, Report Form for Bullying and School Violence.

Staff members have been instructed to intervene immediately to stop incidents of teen dating violence occurring at school. They will proceed under our district's procedures for responding to incidences of bullying and school violence.

Below are some warning signs that your child may be involved in teen dating violence:

- Name-calling and *put-downs*. Does one individual in the relationship call the other person names? Do they use insults to put the other person down?
- Extreme jealousy. Does one individual in the relationship act incredibly jealous when the other talks to peers?
- Does one person accuse the other of flirting even when it is innocent conversation?
- Making excuses. Does one individual in the relationship make excuses for the other? Do they have to apologize for the other person's behavior?
- Canceling or changing plans. Does one individual cancel plans often, and at the last minute? Do the reasons make sense or sound untrue?
- Monitoring. Does one person call, text message, or check up on the other constantly? Do they demand to know the other person's plans or with whom the other person was with?
- Uncontrolled anger. Have you seen one individual lose their temper? Do they throw things – or break things – when angry? Does one person in the relationship worry a lot about upsetting the other?
- Isolation. Has one individual in the relationship given up spending time with friends? Has that individual stopped doing activities that used to be important?
- Dramatic changes. Have either of the individuals in the relationship had appearance changes? Have they lost or gained weight? Have their grades dropped? Do they seem depressed?
- Injuries. Does one person in the relationship have unexplained injuries, or do they give explanations that don't make sense?
- Quick progression. Did the relationship get serious very quickly?

These signs do not necessarily mean that your child is involved in teen dating violence, but, if present, talk to your child about teen dating violence.

For more information about this issue, please see the Centers for Disease Control and Prevention's educational materials at:

[Preventing Teen Dating Violence](#)

## 6.60 Field Trips

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

- Failure to receive appropriate permission from parent/guardian or teacher

- Failure to complete appropriate coursework
- Behavioral or safety concerns
- Denial of permission from administration

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

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

## **6.70 Access to Student Social Networking Content**

School officials may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates a school disciplinary rule or policy. During an investigation, the student may be required to share the content that is reported in order to allow school officials to make a factual determination.

Additional information can be found in Board Policy [7:140 Search and Seizure](#).

## **6.80 Student Use of Electronic Devices**

### **Cellular Phones and Personal Electronic Devices**

Using or possessing a cellular telephone, video recording device, wearable technology, or other electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules and is prohibited. Wearable technology that has the capacity to record audio and/or video is strictly prohibited during the school day. Prohibited conduct specifically includes, without limitation, creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device or cellular phone. Students are expected to follow staff and administrator directives regarding the use of personal electronic devices during the school day at all times, including during crisis/emergency events.

If your student doesn't have a phone, parents/guardians may contact the Main Office to reach their student.

For further information on student use of electronic devices, refer to Board Policy [7:190 Student Behavior](#).

### **Communications**

The following is a set of expectations that all members of the district professional community are expected to adhere to when communicating with students electronically. Electronic communication with students should always be transparent, accessible, and professional as defined below:

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

### **Preferred Communications Methods**

- District Parent Portal
- District email
- School and district websites
- District-approved applications for student communication (i.e., Remind)

### **Other Communication Methods**

- **Text Messaging** – Texting to the entire team/group is preferable to texting an individual student; if a text is sent to an individual student, parents must be copied on all texts, in addition to a building administrator and/or athletic/activity director
- **Learning Management Systems** – District-approved Learning Management Systems (LMS) can provide valuable supplemental communications, keeping in mind that not all families embrace these technologies; learning management systems should be used as a supplemental means of communicating (these can include SeeSaw or Canvas)

### **Unacceptable Communications Methods**

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

### **Parent Communication Guidelines**

School staff work diligently to create environments that foster learning with minimal distractions. A personal electronic device (i.e., cell phone, smart watch) can be a distraction for a student during the school day. District 95 seeks to partner with parents/guardians so that we can minimize distractions during class time. To this end, ***parents are discouraged from communicating to their student's personal electronic device during school hours – apart from exceptional/emergency situations.***

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

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

The electronic network access is designed to support the curriculum and to enhance students' education through the use of district owned or district issued devices on the schools' local area networks, the district's

wide area network, and the Internet. Students have the responsibility to use this educational resource properly in accordance with the rules of the district:

1. All users of the district's electronic network access must comply with all rules, regulations, guidelines, terms and conditions adopted both by the Administration and by classroom teachers and school staff members
2. Inappropriate use of the computer system may result in discipline, including the loss of computer use privileges, disciplinary action, and/or appropriate legal action
3. Unethical and unacceptable behavior shall result in disciplinary action; some examples of unacceptable use include, but are not limited to:
  - a. Sharing of passwords
  - b. Use of the network to access or process inappropriate materials or to download files dangerous to the integrity of the network
  - c. Gaining unauthorized access to resources or entities, or attempting to circumvent district safety software
  - d. Use of the computer system to access, retrieve, view or disseminate any material in violation of any Federal or State regulation or school policy; this includes, but is not limited to, improper use of copyrighted material, improper use of passwords or access codes, disclosing any user's full name, home address, or phone number or that of another student or teacher
  - e. Intentional disruption of the information network, vandalism or attempted vandalism or the computer system
  - f. Use of the computer system for profit (including for gambling purposes) or commercial activities, including advertising or sales, except as explicitly authorized.
  - g. Accessing, attempting to access, submitting, posting, publishing, or displaying any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, harassing, or illegal material
  - h. Use of the computer system to threaten or actually disrupt the educational process
  - i. Use of the computer system to improperly alter electronic messages, posts, use of an account owned by another user, or impersonation of another person.
  - j. Use of the computer system to invade the privacy of any individual
  - k. Use of computer system to access unauthorized software through cloud services
  - l. Wastefully using resources, such as file space
  - m. Posting material authored or created by another without their consent
  - n. Posting anonymous messages
4. Students shall be granted access to the district's electronic network access upon completion of the *Authorization for Access to the District's Electronic Network* signature form completed during registration. School officials may not request or require a student or their parent/guardian to provide a password or other related account information to gain access to the student's account or profile on a social networking website. However, school officials may require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates a school disciplinary rule or policy; in the course of an investigation, the student may be required to share the content that is reported in order to allow school officials to make a factual determination

Additional information may be found in Board Policy [6:235 Access to Electronic Networks](#). Specific questions regarding the electronic network access may be directed to the Executive Director of Technology (847) 540-3403.

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

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

Any unauthorized distribution, as determined by the building principal or their agent, shall not be permitted and shall be ordered stopped by the Building Principal or agent.

If the distribution is not stopped, upon warning by the Building Principal or their agent, the distributor or distributors shall be considered as trespassers and the police shall be immediately called for appropriate civil action (if not District 95 students).

Additional information may be found in Board Policy [7:315 Restrictions on Publications; High Schools](#).

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

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

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

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

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

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

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

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

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

## **Chapter 8 – Search and Seizure**

### **8.10 Search and Seizure**

In order to maintain order and security in District 95 schools, school authorities may inspect and search school property and equipment owned or controlled by District 95 (such as lockers, desks, and parking lots), as well as personal effects left there by a student, without notice to or the consent of the student. This includes conducting searches with the use of specially trained dogs. In addition, school authorities may search a student and/or personal effects in the student's possession (such as purses, wallets, book bags, lunch boxes, etc.) when there is a reasonable ground for suspecting that the search will produce evidence of a violation of the law or the district's student conduct rules. Such authority to conduct searches shall extend to all certificated personnel and school liaison police officers. Additional details are contained within Board Policy [7:140 Search and Seizure](#).

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

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

Students who participate in athletics or extracurricular activities are subject to the high school code of conduct. The full code of conduct can be found [HERE](#).

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

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

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

### **General Responsibilities:**

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

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

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

District 95 feels strongly that academics are important and are the primary responsibility of the school community. It is the responsibility of the student to balance extracurricular/academic commitments. The following procedures are intended to help our students achieve this balance and succeed in both areas.

### **Student Participation Guidelines (for grades 4-8 with respect to grades):**

1. Grades of D or F in any class will result in ineligibility
2. A grade of D means that the student will be on restricted ineligibility for the week (Monday to Sunday) and cannot participate in practices or meetings until 3:15 PM; students are responsible for arranging help from the appropriate academic teacher between 2:30 PM and 3:15 PM on a daily basis or report to a learning space for independent study; at 3:15 PM, the student is free to attend/participate in their practice, rehearsal, game, etc. and can participate at the discretion of the coach/supervisor; if a student was on restricted ineligibility as of 8 AM on Monday, but has raised their grade and is no longer in the D range, the student is still on restricted ineligibility for the week

3. A grade of F means that the student is ineligible for the week (Monday to Sunday) and is placed on an inactive roster for all practices, rehearsals, games, meets, etc.; during the period of ineligibility, students should seek help from the appropriate academic teacher or go home at the end of the school day; students who are failing cannot attend practices or games; if a student is ineligible for a third week due to receiving a grade of an F in any area at any point in the season, the student may be permanently removed from the team for the remainder of the season; if a student was ineligible as of 8 AM on Monday, but has raised their grade and is now passing, the student is still ineligible for the week
4. Athletes on PE waivers or with doctor's notes may attend, however will not be able to participate in practices or games until the waiver is lifted
5. Athletes who are repeatedly absent from practices will have their participation limited due to safety concerns

## 9.30 Student Athlete Concussions and Head Injuries

### Concussion

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

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

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

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

The District 95 Concussion Protocol can be found [HERE](#).

# Chapter 10 – Special Education

## 10.10 Education of Students with Disabilities

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

The district offers special education programs and services to meet the unique needs of identified students three (3) through 22 years of age. The term “students with disabilities” means students between ages 3 and the day before their 22nd birthday for whom it is determined that special education services are needed. In cases where students with disabilities who turn 22 years of age during the school year, those students remain eligible for special education services through the end of the regular school year. It is the intent of the school to ensure that students with disabilities are identified, evaluated, and provided with appropriate educational services.

A Free and Appropriate Public Education (FAPE) is offered to students in the least restrictive environment depending on each student’s individual needs. Eligibility for special education is determined through a comprehensive case study review after identified assessments have been established and with parent/guardian consent. If there is an adverse effect on student performance and the student requires special education instruction due to a disability, then special education eligibility will be determined. An Individualized Education Program (IEP) will then be developed based on the student’s individual needs. This IEP will be reviewed at least once annually. Progress reporting on a student’s goals will be reported at minimum as frequently as grades are reported on the report cards.

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

[Illinois General Assembly Legislation](#)

## 10.20 Discipline of Students with Disabilities

Discipline of students under the Individuals with Disabilities Education Improvement Act (IDEIA) regulations involves a system of balances both the student’s procedural safeguards and the school district’s interest in maintaining efficient and safe educational programs and environments. The regulations include student procedural safeguards, authorities of school district officials, and systems to protect the rights of both students and school districts.

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

## 10.30 Prioritization of Urgency of Needs for Services (PUNS) Information

PUNS is a statewide database that records information about individuals who have developmental disabilities who are potentially in need of services. Developmental disabilities generally references intellectual disabilities and autism, but may also include some other disabilities (such as students with significant seizure disorders or other health impairments). There are several team members district-wide who are able to provide additional

information regarding PUNS; a summary of team members by level is outlined below:

- Elementary: Assistant Principals
- Middle School: Case Managers, Assistant Principals
- High School: Case Managers, Special Education Department Chair, Assistant Principal for Student Services

For families that wish to obtain additional information regarding PUNS, they may access the Illinois Department of Human Services (IDHS) website at <https://www.dhs.state.il.us/page.aspx?item=47620>.

## 10.40 Providing Behavioral Support to Students with Disabilities

District 95 is committed to providing a wide range of supports to students with Individualized Education Programs (IEPs), including the provision of interventions and supports for students with emotional and behavioral regulation needs. Parents/guardians may find the district protocol for providing support to students with these needs [HERE](#).

[Spanish Version](#)

[Polish Version](#)

[Ukrainian Version](#)

[Russian Version](#)

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

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

# Chapter 11 – Student Records & Privacy

## 11.10 Student Privacy Protections

### Surveys by Third Parties

In general, District 95 does not disseminate surveys from third parties to District 95 students. In rare cases where this might be considered appropriate, the student's parent/guardian may inspect the survey or evaluation, upon their request and within a reasonable time of their 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.

Parents who object to disclosure of information concerning their child to a third party may do so in writing to the Building Principal.

### 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 what could be considered sensitive information (i.e., information about a student's mental health status, information about a student's relationship with a doctor or legal counselor). In advance of surveys administered to students, parents/guardians may: (1) inspect the survey or evaluation upon, and within a reasonable time of, their request, and/or (2) refuse to allow their child to participate in the survey. The school will not penalize any student whose parent/guardian exercised this option.

### Selling or Marketing Students' Personal Information Is Prohibited

No school official or staff member may market or sell personal information concerning students (or otherwise provide that information to others for that purpose).

The reader is referred to Board Policy [7:15 Student and Family Privacy Rights](#) for additional information.

## 11.20 Student Records

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

### Permanent Records

The permanent record includes:

1. Basic identifying information, including the student's name and address, birth date and place, gender, and the names and addresses of the student's parent(s)/guardian(s)
2. Evidence required under the Missing Children's Records Act (325 ILCS 50/5(b)(1))
3. Academic transcripts, including final grades, graduation date, grade level achieved and the unique student identifier assigned and used by the Illinois State Board of Education's Student Information System
4. Attendance record
5. Health record defined by the Illinois State Board of Education as "medical documentation necessary for enrollment and proof of having certain examinations, as may be required under Section 27-8.1 of the School Code"
6. Record of release of permanent record information that includes the following:
  - a) The nature and substance of the information released
  - b) The name and signature of the official records custodian releasing such information
  - c) The name and capacity of the requesting person and the purpose for the request
  - d) The date of release
  - e) A copy of any consent to a release
7. Scores received on all State assessment tests administered at the high school level (that is, grades 9 through 12) (105 ILCS 5/2-3.64a-5)
8. Student Summary of Performance (SOP) documentation, as applicable (for students with Individualized Education Programs only)

**The permanent record *may* include:**

- Honors and awards received (i.e., Seal of Biliteracy, Career Pathway Endorsement)
- Information concerning participation in school-sponsored activities or athletics, or offices held in school-sponsored organizations

**Temporary Records**

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

1. Record of release of temporary record information that includes the same information as listed above for the record of release of permanent records
2. Scores received on the State assessment tests administered in the elementary grade levels (that is, kindergarten through grade 8)
3. Completed home language survey
4. Information regarding serious disciplinary infractions (that is, those involving drugs, weapons, or bodily harm to another) that resulted in expulsion, suspension, or the imposition of punishment or sanction
5. Any final finding report received from a Child Protective Service Unit provided to the school under the Abused and Neglected Child Reporting Act; no report other than what is required under Section 8.6 of that Act shall be placed in the student record
6. Health-related information, defined by the Illinois State Board of Education as "current documentation of a student's health information, not otherwise governed by the Mental Health and Developmental Disabilities Confidentiality Act or other privacy laws, which includes identifying information, health history, results of mandated testing and screenings, medication dispensation records and logs (e.g., glucose readings), long-term medications administered during school hours, documentation regarding a student athlete's and their parent's or guardian's acknowledgment of the district's concussion policy adopted under Section 22-80 of the Code, and other health-related information that is relevant to school participation, e.g., nursing services plan, failed screenings, yearly sports physical exams, interim health histories for sports"
7. Accident reports, defined by the Illinois State Board of Education as "documentation of any reportable

student accident that results in an injury to a student, occurring on the way to or from school or on school grounds, at a school athletic event or when a student is participating in a school program or school-sponsored activity or on a school bus and that is severe enough to cause the student not to be in attendance for one-half day or more or requires medical treatment other than first aid. The accident report shall include identifying information, nature of injury, days lost, cause of injury, location of accident, medical treatment given to the student at the time of the accident, or whether the school nurse has referred the student for a medical evaluation, regardless of whether the parent, guardian or student (if 18 years or older) or an unaccompanied homeless youth has followed through on that request”

8. Any documentation of a student’s transfer including records indicating the school or school district to which the student transferred
9. Completed course substitution form for any student who, when under the age of 18, is enrolled in vocational and technical course as a substitute for a high school or graduation requirement
10. Information contained in related service logs maintained by the district for a student with an individualized education program pursuant to 105 ILCS 5/14-8.02f(d)

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

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

**Student Record Destruction Schedule**

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

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

**Student Biometric Information**

Before collecting biometric information from students, the school must seek the permission of the student’s parent/guardian or the student, if over the age of 18. Biometric information means information that is collected from students based on their unique characters, such as a fingerprint, voice recognition or retinal scan.

The reader is referred to Board Policy [7:340 Student Records](#) for additional information.

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

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

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

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

The degree of access a student has to their records depends on the student’s age. Students less than 18 years of age have the right to inspect and copy only their permanent record. Students 18 years of age or older have access and copy rights to both permanent and temporary records. Parents/guardians or students should submit to the Building Principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The Building Principal will make arrangements for access and notify the parent(s)/guardian(s) or student of the time and place where the records may be inspected. The district charges \$.15 per page for copying but no one will be denied their right to copies of their records for inability to pay this cost.

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

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

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

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

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

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

Disclosure without consent is permitted to school officials with legitimate educational or administrative interests. A school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company engaged by the district to perform a service or function

for which the district would otherwise use employees (such as an attorney, auditor, medical consultant, therapist, or educational technology vendor) a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or any parent(s)/guardian(s) or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing their tasks. Individual board members do not have a right to see student records merely by virtue of their office unless they have a current demonstrable educational or administrative interest in the student and seeing their record(s) would be in furtherance of the interest.

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

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

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

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

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

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

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

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

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

- Period of attendance in school

Any parent/guardian or eligible student may prohibit the release of any or all of the above information by delivering a written objection to the Building Principal within 30 days of the first day of school.

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

Directory information will be released only for the purposes of:

- District 95 PTOs
- District 95 Booster Organizations
- District 95 Educational Foundation/District 95 Club/Activity/Athletic Rosters
- District 95 Joanie's Closet
- District 95 Curricular/Extracurricular Event Programs
- District 95 Recognitions
- District 95 Honor Roll
- Military Recruiters
- District 95 Contracted Vendors for:
  - a) Graduation Products/Services
  - b) College Transcript and Information Services/Tools
  - c) Photography
  - d) Class Rings

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

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

**7. The right contained in this statement: State law prohibits requiring any individual to obtain information from a student's temporary record as a condition of granting or withholding any right, privilege, or benefit or as a condition of employment, credit, or insurance.**

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

The name and address of the Office that administers FERPA is:  
Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW Washington DC 20202-8520

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

## **11.22 Student Educational Records**

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

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

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

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

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

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

### **Information Provided to Divorced Parents**

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

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

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

## 11.40 Military Recruiters & Institutions

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

**Important:** If you do not want military recruiters or institutions of higher learning to be given your secondary school student's name, address, and telephone number, a written request must be made to your child's Building Principal. (See above, 11.21 – FERPA.)

# Chapter 12 – Parental Right Notifications

## 12.20 Standardized Testing in District 95

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

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

All assessments are subject to change due to Illinois State Board of Education guidelines. The most updated information can be located on the district website (information below).

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

[Assessments](#)

## **12.30 Unhoused Children’s Right to Education**

### **McKinney-Vento Homeless Education Act**

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

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

For further information, regarding support for unhoused students, please contact the Assistant Superintendent for Student Services at (847) 540-7060.

## **12.40 Sex Education Instruction**

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

#### **Classes or Courses on Sex Education, Family Life Instruction, Instruction on Diseases, Recognizing and Avoiding Sexual Abuse [for grades K-8], or Donor Programs for Organ/Tissue, Blood Donor, and Transplantation**

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

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

A sample of the district’s instructional materials and course outline for these classes or courses is available from the classroom teacher for your inspection. Parents may request to examine this material by contacting the Building Principal.

### **Class Attendance Waiver Request**

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

The reader is referred to **Section 1.31, Curriculum/Programs for Students**, for additional information.

## 12.41 Preventing and Reducing Incidents of Sexting

Sexting is generally defined as sending, sharing, viewing, receiving, or possessing *indecent visual depictions* of oneself or another person using a cell phone. A student will be disciplined for sexting at school.

Discussing sexting and its legal and social consequences with your children may prevent and reduce incidences of it at school and elsewhere. It can cause enormous emotional pain for the students involved, sometimes with legal implications. The following talking points from the American Academy of Pediatrics may help start the discussion:

- Introduce the issue as soon as a child is old enough to have a cell phone. Even if the issue hasn't directly impacted your school building's community, you can ask "have you heard of sexting?" "Tell me what you think it is;" learn what your child's understanding is and add an age-appropriate explanation
- For more information about starting age-appropriate discussions, see Talking About Sexting with Your Children, a resource made available by the American Academy of Pediatrics at <https://www.healthychildren.org/English/family-life/Media/Pages/The-New-Problem-of-Sexting.aspx>
- Make sure children of all ages understand that the district's student discipline policy prohibits sexting at school, and that it is further punishable in Illinois through the Juvenile Court Act and The Criminal Code of 2012
- Collect cell phones at gatherings of tweens and teens; experts have noted that peer pressure can play a major role in sexting, with attendance at parties being a major contributing factor
- Monitor the media for stories about sexting that illustrate the consequences for both senders and receivers of these images; ask "Have you seen this story?" "What did you think about it?" "What would you do if you were this child?"
- Rehearse ways your child can respond if asked to participate in sexting

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

Talking About Sexting, Common Sense Media at: [www.common sense media.org/blog/talking-about-sexting](http://www.common sense media.org/blog/talking-about-sexting)

*Say No to "Sexting" (Grades 7-12)*, Planet Nutshell, at: <https://planetnutshell.com/portfolio/say-no-to-sexting-grades-7-12/>

*Teen girls 'bombarded and confused' by sexting requests: study*, Medical Xpress, at: <https://medicalxpress.com/news/2017-12-teen-girls-bombarded-sexting.html>

## 12.60 Multilingual Learners

Upon enrollment, parents who indicate that students speak a language other than English or that another language is spoken at home undergo English language proficiency screening. If deemed eligible for English Language instruction, students are assigned to either a Transitional Program of Instruction (TPI) or a Transitional Bilingual Education (TBE) program, and parents are notified accordingly.

### Full-Time Transitional Bilingual Education (TBE)

In Full-Time TBE, students receive:

Instruction in both English and their native language across all core academic subjects (language arts, math, science, and social studies)

- Education on the history and culture of their native country or region, as well as that of the United States
- English as a Second Language (ESL) instruction

### **Part-Time Transitional Bilingual Education (TBE)**

Part-Time TBE offers:

- Customized components from a full-time program based on individual student assessments
- Tailored instruction in English and the home language as per each student's requirements
- Daily ESL instruction

### **Transitional Program Instruction (TPI)**

TPI entails:

- English as a Second Language (ESL) instruction
- Possible native language support or instruction in content areas
- Exposure to the history and culture of both the native country and the United States

Parents and guardians are kept informed throughout the placement process to ensure alignment with their child's educational needs and preferences.

For further information on the EL and Bilingual program components as well as entrance/exit criteria, contact the Department of Curriculum and Instruction at (847) 540-4954.

## **12.70 School Visitation Rights**

The School Visitation Rights Act permits employed parents/guardians who are unable to meet with educators because of a work conflict the right to time off from work under certain conditions to attend necessary school functions – such as parent-teacher conferences, academic meetings, and behavioral meetings. Letters verifying participation in this program are available from the school office upon request.

## **12.80 Pesticide Application Notice**

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

If a community member would like to be added to this registry, please contact the Executive Director of Facilities and Grounds at (847) 540-2380.

## **12.90 Mandated Reporter**

All school personnel (i.e., teachers, administrators, coaches, paraprofessionals, specialist staff) are required by law to immediately report any and all suspected cases of child abuse or neglect to the Illinois Department of Children and Family Services. The reader is referred to [325 ILCS 5/ Abused and Neglected Child Reporting Act](#) and Board Policy [5.90 Abused and Neglected Child Reporting](#) for more information.

## **12.100 Unsafe School**

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

For further information, contact your Building Principal.

## **12.105 Student Privacy**

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

## **12.110 Sex Offender Notification Law**

### **Safe School Zones**

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

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

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

1. A parent/guardian of a student attending the school and has notified the Building Principal of their presence at the school for the purpose of: (i) attending a conference at the school with school personnel to discuss the progress of their 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 their child such as retention and promotion, or

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

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

For further information see Board Policy [4:175 Convicted Child Sex Offender; Screening; Notifications](#). In addition, further information can be obtained on the statewide sex offender database which is accessible via the Illinois State Police (ISP) Department [website](#).

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

## 12.120 Sex Offender & Violent Offender Community Notification Law

State law requires schools to notify parents/guardians during school registration or parent-teacher conferences that information about sex offenders and violent offenders against youth is available to the public on the Illinois Department of State Police (ISP) website. The ISP website contains the following:

Illinois Sex Offender Registry (also linked above 12.110), <https://isp.illinois.gov/Sor>

Illinois Murderer and Violent Offender Against Youth Registry, <https://isp.illinois.gov/MVOAY>

Frequently Asked Questions Concerning Sex Offenders, <https://isp.illinois.gov/Sor/FAQs>

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

### I. Teacher Qualifications

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

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

### II. Testing Transparency

The State and District requires students to take certain standardized tests. For additional information, see handbook **Section 12:20, Standardized Testing in District 95**.

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

### III. Annual Report Card

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

### IV. Parent & Family Engagement Compact

See Board Policy [6:170 Title I Programs](#)

### V. Unsafe School Choice Option

The unsafe school choice option allows students to transfer to another district school or to a public charter school within the district under certain circumstances. For additional information, see handbook **Section 12.100, Unsafe School**.

### VI. Student Privacy

Students have certain privacy protections under federal law. For additional information, see handbook **Section 12.105, Student Privacy**.

### VII. English Learners

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

### VIII. Unhoused Students

For information on supports and services available to unhoused students, see handbook **Section 12.30, Unhoused Children's Right to Education**.

For further information on any of the above matters, please contact the Building Principal.

## 12.140 Qualified Interpreters

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

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

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

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

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

## **12.150 Additional Information Relating to Special Education and Related Services**

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

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

### **Related Service Logs**

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

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

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

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

***NOTE: This information is also provided above in Chapter 7***

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

Under the Illinois Student Online Personal Protection Act ("SOPPA"), educational technology vendors and other entities that operate Internet websites, online services, online applications, or mobile applications that are

designed, marketed, and primarily used for K-12 school purposes are referred to as operators. SOPPA is intended to ensure that student data collected by operators is protected, and it requires those vendors, as well as school districts and the Illinois State Board of Education, to take certain actions to protect online student data.

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

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

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

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

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

Additional information may be found in Board Policy [7:345 Use of Educational Technologies; Student Data Privacy and Security](#)

## **12.200 Parent Notification Regarding Employee Code of Conduct**

Public Act 102-0676 amended Faith's Law to require each school district to develop an employee code of professional conduct policy that includes certain elements. The requirement becomes effective July 1, 2022, and requires districts to post the code of conduct to the school website - as well as to make the code of conduct

available in the Parent-Student Handbook. The District 95 Employee Code of Conduct can be found [HERE](#).

## **12.210 Parent Notification Regarding District Restraint & Time Out (RTO) Plan**

Illinois school districts are required to develop a plan to reduce the number of restraint and time out incidents occurring within their schools. For any parent/guardian who wishes to view the district plan and/or any annual updates, please contact the Student Services Department at (847) 540-7060.

## **12.220 Parent Notification Regarding Graduation Participation for Students with Disabilities**

In accordance with 105 ILCS 5/14-16, students with disabilities who have completed four (4) years of high school must be afforded the opportunity to participate in graduation with their classmates, regardless of whether they will be accepting their diploma at that time or continuing on to receive transition services in the district. Any questions regarding participation in graduation for students with disabilities may be directed to the Assistant Principal for Student Services at LZHS.

## **12.230 Illinois State Board of Elections Information**

School districts are required to provide families with information regarding Illinois State Board of Education (ISBE) voting procedures. Families can find additional information regarding ISBE voting registration [HERE](#).

## **12.240 Student Access to Counseling Services**

Students 12 years of age and older may request counseling services in the school setting without parent/guardian consent under 405 ILCS 5/3-550. [Board Policy 7:250 – Student Support Services](#) additionally requires that all students and school personnel be informed in writing of said availability of counseling services on an annual basis. Parents/guardians who have questions regarding this section of School Code (or the related district policy) may contact the Assistant Superintendent for Student Services, Administrative Services, and Operations (847.540.7060).

## **12.250 Children’s Online Privacy Protection Act (COPPA) Information**

This information is being shared as part of District 95’s continuing effort to educate parents and students about privacy protection and Internet use that occurs both inside and outside of the protections required for use of educational technology in school. The Children's Online Privacy Protection Act (COPPA) gives parents/guardians control over what information companies can collect from their children online. As of April 2026, federal regulations have expanded to ensure that:

- **Biometric Data is Protected:** If any educational app collects voiceprints, facial recognition data, or student fingerprints, separate explicit parental consent is required.
- **No Commercial Use of Data:** Third-party operators are prohibited from using student data for targeted

advertising.

- **AI Training Restrictions:** Data collected for educational purposes cannot be used to train AI models without specific parental approval.
- **Data Minimization:** Operators can only retain student data for as long as necessary to perform their educational function.

### **What That Means for School Approved Apps and Websites**

- **School Consent Exception Remains:** Schools can still consent on behalf of parents, but only for educational, non-commercial purposes.
- **Increased Transparency:** Higher expectations for more robust, transparent consent forms from providers, requiring school officials to have a deeper understanding of the ed tech products they adopt, as these companies must now bolster their cybersecurity and data handling, including annual risk assessments.

A published list of District 95 approved agreements and data elements are available for review at the [Lake Zurich Student Data Privacy website](#).

### **What This Means for Apps and Websites Children Access Outside of School**

Not all companies are transparent about what data a mobile app or website collects, who will have access to that data, and how it will be used. Allowing your child access to games and other seemingly harmless applications on a smartphone or computer risks his or her exposure to intrusive marketing and access to personal information.

The following suggestions may help keep children from being bombarded by unwanted advertising, from making unwanted purchases and from disclosing personal information and location:

- Talk to your child early and often about online behavior, safety, and security, and encourage your child to make good choices.
- Be selective about the online applications and websites that you let your child access. Check for COPPA compliance. Try the app or website yourself to check for advertising messages and/or social networking and purchase options before allowing your child access. Pay particular attention to apps and websites that would allow your child to receive direct messages, video chats, file uploads and/or to interact with users anonymously. These types of features are frequently used by online child predators.
- Select safe activities that do not require access to the Internet or an application.
- Make certain that the ability to make online purchases is password protected.
- Set up rules and consequences explaining that all purchases made via a smartphone or computer must have parent/guardian consent.
- Caution children about the use of social networking and other websites and/or apps that can pinpoint locations.
- Adjust privacy settings and use parental controls for online games, apps, and social media sites.
- Monitor computer and smartphone use whenever and wherever possible.

For more information on parental rights regarding SOPPA (Student Online Personal Protection Act), COPPA (Children's Online Privacy Protection Act), and protecting your child online, please see the following links:

<https://www.lz95.org/departments/technology-services>

[www.consumer.ftc.gov/articles/0031-protecting-your-childs-privacy-online#breakingrules](http://www.consumer.ftc.gov/articles/0031-protecting-your-childs-privacy-online#breakingrules)

[www.consumer.ftc.gov/features/feature-0002-parents](http://www.consumer.ftc.gov/features/feature-0002-parents)

[www.justice.gov/criminal/criminal-ceos/keeping-children-safe-online](http://www.justice.gov/criminal/criminal-ceos/keeping-children-safe-online)