



STUDENT HANDBOOK

2026-2027



COMMUNITY CONSOLIDATED
SCHOOL DISTRICT
Curiosity • Compassion • Courage

2026-2027 TEN-MONTH SCHOOL CALENDAR

AUGUST 20-24	Institute Day/No School
AUGUST 25 (Tuesday)	First Day of School Grades K-8
AUGUST 26 (Wednesday)	First day of PreK
SEPTEMBER 7 (Monday)	Labor Day/No School
OCTOBER 8 (Thursday)	Parent-Teacher Conferences/No School PreK-8
OCTOBER 9 (Friday)	Parent-Teacher Conferences/No School PreK-8
OCTOBER 12 (Monday)	State Holiday/No School PreK-8
OCTOBER 30 (Friday)	AM ½ day for Grades K-8 (Teacher School Improvement Planning)
NOVEMBER 3 (Tuesday)	Institute Day/No School
NOVEMBER 23-27	No School K-8 (Return November 30)
DECEMBER 21-JANUARY 1	Winter Break (Return January 5)
JANUARY 4 (Monday)	Emergency Day/Professional Learning Day/No School PreK-8
JANUARY 18 (Monday)	Martin Luther King's Birthday/No School PreK-8
FEBRUARY 15 (Monday)	Presidents Day/No School PreK-8
MARCH 22-26	Spring Break (Return March 29)
APRIL 30 (Friday)	Emergency Day/Professional Learning Day/No School PreK-8
MAY 31 (Monday)	Memorial Day/No School PreK-8
JUNE 4 (Friday)	Last Day of School PreK-8
JUNE 7 (Monday)	Emergency Day/Professional Learning Day/No School PreK-8
JUNE 8 (Tuesday)	Emergency Day/Professional Learning Day/No School PreK-8
JUNE 9 (Wednesday)	Emergency Day/Records Day/No School PreK-8

Half Day Dismissal: Grades 1-5 at 12:00PM & Grades 6-8 at 11:15AM



2026-2027 IROQUOIS COMMUNITY SCHOOL CALENDAR

JULY 14-15	Institute Day/No School K-8
JULY 16 (Thursday)	First Day of School for Grades K-8
AUGUST 21 (Friday)	Institute Day/No School K-8
SEPTEMBER 7 (Monday)	Labor Day/No School K-8
SEPTEMBER 21 (Monday)	Parent-Teacher Conferences/No School K-8
SEPTEMBER 22 (Tuesday)	Parent-Teacher Conferences/No School K-8
SEPTEMBER 23-OCTOBER 9	Intersession/No School K-8 (Return October 13)
OCTOBER 12 (Monday)	State Holiday/No School K-8
OCTOBER 30 (Friday))	AM ½ day for Grades K-8 (Teacher School Improvement Planning)
NOVEMBER 3 (Tuesday)	Institute Day/No School K-8
NOVEMBER 25-27	No School K-8 (Return November 30)
DECEMBER 14-DECEMBER 18	Intersession/No School K-8
DECEMBER 21-JANUARY 1	Winter Break (Return January 5)
JANUARY 4 (Monday)	Emergency Day/Professional Learning Day/No School K-8
JANUARY 18 (Monday)	Martin Luther King's Birthday/No School K-8
FEBRUARY 15 (Monday)	Presidents Day/No School K-8
MARCH 15-19	Intersession/No School K-8
MARCH 22-26	Spring Break
MARCH 29-APRIL 2	Intersession/No School K-8 (Return April 5)
APRIL 30 (Friday))	Emergency Day/Professional Learning Day/No School K-8
MAY 31 (Monday)	Memorial Day/No School K-8
JUNE 3 (Thursday)	Last Day of School K-8
JUNE 4 (Friday)	Emergency Day/Records Day/No School K-8
JUNE 7 (Monday)	Emergency Day/Professional Learning Day/No School K-8
JUNE 8 (Tuesday)	Emergency Day/Professional Learning Day/No School K-8

Half Days Dismissal: Grades K-8 at 11:00AM



DIRECTORY

BOARD OF EDUCATION

Elizabeth Massa, *President*
Stephanie Duckmann, *Vice President*
Ronald Burton, *Member*
Katherine Delgado, *Member*
Tina Garrett, *Member*
Gene Haring, *Member*
Erfan Memon, *Member*

ADMINISTRATION

Dr. Michael Amadei, *Superintendent of Schools*
Kathleen Kelly Colgan, *Assistant Superintendent for Human Resources*
Amy Cengel, *Assistant Superintendent for Instructional Services*
Dr. Ramona DeCristofaro, *Assistant Superintendent for Student Services*
Adam Denenberg, *Chief Technology Officer*
Jennifer Tempest Bova, *Director of Community Relations*
Colin Baer, *Director of Social Emotional Learning*
Elizabeth Juskiewicz, *Director of Multilingual Programs*
Michael Vilendrer, *Director of Operations, Maintenance and Transportation*
Dr. Julie Fogarty, *Director of Curriculum*
Heidi Rudy, *Director of Student Services*
Christina Bowman, *Curriculum Coordinator*
Jill Dzik, *Student Services Coordinator*
Korine Fiorito, *Student Services Coordinator*
Angela Riggio, *Student Services Coordinator*
Brandon Schaefer, *Student Services Coordinator*
Katerina Vaselopulos, *Student Services Coordinator*
Katharine Valtos, *Health Services Coordinator*
Maggie Bialobrzski, *Multilingual Coordinator*
Anel Escamilla, *Multilingual Coordinator*
Rania Lutfallah, *Multilingual Coordinator*
Noemi Simons, *Multilingual Coordinator*

Community Consolidated School District 62 revises this Student Handbook annually; however, changes in School Board Policy may occur throughout the year. The most current district board policies are available online. To access these searchable policies, please go to d62.org/schoolboardonline and click the School Board Policies tab.



Leon Smaage
Administration Center
 777 East Algonquin Road
 Des Plaines, IL 60016
 847-824-1136
 FAX: 847-824-0612
d62.org

Algonquin Middle School
 767 East Algonquin Road
 Des Plaines, IL 60016
 Julie Goolish, *Principal*
 Lisa Butera, *Assistant Principal*
 847-824-1205
 FAX: 847-824-1270
algonquin.d62.org/

Central Elementary School
 1526 East Thacker Street
 Des Plaines, IL 60016
 Dr. Erica Cupuro, *Principal*
 Shannon Oklepek, *Assistant Principal*
 847-824-1575
 FAX: 847-824-1656
central.d62.org/

Chippewa Middle School
 123 North Eighth Avenue
 Des Plaines, IL 60016
 Juliana Vissering, *Principal*
 Lorence Reid, *Assistant Principal*
 847-824-1503
 FAX: 847-824-1514
chippewa.d62.org/

Cumberland Elementary School
 700 East Golf Road
 Des Plaines, IL 60016
 Marc Infante, *Principal*
 Costantina Mazzone, *Assistant Principal*
 847-824-1451
 FAX: 847-824-0724
cumberland.d62.org/

Forest Elementary School
 1375 South Fifth Avenue
 Des Plaines, IL 60018
 Amber Soike, *Principal*
 Traci Reiner, *Assistant Principal*
 847-824-1380
 FAX: 847-824-1732
forest.d62.org/

Iroquois Community School
 1836 East Touhy Avenue
 Des Plaines, IL 60018
 Kelly Krueger, *Principal*
 John Rey, *Assistant Principal*
 847-824-1308
 FAX: 847-824-1310
iroquois.d62.org/

North Elementary School
 1789 Rand Road
 Des Plaines, IL 60016
 Carolyn Allar, *Principal*
 Donna Benhart, *Assistant Principal*
 847-824-1399
 FAX: 847-824-1768
north.d62.org/

Orchard Place Elementary School
 2727 Maple Street
 Des Plaines, IL 60018
 Jennifer Bautista, *Principal*
 847-824-1255
 FAX: 847-824-1752
orchardplace.d62.org/

Plainfield Elementary School
 1850 Plainfield Drive
 Des Plaines, IL 60018
 Alexandra Jonynas, *Principal*
 847-824-1301
 FAX: 847-824-1547
plainfield.d62.org/

South Elementary School
 1535 Everett Avenue
 Des Plaines, IL 60018
 Kristin Jares, *Principal*
 847-824-1566
 FAX: 847-824-1759
south.d62.org/

Terrace Elementary School
 735 South Westgate Road
 Des Plaines, IL 60016
 Dr. Bradley Stein, *Principal*
 847-824-1501
 FAX: 847-824-1764
terrace.d62.org/

Westerhold Early Learning Center
 1375 South Fifth Avenue
 Des Plaines, IL 60018
 Xrisovalantou Garbis, *Principal*
 Taylor Ivan, *Assistant Principal*
 847-824-1065
 FAX: 847-824-8225
westerholdelc.d62.org/

Maintenance Building
 525 South River Road
 Des Plaines, IL 60016
 Michael Vilendrer, *Director of Operations, Maintenance and Transportation*
 847-824-1606
 FAX: 847-824-1612



Table of Contents

2024–2029 Strategic Plan	3	EARLY CHILDHOOD SPECIAL EDUCATION	
MISSION	3	PRESCHOOL	19
VISION	3	SPARK	19
MOTTO	3	BEFORE AND AFTER SCHOOL PROGRAMS (GRADES K-5)	19
CORE VALUES	3	PRESCHOOL FOR ALL- CHILDREN AGES 3-5	19
LEARNER PORTRAIT	3	PREVENTION INITIATIVE-BIRTH TO AGE 3	19
EDUCATOR PORTRAIT	3	School Lunch	19
SYSTEM PORTRAIT	3	FREE AND REDUCED PRICED LUNCH	20
STRATEGIC PLAN	3	FOOD AT SCHOOL	20
Enrollment	4	OUTSIDE DELIVERY OF FOOD	20
ONLINE REGISTRATION	4	LUNCH PERIOD EXPECTATIONS	20
ICS REGISTRATION PROCESS	4	Extracurricular Activities	20
BIRTH CERTIFICATES	4	Student Behavior	21
RESIDENCY VERIFICATION	4	STUDENT CONDUCT	21
RESIDENCY FOR PARENTS IN THE MILITARY	4	GROSS DISOBEDIENCE AND MISCONDUCT DEFINED	21
GOOD STANDING - TRANSFER STUDENTS	4	WEAPONS	22
HEALTH CERTIFICATE AND DENTAL AND EYE EXAMS	4	SEARCH AND SEIZURE	22
MCKINNEY-VENTO (UNHOUSED) STUDENTS	5	DISCIPLINARY MEASURES	23
FEES - CONSUMABLE MATERIALS	5	OUR CORE DISCIPLINE PRINCIPLES	24
WAIVING OF SCHOOL FEES	5	SUSPENSION	24
STUDENTS WITH DISABILITIES	5	EXPULSION	24
IEP/504	5	MISCONDUCT BY STUDENTS WITH DISABILITIES	25
USE OF ISOLATED TIME OUT, TIME OUT, AND RESTRAINT	6	PROGRAMS FOR STUDENTS AT RISK OF ACADEMIC FAILURE (BOARD POLICY 6:110)	25
Attendance	6	PREVENTION OF AND RESPONSE TO BULLYING, INTIMIDATION, AND HARASSMENT (BOARD POLICY 7:180)	26
CHRONIC ABSENTEEISM	6	BULLYING PREVENTION AND RESPONSE PLAN	27
TARDY	7	BUS CONDUCT	28
EARLY RELEASE/PARENT PICK UP	7	SCHOOL BUS SUSPENSIONS	28
EXCUSED ABSENCE	7	STUDENT APPEARANCE	29
MENTAL HEALTH STUDENT ABSENCES	7	TEEN DATING VIOLENCE	29
COVID-19 MITIGATIONS	7	AGE-APPROPRIATE SEX EDUCATION CURRICULUM	30
TRUANT STUDENTS AND STUDENTS AT RISK OF ACADEMIC FAILURE	7	SUICIDE DEPRESSION AND AWARENESS	30
TRUANCY	7	SUICIDE PREVENTION	30
BUSING	8	STUDENT/FAMILY CONCERNS OR COMPLAINTS	30
ARRIVAL AND DISMISSAL	8	Erin's Law	31
EMERGENCY WEATHER CLOSINGS	8	Faith's Law	31
EMERGENCY SCHOOL CLOSURES DUE TO OTHER EMERGENCIES	9	Mobile Phones/Messaging Devices/Wearable Computing Devices	31
EARLY DISMISSAL DUE TO WEATHER EMERGENCIES	9	Student Records	31
Student Health	9	Destruction of Student Records	32
HEALTH INFORMATION REQUIREMENTS	9	Student and Family Privacy Rights	32
RELIGIOUS OBJECTIONS/MEDICAL EXEMPTIONS	10	SURVEYS	32
INFORMATION ON HUMAN PAPILLOMAVIRUS (HPV)	10	SURVEYS CREATED BY A THIRD PARTY	32
MENSTRUAL HYGIENE PRODUCTS	10	SURVEYS REQUESTING PERSONAL INFORMATION	33
STUDENT CONCUSSIONS	10	SESSENTIALS	33
ADMINISTERING MEDICINES TO STUDENTS	11	INSTRUCTIONAL MATERIAL	33
SELF-ADMINISTRATION OF MEDICATION	11	PHYSICAL EXAMS OR SCREENINGS	33
Undesignated Medications	12	PROHIBITION ON SELLING OR MARKETING STUDENTS' PERSONAL INFORMATION	33
UNDESIGNATED EPINEPHRINE INJECTORS	12	NOTIFICATION OF RIGHTS AND PROCEDURES	34
UNDESIGNATED ASTHMA MEDICATION	12	EQUAL EDUCATIONAL OPPORTUNITIES (BOARD POLICY 7:010)	34
UNDESIGNATED OPIOID ANTAGONISTS	12	EDUCATION OF CHILDREN WITH DISABILITIES (BOARD POLICY 6:120)	34
SEIZURE SCHOOL SMART ACT	12	STUDENT RIGHTS AND RESPONSIBILITIES (BOARD POLICY 7:130)	35
ACCIDENTS AND ILLNESSES	12	Community Involvement	35
AUTOMATED EXTERNAL DEFIBRILLATOR (AED) POLICY	13	SCHOOL DISTRICT 62 EDUCATION FOUNDATION	35
RESTRICTION OF PARTICIPATION IN PE/RECESS	13	COMMUNITY AND MENTAL HEALTH RESOURCES INSTRUCTION	35
LICE	13	PARENT ORGANIZATIONS	35
COMMUNICABLE/CONTAGIOUS AND CHRONIC INFECTIOUS DISEASES	13	SPECIAL EDUCATION PARENT ADVISORY COUNCIL (SEPAC)	35
STUDENT INSURANCE PROGRAM	13	BILINGUAL PARENT ADVISORY COMMITTEE (BPAC)	35
HOME/HOSPITAL TUTORING	13	VOLUNTEERS	35
Learning Environment	13	VISITORS	36
SCHOOL ORGANIZATION	13	MEDIA AND PUBLICITY	36
PURPOSEFUL PLAY IN KINDERGARTEN	13	School Safety	37
Integrated Pest Management Program (IPM)	14	SCHOOL RESOURCE OFFICER	37
Student Progress	14	SAFETY DRILLS	37
ASSESSMENTS	14	BICYCLE SAFETY	38
REPORT CARDS	14	Threat Assessment Procedure	38
REPORT CARD/GRADEBOOK MARKS FOR KINDERGARTEN THROUGH 5TH GRADE	15	Sex Offenders	38
FAMILY-TEACHER CONFERENCES	15	CONVICTED CHILD SEX OFFENDER, SCREENING, NOTIFICATIONS (BOARD POLICY 4:175)	38
HOMEWORK	15	Every Student Succeeds Act (ESSA)	39
E-LEARNING/REMOTE LEARNING	15	PARENTS RIGHT TO KNOW	39
MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)	16	TITLE I PROGRAMS – BOARD POLICY 6:170	40
Library Media Center	16	Title 1 Parent and Family Engagement	40
Technology	16	School-Level Parent and Family Engagement Compact	40
TECHNOLOGY ACCEPTABLE USE POLICY	16	School Family Engagement Compact	40
AND DIGITAL CITIZENSHIP AGREEMENTS	16	School Wellness – Board Policy 6:050	40
CARE OF KEYBOARD CASE	16	GOALS FOR NUTRITION EDUCATION AND NUTRITION PROMOTION	40
PRIVILEGES AND RESPONSIBILITIES	16	GOALS FOR PHYSICAL ACTIVITY	40
ACCEPTABLE USE	17	NUTRITION GUIDELINES FOR FOODS AVAILABLE DURING THE SCHOOL DAY;	
UNACCEPTABLE USE	17	MARKETING PROHIBITED	41
NETWORK ETIQUETTE	17	EXEMPTED FUNDRAISING DAY (EFD) REQUESTS	41
NO WARRANTIES	18	GUIDELINES FOR REIMBURSABLE SCHOOL MEALS	41
RESPONSIBILITY	18	UNUSED FOOD SHARING PLAN	41
SECURITY	18	MONITORING	41
CONTENT FILTERING	18	COMMUNITY INVOLVEMENT	41
VANDALISM	18	RECORD KEEPING	42
CHARGES	18		
STUDENT ONLINE PERSONAL PROTECTION ACT (SOPPA)	18		
Support Services	18		
MULTILINGUAL LEARNERS (ML) PROGRAM	18		
GIFTED PROGRAM	19		
ACCELERATED PLACEMENT PROGRAM	19		
SPECIAL EDUCATION	19		

2024–2029 Strategic Plan



MISSION

Cultivate an inclusive, innovative learning environment that inspires students to explore robust academics, advance their potential and to be compassionate lifelong learners.

VISION

Educate resilient, lifelong learners who think critically and solve problems collaboratively as they prepare for their future.

MOTTO

Curiosity. Compassion. Courage.

CORE VALUES

Guide our behaviors and actions

- Safety and Well-being
- Diversity, Equity, Inclusion and Accessibility
- Curiosity and Innovation
- Collaboration and Communication
- Empathy and Trusting Relationships
- Continuous Improvement and Accountability

LEARNER PORTRAIT

Learners possess the knowledge, skills, dispositions, and mindsets to thrive in high school and beyond.

- Creative, Curious and Critical Scholar
- Collaborative Communicator
- Problem-Solver and Innovator
- Dependable and Reliable Friend
- Flexible and Agile Thinker
- Well-Being Advocate
- Social Skilled, Responsible and Accountable Citizen

EDUCATOR PORTRAIT

Educators continuously develop these attributes to assist learners to grow and be successful.

- Knowledgeable, Innovative and Skillful Instructor
- Student-Centered Lifelong Learner
- Collaborative Communicator
- Trusting and Respectful Colleague/Team Member
- Continuous Improvement Champion
- Decision Maker and Problem Solver
- Empathetic and Perseverant Advocate

SYSTEM PORTRAIT

District 62 supports all employees as members of its school community.

- Clear Purpose and Direction
- Sense of Belonging and Community
- High Expectations and Standards
- Trusting and Respectful Relationships with Students, Families and Staff
- Consistent Communication and Collaboration
- Health, Safety, and Well-being of Students, Families and Staff

Disclaimer:

This handbook is intended as a general guide. The district reserves the right to amend, modify, or revoke its provisions at any time, consistent with Board policy and applicable law. In the event of a conflict between this handbook and Board policy, Board policy shall control.

Enrollment

ONLINE REGISTRATION

Students entering kindergarten through 8th grade register via our online registration system.

Parents can register from the Infinite Campus Parent Portal website (<https://d62il.infinitecampus.org/campus/portal/parents/d62.jsp>) or use the Campus Parent app on their smartphone.

Additional information can be found on the [District 62 website](#).

ICS REGISTRATION PROCESS

Iroquois Community School introduced an online submission form for student applications in the spring of 2020. Online applications can be accessed via the Iroquois website iroquois.d62.org.

Enrollment will continue to be based on space availability within class size limitations. In addition, those who have siblings currently in the school are given first priority.

Students entering kindergarten for the upcoming school year will need to register at their home school, based on their home address. Iroquois Community School will no longer be a site for kindergarten registration.

BIRTH CERTIFICATES

Students entering district schools for the first time must present a certified copy of their birth certificate within 30 days. State law requires that a certified copy of a child's birth certificate (a foreign birth certificate is acceptable), or other reliable proof of the child's identity and age (such as a passport, visa, or other government documentation) supported by a sworn statement explaining why the birth certificate is not available, be presented within 30 days of school registration. Failure to comply with this requirement will not prevent school attendance but will be reported to the local law enforcement consistent with Illinois State Law. Please refer to Board Policy 7:050, *School Admissions and Student Transfers To and From Non-District Schools*, for additional information.

RESIDENCY VERIFICATION

District 62 requires all families to prove residency in order to enroll. The [procedure](#) requires families to provide 3 documents showing that they live at the address

provided for enrollment. All documents must show name and address.

While online registration has been open since March of 2026, it will still be necessary for families to verify residency demonstrating that they reside within district boundaries as of the first day of school and intend to remain in the district for the entirety of the 2026-2027 school year.

Non-resident students may not attend district schools. Non-resident students who are later found to be attending district schools in violation of this policy will be charged tuition pursuant to Illinois law. The district may investigate residency status, including through a home visit and additional documentation before allowing enrollment. **Enrollment is not complete until residency is confirmed.** For additional information on the district's residency process, please refer to Board Policy 7:060, *Residence*.

RESIDENCY FOR PARENTS IN THE MILITARY

If a student's change of residence is due to the military service obligation of the person with legal custody of a student (with a written request from this person), they can maintain their residency as determined prior to the military obligation. The district, however, is not responsible for the student's transportation to or from school.

GOOD STANDING - TRANSFER STUDENTS

All children transferring into district schools must have an official transfer form indicating whether or not they are "in good standing" and whether or not their medical records are up to date. All transfer students serving terms of suspension or expulsion from any public or private Illinois or out-of-state schools must serve the entire duration of the suspension or expulsion prior to enrollment consistent with Board Policy 7:050, *School Admissions and Student Transfers To and From Non-District Schools*.

HEALTH CERTIFICATE AND DENTAL AND EYE EXAMS

A health certificate, including an immunization history completed by the primary health care provider, needs to be submitted to the school office by every pre-kindergarten, kindergarten, or 1st grade, and 6th grade student in addition to all students who are new to the school district regardless of the student's grade. Proof of immunization against meningococcal disease is required for students in grade 6.

Unless an exemption or extension applies, failure to comply with the health certificate and immunization requirements by October 15, will result in the student's exclusion from school until the required health forms are submitted to the district. For additional detail on the

documentation required and valid exemptions, refer to Board Policy 7:100, *Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students*.

Parents and/or guardians must show that their student received an eye examination within one year prior to entry of kindergarten or the school by October 15. A physician licensed to practice medicine in all of its branches or a licensed optometrist must perform the required eye examination.

Students entering kindergarten, 2nd grade, and 6th grade must present proof of having been examined by a licensed dentist before May 15 of the current school year.

MCKINNEY-VENTO (UNHOUSED) STUDENTS

Each child of an unhoused individual and each unhoused youth has equal access to the same free, appropriate public education, as provided to other children and youths, including a public preschool education. An unhoused child is defined as provided in the McKinney-Vento Homeless Assistance Act and the Education for Homeless Children Act. An unhoused child may attend the district school that the child attended when permanently housed or in which the child was last enrolled. An unhoused child living in any district school's attendance area may attend that school. Any unhoused child shall be immediately admitted, even if the child or child's parent/guardian is unable to produce records normally required for enrollment. For additional information on the rights of unhoused children, please review Board Policy 6:140, *Education of Homeless Children*.

Further information regarding the educational rights of McKinney-Vento (unhoused) students may be obtained by contacting the district's liaison:

Dr. Ramona DeCristofaro 847-824-1160

FEES - CONSUMABLE MATERIALS

Each student in kindergarten through 8th grade is charged a consumable materials fee which is payable when registering. Additional fees for optional insurance and special middle school programs may also be collected if applicable. The exact amount of these fees for the different grade levels and kindergarten is provided with registration materials.

WAIVING OF SCHOOL FEES

The Board of Education has adopted Board Policy 4:140, *Waiver of School Fees*, which permits the waiving of instructional fees for students whose parents or guardians are unable to afford them. Students are eligible for waiving of fees under the following conditions: (1) The student currently lives in a household that meets the same income guidelines, with the same limits based on household size, that are used for the federal fee

meals program; (2) the student's parents/guardians are veterans or active-duty military personnel with income at or below 200% of the federal poverty line; or (3) the student is unhoused, as defined in the McKinney-Vento Homeless Assistance Act. The Superintendent will give additional consideration where one or more of the following factors are present: illness in the family; unusual expenses such as fire, flood, storm damage, etc.; unemployment; emergency situations; when one or more of the parents/guardians are involved in a work stoppage.

STUDENTS WITH DISABILITIES

The district provides a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the district, as required by the Individuals With Disabilities Education Act (IDEA), the Illinois School Code, Section 504 of the Rehabilitation Act of 1973, and the Americans With Disabilities Act. Certain special education services are also available to students who are residents of the district whether or not they are enrolled in the district. For additional information, please refer to Board Policy 6:120, *Education of Children with Disabilities*.

IEP/504

Students with disabilities who do not qualify for an Individualized Education Program under the federal Individuals with Disabilities Education Improvement Act, may qualify for services under Section 504 of the federal Rehabilitation Act of 1973 if the student has a record of having, or is regarding as having, a physical or mental impairment which substantially limits a major life activity as defined by 34 C.F.R. 104.3. (i) Questions about the identification of students for eligibility under Section 504 should be directed to your building principal.

IEP Paperwork and Records:

No later than 3 school days prior to a scheduled IEP or special education eligibility meeting, the district must provide parents/guardians with copies of all written materials that will be considered at the meeting. In addition, parents/guardians have the right to review and/or copy their child's school student records prior to any special education eligibility or IEP meeting upon request.

Service Logs:

School districts must make service logs that record the delivery of related services under a student's IEP and the minutes of each type of related service available to the child's parent/guardian at any time upon request and at the student's IEP meeting. The district must make service logs available for all of the student's related services. To request a copy of your child's service log(s)

at a time other than your student's IEP meeting, please contact your child's building principal or student services coordinator.

Interpreter Services:

School districts are required to provide interpreters for parents in IEP and 504 planning meetings. This includes the provision of interpreter services for parents/guardians whose native language is not English or a sign language interpreter for parents/guardians who are deaf or hard of hearing. In the absence of qualified interpreters on staff, school districts may use outside vendors including telephonic interpreters. Parents/guardians have the right to request documents considered to be related to special education eligibility, evaluation and implementation of services to be translated into their native language. Please reach out to your child's special education case manager to make a request for an interpreter or translation of documents. Parents/guardians have the right to request that an interpreter provided by the district serve no other role during an IEP or Section 504 meeting, and the district must make reasonable efforts to comply with that request. If you have questions or complaints about interpretation services, please contact the Department of Student Services at 847-824-1160.

USE OF ISOLATED TIME OUT, TIME OUT, AND RESTRAINT

District 62 uses positive behavior interventions and supports to teach and reinforce the development of prosocial behaviors. At times, the district may need to use more restrictive measures such as isolated time out, time out, and physical restraint consistent with the Illinois State Board of Education's regulations and Board Policy. Isolated time out, time out, and physical restraint shall only be used if the student's behavior presents an imminent danger of serious physical harm to the student or others, other less restrictive and intrusive measures were tried and proven ineffective in stopping the imminent danger of serious physical harm, there is no known medical contraindication to its use on the student, and the school staff members or members applying the intervention have been trained in its safe application pursuant to Illinois law. In the event one of these restrictive interventions is necessary, the district will comply with all requirements including informing parents/guardians of the use of this intervention with their child. The use of prone restraint is prohibited.

Per Public Act 102-0339, school districts are limited with regard to the use of time out, isolated time out, and physical restraint. While these methods of interventions are to be used only under certain circumstances, District 62 has created an oversight team to develop

a comprehensive district-wide plan to be in alignment with the Illinois State Board of Education requirements. This plan includes procedures to reduce and eventually eliminate the use of physical restraint, time out, and isolated time out. Isolated time out, time out, and physical restraint shall not be used to discipline or punish a student.

Attendance

Regular school attendance is essential to a student's success in school. The activities that take place in the classroom are a vital part of the teaching and learning process and days lost from class can never be recaptured. Most subjects are taught in sequence, requiring the understanding of each concept in the order of its presentation. Persistent absenteeism creates a genuine hardship for a student and is regarded as a very serious problem. It is recognized that there are times when students cannot or should not attend school. Upon receiving notification from the parent/guardian, such absences are classified as excused absences.

Students between the ages of 6 (on or before September 1) and 14 years or who are enrolled in any of grades kindergarten through 8 in the public school regardless of age are subject to compulsory school attendance, with limited exceptions. For further information on exceptions, please refer to Board Policy 7:070, *Attendance and Truancy*.

Students must be present for at least half of a school day (4 academic periods in middle school and 3 hours for elementary school) in order to participate in an after school activity or sport, unless otherwise approved by the principal.

CHRONIC ABSENTEEISM

Beginning on July 1, 2018, the Every Student Succeeds Act (ESSA) now requires school districts and individual schools to document *chronic absenteeism* for its students.

Chronic absenteeism can be defined as absences that total 10% or more of school days of the most recent academic year, including *absences with and without valid cause* and out of school suspensions. The district will collect and review its chronic absence data and determine what systems of support and resources are needed to engage chronically absent students and their families to encourage daily attendance and promote success. The review shall include an analysis of chronic absence data from each attendance center or campus of the school district.

TARDY

Students are expected to arrive at school on time. A student arriving at school after the start of school is required to report to the office before proceeding to the classroom. Excessive tardies may result in student discipline and/or a report of truancy to the Regional Office of Education.

EARLY RELEASE/PARENT PICK UP

Students will be released from school early only under special circumstances. Parents are encouraged to make appointments at the beginning or end of the school day to minimize disruption to the student's learning time. It is the responsibility of the student to make up work missed during any absence from class. For the protection of the child, it is required that the parent pick them up in the school office and sign the student release book. A student will not be dismissed during the school day unless a properly identified adult is present to pick up the student.

For safety and security reasons, prior written consent of a student's custodial parent/guardian is required before a student is released during school hours: (1) at any time before the regular dismissal time or at any time before school is otherwise officially closed, and/or (2) to any person other than a custodial parent/guardian.

EXCUSED ABSENCE

The parent/guardian must notify the school if the student is absent from school for any reason. An absence shall be "excused" when a child is absent from school because of illness (including mental or behavioral health of the student), observance of a religious holiday, death in the immediate family, attendance at a civic event, family emergency, other situations beyond the control of the student as determined by the Board, or other such circumstances which cause reasonable concern to the parent/guardian for the student's physical health or safety, or other reason as approved by the Superintendent or designee. Students absent for a valid cause may make up missed homework and classwork assignments in a reasonable timeframe.

The district discourages families from taking vacations when school is in session and does not classify vacation time as an excused absence. However, the district recognizes that there are times when a family may opt to remove their children from school for purposes of vacation. Should that be the case, parents should contact their child's principal to make necessary arrangements.

In the case of an extended illness, it will not be necessary to call the school every day; however, the school may

require verification from a physician. If the illness exceeds two weeks, provision for continuing the child's instruction, including possible tutorial help, will be made. The district reserves the right to request documentation from a physician for any absences when a student has had excessive absences during the school year.

MENTAL HEALTH STUDENT ABSENCES

Students are allowed to be absent for up to 5 days for mental or behavioral health reasons without needing to submit a medical note. Students shall be allowed to make up any school work missed. After the second mental or behavioral health absence, the student may be referred to appropriate school personnel.

COVID-19 MITIGATIONS

District 62 will implement guidance issued by the Illinois Department of Public Health or the Illinois State Board of Education to the extent it is required to ensure a safe and healthy school environment.

TRUANT STUDENTS AND STUDENTS AT RISK OF ACADEMIC FAILURE

A student who is identified as experiencing an attendance problem (e.g., who is identified as truant, chronically truant, or chronically absent) or at risk of academic failure, shall be offered supportive services to include, but not be limited to, student-teacher conferences, parent conferences, individual counseling, student and/or family counseling, and information about community services that are available to the student and relevant to their needs. Please refer to Board Policy 6:110, *Programs for Students At Risk of Academic Failure*, and Board Policy 7:070, *Attendance and Truancy*, for additional information.

In accordance with the Illinois School Code, no punitive action, including out-of-school suspensions, expulsions, or court action shall be taken against a truant minor for their truancy unless available supportive services and other school resources have been provided to the student.

TRUANCY

A truant student is defined in the Illinois School Code as a child who is subject to compulsory school attendance who is absent without valid cause for more than 1% but less than 5% of the past 180 school days. Valid cause for absences shall include illness, including the mental or behavioral health of the student, observance of a religious holiday, death in the immediate family, attendance at a civic event, or family emergency, and shall include such other situations beyond the control of the student, as determined by the Board of Education, or other such circumstances which cause reasonable

concern to the parent for the mental, emotional, or physical health or safety of the student. For additional information regarding compulsory school attendance and truancy, please refer to Board Policy 7:070, *Attendance and Truancy*.

BUSING

The district offers no-cost busing to students who live more than 1.5 miles from their school of attendance as calculated by the district's Transportation Department, unless the Board of Education has certified to the Illinois State Board of Education that adequate public transportation is available or if adequate public transportation is not available, within 1.5 miles from their assigned school walking to or from school or to a pick up point or bus stop would constitute a serious hazard. Please refer to Board Policy 4:110, *Transportation*, for additional details. The district will offer an optional fee-based student busing program for students who do not qualify for the no-cost ridership if seats are available based on the number of buses the transportation company is able to provide. Failure to pay the bus fee will result in suspension of bus privileges. The district does not provide preferred pick-up at residences and all regular education students must meet their bus at a district designated community stop location. This provision does not apply to students who may qualify for special education transportation pursuant to an Individualized Education Program. Should you require information regarding bus assignment, location of the bus stop and pick up times, please contact the school office. Students are required to follow all school rules at the bus stop, as well as on the bus itself. Failure to do so can result in suspension of bus privileges and/or other consequences based on the nature of the offense. Students must only ride the bus to which they are assigned.

ARRIVAL AND DISMISSAL

School hours are as follows:

Middle Schools

8:00am to 3:00pm Tuesday – Friday
Mondays are early dismissal at 2:45pm
Supervision of students begins at 7:45am
Office closes at 4:00pm

Iroquois Community School

8:00am to 2:45pm Tuesday – Friday
Mondays are early dismissal at 2:30pm
Supervision of students begins at 7:45am
Office closes at 3:30pm

Elementary Schools

9:00am to 3:30pm Tuesday – Friday
Mondays are early dismissal at 3:15pm
Supervision of students begins at 8:45am
Office closes at 4:00pm

Early Learning Center

9:00am to 3:00pm Monday – Friday

Note: There are some ELC programs that have alternate times

Administration Center

8:00am to 4:00pm Monday – Friday

EMERGENCY WEATHER CLOSINGS

It is sometimes necessary to close one, several, or all district school buildings due to an emergency. Inclement weather is usually the major cause of school closings; however, other emergencies such as power failures, heating problems, or water problems could occur at any time necessitating the closing of one or more schools.

E-Learning/Remote Learning Due to Weather-Related Closures

If schools are closed due to inclement weather, all District 62 schools may implement an e-learning day in which students will learn remotely with their teacher(s) and peers through a variety of online programs including but not limited to live instruction over Zoom.

Inclement Weather Announcements

When a determination is made that a school or schools should be closed to protect the health and safety of students, the information will be announced by the district's automated notification system, and major radio and television stations. Announcements will also be displayed on the district's website.

The district's automated notification system allows the district to send important information quickly via phone and/or email about emergency situations, school delays or cancellations due to inclement weather. It also allows each school to contact parents about important school information and events, testing schedules, report card distribution, open houses, delayed buses, field trips, and more.

Parents are not required to register for the notification system. ALL parents and guardians of students enrolled in the school are automatically enrolled in this communication system. Parents must update changes in their mailing address, phone numbers or email by contacting their school secretary. Questions, comments, and concerns may also be directed to service@d62.org.

Announcements will also be displayed on the district's website. The following media will carry school closing information:

Websites

District 62 – www.d62.org
The Chicago Tribune – emergencyclosingcenter.com

Radio

WGN – AM 720
WBBM – AM 780
WLS – AM 890

Television

WBBM CBS – Channel 2
WMAQ NBC – Channel 5
WLS ABC – Channel 7
WGN – Channel 9
WFLD Fox – Channel 32

The Emergency Closing Center, the organization that runs the emergencyclosingcenter.com website, offers an email alert service. District 62 families can receive email notifications via email of district closings the moment they are reported. These email notifications are especially useful when the emergencyclosingcenter.com website is experiencing heavy website traffic. To sign up for this service, please visit emergencyclosingcenter.com, click the e-mail notification tab, and fill in the requested information. District 62's Facility Name is DIST #62 and the city is DES PLAINES. The decision to close school is made one day at a time. Check daily to find out if your child's school will be open.

Please discuss with your child the possibilities that might occur and what is expected when District 62 announces an emergency school closing. You are encouraged to develop a plan with your child should a school closing announcement be made after you have left for work, or if you are unable to be home when your child returns home following an emergency school closing.

District 62 makes every effort to keep all schools open throughout the school year. During inclement weather, when schools are open, a parent/guardian makes the final decision whether their child will attend school should weather conditions be considered too severe for a child to travel to and from school.

Should you have any questions about this announcement, please contact your child's principal or call the Superintendent's office at 847-824-1170.

EMERGENCY SCHOOL CLOSURES DUE TO OTHER EMERGENCIES

In the event that the State of Illinois orders a school closure, District 62 will continue learning via a remote learning plan so long as it is feasible. If conditions make it unsafe for students and staff to travel to school, the district will prioritize declaring a traditional emergency day "snow day." This decision emphasizes student and staff safety and well-being during challenging weather conditions.

EARLY DISMISSAL DUE TO WEATHER EMERGENCIES

Typically, the district does not dismiss school early in case of severe weather. If school authorities believe a violent storm is imminent, students and buses may be held until danger passes. In such circumstances, children are safer

remaining in school. Students may be dismissed a few minutes early if weather conditions are such that buses may operate safely, but it will take longer than normal to deliver students to bus stops.

Student Health

HEALTH INFORMATION REQUIREMENTS

Physical examinations are required by state law and the Board of Education upon entrance to school, either into preschool or kindergarten or 1st grade and prior to entering 6th grade. Physical examinations are also required for all NEW students whose physical examination records do not comply with state law requirements regardless of grade level. School Board policy requires that students submit the certificate of child health examination, including proof of immunization, by October 15 of the current school year. Any student registering after October 15 of the current school year is required to submit this certificate within 30 days of starting school. Unless an exemption or extension applies, failure to comply with these timelines by October 15 of the current school year will result in the student's exclusion from school until the required health forms are presented to the district. For additional information on the specific health examinations and immunizations required, please refer to Board Policy 7:100, *Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students*.

All children in kindergarten and 2nd and 6th grades must present proof of having been examined by a licensed dentist before May 15 of the current school year in accordance with rules adopted by the Illinois Department of Public Health. For additional information, please refer to Board Policy 7:100, *Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students*. Per Public Act 102-0095, District 62 administers a school-based dental program for students on an annual basis. Mobile Dental Units are utilized in order to support our students with receiving dental care. Information will be distributed to families regarding how to sign up to participate in the school-based dental clinics.

Vision examinations are required for any student entering kindergarten and for any student who is entering an Illinois school for the first time. For students entering kindergarten or entering an Illinois school for the first time, parents/guardians must present proof that the student received an eye examination within one year prior to entry of kindergarten or the school by October 15 of the current school year. Students will not be excluded from attending school due to failure to obtain an eye examination. For additional information, please refer to

Board Policy 7:100, *Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students.*

The district conducts vision screenings for students entering preschool, kindergarten, 2nd grade, and 8th grade. Students entering preschool, kindergarten, 1st grade, 2nd grade and 3rd grade also participate in hearing screenings. In addition, students receiving special education services are screened annually for hearing and vision. Screenings are also conducted for any teacher referral or new student who does not have this information in their file. Parents are notified of deficiencies in any category. However, screenings and evaluations are not the same.

RELIGIOUS OBJECTIONS/MEDICAL EXEMPTIONS

In accordance with rules adopted by the Illinois Department of Public Health, a student will be exempted from the Health, Eye, and Dental Examination and Immunization requirements for: 1) religious grounds if the student's parents/guardians completed and presented the IDPH's Certificate of Religious Exemption form to the Superintendent or designee. When a Certificate of Religious Exemption form is presented, the Superintendent or designee shall immediately inform the parents/guardians of exclusion procedures pursuant to Board Policy 7:280, *Communicable and Chronic Infectious Disease*, and state rules if there is an outbreak of one or more diseases from which the student is not protected; 2) health examination or immunization requirements on medical grounds, if the examining physician, advanced registered practice nurse, or physician assistant provides written verification; 3) eye examination requirement, if the student's parents/guardians show an undue burden or lack of access to a physician licensed to practice medicine in all of its branches who provides eye examinations or a licensed optometrist; 4) dental examination requirement, if the student's parents/guardians show an undue burden or a lack of access to a dentist.

INFORMATION ON HUMAN PAPILLOMAVIRUS (HPV)

While not required by law, the Illinois Department of Public Health recommends the HPV vaccine for children 11 or 12 years old and encourages vaccination through age 26. The Department of Public Health is required by law to provide written information to all students who are entering the 6th grade and their parents/guardians on the link between HPV and HPV-related cancers and the availability of an HPV vaccine.

MENSTRUAL HYGIENE PRODUCTS

In accordance with Public Act 102-0340, menstrual hygiene products shall be made available, at no cost to students, in bathrooms of every school building that are

open for student use in grades 4 through 12 during the regular school day.

STUDENT CONCUSSIONS

If you suspect your child may have sustained a concussion, please contact your school's office who will provide you with a resource brochure. Additional information about concussions can be found in this section of the Student Handbook and in Board Policy 7:305, *Student Concussions and Head Injuries*.

In accordance with state law and Board Policy 7:305, *Student Concussions and Head Injuries*, a student may not participate in an interscholastic or intramural athletic activity for a school year until the student and the student's parent or guardian or another person with legal authority to make medical decisions for the student have signed an Agreement to Participate. A student athlete who exhibits signs, symptoms, or behaviors consistent with a concussion will be immediately removed from interscholastic participation or competition and will also be removed from intramural athletic activities and from the physical activity portion of the physical education course in which the student is enrolled. A student who has been removed from an interscholastic contest, intramural athletics, or physical education may not return to play until the following conditions are met:

1. The student has been evaluated, using established medical protocols based on peer-reviewed scientific evidence consistent with Centers for Disease Control and Prevention guidelines, by a treating physician (chosen by the student or the student's parent or guardian or another person with legal authority to make medical decisions for the student) an athletic trainer, a physician assistant, or advanced practice registered nurse;
2. The student has successfully completed each requirement of the return-to-play protocol established by the district's concussion oversight team;
3. The student has successfully completed each requirement of the return-to-learn protocol established by the district's oversight team;
4. The treating physician, athletic trainer, physician assistant, or advanced practiced registered nurse has provided a written statement indicating that, in the physician's professional judgment, it is safe for the student to return to play and return to learn; and
5. The student and the student's parent or guardian or another person with legal authority to make medical decisions for the student:
 - a. Have acknowledged that the student has completed the requirements of the return-to-

play and return-to-learn protocols necessary for the student to return to play;

- b. Have provided the treating physician's, athletic trainer's, physician assistant's, or registered nurse's written statement indicating that, in the physician's professional judgment, it is safe for the student to return to play and return to learn to the person appointed by the Superintendent as responsible for implementing and complying with the return-to-play and return-to-learn protocols adopted by the district's concussion oversight team; and
- c. Have signed a consent form indicating that:
 - i. They have been informed concerning and consent to the student participating in returning to play in accordance with the return-to-play and return-to-learn protocols;
 - ii. They understand the risks associated with returning to play and returning to learn and will comply with any ongoing requirements in the return-to-play and return-to-learn protocols; and
 - iii. They consent to the disclosure to appropriate persons, consistent with the federal Health Insurance Portability and Accountability Act of 1996, of the treating physician's, athletic trainer's, physician assistant's, or advance practice registered nurse's written statement indicating that, in the physician's professional judgment, it is safe for the student to return to play and return to learn to the person appointed by the Superintendent as responsible for implementing and complying with the return-to-play and return-to-learn protocols adopted by the district's concussion oversight team and, if any, the return-to-play and return-to-learn recommendations of the treating physician, the athletic trainer, physician assistant, or advanced practice registered nurse as the case may be.

ADMINISTERING MEDICINES TO STUDENTS

In accordance with state law and Board Policy 7:270, *Administering Medicines 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. When a student's licensed health care provider and parent/guardian believe that it is necessary for the student to take a medication during school hours or school-related activities, the parent/guardian must request that the school dispense the medication to the child and otherwise follow the district's procedures on dispensing medication.

No school district employee shall administer to any student, or supervise a student's self-administration of, any prescription or non-prescription medication until a completed and signed School Medication Authorization Form is submitted by the student's parent/guardian. No student shall possess or consume any prescription or non-prescription medication on school grounds or at a school-related function other than as provided for in Board Policy 7:270, *Administering Medicines to Students*, and its implementing procedures

Nothing in the district's policies shall prohibit any school employee from providing emergency assistance to students, including administering medication. Please refer to Board Policy 7:270, *Administering Medicines to Students*, for additional information.

SELF-ADMINISTRATION OF MEDICATION

A student may possess and self-administer an epinephrine injector and/or asthma medication prescribed for use at the student's discretion, provided the student's parent/guardian has completed and signed a "Self-Medication Authorization" and "Parental/Guardian Authorization for the Administration of Medication in School," and the district has been given necessary prescription information. The Superintendent or designee will ensure an Emergency Care Plan is developed for each self-administering student.

A student may self-administer medication required under the student's qualifying plan, provided the student's parent/guardian has completed and signed a Self-Medication Authorization and Parental/Guardian Authorization for the Administration of Medication in School, and the district has been given necessary prescription information. A qualifying plan may include an Asthma Action Plan, Individual Health Care Action Plan, Illinois Food Allergy Emergency Action Plan and Treatment Authorization Form, plan pursuant to Section 504 of the federal Rehabilitation Act of 1973, or plan pursuant to the federal Individuals with Disabilities Education Act.

The district shall incur no liability, except for willful and wanton conduct, as a result of any injury arising from a student's self-administration of medication, including asthma medication or epinephrine injectors, or medication required under a qualifying plan. A student's parent/guardian must indemnify and hold harmless the district and its employees and agents, against any claims, except a claim based on willful and wanton conduct, arising out of a student's self-administration of an epinephrine injector, asthma medication, and/or a medication required under a qualifying plan. Refer to Board Policy 7:270, *Administering Medicines to Students*, for additional information.

Medication must be picked up by a parent/guardian at the end of the school year or when the medication is discontinued. Medication that is not picked up at the end of the school year will be properly discarded.

Undesignated Medications

UNDESIGNATED EPINEPHRINE INJECTORS

The district may maintain a supply of undesignated epinephrine injectors in the name of the district and provide or administer them as necessary according to state law. Undesignated epinephrine injector means an epinephrine injector prescribed in the name of the district or one of its schools. A school nurse or trained personnel, as defined in state law, may administer an undesignated epinephrine injector to a person when they, in good faith, believe a person is having an anaphylactic reaction. Each building administrator and/or corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to state law.

The district, public school and its employees and agents, including a physician, physician assistant, or advanced practice registered nurse providing standing protocol and a prescription for epinephrine injectors, are to incur no liability or professional discipline, except for willful and wanton conduct, as a result of any injury arising from the administration of an epinephrine injector regardless of whether authorization was given by the student's parents or guardians or by the student's physician, physician assistant, or advanced practice registered nurse.

UNDESIGNATED ASTHMA MEDICATION

The district may maintain a supply of undesignated asthma medication in the name of the district and provide or administer them as necessary according to state law. Undesignated asthma medication means an asthma medication prescribed in the name of the district or one of its schools. A school nurse or trained personnel, as defined in state law, may administer an undesignated 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 his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to state law.

UNDESIGNATED OPIOID ANTAGONISTS

The district may maintain a supply of undesignated opioid antagonists and provide or administer them as necessary according to state law. Opioid antagonist means a drug that binds to opioid receptors and blocks or inhibits the effect of opioids acting on those receptors,

including, but not limited to, naloxone hydrochloride or any other similarly acting drug approved by the U.S. Food and Drug Administration. Undesignated opioid antagonist is not defined by the school code; for purposes of this policy it means an opioid antagonist prescribed in the name of the district or one of its schools or obtained by the district without a prescription. A school nurse or trained personnel, as defined in state law, may administer an undesignated opioid antagonist to a person when they, in good faith, believe a person is having an opioid overdose. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to state law.

Refer to Board Policy 7:270, *Administering Medicines to Students*, for additional information.

SEIZURE SCHOOL SMART ACT

Under the Seizure School Smart Act, a student's Seizure Action Plan shall serve as the basis of the student's Section 504 Plan and must be signed by the student's parent/guardian if the student seeks assistance with epilepsy-related care in a school setting. A Seizure Action Plan is defined as a document that specifies the services needed by a student with epilepsy at school and at school sponsored activities and delegates to a delegated care aide the authority to provide and supervise these services. Under state law, it is the responsibility of the student's parent/guardian to share the health care provider's instructions on the student's epilepsy management during the school day, including a copy of any prescriptions and the methods of administering those prescriptions. The district will implement other provisions of the Seizure Smart School Act, 105 ILCS 150/1 et seq. relative to students' self-management of epilepsy related care, delegated care aides, and training of staff. Please refer to the statute for additional information.

ACCIDENTS AND ILLNESSES

In case of illness or injury, school personnel will care for a student temporarily. As authorized on the student emergency information form, if emergency care is needed, the school will act on the parent/guardian's behalf to make arrangements for emergency care and transportation (i.e., ambulance if necessary). The school district assumes no responsibility and is not liable for the costs of such transportation or medical care.

An emergency telephone number where parents can be reached and the name and telephone number of the student's family doctor must be on file at the school and must be kept current. Please report any changes to the school office immediately.

If an illness or injury occurs, every effort will be made to notify parents immediately. If a parent/guardian cannot be reached, the adult listed on the emergency form will be contacted. In the event that neither the home nor emergency number can be reached, the student will receive appropriate first aid and be allowed to rest until the parent/guardian can be located. Each school has a health clerk who is available each school day and has the services of registered nurses who are available within the district on a full-time basis. The health clerks have first aid training and are able to care for minor health problems or emergencies.

Students who experience vomiting or a fever of 100.4°F or more will be required to go home for the duration of the day and may not return until fever free for 24 hours without use of fever reducing medication. Please contact your child's school with any questions.

If it is necessary for a child to stay inside for health reasons, a doctor's excuse is required. A note from the parent or guardian following an illness will also be accepted. If the child does not have a note, they will go out for recess and other outdoor activities.

AUTOMATED EXTERNAL DEFIBRILLATOR (AED) POLICY

The district has adopted a Cardiac Emergency Response Procedure as required by Public Act 103-0698 which requires Illinois school districts to develop and distribute a cardiac emergency response plan to all staff. Pursuant to the act, the district shall provide information on the use of life-saving techniques such as hands-only cardiopulmonary resuscitation and use of the school's automated external defibrillator ("AED").

RESTRICTION OF PARTICIPATION IN PE/RECESS

For additional specific information on exemptions from physical activity, refer to Board Policy 7:260, *Exemption from Physical Activity*.

LICE

District 62 follows the recommendations of the Center for Disease Control and the IL Department of Public Health regarding head lice. According to the CDC, head lice can be a nuisance, but they do not carry disease and are not a health concern. (<https://www.cdc.gov/lice/about/head-lice.html>). Students with live head lice do not need to be sent home early from school; they can go home at the end of the day, be treated, and return to class after appropriate treatment has begun. Nits may persist after treatment, but successful treatment should kill lice.

COMMUNICABLE/CONTAGIOUS AND CHRONIC INFECTIOUS DISEASES

The school will observe recommendations of the Illinois Department of Public Health regarding communicable

diseases. In certain cases, students with a communicable disease may be excluded from school or sent home. Additionally, students with any concerning skin lesions, markings or sores may be excluded. Please notify your child's school immediately if your student is displaying symptoms of or has been diagnosed with a communicable contagious disease, such as chicken pox, strep throat, mumps, etc. A student with or carrying a communicable and/or chronic infectious disease has all the rights, privileges, and services provided by law and the School Board's policies. The Superintendent or designee will develop procedures to safeguard these rights while managing health and safety concerns. For additional information, please refer to Board Policy 7:280, *Communicable and Chronic Infectious Disease*.

STUDENT INSURANCE PROGRAM

The School Board permits a group plan for accident insurance to be offered to all students. Participation in this insurance plan is optional, and the Board assumes no responsibility for its operation. An application and information on the types of coverage is available at each school. The district assumes no responsibility for any expenses related to emergency medical care.

HOME/HOSPITAL TUTORING

Students who are absent or anticipated to be absent from school for a minimum of 10 school days during the school year due to a medical condition, as certified by a physician licensed to practice medicine in all of its branches, a licensed physician assistant, or a licensed Advanced Practice Registered Nurse, are eligible to receive home/hospital instruction pursuant to the Illinois School Code. Please contact your child's building principal to make arrangements for home/hospital instruction. Please refer to Board Policy 6:150, *Home and Hospital Instruction*, for additional information.

Learning Environment

SCHOOL ORGANIZATION

District schools offer programs and services to students in grades preschool through 8th grade. The schools are organized into grade level and/or department teams to meet the needs of students in an effective manner.

In addition, students take part in one or more of the fine arts. Middle school students are offered instruction in science, technology, engineering and mathematics (STEM) and family and consumer science.

PURPOSEFUL PLAY IN KINDERGARTEN

Play is how young children learn best. In kindergarten, purposeful play helps children build the skills they need for school and life while having fun.

Purposeful play uses child-led, teacher-supported play to teach language, thinking, social-emotional skills, and self-regulation. It's hands-on, meaningful, and tied to children's interests.

Purposeful play makes learning active, memorable, and motivating. It builds real-life skills: talking about ideas, cooperating, solving problems, managing attention, and time.

Key skills children build during play:

Oracy (talking and listening)

What it looks like: Describing actions in dramatic play, giving instructions, retelling stories.

How families can help: Ask open questions ("What are you building?"), encourage storytelling, introduce new vocabulary, play rhyming or word games.

Social-Emotional Skills

What it looks like: Taking turns, cooperating, showing empathy, resolving conflicts.

How families can help: Model turn-taking games, role-play social situations, praise sharing and calm problem solving.

Problem Solving and Creativity

What it looks like: Designing stable structures, making rules, experimenting with materials.

How families can help: Offer open-ended materials (blocks, boxes, fabric), ask "How could we fix that?", celebrate inventiveness.

Executive Functioning (planning, memory, self-control, time management)

What it looks like: Following multi-step plans, remembering rules, waiting, managing play time.

How families can help: Use simple timers for play segments, break projects into steps, keep predictable routines.

Teachers observe play to identify learning goals, scaffold when useful, introduce vocabulary, and design activities that extend ideas from play. Classrooms balance child choice with guided learning.

As a result, students will have richer language, new strategies for solving problems, more sharing and negotiation, and greater independence with routines.

Integrated Pest Management Program (IPM)

District 62 implements and practices Integrated Pest Management (IPM) procedures to control pests in school buildings and minimize the exposure of students, faculty, and staff to pesticides. State law (Public Act 91-0525) requires public schools to adopt an IPM process. Schools are required to notify staff, students and parents prior to certain types of pest control applications.

Restricted use pesticides will not be applied on or within 500 feet of school property during normal school hours. Before pesticides are used on district premises, the Superintendent or designee shall notify employees and parents/guardians of students as required by the Structural Pest Control Act and the Lawn Care Products Application and Notice Act. Please refer to Board Policy 4:160, *Environmental Quality of Buildings and Grounds*, for additional information.

Student Progress

ASSESSMENTS

Assessments are an important part of learning and students at our schools take part in several assessments throughout the year. The purpose of these assessments is to monitor student learning and make instructional decisions.

REPORT CARDS

The purpose of report cards is to keep students and parents informed of the student's academic progress and to highlight behaviors and attitudes that help or hinder learning. Report cards are made available to parents and guardians via Infinite Campus' Parent Portal. Report cards are issued 3 times per year for elementary school students and 4 times per year for middle school students at our 10-month schools. For kindergarten through 8th grade students at Iroquois Community School, report cards are issued 4 times per year. Parents of students in grades 6-8 are invited to monitor their child's progress through the district student information system, [Infinite Campus](#). For more information, contact your child's school office.

Kindergarten through 8th grade students' grades are expressed as a number ranging from 1-4. For more detailed information, please contact your child's teacher.

REPORT CARD/GRADEBOOK MARKS FOR KINDERGARTEN THROUGH 5TH GRADE

Standards-Based Report Card/Gradebook Marks	What this Mark Means
EX	Exceeds: In addition to the “Meets” criteria, student demonstrates more complex learning that goes beyond what was explicitly taught.
ME	Meets: Student consistently meets grade level standards. Student applies concept at a proficient level.
AP	Approaches: Student is approaching an understanding of grade level standards. Student applies concepts with support.
B	Below: Student is below in their understanding of grade level standards. Student does not apply concepts, even with additional support.
Note: For students who have modifications, progress will be addressed according to their educational plans.	

FAMILY-TEACHER CONFERENCES

Family-teacher conferences are scheduled on a district-wide basis. Special school days are set aside for these conferences. Please refer to the school calendar for these dates. Family-teacher conferences enable teachers to work more effectively with each child. This direct communication affords an opportunity to gain a better mutual understanding of the child that is not otherwise possible. Conferences also give the teacher an opportunity to discuss methods, objectives, and other aspects of the school and program with family.

Families may request a conference with the teacher at times other than the regularly scheduled conferences. Families may contact a teacher to set a mutually agreed upon time for such a conference. This type of a conference is very useful if the student is concerned about something occurring at school or the family has an immediate concern.

HOMEWORK

Homework is an extension of the learning that is occurring at school. In addition to practicing skills learned at school, homework is an opportunity for independent study, research, and creative thinking. Families can help their children by arranging a quiet, comfortable place for their children to work. Families

can also support their children by monitoring that the expectations are completed. The amount of homework done by each student varies according to grade level/age. If clarification is needed concerning homework, a phone call or email to your child’s teacher is recommended.

E-LEARNING/REMOTE LEARNING

In the event of inclement weather or other emergency conditions requiring the closure of school, District 62 may opt to implement an e-learning day. The decision to use an emergency day or an e-learning day will be based on the nature and severity of the emergency-related situation. A copy of District 62’s E-Learning Plan can be found on our website.

Families will be notified of the e-learning/remote learning day via the district’s website and the online notification system.

As such, during e-learning/remote learning, teachers will use a variety of instructional techniques to engage their students in the learning of appropriate grade level standards. Teachers will support their students as they engage in this learning by taking such steps as checking in, answering questions and providing guidance.

Families and students play a key role in this effort. Please see below for the steps that students and families take for active continuation of learning:

Tips for students during e-learning/remote learning:

- Review assigned work.
- Complete activities and/or assigned work.
- Ask your teachers questions when you need help or don’t understand.
- Be respectful to yourself, your teachers, and your classmates.

Tips for families on how to support your child(ren) with e-learning/remote learning:

- Review work assigned to your child(ren).
- Reserve a space for your child(ren) to complete e-learning/remote learning work.
- Encourage your child(ren) to get enough sleep.
- Set sensible time limits for technology use.
- Talk to students about their work every day.
- Help students establish and follow regular daily routines.

Additionally, since an e-learning/remote learning environment may include virtual instruction, we are asking individuals to be respectful of student confidentiality.

MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

Multi-tiered Systems Of Support, MTSS, recognize that academic and behavioral functioning are intertwined. MTSS describes the varying levels of support each student will access based on their academic and social-emotional learning needs. All students participate in our core program of learning dedicated to high quality engagement with grade level learning standards, referred to as Tier 1. MTSS includes positive behavioral interventions and supports (PBIS) across all 3 tiers. According to Collaborative for Academic Social and Emotional Learning (CASEL, 2019), SEL programs and approaches are often seen as an important component of universal approaches within MTSS, because they are designed to promote positive academic and behavioral outcomes in all students.

Students who need extra support to learn grade level learning standards or social emotional skill development engage in that extra support, referred to as Tier 2. And finally, students who need intensive more individualized intervention to learn previous years' standards or social emotional skills engage in Tier 3 support. The family/guardian will be notified if their child is participating in a Tier 3 intensive intervention.

Library Media Center

The Library Media Center (LMC) supports the curriculum by providing necessary materials and offering instruction in the use of the LMC resources. In cooperation with the classroom teacher, lessons are planned that pertain to units being studied while focusing on literature, information retrieval, and the use of technology. The LMC has an extensive print collection and students are encouraged to borrow books both for recreational and instructional purposes.

Technology

TECHNOLOGY ACCEPTABLE USE POLICY AND DIGITAL CITIZENSHIP AGREEMENTS

District 62's intent is for all use of the technology resources to be consistent with our mission, "To equip our students with the skills necessary for their success as responsible citizens, productive workers, and lifelong learners by providing the best possible educational climate, curriculum, resources, and staff." District 62 is committed to technology and curriculum integration and believes it is an important component in current and future education, real world applications, and personal learning. The district is also committed to educating students on how to navigate and engage in online and digital environments safely and responsibly through

Digital Citizenship curricula and agreements.

Parent(s)/guardian(s) and their children should read the Technology Acceptable Use of Electronic Networks Policy found on the district website and as part of yearly registration and discuss them together. Please note that the district AUP is an informed consent document, meaning that families must submit written requests to indicate that they do not consent to any part of the agreements. The Acceptable Use of Electronic Networks can be found at: www.d62.org/our-story/student-handbooks/student-handbook/technology-guidelines.

Note that the district provides students with web-based tools and apps for learning, including Google Workspace. In signing the AUP, parents/guardians provide consent for the district to share basic identifying information with vendors of these web-based tools and to create and maintain a G Suite account of their student, understanding that Google will collect and use information according to state privacy laws and Google's term of use and privacy policy.

District 62 takes precautions to prevent access to materials that may be defamatory, inaccurate, offensive, or otherwise inappropriate in the school setting. It is, however, impossible to control all technology sources and a user may discover inappropriate material. Ultimately, parent(s)/guardian(s) are responsible for setting and conveying the standards for their child.

The failure of any user to follow the terms of this Technology Acceptable Use Policy may result in the loss of privileges, disciplinary action, restitution and/or appropriate legal action.

CARE OF KEYBOARD CASE

If an iPad keyboard case is intentionally damaged, it may be confiscated and replaced with a standard, non-keyboard model. Additionally, intentional damage to the iPad itself can lead to the loss of home-use privileges.

PRIVILEGES AND RESPONSIBILITIES

District 62's electronic network is part of the curriculum and is not a public forum for general use. Users may access technology only for educational purposes. The actions of users accessing networks through the district reflect on the district; therefore, users must conduct themselves accordingly by exercising good judgment and complying with this policy and any accompanying administrative regulations and guidelines. Users are responsible for their behavior and communications using the district's computers and networks. A district administrator will make the decision regarding whether or not a user has violated this Technology Acceptable Use Policy, and may deny, revoke, or suspend access at any time.

District 62 may not request or require a student to provide a password or other account information in order to gain access to a student's social media account or profile on a social networking website. District 62 may, however, 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.

District 62's Technology Department has created its own 62 Ignite Innovation Student Handbook that includes guidelines and expectations for managing student devices. Please reference the [62 Ignite Innovation Handbook](#) for details surrounding the care of devices.

ACCEPTABLE USE

Access to District 62's internet must be consistent with the mission and educational objectives of District 62. Users of technology will:

- Use or access district technology only for educational or administrative purposes.
- Comply with copyright laws and software licensing agreements.
- Understand that email and network files are not private. Network administrators and other designated school officials have access to all email messages and may review files and communications to maintain system integrity and monitor responsible use.
- Guidelines for all district students with email accounts can be found at this site: bit.ly/D62emailguidelines.
- Respect the privacy rights of others and maintain confidentiality of all personnel and student records stored or accessible by means of district technology.
- Be responsible at all times for the proper use of technology, including proper use of access privileges, complying with all required system security identification codes, and not sharing any codes, passwords or other confidential or protected information.
- Maintain the integrity of technological resources from potentially damaging messages, physical abuse, or viruses.
- Abide by the policies and procedures of the district and any outside networks and systems linked by technology.
- Respect the rights of others to use equipment.

UNACCEPTABLE USE

Users are responsible for their actions and activities involving the network. Some examples of unacceptable uses are:

- Using the network for any illegal activity.
- Unauthorized downloading and installing of software.
- Violating copyright.
- Using the network for unauthorized private financial or commercial gain.
- Gaining unauthorized access to technology resources, services, or systems.
- Invading the privacy of individuals (for example, posting information, true or inaccurate, having no relation to curriculum).
- Using another user's account or password.
- Posting material authored or created by another without their consent.
- Using the network for unauthorized commercial or private advertising.
- Submitting, posting, publishing, or displaying any defamatory, inaccurate, abusive, obscene, sexually-oriented, threatening, racially-offensive, harassing, or illegal material.
- Knowingly accessing obscene or pornographic material, or material instructing on the use of violence or weaponry. "Knowingly access" includes continued use of material apparently restricted even though inadvertently accessed.
- Using the network while access privileges are suspended or revoked.
- Representing personal views as those of District 62 or those that could be interpreted as such.
- Engaging in acts of cyberbullying. For purposes of this policy, "cyberbullying" is defined as the use of e-mail, instant messaging, chat rooms, cell phones, social media or other forms of information technology to deliberately harass, threaten, or intimidate someone. Cyberbullying can include, but is not limited to, such acts as making threats, sending provocative insults or racial/ethnic slurs or attempting to infect the victim's computer with a virus.

NETWORK ETIQUETTE

You are expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

- Be polite. Do not be abusive in your messages to others.
- Use appropriate language. Do not swear, use vulgarities, or use inappropriate language.

- Do not reveal the personal addresses or telephone numbers of you/your family, other students, or staff.
- Recognize that email is not private. People who operate email systems have access to all email. Messages relating to or in support of illegal activities may be reported to the authorities.
- Do not use the network in any way that would disrupt its use by other users.
- Consider all communications and information accessible via the network to be private property.

NO WARRANTIES

The district makes no warranties of any kind, whether expressed or implied, for the technology service it is providing. This includes loss of data resulting from delays, non-deliveries, missed deliveries, or service interruptions caused by its negligence or your errors or omissions. Use of any information obtained via the internet is at your own risk. The district specifically denies any responsibility for the accuracy or quality of information obtained through its services.

RESPONSIBILITY

The user agrees that they will not hold the district responsible for any losses, costs, or damages (including attorney fees), incurred as a result of the user's use of the district's electronic resources and must reimburse the district for any damages or loss (including attorney fees) relating to, or arising out of, any user breach of this Technology Acceptable Use Policy. The district is not liable for the actions of users of its electronic resources.

SECURITY

Network security is a high priority. If you can identify a security problem on the network, you must notify a district administrator. Do not demonstrate the problem to other users. In addition:

- Keep your account and password confidential.
- Do not use another individual's account.
- Unauthorized attempts to log in to the network as a system administrator will result in disciplinary action and/or loss of privileges.
- Any user identified as a security risk may be denied access to network. The head of the Technology Department will work with other necessary members of the administration to identify such users.

CONTENT FILTERING

In accordance with the Children's Internet Protection Act (CIPA) of 2000, the district installs and operates filtering software on district devices that works at school and when taken home to limit users' internet access to materials that are obscene, pornographic, harmful to children, or otherwise inappropriate, notwithstanding that such software may in certain cases block access

to other materials as well. At the same time, the district cannot guarantee that filtering software will in all instances successfully block access to materials deemed harmful, indecent, offensive, pornographic, or otherwise inappropriate. The use of filtering software does not negate or otherwise affect the obligations of users to abide by the terms of this policy and to refrain from accessing such materials.

VANDALISM

Vandalism to any technology system may result in disciplinary action, possible restitution and/or loss of privileges. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the internet, or any other network, or the misuse of district-owned hardware or software.

CHARGES

The district assumes no responsibility for any unauthorized charges, fees or subscriptions incurred by an individual user.

STUDENT ONLINE PERSONAL PROTECTION ACT (SOPPA)

As the use of technology continues to become more prevalent, District 62 is committed to engaging in cybersecurity procedures that meet or exceed industry standards and working with technology vendors who do the same to protect student covered information from unauthorized use or disclosure. All school districts must provide information about student covered information that is collected, maintained, or disclosed by the district, to whom this information is disclosed, and the purpose of disclosure. Parents/guardians are encouraged to view the district's website for this information, as well as for additional information required to be disclosed under the Student Online Personal Protection Act (SOPPA). For additional information, parents/guardians may also review Board Policy 7:345, *Use of Educational Technologies; Student Data Privacy and Security*.

Support Services

MULTILINGUAL LEARNERS (ML) PROGRAM

The ML Program provides services for qualifying students who have a language other than English present in the home and whose English language assessment results show that they are multilingual learners (ML) following the Illinois State Board of Education's criteria. D62 offers both a Transitional Program of Instruction (TPI) and a Transitional Bilingual Education (TBE) Program. The Transitional Program of Instruction (TPI) supports classroom instruction for multilingual learners in grades K-8. The program helps students develop their listening, speaking, reading, and writing skills in English and is taught by Multilingual Learner (ML) Specialists.

The Transitional Bilingual Education (TBE) Program is provided at schools where there are 20 or more students of one language group in the ML Program. This program provides instruction from a Bilingual Specialist in the native language and English in core academic subjects. For additional information on the district's Multilingual Learner Program, please refer to Board Policy 6:160, English Learners.

GIFTED PROGRAM

In 3rd through 5th grade, students are identified for gifted services. These services are provided as a pullout program by the library media specialists. For additional information on the district's Gifted Program please refer to Board Policy 6:130, *Program for the Gifted*.

ACCELERATED PLACEMENT PROGRAM

District 62 offers an Accelerated Placement Program as required by the Acceleration Placement Act. The purpose of the Accelerated Placement Program is to provide an educational setting with curricular options usually reserved for students who are older or in higher grades than students participating. These options include:

- Early entrance to kindergarten
- Early entrance to 1st grade
- Single subject acceleration
- Whole grade acceleration

More information can be found in the [D62 Acceleration Handbook](#) and on our [District 62 website](#). Additional information about the Accelerated Placement Program can also be found in Board Policy 6:135, *Accelerated Placement Program*.

SPECIAL EDUCATION

The district provides free appropriate public education to students with disabilities. Special education is an integral part of the total program offered to serve students in the district. Special education and general education staff work collaboratively to meet the needs of all of our students.

A full continuum of programs and services is available to meet the unique needs of students with disabilities from the age of 3 through 8th grade. The district endeavors to locate, identify, and evaluate all children who may be in need of special education and related services, including students who are not enrolled in district schools. The rights of all special education students are protected. A copy of these rights as well as a copy of the Illinois Administrative Code Part 226 Special Education is available by calling or writing the Assistant Superintendent for Student Services: **Dr. Ramona DeCristofaro: 847-824-1160**. For additional information, parents/guardians may refer to Board Policy 6:120, *Education of Children with Disabilities*.

EARLY CHILDHOOD SPECIAL EDUCATION PRESCHOOL

Children of preschool age with significant developmental delays are eligible for evaluation and special preschool classes and services. Concerned parents should contact the **Early Learning Center's Student Services Coordinator, Angela Riggio, at 847-824-1065**.

SPARK

The SPARK Program (Special Programs Arranged Regarding Kids) provides parent-funded preschool classes for 3 and 4 year olds. Extended Day Kindergarten (EDK), and Before and After school programming for preschool students only. Learning Links Interactive Family Library, a component of the Early Childhood Block Grant, is a family-centered, literacy-rich environment located at the Early Learning Center in Forest School offering a variety of literacy experiences and materials that can be checked out for home use. SPARK's mission is to provide a safe, secure environment in which children can grow physically, emotionally, socially, and intellectually. For further information, contact the **SPARK office at 847-824-1065**.

BEFORE AND AFTER SCHOOL PROGRAMS (GRADES K-5)

Right At School provides parent-funded before and after school programming for school age children, grades kindergarten through 5th grade. For more information, please go to the [Right At School](#) website.

PRESCHOOL FOR ALL-CHILDREN AGES 3-5

The State of Illinois Early Childhood Block Grant funds the Preschool for All (STAR) Program for students who meet program criteria. This program emphasizes the relationship among early childhood education, parenting education and involvement, and future success in school.

PREVENTION INITIATIVE-BIRTH TO AGE 3

The State of Illinois Early Childhood Block Grant funds the Preschool For All Prevention Initiative Program for children birth to 3 and their families. This program provides early, comprehensive evidence-based child development and family support services to help families prepare their young children for later school success. Children and their families must meet program criteria to attend.

School Lunch

It is important that students eat a well-balanced meal. School lunches are available for all children whose parents wish them to have one. Students may also bring a lunch to school. Students may go home for lunch in accordance with early release policies.

There will be a plant-based school lunch option for students.

School lunches must be ordered by 9:30 A.M. each day. If your child is tardy, it is important that the school office be notified of your child's lunch plans. A school lunch is available for a cost and includes a choice of white or chocolate milk. Milk is also available for individual purchase.

For the 2026–2027 school year, student food services accounts will be credited with funds put on deposit for use in the district's food service program. The district has successfully converted to a computerized Point-of-Sale (POS) program that draws payments directly from student food service accounts when they enter their ID electronically into the POS system at the time of purchase. Credit card payments can be made online to add funds to your student's food service account. The district will still accept cash or check made out to CCSD 62 at your child's school. All lunch money/checks must be sent in an envelope, which lists student's name, grade, and teacher on the front of the envelope. A monthly lunch menu is sent home at the end of each preceding month and is also posted on the district website at www.d62.org/programs-services/food-services-menus.

FREE AND REDUCED PRICED LUNCH

A student's eligibility for free and reduced-price food services shall be determined by the income eligibility guidelines, family-size income standards, set annually by the U.S. Department of Agriculture and distributed by the Illinois State Board of Education. Children of families whose annual gross income is within the government guidelines are eligible for free or reduced priced lunch. Families can apply for free or reduced priced lunch on the district website at www.d62.org/programs-services/food-services-menus. Food or beverage items sold to students are part of a reimbursable meal under federal law and must follow the nutrition standards specified in the U.S. Department of Agriculture rules that implement the National School Lunch and Child Nutrition Acts. For additional information, please refer to Board Policy 4:130, *Free and Reduced Price Food Services*.

FOOD AT SCHOOL

With the exception of some students with special needs, teachers are prohibited from using food as an incentive or reward for students at school and during school day hours. Additionally, students are prohibited from bringing food treats to school for birthday celebrations or any other celebrations during school day hours. In lieu of food treats, students may bring non-edible treats such as stickers, pencils, erasers, or books. If you have any questions about what non-edible treats students may bring to school, please consult with your student's classroom teacher

OUTSIDE DELIVERY OF FOOD

Students and parents are prohibited from ordering goods or food from outside vendors to be delivered to the school. This prohibition includes the use of delivery services such as Uber Eats, Grubhub, DoorDash, or Postmates, as well as traditional delivery services. Additionally, this provision extends to students participating in extracurricular school activities occurring before, during, or after school hours.

LUNCH PERIOD EXPECTATIONS

Eating lunch at school and utilizing the school grounds during lunch recess requires cooperation so that the lunch period is a pleasant and safe time for everyone.

There may be assigned seating during lunch period. Students are expected to stay in their seats for safety purposes. During lunch period, students are under the supervision of lunch supervisors and expected to follow directions as given. Misbehavior during lunch period is considered a disciplinary issue and appropriate disciplinary actions are taken. Failure to follow lunchroom guidelines can result in disciplinary action.

Lunch period recess is held outdoors whenever possible. Students should dress appropriately for weather conditions. The district adheres to the Illinois State Board of Education's [weather watch guidelines](#) when determining whether recess should be held indoors.

Extracurricular Activities

*Please refer to your individual school information regarding these activities

Board Policy 6:190, *Extracurricular and Co-Curricular Activities*

The Superintendent must approve an activity in order for it to be considered a district-sponsored extracurricular or co-curricular activity, using the following criteria:

1. The activity will contribute to the leadership abilities, social well-being, self-realization, good citizenship, or general growth of student-participants.
2. Fees assessed students are reasonable and do not exceed the actual cost of operation.
3. The district has sufficient financial resources for the activity.
4. Requests for students.
5. The activity will be supervised by a school-approved sponsor.

Academic Criteria for Participation

For students in kindergarten through 8th grade, selection of members or participants is at the discretion of the teachers, sponsors, or coaches, provided that the selection

criteria conform to the district's policies. Students must satisfy all academic standards and must comply with the activity's rules and the student conduct code.

Additional Information About Extracurricular Participation

Participants in extracurricular activities must abide by the conduct code for the activity and Board Policy 7:190, *Student Behavior*. All coaches and sponsors of extracurricular activities shall annually review the conduct code with participants and provide participants with a copy. In addition, coaches and sponsors of interscholastic athletic programs shall provide instruction on steroid abuse prevention to students in grades 6, 7 and 8 participating in these programs. See School Board Policy 7:240, *Conduct Code for Participants in Extracurricular Activities* for more information.

If your child is enrolled in before/after school activities, outside of the normal school hours that are not sponsored by District 62, it is the parent's responsibility to communicate medical/health information directly to the activity sponsor.

Student Behavior

STUDENT CONDUCT

The district aims to promote an effective learning environment in its schools where students demonstrate respect, self-discipline, and responsible behavior. Each student must be given the opportunity to learn in a school climate that protects their right to an education without fear or distractions. Bullying and/or intimidation of others will not be tolerated.

GROSS DISOBEDIENCE AND MISCONDUCT DEFINED

Our primary goal is to keep students in the classroom. Per Board Policy 7:190, we use a range of supports to help students understand expectations and engage in positive behaviors, including Positive Behavior Intervention and Supports (PBIS), Restorative Practices, and Trauma Informed Practices. When behaviors disrupt learning or safety, we use disciplinary measures not just as a consequence, but as a tool to teach self-discipline and responsibility.

1. Learning Integrity and Engagement

- **Academic Dishonesty:** Students must perform original work. Prohibited conduct includes cheating, plagiarism, using a writing service, or unauthorized use of artificial intelligence.
- **Electronic Device Misuse:** All personal electronic devices, including phones, smartwatches, and smartglasses, must be powered off and out of sight during the school day unless a teacher grants

permission or use is required by an IEP or Section 504 plan.

- **Truancy:** Being absent without a recognized excuse; the district follows state law for chronic and habitual truant.
- **Inappropriate Location:** Being in an unassigned area or leaving school property without proper authorization.

2. Respectful Communication and Interactions

- **Defiance and Insubordination:** Failure to follow directives from staff or school officials.
- **Bullying, Harassment, and Aggressive Behavior:** Any severe or pervasive act that causes physical or psychological harm is strictly prohibited. This includes hazing, stalking, intimidation, coercion, and retaliation for reporting bullying.
- **Teen Dating Violence:** Prohibited as described in Board Policy 7:185
- **Sharing Inappropriate Content:** Creating, sending, or sharing sexually explicit or indecent visual depictions electronically is prohibited, regardless of whether the images are authentic, computer-generated, or Artificial Intelligence-generated.

3. Physical Safety and Wellness

- **Alcohol and Tobacco:** Using, possessing, or distributing tobacco, nicotine materials (including electronic cigarettes and vapes), or alcoholic beverages.
- **Controlled Substances:** Using, possessing, or distributing illegal drugs, controlled substances, anabolic steroids, performance enhancing substances, prescription drugs, look-alikes, or medical cannabis, unless authorized under Ashley's Law.
- **Stimulants and Inhalants:** Misuse of any substance inhaled or ingested with the intent of causing a physiological change.
- **Sexual Activity:** Includes offensive touching, indecent exposure, or sexual assault. This does not include non-disruptive expressions of gender or orientation.

4. Property and Community Responsibility

- **Property Damage and Theft:** Causing or attempting to cause damage to, or stealing, school property or another person's personal property.
- **Gang Activity:** Involvement in gangs or gang-related activities, including displaying gang symbols or paraphernalia.
- **Unauthorized Unmanned Aircraft Systems (UAS):** Operating a drone on school grounds or at school events without permission from the Superintendent or designee is prohibited.

5. Serious Safety Violations and Weapons

- **Weapons:** Possession of any firearm (as defined by Section 921 of Title 18 of the U.S. Code), firearm “look-alike”, knife, brass knuckles, billy club, or any object used to cause bodily harm.
- **Threats:** Making an explicit threat, either in person or online, against a student or school employee.
- **False Alarms:** Signaling an emergency, calling 911, or indicating the presence of a bomb or explosive device without reasonable belief that an emergency exists.
- **Criminal Law Violations:** Engaging in any conduct that violates criminal law, including but not limited to assault, battery, arson, gambling, and eavesdropping.

WEAPONS

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

1. A firearm, meaning any gun, rifle, shotgun, or weapon as defined by Section 921 of Title 18 of the United States Code (18 U.S.C. § 921), firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act (430 ILCS 65/), or firearm as defined in Section 24-1 of the Criminal Code of 1961 (720 ILCS 5/24 1).
2. A knife, brass knuckles, or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm, including “look-alikes” of any firearm as defined above.

The expulsion requirement under either paragraph 1 or 2 above may be modified by the Superintendent, and the Superintendent’s determination may be modified by the Board on a case-by-case basis. The Superintendent or designee may grant an exception to this policy, upon the prior request of an adult supervisor, for students in drama, cooking, martial arts, and similar programs, whether or not school-sponsored, provided the item is not equipped, nor intended, to do bodily harm.

This policy’s prohibitions concerning weapons apply regardless of whether: (1) a student is licensed to carry a concealed firearm, or (2) the Board permits visitors, who are licensed to carry a concealed firearm, to store a firearm in a locked vehicle in a school parking area. See Policy 7:190, *Student Behavior*, for more information.

SEARCH AND SEIZURE

In order to maintain order and security in the schools, school authorities are authorized to conduct reasonable searches of school property and equipment, as well as of

students and their personal effects. “School authorities” include school resource officers.

School Property and Equipment as well as Personal Effects Left There by Students

School authorities may inspect and search school property and equipment owned or controlled by the school (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. Students have no reasonable expectation of privacy in these places or areas or in their personal effects left there.

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

Students

School authorities may search a student and/or the student’s personal effects in the student’s possession (such as purses, wallets, knapsacks, book bags, lunch boxes, etc.) when there is a reasonable ground for suspecting that the search will produce evidence the particular student has violated or is violating either the law or the district’s student conduct rules. The search itself must be conducted in a manner that is reasonably related to its objective and not excessively intrusive in light of the student’s age and sex, and the nature of the infraction.

When feasible, the search should be conducted as follows:

1. Outside the view of others, including students;
2. In the presence of a school administrator or adult witness; and
3. By a certificated employee or liaison police officer of the same sex as the student.

Immediately following a search, a written report shall be made by the school authority who conducted the search, and given to the Superintendent. The parent(s)/ guardian(s) of the student shall be notified of the search as soon as possible.

Seizure of Property

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

1. 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.
2. 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. 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.

Refer to Board Policy 7:140, *Search and Seizure*, for additional information.

DISCIPLINARY MEASURES

District 62 is committed to a Multi-Tiered System of Supports (MTSS) for student behavior. This framework is built upon Positive Behavioral Interventions and Supports (PBIS), which focuses on teaching students the social, emotional, and behavioral skills students need to be successful in school and beyond.

Our goal is to cultivate positive relationships and a school climate where every student feels safe, respected, and ready to learn. We believe that behavioral mistakes are “teaching moments” for all of our students. When additional discipline actions are required, parents are involved and informed in order to work together.

When the District Can Take Disciplinary Action

To ensure the safety and dignity of all students and staff, a student is subject to disciplinary action when their conduct is reasonably related to school or school activities. This applies in the following circumstances:

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

Potential Disciplinary Measures

District 62 limits suspensions and expulsions to the greatest extent possible and focuses on restorative, teachable opportunities. When a student's behavior requires an intervention, District 62 uses a graduated continuum of responses. Our priority is to keep students in their learning environment whenever possible while ensuring the safety of our school community.

The following represents the range of options used based on the intensity and frequency of the behavior:

1. **Parent/Guardian Contact:** We believe in partnership; families are contacted to ensure we are working together to support the student's success.
2. **Conference with Student:** A direct conversation between staff and the student to address behavior choices and set expectations.
3. **Loss of Privileges:** A temporary removal of a specific item or activity, such as a school-issued device or extracurricular participation. This can include confiscating contraband.
4. **Reteaching Session(s):** Targeted instruction to help the student learn the social or behavioral skills they need to meet expectations.
5. **Restorative Conversations and Actions:** Guided dialogue to help students understand the harm caused and take specific steps to “make things right” with peers or staff.
6. **Alternate or Structured Recess/Lunch:** Providing a planned, supervised, or different location for these times to ensure safe and positive social interactions.
7. **Detention:** Periods of extended school time for reflection, support, and completing academic work.
8. **Suspension of Bus Privileges:** If a safety violation occurs during transit, a student may be suspended from the bus for up to 10 days. Students will still have the opportunity to make up academic work for full credit.
9. **Temporary Removal from the Classroom:** A short-term move to a different supervised location to help a student de-escalate and process an incident.
10. **Alternative Learning Environment (ALE):** A specialized or alternative education program for part or all of a school day.
11. **In-School Suspension (ISS):** The student is removed from their regular classes but remains in school under the supervision of licensed personnel.
12. **Out-of-School Suspension (OSS):** A temporary exclusion from the school environment and all school activities in accordance with Board Policy.
13. **Expulsion:** A long-term removal from the school.

system for a definite period of up to two calendar years, determined by the Board for the most serious safety violations.

OUR CORE DISCIPLINE PRINCIPLES

While we prioritize teaching, we strictly follow the safety requirements under Board Policy 7:190:

- **No Corporal Punishment:** The district strictly prohibits hitting, paddling, or the intentional infliction of bodily harm.
- **Interventions First:** For serious measures like suspension or expulsion, school officials will document the other interventions attempted or why no other options were available to resolve the threat.
- **The Right to a Review:** For any out-of-school suspension or expulsion, families have the legal right to a review hearing with the Board of Education

SUSPENSION

If a suspension is necessary, we will meet with you to explain why. Per Board Policy 7:200, we will explain how the type and length of the suspension helps ensure school safety or prevents further disruption to learning. After a suspension, you and your child will meet with your school's team to process the event and plan your child's return to school.

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, your child's behavior will be explained and the student will be given an opportunity to respond.
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 your child's behavior will be explained and the student will be given an opportunity to respond 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 of gross disobedience or misconduct 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 of gross disobedience or misconduct; and
 - e. The written notice will provide the rationale for the number of days your child was suspended.
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 a local mental health agency 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 4, above.

EXPULSION

Expulsions will be administered in the following manner according to School Board Policy 7:210, *Expulsion Procedures*.

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

1. Before a student may be expelled, the student and their parent(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 by registered or certified mail, return receipt requested. The request shall:
 - a. Include the time, date, and place for the hearing.
 - b. Briefly describe what will happen during the hearing.

- c. Detail the specific act of gross disobedience or misconduct resulting in the decision to recommend expulsion.
 - d. List the student's prior suspension(s).
 - e. 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.
 - f. 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.
2. Unless the student and parent(s)/guardian(s) indicate that they do not want a hearing or fail to appear at the designated time and place, the hearing will proceed. It shall be conducted by the Board or a hearing officer appointed by it. If a hearing officer is appointed, 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 a local mental health agency to consult with the Board.
 3. During the expulsion hearing, the Board or hearing officer shall hear evidence concerning whether the student is guilty of the gross disobedience or misconduct as charged. School officials must provide: (1) testimony of any other 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.
 4. If the Board acts to expel the student, its written expulsion decision shall:
 - a. Detail the specific reason why removing the student from the learning environment is in the best interest of the school.
 - b. Provide a rationale for the specific duration of the recommended expulsion.
 - c. Document how school officials determined that all behavioral and disciplinary 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.
 - d. 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.
 5. Upon expulsion, the district may refer the student to appropriate and available support services.

MISCONDUCT BY STUDENTS WITH DISABILITIES

Behavioral Interventions

Behavioral interventions shall be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. The School Board will establish and maintain a committee to develop, implement, and monitor procedures on the use of behavioral interventions for children with disabilities.

Discipline of Special Education Students

The district shall comply with the Individuals With Disabilities Education Improvement Act of 2004 and the Illinois State Board of Education's *Special Education* rules when disciplining special education students. No special education student shall be expelled if the student's particular act of gross disobedience or misconduct is a manifestation of their disability. Refer to Board Policy 7:230, *Misconduct by Students with Disabilities*, for additional information.

PROGRAMS FOR STUDENTS AT RISK OF ACADEMIC FAILURE (BOARD POLICY 6:110)

The Superintendent or designee shall develop, maintain, and supervise a program for students at risk of academic failure or dropping out of school. The program shall include education and support services addressing individual learning styles, career development, and social needs, and may include without limitation one or more of the following:

- Parent-teacher conferences
- Counseling services by social workers and/or guidance counselors
- Psychological testing
- Truants' alternative and optional education program
- Alternative school placement
- Community agency services
- Alternative learning opportunities program, in conformity with the Alternative Learning Opportunities Law, as it may be amended from time to time
- Remediation program

PREVENTION OF AND RESPONSE TO BULLYING, INTIMIDATION, AND HARASSMENT (BOARD POLICY 7:180)

Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important district goals.

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

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

Definitions from Section 27-23.7 of the School Code (105 ILCS 5/27-23.7)

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

1. Placing the student or students in reasonable fear of harm to the student's or students' person or property;

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

Bullying may take various forms, including without limitation one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

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

Restorative measures means a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that: (i) are adapted to the particular needs of the school and community, (ii) contribute to maintaining school safety, (iii) protect the integrity of a positive and productive learning climate, (iv) teach students the personal and interpersonal skills they will need to be successful in school and society, (v) serve to build and restore relationships among students, families, schools, and communities, and (vi) reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs in order to keep students in school, and (vii) increase student accountability if the incident of bullying is based on religion, race, ethnicity, or any other category that is identified in the Illinois Human Rights Act.

School personnel means persons employed by, on contract with, or who volunteer in a school district, including without limitation school and school district administrators, teachers, school social workers, school psychologists, school nurses, cafeteria workers, custodians, bus drivers, school resource officers, and security guards. For additional information, refer to Board Policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*.

BULLYING PREVENTION AND RESPONSE PLAN

The Superintendent or designee shall develop and maintain a bullying prevention and response plan that advances the district's goal of providing all students with a safe learning environment free of bullying and harassment. This plan must be consistent with the requirements listed below; each numbered requirement, 1-12, corresponds with the same number in the list of required policy components in 105 ILCS 5/27-23.7(b) 1-12.

1. The district uses the definition of bullying as provided in Board Policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*.
2. Bullying is contrary to state law and the policy of this district. However, nothing in the district's bullying prevention and response plan is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment to the U.S. Constitution or under Section 3 of Article I of the Illinois Constitution.
3. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the District Complaint Manager or any staff member with whom the student is comfortable speaking. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the District Complaint Manager or any staff member. Anonymous reports are also accepted.

Complaint Managers:

Colin Baer, baerc@d62.org
 Kathleen Kelly Colgan, kellycolgank@d62.org
 Adam Denenberg, denenberg@d62.org
 Dr. Ramona DeCristofaro, decristofaror@d62.org
 Dr. Bradley Stein, steinb@d62.org

Nondiscrimination Coordinators:

Colin Baer baerc@d62.org 847-789-5932
 Kathleen Kelly Colgan, kellycolgank@d62.org
 847-824-1136
 777 East Algonquin Road, Des Plaines, IL 60016

4. Consistent with federal and state laws and rules governing student privacy rights, the Superintendent or designee shall promptly inform the parent(s)/

guardian(s) of every student involved in an alleged incident of bullying and discuss, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures.

5. The Superintendent or designee shall promptly investigate and address reports of bullying, by, among other things:
 - a. Making all reasonable efforts to complete the investigation within 10 school days after the date the report of a bullying incident was received and taking into consideration additional relevant information received during the course of the investigation about the reported bullying incident.
 - b. Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.
 - c. Notifying the building principal or school administrator or designee of the reported incident of bullying as soon as possible after the report is received.
 - d. Consistent with federal and state laws and rules governing student privacy rights, providing parents/guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the building principal or school administrator or their designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.

The Superintendent or designee shall investigate whether a reported incident of bullying is within the permissible scope of the district's jurisdiction and shall require that the district provide the victim with information regarding services that are available within the district and community, such as counseling, support services, and other programs.

6. The Superintendent or designee shall use interventions to address bullying, that may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services.
7. A reprisal or retaliation against any person who reports an act of bullying **is prohibited**. A student's act of reprisal or retaliation will be treated as bullying for purposes of determining any consequences or other appropriate remedial actions.
8. A student will not be punished for reporting bullying

or supplying information, even if the district's investigation concludes that no bullying occurred. However, knowingly making a false accusation or providing knowingly false information will be treated as bullying for purposes of determining any consequences or other appropriate remedial actions.

9. The district's bullying prevention and response plan must be based on the engagement of a range of school stakeholders, including students and parents/guardians.
10. The Superintendent or designee shall post this policy on the district's internet website, if any, and include it in the student handbook, and, where applicable, post it where other policies, rules, and standards of conduct are currently posted. The policy must also be distributed annually to parents/guardians, students, and school personnel, including new employees when hired.

The Superintendent or designee shall fully implement the Board policies, including without limitation, the following:

1. 2:260, *Uniform Grievance Procedure*. A student may use this policy to complain about bullying.
2. 6:60, *Curriculum Content*. Bullying prevention and character instruction is provided in all grades in accordance with state law.
3. 6:65, *Student Social and Emotional Development*. Student social and emotional development is incorporated into the district's educational program as required by state law.
4. 6:235, *Access to Electronic Networks*. This policy states that the use of the district's electronic networks is limited to: (1) support of education and/or research, or (2) a legitimate business use.
5. 7:20, *Harassment of Students Prohibited*. This policy prohibits any person from harassing, intimidating, or bullying a student based on an actual or perceived characteristic (the list of characteristics in 7:20 is the same as the list in Policy 7:180).
6. 7:185, *Teen Dating Violence Prohibited*. This policy prohibits teen dating violence on school property, at school-sponsored activities, and in vehicles used for school-provided transportation.
7. 7:190, *Student Behavior*. This policy prohibits, and provides consequences for, hazing, bullying, or other aggressive behaviors, or urging other students to engage in such conduct.
8. 7:310, *Restrictions on Publications*. This policy prohibits students from and provides consequences for creating, distributing and/or accessing at school any publication that:
 - a. Will cause substantial disruption of the proper

and orderly operation and discipline of the school or school activities;

- b. Violates the rights of others, including but not limited to material that is libelous, invades the privacy of others, or infringes on a copyright;
- c. Is socially inappropriate or inappropriate due to maturity level of students, including but not limited to material that is obscene, pornographic or pervasively lewd or vulgar, or contains indecent and vulgar language, or sexting as defined by School Board policy and student handbooks;
- d. Is reasonably viewed as promoting illegal drug use; or
- e. Is distributed in kindergarten through 8th grade and is primarily prepared by non-students, unless it is being used for school purposes. Nothing herein shall be interpreted to prevent the inclusion of material from outside sources or the citation to such sources as long as the material to be distributed or accessed is primarily prepared by students.

Accessing or distributing on-campus includes accessing or distributing on school property or at school-related activities. A student engages in gross disobedience and misconduct and may be disciplined for:

- a. Accessing or distributing forbidden material
- b. For writing, creating or publishing such material intending for it to be accessed or distributed at school.

Additionally, the Superintendent or designee will assist the Board with its evaluation and assessment of this policy's outcomes and effectiveness. The Superintendent or designee will fully inform staff members of the district's goal to prevent students from engaging in bullying and measures being used to accomplish it.

For additional information, refer to Board Policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*.

BUS CONDUCT

All students must follow the district's School Bus Safety Rules. Please refer to Board Policy 7:220, *Bus Conduct*.

SCHOOL BUS SUSPENSIONS

The Superintendent, or any designee as permitted in the School Code, is authorized to suspend a student from riding the school bus for up to 10 consecutive school days for engaging in gross disobedience or misconduct, including but not limited to, the following:

1. Prohibited student conduct as defined in School Board policy, 7:190, *Student Behavior*.

2. Willful injury or threat of injury to a bus driver or to another rider.
3. Willful and/or repeated defacement of the bus.
4. Repeated use of profanity.
5. Repeated willful disobedience of a directive from a bus driver or other supervisor.
6. Such other behavior as the Superintendent or designee deems to threaten the safe operation of the bus and/or its occupants.

If a student is suspended from riding the bus for gross disobedience or misconduct on a bus, the School Board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons. The district's regular suspension procedures shall be used to suspend a student's privilege to ride a school bus.

A student suspended from riding the bus who does not have alternate transportation to school shall have the opportunity to complete or make up work for equivalent academic credit. It shall be the responsibility of the student's parent or guardian to notify the school that the student does not have alternate transportation.

Electronic visual and audio recordings may be used on school buses to monitor conduct and to promote and maintain a safe environment for students and employees when transportation is provided for any school related activity. Notice of electronic recordings shall be displayed on the exterior of the vehicle's entrance door and front interior bulkhead in compliance with state law and the rules of the Illinois Department of Transportation, Division of Traffic Safety. Students are prohibited from tampering with electronic recording devices. Students who violate this policy shall be disciplined in accordance with the Board's discipline policy and shall reimburse the school district for any necessary repairs or replacement. Please refer to Board Policy 7:220, *Bus Conduct*, for additional information.

STUDENT APPEARANCE

A student's appearance, including dress and hygiene, must not disrupt the educational process or compromise standards of health and safety. The school may prohibit students from wearing clothing or attire that, in the opinion of school authority, is contrary to acceptable health and safety standards, may disrupt the education process or learning atmosphere, or may depict or imply hatred or prejudice against a protected class. Please note that appropriateness or offensiveness or dress are standards determined by the school and district administration. The district 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.

The following are non-exhaustive guidelines for student appearance:

- Students shall not be permitted to wear or display items of clothing, jewelry, or other symbols associated with or related to gangs or gang activities in school buildings.
- Students are expected to wear opaque clothing that covers them from shoulder to mid-thigh.
- Inappropriate or offensive sayings or pictures on clothing is not allowed.
- Hats, caps, and head coverings (with the exception of those worn for religious, cultural and/or medical reasons) are not allowed to be worn inside the school building.
- Special attire is not required for physical education classes at the elementary level. However, middle school students shall be requested to wear a P.E. uniform.

TEEN DATING VIOLENCE

All Illinois school districts are required to adopt a school board policy incorporating age-appropriate education about teen dating violence for students in grades 7 through 12. The District 62 Board of Education adopted a teen dating violence policy in April 2014. In our district, teen-dating violence is unacceptable. We are committed to providing our students with a school environment where they can learn free from worries about school violence. Research has shown that teen dating violence can inform 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 law states that *teen dating violence* occurs whenever a student uses or threatens to use physical, mental or emotional abuse to control an individual in a dating relationship; or uses or threatens to use sexual violence in the dating relationship.

Students in grades 7 and 8 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.

District 62 school staff members have been asked to respond immediately with compassion to a student who reports teen dating violence and follow up with school administration to ensure that the situation is addressed appropriately.

Please refer to Board Policy 7:185, *Teen Dating Violence Prohibited*, for additional information on the district's efforts to stem teen dating violence.

AGE-APPROPRIATE SEX EDUCATION CURRICULUM

In accordance with guidance from the State of Illinois, the district will provide health and safety education and sex education to students in grades 4–8 which will include age-appropriate content.

SUICIDE DEPRESSION AND AWARENESS

Youth suicide impacts the safety of the school environment. It also affects the school community, diminishing the ability of surviving students to learn and the school's ability to educate. Suicide and depression awareness and prevention are important Board goals. To that end, the Board has adopted Board Policy 7:290, *Suicide and Depression Awareness and Prevention*, which outlines the district's suicide and depression awareness and prevention program.

SUICIDE PREVENTION

Public Act 102-0267 establishes a list of characteristics of students deemed at increased risk of suicide in the section requiring school districts to have a policy on youth suicide awareness and prevention.

District 62 is required to provide suicide prevention information, included in Student Handbooks and student identification cards, for grades 6 through 8.

Students will also be provided contact information for the National Suicide Prevention Lifeline and Crisis Text Line on the back of each student identification card issued by the school district.

For students or families in need of immediate assistance:

Dial **988** to reach the Suicide and Crisis Lifeline
Text **HOME to 741741** to reach the Crisis Text Line
Contact **Safe2Help** Illinois:

Dial **844-4-SafeIL**
Text **Safe2** (72332)
Email HELP@Safe2HelpIL.com

In case of emergency, always call 911.

STUDENT/FAMILY CONCERNS OR COMPLAINTS

Student safety and comfort at school is a top District 62 priority. If you have concerns that your child or another District 62 student may be experiencing bullying or any other behavior that makes them uncomfortable, we encourage you to let an administrator know. We will listen any time and will ensure that appropriate next steps are taken.

Filing a Complaint

If you believe your child has been bullied, harassed or has been the victim of any other behavior that interferes

with their learning, please contact the building principal directly and they will discuss next steps with you. We also encourage students to share concerns directly with principals.

Safety Concern Tip (Anonymous Tips)

District 62 understands that at times there may be concerns that students and/or families have that need to be reported, however, it is more comfortable for individuals to do so anonymously.

The district has a Share a Safety Concern button on the footer of every web page of the district website: www.d62.org. Please feel free to use this button to file anonymous complaints. If you have any questions about how to use this button, please contact Adam Denenberg at 847-824-8115.

Title IX Sexual Harassment

District 62 is committed to providing an educational environment that is free from sexual harassment. The district does not discriminate on the basis of sex in any of its education programs or activities, and it complies with Title IX of the Education Amendments of 1972 (Title IX) and its implementing regulations (34 C.F.R. Part 106) with respect to the district's education programs and activities, including applicants for employment, students, parents/guardians, employees, and third parties.

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

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

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

Any person who wishes to make a report under the Title IX Sexual Harassment grievance procedure may make a report to the Title IX Coordinator, Nondiscrimination Coordinator, building principal, assistant building principal, a complaint manager, or any employee with whom the person is comfortable speaking. A person who wishes to make a report may choose to report to a person of the same gender.

All school employees must respond to reports, allegations, or incidents of sexual harassment by promptly making or forwarding the report to the Title IX Coordinator. Contact information for the Title IX Coordinator is below.

Dr. Ramona DeCristofaro OR Colin Baer
777 E. Algonquin Rd.
Des Plaines, IL 60016
847-824-1136

decristofaro@d62.org or baerc@d62.org

Please see Board Policy 2:265, *Title IX Sexual Harassment Grievance Procedure* for more information about the district's Title IX policy or filing a complaint.

Erin's Law

All Illinois school districts are required to provide education to students about child sexual abuse. More commonly known as Erin's Law, the goal of this law is to increase awareness of this much too common crime against children. One of the requirements of this law is that schools provide an age-appropriate curriculum to students in preschool through 12th grade related to sexual abuse prevention. For additional information, please refer to Board Policy 6:060, *Curriculum Content*.

Faith's Law

Faith's Law amended the Illinois Abused and Neglected Child Reporting Act ("ANCRA") to add grooming to the definition of abuse. Accordingly, any mandated reporter who has reasonable cause to believe that the parent, immediate family member, household member, paramour of the child's parent, or any person responsible for the welfare of a child known to the mandated reporter in their professional or official capacity has engaged in grooming against the child, as defined under the Illinois Criminal Code, must immediately report such belief to the Illinois Department of Children and Family Services. The district has counseling options available for students who are impacted by sexual abuse and grooming behaviors and will assist victims of sexual abuse and grooming with obtaining assistance and intervention. For additional information, please refer to Board Policy 7:250, *Student Support Services*.

Mobile Phones/Messaging Devices/Wearable Computing Devices

Board Policy 7:190, *Student Behavior*, provides that "All electronic devices must be kept powered-off and out of sight during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student's individualized education program (IEP) or health plan; or (c) it is needed in an emergency that threatens the safety of students, staff, or other individuals."

Parents are requested to use the main office to communicate with their child during the school day, not through personal electronic devices. In turn, when students need to contact families, they should use the main office or get permission to use their personal devices.

Student Records

State and federal law grant students and parent(s)/guardian(s) certain rights, including the right to inspect, copy, and challenge school records. These requests should be made in writing and sent to the building principal. Once received, the district has 10 school days to provide the records, subject to a potential 5 school day extension. A non-custodial parent has the right to request student records unless there is a specific court order to the contrary.

The information contained in school student records shall be kept current, accurate, clear and relevant. Parent(s)/guardian(s) also have the right to challenge the contents of records by notifying the principal or records custodian in writing of an objection to information contained in the record. An informational conference will be scheduled to discuss the matter within 10 business days. If the dispute is not resolved at this informal meeting, a formal hearing will be scheduled with an impartial hearing officer who shall be selected by the school district but who may not be employed in the attendance center in which the student is enrolled.

Challenges are not allowed concerning (1) academic grades, or (2) references to expulsions or suspensions if the challenge is made at the time the student's records are being forwarded to another school district. A parent may only challenge records on the basis of accuracy, relevance, or propriety. The hearing officer shall conduct the hearing within a reasonable time, but no later than 10 business days after the informal conference unless the parties agree to an extension of time. The hearing officer shall issue a written decision within 10 school

days after the conclusion of the hearing. The decision of the hearing officer may be appealed to the Regional Superintendent of Education within 20 school days after the decision is transmitted. A final decision by the Regional Superintendent may be appealed to the circuit court of the county in which the school is located. Parents/guardians also have the right to insert a written statement of reasonable length into their child's school student record describing their position on disputed information. The district will include a copy of the statement in any release of the information in dispute.

The Illinois School Student Records Act requires that student records be reviewed periodically to eliminate or correct out-of-date, inaccurate, unnecessary, or irrelevant information. **Staff should send home all items not considered temporary or permanent records prior to the last day of a school year. If students do not attend school when these documents are distributed, this information will be housed in the school office for five days after the last day of school. If not picked up within that time period, these records will be destroyed.** If you have any questions or need additional information, please contact the school office personnel.

Student records are divided into two categories:

- a. The student permanent record consists of basic identifying information, academic transcript, attendance record, health record, record of release of permanent information, and other basic information. The permanent record shall be kept for 60 years after graduation or permanent withdrawal.
- b. The student temporary record consists of all information not required to be in the student permanent record including family background information, test scores, psychological evaluations, special education files, teacher anecdotal records, and disciplinary information. The temporary record will be destroyed entirely 5 years after graduation or permanent withdrawal.

Additionally, the district designates the following information as directory Information:

- Student name, address, gender, grade level, and birth date and place
- Parents' names, mailing address, e-mail addresses, and telephone numbers
- Academic awards and honors
- Information related to participation in school-sponsored activities, organizations, and athletics
- Period of attendance in the school

Directory information may be released to the general public, unless a parent requests that any or all of the

above information not be released on their child. Please contact your building principal if you wish to designate that your child's directory information not be released.

Please refer to Board Policy 7:340, *Student Records*, for additional information on student records

8th Grade Student Records

As part of our 8th graders' transition to high school, the district works with Maine Township High School District 207 to make the process as smooth and efficient as possible. To that end, District 207's official records custodian has requested copies of all official student records of our 8th grade students, including academic information required to determine what courses each student should take as a freshman. The district will transfer all existing records and any records created during your student's 8th grade year to District 207 beginning on September 15, each year, as well as communicate directly with District 207 staff regarding student information contained in your student's records. Parents have the right to inspect, copy, and/or challenge the contents of their student's records prior to this release.

If you do not plan to enroll your student in District 207 and/or wish to inspect, copy or challenge the records being transferred, please contact Dr. Ramona DeCristofaro, Assistant Superintendent of Student Services, by September 1 at 847-824-1160.

Destruction of Student Records

Temporary student records will be destroyed no earlier than 5 years after a student transfers, graduates, or otherwise withdraws. Permanent student records will be destroyed no earlier than 60 years after a student transfers, graduates, or otherwise withdraws.

Student and Family Privacy Rights

SURVEYS

All surveys requesting personal information from students, as well as any other instrument used to collect personal information from students, must advance or relate to the district's educational objectives as identified in Board Policy 6:10, *Educational Philosophy and Objectives*, or assist students' career choices. This applies to all surveys, regardless of whether the student answering the questions can be identified and regardless of who created the survey.

SURVEYS CREATED BY A THIRD PARTY

Before a school official or staff member administers or distributes a survey or evaluation created by a third party to a student, the student's parent(s)/guardian(s) 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 shall not request, nor disclose, the identity of any student who completes any survey or evaluation (created by any person or entity, including the district) contained one or more of the following items:

1. Political affiliations or beliefs of the student or the student's parent/guardian.
2. Mental or psychological problems of the student or the student's family.
3. Behavior or attitudes about sex.
4. Illegal, anti-social, self-incriminating, or demeaning behavior.
5. Critical appraisals of other individuals with whom students have close family relationships.
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers.
7. Religious, practices, affiliations, or beliefs of the student or the student's parent/guardian.
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

The student's parent(s)/guardian(s) 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 activity described above. The school shall not penalize any student whose parent(s)/guardian(s) exercised this option.

5ESSENTIALS

In order to capture student (grades 4-12), guardian, teacher, and administration voice, Illinois utilizes the 5Essentials Survey as a quality indicator for school accountability purposes. There is evidence that school culture and climate has an impact on student achievement. Therefore, Illinois currently requires districts to use the 5Essentials Survey or an alternate survey selected from a list approved by the State

Superintendent. District 62 encourages all families, applicable students, and staff to participate in the survey so that we can effectively respond to stakeholder feedback.

INSTRUCTIONAL MATERIAL

A student's family/guardian(s) may inspect, upon their request, any instructional material used as part of their child/ward's educational curriculum within a reasonable time of their request. The term "instructional material" means instructional content that is provided to a student, regardless of its formal, printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

PHYSICAL EXAMS OR SCREENINGS

No school official or staff member shall subject a student to a non-emergency, invasive physical examination or screening as a condition of school attendance. The term "invasive physical examination" means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.

The above paragraph does not apply to any physical examination or screening that:

1. Is permitted or required by an applicable state law, including physical examinations or screenings that are permitted without parental notification.
2. Is administered to a student in accordance with the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).
3. Is otherwise authorized by School Board Policy.

PROHIBITION ON SELLING OR MARKETING STUDENTS' PERSONAL INFORMATION

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

Unless otherwise prohibited by law, the above paragraph does not apply: (1) if the student's parent(s)/guardian(s) have consented; or (2) to the collection, disclosure or, use of personal information collected from students for the

exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as the following:

1. Book clubs, magazines, and progress providing access to low-cost literary products.
2. Curriculum and instructional materials used by elementary schools and middle schools.
3. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments.
4. The sale by students of products or services to raise funds for school-related or education-related activities.
5. Student recognition programs.

Under no circumstances may a school official or staff member provide a student's personal information to a business organization or financial institution that issues credit or debit cards.

NOTIFICATION OF RIGHTS AND PROCEDURES

The Superintendent or designee shall notify students' parents/guardians of:

1. This policy as well as its availability from the general administration office and district website.
2. How to opt their child out of participation in activities as provided in this policy.
3. The approximate dates during the school year when a survey requesting personal information, as described above, is scheduled, or expected to be scheduled.
4. How to request access to any survey or other material described in this policy.

This notification shall be given to parents/guardians at least annually, at the beginning of the school year, and within a reasonable period after any substantive change in this policy.

EQUAL EDUCATIONAL OPPORTUNITIES (BOARD POLICY 7:010)

Equal educational and extracurricular opportunities shall be available for all students without regard to color, race, national origin, religion, sex, sexual orientation, ancestry, age, physical or mental disability, military status, unfavorable military discharge, gender identity, status of being unhoused, immigration status, order of protection status, reproductive health decisions, actual or potential marital or parental status, including pregnancy.

Sex Equity

No student shall, based on sex, sexual orientation, or gender identity be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities.

Any student may file a sex equity complaint by using Board Policy 2:260, *Uniform Grievance Procedure*.

A student may appeal the Board's resolution of the complaint to the appropriate Intermediate Service Center (pursuant to 105 ILCS 5/3-10) and, thereafter, to the State Superintendent of Education (pursuant to 105 ILCS 5/2-3.8).

Administrative Implementation

The Superintendent shall appoint a Nondiscrimination Coordinator. The Superintendent and building principal shall use reasonable measures to inform staff members and students of Board Policy 7:010, *Equal Educational Opportunities*, and the grievance procedure.

EDUCATION OF CHILDREN WITH DISABILITIES (BOARD POLICY 6:120)

The school district shall provide a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the district, as required by the Individuals with Disabilities Education Act (IDEA) and implementing provisions of the School Code, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. The term "children with disabilities" as used in this policy, means children between ages 3 and 15 for whom it is determined, through definitions and procedures described in the Illinois State Board of Education rules, that special education services are needed.

It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with educational services. Students may be disabled within the meaning of Section 504 of the Rehabilitation Act even though they do not require services pursuant to the IDEA.

For students eligible for services under IDEA, the district shall follow procedures for identification, evaluation, placement, and delivery of services to children with disabilities provided in the Illinois State Board of Education's Special Education rules. For those students who are not eligible for services under IDEA, but, because of disability as defined by Section 504 of the Rehabilitation Act of 1973, need or are believed to need special instruction or related services, the district

shall establish and implement a system of procedural safeguards. The safeguards shall cover students' identification, evaluation, and educational placement. This system shall include notice, an opportunity for the student's parent(s)/guardian(s) to examine relevant records, an impartial hearing with opportunity for participation by the student's parent(s)/guardian(s), representation by counsel, and a review procedure.

The district may maintain membership in one or more cooperative associations of school districts that shall assist the district in fulfilling obligations to the district's disabled students.

If necessary, students may also be placed in nonpublic special education programs or education facilities.

STUDENT RIGHTS AND RESPONSIBILITIES (BOARD POLICY 7:130)

All students are entitled to enjoy the rights protected by the U.S. and Illinois Constitutions and laws for persons of their age and maturity in a school setting. Students should exercise these rights reasonably and avoid violating the rights of others. Students who violate the rights of others or violate district policies or rules will be subject to disciplinary measures.

Students may, during the school day, during noninstructional time, voluntarily engage in individually or collectively initiated, non-disruptive prayer or religious-based meetings that, consistent with the Free Exercise and Establishment Clauses of the U.S. and Illinois Constitutions, are not sponsored, promoted, or endorsed in any manner by the school or any school employee. Noninstructional time means time set aside by a school before actual classroom instruction begins or after actual classroom instruction ends.

Community Involvement

SCHOOL DISTRICT 62 EDUCATION FOUNDATION

The District 62 Education Foundation preserves and enhances educational opportunities for all students within the school district. The Foundation operates as a separate entity from the district. Its purpose is to broaden community support for public education in District 62, develop links among business, government, and civic organizations that will enhance community support of programs and activities for students served by District 62, provide grants to District 62 staff members for programs and projects during and after the school day and to provide financial support for improved facilities, new educational programs, scholarships, and other suitable and worthwhile projects and activities in order to preserve and enhance educational opportunities for the children of District 62.

For more information about the Foundation, to donate or volunteer, please e-mail at d62foundation@gmail.com or (847) 824-8070. You may also visit their website: www.d62foundation.com/.

COMMUNITY AND MENTAL HEALTH RESOURCES INSTRUCTION

Public school districts are required to share resources regarding how and where to find Illinois mental health resources. District 62 has a list of [community resources](#) to support families.

PARENT ORGANIZATIONS

Each district school has a parent organization, which invites and welcomes parent membership, as well as their help and support. Many parent-sponsored school activities are held during the school year. Membership information may be obtained by contacting the school office.

SPECIAL EDUCATION PARENT ADVISORY COUNCIL (SEPAC)

D62 SEPAC is a group of parents who work collaboratively with district leadership to support students with disabilities, build community and promote a culture of inclusion and belonging across the district. The purpose of this group is to facilitate honest communication, provide feedback and recommendations, and support the continuous improvement of special education programs, services, and practices. SEPAC events are held throughout the year and provide opportunities for learning, collaboration, and advocacy. You can find more information, meeting dates, and membership opportunities on the D62 website.

BILINGUAL PARENT ADVISORY COMMITTEE (BPAC)

D62 BPAC is a group of bilingual parents, teachers and community members from across the district. The purpose of this group is to collect information, discuss selected topics, and plan goals collaboratively for the improvement of our students and the community. BPAC meetings are held throughout the year. You can find more information and meeting dates on the D62 website.

VOLUNTEERS

A number of adults are utilized as volunteer helpers in the classrooms and for other school-related events that arise during the school year. Although no monetary remuneration can be given for such volunteer services, those who have helped in the past have found it rewarding. Those interested in serving as a volunteer should inform the school office or the classroom teacher, or watch for notifications listing specific needs. All community and parent volunteers are asked to visit the website and complete the application at www.applitrack.com/d62volunteer/onlineapp/default.aspx. The district may conduct criminal background checks for

volunteers at their discretion, depending on the nature of the volunteer's role. For more information, contact the Community Relations Department at 847-824-8070.

VISITORS

In October of 2022, the district introduced a visitor management system. Upon entering a district building, visitors will be asked to present an ID, which will be scanned and entered into our system. If a parent, guardian, or other visitor is undocumented or for any reason does not have a US government-issued ID, another form of identification can be provided. Once entry is approved, a badge that includes a photo, the name of the visitor, time, date, and purpose or destination of the visit will be issued.

Parents are welcomed and are encouraged to visit the school. The district will allow a parent/guardian reasonable access to educational facilities, personnel, classrooms, and buildings to observe their child in the school setting or to visit an educational placement or program proposed for their child. The district will also provide an independent educational evaluator, or a qualified professional retained by or on behalf of a parent/guardian or child, reasonable access to the district's educational facilities, personnel, classrooms, and buildings and to the student in order to conduct an evaluation of the child, the child's performance, the child's current educational program, placement, services, or environment, or any educational program, placement, services or environment proposed for the child. All individuals who visit a district school for these purposes must abide by the district's Procedures for Classroom Observation, which are available on the district website or can be requested from the principal's office.

Room visitations, if desired, need to be scheduled with the teachers in advance. Items brought to the school for the students are to be brought to the office and office personnel will arrange for delivery to the student.

It is our responsibility to maintain a secure campus to protect all children in our care.

District 62 playgrounds are reserved exclusively for student use while school is in session. Limiting access during the day allows our staff to monitor the grounds effectively and ensures that every adult on-site is a vetted employee or authorized visitor.

Accommodating Individuals with Disabilities (Board Policy 8:70)

Individuals with disabilities shall be provided an opportunity to participate in all school-sponsored services, programs, or activities on an equal basis to

those without disabilities and will not be subject to illegal discrimination. Where necessary, the district may provide to persons with disabilities separate or different aids, benefits, or services from, but as effective as, those provided to others.

The district will provide auxiliary aids and services where necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity.

Each service, program, or activity operated in existing facilities shall be readily accessible to, and usable by, individuals with disabilities. New construction and alterations to facilities existing before January 26, 1992, will be accessible when viewed in their entirety.

The Superintendent or designee is designated the Title II Coordinator and, in that capacity, is directed to:

1. Oversee the district's compliance efforts, recommend necessary modifications to the Board, and maintain the district's final Title II self-evaluation document and keep it available for public inspection, for at least 3 years after its completion date.
2. Institute plans to make information regarding Title II's protection available to any interested party.

Individuals with disabilities should notify the Superintendent or building principal if they have a disability which will require special assistance or services and, if so, what services are required. This notification should occur as far as possible before the school-sponsored function, program, or meeting.

Individuals with disabilities may allege a violation of this policy or federal law by reporting it to the Superintendent or designated Title II Coordinator, or by filing a grievance under the Uniform Grievance Procedure.

Notification

District 62 is committed to collaborating with parents/guardians to support student learning and works to schedule meetings at mutually agreeable times. Parents/guardians have rights under the School Visitation Rights Act to be granted leave from work to attend student conferences and meetings. Under the act, employers must grant an employee leave of up to a total of eight hours during any school year to attend school conferences, behavioral meetings, or academic meetings related to an employee's child if the conference or meeting cannot be scheduled during non-work hours. Please talk to your employer for more information about your rights under this act.

MEDIA AND PUBLICITY

Throughout the year, school events are covered in school

publications, school-based social media and by local news media. This could result in interviews, photographs, and video recording of the events. In addition, video or podcasts may be broadcast on local cable stations, the district website and district social media accounts.

Online privacy and safety are issues that we at District 62 take very seriously. We also take seriously the need for our students to create a powerful digital footprint for themselves. In order to do this they need to share their learning and work with the world. As a means to share their voice and celebrate their learning and work, children and/or their school projects may be photographed or videotaped. Student photos/videos and work may be displayed in the school, printed in District 62 publications, used on the district/school/class website, printed in the school yearbook or posted to district/school pages on social media sites. Visiting media may also use student photos/videos. Students may also be publishing to third party sites such as video, photo, blogging sites, etc. This media will not be used for commercial purposes. It is the district's practice to only use a student's first name and first initial of last name, when identifying students for this use, except for the school yearbook or if granted additional permission where a student's full name will be used.

The district may release, publish, and use photographs/videos, and work of your student unless you indicate otherwise, in writing, through a letter sent to your student's building principal. In this letter, please outline what specifically which media you wish your student to be withheld from.

School Safety

Safety is the district's top priority. The district works with each of its schools to ensure that students and staff have safe building and required supports.

SCHOOL RESOURCE OFFICER

District 62, in partnership with the Des Plaines Police Department, has offered a School Resource Officer Program that has been in place for almost a decade in our District 62 schools. In an effort to provide students and families with more information about this important role, we will outline some of those responsibilities of the School Resource Officer below.

The School Resource Officer supports and facilitates the educational process within District 62 by providing a safe and secure environment through building and establishing meaningful relationships with students and staff. In addition, the School Resource Officer proactively interacts with the school community to ensure the

enforcement of city and state laws, preservation of public order, and the prevention, detection, or investigation of any possible criminal activity. This individual works with students, parents, school personnel and community agencies to support teaching and learning in the schools. The School Resource Officer will also patrol district property to protect students, staff and visitors from physical harm or threats, should assistance be required.

Some of the specific activities the School Resource Officer may be involved in include:

- Educating students about important topics such as alcohol/drug awareness, gang and stranger awareness/resistance, and general crime prevention.
- Mentoring students
- Informal counseling
- Supporting and ensuring a safe school environment
- Facilitating conflict resolution between students
- Providing safety information to students and staff
- Serving as a liaison to community resources
- Engaging in restorative justice practices
- Partnering with school administration when investigating some of the most common criminal activity by students (e.g., truancy, vandalism, theft, etc.)
- Investigating any potential serious criminal activity by students to ensure school safety (e.g., violent physical threats, possession of weapons, drugs etc.)

SAFETY DRILLS

The district completes a number of safety drills annually. Such drills include the following: building evacuation drills, bus evacuation drills, law enforcement drills, and severe weather drills. Please contact your building principal with any questions regarding these drills.

Beginning January 1, 2019, the law enforcement drill must address an active shooter and must be done when students are present. School personnel and students will participate in the drill with law enforcement observing.

In accordance with Public Act 102-0395, schools will provide sufficient information and notification to parents and guardians in advance of any walk-through lockdown drill that involves the participation of students. Schools must also provide parents and guardians an opportunity to exempt their child for any reasons from participating in the walk-through lockdown drill. These types of drills will be announced in advance and any parent/guardian may elect to exclude their child from participating in this drill by contacting the building principal.

In addition, the district has district and site-based safety committees that meet regularly and are comprised of stakeholders for the purpose of discussing safety protocols and updates.

As of January 1, 2019, school administrators are required to post notice of the human trafficking hotline in the administrative office, or another location, in view of school employees.

BICYCLE SAFETY

Bicycle riders are subject to Illinois traffic laws; know them and follow them.

Prohibited transportation devices include but are not limited to:

- Electric and gas-powered bicycles (e-bikes)
- Electronic scooters
- Motorized scooters
- Non-motorized bicycles
- Rollerblades
- Skateboards
- Golf carts
- ATVs

Please remember:

- Be sure to wear proper safety gear including a helmet.
- Walk your bicycle across intersections and when on school property; stay on designated bike paths only.
- Have proper lights and reflectors in front and rear of the bike.
- Be sure your bike is always in proper operating condition.
- Be sure to obey all traffic signals; keep to the right. Exercise caution at all times.
- Yield to pedestrians; be alert when riding your bike.
- Bikes must be parked in the bike rack at school.
- Be sure to have your own bike lock and use it at all times; never lock your bike to someone else's bike.
- Respect others' property at all times.
- Exercise extreme caution in poor weather conditions.
- Prohibited modes of transportation for students include gas-powered bicycles and mopeds.

Threat Assessment Procedure

School Boards annually shall file a threat assessment procedure and a list identifying the members of the

school district's threat assessment team or regional behavior threat assessment and intervention team with a local law enforcement agency and the regional office of education. Additionally, the Freedom of Information Act (FOIA) exempts from disclosure any threat assessment procedure under the School Safety Drill Act and any information contained in the procedure from inspection and copying.

District 62 has specific risk and threat assessment procedures in place to screen, assess, manage, and support students that pose a risk of harm to self or others.

Sex Offenders

The Board of Education has adopted Policy 8:030 and a set of procedures designed to safeguard students with regard to the issue of convicted child sex offenders. Information about sex offenders is available to the public. The Illinois Sex Offender Registry is available through a link on the Illinois State Police website, at <https://isp.illinois.gov/Sor/Disclaimer>. Individuals may search the database by name, zip code or county. Access is free. A child sex offender is prohibited from being present on school property or loitering within 500 feet of school property when persons under the age of 18 are present unless specifically permitted by statute. In addition, individuals being hired to work in District 62 have a fingerprint background check. All completed Volunteer Information and Liability Forms are checked against this registry.

Please contact your building principal with questions about the laws or procedures being implemented in your child's school.

CONVICTED CHILD SEX OFFENDER, SCREENING, NOTIFICATIONS (BOARD POLICY 4:175)

Persons Prohibited on School Property Without Prior Permission

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 meets either of the following two exceptions:

1. The offender is 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 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 their child regarding special education services, or (iii) attending conferences to discuss other student

issues concerning their child such as retention and promotion; or

2. The offender receives permission to be present from the School 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 shall supervise a child sex offender whenever the offender is in a child's vicinity. If a student is a sex offender, the Superintendent or designee shall develop guidelines for managing their presence in school.

Screening

The Superintendent or designee shall perform fingerprint-based criminal history records information checks and/or screenings required by state law or Board policy for new employees; student teachers' students doing field or clinical experience other than student teaching' contractors' employees who have direct, daily contact with one or more children; and resource persons and volunteers. They shall take appropriate action based on the result of any criminal background check and/or screen.

Notification to Parents/Guardians

The Superintendent shall develop procedures for the distribution and use of information from law enforcement officials under the Sex Offender Community Notification Law and the Murderer and Violent Offender Against Youth Community Notification Law. The Superintendent or designee shall serve as the district contact person for purposes of these laws. The Superintendent and building principal shall manage a process for schools to notify the parents/guardians during school registration that information about sex offenders is available to the public as provided in the Sex Offender Community Notification Law. This notification must occur during school registration and at other times as the Superintendent or building principal determines advisable.

Every Student Succeeds Act (ESSA)

PARENTS RIGHT TO KNOW

In accordance with the Every Student Succeeds Act, this is a notification to every parent of a student in a Title I school that you have the right to request and receive in a timely manner: (A) information regarding the professional qualifications of your student's classroom teachers, (B) information on instructional paraprofessionals and (C) the assessment policies within the district.

- A. The following information may be requested about the professional qualifications of classroom teacher(s):
 1. Whether the teacher has met Illinois teacher certification requirements for the grade level and subject areas in which the teacher provides instruction
 2. Whether the teacher is teaching under an emergency or other provisional status through which Illinois qualifications or certification criteria have been waived
 3. The college major and any graduate certification or degree held by the teacher

In addition to the above information you will be notified if your student has been taught for 4 or more consecutive weeks by a teacher who does not meet the applicable state certification for licensure requirements at the grade level and subject area in which the teacher has been assigned.

- B. Whether the child is provided services by paraprofessionals and, if so, their qualifications. Paraprofessionals must work under the supervision of a certified teacher. In schools that operate a schoolwide program, all paraprofessionals must meet professional qualifications. In a Targeted Assistance program, any paraprofessional directly supervised by a certificated teacher must meet the professional qualifications.
- C. Districts and schools must provide, including posting on their respective websites in a clear and easily accessible manner information, each assessment required by the state and the district. If you wish to request information concerning the qualifications of your child's teachers and instructional paraprofessionals, please contact the Assistant Superintendent for Human Resources at 847-824-1136.

School accountability in ESSA requires that each state consider more than academic achievement in grades 3 through 12. Also, while ESSA requires that the accountability system of a state to include academic proficiency, it also requires the following: academic growth (grades 3 through 8); English Language proficiency (grades 3 through 12); and one or more student quality or student success indicator. The quality indicators Illinois has identified are related to Student Attendance and Climate and Culture survey data. Refer to pages 6-7 for more information on our attendance policies and page 33 for more information on the value of participation in the 5Essentials and about the survey itself.

Title I Programs – Board Policy 6:170

The Superintendent or designee shall pursue funding under Title I, Improving the Academic Achievement of the Disadvantaged, of the Elementary and Secondary Education Act, to supplement the instructional services and activities in order to improve the education opportunities of educationally disadvantaged or deprived children.

All district schools, regardless of whether they receive Title I funds, shall provide services that, taken as a whole, are substantially comparable. Teachers, administrators, and other staff shall be assigned to schools in a manner that ensures equivalence among the district's schools. Curriculum materials and instructional supplies shall be provided in a manner that ensures equivalence among the district's schools.

Title 1 Parent and Family Engagement

The district maintains programs, activities, and procedures for the engagement of parents/guardians and families of students receiving services, or enrolled in programs, under Title I. These programs, activities, and procedures are described in district-level and school-level compacts plans.

School-Level Parent and Family Engagement Compact

The Superintendent or designee shall develop a School-Level Parent and Family Engagement Compact according to Title I requirements. The School-Level Parent and Family Engagement Compact shall contain: (1) the district's expectations for parent and family engagement, (2) specific strategies for effective parent and family engagement activities to improve student academic achievement and school performance, and (3) other provisions as required by federal law. The Superintendent or designee shall ensure that the Compact distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

School Family Engagement Compact

Each building principal or designee shall develop a School-Level Family Engagement Compact according to Title I requirements. This School-Level Parent and Family Engagement Compact shall contain: (1) a process for continually involving parents/guardians in

its development and implementation, (2) how parents/guardians, the entire school staff, and students share the responsibility for improved student academic achievement, (3) the means by which the school and parents/guardians build and develop a partnership to help children achieve the state's high standards, and (4) other provisions as required by federal law. Each building principal or designee shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

School Wellness – Board Policy 6:050

Student wellness, including good nutrition and physical activity, shall be promoted in the district's educational program, school activities, and meal programs. This policy shall be interpreted consistently with Section 204 of the Child Nutrition and WIC Reauthorization Act of 2004 and the Healthy Hunger-Free Kids Act of 2010 (HHFKA).

The Superintendent or designee will ensure:

1. Each school building complies with this policy;
2. The policy is available to the community on an annual basis through copies of, or online access to, the Board Policy Manual; and
3. The community is informed about the progress of this policy's implementation.

GOALS FOR NUTRITION EDUCATION AND NUTRITION PROMOTION

The goals for addressing nutrition education and nutrition promotion include the following:

- Schools will support and promote sound nutrition for students.
- Schools will foster the positive relationship between sound nutrition, physical activity, and the capacity of students to develop and learn.
- Nutrition education will be part of the district's comprehensive health education curriculum. See Board Policy 6:60, *Curriculum Content*.

GOALS FOR PHYSICAL ACTIVITY

The goals for addressing physical activity include the following:

- Schools will support and promote an activity lifestyle for students.
- Physical education will be taught in all grades and shall include a developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related

fitness, increases students’ knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages health habits and attitudes for a healthy lifestyle. See Board Policy 6:60, Curriculum Content, and Board Policy 7:260, *Exemption from Physical Education*.

- During the school day, all students will be required to engage in daily physical activity, unless otherwise exempted. See Board Policy 6:60, *Curriculum Content*, and Board Policy 7:260, *Exemption from Physical Education*.
- The curriculum will be consistent with and incorporate relevant Illinois Learning Standards for Physical Development and Health as established by the Illinois State Board of Education (ISBE).

NUTRITION GUIDELINES FOR FOODS AVAILABLE DURING THE SCHOOL DAY; MARKETING PROHIBITED

Students will be offered, and schools will promote nutritious food and beverage choices during the school day that are consistent with Board Policy 4:20, *Food Services* (requiring compliance with the nutrition standards specified in the U.S. Dept. of Agriculture’s (USDA) Smart Snacks rules).

In addition, in order to promote student health and reduce childhood obesity, the Superintendent or designee shall:

1. Restrict the sale of competitive foods, as defined by the USDA, in the food service areas during meal periods;
2. Comply with all ISBE rules; and
3. Prohibit marketing during the school day of foods and beverages that do not meet the standards listed in Board Policy 4:120, *Foods Services*, i.e., in-school marketing of food and beverage items must meet competitive food standards.

Competitive foods standards do not apply to foods and beverages available, but not sold in school during the school day, e.g., brown bag lunches, foods for classroom parties, school celebrations and reward incentives.

EXEMPTED FUNDRAISING DAY (EFD) REQUESTS

All food and beverages sold to students on the school campuses of participating schools during the school day must comply with the “general nutrition standards for competitive foods” specified in federal law.

ISBE rules prohibit EFDs for grades 8 and below in participating schools.

GUIDELINES FOR REIMBURSABLE SCHOOL MEALS

Reimbursable school meals served shall meet, at a

minimum, the nutrition requirements and regulations for the National School Lunch Program and/or School Breakfast Program.

UNUSED FOOD SHARING PLAN

In collaboration with the district’s local health department, the Superintendent or designee will:

1. Develop and support a food sharing plan (Plan) for unused food that is focused on needy students.
2. Implement the Plan throughout the district.
3. Ensure the Plan complies with the Richard B. Russell National School Lunch Act, as well as accompanying guidelines from the U.S. Department of Agriculture on the Food Donation Program.
4. Ensure that any leftover food items are properly donated to combat potential food insecurity in the district’s community. Properly means in accordance with all federal regulations and state and local health and sanitation codes.

MONITORING

At least every 3 years, the Superintendent or designee shall provide implementation data and/or reports to the Board concerning this policy’s implementation sufficient to allow the Board to monitor and adjust the policy (a triennial report). This triennial report must include without limitation each of the following:

- An assessment of the district’s implementation of the policy.
- The extent to which schools in the district are in compliance with the policy.
- The extent to which the policy compares to model local school wellness policies.
- A description of the progress made in attaining the goals of the policy.
- How the district will make the results of the assessment available to the public.
- Where the district will retain records of the assessment.

The Board will monitor and adjust policy pursuant to Board Policy 2:240, *Board Policy Development*.

COMMUNITY INVOLVEMENT

The Board and Superintendent or designee will actively invite suggestions and comments concerning the development, implementation, periodic reviews, and updates of the school wellness policy from parents, students, representatives of the school food authority,

teachers of physical education, school health professionals, the school board, school administrators, and the community. Community involvement methods shall align their suggestions and comments to Board Policy 2:140, *Communications To and From the Board*, and/or the *Community Engagement* subhead in Board Policy 8:10, *Connection with the Community*.

RECORD KEEPING

The Superintendent or designee shall retain records to document compliance with this policy, the district's records retention protocols, and the Local Records Act.



62

Community Consolidated School District 62

Leon Smaage Administration Center 847-824-1136
777 East Algonquin Road
Des Plaines, IL 60016

