



Parent and Student Handbook 2026-27

INSPIRE, EMPOWER, ACHIEVE
Every Student, Every Day.

2929 West 87th Street
Evergreen Park, IL 60805
708-423-0950
www.d124.org
Superintendent: Dr. Jenna Woodland

Dear Parents and Guardians,

School District 124 has a rich tradition of parents/guardians, teachers, and administrators working together to build a foundation for success for our children. Supported by adults who love, nurture, and care for them, our children's potential for success is bound only by the limits that they would place on themselves and their own learning. One of the most important things that we can do to help create this solid foundation is to model the high expectations for academic achievement, effort, and citizenship that we hold for ourselves and want for our children. I invite you to take some time to review, with your child, the information in this handbook. The procedures and guidelines that the District has developed and included here will help all our children have a safe, happy, and a productive school year.

Please contact Building Administration if you have any questions about, or suggestions for improving the experiences of our children in Evergreen Park School District 124.

Sincerely,

District Administration

Chain of Command

On occasion, parents/guardians may have a concern, complaint, suggestion, or request related to a school decision or policy. If the question or concern is directly related to a classroom activity, speak with your child's teacher first. If further questions or concerns exist, then the next person in the chain of command should be contacted to aid in problem solving. For the most effective communication, contact should be made in the following order:

- **Teacher**
- **Principal**
- **Superintendent**
- **Board of Education**

SCHOOL COMMUNITY CODE OF CONDUCT

In order to provide a safe, caring and orderly environment, Evergreen Park Elementary School District 124 expects civil behavior for all who engage in school activities. Mutual respect, professionalism and common courtesy are essential qualities that need to be demonstrated to promote an educational environment free from disruptions, harassment, bullying, and aggressive actions.

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BOARD OF EDUCATION

Michael Aumiller, President

Denise Jones, Vice President

Rachel Marroquin, Secretary

*Oneal Gray
Lauren Dowden*

*David Sheppard
Dr. Michael Thomas*

DISTRICT ADMINISTRATION

Dr. Jenna Woodland	Superintendent	jwoodland@d124.org
Dr. Ashley Carlson	Assistant Superintendent of Curriculum and Instruction	acarlson@d124.org
Eric Grossi	Director of Business Services	egrossi@d124.org
Dr. Haley Vermeer	Director of Human Resources	hvermeer@d124.org
Rebecca Tyrrell	Director of Student Support Services	rtyrrell@d124.org
Daniel Lee	Director of Technology	dlee@d124.org
Jim Hennessy	Director of Buildings & Grounds	jhennessy@d124.org
Julia Hemry	Director of Food Service	jhemry@d124.org
Administrative Center	Phone 708/423-0950	Fax 708/423-4292

BUILDING ADMINISTRATION

Dr. Jenna Moller, Principal	Central Middle School	jmoller@d124.org
Danielle Weston, Associate Principal	Central Middle School	dweston@d124.org
Melissa Domenech, Dean	Central Middle School	mdomenech@d124.org
Joseph Butler, Dean	Central Middle School	jbutler@d124.org
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Kimberly Kalivoda, Assistant Principal	Southeast School	kkalivoda@d124.org
Scott Liska, Principal	Southwest School	sliska@d124.org
Amanda Perkins, Assistant Principal	Southwest School	aperkins@d124.org

SCHOOL LOCATIONS

Central Middle School	9400 South Sawyer	708/424-0148	Fax 708/229-8406
Northeast Elementary School	9058 South California	708/422-6501	Fax 708/229-8410
Northwest Elementary School	3630 West 92nd Street	708/425-9473	Fax 708/931-3512
Southeast Elementary School	9800 South Francisco	708/422-1021	Fax 708/229-8413
Southwest Elementary School	9900 South Central Park	708/424-2444	Fax 708/229-8416



EVERGREEN PARK ELEMENTARY SCHOOL DISTRICT 124
2929 W. 87th Street • Evergreen Park IL 60805
708/423-0950 • Web Site: www.d124.org

SCHOOL CALENDAR 2026-27

NOTE: During the 2026-2027 school year, students at the Elementary Schools will begin school at 9:20 a.m. and students at the Middle School will begin school at 9:40 a.m. every Wednesday except, August 26th, October 14th, October 21st, November 4th, December 2nd, January 13th, January 20th, February 3rd, March 24th, April 21st, April 28th, May 12th, May 19th, and June 2, to provide teachers with Professional Learning Time.

August 13	D124 Academy – No student attendance
August 17-19	Teacher Institute Days – No student attendance
August 20	First day of classes K-6 & Before-School Program - Students at Elementary Schools dismissed at 11:20 a.m. and students at Central Middle School dismissed at 11:40 a.m.
August 21	First full day of classes K-8 & After-School Program
August 24	First day of Early Childhood/Pre-Kindergarten Students
September 7	Labor Day - School closed
September 25	Kindness Day Observed
October 9	Teacher Institute Day – No student attendance
October 12	Indigenous Peoples' Day – School closed
October 23	SIP Day - Students at Elementary Schools dismissed at 11:20 a.m. and students at Central Middle School dismissed at 11:40 a.m. – Full day for teachers
October 23	End of Quarter 1
October 30	Quarter 1 Report Cards Distributed
November 11	Veterans Day Observed – School closed
November 23	No student attendance – Full Day Parent-Teacher Conferences
November 24	No student attendance – Half Day Parent-Teacher Conferences
November 25-27	Thanksgiving Vacation – School closed
November 30	Classes Resume
December 23-January 5	Winter Vacation
January 6	Teacher Institute Day - No student attendance
January 7	Classes Resume
January 15	SIP Day - Students at Elementary Schools dismissed at 11:20 a.m. and students at Central Middle School dismissed at 11:40 a.m. – Full day for teachers
January 15	End of Quarter 2
January 18	Dr. Martin Luther King's Birthday – School closed
January 22	Quarter 2 Report Cards Distributed
February 15	Presidents Day – School closed
March 1	Casimir Pulaski Day – School closed
March 19	SIP Day - Students at Elementary Schools dismissed at 11:20 a.m. and students at Central Middle School dismissed at 11:40 a.m. – Full day for teachers
March 19	End of Quarter 3
March 25	Students at Elementary Schools dismissed at 11:20 a.m. and students at Central Middle School dismissed at 11:40 a.m. - Parent-Teacher Conferences 12:15 – 3:15 p.m.– Q3 Report Cards Distributed
March 26 – April 2	Spring Break
April 5	Classes resume
May 27	Last Day of School for Early Childhood/Pre-Kindergarten Students
May 27	Graduation (Tentative)
May 28	SIP Day - Students at Elementary Schools dismissed at 11:20 a.m. and students at Central Middle School dismissed at 11:40 a.m. – Full day for teachers
May 28	End of Quarter 4
May 31	Memorial Day – School closed
June 1	Clerical Day – No student attendance
June 2	Last Day of School K-8 – Students at Elementary Schools dismissed at 11:20 a.m. and students at Central Middle School dismissed at 11:40 a.m. – Full day for teachers
June 3,4,7,8,9	Emergency Days if needed due to school cancellations



I. INTRODUCTION

A. FORWARD

Evergreen Park Elementary School District 124 (the “District”) is a Pre-Kindergarten-8th grade school district comprising four elementary schools and one middle school. This handbook serves to communicate District procedures and guidelines to parents/guardians, students, and the community. Please contact your building principal with any questions regarding information contained in this handbook.

B. EQUAL OPPORTUNITY AND SEX EQUITY

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

No student shall, based on sex, sexual orientation, gender identity, or gender expression 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 as set forth in Board Policy 2:260, Uniform Grievance Procedure.

Further, the District will not knowingly enter into agreements with any entity or any individual that discriminates against students on the basis of sex or any other protected status, except that the District remains viewpoint neutral when granting access to school facilities under Board Policy 8:20, Community Use of School Facilities. Persons who believe they have not received equal opportunities should report their claims as set forth in Board Policy 2:260, Uniform Grievance Procedure.

C. INSTRUCTIONAL HOURS

Elementary (KDG-Fifth Grade)

Students in full-day Kindergarten through 5th grade attend school from 8:20 a.m. until 2:55 p.m. Students may enter school buildings at 8:10 a.m. Students will be marked TARDY at 8:20 a.m. On late start days, students will begin school at 9:20 a.m. to provide teachers with Professional Learning Time. On late start days, students may enter school buildings at 9:10 a.m. and will be marked TARDY at 9:20 a.m.

Central Middle School (Sixth-Eighth Grade)

Students in sixth-eighth grade attend school from 8:40 a.m. until 3:15 p.m. Students may enter school buildings at 8:30 a.m. Students will be marked TARDY at 8:40 a.m. On late start days, students will begin school at 9:40 a.m. to provide teachers with Professional Learning Time. On late start days, students may enter school buildings at 9:30 a.m. and will be marked TARDY at 9:40 a.m.

Pre-KDG./Early Childhood

Students in Pre-K and Early Childhood will be assigned an AM or PM section. Pre-K hours for AM Sessions are 8:15 a.m.- 11:00 a.m. After 8:20 a.m. students will have to enter through the office and be signed in by a parent or guardian. PM Sessions are 12:15 p.m. -2:50 p.m. After 12:20 p.m., students will have to enter through the office and be signed in by a parent or guardian. On late start days, AM Sessions are 9:10 a.m.- 11:00 a.m. After 9:15 a.m., students will have to enter through the office and be signed in by a parent or guardian. PM Sessions are 12:15 p.m.- 2:50 p.m. After 12:20 p.m., students will have to enter through the office and be signed in by a parent or guardian.

Students are not to remain in school buildings after regular dismissal time unless they are staying at the request of a teacher for a specific purpose or are registered for the Extended Day Program. Please note the District has the right to contact local law enforcement for child abandonment in the event a parent/guardian is excessively late for pick-up.



Additionally, DCFS can also be contacted for neglect if deemed appropriate by school officials. For additional information about the Extended Day Program, please contact the Family Resource Coordinator at (708) 423-0950 x2145.

2026-2027 EXTENDED DAY FEES											
FIXED DAILY RATES						FLEX DAILY RATES					
Before School Care						Before School Care					
(K-5)			(6-8)			(K-5)			(6-8)		
5 Days	\$	6.50	\$	7.75		4-5 Days	\$	9.25	\$	10.50	
3 Days	\$	7.00	\$	8.50		2-3 Days	\$	9.75	\$	11.25	
1 Day	\$	8.00	\$	9.50		1 Day	\$	10.50	\$	12.00	
Breakfast	\$	1.90		2.15		Breakfast	\$	1.90		2.15	
After School Care (Not Available at CMS)						After School Care (Not Available at CMS)					
3:05 PM - 4:00 PM		3:05 PM - 5:00 PM		3:05 PM - 6:00 PM		3:05 PM - 4:00 PM		3:05 PM - 5:00 PM		3:05 PM - 6:00 PM	
5 Days	\$ 7.00	5 Days	\$ 12.00	5 Days	\$ 16.75	5 Days	\$ 9.75	5 Days	\$ 14.50	5 Days	\$ 19.00
3 Days	\$ 7.75	3 Days	\$ 12.75	3 Days	\$ 18.25	3 Days	\$ 10.75	3 Days	\$ 15.75	3 Days	\$ 21.00
1 Day	\$ 8.50	1 Day	\$ 14.25	1 Day	\$ 20.00	1 Day	\$ 11.25	1 Day	\$ 17.00	1 Day	\$ 22.75
Emergency Drop-In		\$25.00				Emergency Drop-In		\$25.00			

D. EXTENDED DAY PROGRAM

The District offers an Extended Day Before and After School Program at each school. Please visit the Extended Day page on the District's website for more information about your specific school.

E. EXTENDED DAY PROGRAM FEES

Non-Refundable Annual Enrollment Fee: One Child - \$50.00 | Family Rate: \$60.00 Registration will occur online. For more information about registration and program fees, please refer to the 2026-2027 Extended Day Program flyer on the District website, www.d124.org. Participation in the program is optional. Prices below are daily rates.

II. ENROLLMENT

A. ENROLLMENT REQUIREMENTS

Required Documentation

Within 30 days of enrollment, the person enrolling a student must provide either: (1) a certified copy of the student's birth certificate; or (2) other reliable proof (as determined by the Department of State Police) of the student's identity and age and an affidavit explaining the inability to provide a copy of the student's birth certificate. A copy of either the certified birth certificate or alternative documentation produced per item (2) above will be placed in the student's temporary file.

If the person enrolling the child fails to provide the documentation described above, the Principal will notify local law enforcement in accordance with 325 ILCS 50/5 and Board Policy 7:50, School Admission and Student Transfers To and From Non-District Schools.



Pre-Kindergarten Screening and Eligibility

The purpose of pre-kindergarten screening is to assess children ages 3-5 years old, whose parents/guardians have concerns regarding their child's development in targeted developmental areas (communication, concepts, fine and gross motor, hearing and vision). Preschool children may be found eligible to participate in District services through the screening and/or may qualify for further evaluations as appropriate. The District provides a pre-kindergarten program that meets five days a week for half-day sessions; the program is funded through a State of Illinois grant which results in no cost to parents/guardians for participation. To make an appointment for a pre-kindergarten screening, please contact the Department of Student Support Services at (708) 423-0950 x2140.

Only children who are residents of Evergreen Park may participate in the screening process. Registration prior to screening is required. Qualified children are required to provide an updated physical and immunization history. Additional ISBE requirements include the collection and review of family income.

Kindergarten and First Grade Enrollment Requirements

To be eligible for admission to kindergarten, a child must be 5 years old on or before September 1 of that school term. A child entering the first grade must be 6 years of age on or before September 1 of that school term. Based upon an assessment of the child's readiness, a child will be allowed to attend first grade if he or she attended a nonpublic preschool, continued his or her education at that school through kindergarten, was taught in kindergarten by an appropriately certified teacher, and will be 6 years old on or before September 1.

Early Entrance to Kindergarten and First Grade

Early entrance to kindergarten is the admission to kindergarten of a student who: (a) will not be five years of age on or before September 1 of that school term; or (b) is admitted prior to the dates established in the School Code based upon an assessment of his or her readiness to attend school.

Early Entrance to first grade is the admission to first grade of a student who: (a) is assessed for readiness, attended a nonpublic preschool and continued his or her education at that school through kindergarten, was taught in kindergarten by an appropriately certified teacher, and will attain the age of six years on or before December 31; or (b) is admitted prior to the dates established in the School Code based upon an assessment of his or her readiness to attend school.

Applications for consideration of Early Entrance into kindergarten or first grade will be available and accepted from March 1 through March 30. Requests must be submitted to the Director of Student Support Services at the District Office by March 31 for the following school year. Students must be current residents within the Evergreen Park School District boundaries to apply. The registration and residency verification process must be completed prior to the start of the consideration process.

The following documents must be submitted with a request for consideration of early entrance:

- a. Early Entrance Referral and Consent Form
- b. Parent Questionnaire
- c. Teacher Questionnaire (if applicable)
- d. Copy of Birth Certificate (Certified required for registration)

Once the request is submitted, the parent/guardian will be contacted by district administration to schedule a screening with members of the school team. The screening, along with information provided by the parent/guardian, will be reviewed by the school team to determine whether further assessments with the school psychologist are recommended.

If further assessments are recommended, these will be completed by the end of the school year. Parents/guardians will be notified of results once evaluation is completed.

District 124 uses the Iowa Acceleration Scale, 3rd Edition, to support school teams in making decisions about Early Entrance to Kindergarten and First Grade. This tool is utilized to ensure that all decisions are made objectively and grounded in research.



Online Student Registration for 2026-2027 School Year

The District will continue its online student registration system process for the upcoming 2026-2027 school year. The online registration system is a secure and green process, which allows the District to verify all student information prior to the start of the new school year. To register go to the District website, www.d124.org, click on the “Parents” drop down menu, and select “D124 Student Registration.”

B. RESIDENCY

The District uses an online software program to review and verify all residency information for returning parents/guardians. Only students who reside within the geographic boundaries of the District may attend a District school without a tuition charge, except as otherwise provided by Board Policy 7:60, Residence.

A student may not attend the District if his or her residence is primarily for the purpose of enrollment in District schools. A student residing outside of the District’s geographic boundaries will not be permitted to attend school within the District.

Parents/guardians are required to verify residency as part of the registration process each school year. The person registering the student must provide proof of residency as detailed on the District’s website (click on the “Parents” drop down menu, and select “D124 Student Registration.” This process assures that only residents of the District are afforded the opportunity to have their children educated in the District’s schools. If you have questions about online registration, please contact the registrar at registration@d124.org or 708-423-0950 x2145.

Students Who Move Out of the District During the School Term

A student whose family moves out of the District during the school year will be permitted to attend the District for the remainder of the school year without payment of tuition. Parents/guardians are responsible to notify the school and are required to complete a change of address packet. If a family moves out of the District and the student attends school in the District for the remainder of the school year, parents/guardians are responsible for transporting the student to and from school.

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

If, at the time of enrollment, a dependent child of military personnel is housed in temporary housing located outside of the District, but will be living within the District within 60 days after the time of initial enrollment, the child is allowed to enroll, subject to the requirements of State law, and must not be charged tuition.

C. EDUCATION OF HOMELESS STUDENTS

Each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education, as provided to other children and youths, including a public pre-school education. A “homeless child” is defined as provided in the McKinney-Vento Homeless Assistance Act and State law.

When a child loses permanent housing and becomes a homeless child as defined at law, or when a homeless child changes his or her temporary living arrangements, the parent or guardian of the homeless child has the option of either:

- Continuing the child’s education in the school of origin for as long as the child remains homeless, or if the child becomes permanently housed, until the end of the academic year during which the housing is acquired; or
- Enrolling the child in any school that non-homeless students who live in the attendance area in which the child or youth who are actually living are eligible to attend.



Transportation shall be provided in accordance with the McKinney-Vento Homeless Assistance Act and State law.

For more information on enrollment and/or services for homeless students, please contact the District's Homeless Liaison:

Elizabeth Lopez, Family Resource Coordinator, (708) 423-0950 ext. 2145

D. TRANSFERS OUT-OF-DISTRICT

Transfer forms available in each school office must be completed when a student is withdrawn from the District. All outstanding fees and fines must be paid. Students must return school-owned property.

III. GENERAL INFORMATION

A. SCHOOL FEES

The following fees apply for the 2026-2027 school year.

- Early Childhood – \$20.00
- Half-Day Kindergarten – \$50.00
- Full-Day Kindergarten – \$50.00

- Grades 1-5 Registration – \$130.00
- Grades 6-8 Registration – \$140.00
- Graduation Fee Grade 8 – \$40.00

Extracurricular Fees

- Band – \$55.00
- Chorus – \$55.00
- Sports – (each) \$25.00
- Clubs – (each) \$10.00

Note: All extracurricular fees will have a cap of \$95.00 per student per school year.

Waiver of School Fees

Students will not be denied educational services or academic credit due to the inability of their parents or guardian to pay fees or certain charges. The District will waive all fees for eligible students in accordance with Board Policy 4:140, Waiver of Student Fees. Students are eligible for a fee waiver when:

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 free meals program; The student's parents/guardians are veterans or active-duty military personnel with income at or below 200% of the federal poverty line; or The student is homeless as defined in the McKinney-Vento Homeless Assistance Act.

Additional consideration will be given when 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; and
- When one or more parents/guardians are involved in a work stoppage.

Families seeking a waiver of fees should contact Julia Hemry, Food Service Director, 708-423-0950 ext. 2160 jhemry@d124.org to begin the eligibility verification process including access to the fee waiver application form.

Responsibility for Textbooks and Materials





All textbooks and materials used by students are on a loan basis only and must be returned to the school in good condition at the end of the school term. Students will be responsible for paying for lost, stolen or damaged books and/or equipment.

Outside Temperature

Elementary students will be allowed inside the school no earlier than 8:10 a.m. (9:10 a.m. on late start days) when the temperature or wind chill is below 30 degrees. Students may play outside for recess on days when the temperature or wind chill is above 30 degrees and the recess areas are in a usable condition. However, each building principal will also take other factors into account (such as wind chill, frostbite index, sunshine) in making the daily determination to send students outside for recess or class activity. If the sun is shining and the wind speed is low, we may send students out when the air temperature is below 30 degrees F, or conditions may be such (i.e., too wet, muddy, or windy) that even at or above 30 degrees F students may remain inside. Please ensure your child is dressed for the weather. Please contact your child’s school with any questions.

B. SCHOOL LUNCH PROGRAM

The District participates in the National School Lunch Program and serves meals, food items and beverages that meet state and federal requirements, which are based on the USDA Dietary Guidelines. Through the NSLP, free and reduced-price meals are provided for students whose families meet federally established income guidelines. The free/reduced meal application should be completed at the time of registration and will also be available at the District Office to complete at any time during the school year. Please see Board Policy 4:130, Free and Reduced-Price Food Services for additional information on eligibility and enrollment.

Students not participating in the lunch program may choose to bring a sack lunch from home and purchase milk. Elementary students participating in the lunch program will order their lunch during morning attendance by raising their hand when the teacher takes lunch count. We encourage families to review the menu with their children. Meals are paid for in advance going to the D124 website; Lunch Menus, Meal Magic Family Portal. All money submitted for meals will go towards the student’s lunch account and no change will be given. We encourage families to set up an account on the District website whether or not you choose to make online payments or to monitor your child’s balance and spending. All account balances transfer from year to year.

Elementary (K-5) Full Price Lunch \$3.20	CMS (6-8) Full Price Lunch \$3.45
(K-8) Reduced Price Lunch \$0.00	Milk \$0.55

Food deliveries are allowed at school only when delivered by a parent or guardian. To ensure student safety and minimize disruptions, we cannot accept deliveries from third-party services (ie: Grubhub, Doordash, Jimmy John’s).

C. SCHOOL BREAKFAST PROGRAM

The District also participates in the School Breakfast Program at designated schools. The federal free and reduced program eligibility standards also apply to the school breakfast (see Board Policy 4:130, Free and Reduced-Price Food Services). Breakfast is offered every day students are in attendance. Check the monthly menu for your building’s breakfast service times. Breakfast service is offered from 7:50 am to 8:10 am and late Wednesdays start from 8:50 am to 9:10 am.

Elementary (K-5) Full Price Breakfast \$1.90	CMS (6-8) Full Price Breakfast \$2.15
All (K-8) Reduced Price Breakfast \$0.00	Milk \$0.55

D. WELLNESS PROCEDURES

- In accordance with the Procedures for Managing Food Allergies in Illinois Schools manual, jointly published by ISBE and the Illinois Department of Public Health (IDPH) and Board Policy 6:50, School Wellness:
- No homemade food may be distributed to students.
 - Healthy lifestyle choices will be encouraged in school activities and functions.
 - Food served in school will meet nutrition guidelines established as part of the National School Lunch Program.

- Food items (such as for fund raising purposes) that do not meet the established guidelines may not be sold during lunch periods.
- Each school will provide an allergen-free area in the lunchroom for students with food allergies. Students who do not have allergies may sit in this area as well as long as their lunches do not contain pertinent allergens.
- Non-food classroom rewards and incentives are encouraged. Any food served in the class in this capacity should meet the guidelines outlined on the District Snack List.
- No allergen-containing food shall be permitted in classrooms with a student with an Emergency Action Plan (EAP) for food allergies.
- Only non-edible birthday treats will be permitted.

Food served at holiday parties should meet the guidelines on the District Snack List (See below).

EVERGREEN PARK DISTRICT 124 SUGGESTED SNACK LIST

All snack items for approved activities **MUST** be free of peanut products and nut oils. Please check nutrition labels before bringing any items to school. Food should be purchased, not homemade, and original packaging provided.

All water bottles should contain only plain water.

All food and beverages served during the school day as part of approved celebrations or curriculum-related activities must meet the sugar and fat guidelines of the National School Lunch Program (some suggestions are listed below):

- Less than 20 grams of sugar per serving
- Less than 30% fat per serving

Parents/guardians should be notified ahead of time whenever food is served in school. The school health aide should also be consulted prior to snack administration in order to identify students with dietary restrictions. Alternative healthy snacks should be provided for these students.

In accordance with District practice, **NO** food treats or treat bags are permitted for birthdays, holidays, and other celebrations. Possible alternatives for birthday recognition include donating a book to the classroom library or a game to the indoor recess collection. Non-food items are also welcomed.

Suggested items for approved classroom celebrations (as allowed by building administrator):

Fruits & Vegetables

- Dried fruits
- Fresh fruit wedges/slices or canned fruit
- Unsweetened fruit wraps
- Raw vegetable sticks/slices with low-fat dressing or yogurt dip
- Frozen fruit pops

Snacks

- Crackers / Goldfish Crackers / “Fish” crackers
- Original (Plain) Rice Krispy Treats
- Popcorn
- Pretzels
- Rice Cakes

Dairy

- Fat-free or low-fat pudding cups
- Fat-free or low-fat string cheese, single-serving cottage cheese or cheese cubes
- Fat-free or low-fat yogurt

Breads/Pasta

- Bagels with fat-free or low-fat cream cheese



- Breadsticks with marinara
- Low-sugar cereal with fat-free or low-fat milk
- Pasta salad

Meats

- Lean meats (turkey, ham, chicken, etc.)

Beverages

- 100% fruit or vegetable juice
- Fat-free or low-fat milk

Gluten-Free Options

- Rice cakes
- Skinny Pop
- Rice Chex
- Fat-free or low-fat pudding cups
- Fat-free or low-fat string cheese
- Single-serving cottage cheese
- Cheese cubes
- Fresh fruit
- Dried fruit
- Raw vegetables

Exceptions

Throughout the year, food and beverages may be provided by the school for the purposes of curriculum-related activities (i.e., cultural presentations). During such activities, exceptions to the above list may be granted. Parents/guardians will be notified of these activities in advance. Individual health-related exceptions to our Wellness Policy may be made upon approval by the building administrator.

E. TRANSPORTATION

Pursuant to Board Policy 4:110, Transportation, District-provided transportation, if any, is limited to the following: Free transportation service and necessary vehicle adaptation are provided for special education students if included in a student's individual education program; Transportation to and from school-sponsored activities as authorized by the Superintendent; and Foster care students shall be transported in accordance with Section 6312(c)(5)(B) of the Elementary and Secondary Education Act.

Bus Safety Rules

It is the District's objective to provide safe bus transportation for students eligible to ride the school buses. Students are granted the privilege of riding the school bus with the understanding that this privilege can be revoked if the student does not behave appropriately while he or she is on the bus or at the bus stop. Students should be reminded of the consequences of unsafe, disruptive behavior on the bus, and understand that bus rules are strictly enforced.

- Cooperate with the bus driver at all times.
- Board and get off the buses only at your designated stops.
- Ride only the bus assigned to you.
- Wait for the school bus on the sidewalk.
- The bus must come to a complete stop before boarding the school bus.
- Take your seats immediately and remain in your seat throughout the ride.
- Stay seated at all times while the bus is in motion.
- The bus driver must grant permission before windows or doors may be opened or closed.
- All body parts, hands, arms, and head must stay inside the bus. Objects are to stay inside the bus and disposed of in the proper container.



- Bus doors or windows or any of its equipment is to be secure at all times. Students are to keep hands and objects to his/herself.
- Restitution will be sought for any damage or vandalism to the school bus.
- Keep books, coats, and all other objects out of the aisles to avoid accidents.
- Allow the bus driver to focus on the driving, speak quietly to your peers. Converse with the driver only when necessary.
- In case of a road emergency, remain in the bus until the driver gives instructions.
- Exit the bus only after it has come to a complete stop.
- No adults are permitted on the school bus without authorization from the building principal or Superintendent.
- Adults are asked to stay off the bus and the police will be called if an unauthorized adult boards the bus.
- Show respect for private property, lawns, shrubs, trees, etc., while waiting for the bus and exiting the bus.
- Smoking, striking matches, or lighting cigarette lighters is prohibited on the bus or at the bus stop.
- Possession of potentially dangerous materials and/or weapons on the bus or at the bus stop is prohibited.
- Display of gang symbols, or paraphernalia recognized as such by local law enforcement and school officials is prohibited.
- Obscene language and/or gestures are prohibited.
- Portable electronic devices shall not be played on the bus.
- Food, drink and gum are prohibited on the bus.
- No garbage is to be left on the floor or seats of the bus.
- Spitting is prohibited.
- Refer to Section IV.I for cell phone policy.

The bus driver will make a written report if these rules are violated. Any Bus Incident Report will be shared with parents/guardians immediately.

Bus Conduct Rules

In accordance with Board Policy 7:220, Bus Conduct, all students must follow the District's School Bus Safety Rules. A student may be suspended from riding the 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 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 will be applied to bus suspensions.

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 District school busses to monitor conduct and to promote and maintain a safe environment for students and employees. 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.

F. VISITING SCHOOLS AND CLASSROOMS

The District encourages parent/guardian visitation at all schools. Visitors must comply with Board Policy 8:30, Visitors to and Conduct on School Property. The following procedures apply:



- The visitor must sign in at the school office and provide identification. (i.e., driver's license, State I.D., passport)
- All identification is screened through our Raptor System. Visitors who do not pass the screening process will not be allowed in the buildings.
- The visitor will be given an identification badge to wear while in the building. The badge will provide identification as a "visitor" or a "volunteer."
- The visitor or volunteer will be escorted to their destination.
- All visitors are required to sign out when departing the school building.

Prior arrangements must be made with the building principal before parents/guardians can visit their child's classroom. In order to ensure an optimal learning environment, the building principal has the final determination on when such visits can be made, and on their duration and frequency.

All visitors, including parents/guardians and siblings, are required to enter through the front door of the building and proceed immediately to the main office. Visitors should identify themselves and inform office personnel of their reason for being at school.

Visitors must sign in, identifying their name, the date and time of arrival, and the classroom or location they are visiting. Approved visitors must take a tag identifying themselves as a guest and place the tag to their outer clothing in a clearly visible location. Visitors are required to proceed immediately to their location in a quiet manner. All visitors must return to the main office and sign out before leaving the school.

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

Visitors are expected to abide by all school rules during their time on school property. A visitor who fails to conduct himself or herself in a manner that is appropriate will be asked to leave and may be subject to criminal penalties for trespass and/or disruptive behavior.

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

1. Strike, injure, threaten, harass, or intimidate a staff member, board member, sports official or coach, or any other person.
2. Behave in an unsportsmanlike manner or use vulgar or obscene language.
3. Unless specifically permitted by State law, possess a weapon, any object that can be reasonably be considered a weapon or looks like a weapon, or any dangerous device.
4. Damage or threaten to damage another's property.
5. Damage or deface school property.
6. Violate any Illinois law or municipal, local, or county ordinance.
7. Smoke or otherwise use tobacco products.
8. Distribute, consume, use, possess, or be impaired by or under the influence of an alcoholic beverage, cannabis, other lawful product, or illegal drug.
9. Be present when the person's alcoholic beverage, cannabis, other lawful product, or illegal drug consumption is detectable, regardless of when and/or where the use is concerned.
10. Use or possess medical cannabis, unless he or she has complied with Illinois' Compassionate Use of Medical Cannabis Act and District policies.
11. Impede, delay, disrupt, or otherwise interfere with any school activity or function (including using cellular phones in a disruptive manner).
12. Enter upon any portion of school premises at any time for purposes other than those that are lawful and authorized by the board.
13. Operate a motor vehicle: (a) in a risky manner, (b) in excess of 20 miles per hour, or (c) in violation of an authorized District employee's directive.
14. Engage in any risky behavior, including roller-blading, roller-skating, or skateboarding.
15. Violate other District policies or regulations, or a directive from an authorized security officer or District employee.



16. Engage in any conduct that interferes with, disrupts, or adversely affects the District or a school function.

School Visitation Rights:

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

Upon written request, employers must grant employees leave of up to eight hours per school year, not to exceed four hours in any given day, to attend their child’s classroom activities or school conferences which cannot be scheduled during non-work hours.

For regularly scheduled, non-emergency visitations, the District will make time available for visitation during both regular school hours and evening hours.

The District will provide documentation to the parent/guardian of the time and date of each school visitation upon a parent’s/guardian’s assertion of their rights under the SVRA.

G. SCHOOL OPERATIONS DURING A PANDEMIC OR OTHER HEALTH EMERGENCY

A pandemic is a global outbreak of disease. Pandemics happen when a new virus emerges to infect individuals and, because there is little to no pre-existing immunity against the new virus, it spreads sustainably. You child’s school and District play an essential role, along with the local health department and emergency management agencies, in protecting the public’s health and safety during a pandemic or other health emergency.

During a pandemic or other health emergency, you will be notified in a timely manner of all changes to the school environment and schedule that impact your child. Please be assured that even if school is not physically in session, it is the goal of the school and District to provide your child with the best educational opportunities possible.

Additionally, please note the following:

1. All decisions regarding changes to the school environment and schedule, including a possible interruption of in person learning, will be made by the superintendent in consultation with and, if necessary, at the direction of the Governor, Illinois Department of Public Health, local health department, emergency management agencies, and/or Regional Office of Education.
2. Available learning opportunities may include remote and/or blended learning. Blended learning may require your child to attend school on a modified schedule.
3. Students will be expected to participate in blended and remote instruction as required by the District. Parents/guardians are responsible for assuring the participation of their child. Students who do not participate in blended or remote learning will be considered truant.
4. All school disciplinary rules remain in effect during interruption of in-person learning. Students are subject to discipline for disrupting the remote learning environment to the same extent that discipline would be imposed for disruption of the traditional classroom.
5. Students and parents/guardians will be required to observe all public health and safety measures implemented by the school District in conjunction with state and local requirements.
6. During a pandemic or other health emergency, the school and District will ensure that educational opportunities are available to all students.
7. School personnel will work closely with students with disabilities and other vulnerable student populations to minimize the impact of any educational disruption.
8. Students who have a compromised immune system, live with an individual with a compromised immune system, or have a medical condition that may impact their ability to attend school during a pandemic or other health emergency should contact school officials.
9. During a pandemic or other health emergency, teachers and school staff will receive additional training on health and safety measures.
10. In accordance with District or state mandates, the school may need to conduct a daily health assessment of your child. Parents/guardians and students will be notified of the exact assessment procedures if this becomes necessary.



11. Parents/guardians should not send their child to school if their child exhibits any symptoms consistent with the pandemic or other health emergency.
12. Please do not hesitate to contact school or District officials if you have any concerns regarding your child's education, health or safety.

H. EMERGENCY SCHOOL CLOSINGS

In the event that District schools are required to close due to inclement weather or an emergency situation, parents/guardians will be notified through the School Messenger Notification System, which includes email, phone call and text message notifications. Contact information for the notification system is pulled from the information you provide to the District. Phone calls will come from (844) 769-2989. Please keep this information updated. Additional school-closing information will be posted on the District web site (www.d124.org) and publicized through the District's Facebook and Twitter accounts. The information will also be broadcast on local radio/television stations. With advance notice, the District may choose to implement an E-Learning Day rather than a Snow Day.

'Opt-in' to receive text messages from the District

The District utilizes the School Messenger system to deliver text messages, straight to your mobile phone with important information about events, school closings, safety alerts and more. You can participate in this free service just by sending a text message of "Y" or "Yes" to the number 67587. You can also opt out of these messages at any time by simply replying to one of our messages with "Stop."

School Messenger Notification System 844-769-2989

I. ACCOMMODATIONS FOR INDIVIDUALS WITH DISABILITIES

Pursuant to Board Policy 8:70, Individuals with Disabilities, individuals with disabilities shall be provided an opportunity to participate in all school-sponsored services, programs, or activities. Any parent/guardian, caregiver, student or member of the community requiring an accommodation due to a disability in order to attend a school activity or function should notify the Superintendent, building principal, or program administrator of the need for accommodation. This notification should occur as far in advance as possible of the school-sponsored function, program, or meeting.

J. TRANSLATION AND INTERPRETER SERVICES

Upon parent/guardian request, interpreter and translating services are readily available. Parents/guardians can request notice of District/school activities and important information be translated into their native language as well as interpreter services at IEP meetings and translation of IEP documents. If you need assistance, contact the Department of Student Support Services at (708) 423-0950 ext. 2140.

K. DISTRICT 124 CLASSROOM ASSIGNMENTS PROCEDURES

Classroom Assignment Procedure:

The goal is to assign students so that each class has a heterogeneous group of students and a balance of academic strengths, opportunities for growth, racial diversity and gender. A mix of ability levels and diverse classroom is the primary goal of our classroom assignment procedures. Due to staffing levels and scheduling, certain classrooms may have clusters of students, (e.g., Special Education, English Language Learners, Project Tree); however, there is no "academic tracking" as part of our classroom assignment procedure. As a District, we strive to create the best environment to inspire and empower every student to achieve, every day and in every way.

The principal is accountable for all decisions related to class placement and makes the final decision for class assignments. In the process of making this decision principals will seek out relevant information about these assignments from all stakeholders and sources. These resources include:

- Current teacher recommendations
- School records



- IEP/504 documents
- Parent recommendations
- Learning styles of students
- Related service providers (speech pathologist, social worker, etc.)
- Other relevant resources

Because of the many variables that go into the makeup of each class, we cannot accommodate parent/guardian requests for a particular placement or changes in classroom assignments. No one source of information will be determinative; however, each one will be considered carefully in selecting students for each homeroom in the pursuit of an equitable overall homeroom class.

Preliminary homeroom assignments will be released prior to the start of the school year at the student information day. Except for extenuating circumstances, changes will not be made to class lists once they have been made public.

IV. SCHOOL POLICIES

A. ATTENDANCE

Pursuant to Illinois law and Board Policy 7:70, Attendance and Truancy, children between the ages six (on or before September 1st) and seventeen are required to attend school (unless the child has already graduated from high school). Children below age six who are enrolled are also required to attend school while school is in session during the regular school term. Student attendance is critical to student progress and achievement. Students must report to school on time each morning. Excessive tardiness will be viewed as a truancy issue.

If a student is absent from school, a parent/guardian must contact the school office by 9:15 a.m. on the day of the absence. If a call is not received, the school will attempt to contact parents/guardians to verify the absence.

If a parent/guardian requests an early dismissal, a written explanation is required. Students will not be allowed to leave school without the permission of the building principal. Students leaving the building before the close of a school day must meet their parents/guardians in the office and be signed out by a parent/guardian.

There are two types of absences: excused and unexcused. Excused absences include: illness (including mental or behavioral health of the student), attendance at a verified medical or therapeutic appointment, observance of a religious holiday, death in the immediate family, attendance at a civic event, family emergency, other situations beyond the control of the student as determined by the Board, voting, other circumstances that cause reasonable concern to the parent/guardian for the student's mental, emotional, or physical safety or health, attending a military honors funeral to sound TAPS, or other reasons as approved by the building principal. Students may take up to five mental or behavioral health days off per school year. All other absences, including vacations, are considered unexcused. Students absent for a valid cause may make up missed homework and classroom assignments in a reasonable timeframe.

Illness and Health Related Concerns

Please do not send your child to school with any of the following symptoms: temperature over 100° within the past 24 hours, nausea, vomiting, and/or diarrhea in the past 24 hours, cough, chills, pain or pressure in chest, shortness of breath or difficulty breathing, fatigue, headache, muscle or body aches, new loss of taste or smell, runny nose, discharge, redness or swelling of the eye(s), rash of unknown origin, or untreated head lice. Students who have these symptoms or develop them during the school day will be sent home. Doctor's notes to return to school will be requested according to District health services policy.

Release time for Active Duty

Additionally, a student will be excused for up to 5 days in cases where the student's parent/guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings. The Board of Education, in its discretion, may excuse a



student for additional days related to such leave or deployment.

Release Time for Religious Instruction/Observance:

A Student will be released from school, as an excused absence, to observe a religious holiday or for religious instruction. The student's parent/guardian must give written notice to the building principal at least 5 calendar days before the student's anticipated absence(s).

Chronic Absenteeism

The State of Illinois defines chronically absent students as: A child with "[a]bsences that total 10% or more of school days of the most recent academic school year, including absences with and without valid cause."

Absences (regardless of whether they are excused or unexcused) totaling 10% (18 Days) or more of a student's school year may warrant additional support and interventions from the school administrative teams, the District, and the South Cook Regional Office of Education. The number of students who are chronically absent must be reported to the State each school year for accountability purposes.

Chronic Truancy

The State of Illinois defines chronically truant students as: "A child who is subject to compulsory school attendance laws and who is absent without valid cause from such attendance for 5% or more of the previous 180 regular attendance days."

The Illinois Compulsory School Attendance Law (Article 26 of the Illinois School Code) holds parents/guardians responsible for the enrollment and regular school attendance of children between the ages of 6 and 17. Section 26-13 of the Code requires school Districts to adopt absenteeism and truancy policies identifying appropriate supportive services and available resources for students who are chronically truant.

Students who are chronic truants will be offered support services and resources aimed at correcting the truancy issue. If chronic truancy persists after support services and other resources are made available, the school and District will take further action, including:

- Referral to the truancy officer
- Reporting to officials under the Juvenile Court Act
- Referral to the State's Attorney
- Appropriate school discipline

Extended Absences

If it becomes necessary for your child(ren) to be absent from school for an extended period of time while school is in session, please complete a "Notification of Absence" form, available in the school office.

Any student who is absent more than three consecutive or 10 non-consecutive days will be required to provide a physician's excuse.

A student who misses 15 consecutive days of school without valid cause and who cannot be located or, after exhausting all available support services, cannot be compelled to return to school is subject to expulsion from school. A parent or guardian who knowingly and willfully permits a child to be truant is in violation of State law.

Parents/guardians should avoid taking their child(ren) out of school during State testing in the Spring. In addition, parents/guardians are strongly encouraged not to schedule family vacations during the school year. Family vacations are considered unexcused absences under the Illinois School Code.

B. BICYCLES/SCOOTERS/SKATEBOARDS

Bicycles, scooters, and skateboards ridden to school are the responsibility of the student. The District is not responsible for any theft or damage to a bicycle, scooter, or skateboard or for any injury the student suffers while using it. Bicycles,



scooters, and skateboards are to be walked on school property.

C. BULLYING, INTIMIDATION, HARASSMENT PREVENTION AND RESTORATIVE MEASURES

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, religion, sex, national origin, ancestry, physical appearance, socioeconomic status, academic status, pregnancy, parenting status, homelessness, age, marital status, physical or mental disability, military status, sexual orientation, gender-related identity or expression, unfavorable discharge from military service, order of protection status, 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 non-school-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 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 non-school-related activity, function, or program.

Definitions from Section 27-23.7 of the Illinois 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 (ex. Email, social media). Cyber-bullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of bullying. 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; (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, including without limitation school and District administrators, teachers, school social workers, school counselors, school psychologists, school nurses, cafeteria workers, custodians, bus drivers, school resource officers, and security guards.

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.

The District uses the definition of bullying set forth above and in Board Policy 7:180, Prevention of and Response to Bullying, Intimidation, and Harassment.

Bullying is contrary to State law and District policy. However, nothing in the District's bullying prevention and response plan is intended to infringe on 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. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the Nondiscrimination Coordinator, building principal, assistant building principal, a Complaint Manager, or any staff member with whom the student is comfortable speaking. All school staff members are available for help with a bully or to make a report about bullying. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the building principal or any staff member. Anonymous reports are also accepted by phone call or in writing, or the District website.

Nondiscrimination Coordinator:

Haley Vermeer
2929 West 87th Street
Evergreen Park, Illinois 60805
hvermeer@d124.org
708-423-0950, x2116

Complaint Managers:

Dr. Ashley Carlson
2929 West 87th Street
Evergreen Park, Illinois 60805
acarlson@d124.org
708-423-0950

Dr. Matthew Banach
3630 West 92nd Street
Evergreen Park, Illinois 60805
mbanach@d124.org
708-425-9473

Consistent with federal and State laws and rules governing student privacy rights, the school shall make diligent efforts to notify a parent or guardian within 24 hours after the school's administration is made aware of a student's involvement in an alleged bullying incident. The term "bullying incident" includes individual instances of bullying, as well as all threats, suggestions, or instances of self-harm determined to be a result of bullying. Notification to a parent or guardian shall include, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures.

The Superintendent or designee shall promptly investigate and address reports of bullying as set forth in Board Policy 7:180, Prevention of and Response to Bullying, Intimidation, and Harassment.

The Superintendent or designee shall use interventions to address bullying as set forth in Board Policy 7:180, Prevention



of and Response to Bullying, Intimidation, and Harassment.

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.

A student will not be punished for reporting bullying or supplying information, even if the school's investigation concludes that no bullying occurred. However, knowingly making a false accusation or providing knowingly false information will be treated as either (a) bullying, (b) student discipline, or (c) both (a) and (b) for purposes of determining any consequences for other appropriate remedial actions.

The District's bullying prevention and response plan is based on the engagement of a range of school stakeholders, including students and parents/guardians.

See Board Policy 7:180, Prevention of and Response to Bullying, Intimidation, and Harassment for further information regarding the District's Bullying Prevention and Response Plan.

D. HELP PREVENT TEEN DATING VIOLENCE

An Illinois law aimed at preventing unhealthy dating relationships requires upper-elementary, middle, and high schools incorporate age-appropriate education about teen dating violence into their curriculum. Consistent with Board Policy 7:185, Teen Dating Violence Prohibited, our schools teach students the signs and symptoms of an unhealthy relationship, how to respond, and who to notify. The Center for Disease Control and Prevention (CDC) reports that one in eleven adolescents say they have been the victim of physical dating violence. Healthy or unhealthy relationship habits may develop early. High school students report that they see dating violence among peers. Dating violence during teen years can lead to unhealthy relationships. This may disrupt normal development and can contribute to other destructive behaviors in our children. If you would like more information about teen dating violence, please contact the building principal or school social worker.

E. AWARENESS AND PREVENTION OF CHILD SEXUAL ABUSE AND GROOMING BEHAVIORS

Child sexual abuse, grooming behaviors, and boundary violations harm students, their parents/guardians, the District's environment, its school communities, and the community at large, while diminishing a student's ability to learn.

Warning Signs of Child Sexual Abuse

Warning signs of child sexual abuse include the following.

Physical signs:

- Sexually transmitted infections (STIs) or other genital infections
- Signs of trauma to the genital area, such as unexplained bleeding, bruising, or blood on the sheets, underwear, or other clothing
- Unusual weight gain or loss

Behavioral signs:

- Excessive talk about or knowledge of sexual topics
- Keeping secrets
- Not talking as much as usual
- Not wanting to be left alone with certain people or being afraid to be away from primary caregivers
- Regressive behaviors or resuming behaviors that the child had grown out of, such as thumb sucking or bedwetting
- Overly compliant behavior
- Sexual behavior that is inappropriate for the child's age
- Spending an unusual amount of time alone
- Trying to avoid removing clothing to change or bathe.



Emotional signs:

- Change in eating habits or unhealthy eating patterns, like loss of appetite or excessive eating
- Signs of depression, such as persistent sadness, lack of energy, changes in sleep or appetite, withdrawing from normal activities, or feeling “down”
- Change in mood or personality, such as increased aggression
- Decrease in confidence or self-image
- Anxiety, excessive worry, or fearfulness
- Increase in unexplained health problems such as stomach aches and headaches
- Loss or decrease in interest in school, activities, and friends
- Nightmares or fear of being alone at night
- Self-harming behaviors or expressing thoughts of suicide or suicidal behavior
- Failing grades
- Drug or alcohol use

Warning Signs of Grooming Behaviors

District employees are expected to maintain professional and appropriate relationships with students based upon students’ ages, grade levels, and developmental levels.

Prohibited grooming is defined as (i) any act, including but not limited to, any verbal, nonverbal, written, or electronic communication or physical activity, (ii) by an employee with direct contact with a student, (iii) that is directed toward or with a student to establish a romantic or sexual relationship with the student. Examples of grooming behaviors include, but are not limited to, the following behaviors:

- Sexual or romantic invitations to a student
- Dating or soliciting a date from a student
- Engaging in sexualized or romantic dialog with a student
- Making sexually suggestive comments that are directed toward or with a student
- Self-disclosure or physical exposure of a sexual, romantic, or erotic nature
- Sexual, indecent, romantic, or erotic contact with a student
- Failing to respect boundaries or listening when a student says “no”
- Engaging in touching that a student or student’s parents/guardians have indicated is unwanted
- Trying to be a student’s friend rather than filling an adult role in the student’s life
- Failing to maintain age-appropriate relationships with students
- Talking with students about personal problems or relationships
- Spending time alone with a student outside of their role in the student’s life or making up excuses to be alone with a student
- Expressing unusual interest in a student’s sexual development, such as commenting on sexual characteristics or sexualizing normal behaviors
- Giving a student gifts without occasion or reason
- Spending a lot of time with a student
- Restricting a student’s access to other adults

Warning Signs of Boundary Violations

District employees breach employee-student boundaries when they misuse their position of power over a student in a way that compromises the student’s health, safety, or general welfare. Examples of boundary violations include:

- Favoring a certain student by inviting the student to “hang out” or by granting special privileges
- Engaging in peer-like behavior with a student
- Discussing personal issues with a student
- Meeting with a student off-campus without parent/guardian knowledge and/or permission
- Dating, requesting, or participating in a private meeting with a student (in person or virtually) outside of a professional role



- Transporting a student in a school or private vehicle without administrative authorization
- Giving gifts, money, or treats to an individual student
- Sending a student on personal errands
- Intervening in a serious student problem instead of referring the student to an appropriately trained professional
- Taking and using photos/videos of students for non-educational purposes
- Initiating or extending contact with a student beyond the school day in a one-on-one or non-group setting
- Inviting a student to an employee's home
- Adding a student on personal social networking sites as contacts when unrelated to a legitimate educational purpose
- Privately messaging a student
- Maintaining intense eye contact with a student
- Making comments about a student's physical attributes, including excessively flattering comments
- Engaging in sexualized or romantic dialog
- Making sexually suggestive comments directed toward or with a student
- Disclosing confidential information
- Self-disclosure of a sexual, romantic, or erotic nature
- Full frontal hugs
- Invading personal space

If you believe you are a victim of child sexual abuse, grooming behaviors, or boundary violations, or you believe that your child is a victim, you should immediately contact the building principal, program administrator, a school counselor, or another trusted adult employee of District 124.

Additional resources include:

National Sexual Assault Hotline at 800.656.HOPE (4673)

National Sexual Abuse Chatline at online.rainn.org

Illinois Department of Children and Family Services Hotline at 1.800.25.ABUSE (2873)

Erin's Law

Erin's Law is named after childhood sexual assault survivor, author, speaker, and activist Erin Merryn. Erin's Law mandates that Illinois public schools provide training to certified staff on prevention of child sexual abuse. It also mandates that public school children pre-kindergarten through 12th grade be educated on how to protect themselves from sexual abuse and tell a trusted adult. School personnel learn about child sexual abuse. Any questions or concerns can be addressed by building administrators or the school social worker.

Sexual Abuse Response and Prevention Resource Guide

The Illinois State Board of Education (the "ISBE") maintains a resource guide on sexual abuse response and prevention. The guide contains information on and the location of children's advocacy centers, organizations that provide medical evaluations and treatment to victims of child sexual abuse, organizations that provide mental health evaluations and services to victims and families of victims of child sexual abuse, and organizations that offer legal assistance to and provide advocacy on behalf of victims of child sexual abuse. This guide can be accessed through the ISBE website at www.isbe.net/Documents/Faiths-Law-Resource-Guide or you may request a copy of this guide by contacting the school's office.

Faith's Law

School districts are required to include in their student handbook the District's Employee Ethics; Code of Professional Conduct; and Conflict of Interest as set forth in Board Policy 5:120, Employee Ethics; Code of Professional Conduct; and Conflict of Interest:

All District employees are expected to maintain high standards in their job performance, demonstrate integrity and honesty, be considerate and cooperative, and maintain professional and appropriate relationships with students, parents/guardians, staff members, and others.

The Superintendent or designee shall provide this policy to all District employees and students and/or parents/guardians in their respective handbooks, and ensure its posting on the District's website, if any.



Professional and Appropriate Conduct

- Professional and appropriate employee conduct are important Board goals that impact the quality of a safe learning environment and the school community, increasing students' ability to learn and the District's ability to educate. To protect students from sexual misconduct by employees, and employees from the appearance of impropriety, State law also recognizes the importance for District employees to constantly maintain professional and appropriate relationships with students by following established expectations and guidelines for employee-student boundaries. Many breaches of employee-student boundaries do not rise to the level of criminal behavior but do pose a potential risk to student safety and impact the quality of a safe learning environment. Repeated violations of employee-student boundaries may indicate the grooming of a student for sexual abuse. As bystanders, employees may know of concerning behaviors that no one else is aware of, so their training on: (1) preventing, recognizing, reporting, and responding to child sexual abuse and grooming behavior; (2) this policy; and (3) federal and state reporting requirements is essential to maintaining the Board's goal of professional and appropriate conduct.
- The Superintendent or designee shall identify employee conduct standards that define appropriate employee-student boundaries, provide training about them, and monitor the District's employees for violations of employee-student boundaries. The employee conduct standards will require that, at a minimum:
- Employees who are governed by the Code of Ethics for Illinois Educators, adopted by the Ill. State Board of Education (ISBE), will comply with its incorporation by reference into this policy.
- Employees are trained on educator ethics, child abuse, grooming behaviors, and employee student boundary violations as required by law and Board policies 2:265, Title IX Grievance Procedure; 4:165, Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors; 5:90, Abused and Neglected Child Reporting; and 5:100, Staff Development Program.
- Employees maintain professional relationships with students, including maintaining employee student boundaries based upon students' ages, grade levels, and developmental levels and following District-established guidelines for specific situations, including but not limited to:
- Transporting a student;
- Taking or possessing a photo or video of a student; and
- Meeting with a student or contacting a student outside the employee's professional role.
- Employees report prohibited behaviors and/or boundary violations pursuant to Board policies 2:260, Uniform Grievance Procedure; 2:265, Title IX Grievance Procedure; and 5:90, Abused and Neglected Child Reporting.
- Discipline up to and including dismissal will occur for any employee who violates an employee conduct standard or engages in any of the following:
- Violates expectations and guidelines for employee-student boundaries.
- Sexually harasses a student.
- Willfully or negligently fails to follow reporting requirements of the Abused and Neglected Child Reporting Act (325 ILCS 5/), Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 et seq.), or the Elementary and Secondary Education Act (20 U.S.C. § 7926).
- Engages in grooming as defined in 720 ILCS 5/11-25.
- Engages in grooming behaviors. Prohibited grooming behaviors include, at a minimum, sexual misconduct. Sexual misconduct is any act, including but not limited to, any verbal, nonverbal, written, or electronic communication or physical activity, by an employee with direct contact with a student, that is directed toward or with a student to establish a romantic or sexual relationship with the student. Examples include, but are not limited to:
- A sexual or romantic invitation.
- Dating or soliciting a date.
- Engaging in sexualized or romantic dialog.
- Making sexually suggestive comments that are directed toward or with a student.
- Self-disclosure or physical exposure of a sexual, romantic, or erotic nature.
- A sexual, indecent, romantic, or erotic contact with the student.

Statement of Economic Interests

The following employees must file a Statement of Economic Interests as required by the Ill. Governmental Ethics Act:
Superintendent;
Building principal;



Head of any department;

Any employee who, as the District's agent, is responsible for negotiating one or more contracts, including collective bargaining agreement(s), in the amount of \$1,000 or greater;

Hearing officer;

Any employee having supervisory authority for 20 or more employees; and

Any employee in a position that requires an administrative or a chief school business official endorsement.

Ethics and Gift Ban

Board policy 2:105, Ethics and Gift Ban, applies to all District employees. Students shall not be used in any manner for promoting a political candidate or issue.

Prohibited Interests; Conflict of Interest; and Limitation of Authority

In accordance with 105 ILCS 5/22-5, "no school officer or teacher shall be interested in the sale, proceeds, or profits of any book, apparatus, or furniture used or to be used in any school with which such officer or teacher may be connected," except when the employee is the author or developer of instructional materials listed with ISBE and adopted for use by the Board. An employee having an interest in instructional materials must file an annual statement with the Board Secretary.

For the purpose of acquiring profit or personal gain, no employee shall act as an agent of the District nor shall an employee act as an agent of any business in any transaction with the District. This includes participation in the selection, award, or administration of a contract supported by a federal award or State award governed by the Grant Accountability and Transparency Act (GATA) (30 ILCS 708/) when the employee has a real or apparent conflict of interest. A conflict of interest arises when an employee or any of the following individuals has a financial or other interest in or a tangible benefit from the entity selected for the contract:

A member of the employee's immediate family;

An employee's partner; or

An entity that employs or is about to employ the employee or one of the individuals listed in one or two above.

Employees shall neither solicit nor accept gratuities, favors, or anything of monetary value from contractors, potential contractors, or parties to agreements or subcontracts. Situations in which the interest is not substantial or the gift is an unsolicited item of nominal value must comply with State law and Board policy 2:105, Ethics and Gift Ban.

Outside Employment

Employees shall not engage in any other employment or in any private business during regular working hours or at such other times as are necessary to fulfill appropriate assigned duties.

F. SUICIDE AND DEPRESSION AWARENESS AND PREVENTION

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 goals of the District.

The District maintains student and parent resources on suicide and depression awareness and prevention. Much of this information, including a copy of the District's policy, is posted on the District website. Information can also be obtained from the school office. Please contact the building social worker for resources or support.

Information about the District's incorporation of Suicide and Depression Awareness and Prevention Program as part of the curriculum can be found in Board Policy 7:290, Suicide and Depression Awareness and Prevention. Information can also be obtained from any school building. The following resources may be contacted at any time:

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



G. VIDEO SURVEILLANCE

Video surveillance is used to maintain a safe educational environment. Video cameras may be used in and around school property and on school buses to monitor and maintain a safe environment for students and employees. Video cameras will not be placed in areas which may unreasonably compromise a student's privacy. The District's regular discipline procedures shall be applied to any actions discovered after review of a video.

H. CONCEALED CARRY

Illinois Law prohibits the possession of any concealed firearm on District property, including at any District school, parking lot, athletic facility, or District-sponsored event. Any person who knowingly enters a prohibited location while carrying a concealed firearm is guilty of a Class B misdemeanor for a first violation and a Class A misdemeanor for a second or subsequent violation.

I. CELLULAR TELEPHONES AND OTHER ELECTRONIC DEVICES

Using or possessing a cell phone, smart watch, AI Glasses, or other electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs, post videos or photographs on social media, cheat, signal others, or otherwise violate student conduct rules is prohibited. Unless otherwise banned by Board policy or by the teacher/building principal, all electronic devices must be kept off and remain in lockers during the regular school day unless:

1. The supervising teacher grants permission to use the device;
2. Use of the device is provided in a student's IEP; or
3. Use of the device is needed in an emergency that threatens the safety of students, staff or other individuals.

Note: The District is not responsible if any electronic device is lost, stolen, or damaged.

Unauthorized device use may result in confiscation. Students in violation of the cell phone policy will be provided consequences aligned to level I acts of misconduct.

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.

J. CONVICTED CHILD SEX OFFENDERS

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

1. A parent/guardian of a student attending the school and the parent/guardian is:
 - a. Attending a conference at the school with school personnel to discuss the progress of his or her student academically or socially;
 - b. Participating in student review conferences in which evaluations and placement decisions may be made with respect to his or her student regarding special education services; or
 - c. Attending conferences to discuss other students' issues concerning his or her student such as retention and promotion and notifies the building principal of his or her presence at the school.
2. Has permission to be present from the School Board, Superintendent, or Superintendent's designee. If permission is granted, the Superintendent or the Board President shall provide the details of the offender's upcoming visit to the building principal.

In all cases, the Superintendent or designee who is a certified employee shall supervise a child sex offender whenever the



offender is in a child's vicinity. Information on registered sex offenders is available on the State of Illinois website, <http://www.isp.state.il.us/sor/>. This information is being provided in accordance with the Illinois Sex Offender Registration Act-Notification to Parents (Public Act 94-994).

Violent Offender & Sex Offender Community Notification Laws

State law requires that all school districts provide parents/guardians with information about sex offenders and violent offenders against youth.

The Illinois Sex Offender Registry may be accessed via the Illinois State Police's website at: isp.state.il.us/sor/.

The Illinois Statewide Child Murderer and Violent Offender Against Youth Registry may be accessed the Illinois State Police's website at: isp.state.il.us/cmvo/.

K. STUDENT APPEARANCE/DRESS CODE

The District dress code is meant to promote a positive, professional learning environment where the focus is on instruction. Clothing, hairstyles, and accessories should not be disruptive, immodest or compromise student learning. Students are expected to come to school clean, neat, and ready to learn. Students whose personal attire or grooming distracts the attention of teachers or of other students shall be required to make necessary alterations to such attire or grooming before entering the classroom.

Dress guidelines include the following:

- Clothing or appearance that depicts gang affiliations, death, suicide, cigarettes, alcohol, or other drugs is prohibited.
- Vulgar, obscene, or violent messages on clothing are prohibited.
- Clothing must be worn to cover the body from shoulders to mid-thigh. Low cut shirts, tank tops, halter tops exposing the navel, and short skirts are prohibited.
- Outerwear such as coats, jackets, gloves, sunglasses, hats, hoods, and other non-religious headwear are not to be worn in the building unless the student is directly entering or leaving the building.
- Clothing that is poorly fitting, showing skin, and/or visible undergarments may not be worn at school.
- Earrings are permitted. All other body piercings are prohibited.
- Tattoos are prohibited.
- Chains, drugs, gang and/or cult related jewelry is prohibited. This includes, but is not limited to, chained wallets, studded jewelry, animal choke collars, or anything clothing item or accessory deemed unsafe.
- Unless required by a physician, any equipment used to carry books may not be carried from class to class. Any such equipment must be stored in student lockers.
- Safe and appropriate footwear must be worn at all times. Flip-flops and slides are considered a safety concern and should not be worn. Crocs should be worn utilizing the back strap. Shoes with wheels are prohibited.
- Athletic shoes must be worn for physical education.
- Sleepwear and footed pajamas are prohibited.
- Required personal protective equipment, including masks
- Central Middle School students are required to wear a student ID at all times. ID pictures must remain uncovered. IDs should not be altered in any way and must remain intact. If IDs are lost or damaged, a new one must be purchased.

The first time a student fails to adhere to the Dress Code, staff will work with the student to correct the problem. If there is a second occurrence, a parent/guardian will be notified to assist his or her child with dressing properly for school. The building principal, in connection with a sponsor, coach, or other person in charge of an extracurricular activity, may regulate the dress and grooming of students who participate in the activity and may impose higher standards.

The District does not prohibit hairstyles, including hairstyles historically associated with race, ethnicity, or hair texture, including, but not limited to, protective hairstyles such as braids, locks, and twists. The District also does not prohibit graduation attire or accessories to graduation attire associated with the student's cultural, ethnic, or religious identity or other characteristic or category protected under the Illinois Human Rights Act.



L. FEDERAL ASBESTOS PROGRAM

In accordance with the federal Asbestos Hazard Emergency Response Act (AHERA) and the Illinois Asbestos Abatement Act rules, asbestos inspection and management plans have been developed for all District buildings. You may examine these documents by contacting the Director of Buildings and Grounds at 708/423-0950.

M. HEALTH EXAMINATIONS AND IMMUNIZATIONS

Every student in the required grades must provide a State of Illinois Certificate of Child Health Examination form and documentation of all required immunizations on or before October 15th of the school year.

Required Health Examinations and Immunizations

All students are required to present appropriate proof of a health examination and the immunizations against, and screenings for, preventable communicable diseases within one year prior to:

1. Entering preschool program;
1. Entering kindergarten or the first grade;
2. Entering the sixth and ninth grades; and
3. Enrolling in an Illinois school for the first time, regardless of the student's grade.

Failure to comply with the above requirements by October 15th of each respective school year will result in the student's exclusion from school until the required health forms are presented, subject to certain exceptions. A student will not be excluded from school due to his or her parent's/guardian's failure to obtain a developmental or social/emotional screening. New students who register midterm have 30 days following registration to comply with the health examination and immunization requirements. If a medical reason prevents a student from receiving a required immunization, the student must present an immunization schedule and a statement of the medical reason causing the delay. The schedule and statement of medical reasons must be signed by an appropriate medical professional.

Proof of immunization against meningococcal disease is required for students in grades 6 and 12. A diabetes screening must be included as part of the health exam (though diabetes testing is not required). Students between the age of one and seven must provide a statement from a physician that the student was "risk-assessed" or screened for lead poisoning. An age-appropriate developmental screening and an age-appropriate social and emotional screening are required parts of each health examination.

Eye Examinations

All students entering kindergarten or an Illinois school for the first time must present proof by October 15 of the current school year of an eye examination performed within one year. The eye examination must have occurred less than one year prior to school entry. Failure to present proof of an eye examination by October 15, allows the school to hold the student's report card until the student presents: (1) proof of a completed eye examination, or (2) that an eye examination will take place within 60 days after October 15. The form is available on the District website at www.d124.org

Dental Examinations

All students entering kindergarten, second and sixth grades must present proof by May 15 of the current school year of having been examined by a licensed dentist within the last 18 months. Failure to present proof allows the school to hold a child's report card until the student presents (1) proof of a completed dental examination, or (2) that a dental examination will take place within 60 days after May 15. The form is available on the District website at www.d124.org.

Health Examination/Immunization Exemptions

A student will be exempted from the IDPH health examination and immunization requirements for:

1. Medical grounds: requires verification from the examining physician, advanced practice nurse, or physician assistant;
2. Religious grounds: requires properly completed and signed Certificate of Religious Exemption form; District must notify the parent/guardian of its exclusion procedures pursuant to Board Policy 7:280, Communicable and Chronic Infectious Disease and Illinois rules applicable to an outbreak of one or more diseases against which the student is not protected;



3. Eye examination requirement: if the student's parent/guardian shows an undue burden or lack of access to a physician licensed to practice medicine in all of its branches who provide eye examinations or a licensed optometrist; or
4. Dental examination requirement: if the student's parent/guardian shows an undue burden or a lack of access to a dentist.

Hearing and Vision Screenings

During the course of the school year, students will receive vision and hearing screenings as required by law. The District conducts vision screenings for all students in pre-kindergarten, kindergarten, second, and eighth grades as well as newly enrolled students, and all students receiving special education services. A student may be exempted from the required vision screening if the parent/guardian provides a completed and signed report form documenting an eye examination by a doctor specializing in diseases of the eye or licensed optometrist within the previous 12 months.

Hearing screenings are conducted for students in pre-kindergarten programs, kindergarten, first, second, and third grades as well as newly enrolled students and those receiving special education services. A student may be exempted from the required hearing screening if the parent/guardian provides a completed and signed report form documenting an ear examination by an audiologist within the previous 12 months.

Parents/guardians will be notified if the screening results indicate that further evaluation by a medical professional is indicated.

The parent or legal guardian of a student may object to hearing or vision screening tests for their children on religious grounds. If a religious objection is made, a written and signed statement from the parent or legal guardian detailing such objections must be presented to the school principal.

N. INTERNET ACCESS

The District's instructional program includes the use of the Internet to facilitate resource sharing, foster innovation, and increase communication. The District is not responsible for any information that may be lost, damaged, or unavailable when using the network, or for any information that is retrieved via the Internet. Furthermore, the District will not be responsible for any unauthorized charges or fees resulting from access to the Internet. Anyone accessing the Internet from the District system will be required to follow the Internet Access guidelines. All rules and regulations apply in remote learning situations and classrooms.

The Internet is a tool to enrich the curriculum and is not a public forum for general use.

Students in 1:1 classrooms must have a signed student and parent/guardian agreement on file before using the devices in the classrooms.

Any damage or neglect to 1:1 device may be subject to fines up to the full replacement cost and/or disciplinary action outlined by administration.

Terms and Conditions

1. **ACCEPTABLE USE** - Access to the District's Internet account must be for the purpose of education or research, and be consistent with the educational objectives of the District. The District has the right to search a student's web history at any given time.
2. **PRIVILEGE** - The use of the District's Internet account is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The system administrator will make all decisions regarding whether or not a user has violated this authorization and may revoke or suspend access at any time; his or her decision is final.
3. **UNACCEPTABLE USE** - Students are responsible for their actions and activities involving the Internet. Examples of unacceptable uses include, but are not limited to:
 - a. Using the Internet for any illegal activity, including violation of copyright or other contracts, or transmitting any



- materials in violation of any federal or state law or regulation.
- b. Unauthorized downloading of software.
 - c. Downloading copyrighted materials for other than personal use.
 - d. Using the Internet for private financial or commercial gain.
 - e. Wastefully using resources, such as file space.
 - f. Gaining unauthorized access to resources or entities.
 - g. Invading the privacy of individuals.
 - h. Using another's account password.
 - i. Posting material authored or created by another without his or her consent.
 - j. Posting anonymous messages.
 - k. Using the Internet for commercial or private advertising.
 - l. Accessing, submitting, posting, publishing or displaying any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, harassing, or illegal material.
 - m. Using the Internet while access privileges are suspended or revoked.
4. **NETWORK ETIQUETTE** – The user is expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to:
Be polite.
Use appropriate respectful language.
Keep personal information, addresses, telephone numbers, and passwords to yourself.
Recognize that electronic mail (e-mail) is open for others to view. People who operate the system have access to all e-mail. Messages relating to or in support of illegal or dangerous activities may be reported to the authorities.
Use the network responsibly by respecting each other.
Consider all communications and information accessible via the network to be private property.
5. **NO WARRANTIES** – The District makes no warranties of any kind, whether express or implied, for the service it is providing. The District will not be responsible for any damages suffered. This includes loss of data resulting from delays, non-deliveries, or service interruption caused by negligence, errors or omissions. Use of any information obtained via the Internet is at students' own risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services.
6. **INDEMNIFICATION** – The user agrees to indemnify the District for any losses, costs or damages including reasonable attorney fees, incurred by the District relating to, or arising out of, any breach of the authorization.
7. **SECURITY** – Network security is a high priority. If the user can identify a security problem on the Internet, the user must notify the system administrator or Superintendent. Accounts and passwords are kept confidential. Users may not use another individual's account without written permission. Attempts to log-on to the Internet as a system administrator will result in cancellation of user privileges. Any user identified as a security risk may be denied access to the network.
8. **VANDALISM** – Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any other network. This includes, but is not limited to, the uploading or creation of computer viruses. Vandalism will result in cancellation of privileges and other disciplinary action.
9. **TELEPHONE CHARGES** – The District assumes no responsibility for any unauthorized charges or fees, including telephone charges, per minute surcharges, and/or equipment or line costs.
10. **SCHOOL OWNED DEVICES** – School owned devices (Chromebooks, iPads, and other) shall be taken home each night to assist in instructional needs as directed by the classroom teacher.
11. **ACCESS TO STUDENT SOCIAL NETWORKING PASSWORDS AND WEBSITES** – 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 content that is reported in order to allow school officials to make a factual determination.

Annual Notice to Parents about Educational Technology Vendors Under the Student Online Personal Protection Act. School districts throughout the State of Illinois contract with different educational technology vendors for beneficial K-12 purposes such as providing personalized learning and innovative educational technologies, and increasing efficiency in school operations.

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

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

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

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

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

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

O. STUDENT MEDICATION

Taking medication during school hours or during school-related activities is prohibited unless it is necessary for a student's health and well-being. When a student's licensed health care provider and parent/guardian believe it is necessary for the student to take medication during school hours or school related activities, the parent/guardian must request that the



school dispense the medication to the child by completing a “School Medication Authorization Form.”

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

Self-Administration of Medication

A student may self-carry and self-administer an epinephrine injector (e.g., EpiPen®) and/or asthma medication prescribed for use at the student’s discretion. Self-carry and/or self-administration of an epinephrine injector requires written authorization from the student’s physician, physician assistant, or advanced practice registered nurse. Self-carry and/or self-administration of asthma medication requires written authorization from the student’s parent/guardian.

A student who is diabetic may self-carry and self-administer diabetic testing supplies and insulin if authorized by the student’s diabetes care plan, which must be on file with the school.

A student with epilepsy may self-carry supplies, equipment and medication to treat epilepsy if authorized by the student’s seizure action plan, which must be on file with the school.

A student may self-administer other medications required under a qualifying plan. A qualifying plan means: (1) an asthma action plan; (2) an Individual Health Care Action Plan; (3) an allergy emergency action plan; (4) a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973; or (5) a plan pursuant to the federal Individuals with Disabilities Education Act. All of the following items are required for self-administration pursuant to a qualifying plan: (i) written permission from the student’s parent/guardian; (ii) written authorization from the student’s physician, physician assistant, or advanced practice registered nurse; and (iii) the prescription for the medication including the name of the medication, the prescribed dosage, and the time or times at which or the circumstances under which the medication is to be administered.

The District and its employees and agents shall incur no liability or professional discipline, 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 parents/guardians 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.

Administration of Medical Cannabis

In accordance with the Compassionate Use of Medical Cannabis Program, qualifying students are allowed to utilize medical cannabis infused products while at school and school events. Please contact the building principal and see Board Policy 7:270 for further information.

Undesignated Medications

The District maintains standing protocols for Opioid antagonists. No one, including without limitation, parents/guardians of students, should rely on the school or the District for the availability of undesignated medication. This procedure does not guarantee the availability of undesignated medications. Students and their parents/guardians should consult their own physician regarding these medications.

The District and its employees and agents shall incur no liability or professional discipline, except for willful and wanton conduct, as a result of any injury arising from the administration of asthma medication, an epinephrine injector, an opioid antagonist, or glucagon regardless of whether authorization was given by the student’s parents/guardians or by the student’s physician, physician assistant, or advanced practice registered nurse. A student’s parents/guardians 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 the administration of asthma medication, an epinephrine injector, an opioid



antagonist, or glucagon 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.

Emergency Aid to Students

Nothing in this policy shall prohibit any school employee from providing emergency assistance to students, including administering medication.

P. LAWN FERTILIZER AND WEED CONTROL APPLICATION

Pesticides will not be applied on the paved surfaces, playgrounds, or playing fields of any school serving grades K-8 during a school day or partial school day when students are in attendance for instructional purposes. Additionally, the application of any restricted use pesticides is prohibited on or within 500 feet of school property during normal school hours. The District is required to notify parents/guardians and school employees four (4) days before any lawn application is applied on school property. The notice will be posted on our website and application is done on days when school is not in session. For further information please contact the Director of Buildings and Grounds at 708/423-0950.

Q. STUDENT DATA PRIVACY

Survey by Third Parties

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

Parents/guardians who object to disclosure of information concerning their child to a third party may do so in writing to the building principal.

Surveys Requesting Personal Information

School officials and staff members will not request, nor disclose, the identity of any student who completes any survey or evaluation (created by any person or entity, including the school or District) containing 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 demanding behavior.
5. Critical appraisals of other individuals with whom the 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 a program.

The student's parent/guardian may: (1) inspect the survey or evaluation upon, and within a reasonable time of, their request, and/or (2) refuse to allow their child to participate in the survey. The school will not penalize any student whose parent/guardian exercised this option.

Selling or Marketing Students Personal Information is Prohibited

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



The above paragraph does not apply: (1) if the student's parent/guardian 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.

Publicity

Throughout the year, the District regularly publicizes the accomplishments of students by recognizing their academic awards, athletic awards, and participation in school-sponsored activities and organizations (including athletics). These student accomplishments and recognitions may be included in District publicity, including its website, its social media accounts, its publications, public newspapers, and television broadcasts. If you do not want your child's photos (still or video), individual organizations, and athletics; grade level, or your name to be used in District publicity, you must complete a Publicity Opt-Out Form, which can be found on the District website or in the main office of our schools. Submit the completed form to your child's teacher.

In the event of a serious communicable disease, information may be shared with the Cook County Department in order to conduct contact tracing.

R. STUDENT ACCIDENT INSURANCE

The District provides accident insurance for students and student athletes for accidents resulting in injuries occurring on District property or during certain off campus activities. Illnesses are not covered by Student Accident Insurance. The insurance is secondary insurance and pays only those specified medical expenses not covered by the student's own medical insurance. The policy has various coverage limits and is not a substitute for private medical insurance.

To file a claim, students and their parent/guardian must report injuries to their school health aide, physical education teacher, or coach (for athletic injuries). The health aide and/or school principal will complete the Student Accident/Injury Report and route as indicated on the form. The District Business Office will provide the student's parent/guardian with the necessary student insurance forms, if warranted. It is important to report injuries as soon as possible after an accident, as the insurance has strict claims reporting procedures.

S. STUDENT RECORDS

The District maintains school student records in accordance with the Family Educational Rights and Privacy Act ("FERPA"), and the Illinois School Student Records Act ("ISSRA"), and their implementing regulations. A school student record is any writing or other recorded information concerning a student and by which a student may be identified individually, that is maintained by a school or school employee, regardless of where or how the information is stored. School student records are maintained in two categories:

Permanent Record. Contains the minimal personal information necessary to a school in the education of the student. Such information includes the student's basic identifying information, including the student's name, birth date, address; academic transcripts, including grades, grade levels, and graduation date; parents' names and addresses; attendance record; health record; record of release of permanent record information; and such other entries as ISBE may require or authorize. Permanent records are maintained for at least 60 years from the date of transfer, graduation, or permanent withdrawal from school.

Temporary record. Contains all information included in a school student record but not contained in the student permanent record. The temporary record must include a record of release of temporary record information; scores received on State assessment tests in elementary grade levels; information regarding serious disciplinary infractions that result in expulsion, suspension, or the imposition of punishment or sanction; final indicated DCFS reports; the completed home language survey; biometric information collected in accordance with the Illinois School Code (if any); health related information; and accident reports.

The temporary record may also include family background information; honors and awards received; intelligence test scores; aptitude test scores; results of psychological evaluations including intelligence, academic and personality



information obtained through test administration, observation or interviews; elementary and secondary achievement test results; participation in extra-curricular activities; teacher anecdotal records; other disciplinary information; special education records, including records related to the identification, evaluation, or placement of, or the provision of a free and appropriate public education to students with disabilities pursuant to the Individuals with Disabilities Education Act and Article 14 of the Illinois School Code; records associated with plans developed under Section 504 of the Rehabilitation Act of 1973; and verified reports or information from non-education persons or entities that are of clear relevance to the student.

Temporary records are maintained for at least five years after the date of transfer, graduation, or permanent withdrawal from school. No person may condition the granting or withholding of any right, privilege, or benefits or make as a condition of employment, credit, or insurance the securing by any individual of any information from a student's temporary record which such individual may obtain through the exercise of any right secured under state law.

Right to Inspect and Copy Records

Students have the right to inspect and copy their permanent records. Parents/guardians have the right to inspect and copy their child's permanent and temporary records. All rights become exclusively those of the student upon his/her 18th birthday, graduation from secondary school, marriage, or entry into military service, whichever occurs first. Requests to inspect and copy records will be granted no later than 10 business days after the date that the District receives a written request, provided, however, that this time frame may be extended for an additional 5 business days as set forth in the ISSRA. The District may charge a fee for copies of records; please contact the District's Records Custodian for fee information. To request to inspect or copy records, please contact Rebecca Tyrrell, Director of Student Support Services (rtyrrell@d124.org).

Access to Student Records

Access to student records will be limited to parents/guardians and other authorized persons, except that:

Information may be released in connection with an emergency, as provided by law, including, but not limited to, juvenile authorities when necessary for the discharge of their official duties who request information before adjudication of the student and pursuant to a court order.

The records of a student will be transferred by the School District's official records custodian to the official records custodian of another school district in which the student has enrolled or intends to enroll, upon request of the official records custodian of the requesting school district, and within 10 days of receipt of the request. Parents/guardians will be given prior written notice and an opportunity to inspect and copy the records to be released and to challenge the contents. Access will be granted to persons as specifically required by State or Federal law. Access is granted to school, District, or State Board of Education employees or officials with current demonstrable educational or administrative interest in the student, in furtherance of such interest.

For any release of information other than specified above or otherwise authorized by law, the School District must receive the prior written consent of the student's parent/guardian, or the student, if aged 18 or older. The student's prior written consent will also be requested where the student is aged 12 or older and the student records include information protected under the Illinois Mental Health and Developmental Disabilities Confidentiality Act.

Destruction of Student Records

Upon graduation, transfer, or permanent withdrawal of a student from a school, the school shall notify the parents/guardians and the student of the destruction schedule for the student permanent record and the student temporary record and of the right to request a copy of the student's records at any time prior to their destruction. Notification shall consist of the following: date of notification, name of parent/guardian, name of official records custodian, name of student, and the scheduled destruction date of temporary and permanent records.

Challenge of Records

A parent/guardian or eligible student may challenge a record that he/she believes is inaccurate, irrelevant, or improper, with the exception of academic grades, expulsions or out-of-school suspensions, and the name and contact information of the District's official records custodian. Requests for a records challenge hearing shall be submitted in writing to the



District's Official Records Custodian, Rebecca Tyrrell, Director of Student Support Services (rttyrrell@d124.org), and shall contain notice of the specific entry or entries challenged and the basis of the challenge. Within 15 school days of receipt of the request for a hearing, the District will hold an initial informal conference with the parent/guardian or eligible student. If the challenge is not resolved by the informal conference, a formal hearing will be held before an impartial hearing officer consistent with ISSRA and its implementing regulations. Either party may appeal the hearing officer's decision to the Regional Superintendent within 20 school-days after the decision is transmitted.

Students Receiving Special Education Services

Parent(s)/guardian(s) have the right to review and copy their student's school student records prior to any special education eligibility or IEP meeting, subject to the requirements of applicable Federal and state law. Parent(s)/guardian(s) may also request a copy of their student's related service logs developed and maintained by the District for the following related services: speech and language services, occupational therapy services, physical therapy services, school social work services, school counseling services, school psychology services, and school nursing services. These related service logs include information regarding the type and duration of the related services administered to their students. Please contact Rebecca Tyrrell, Director of Student Support Services (rttyrrell@d124.org) regarding special education records.

Directory Information

The District may release directory information throughout the school year. Directory information is limited to:

- Student name
- Address
- Grade level
- Birth date and place
- Parent/Guardian names, addresses, electronic mail addresses, and telephone numbers
- Photographs, videos, or digital images used for informational or news-related purposes (whether by a media outlet or by the school) of a student participating in school or school-sponsored activities, organizations, and athletics that have appeared in school publications, such as yearbooks, newspapers, or sporting or fine arts programs
- Academic awards, degrees, and honors
- Information in relation to school-sponsored activities, organizations, and athletics
- Period of attendance in school

A parent/guardian or eligible student may prohibit the release of directory information by delivering a written objection to the building principal within 30 days of the date of student attendance.

Complaints

Parents/guardians have the right to file a complaint with the U.S. Department of Education concerning alleged failure by the District to comply with FERPA requirements. Complaints may be sent to:

U.S. Department of Education
Student Privacy Policy Office
400 Maryland Avenue, SW
Washington, D.C. 20202-4605

Order of Protection Limitation

No person who is prohibited by a court order of protection from inspecting or obtaining school records of a student shall have any right of access to the school records of that student if the school's principal or the principal's designee has been provided a copy of such order.

T. TITLE I PROGRAMS / ESEA

Title I federal funding provides financial support to the District to assist our schools by addressing the identified academic needs of students. Title I programs operate at one or more District schools that meet Title I guidelines to provide supplementary assistance to students who are achieving more than a year below their expected level. Our identified school can use these funds to improve the education of all students school-wide. In accordance with the requirements of



the Elementary and Secondary Education Act (ESEA) all teachers working in an instructional program supported with Title I funds must meet State certification and licensure requirements.

Parents Right-To-Know

In accordance with the ESSA Section 1112(e)(1)(A) Parents right-to-know, the District is notifying every parent/guardian of a student in a Title 1 school that you have the right and may request information regarding the professional qualifications of your child's classroom teachers including, at a minimum, the following:

1. Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
2. Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.
3. Whether the teacher is teaching in the field of discipline of the certification of the teacher.

Additionally, parents/guardians may request information about District policy regarding student participation in ESEA-mandated assessments.

U. UNIFORM GRIEVANCE PROCEDURE

A student, parent/guardian, employee, or community member should notify any District Complaint Manager if he or she believes that the School Board, its employees, or agents have violated his or her rights guaranteed by the state or federal Constitution, state or federal statute, or Board policy, or have a complaint regarding:

1. Title II of the Americans with Disabilities Act;
2. Title IX of the Education Amendments of 1972;
3. Section 504 of the Rehabilitation Act of 1973;
4. Title VI of the Civil Rights Act, 42 U.S.C. §2000d et seq.;
5. Equal Employment Opportunities Act (Title VII of the Civil Rights Act), 42 U.S.C. §2000e et seq.;
6. Sexual harassment (Illinois Human Rights Act, Title VII of the Civil Rights Act of 1964, and Title IX of the Education Amendments of 1972);
7. Bullying;
8. Misuse of funds received for services to improve educational opportunities for educationally disadvantaged or deprived children;
9. Curriculum, instructional materials, and/or programs;
10. Victims' Economic Security and Safety Act, 820 ILCS 180;
11. Illinois Equal Pay Act of 2003, 820 ILCS 112;
12. Provision of services to homeless students;
13. The Illinois Whistleblower Act, 740 ILCS 174/1; or
14. Misuse of genetic information prohibited by the Illinois Genetic Information Privacy Act.

The Complaint Manager will attempt to resolve complaints without resorting to this uniform grievance procedure and, if a complaint is filed, to address the complaint promptly and equitably. A person may forego or terminate the informal resolution process at any time and initiate a formal complaint with the Complaint Manager. The right of a person to prompt and equitable resolution of a complaint filed shall not be impaired by the person's pursuit of other remedies. Use of this uniform grievance procedure is strongly encouraged but not a prerequisite to the pursuit of other remedies and use of this uniform grievance procedure does not extend any filing deadline related to the pursuit of other remedies. As used in this policy, "school business days" means days on which the District's main office is open.

Filing a Complaint

A person (hereinafter Complainant) who wishes to avail him or herself of this uniform grievance procedure may do so by filing a complaint with any District Complaint Manager. The Complainant shall not be required to file a complaint with a particular Complaint Manager and may request a Complaint Manager of the same gender. The Complaint Manager may request that the Complainant provide a written statement regarding the nature of the complaint or require a meeting with a student's parents/guardians. The Complaint Manager shall provide the complainant with a copy of this uniform





grievance procedure and assist the Complainant as needed.

Complaint Managers

Dr. Ashley Carlson
2929 West 87th Street
Evergreen Park, IL 60805
708/423-0950

Dr. Matthew Banach
3630 West 92nd Street
Evergreen Park, IL 60805
708/425-9473

V. TITLE IX GRIEVANCE PROCEDURE

Sexual harassment affects a student’s ability to learn and an employee’s ability to work. Providing an educational and workplace environment free from sexual harassment is an important District goal. The District does not discriminate on the basis of sex in any of its education programs or activities, and it complies with Title IX of the Education Amendments of 1972 (Title IX) and its implementing regulations) concerning everyone in 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 124 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:

- Quid pro quo harassment in which a District employee conditions the provision of an aid, benefit, or service on an individual’s participation in unwelcome sexual conduct; or
- 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
- 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).

The District affirms non-discrimination on the basis of sex in order to comply with the provisions of Title IX of the Education Amendments of 1972 to ensure that discrimination on the basis of sex not take place in any education program or activity except where necessary to accomplish a specific purpose that does not impinge upon essential equality or fundamental fairness in the treatment of students or employees of this Cooperative. Board Policy 2:265, Title IX Sexual Harassment Grievance Procedure applies to the following:

All questions about the application of Title IX should be directed to the District’s Title IX Coordinator:
Dr. Haley Vermeer
2829 W. 87th Street
Evergreen Park, IL 60805
hvermeer@d124.org
708-423-0950, x2116

Anyone wishing to report sex discrimination, including sexual harassment, may contact the Title IX Coordinator.

V. ACADEMICS

A. GRADING

K-2 Grading Scale
NI = Needs Improvement
D = Developing
S = Secure

Grades 3-8 Grading Scale		
A+ (97-100)	A (93-96)	A- (90-92)
B+ (87-89)	B (83-86)	B- (80-82)
C+ 77-79)	C (73-76)	C- (70-72)
D+ (67-69)	D (63-66)	D – (60-62)
F (0-59)		

Summative vs. Formative Assessments:

Summative assessments evaluate the culmination of student learning and provide a comprehensive measure of a student's overall understanding and mastery of the content. In contrast, formative assessments are intended as tools for learning and feedback. Their primary purpose is to guide students in improving and deepening their understanding before summative assessments. Additionally, formative assessments inform teachers' instructional decisions and identify areas where students may need further support.

Grades 3-5 Common summative assessments will be weighted for 60% of a student's grade, common formative assessments will be worth 30% of a student's grade, and classroom specific work will be worth 10% of a student's grade.

Grades 6-8 Common summative assessments will be weighted for 60% of a student's grade, common formative assessments will be worth 40% of a student's grade.

Assessment Retakes

Students have the opportunity to retake/ revise summative assessments once required remediation/relearning has been completed. Assessment retakes/revisions or the remediation process must be completed within 1 week of receiving the assessment results.

Promotion

The decision to promote a student to the next grade level shall be based on successful completion of the curriculum, attendance, and performance on the standardized tests required by the ISBE and/or other assessments in accordance with Board Policy 6:280, Grading and Promotion.

BENCHMARK

ASSESSMENTS

Test	Purpose	Grade Level	Frequency
mClass Math and REading	Benchmark screening tool designed to measure growth in the areas of early literacy, reading, and math.	Grades K-2	Administered three times per year – Fall, Winter, Spring
Star 360	Benchmark screening tool designed to measure growth in reading, and math.	Grades 3-8	Administered three times per year – Fall, Winter, Spring
Social Skills Improvement System (SSIS)	Screening tool to measure a student's current social and emotional functioning and guide instruction and support for all students experiencing emotional behavior concerns.	K-8 Teacher Survey 6-8 Student Survey	Administered two times per year - Fall and Spring
Illinois Science Assessment (ISA)	State science assessment based on the new Next Generation Science Standards	Grade 5 and 8	Administered one time in March/April
Assessing Comprehension and Communication in English State-to-State (Access 2.0)	Standards-based, criterion referenced test designed to measure English Language Learners' social and academic proficiency in English.	Grades K-8 (English Language Learners Only)	Administered one time in January/February
Kindergarten Individual Development Survey (KIDS)	A comprehensive process designed to provide information about children's competencies across developmental domains over time.	Kindergarten	Administered one time in October
OLSAT	This assessment is used in the process to identify students for Project Tree placement grades 4-8	Grades 3 and 5	Administered one time in April/May



B. PHYSICAL AND HEALTH EDUCATION

All District students must take physical education (PE) unless they qualify for an exemption pursuant to Board Policy 7:260, Exemption from Physical Education. The exemption may be based on medical or religious reasons. An exemption for medical reasons required a signed statement from a person licensed under the Medical Practice Act. An exemption for religious reasons requires a signed statement from a member of the clergy.

In accordance with the Illinois School Code (105 ILCS 110/3), the District provides students with a program that is designed to provide a variety of learning experiences based upon scientific knowledge of the human organism as it functions within its environment. The program includes the following:

Human ecology, health, growth and development;

The emotional, psychological, physiological, hygienic and social responsibilities of family life, including sexual abstinence until marriage;

Prevention and control of disease, including instruction in 6th grade through 8th grade on the prevention, transmission and spread of AIDS;

Public, environmental and consumer health;

Safety education and disaster survival;

Mental health and illness;

Personal health habits including prevention/avoidance of drug, alcohol, and tobacco use; and

Teen dating

Violence

intimidation,

Bullying, and harassment.

No student is required to take or participate in any class on AIDS or family life if his or her parent/guardian submits a written objection to the Superintendent. Parents/Guardians may obtain a Curriculum Objection form from the Director of Curriculum and Assessment or from their school office.

C. COMPLAINTS ABOUT CURRICULUM, INSTRUCTIONAL MATERIALS, AND PROGRAMS

Parents or guardians have the right to inspect all instructional materials used as a part of their child's education. If you believe that curriculum, instructional materials, or programs violate rights guaranteed by any law or Board policy, you may file a complaint under the District's uniform grievance policy. (See Board Policy 2:260, Uniform Grievance Procedure.)

Parents or guardians with other suggestions or complaints about curriculum, instructional materials, or programs should complete a Curriculum Objection Form, which is available on the school website. A parent or guardian may also request that their child be exempt from using a particular instructional material or program by completing a Curriculum Objection Form. The Superintendent or designee shall establish criteria for the review of objections and inform the parent/guardian of the District's decision.

D. MULTILINGUAL LEARNER SERVICES

A range of services are available to support Multilingual Learners, formerly referred to as English Learners as they learn to acquire social and academic English language in the content areas. Upon initial registration, each family must complete a Home Language Survey. Based on the responses to the survey, a student will be screened for English language proficiency. If a student qualifies for services based on the screening results, parents/guardians will be notified in writing about the recommended program for their child and parental rights. The District offers a full time and part time Transitional Bilingual Education (TBE) program, part time Transitional Program of Instruction (TPI), as well as English as a Second Language (ESL) instruction. Each student will be recommended for a program based upon his/ her individual needs, depending upon a student's initial screener, or ACCESS for ELLs scores, District assessments, and classroom performance.

All students who qualify for services, including those that waive services, are required to take the annual ACCESS for



ELLs assessment per the Illinois State Board of Education. Once a student meets the state criteria to exit the program based on ACCESS for ELLs scores, their progress will continue to be monitored for 2 years. Services are offered for students who have exited from the program according to ACCESS for ELLs scores, but require additional assistance to succeed in the general education curriculum.

E. Multi- Tiered Systems of Support

MTSS (formerly called RTI) represents a comprehensive framework designed to ensure that every student in our district receives the support they need to succeed academically, behaviorally, and socially. The framework is built on the principles of equity, collaboration, and data-driven decision-making, ensuring that every student receives the appropriate level of support.

Each school has an established MTSS team that implements a structured process to support the early identification of students who may be experiencing academic or behavioral challenges and require intervention. This process includes universal screening of all students, data-based decision-making, targeted interventions, ongoing progress monitoring, and adjustments to supports based on student response. For students, MTSS provides early identification of challenges and timely, targeted support, leading to improved academic performance, increased engagement, and a more positive school experience.

F. SPECIAL EDUCATION PROGRAMS AND SERVICES

Child Find

Federal, State and local regulations require all Illinois schools to seek out children within the district who may be eligible for special education and related services (e.g., child find activities). Child find is the process of locating, evaluating and identifying children who are suspected of having a disability or who may need special education and related services. The District uses the following to assist in child find:

Annual and ongoing screenings of children under the age of five for the purpose of identifying those who may need early intervention or special education and related services.

Ongoing review of students' performance and progress by teachers and other professional personnel, in order to refer those children who may be eligible for special education and related services.

Conferences with early intervention programs in order to develop a transition plan for implementing an IFSP or IEP no later than the third birthday of each eligible child.

Parents/guardians and/or a school team may also refer a student for an evaluation.

Student Support Services

The following student support services are provided by the District:

Health services supervised by a qualified school nurse to provide a healthy school environment and prevent or reduce the spread of disease.

Educational and psychological testing services and the services of a school psychologist as needed. In all cases, written permission to administer a psychological examination must be obtained from a student's parent(s)/guardian(s). The results will be given to the parent(s)/guardian(s), with interpretation, as well as to the appropriate professional staff. The services of a school social worker. A student's parent/guardian must consent to regular or continuing services from a social worker.

Education of Students with Disabilities

The District provides a free appropriate public education in the least restrictive environment to all eligible 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. The District provides a full continuum of special education programs and services to meet the individual needs of students identified with a disability.

A copy of the State Board of Education's "Notice of Procedural Safeguards for Parents/Guardians of Students with Disabilities" may be obtained by contacting Rebecca Tyrrell, Director of Student Support Services (rtyrrell@d124.org).



Parents or guardians of children with disabilities whose native language is not English should contact Bilingual Parent Liaison Evelyn Lara (elara@d124.org) regarding interpreter services for IEP meetings and translation of IEP documents.

Related Service Logs

For a child with an individualized education program (IEP), the District must create related service logs documenting the type of related services administered under the child's IEP and the minutes of each type of related service that has been administered. Parent(s)/guardian(s) may request a copy of their student's related service logs for the following related services: speech and language services, occupational therapy services, physical therapy services, school social work services, school counseling services, school psychology services, and school nursing services. Please contact Rebecca Tyrrell, Director of Student Support Services (rtyrrell@d124.org) regarding special education records.

Draft IEP Documents

The District must provide parents/guardians of students with disabilities with written materials that will be considered at the student's eligibility or IEP meeting no later than three school days prior to the eligibility or IEP meeting, or as soon as possible if an IEP meeting is scheduled within three school days with the written consent of the student's parent/guardian. Parents/guardians have the right to choose the delivery method of these written materials, including through regular mail, email, or pick up at school.

Behavioral Interventions for Students with Disabilities

Behavioral interventions shall be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. The District will establish and maintain a committee to develop, implement, and monitor procedures on the use of behavioral interventions for children with disabilities. The committee shall review the State Board of Education's guidelines on the use of behavioral interventions and use them as a non-binding reference. The Superintendent may designate at least one staff member as a behavioral intervention consultant who shall oversee the implementation of this policy.

The District shall comply with the Individuals With Disabilities Education Act, its implementing regulations, the Illinois School Code, 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 his or her disability.

For more information see Board Policy 7:230, Misconduct by Students with Disabilities, or contact the Director of Student Support Services at 708/423-0950.

Prioritization of Urgency of Need for Services (PUNS)

Pursuant to State law and Board Policy 5:100, at least one designated employee at each school has received training regarding the Prioritization of Urgency of Need for Services (PUNS) database and steps required to register students for the PUNS database. For more information, please contact Rebecca Tyrrell at rtyrrell@d124.org.

G. HOME/HOSPITAL INSTRUCTION

Home/hospital instruction (HHI) may be provided when a physician licensed to practice medicine in all of its branches, a licensed physician assistant, or a licensed advanced practice registered nurse determines that a student will, or is anticipated to be, absent from school for a minimum of 10 days during the school year due to a medical condition. A written medical statement of this determination is required. HHI will begin no later than five school days after receiving a compliant written medical statement. HHI services for a student receiving special education services will be determined by the student's IEP team.

For more information regarding HHI please contact the Director of Student Support Services.

H. SECTION 504 PLANS PROVIDE ACCOMMODATIONS FOR STUDENTS WHO QUALIFY.

Students with disabilities who do not qualify for an IEP under the Individuals with Disabilities Education Act may qualify



for services under Section 504 of the Rehabilitation Act of 1973 if the child (i) has a physical or mental impairment that substantially limits one or more major life activities, (ii) has a record of having such an impairment, or (iii) is regarded as having such an impairment. The District provides a free appropriate public education including education with non-disabled peers to the maximum extent appropriate to Section 504-eligible students. For further information, please contact the building principal or Director of Student Support Services.

USE OF ARTIFICIAL INTELLIGENCE

“Artificial intelligence” or “AI” is intelligence demonstrated by computers, as opposed to human intelligence. “Intelligence” encompasses the ability to learn, reason, generalize, and infer meaning. Examples of AI technology include ChatGPT and other chatbots and large language models.

AI is not a substitute for schoolwork that requires original thought. Students may not claim AI generated content as their own work. The use of AI to take tests, complete assignments, create multimedia projects, write papers, or complete schoolwork without permission of a teacher or administrator is strictly prohibited. The use of AI for these purposes constitutes cheating or plagiarism.

In certain situations, AI may be used as a learning tool or a study aid. Students who wish to use AI for legitimate educational purposes must have permission from a teacher or an administrator. Students may use AI as authorized in their Individualized Education Program (IEP).

Students may not use AI, including AI image or voice generator technology, to violate school rules or District policies. In order to ensure academic integrity, tests, assignments, projects, papers, and other schoolwork may be checked by AI content detectors and/or plagiarism recognition.

VI. STUDENT BEHAVIOR AND DISCIPLINE

Philosophy - To discipline a child is to teach lifelong problem-solving skills, principles and decision-making skills which provides a framework for positive interactions with others.

The precise definition of the word “Discipline” is to ‘teach.’ Discipline is defined as providing a school centered focus and perspective for teaching children clear and precise expectations and guidelines for behavior. Through a collaborative partnership between school and the family, the overall framework for discipline is developed providing continuity between home and school. The goals of the discipline policy is to provide learned strategies which will support positive child and adult relationships and enhance the learning experiences for each child which can be carried into adult life. Discipline is administered on an individual basis.

A. SCHOOL-WIDE POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (PBIS)

Positive Behavior Interventions and Supports (PBIS) is a proactive systems approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional, and academic success.

As a Response to Intervention model, PBIS applies a multi-tiered system of support, and a problem-solving process to enhance the capacity of schools to effectively educate all students.

PBIS Outcomes

School-Wide PBIS is supported by the Illinois State Board of Education as a research-based system for providing student support. Schools that establish PBIS systems with integrity have teaching and learning environments that:

Maintain a positive, preventative, responsive and productive school atmosphere

- Prevent evasive and exclusionary disciplinary practices
- Maximize academic engagement and achievement for all students
- Address classroom management and disciplinary issues (e.g., attendance, tardiness, antisocial behavior, etc.)
- Provide supports for students whose behaviors require more specialized assistance



Continuum of School-Wide Positive Behavior Interventions and Supports

PBIS is a multi-tiered system of support for all students. A universal screener is used three times a year along with review of behavioral data to set criteria for Tier II and Tier III supports.

Tier I- Universal: Behavioral support is provided through school-wide and classroom-wide systems for all students, all staff and across all settings. These supports include:

- Positive and proactive approaches to support appropriate behaviors
- Behavior expectations are explicitly taught and reviewed frequently
- Positive reinforcement for appropriate behavior
- Active supervision and monitoring is provided in all environments
- Social skills instruction is aligned to the Social Emotional Learning Standards
- Fair and corrective discipline measures
- Parent/guardian collaboration
- Continuous collection and use of data for decision-making

Tier II- Supplemental Intervention: Provided as a supplement to universal supports, Tier II interventions are designed for students in need of additional support. The interventions implemented in the District include but are not limited to the following

- Check In- Check Out (CICO)
- Social Academic Instructional Groups (SAIG)
- Parent/guardian Collaboration
- Check In- Check Out with Individualized Features
- Mentoring Program
- Simple Functional Behavior Assessment (FBA) and Behavior Intervention Planning

Tier III- Tertiary Intervention: Tier 3 intensive interventions are implemented with Universal and Tier II supports. Supports at this level are individualized and may include:

- Complex Functional Behavior Assessment
- Behavior Intervention Plan (BIP)
- Intensive behavior/social skills instruction
- Interagency collaboration
- Intensive collaboration with the family
- Intensive family-based interventions

Family Involvement in PBIS

Parent/guardian involvement is very important in all aspects of PBIS. The following suggestions are different ways that parents/guardians can be involved in PBIS.

- Learn about PBIS by reading materials offered by your child's school related to PBIS
- Help the school understand family issues and concerns
- Help the school understand community cultural values, beliefs, and practices
- Use and reinforce PBIS strategies at home
- Share your child's strengths and needs
- Participate (when possible) in school activities/events

Students are more likely to demonstrate appropriate school behavior when there is consistency in expectations between home and school.

When a child has challenging behavior at school, a strong partnership between the school and family is important. Family involvement is a key feature when developing positive behavior support plans for students with special needs. School-wide positive behavioral interventions and support is a school-wide approach to helping all children learn to self-manage behaviors; however, parent/guardian involvement is really important in all aspects of PBIS.



When parents/guardians are involved, outcomes for children are better.

B. STUDENT BEHAVIOR

Vision for Behavior Supports

To create and maintain a united community that embraces the benefits of a diverse school district inclusive of all people striving toward educational excellence in which all stakeholders are welcomed, respected and honored; a safe and nurturing learning environment for all students that promotes personal responsibility, confidence and academic excellence.

Purpose for Behavioral Expectations

- To ensure that every student in Evergreen Park Schools is continuously engaged in appropriate programs of academic instruction within safe and orderly environments.
- To provide clear and explicit expectations for social behaviors within all school settings.
- To specify guidelines for teaching and encouraging social skills necessary for meeting District behavioral expectations.
- To describe explicit methods of corrective instruction and consequences for responding to behavior infractions.

Student Behavior

The goals and objectives of the District with respect to student behavior are to provide effective discipline practices that: (1) ensure the safety and dignity of students and staff; (2) maintain a positive, weapons-free, and drug-free learning environment; (3) keep school property and the property of others secure; (4) address the causes of a student's misbehavior and provide opportunities for all individuals involved in an incident to participate in its resolution; and (5) teach students positive behavioral skills to become independent, self-disciplined citizens in the school community and society. When and Where Conduct Rules Apply

- A student is subject to disciplinary action for engaging in prohibited student conduct, as described in the section with that name below, whenever the student's conduct is reasonably related to school or school activities, including, but not limited to:
- On, or within sight of, school grounds before, during, or after school hours or at any time;
- Off school grounds at a school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school;
- Traveling to or from school or a school activity, function, or event; or
- Anywhere, if the conduct interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including, but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

Prohibited Student Conduct

- The school administration is authorized to discipline students for gross disobedience or misconduct, including but not limited to:
- Using, possessing, distributing, purchasing, or selling tobacco or nicotine materials, including without limitation, electronic cigarettes.
- Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
- Using, possessing, distributing, purchasing, selling, or offering for sale:
- Any illegal drug or controlled substance, or cannabis (including marijuana, hashish, and medical cannabis unless the student is authorized to be administered a medical cannabis infused product under Ashley's Law).
- Any anabolic steroid unless it is being administered in accordance with a physician's or licensed practitioner's prescription.
- Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician's or licensed practitioner's prescription.
- Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician's or licensed practitioner's instructions. The use



or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited unless the student is authorized to be administered a medical cannabis infused product under Ashley's Law.

- Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.
- Any substance inhaled, injected, smoked, consumed, or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in tablet or powdered form.
- Look-alike or counterfeit drugs, including a substance that is not prohibited by Board Policy 7:190, Student Behavior, but one: (a) that a student believes to be, or represents to be, an illegal drug, controlled substance, or other substance that is prohibited by Board Policy 7:190; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug, controlled substance, or other substance that is prohibited by Board Policy 7:190.
- Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.
- Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they had the prohibited substance, as applicable, in their possession.
- Using, possessing, controlling, or transferring a weapon as that term is defined in the Weapons section of Board Policy 7:190, or violating the Weapons section of that Policy.
- Using or possessing an electronic paging device. Using a cellular telephone, video recording device, personal digital assistant (PDA), or other electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Prohibited conduct specifically includes, without limitation, creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device, or cellular phone. Unless otherwise banned under Board Policy 7:190, or by the building principal, all electronic devices must be kept powered-off or silenced and out-of-sight during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student's individualized education program (IEP); (c) it is used during the student's lunch period, or (d) it is needed in an emergency that threatens the safety of students, staff, or other individuals.
- Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.
- Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a District staff member's request to stop, present school identification, or submit to a search.
- Engaging in academic dishonesty, including cheating, intentionally plagiarizing, using a writing service and/or generative artificial intelligence technology in place of original work unless specifically authorized by staff, wrongfully giving or receiving help during an academic examination, altering report cards, and wrongfully obtaining test copies or scores.
- Engaging in hazing or any kind of bullying or aggressive behavior that does physical or psychological harm to a staff person or another student, or urging other students to engage in such conduct. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network, or other comparable conduct.
- Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning), and sexual assault. This does not include the non-disruptive: (a) expression of gender or sexual orientation or preference, or (b) display of affection during non-instructional time.
- Teen dating violence, as described in Board Policy 7:185, Teen Dating Violence Prohibited.
- Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's personal property.
- Entering school property or a school facility without proper authorization.
- In the absence of a reasonable belief that an emergency exists, calling emergency responders (such as calling 911); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a



- bomb or explosive device on school grounds, school bus, or at any school activity.
- Being absent without a recognized excuse; State law and Board of Education policy regarding truancy control will be used with chronic and habitual truants.
- Being involved with any public school fraternity, sorority, or secret society, by: (a) being a member; (b) promising to join; (c) pledging to become a member; or (d) soliciting any other person to join, promise to join, or be pledged to become a member.
- Being involved in gangs or gang-related activities, including displaying gang symbols or paraphernalia.
- Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism, and hazing.
- Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school.
- Operating an unmanned aircraft system (UAS) or drone for any purpose on school grounds or at any school event unless granted permission by the Superintendent or designee.
- Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

For purposes of Board Policy 7:190, the term possession includes having control, custody, or care, currently or in the past, of an object or substance, including situations in which the item is: (a) on the student's person; (b) contained in another item belonging to, or under the control of, the student, such as in the student's clothing, backpack, or automobile; (c) in a school's student locker, desk, or other school property; or (d) at any location on school property or at a school-sponsored event.

Efforts, including the use of positive interventions and supports, shall be made to deter students, while at school or a school-related event, from engaging in aggressive behavior that may reasonably produce physical or psychological harm to someone else. The Superintendent or designee shall ensure that the parent/guardian of a student who engages in aggressive behavior is notified of the incident. The failure to provide such notification does not limit the Board's authority to impose discipline, including suspension or expulsion, for such behavior.

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

Disciplinary Measures

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

1. Notifying parent(s)/guardian(s).
2. Disciplinary conference.
3. Withholding of privileges.
4. Temporary removal from the classroom.
5. Return of property or restitution for lost, stolen, or damaged property.
6. In-school suspension. The Building Principal or designee shall ensure that the student is properly supervised.
7. After-school study or Saturday study provided the student's parent/guardian has been notified. If transportation arrangements cannot be agreed upon, an alternative disciplinary measure must be used. The student must be supervised by the detaining teacher or the Building Principal or designee.
8. Community service with local public and nonprofit agencies that enhances community efforts to meet human,



educational, environmental, or public safety needs. The District will not provide transportation. School administration shall use this option only as an alternative to another disciplinary measure, giving the student and/or parent/guardian the choice.

9. Seizure of contraband; confiscation and temporary retention of personal property that was used to violate this Board Policy 7:190, or school disciplinary rules.
10. Suspension of bus riding privileges in accordance with Board policy 7:220, Bus Conduct.
11. Out-of-school suspension from school and all school activities in accordance with Board Policy 7:200, Suspension Procedures. A student who has been suspended shall also be restricted from being on school grounds and at school activities.
12. Expulsion from school and all school activities for a definite time period not to exceed two calendar years in accordance with Board Policy 7:210, Expulsion Procedures. A student who has been expelled shall also be restricted from being on school grounds and at school activities.
13. Transfer to an alternative program if the student is expelled or otherwise qualifies for the transfer under State law. The transfer shall be in the manner provided in Article 13A or 13B of the Illinois School Code.
14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, including but not limited to, illegal drugs (controlled substances), look-alikes, alcohol, or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies.

The above list of disciplinary measures is a range of options that will not always be applicable in every case. In some circumstances, it may not be possible to avoid suspending or expelling a student because behavioral interventions, other than a suspension and expulsion, will not be appropriate and available, and the only reasonable and practical way to resolve the threat and/or address the disruption is a suspension or expulsion. Corporal punishment is prohibited. Corporal punishment is defined as “a discipline method in which a person deliberately inflicts pain upon a student in response to the student’s unacceptable behavior or inappropriate language, with an aim to halt the offense.” 105 ICLS 5/22-100(a). Corporal punishment does not include the use of physical restraint as referenced in the paragraph below.

Isolated Time Out, Time Out, and Physical Restraint (RTO)

Neither isolated time out, time out, nor physical restraint shall be used to discipline or punish a student. These methods are only authorized for use as permitted by, and in compliance with, the requirements set forth in 105 ILCS 5/10-20.33, applicable State Board of Education rules (23 Ill.Admin.Code §§ 1.280, 1.285), and the District’s procedure(s).

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:

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 2012 (720 ILCS 5/24-1).

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 one or two 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 Board Policy 7:190, upon the prior request of an adult supervisor, for students in theatre, cooking, ROTC, martial arts, and similar programs, whether or not school-sponsored, provided the item is not equipped, nor intended, to do bodily harm.

Board Policy 7:190’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.

Re-Engagement of Returning Students



The Superintendent or designee shall maintain a process to facilitate the re-engagement of students who are returning from an out-of-school suspension, expulsion, or an alternative school setting. The goal of re-engagement shall be to support the student's ability to be successful in school following a period of exclusionary discipline and shall include the opportunity for students who have been suspended to complete or make up work for equivalent academic credit.

Required Notices

A school staff member shall immediately notify the office of the Building Principal in the event that he or she: (1) observes any person in possession of a firearm on or around school grounds; however, such action may be delayed if immediate notice would endanger students under his or her supervision, (2) observes or has reason to suspect that any person on school grounds is or was involved in a drug-related incident, or (3) observes a battery committed against any staff member or is subject to a battery. School grounds includes modes of transportation to school activities and any public way within 1000 feet of the school, as well as school property itself.

Upon receiving a report of (1), above, the Building Principal or designee shall immediately notify local law enforcement. In addition, upon receiving a report on any of the above (1)-(3), the Building Principal or designee shall notify the Superintendent or designee and any involved student's parent/guardian.

Upon receiving a report on any of the above (1)-(3), the Superintendent or designee shall immediately notify local law enforcement. The Superintendent or designee shall also report incidents involving battery against staff members to the Ill. State Board of Education through its web-based School Incident Reporting System as they occur during the year and no later than August 1 for the preceding school year.

Delegation of Authority

Each teacher, and any other school personnel when students are under his or her charge, is authorized to impose any disciplinary measure, other than suspension, expulsion, corporal punishment, or in-school suspension, that is appropriate and in accordance with the policies and rules on student discipline. Teachers, other certificated [licensed] educational employees, and other persons providing a related service for or with respect to a student, may use reasonable force as needed to maintain safety for other students, school personnel, or other persons, or for the purpose of self-defense or defense of property. Teachers may temporarily remove students from a classroom for disruptive behavior.

The Superintendent, building principal, or assistant building principal is authorized to impose the same disciplinary measures as teachers and may suspend students guilty of gross disobedience or misconduct from school (including all school functions) and from riding the school bus, up to 10 consecutive school days, provided the appropriate procedures are followed. The Board may suspend a student from riding the bus in excess of 10 school days for safety reasons.

The Superintendent, with input from the parent-teacher advisory committee, shall prepare disciplinary rules implementing the District's disciplinary policies. These disciplinary rules shall be presented annually to the Board for its review and approval.

Notification of Aggressive Behavior

Parents/guardians will be notified if their child engaged in behavior that, if repeated, could escalate into aggressive behavior, such as bullying. Illinois law requires school districts to notify the parent or guardian of a child who demonstrated behaviors that put him or her at risk for aggressive behavior. Board Policy 7:190, prohibits a student while at school or a school-related activity from: (1) engaging in any kind of bullying or aggressive behavior that causes physical or psychological harm to someone else, and/or (2) urging other students to engage in such conduct. Parents/guardians will also be notified of early intervention procedures.

C. BEHAVIOR INFRACTIONS AND CONSEQUENCES

LEVEL I: Acts of Misconduct (Minor Behaviors)

Level I Acts of Misconduct are minor misbehaviors that impede the orderly operation of the school program. Such misbehaviors are typically handled by individual staff members, but may require the intervention of other school support personnel.



The following list provides several examples of “minor” or “moderate” disruptions to the educational process. Level I Acts or Misconduct are not limited to the behaviors or disciplinary consequences listed below.

- Defiance/Insubordination/Non-Compliance
- Classroom disruption
- Disrespectful behavior
- Dress code violation
- Insubordination
- Inappropriate Language
- Teasing
- Minor aggressive behavior (physical or verbal)
- Misrepresentation/lying
- Minor misuse of school property
- Inappropriate use of electronic devices
- Tardies
- Other behaviors that distract from the classroom environment, or that comprise a minor or moderate disruption to the educational process that can be addressed by staff.

Possible Interventions and/or Consequences

These interventions and/or consequences aim to interrupt unsuccessful behaviors and teach skills so students can learn and demonstrate safe and respectful behavior. Teachers are encouraged to try a variety of teaching and classroom management strategies. Teachers are expected to collaborate effectively and report concerns to support staff.

- Verbal warning
- Reteaching the behavioral expectations
- Movement on the classroom management system chart
- Written Infraction
- Parent/guardian Contact
- Loss of privilege
- Student Conference
- Detention/Extended Detention
- Complete a reflection activity
- Reminders and redirection
- Student/Teacher conference
- Restitution/Restoration strategies
- PBIS Tier I - Universal Interventions
- Other disciplinary action deemed appropriate by the Administration

LEVEL II: Acts of Misconduct (Major Behaviors)

Level II Acts of Misconduct involve acts that create a significant disruption to the educational process and/or endanger the health and safety of others in the school. This conduct requires the intervention of administrative personnel because of the seriousness of infractions or because the Level I consequences failed to correct the situation(s).

The following list provides several examples of “major” disruptions to the educational process.

Level II Acts of Misconduct are not limited to the behaviors or disciplinary actions.

- Continuation of unmodified Level I Acts of Misconduct
- Gross disrespect
- Gross misconduct
- Repetitive or severe Teasing/Bullying behaviors
- Fighting/Physical aggression
- Lying/Cheating
- Abusive and/or inappropriate language
- Discriminatory language and/or actions
- Forgery



- Violation “Internet Acceptable Use” policy
- Vandalism, defacement, or destruction of school or personal property
- Theft of school property or personal property
- Unauthorized absence from class
- Threatening behavior in language and/or actions
- Other behaviors that comprise a major disruption to the educational process

Possible Interventions and/or Consequences

These interventions and/or consequences may be appropriate when supports have been put in place in the classroom to address behavior, but the behavior has become persistent and has continued to negatively influence the learning of the student and others.

- Parent/guardian contact
- Removal from class and/or activity
- Revoke privilege
- Detention/extended detention
- Student behavior contract
- Parent/Teacher/Administrator Conference
- Social probation
- Suspension
- Referral to social worker
- Student/Administrator Conference
- Referral to administrator
- Complete a reflection activity
- Refer to intervention team
- Restitution
- Police contact
- Check-In check-out for a set period of time
- Conflict resolution meeting
- Restorative conference
- Development of individualized behavior plan
- PBIS Tier II - Supplemental Interventions
- Other disciplinary action deemed appropriate by the Administration

* A Level II Act of Misconduct can be downgraded to a Level I incident, depending on the circumstances with Administrative approval.

Level III: Acts or Misconduct (Monumental Behaviors)

Level III Acts of Misconduct involve actions that are serious and require administrative action that may result in at least temporary removal of the student from the school and/or the transportation system. Those infractions that are continuation of the Level III misbehaviors require the intervention of personnel on the administrative level because the execution of the Level II disciplinary consequences have failed to correct the situation(s). Level III Acts of Misconduct may involve the intervention of law enforcement authorities and action by the Board of Education.

The following list provides several examples of “monumental” disruptions to the educational process and disciplinary options that may be used to deal with such behaviors. Level III Acts of Misconduct are not limited to behaviors or disciplinary consequences below.

- Continuation of unmodified Level II Acts of Misconduct
- Gang Affiliation and/or involvement
 - Use of gestures, dress, and /or speech to display affiliation with a gang, including any public school fraternity, sorority, or secret society (gang-related activity, gang signs, graffiti, etc.) Students should associate with peers and adults who engage in safe, respectful and responsible behavior.
- Using, possessing, distributing, purchasing, selling or offering for sale:
 - Any illegal drug, controlled substance, or cannabis (including marijuana, hashish, and medical cannabis unless



- the student is authorized to be administered a medical cannabis infused product under Ashley's Law).
- o Any anabolic steroid unless it is being administered in accordance with a physician or licensed practitioner's prescription.
 - o Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician or licensed practitioner's prescription.
 - o Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician or licensed practitioner's instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited unless the student is authorized to be administered a medical cannabis infused product under Ashley's Law.
 - o Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.
 - o "Look-alike" or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a student believes to be, or represents to be, an illegal drug, controlled substance, or other substance that is prohibited by this policy; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug, controlled substance or other substance that is prohibited by this policy.
 - o Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.
 - o Any substance inhaled, injected, smoked, consumed or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in a tablet or powdered form.
 - o Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they have prohibited substances, as applicable, in their possession.
- Using, possessing, controlling or transferring a "weapon" or violating the procedures listed below under the Weapons Prohibition section of this handbook procedure.
 - Using a cellular telephone, smartphone, video recording device, personal digital assistant (PDA), or similar electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Prohibited conduct specifically includes, without limitation, creating and sending, sharing, viewing, receiving or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device or cellular telephone, commonly known as "sexting." Unless otherwise banned under this policy or by the building principal, all cellular phones, smartphones and other electronic devices must be kept powered off and out of sight during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student's individualized education program (IEP); or (c) it is used during the student's lunch period; or (d) it is needed in an emergency that threatens the life of students, staff, or other individuals.
 - Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.
 - Behavior deemed as mob action
 - Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff members include refusing a staff member's request to stop, present school identification or submit to a search.
 - Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, altering report cards and wrongfully obtaining test copies or scores.
 - Engaging in bullying, hazing or any kind of aggressive behavior that does physical or psychological harm to a staff person or another student or encouraging other students to engage in such behavior. Prohibited conduct specifically includes, without limitation, use of any violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network or other comparable conduct
 - Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning) and sexual assault



- Engaging in teen dating violence
- Causing or attempting to cause damage to, stealing, or attempting to steal, school property or another person's personal property
- Entering school property or a school facility without proper authorization
- In the absence of a reasonable belief that an emergency exists, calling emergency responders (calling 9-1-1); signaling or setting off alarms or signals indicating the presence of a bomb or explosive device on school grounds, school bus or at any school activity.
- Being involved in a gang or engaging in gang-like activities, including displaying gang symbols or paraphernalia
- Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism and hazing.
- Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.
- Making an explicit threat on an Internet website against a school employee, a student, or any school related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school.
- Operating an unarmed aircraft system (AUS) or drone for any purpose on school grounds or at any school event unless granted permission by the building principal.
- Using or possessing Fireworks, firecrackers, incendiary or explosive devices.

Efforts, including the use of positive interventions and supports shall be made to deter students, while at school or a school related event, from engaging in aggressive behavior that may reasonably produce physical or psychological harm to someone else.

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

Possible Interventions and/or Consequences

*These are not intended to be sequential

- Alternative programs: homebound instruction, alternative placement, or other District alternatives
- Expulsion for up to two (2) calendar years
- Out of School Suspension (OSS)
- Referral to law enforcement officials
- Revocation of bus-riding privileges
- Seizure of contraband
- PBIS Tier III - Tertiary Interventions
- Other disciplinary action deemed appropriate by Administration

*A Level III Act of Misconduct can be downgraded to a Level II incident, depending on the circumstances with Administrative approval.

D. WEAPONS PROHIBITION

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

A firearm, meaning any gun, rifle, shotgun, weapon as defined by Section 921 of Title 18 of the United States Code, firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act, or firearm as defined in Section 24-1 of the Criminal Code of 1961. The expulsion period may be modified by the superintendent, and the superintendent's determination may be modified by the board on a case-by-case basis.



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.

E. DISCIPLINARY PROCEDURES

Notification Regarding Student Accounts or Profiles on Social Networking Websites

State law requires the District to notify students and their parents/guardians that school officials may not request or require a student or his or her 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 site. However, school officials may conduct an investigation and 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 Board policy. In the course of an investigation, the student may be required to share the content from their social networking site in order to allow school officials to make a factual determination.

Reporting of Aggressive Behavior

When a student engages in aggressive behavior, the school will notify the student’s parents/guardians by letter.

In-School Suspension Procedures

The Superintendent or designee is authorized to maintain an in-school suspension program. In-school suspensions require the following:

Before assigning a student to in-school suspension, the charges will explained and the student will be given an opportunity to respond to the charges;

Students assigned to in-school suspension are supervised by licensed school personnel; and

Students are given the opportunity to complete classroom work during the ISS for equivalent academic credit.

Out-of-School Suspension Procedures

An out-of-school suspension is the removal of the student from class attendance or school attendance. A student may be suspended for up to 10 school days for activities that constitute gross disobedience or misconduct.

Out-of-school suspensions require the following:

- A conference during which the charges will be explained and the student will be given an opportunity to respond to the charges before he or she may be suspended;
- 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;
- An attempted phone call to the student’s parent(s)/guardian(s);
- A written notice of the suspension to the parent(s)/guardian(s) and the student (see Board Policy 7:200, Suspension Procedures, for information that must be included in notice);
- 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; and
- 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. See Board Policy 7:200 for further information regarding suspension review.

A student serving out-of-school suspension is not allowed to be on school property, participate in extracurricular activities, or attend school-sponsored events. A student may be considered trespassing if he or she comes onto school grounds while serving an out-of-school suspension.

A student serving an out-of-school suspension will have the opportunity to obtain homework, and upon the student’s return, will have the opportunity to make up any quizzes, tests, special projects, or final exams given or due during the period of suspension, for full equivalent credit.

Expulsion Procedures



Students may be expelled from school and all school activities for a definite time period not to exceed two (2) calendar years in accordance with Board policy 7:210, Expulsion Procedures, where 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, and where it has been 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.

Expulsions require the following:

- A written request to the student's parent(s)/guardian(s) to appear at a hearing to determine whether the student should be expelled. The request shall comply with the requirements set forth in Board Policy 7:210.
- 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. The hearing shall be conducted in accordance with the requirements set forth in Board Policy 7:210.
- 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 evidence as set forth in Board Policy 7:210.
- If the Board acts to expel the student, the written expulsion decision must include the information set forth in Board Policy 7:210.
- Upon expulsion, the District may refer the student to appropriate and available support services.

Behavior Intervention Policy

In accordance with Public Act 89-191, the District developed the following Behavior Intervention Policy. A fundamental principle of this policy is that non-aversive or positive interventions designed to develop and strengthen desirable behaviors should be used to the maximum extent possible and are preferable to the use of more restrictive interventions.

The use of positive interventions is consistent with the educational goals of enhancing students' academic, social, emotional and personal growth. While positive approaches alone may not always succeed in controlling extremely inappropriate behavior, the use of more restrictive procedures should always be considered to be temporary and approached with caution and restraint. The use of restrictive interventions should maintain respect for the individual student's dignity, personal privacy and safety, and adhere to professionally accepted treatment practices.

All of the procedural protections available to students with disabilities and their parents or guardians under the Individuals With Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, the Americans With Disabilities Act, and Illinois School Code, including notice and consent where required, opportunity for participation in meetings and the right to appeal will be observed when implementing and/or developing behavioral interventions.

District policies and procedures for implementation have been developed after review and consideration of the Behavioral Intervention Guidelines developed by the Illinois State Board of Education. Those guidelines may be requested through the Illinois State Board of Education at 100 North First Street, Springfield, Illinois 62777-0001.

These procedures are designed to promote the use and maintenance of the best of professional standards and practices in the use of behavioral interventions. Specifically, the use of interventions should respect the dignity and privacy of the students while promoting learning of more appropriate behaviors. These procedures apply to those students whose disability creates a need for a behavioral management plan.

Behavioral procedures such as those designed as part of the behavioral management plan represent interventions intended to enhance the benefits the student derives from the educational setting. Specific behavioral interventions are recommended based on their level of restrictiveness. Positive and non-restrictive interventions are preferred because of the low risk of negative side effects and the high priority placed on behavior change rather than behavior control.

Positive and non-restrictive interventions may be used without the development of a written behavior management plan or inclusion in the student's Individualized Education Program (IEP).



Restrictive interventions may be appropriate in emergency situations or when less restrictive interventions have been attempted and failed (in accordance with Illinois School Code Section 24-24). For students with a behavioral management plan which does not include the use of restrictive interventions, this level of intervention should be used only after an analysis of behavior has been completed and documented, and a behavioral management plan developed and included in the student's IEP.

Restrictive interventions are intended to be used only for the minimum amount of time necessary to control the student's behavior. In addition, they should be used in conjunction with positive interventions and be replaced by less restrictive procedures as quickly as possible.

To obtain a complete copy of the District procedures please contact the Student Support Services Department at (708) 423-0959 ext. 2140.

F. MISCONDUCT BY STUDENTS WITH DISABILITIES (Board Policy 7:230)

The District shall comply with the provisions of the federal Individual with Disabilities Education Act (IDEA), its implementing regulations, the Illinois School Code, and the Illinois State Board of Education's special education rules when disciplining special education students. No student with a disability shall be expelled if the student's act of gross disobedience or misconduct is a manifestation of his/her disability. If it is determined by the IEP team that a student's gross disobedience or misconduct is not a manifestation of his/her disability, the student may be expelled from school. The student shall continue to receive special education and related services during the period of expulsion as provided for in IDEA.

A student with disabilities who has exceeded or is expected to exceed 10 days of suspension may be temporarily excluded from school by court order or by order of a duly appointed State of Illinois hearing officer, if the District demonstrates that maintaining the student in his or her current placement is substantially likely to result in injury to the student or others.

A student with a disability that qualifies for special education services, who has carried a weapon to school or to a school function or who knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function may be removed from his or her current placement. Such a student shall be placed in an appropriate interim alternative educational setting for no more than 45 days in accordance with the IDEA.

G. ISOLATED TIME OUT, TIME OUT, AND PHYSICAL RESTRAINT

Isolated time out, time out, and physical restraint shall only be used by trained staff if the student's behavior presents an imminent danger of serious physical harm to the student or others, and other less restrictive and intrusive measures were tried and proven ineffective in stopping it. The School may not use isolated time out, time out, or physical restraint as discipline or punishment, convenience for staff, retaliation, as a substitute for appropriate educational or behavioral support, a routine safety matter, or to prevent property damage in the absence of imminent danger of serious physical harm to the student or others. The use of prone restraint is prohibited.

H. SEARCH AND SEIZURE

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

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 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 Searches

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 school or District's student conduct rules. The search will be conducted in a manner that is reasonably related to its objective of the search 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.

Seizure of Property

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

Questioning of Students Suspected of Committing Criminal Activity

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

I. INTERVIEWS AND EXAMINATIONS OF STUDENTS BY DCFS

School employees shall cooperate with the DCFS to identify child abuse or neglect. For questions about DCFS access to students on school property, please contact the building principal.

J. CRISIS REMOVAL PROCEDURE

- a. The principal or designee, in an emergency, may remove a student from school, a school-related activity, or school grounds immediately based upon preliminary injury and findings that the student poses an immediate threat to self or others or may cause significant disruption or disorder as to make the student's immediate removal necessary.
- b. As a result of crisis removal, the School Resource Officer will be contacted and will escort the student(s) to the Evergreen Park police station. Once the student(s) is/are under the supervision of the School Resource Officer, the officer will follow guidelines and procedures established by the Village of Evergreen Park and the Evergreen Park Police Department.
- c. Upon imposition of a crisis removal, schools shall make a good faith effort to inform the parent/guardian immediately by telephone. Due to the nature of the implementation of this procedure, parental contact may occur after the student(s) have been escorted to the police station.
- d. A follow-up written notice of the crisis removal shall be personally delivered or mailed to the student's parent/guardian by school administration within 24 hours. The notice of the crisis removal shall contain the following written statements:



1. The specific facts about the student obtained by the principal or designee that formed the basis for the crisis removal,
2. A statement of when and under what circumstances that the student may return to school, including whether the school is requiring or recommending a threat assessment or other evaluation,
3. A statement of the disciplinary action(s) taken and/or recommended by the school, if any, and
4. A statement of a conference date, time, and place offered by the school administration to meet with the parent/guardian.

VII. EXTRACURRICULAR ACTIVITIES

A. ELIGIBILITY

All required paperwork for sports tryouts is due two days prior to tryouts. If a student has missing or has incomplete paperwork they will be ineligible to try out.

At the time of tryouts, students cannot have 2 D's or an F on a current report card and/or grade sheet. A grade sheet will be provided by the coach prior to tryouts. The grade sheet must be completed and turned in two days prior to tryouts. Students will be notified the day before tryouts if they are ineligible to attend tryouts.

At the time of tryouts, students cannot be on a Full Loss of Privileges due to behavioral actions such as, but not limited to, out of school suspension, in-school suspension or time in office.

An IHSA sports physical must be filled out completely, signed and dated by physician, parent/guardian and student in order to be eligible to tryout. The IHSA sport physical is due two days prior to tryouts.

If the IHSA sports physical is invalid, the student will be notified the day before tryouts that they are ineligible to attend tryouts.

Registration/participation form must be completed and signed by parent/guardian two days prior to tryouts. If the registration/participation form is not turned in the student will be notified the day before tryouts that they are ineligible to attend tryouts.

The Youth Sports Concussion Safety Act

The Youth Sports Concussion Safety Act requires all Illinois schools to establish and implement procedures for managing student athlete concussions and head injuries, including concussion training for coaches and other related staff, management guidelines for head injuries during sports events, and implementation of Return to Play and Return to Learn protocols. Students participating in athletics and their parent/guardian are required to acknowledge receipt of Board Policy 7:305, Student Athlete Concussions and Head Injuries, prior to the student's participation in a practice or interscholastic competition.

A student who was removed from practice or competition because of a suspected concussion shall be allowed to return only after all statutory prerequisites are completed, including without limitation, the District's Return-to-Play and Return-to-Learn protocols.

Rules and Expectations

All rules and expectations are enforced 24 hours a day for the full current academic school year.

1. The athlete will not possess or use tobacco (including chewing tobacco, e-cigarettes).
2. The athlete will not possess or use alcoholic beverages.
3. The athlete will not possess or use any illegal drug, controlled substance, or drug paraphernalia.
4. The athlete will not be involved in the theft or willful destruction of any school or personal property.
5. The athlete will not possess or use any weapons.
6. The athlete will be respectful to his superiors.



Students must attend school for at least one half day to be able to participate in after-school activities on that same day. The building administrator may waive certain absences due to unique circumstances, such as a funeral or doctor's appointment.

B. INSTRUMENTAL MUSIC PROGRAM

Students interested in playing musical instruments may participate in bands organized for elementary and middle school level students.

A limited number of instruments, primarily those which are difficult to purchase such as tubas, sousaphones, and others, are owned by the school and may be rented by students for a fee of \$25.00 per year.

Additional information concerning various methods of purchasing or renting musical instruments may be obtained from the band instructor.

C. CODE OF CONDUCT

Extracurricular activities provide meaningful educational experiences for students, however participation in extracurricular activities is voluntary. Thus, the following Code of Conduct applies to all students participating in extracurricular activities:

1. All students must abide by all regular school policies. All students and coaches/advisors must adhere to these policies during the full duration of their season including all conditioning sessions and the post-season competitions (tournaments).
2. Appropriate care must be taken of all equipment, school facilities, and properties. Students shall be held financially responsible for any damage or loss through their negligence.
3. All students shall report any injuries or illness to their respective coaches/advisors immediately upon occurrence.
4. All students are expected to attend all required practices, meetings and contests. Refusal to participate through the end of the season shall result in the loss of any awards or recognition.
5. Students who quit an activity must clear all responsibilities and obligations with the coach/advisor of that activity.
6. Participation in another sport cannot start until the previous sport season is completed.
7. Students who are under the care of a physician or other healthcare provider should speak with both their provider and the school nurse to determine safe participation.
8. All students shall abide by all Board policies, including, without limitation, Board policy 7:190, Student Behavior, and by the Code of Conduct.
9. Students who engage in any criminal activity or violations of civil law may be denied participation.
10. Students shall abide by additional rules and regulations presented normally to all members of a particular activity by the coach/advisor.

The use, possession or sale of any tobacco or alcoholic product, or of drugs not prescribed by a physician, are strictly prohibited. Violation of this policy may result in dismissal for the academic year without gaining awards of recognition. Since state law prohibits purchase and consumption of alcoholic beverages by minors, law enforcement and legal ramifications may also result.

CPR Training

A CPR training video is available on the IHSA website at <http://www.ihsa.org/Resources/SportsMedicine/CPRTTraining.aspx>. Parents/guardians and students are encouraged to view the video, which takes less than 15 minutes.

D. DISCIPLINARY PROCEDURES

A coach or advisor may indefinitely suspend a student from an extracurricular activity for misconduct. An incident of misconduct must be observed by a teacher, coach, advisor, chaperone, school administrator, school board member, a member of a law enforcement agency, or a parent/guardian of the student in violation, or be admitted by the student who committed the misconduct. In the event of any violation of these policies or rules, the following procedures will take place:



1. The coach/advisor must inform the student either verbally or in writing about any violations and the subsequent consequences. The coach/advisor will then conduct an informal hearing to allow the student to explain his or her actions.
2. The coach/advisor must contact the student's parent/guardian and building principal, either verbally or in writing, to inform them that the student is being denied participation and the reason for this sanction. The coach/advisor must also explain the appeal process.

In keeping with due process procedures, if requested by a parent/guardian, a hearing involving the student, parent/guardian, involved coach or advisor, and the building principal may be held. At that hearing, the denial of participation may be lifted or may be confirmed for a defined period of time.



Code of Conduct: Principles for Student Behavior

Progressive Discipline Behavior Matrix

EPSD 124 utilizes progressive discipline policies which are intended to promote accountability, fairness and growth by providing students with **clear expectations, consistent consequences, and opportunities for improvement**. The entire staff at D124 is committed to creating safe and engaging learning environments and building authentic connections and relationships with all students in order to help them succeed. Practicing progressive discipline allows D124 to foster an environment that supports academic achievement, personal growth and responsible behavior.

A Progressive Discipline Matrix (PDM) is a chart of consequences for specific categories of prohibited behaviors, specifying escalating consequences for more severe or repeated misbehavior.

This Code of Conduct supplements Board of Education Policies applicable to student behavior. All of the above policies are available on the D124's website at https://www.boardpolicyonline.com/?b=evergreen_park_124.

Guiding Principles:

1. Prioritize the wellbeing of every child to create a safe and equitable learning environment.
2. Educate all stakeholders on the effects of trauma-informed practices and current trends in research regarding behavior intervention and support.
3. Utilize best practices in Positive Behavior Intervention Supports (PBIS), exhausting all positive behavior interventions prior to the use of exclusionary disciplinary options.
4. Provide early, targeted, consistent, and collaborative support, to minimize the escalation of identified behavioral health symptoms.
5. Show a strong commitment to every student, regardless of race, ethnicity, gender, disability, sexual orientation, religion, citizenship status, socioeconomic status, or zip code, to provide an opportunity to receive a culturally and linguistically relevant education.
6. Make informed decisions regarding disciplinary measures using best practices for data collection, investigation procedures, documentation, and ongoing stakeholder communication

A. RESPONSIBILITIES OF STUDENTS

Responsibilities are not a substitute for rules that are included in the Code of Conduct and D124 Board Policies. However, D124 students have the responsibility to:

- Respect the rights of others.
- Respect the diversity of staff and students.
- Contribute to a safe and supportive educational environment.
- Apply their abilities and interests to the improvement of their education and advocate for positive change.
- Exercise the highest degree of self-agency and responsibility, to the best of their ability, in following the Code of Conduct while meaningfully and positively participating in building and maintaining the school community.

B. RESPONSIBILITIES OF PARENTS, GUARDIANS, AND CAREGIVERS

- Support and encourage positive behavior of their students in school, at school-sponsored activities, and on the way to and from school.
- Support students to attend school and exercise appropriate self agency, taking responsibility for themselves and their actions.
- Affirm the student's positive attitudes toward themselves, others, school, and the community at large.
- Communicate with school personnel about their students regularly.
- Recognize that the school staff has the right to enforce the policies, rules, and regulations of the district and school including the Code of Conduct.
- Engage in a positive, non-disruptive manner when visiting school(s) or interacting with school staff.
- Reinforce and keep a close watch that their student brings to school only things that are appropriate in a school setting.

C. RESPONSIBILITIES OF ADMINISTRATORS

- Create and maintain supportive school environments and promote collaborative services to improve educational outcomes for all students.
- Protect the mental health and physical well-being of all students and staff.
- Protect the legal rights of school staff, students, and parents/guardians/caregivers.
- Support school personnel in the fulfillment of their disciplinary responsibilities as defined by the Code of Conduct and individual school-based rules, by the provision of training on the Code to administrators, teachers, and other school staff.
- Develop and implement preventive and positive disciplinary policies in cooperation with students, parents/guardians/caregivers, and teachers.
- Demonstrate understanding and concern for the individual students and his or her needs, including referring students for special education evaluations in compliance with the requirements of state and federal special education law.
- Contact and involve parents/guardians/caregivers in dealing with disciplinary matters.
- Inform the community, students, parents/guardians/caregivers, and school staff about policies relating to student conduct.

- Collect the appropriate information on student conduct and interventions, and provide the proper information to all stakeholders in alignment with applicable law.

RESPONSIBILITIES OF TEACHERS

- Maintain a safe and supportive learning environment for all students.
- Model qualities of competency, creativity, self-management, and promote self agency and respect for students.
- Respect each student as a person and maintain professional ethics in relationships with fellow teachers, administrators, and school personnel to support all students.
- Demonstrate understanding and concern for the individual students and their needs, including referring students for special education evaluations in compliance with the requirements of state and federal special education law.
- Inspire students to have a desire for personal growth.
- Remain informed about latest professional development training on cultural and linguistically sustaining practice, de-escalation strategies, transformational social and emotional learning, restorative practices, progressive discipline, and alternatives to exclusion.
- Uphold the policies, rules, and regulations of the School Committee and Code of Conduct, including the use of preventive and positive disciplinary practices in partnership with students, parents/guardians/caregivers, and administrators.
- Record data on student conduct as required by the administration.

Bullying, Harassment, and Intimidation

D124 is committed to providing a safe, nurturing, and respectful educational environment where the worth and dignity of individuals are valued and their safety and rights are protected. Behaviors that compromise this environment, interfere with school operations, or are otherwise contrary to the basic mission of our public schools will not be tolerated.

The school system takes a proactive approach to educating students and staff on what bullying is, what it looks like, and what should be done if it is suspected. Bullying, harassment, or intimidation exists when there is a sufficiently severe action or persistent, pervasive pattern of actions or statements, directed at an identifiable individual or group.

Students who believe that they have been subject to bullying, harassment, and/or intimidation or who have knowledge of employees or students who may be engaging in bullying, harassment, and/or intimidation are encouraged to immediately report the problem to the D124 Nondiscrimination Coordinator, Title IX Coordinator, Building Principal, Assistant Building Principal, a 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 above named officials or any staff member.

Bullying and harassment may also be reported via [Safe2Help Illinois](#) - Safe2Help Illinois offers students a safe, confidential way in which to share information that might help prevent suicides, bullying, school violence or other threats to school safety.

Browse more [D124 Bullying, Harassment, and Intimidation resources](#)

Cross Reference: Board Policy 2:270 Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited, Board Policy 7:20 Harassment of Students Prohibited, and Board Policy 7:180 Prevention of and Response to Bullying, Intimidation, and Harassment. (https://www.boardpolicyonline.com/?b=evergreen_park_124).

Positive Behavior Interventions Supports (PBIS)

EPSD 124 recognizes the effectiveness of restorative approaches and other progressive disciplinary measures that build positive relationships. These interventions are a shift away from overly harsh and punitive disciplinary responses. Instead, they educate students about the harm caused by their actions while seeking to reunite them with the school community.

Note: Interventions should be monitored for a decrease in behavior outcomes as it is the ultimate goal to ensure the target behavior decreases as a result of implementation.

Sample Intervention List: (For additional strategies please visit [PBIS World](#))

Tier 1 Interventions	Tier 2 Interventions	Tier 3 Interventions
• Verbal Correction • Reminders/Redirection • Written Reflection/Apology • Seat Change • Parent/Guardian Contact by Teacher • Daily Progress Sheet for Behavior • Teacher Buddy System • Peer Buddy System • SEL Curriculum (reteaching) • Classroom System for Positive Reinforcement • De-escalation Strategies • Restorative Approaches	• Check In/Check Out • Change in Schedule/Class • Behavior Contract • Conflict Resolution • Peer Mediation • Peer Mentoring • Adult Mentoring • Referral to Student Support Team • Restorative Approaches • Referral for Social Work Services • Parent/Guardian Conference • 2 by 10 Strategy (Positive Adult Partnerships) • Detention • In-School Suspension	• Check In/Check out • Peer Mediation • Referral to school-based health or mental health clinic • Conflict resolution led by or under supervision • Referral for substance abuse counseling • Parent/Guardian Conference • Restorative approaches including community conferencing or mediation led by or under supervision a trained adult • In-School Suspension • Referral for IEP or 504 • Development of Functional Behavior Assessment (FBA)

Students with Disabilities

EPSD 124 is committed to eliminating the disparate impact of discipline on students with disabilities. Additional steps must be taken when students with disabilities, including those with Individualized Education Programs (IEPs) and Section 504 Plans, are disciplined. The Code of Conduct requires administrators and school staff to follow all Board policies and state and federal laws concerning the discipline of students with disabilities, including procedures for determining manifestation (whether the behavior is linked to a student's disability), conducting Functional Behavioral Assessments (FBA), and developing Behavioral Intervention Plans (BIP). If a student with an IEP or 504 Plan is assigned exclusionary disciplinary (suspension or expulsion) of more than ten consecutive school days or a series of removals totaling more than ten school days in one school year, the IEP or Section 504 team must meet within ten school days for a manifestation determination meeting. For more information please visit the district's [Response to Student Behavior Guidelines](https://www.boardpolicyonline.com/?b=evergreen_park_124) and the [district website](https://www.boardpolicyonline.com/?b=evergreen_park_124).

Cross Reference: Board Policy 7:230 Misconduct by Students with Disabilities. (https://www.boardpolicyonline.com/?b=evergreen_park_124).

In-School Suspension Procedures

1. Before assigning a student to in-school suspension, the charges will be explained and the student will be given an opportunity to respond to the charges.
2. Students serving in-school suspensions will be supervised by licensed school personnel.
3. Students serving in-school suspensions will be given the opportunity to complete classroom work during the in-school suspension for equivalent academic credit.
4. The principal shall call and provide written notification to the parents/guardians of the in-school suspension.
5. After ten days of cumulative in-school suspension, the parent/guardian and principal shall confer.
6. Middle School students assigned to in-school suspension will not be allowed to participate in extracurricular activities on the date(s) in which the student is assigned. Elementary School student's participation in extracurricular activities when assigned to in-school suspension will be determined by the school principal.
7. Each school will implement a behavior program of positive interventions to address the causes of behavior that resulted in the student's assignment to in-school suspension.

Cross Reference: Board Policy 7:200 Suspension Procedures. (https://www.boardpolicyonline.com/?b=evergreen_park_124).

Out-of-School Suspension Procedure

1. Before assigning a student to an out-of-school suspension, a conference will be held during which the charges will be explained and the student will be given an opportunity to respond.
2. A pre-suspension conference is not required, and the student may 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, notice and a conference will follow as soon as practicable.

3. The school principal will attempt to call the student's parent(s)/guardian(s).
4. The school principal shall provide the student's parent(s)/guardian(s) with written notification of the out-of-school suspension including the information required pursuant to Board Policy 7:200 Suspension Procedures.
5. A summary of the notice will be given to the Board by the Superintendent or her designee.
6. Upon reentry to school, the school principal shall confer with the student and the parents/guardians.
7. After ten days of cumulative out-of-school suspension, the student, the student's parents/guardians, and the principal shall confer.
8. The student's school of current enrollment shall provide appropriate and available supports services to the student during the period of out-of-school suspension.
9. Students assigned to out-of-school suspension will not be allowed to participate in extracurricular activities on the date(s) on which the out-of-school suspension is assigned.
10. Each school will implement a behavior program of positive interventions to address the causes of behavior that resulted in the student's assignment to out-of-school suspension.

Cross Reference: Board Policy 7:210 Expulsion Procedures. (https://www.boardpolicyonline.com/?b=evergreen_park_124).

Level Considerations: In cases where a range of possible levels of response is indicated, administrators should use the lowest level of response that is appropriate for the behavior, and limit the duration of suspensions, expulsions, and alternative settings/placements to the fewest days necessary to achieve the disciplinary goal. The circumstances of the incident, the student's age, grade, developmental level, disability status, intentionality, and prior infractions should be taken into consideration.

If a student continues behaviors, the student may be moved to the next level of consequences. ALL events are to be properly documented in the school based disciplinary management system (i.e. PowerSchool/SWIS)

NOTE: Consequences will progress if a student intentionally avoids serving their assigned consequence.

NOTE: Each teacher, other licensed educational employee, and any other person providing a related services for or with respect to a student, is authorized to maintain discipline consistent with Board policy and school rules, provided that suspensions and expulsions may only be imposed by the Superintendent or her designee and expulsions may be authorized only by the Board of Education. Teachers may remove students from a classroom for disruptive behavior. Parents have the right to request review out-of-school suspensions by the Board of Education or a hearing officer appointed by the Board of Education. Parents do not have the right to request review of detentions or in-school suspensions. Students will be required to serve consequences assigned for violations of this Code of Conduct.

Level 1: Minor Acts of Misconduct	Level 2: Major Acts of Misconduct	Level 3: Monumental Acts of Misconduct
Level 1 Acts of Misconduct are minor misbehaviors that impede the orderly operation of the school program. Such misbehaviors are typically handled by individual staff members, but may require the intervention of other school support personnel.	Level 2 Acts of Misconduct involve acts that create a significant disruption to the educational process and/or endanger the health and safety of others in the school. This conduct requires the intervention of administrative personnel because of the seriousness of infractions or because the Level 1 consequences failed to correct the situation(s).	Level 3 Acts of Misconduct involves actions that are serious and require administrative action that may result in at least temporary removal of the student from the school and/or the transportation system. Those infractions that are continuation of the Level 3 misbehaviors require the intervention of personnel of the administrative level because the execution of the Level 2 disciplinary consequences have failed to correct the situation(s). Level 2 Acts of Misconduct may involve the intervention of law enforcement authorities and action by the Board of Education

Level 1 Acts of Misconduct (Minor):

These are behaviors that are minor incidents that have continually repeated in the classroom and are managed by staff.

Level 1 Acts of Misconduct	1st Offense	2nd Offense	3rd Offense	4th Offense
● Defiance/Insubordination/ Non-Compliance ● Classroom disruption ● Disrespectful behavior ● Insubordination ● Dress Code Violation ● Inappropriate Language ● Teasing ● Minor aggressive behavior (physical or verbal) ● Misrepresentation / lying ● Minor Misuse of school priority ● Inappropriate use of electronic devices ● Tardies ● Other behaviors that comprise a major disruption to the educational process	-Parent contacted by teacher (Phone) - AND -Lunch detention - AND -Restorative conversation with teacher and student (<i>led by teacher</i>)	-Parent contacted (phone) by teacher/team - AND -1-hour detention - AND -Restorative conversation with teacher, student and dean (<i>led by teacher or dean</i>)	-Parent contacted (phone) by teacher/team - AND -Two 1-hour detentions - AND -Restorative conversation with teacher, student and social worker (<i>led by teacher/social worker</i>) -Meeting with the Dean and a behavior contract	-Parent contacted (phone) by teacher/team - AND -Team meeting with student, parents and admin - AND -3 hour Wednesday detention - AND -Restorative conversation with teacher, student and social worker (<i>led by teacher/social worker</i>) *Transitions to Level 2 **3-hour is the cap for tardies to class & IDs (Reset each week)

Level 2 Acts of Misconduct (Major):

These are behaviors that are major office referrals that are considered lower level major incidents. They are a continuation of unmodified Level 1 Acts of Misconduct. These behaviors will be handled by an administrator, but may be able to wait (not immediate).

Level 2 Acts of Misconduct	1st Offense	2nd Offense	3rd Offense	4th Offense
- Continuation of unmodified Level I Acts of Misconduct - Gross disrespect - Gross misconduct - Repetitive or severe Teasing/Bullying behaviors - Fighting/Physical aggression - Lying/Cheating - Abusive and/or inappropriate language - Discriminatory language and/or actions - Forgery - Violation "Internet Acceptable Use" policy - Vandalism, defacement, or destruction of school or personal property - Theft of school property or personal property - Unauthorized absence from class - Threatening behavior in language and/or actions - No Contact Contract Violation Other behaviors that comprise a major disruption to the educational process	-Parent contacted by administration -In school suspension(s) -Restorative conversation with teacher and student (<i>led by teacher</i>)	-Parent contacted by administration -In school suspension(s) -Restorative conversation with teacher, student and dean (<i>led by teacher or dean</i>)	-Parent contacted by administration -Combination of out-of-school and in-school suspensions -Restriction of school privileges -Restorative conversation with teacher, student and social worker (<i>led by administration</i>)	-Parent contacted by administration -Combination of out-of-school and in-school suspensions -Referred for interventions and Functional Behavioral Assessment For offenses beyond the 4th offense, it now becomes a continuation of Level 2 Acts of Misconduct and progresses to Level 3

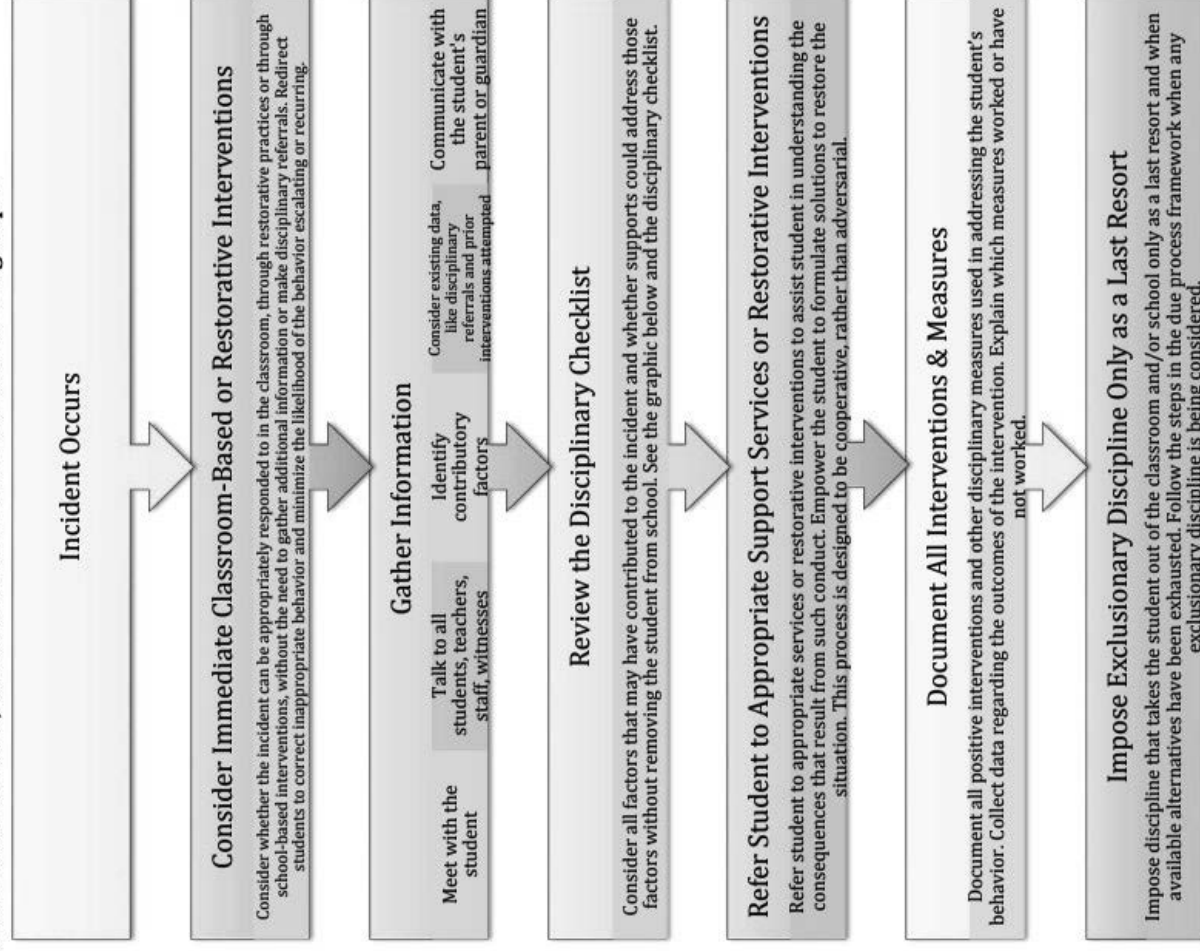
Level 3 Acts of Misconduct (Monumental):

These are behaviors that are major office referrals that are considered higher level major incidents. These behaviors will be handled by an administrator immediately.

Level 3 Acts of Misconduct	1st Offense	2nd Offense	3rd Offense
<u>Continuation of unmodified Level II Acts of Misconduct</u> • Gang Affiliation and/or involvement • Using, possessing, distributing, purchasing, selling or offering for sale: including but not limited to any illegal drugs, drug paraphernalia, steroids, inhalant, etc. • Using, possessing, controlling or transferring a “weapon” or violating the procedures listed under the Weapons Prohibition section of this handbook procedure. • Using a cellular telephone, smartphone, video recording device that disrupts the educational environment or violates the rights of others • Using or possessing a laser pointer • Behavior deemed as mob action • Disobeying rules of student conduct or directives from staff members or school officials. • Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, altering report cards and wrongfully obtaining test copies or scores. • Engaging in bullying, hazing or any kind of aggressive behavior that does physical or psychological harm to a staff person or another student or encouraging other students to engage in such behavior. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network or other comparable conduct • Engaging in any sexual activity • Engaging in teen dating violence • Causing or attempting to cause damage to, stealing school property/person’s personal property. • Entering school property without proper authorization. • In the absence of a reasonable belief that an emergency exists, calling emergency responders (calling 911); signaling or setting off alarms or signals indicating the presence of a bomb or explosive device on school grounds • Being involved in a gang or engaging in gang-like activities, incl. displaying gang symbols/paraphernalia. • Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism and hazing. • Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property. • Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel • Operating an unarmed aircraft system (AUS) or drone for any purpose on school grounds or	-Parent contact by administration AND -Restorative Conversation with teacher, student and social worker <i>(led by administration)</i> AND -Combination of out-of-school and in-school suspensions AND -Referred for intervention AND -Notify law enforcement whenever the conduct involves criminal activity	-Parent contact by administration AND -Restorative Conversation with teacher, student and social worker <i>(led by administration)</i> AND -Combination of out-of-school and in-school suspensions AND -Referred for interventions AND -Notify law enforcement whenever the conduct involves criminal activity	-Parent contact by administration AND -Restorative Conversation with teacher, student and social worker <i>(led by administration)</i> AND -Combination of out-of-school and in-school suspensions AND -Potential for recommendation to Board of Education for Alternative Placement/Expulsion AND -Additional learning/courses related to the act of misconduct AND -Notify law enforcement whenever the conduct involves criminal activity

at any school event unless granted permission by the building principal. • Using or possessing Fireworks, firecrackers, incendiary or explosive devices.			
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If there is an incident, our district or school takes the following steps:



CMS Late Work Policy

Purpose

The purpose of this policy is to ensure that students complete all required assignments in a timely manner and receive the support needed to stay current with coursework. This process also provides clear communication with students and families regarding missing assignments

This policy establishes clear, building-wide expectations and procedures for addressing missing assignments. The policy promotes consistent practices among teams and teachers, provides structured support for students to complete work, and helps minimize punitive academic practices while maintaining accountability for learning.

Completion of Late Work

- All late or missing assignments must be completed before the associated summative assessment.
- Students with 1-2 missing assignments will have time during advisory and/or lunch study sessions to complete this work.
- Students with three (3) or more missing assignments throughout all classes (core, specials, and PE) will be assigned to Homework Haven until all missing work is completed.
-

Homework Haven Attendance

- Students assigned to Homework Haven are required to attend until all missing assignments are completed.
- Homework Haven must be attended daily, either in the morning or the afternoon.
- Students assigned to Homework Haven who fail to attend will receive a detention.

Note: Students who have been absent will be given time to complete assignments in accordance with the number of school days missed prior to being assigned to Homework Haven.



This image shows a full page of blank, lined paper. It features approximately 20 evenly spaced horizontal grey lines across its entire width, providing a guide for handwriting or typing. The paper itself is a clean, off-white color.

