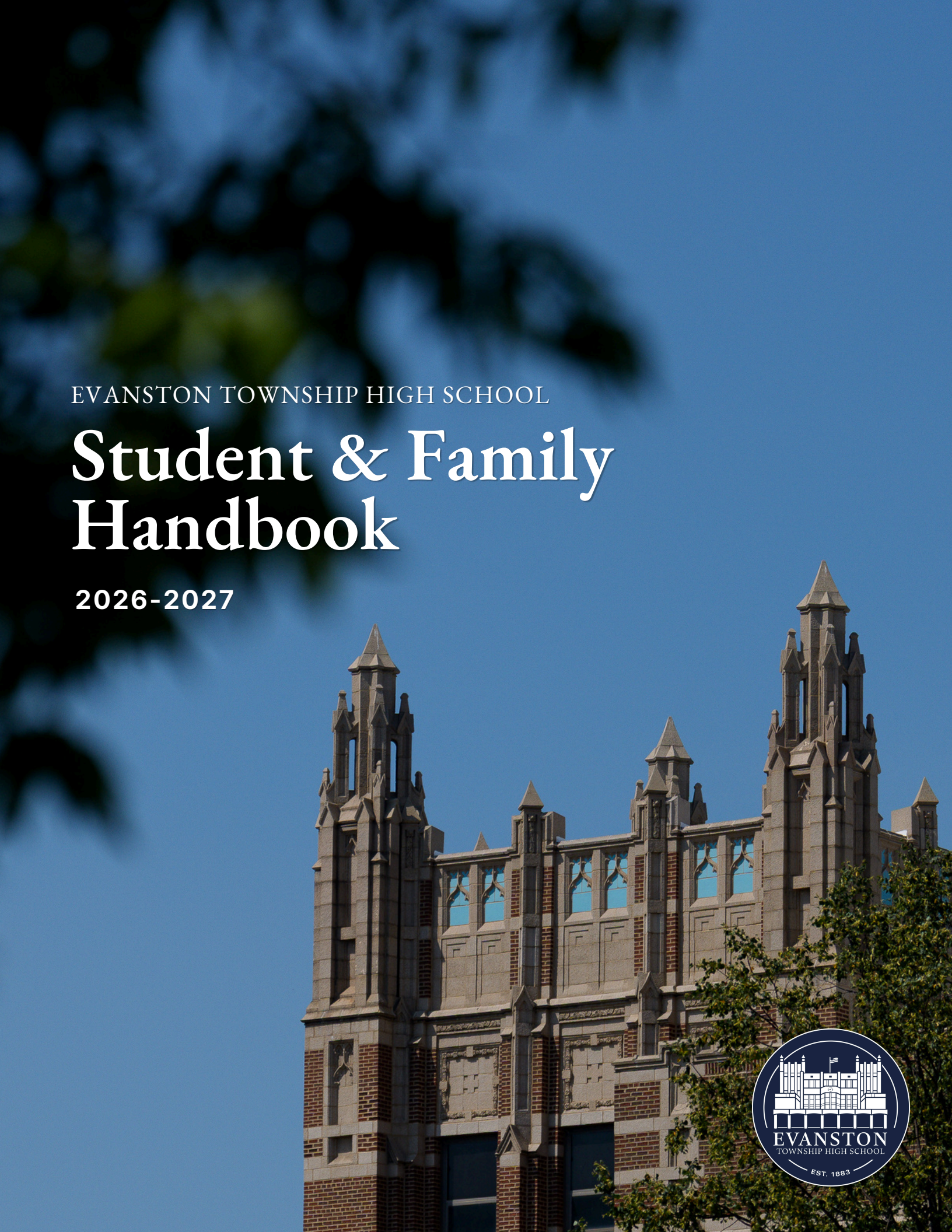
EVANSTON TOWNSHIP HIGH SCHOOL

# Student & Family Handbook

2026-2027



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**Dear Students & Families:**
Welcome to the 2026-27 school year at Evanston Township High School.

The Student & Family Handbook is designed to be a practical resource for students and families. It includes information about academics, attendance, school operations, behavior expectations, safety, student rights, and the programs and supports available at ETHS. We encourage you to review the handbook at the beginning of the school year and refer to it throughout the year when questions arise.

The handbook summarizes district policies, procedures, and legal requirements. It does not replace Board of Education policies or administrative procedures, which may be updated from time to time. If policies or procedures change during the school year, the district will communicate those changes through appropriate school and District communications. If there is any difference between information in this handbook and the District's Board Policy Manual, the Board Policy Manual is the authoritative source.

We want students and families to have the information they need to navigate high school successfully. If you have questions about something in the handbook, please reach out to the appropriate school or district office for assistance.

We look forward to the year ahead and to continuing our work together to support every ETHS student.

With Wildkit Pride,

**Dr. Marcus Campbell**
Superintendent

**Dr. Quiana McNeal**
Assistant Superintendent/Principal

*Every Kit Counts.*

# Attendance

Regular attendance is essential to student success and engagement in our school community. Students are expected to attend all classes each day, arrive on time, and remain in class for the full instructional period. Consistent attendance supports academic achievement, meaningful participation in school life, and the development of habits that prepare students for college, careers, and future responsibilities.

**Students are responsible for:**

- Attending all scheduled classes each day.
- Arriving to class on time and prepared to learn.
- Communicating with teachers when absences occur.
- Completing missed assignments and coursework.

Regular attendance is required by state law. Students must attend all scheduled classes. Attendance is closely monitored. Multiple absences can affect grades, eligibility for extracurriculars, and academic progress.

## Types of Absences

A parent/guardian must notify the Attendance Office when a student is absent. Whenever possible, families should report absences before the start of the school day. ETHS may request documentation to verify the absence. Learn how to report an absence at **eths202.org/ReportAbsence**.

| Excused Absence | Unexcused Absence |
|---|---|
| Absences are considered excused when they are reported by a parent/guardian with school-approved reasons, such as:<br>• Illness or medical appointments<br>• Religious observance<br>• Family emergencies<br>• Death in immediate family<br>• Court appearances<br>• Mental health (5 days)<br>• Chronic illness with medical documentation<br>• School-related absences (e.g. field trips, college visits, school activities/events)<br>• Civic event | Absences are considered unexcused when a student misses a scheduled class and:<br>• The reason doesn't meet school guidelines<br>• No contact is made by a parent/guardian to report the absence within 72 hours<br>• Student misses class or leaves school without permission<br>• Student is on campus and not in scheduled classes<br>• A false report is made by someone other than a parent/guardian or authorized adult<br>• Extended absences for non-medical reasons |

# Partial Absences

**Student Arriving Late**
If a student will arrive late to school for an approved reason, a parent/guardian must notify the Attendance Office by 7:00am on the day of the late arrival. After the late arrival is reported and approved, the student will receive a digital Late Arrival Pass. The student must scan the pass upon arriving at school. The pass is valid for 15 minutes before and after the approved arrival time. Students who arrive outside of the approved window may be directed to the Attendance Office.

**Student Leaving School Early**
Students may not leave school early without parent/guardian notification and approval through the Attendance Office. If a student needs to leave school early, a parent/guardian must notify the Attendance Office by 7:00am on the day of the early departure. After the early departure is reported and approved, the student will receive a digital Leave Early Pass, valid for 15 minutes before and after the scheduled departure time. Please note: The Attendance Office does not call students out of class for early departures. Students are responsible for monitoring their scheduled leave time and checking out appropriately.

If the student is expected to return to school later that day, the scheduled return time will also appear on the pass. If a student does not return to school as planned, the absence will be marked unexcused. If a student leaves school, e.g. during a lunch block, without following these procedures, the absence will be marked unexcused.

**Going Home Sick**
Students who become ill during the school day should report to the Nurses' Office. If the nurse determines that a student should go home, the nurse will coordinate with the student and parent/guardian regarding dismissal procedures. Unless an injury or illness prevents it, students must have a pass to enter the Nurses' Office. Students who leave the building due to illness without reporting to the Nurses' Office and without parent/guardian approval through the Attendance Office will receive an unexcused absence.

# Extended Absences

When an extended absence is anticipated, families should notify ETHS as soon as possible. Families may be asked to provide supporting documentation regarding the nature and duration of the absence.

**Medical Absence/Hospitalization**
To report an extended medical absence or hospitalization, a parent/guardian should contact the Nurses' Office at (847)424-7260 or nurses@eths202.org. A Medical Certification Form may be required and must be completed and signed by the student's physician. After required documentation is received and approved, the student may be eligible for home/hospital instructional services. In these cases, the Student Services Department will contact the family directly to coordinate services.

**Planned Absences**
Families are strongly encouraged to plan vacations, travel, and other extended absences around Fall, Winter, Spring, and Summer Breaks. Extended absences during the school year can result in missed instruction and may affect a student's academic progress.

To report a planned extended absence, a parent/guardian should submit the absence through Campus Parent. Please note that absences for planned travel or other non-medical reasons are not coded as excused absences. Students are responsible for completing any missed assignments and staying current with course expectations. ETHS does not reschedule Semester Exams for planned absences or other non-medical reasons.

# Tardies

Students are expected to arrive to every class on time, every day. A student is considered tardy if they are not in the classroom or designated location when the bell rings at the start of the block. Tardies are recorded by class period. Students are provided a 10-minute passing period between classes Tuesdays-Fridays, and a 5-minute passing period on Mondays, to travel to their next classroom and arrive on time. Student attendance records may be viewed online via the Campus Parent and  Campus Student portals.

ETHS recognizes that attendance concerns can have different causes and that students may need different types of support. Our goal is to address concerns early, provide meaningful intervention, and help students build the accountability, responsibility, and time-management skills they need to be successful in high school and beyond.

**Tardy Accumulation**
Tardies accumulate throughout the school year. Each tardy is recorded as part of a student's attendance record and counts toward the thresholds for attendance interventions. As tardies accumulate, students may be assigned additional supports, interventions, or consequences based on the level and persistence of the concern. Tardies may only be cleared through a Tardy Improvement Plan established by a member of the student's support team, such as a Dean, Counselor, or Attendance Advocate. Note: Tardies begin at zero at the start of each school year and do not carry over from one school year to the next.

**Tardy Interventions and Loss of Privileges**

ETHS uses a progressive, individualized approach to addressing patterns of tardiness. The goal is to identify concerns early, provide appropriate support, and help students develop the skills and habits needed for consistent, on-time attendance. When a student develops a pattern of tardiness, the school may work with the student to identify barriers to arriving on time and develop a Tardy Improvement Plan with specific, achievable attendance goals. The plan may include specific attendance goals, check-ins with a staff member, strategies to improve transitions, or other appropriate supports.

### Early Attendance Support

When a student begins to develop a pattern of tardiness, the student and their parent/guardian may be notified. Students and families are encouraged to review the student's attendance record, identify factors contributing to late arrivals, and work with the student's support team to address the concern. Students whose tardiness continues to affect their attendance, learning, or participation in school may be assigned a Student Support Champion when appropriate.

### Tardy Improvement Plan

Students whose tardiness continues despite earlier supports and interventions may be required to participate in a Tardy Improvement Plan. The plan provides a more structured approach to improving attendance and may include identified barriers, clear expectations, measurable goals, specific supports and strategies, and regular progress monitoring. The plan may be developed by a member of the student's support team, including a Dean, counselor, Attendance Advocate, or Student Support Champion.

At this level, your student may be subject to one or more of the following interventions, based on their individual attendance pattern and needs:

- Tardy Reflection Paper
- Targeted conference and attendance goal-setting
- Regular check-ins with a Student Support Champion or other designated staff member
- Detention
- Restorative conference
- Additional targeted supports based on identified barriers
- Loss of privileges, at the Dean's discretion

These interventions are designed to provide both accountability and support while helping students develop stronger attendance habits.

### Loss of Privileges – Tardy

Continued tardiness despite attendance supports and interventions may result in a temporary loss of school privileges. Loss of privileges is an accountability intervention intended to reinforce the importance of regular, on-time attendance and help students understand how their choices can affect the opportunities available to them.

Decisions regarding Loss of Privileges will be based on the student's attendance pattern, individual circumstances, interventions provided, and progress. There is no automatic number of tardies that results in Loss of Privileges.

When subject to a Loss of Privileges, students:

- May not attend non-academic, school-sponsored events, including games and dances.
- May not leave campus during lunch or Independent Learning Blocks.

Privileges may be restored when a student demonstrates sustained improvement, serves any assigned detentions, and meets the attendance expectations established through their Tardy Improvement Plan.

Students and families will be notified when a Loss of Privileges consequence is assigned and will receive information about the steps needed to restore privileges. Students should contact their grade-level Dean with questions about their attendance status or Tardy Improvement Plan.

**Late Entry**
An unexcused Late Entry occurs when a student arrives at school so late that joining instruction would be disruptive. Students assigned to Late Entry will be redirected to a supervised location where staff can check in with them, provide support, and help address barriers to arriving at school on time. Students will transition to their next class at the start of the following block. Late Entry procedures apply only to students entering or re-entering the building after the timeframes listed below.

| Late Entry Timeframes | |
|---|---|
| Wildkit Monday Schedule (33-Minute Blocks) | Students arriving more than 15 minutes late to school will be assigned a Late Entry. |
| Blue/Orange Day Schedule | Students arriving more than 30 minutes late to school will be assigned a Late Entry. Students reentering the building more than 30 minutes late after lunch blocks will be assigned a Late Entry. |

# Missed Classwork & Assignments

Students who are absent from class, whether the absence is excused or unexcused, are expected to complete missed assignments, projects, and assessments. Students are responsible for communicating with their teacher(s), checking for missed work, and arranging make-up times for exams, quizzes, labs, and other in-class assessments as required.

**Work Assigned Prior to an Absence**
Assignments that were assigned before an absence and are due on the day of the absence remain due at the next scheduled class meeting, unless otherwise determined by the teacher.

**Work Assigned During an Absence**
Students generally have one class meeting for each class meeting missed to complete work assigned during the absence. The make-up period begins when the student next attends that class and continues through the following scheduled class meeting. For example:

- **Wildkit Monday:** If a student misses Block 4 on a Monday, their next Block 4 class is on Wednesday. Work assigned during the Monday absence is generally due at the following Block 4 meeting on Friday. Similarly, if a student misses Block 1 on a Monday, their next Block 1 class is on Tuesday, and work assigned during the Monday absence is generally due at the following Block 1 meeting on Thursday.

- **Orange & Blue Days:** Work assigned during a missed class on an Orange or Blue Day is generally due at the following scheduled meeting of that course after the student returns. For example, if a student misses Block 1 on Tuesday and returns to that class at its next meeting on Thursday, the missed work is generally due at the following Block 1 meeting on Monday. Similarly, if a student misses Block 2 on a Friday and returns to class on Monday, the missed work is generally due on the following Wednesday.

Students should also refer to their teacher's syllabus for course-specific late work and make-up work guidelines. Teachers may adjust deadlines based on:

- The length of the absence
- The complexity of the assignment
- Student accommodations
- Extenuating circumstances

Students are expected to take responsibility for staying current with their coursework and are encouraged to communicate proactively with their teachers about missed work.

## Absences & Extracurricular Participation

Attendance in class is required for participation in extracurricular activities, including athletics, clubs, performing arts, and other school-sponsored activities. Students who are absent for more than half of their scheduled classes on the day of an activity (e.g., game, practice, performance, or meeting) may not be eligible to participate that day. Students must be in attendance for at least 50% of the school day to participate in extracurricular activities or have prior approval from the Principal. Exceptions may be made by the coach or activity sponsor for the following circumstances:

- A pre-approved medical absence
- A death in the student's family

If a student is absent from school on the Friday before a Saturday activity, the student may not be permitted to participate on Saturday. Final participation decisions are made by the coach or activity advisor.

## Truancy

Students enrolled at ETHS are required by Illinois state law to attend school each day school is in session until age 17, except as otherwise provided by law. Under state law, a student is considered truant when they are absent from school or class without a valid cause for all or part of a school day. A student becomes a chronic or habitual truant when they are absent without valid cause for 5% or more of the school year.

When patterns of unexcused absences or attendance concerns are identified, the school will contact families and implement appropriate interventions and supports. A student who is absent six (6) or more days in four (4) or more class blocks may be referred to the Cook County Truancy Office for further review in accordance with district attendance procedures and applicable state requirements.

A student age 17 or older who is identified as a chronic truant may be subject to a truancy petition and may be withdrawn from school for up to one semester. Students under the age of 17 who are identified as chronic truants may also be subject to a truancy petition. In either case, the student will be referred to the Community Accountability Board (CAB) and will be expected to follow CAB recommendations. Failure to comply with CAB recommendations may result in a truancy ticket issued to the student and family.

| | |
|---|---|
| Working Together: **Attendance** | ETHS is committed to keeping families informed about student attendance. Parents/guardians are encouraged to regularly review their student's attendance through Campus Parent, discuss attendance concerns with their student, and communicate with the student's support team when additional support may be needed. To ensure timely notifications regarding unexcused absences, families should keep all contact information up to date in Campus Parent. |

# School Operations

This section of the Student Handbook helps students understand the routines, procedures, and resources that support a successful school day at ETHS. From knowing when and where to be in the building to understanding lunch, transportation, lockers, technology, and student identification requirements, these guidelines are intended to help students navigate campus confidently, responsibly, and safely. Students are expected to familiarize themselves with these procedures and follow them throughout the school year.

## Bell Schedules

ETHS operates on a rotating block schedule designed to support deeper student learning, reduce the number of transitions in a day, and allow more time for hands-on activities, collaboration, and focused academic support.

All regular bell schedules at ETHS begin with AM Support at 8:00am, where teachers are available in their classrooms to provide academic support, answer questions, and offer help or review. Classes begin at 8:30am on regular school days. ETHS rotates between three primary bell schedules. At times during the school year, ETHS follows a special bell schedule to accommodate events like early dismissals, late arrivals, or final exams. These adjusted schedules are shared in advance and posted online to help students and families plan accordingly.

| Wildkit<br>Monday | Orange Day<br>*Tuesday* | Blue Day<br>*Wednesday* | Orange Day<br>*Thursday* | Blue Day<br>*Friday* |
|---|---|---|---|---|
| **AM Support**<br>8:00am–8:25am | **AM Support**<br>8:00am–8:25am | **AM Support**<br>8:00am–8:25am | **AM Support**<br>8:00am–8:25am | **AM Support**<br>8:00am–8:25am |
| **Block 1**<br>8:30am–9:03am | **Block 1**<br>8:30am–9:55am | **Block 2**<br>8:30am–9:55am | **Block 1**<br>8:30am–9:55am | **Block 2**<br>8:30am–9:55am |
| **Block 2**<br>9:08am–9:41am | | | | |
| **Block 3**<br>9:46am–10:19am | **Block 3**<br>10:05am–11:30am | **Block 4**<br>10:05am–11:30am | **Block 3**<br>10:05am–11:30am | **Block 4**<br>10:05am–11:30am |
| **Block 4**<br>10:24am–10:57am | | | | |
| **Block 5A**<br>11:02am–11:35am | **Block 5A**<br>11:40am–1:05pm | **Block 6A**<br>11:40am–1:05pm | **Block 5A**<br>11:40am–1:05pm | **Block 6A**<br>11:40am–1:05pm |
| **Block 5B**<br>11:40am–12:13pm | **Block 5B**<br>12:30pm–1:55pm | **Block 6B**<br>12:30pm–1:55pm | **Block 5B**<br>12:30pm–1:55pm | **Block 6B**<br>12:30pm–1:55pm |
| **Block 6**<br>12:18pm–12:51pm | **Block 7**<br>2:05pm–3:35pm | **Block 8**<br>2:05pm–3:35pm | **Block 7**<br>2:05pm–3:35pm | **Block 8**<br>2:05pm–3:35pm |
| **Block 7**<br>12:56pm–1:29pm | | | | |
| **Block 8**<br>1:34pm–2:07pm | **Dismissal**<br>3:35pm | **Dismissal**<br>3:35pm | **Dismissal**<br>3:35pm | **Dismissal**<br>3:35pm |
| **Dismissal**<br>2:07pm | | | | |

# Student IDs

Students may be required to present their Student ID when entering the building, accessing school spaces or services, attending school events, or when requested by a staff member. Students can access their digital Student ID through Campus Student using a Chromebook or mobile device. Students may also request a physical ID card from the ID Center (W103) at no cost.

- **Building Entry:** Required for scanning in at all entrances.
- **Cafeteria:** Needed for entry and to purchase meals and food items.
- **Access to School Spaces:** Many common spaces at ETHS require scanning for entry.
- **Events & Activities:** Required for entry to school events.

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# Cell Phone & Personal Electronic Devices

At ETHS, classrooms are spaces for learning, connection, and focus. To help students make the most of instructional time, ETHS classrooms are cell phone-free spaces. Students are expected to store their cell phones and personal electronic devices for the duration of each class block. This includes cell phones, smartwatches, earbuds and headphones, smart eyewear, and other wearable or electronic devices capable of communication, recording, internet access, or other digital functions.

### Daily Expectations

Students are expected to:

- Turn off or silence their cell phone and store it in the assigned classroom phone holder by the start of the class period.
- Remove and put away headphones and earbuds, whether or not they are connected to a device.
- Keep cell phones, earbuds, smart eyewear, and other personal electronic devices stored and out of sight for the entire class period.
- Leave their cell phone and other personal electronic devices in the classroom storage area if they leave the classroom during the block, including to use the restroom, get water, or visit another location.
- Retrieve their device when the class period ends and the teacher permits students to do so.

**When Devices May Be Used**
Students may use personal electronic devices during class only when expressly permitted by the teacher for instructional purposes or when required as an approved accommodation.

Students may use cell phones, earbuds, and other personal electronic devices during passing periods, lunch, and free blocks, provided their use does not interfere with school operations, violate school expectations, or disrupt the learning environment.

# Lunch Procedures

Students are assigned one lunch block each day and are assigned to one of four cafeterias. In addition to the cafeterias, students may spend their lunch period in designated common areas, including The Hub, Academic Study Center, East Library, Central Library, and South Technology Center.

**Open Campus**

Students in Grades 10-12 are permitted to leave campus during their assigned lunch block. The campus is closed to Grade 9 students during lunch. Students who leave campus are expected to follow all school rules and applicable city ordinances while off campus and must return to school on time for their next class. Open Campus is a privilege and may be revoked by school administration or a student's parent/guardian at any time. Students on Loss of Privileges are not eligible for Open Campus privileges.

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# Independent Learning Blocks

Independent Learning Blocks are class periods during the school day when a student does not have a scheduled class. Depending on their individual schedule, a student may have one or more Independent Learning Blocks during the school day. These blocks provide students with an opportunity to practice managing competing priorities, making productive choices, and taking ownership of their academic progress and overall well-being.

During an Independent Learning Block, students are expected to make purposeful choices about how they use their time. This may include completing assignments, studying, reading, meeting with teachers, accessing academic support, or attending to other school responsibilities. Students may also exercise their Open Campus privileges during an Independent Learning Block, when applicable. All school rules and expectations, including those related to hall passes and tardiness, continue to apply during an Independent Learning Block.

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# Hall Lockers

Hall lockers are available to all students for storing personal belongings during the school day. Each student is assigned one hall locker to use throughout their time at ETHS. Locker combinations are changed annually. Locker assignments and combinations can be viewed in Campus Student.

- Students are expected to keep their lockers clean and use them responsibly and in accordance with school rules. Misuse of a locker may result in disciplinary action.
- Students are responsible for the contents of their assigned locker and should not share their locker or combination with others.
- ETHS is not responsible for lost or stolen personal belongings. Students are encouraged to keep valuables with them and secure their belongings appropriately.
- Use of a locker is optional. Students who do not need a locker are not required to use one.
- Students must empty their lockers by the last day of the school year. Items left in lockers will be removed and may not be retrievable.

# Library Borrowing

Students may check out books and other library materials using their Student ID. These materials may be borrowed for three weeks and may be renewed once for three additional weeks. Replacement costs for lost or damaged items will be charged to the student's account and must be paid in full.

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# Student Parking

ETHS has limited on-campus parking available for Grade 12 students. A parking permit issued by the ETHS Safety Department must be purchased and displayed to park in designated student parking areas. Because student parking is limited, permits are made available through a lottery. Students who wish to park on campus during the school year must enter the lottery for an opportunity to receive a permit.

Student parking regulations are in effect from 6:00am to 4:00pm on school days. Students may park only in their assigned lot and designated parking space. A valid ETHS parking permit must be properly displayed at all times on the registered vehicle. ETHS is not responsible for theft or damage to vehicles or personal property left in vehicles parked on school property.

**Eligibility**
Students who meet the following criteria are eligible to purchase a parking permit:

- Entering Grade 12
- No unpaid fees or fines on student account
- Valid driver's license and proof of insurance at time of permit pick-up

**Rules and Regulations**
ETHS student parking permits are a privilege and must be used responsibly. By purchasing a parking permit, students agree to follow the ETHS Student Parking Rules and Regulations available at **eths202.org/parking**.

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# Student Fees

At ETHS, student fees help cover the cost of essential materials and services that support daily learning and school life. These fees are necessary because they help cover important programs, materials, and services not fully covered by state or federal funding.

Each year, the Board of Education reviews and approves the student fee structure to ensure it reflects the resources students need for a high-quality educational experience, while maintaining a commitment to equity and access. Annual fees apply to all ETHS students, including students participating in off-campus placements. Information about current fees, payment options, and financial assistance is available at **eths202.org/PayFees**.

# Course Expectations

At the beginning of each course, teachers will communicate course expectations to students through a syllabus. The syllabus may include the course description, learning goals, grading practices, major assignments or assessments, classroom routines, required materials, attendance and participation expectations, and procedures for make-up work. Students are responsible for reviewing and following the expectations for each course, asking questions when clarification is needed, and communicating with their teacher if they are experiencing difficulty.

Course expectations are designed to support student learning and may vary by subject, level, or instructional program. Teachers may update expectations during the course as needed and will communicate significant changes to students.

# Graduation Requirements

To earn an Evanston Township High School diploma, students must meet all District 202 Board of Education graduation requirements and earn a minimum of 48 credits. ETHS uses a semester credit system. Most full-year courses earn 2 credits (1 per semester). Graduation requirements cannot be waived by the administration except as allowed by state law.

Graduation requirements are reviewed through the course request and scheduling process. Students are expected to be enrolled in a full schedule each semester (6 credits per semester). A full schedule helps students stay on track, explore areas of interest, and meet graduation requirements within four years. Requests for a reduced or expanded (more than 8 credits in a semester) course load must be reviewed and approved in advance by the student's counselor and the Associate Principal for Student Services.

Students should also be aware that graduation requirements are not the same as admission or eligibility requirements for colleges, universities, scholarships, athletic programs, or other postsecondary opportunities. These requirements vary and may be more extensive than the requirements for an ETHS diploma. Students should consult their counselor when planning courses connected to specific postsecondary goals.

| **Graduation Requirements (Total: 48 Credits)** | | |
|---|---|---|
| **Subject Area** | **Credits Required** | **Notes** |
| English | 8 credits | Typically 4 years |
| History & Social Sciences | 6 credits | Must include Humanities, Civics, and U.S. History |
| Mathematics | 6 credits | Must include Algebra, Geometry, and Algebra 2 or equivalent |
| Science | 4 credits | Typically includes Biology, Chemistry, Physics or other science electives |

| | | |
|---|---|---|
| Physical & Wellness Education | 8 credits | Includes required Health course (1 credit) |
| Fine Arts / Career & Technical Education | 3 credits | Minimum 1 credit required in both subject areas to fulfill 3-credit requirement |
| Electives | 13 credits | Chosen based on students' interests and goals (includes World Language courses); includes required Consumer Education course |
| Reading Requirement* | Pass | **If required based on placement* |

**Additional Graduation Requirements**

In addition to earning 48 credits in academic subjects, ETHS students must also complete a set of additional graduation requirements. These requirements reflect state laws designed to support students' readiness for civic life, financial independence, and postsecondary planning. Some are assessments or milestones completed during specific grade levels, while others are part of the curriculum.

| | |
|---|---|
| ACT Test | Students must complete the ACT Exam to meet Illinois graduation requirements. |
| Consumer Education | Illinois state law requires all students to complete a course that integrates a unit of study on Financial Education. These courses also count as an elective and are marked with a © symbol in the ETHS Course Catalog. |
| FAFSA Completion | As part of Illinois graduation requirements, all seniors must complete the Free Application for Federal Student Aid (FAFSA) or the Alternative Application for Illinois Financial Aid to receive a high school diploma. There's also an option to opt-out by submitting a FAFSA Nonparticipation Form. Students who are 18 or legally emancipated may complete the opt-out process themselves. |
| U.S. Constitution Test | As required by Illinois state law, all students must pass the U.S. Constitution test in order to graduate. This requirement is typically fulfilled as part of the U.S. Government course. |

# Course Selection and Scheduling

Course scheduling is an important part of each student's academic planning. Students should select courses carefully, with attention to graduation requirements, academic interests, course prerequisites, and post-high school goals.

Each year, students will have the opportunity to review course options and request courses for the following school year. Counselors work with students to support the course request process and help students understand how their choices fit into a four-year academic plan. Course requests are used to build the master schedule, determine staffing, and plan course sections. For that reason, students and families should treat course requests as commitments.

While ETHS makes every effort to schedule students into requested courses, placement in a specific course, section, teacher, or class period is not guaranteed. Students and families are encouraged to review course selections carefully during the course request process and contact the student's counselor with questions. Requests for schedule changes after schedules are created are limited. Requests due to preferences will not be accepted.

**Adding Courses**
Students who wish to add a course or change a course level must first contact their counselor. These requests will be considered only in exceptional circumstances, as determined by the appropriate administrator.

**Dropping Courses**
Students who wish to withdraw from a course during a semester must first contact their counselor. If a request to drop a course is approved, or if administrative action requires a student to be dropped from a course, the following applies:

- If a student withdraws or is withdrawn from a credit-bearing course before the end of the 11th week of the semester, the course will be removed from the student's transcript. Students dropped for attendance reasons will not have the course removed from their record.
- If a student withdraws or is withdrawn from a credit-bearing course after the 11th week of the semester, the student will receive an F for the course.
- A student may not drop a credit-bearing course if doing so would result in the student carrying fewer than six credits for the semester, unless the student is in their fifth year and needs fewer than six credits to graduate.
- A student may not drop a course required for graduation.
- If a student withdraws or is withdrawn from an audited course, the course will not be listed on the student's transcript.

# Course Levels & Academic Recognition

Our curriculum offers a range of course levels to meet diverse student needs, provide appropriate academic challenges, and support preparation for post-high school education and career pathways. Understanding the distinctions between levels is critical for informed course selection.

Descriptions of the various course levels, including credit values, are listed below. Detailed information about individual courses can be found in the **Course Catalog →**.

**Advanced Placement (AP)**
Designed by the College Board, Advanced Placement (AP) courses introduce high school students to college-level content, academic expectations, and rigor. ETHS offers 39 AP courses across a variety of subject areas, including Career and Technical Education, Computer Science, English, Fine Arts, History/Social Science, Mathematics, Science, and World Languages. Most students have their first opportunity to enroll in an AP course during their junior year. Students enrolled in AP courses are expected to take the corresponding AP Exam administered in May. Students who successfully complete an AP course will receive a 1.0 increase to their grade point value (GPA).

**Dual Credit**
Students can earn college credit while completing high school graduation requirements by enrolling in dual credit courses. ETHS partners with Oakton College and other institutions to provide a range of dual credit options across different subject areas, including Arts+Innovation, Career & Technical Education, Mathematics, and Science. Dual Credit courses allow students to earn both high school and college credit at the same time by taking a single class. These classes take place during the regular school day and are taught on campus by qualified ETHS teachers following a college-level curriculum. Students who successfully complete a Dual Credit course receive a 1.0 increase to their grade point value (GPA).

**Honors (H)**
Honors-level credit (H) can be earned in 161 courses across all curricular areas except Physical and Wellness Education. This includes pathway-to-honors courses, in which all students follow a clearly articulated roadmap to achieve honors credit. Honors credit is recognized at the end of each semester based on successful completion of the pathway. Students who earn honors credit receive a 0.5 increase to their grade point value (GPA).

**Project Lead the Way (PLTW)**
The Arts & Innovation Department offers eight (8) nationally recognized Project Lead the Way (PLTW) engineering courses. These courses, developed and maintained by leading engineering universities and industry partners, provide students with rigorous, real-world problem-solving experiences that integrate Science, Technology, Engineering, Arts, and Mathematics (STEAM) principles. Students take an end-of-course exam, and high scores may be recognized for college credit at PLTW-affiliated institutions. Students who successfully complete a PLTW course receive a 1.0 increase to their grade point value (GPA).

**NCAA Eligibility Courses**
Certain courses at ETHS are approved by the National Collegiate Athletic Association (NCAA) for establishing initial eligibility for student-athletes and are identified with the symbol Ⓝ in the Course Catalog. Students seeking NCAA eligibility should verify that their course selections meet the NCAA core course requirements.

**Northwestern University Credit**
Students who have exhausted accelerated courses in a subject area may enroll in advanced courses for college credit at Northwestern University through a special scholarship program. Eligibility for these courses requires a minimum overall GPA of 3.0 and approval from the Assistant Superintendent for Curriculum and Instruction.

**Illinois State Seal of Biliteracy**
ETHS students may earn the Illinois State Seal of Biliteracy, an official recognition from the Illinois State Board of Education for demonstrating proficiency in English and at least one additional language. Students who earn the Seal will have it affixed to their diploma and noted on their official transcript. For more information, visit the ETHS website or contact the Language Learning & Services Department at (847) 424-7451.

# Grading & Grade Reporting

Students receive grades for each course in which they enrolled. Teachers determine grades based on classwork, homework, projects, tests, participations, and other learning activities. Grades are intended to help students and families understand academic progress and identify areas where additional support or improvement may be needed.

**Letter Grade Scale**

| Letter Grade | Percent Grade | Grade Points |
|---|---|---|
| A | 93% | 4.0 |
| A- | 90% | 3.7 |
| B+ | 87% | 3.3 |
| B | 83% | 3.0 |
| B- | 80% | 2.7 |
| C+ | 77% | 2.3 |
| C | 73% | 2.0 |
| C- | 70% | 1.7 |
| D+ | 67% | 1.3 |
| D | 60% | 1.0 |
| F | 0% | 0.0 |

**Alternative Grades**

| | |
|---|---|
| I | Incomplete |
| P | Pass *in Pass/Fail Course* |
| PF | Fail *in Pass/Fail Course* |

**Weighted Grades**

Grades are weighted by adding 0.5 points for honors courses (e.g., an A = 4.5) and 1.0 point for Advanced Placement (AP), Project Lead the Way, and Dual Credit courses (e.g., an A = 5.0). Honors and AP weighting is not available for Summer School courses. All other Summer School grades are weighted the same as grades earned during the regular school year.

**Incomplete Grades**

All outstanding coursework for an Incomplete must be submitted to the teacher no later than three (3) weeks before the end of the semester following the semester in which the course was taken. Teachers must submit any Grade Change Requests to replace an Incomplete with the grade earned before the end of that same semester. For example, an Incomplete (I) received for Semester 2 must be resolved to a regular course grade before the end of Semester 1 of the following school year.

# Grade-Level Promotion Requirements

Students are expected to make satisfactory academic progress each school year in order to advance to the next grade level. Grade-level promotion is based on a student's successful completion of six (6) courses per semester, earning a minimum of 12 credits per academic year.

The following benchmark determines grade-level classification and progress toward graduation:

Students are expected to make satisfactory academic progress each school year in order to advance to the next grade level. Grade-level promotion is based on a student's successful completion of required coursework and fulfillment of district expectations.

| | |
|---|---|
| 12 credits | Sophomore Status |
| 24 credits | Junior Status |
| 36 credits | Senior Status |
| 48 credits | Freshman Status |

Students who are not promoted to the next grade level will remain classified in their current grade. This change will also result in an adjustment to the student's expected graduation year. Student privileges, opportunities, and eligibility to participate in school activities, including those with grade-level requirements, are based on a student's official grade-level classification.

**Repeating a Course**
Students who do not earn a passing grade in a course may have an opportunity to repeat the course, subject to course availability and district requirements. All courses attempted remain part of the student's academic record and are reflected on the transcript. A course may be repeated only under the conditions described below:

- **Courses in which a student earns an F:** Students may repeat the same course without additional approval. When the course is repeated, the original F will be recorded as RF on the transcript, and the new grade will also appear. If the student earns a grade higher than F, the new grade will be used to award credit and calculate the student's GPA. Credit for the course is awarded only once.

- **Courses in which a student earns a D:** Students may repeat the same course with prior approval from the Associate Principal for Student Services. When the course is repeated, the original D will be recorded as RD on the transcript, and the new grade will also appear. The higher of the two grades will be used to award credit and calculate the student's GPA. Credit for the course is awarded only once.

# Semester Exams & Experiences

Semester Exams and Experiences are held during the final week of each semester and provide students with an opportunity to demonstrate their learning and reflect on their growth throughout the semester. Depending on the course, a Semester Exam or Experience may include a traditional written exam, performance assessment, presentation, portfolio, project, exhibition, or other culminating learning activity designed by the teacher and aligned to course objectives. Semester Exams and Experiences count for 10% of a student's final semester grade and must be taken on the dates designated by the district.

The Semester Exam schedule is published each semester and may include adjusted class periods, early dismissal times, or other modifications to the regular school schedule. Students are expected to attend all scheduled Semester Exams and Experiences and should avoid making appointments, travel arrangements, or other commitments that conflict with the published schedule. Students may not take final exams before the scheduled exam period. Missed exams must be made up no later than the posted deadline. Note: Seniors do not take Semester 2 Exams and Experiences.

Unexcused absences from Semester Exams and Experiences may result in a loss of credit or an incomplete grade until the assessment requirements have been met. Extended absences due to medical reasons or other extenuating circumstances must be approved in advance by the Associate Principal for Student Services.

# Special Education

ETHS recognizes that students learn in different ways and may require different supports to access and succeed in the educational program. The District provides special education and related services to eligible students in accordance with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA), and applicable Illinois law.

Students who are eligible for special education services receive an Individualized Education Program (IEP) that identifies their educational needs, goals, services, accommodations, and, when appropriate, modifications. Students may receive instruction and services in general education settings, specialized settings, or a combination of settings based on their individual needs and IEP.

Students who qualify for protections under Section 504 may receive accommodations and other supports through a Section 504 plan. ETHS works with students and families to identify and provide appropriate supports that allow students to participate meaningfully in the academic program and school community.

**Special Education Evaluation**
Parents/guardians, students, teachers, or other individuals who believe a student may have a disability that affects their ability to access or make progress in school may request consideration for a special education evaluation. ETHS has an obligation under Child Find to identify, locate, and evaluate students who may be eligible for special education services.

When an evaluation is appropriate and the required consent is obtained, the district conducts the evaluation in accordance with federal and Illinois requirements. The student's educational team reviews evaluation information and other relevant data to determine eligibility and, when appropriate, develop or revise an IEP.

Families who have questions about special education services, evaluations, or IEPs should contact their student's case manager or the Special Education Department.

**Related Service Logs**
Students with disabilities may receive related services as identified in their Individualized Education Program (IEP). The district maintains related service logs documenting the type and amount of related services provided to eligible students. Parents/guardians may review or request copies of their child's related service logs. Related service logs will be made available at the student's annual IEP review meeting and upon request.

**Participation in School Activities**
Students with disabilities are encouraged to participate fully in school life, including athletics, clubs, activities, performances, and other school-sponsored programs. ETHS provides accommodations and supports as required by law to provide students with disabilities meaningful access to these opportunities.

**Discipline**
Students with disabilities are subject to the same behavioral expectations as other students. When disciplinary action triggers additional protections under the IDEA or Section 504, ETHS will follow all applicable procedural requirements, including requirements related to changes in placement, manifestation determinations, educational services, and interim alternative educational settings when applicable.

# Academic Supports & Interventions

ETHS provides a range of academic supports to help students succeed, address learning needs, and stay on track toward graduation. Supports may include academic assistance, progress monitoring, intervention plans, tutoring, and other services based on a student's individual needs. For information about available programs, services, and how to access support, visit **eths202.org/AcademicSupports**.

# Independent Study

Students in Grades 11-12 may pursue an independent study course in addition to five other courses. Independent study allows students to explore a topic or area of interest in greater depth under the guidance of a faculty member and in accordance with the requirements established by the appropriate academic department. Students interested in an independent study must work with the appropriate department chair and submit a request by the end of the second week of the semester. Independent study courses generally earn one credit per semester and are graded on a pass/fail basis. A pass/fail contract must be requested through the student's counselor and approved by Student Services by the end of the third week of the semester.

Independent study may not be used to earn Honors or Advanced Placement (AP) credit or to fulfill a graduation requirement. Students may not use independent study to replace a course currently offered by ETHS unless the department approves the independent study as an intensive exploration of a specific topic within that course.

# Academic Integrity

ETHS is committed to fostering a culture of academic integrity in which students learn, grow, and demonstrate their understanding through honest effort and the responsible use of information and technology. Academic integrity requires students to complete their work honestly, give proper credit to the ideas and work of others, and use technology, including Artificial Intelligence (AI), appropriately and ethically. Academic dishonesty is any act that undermines the integrity of the learning or assessment process by misrepresenting a student's own work, knowledge, or effort.

**Academic Dishonesty and Cheating**
Under Board Policy 7:190 (Student Behavior), school administration is authorized to discipline students for gross disobedience or misconduct, including, but not limited to:

- Engaging in academic dishonesty, including cheating or intentionally plagiarizing;
- Using a writing service or generative artificial intelligence technology in place of original work unless specifically authorized by a staff member;
- Wrongfully giving or receiving assistance during an academic examination or assignment;
- Altering grades, report cards, or other academic records; and
- Wrongfully obtaining or distributing test materials, answer keys, or scores.

**Consequences for Academic Dishonesty**
Students who engage in academic dishonesty are subject to academic consequences up to and including failure of the course for the semester. Academic dishonesty may also affect eligibility for academic honors, awards, leadership positions, and membership in honor societies.

Academic consequences may include, but are not limited to:

- A zero or failing grade on the assignment or assessment
- Failure for the quarter in the course; or
- Failure for the semester in the course

When a teacher suspects or determines that a student has engaged in academic dishonesty, the teacher will meet with the student to discuss the situation, notify the student's parent/guardian, and inform the Department Chair.

**Standardized Testing Integrity and Security**
ETHS administers a variety of state, national, and college entrance examinations throughout the school year. All students are expected to follow the testing rules and security procedures established by ETHS and the organization administering the assessment.

Students may not possess or use cell phones, smartwatches, earbuds, smart eyewear, or any other unauthorized electronic devices during testing unless expressly permitted as an approved accommodation or by the testing organization. Students are responsible for reviewing and following all testing requirements and bringing only approved materials to the testing location.

Any action that compromises the security or integrity of a standardized assessment—including using unauthorized materials or devices, copying answers, sharing test content, or otherwise violating testing

procedures—may result in the invalidation of test scores and disciplinary action in accordance with Board Policy 7:190 (Student Behavior).

When required, ETHS will report testing irregularities to the appropriate testing organization or state agency and notify the student's parent/guardian. Students who violate testing security procedures may forfeit the opportunity to receive scores, college credit, or other benefits associated with the examination.

**Plagiarism**

When students submit academic work, they are representing that the ideas, words, and work contained within it are their own. Plagiarism is presenting another person's work, ideas, or intellectual property as one's own without proper acknowledgment.

Plagiarism may be intentional or unintentional, but both are considered violations of academic integrity. This includes oral, written, visual, digital, and AI-generated content that is presented without proper attribution. Plagiarism includes, but is not limited to:

- Using another person's work or ideas, including AI-generated content, without proper attribution;
- Copying another student's work;
- Using someone else's exact words without quotation marks and appropriate citation;
- Copying or paraphrasing ideas, information, or unique phrasing from books, articles, websites, study aids, literary criticism, or other sources without proper acknowledgment;
- Failing to properly cite information, data, images, videos, or other media used in academic work.

This policy applies to all academic work, including class assignments, assessments, projects, contest entries, extra-credit assignments, and extracurricular submissions. Students are responsible for understanding and applying the citation methods required by their teachers. If students are unsure whether the use of a source or AI tool is appropriate, they should seek clarification from their teacher before submitting the work.

| Violation | Consequence |
|---|---|
| Most of a major assignment (such as a research paper or project) is plagiarized | The student will receive an F for the course for the semester. The teacher will notify the department chair and meet with the parent/guardian. |
| A substantial portion of a major assignment is plagiarized | The student will receive an F for the course for the quarter. The teacher will notify the department chair and meet with the parent/guardian. |
| Part of a major assignment or all of a minor assignment is plagiarized | The student's quarter grade may be lowered and additional disciplinary measures may be assigned. |
| Repeated minor instances of plagiarism | The student will receive an F or a zero on the assignment. |
| Repeated instances of plagiarism across multiple classes | The student's quarter grade may be lowered and additional interventions may be implemented. |
| Plagiarism is discovered after completion of a course | Consequences may be applied retroactively, and the student's transcript or academic record may be adjusted. |

**Use of Artificial Intelligence (AI)**
The use of AI tools in academic work requires explicit permission from the teacher for each assignment unless otherwise communicated by the teacher. Unauthorized, undisclosed, or inappropriate use of AI is considered a violation of academic integrity and may be treated as plagiarism or cheating, depending on the nature of the violation. When AI use is permitted, students must clearly disclose how AI was used and identify the specific ways in which it contributed to their work. Teachers may require students to document prompts, provide drafts, or submit additional information demonstrating the development of their work.

Because AI technologies and educational guidance continue to evolve, this policy may be updated as needed to reflect emerging best practices, legal requirements, and district expectations.

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| Working Together: **Academics** | Families are encouraged to stay informed about student academic progress through Infinite Campus, communication with teachers, and conferences. |

# Student Services

Student Services supports students throughout their high school experience by helping them plan academically, access school resources, address challenges, and prepare for life after ETHS. Students and families are encouraged to contact Student Services when they have questions about course planning, academic progress, social-emotional support, college and career planning, records, health needs, accommodations, or other student support services.

**Counseling Services**
Each student is assigned a school counselor who supports academic planning, course selection, post-high school planning, and personal development throughout high school. Counselors help students understand graduation requirements, explore academic and career interests, plan for life after ETHS, and connect with school resources when additional support is needed. Counselors also help students navigate personal, social, and emotional concerns that may impact their school experience.

**Social Work Services**
Each student is assigned a school social worker who is available to provide support when personal, social, emotional, family, or school-related concerns may be affecting the student's well-being or school experience. Social work services may be provided through student self-referral, family referral, staff referral, or as part of a student support plan.

**Psychological Services**
School psychologists provide support related to student learning, development, behavior, and social-emotional well-being. Psychological services may include consultation, problem-solving support, student support planning, evaluation, and collaboration with families, teachers, counselors, social workers, administrators, and other school staff. Services are provided through the school's referral and support processes when additional assistance is needed.

**College & Career Services**
College & Career Services supports students as they explore options for life after ETHS, including college, career training, apprenticeships, military service, employment, and other post-high school pathways. Students can receive support with college and career exploration, applications, financial aid and scholarships, transcripts, recommendation processes, career planning, and access to post-high school resources and events.

## Section 504 Plans & Accommodations

Section 504 of the Rehabilitation Act of 1973 is a federal civil rights law that protects students with disabilities from discrimination and ensures equal access to educational programs and activities. A student may qualify for protections under Section 504 if they have a physical or mental impairment that substantially limits one or more major life activities.

Students who qualify may receive a Section 504 Plan outlining the accommodations, supports, or related services they need to access their education. These supports are based on the individual needs of the student and may include adjustments such as extended time, changes to testing conditions, accessibility supports, health-related accommodations, or other appropriate modifications.

Eligibility and accommodations are determined through an individualized evaluation process that considers information from a variety of sources. A medical diagnosis is not automatically required for a student to be evaluated or found eligible under Section 504.

Students and families who believe a disability may be affecting a student's access to or participation in school should contact the student's counselor or appropriate student support staff for information about the Section 504 referral and evaluation process.

Once a Section 504 Plan is in place, students are expected to receive the accommodations and supports identified in their plan across applicable school settings and activities.

# Health Services

The Nurses' Office supports student wellness and safety during the school day. The Nurses' Office team provides care for illness and injury, supports students with health needs, maintains required health records, and helps coordinate medication administration and health-related accommodations at school.

**Health Screenings**
The Nurses' Office manages vision and hearing screenings, physical examination and immunization compliance, and other public health requirements. Vision and hearing screenings are scheduled throughout the school year for students who are new to the district and annually for students receiving special education services.

**Required Health Documentation**
State law requires that students submit a physical examination and documentation of the required immunizations to complete enrollment in Illinois schools. A physical and proof of immunizations is required to begin Grade 9, and for any transfer students. Students without these medical records will not be allowed to attend school (including Summer School) until requirements are met. Documentation of an eye examination will be requested for any student entering an Illinois school for the first time. Unless an exemption applies, students who do not meet these requirements by the required deadline will be excluded from school until the required health forms are provided to the district.

### Medical and Religious Exemptions

A student may be exempt from physical examination or immunization requirements only when the required documentation has been submitted and approved. Medical exemption requests must include written documentation from a physician explaining the medical reason the student cannot receive the required examination or immunization. Religious exemption requests must include the Illinois Department of Public Health Certificate of Religious Exemption form, completed and signed by the parent/guardian and the student's physician.

**Illness & Injury**
Students who are exhibiting signs of illness should remain at home to help prevent the spread of illness to others and should be symptom-free for at least 24 hours before returning to school. If a student becomes ill or injured during the school day, the student will not be sent home unless the Nurses' Office has contacted a parent/guardian or authorized emergency contact. In the event of a medical emergency, local paramedics may be called.

ETHS is committed to helping students recover from injuries while continuing to participate in school as fully and safely as possible. Parents/guardians should notify Health Services if a student is using crutches, wearing a brace, sling, or cast, has mobility limitations, or needs temporary support during the school day.

The Nurses' Office may provide access supports, such as an elevator pass or additional passing period time, when appropriate. Students recovering from a concussion may be eligible for temporary academic adjustments. Students who are unable to participate in physical education due to illness, injury, or surgery may be eligible for temporary modifications or a medical excuse. Families should contact Health Services to discuss the student's needs and begin the appropriate support process.

**Student Health Plans**
Parents/guardians should notify the Nurses' Office if a student has a medical condition that requires a care plan or if the student needs to take medication during the school day. The Nurses' Office will work with families to complete the necessary forms and develop appropriate care plans. Care plans provide staff with specific instructions for responding to a student's health needs, including what to do in the event of a medical emergency. All required forms and care plans should be updated each school year and submitted to the Nurses' Office before the first day of school, or as soon as a student is diagnosed with a new condition or has a change in medical needs.

**Emergency Medications and Response**
The district maintains a supply of undesignated asthma medication, epinephrine, glucagon, and opioid antagonists. These medications may be administered by a school nurse or trained personnel, based on professional judgement and in good faith, in case of respiratory distress, anaphylactic reaction, diabetic hypoglycemia, or opioid overdose. The district and school personnel are protected from liability as provided by applicable law.

**Prescription Medication at School**
If a student needs to take prescription medication during the school day, whether on a regular schedule or temporarily for an illness or injury, a **Medication Authorization Form** must be completed and kept on file with Health Services. A completed Medication Authorization Form is required before ETHS staff may administer or supervise the self-administration of any medication, including prescription and non-prescription medication. Forms must be updated each school year and anytime the medication or dosage changes.

Prescription medication must be stored with Health Services in the original, labeled pharmacy container. Students may not self-administer prescription medication unless permission is granted by a healthcare provider and approved through Health Services. Medication will be administered by the school nurse or supervised by trained staff.

**Self-Carry Medication**

Some students may need to carry and self-administer medication during the school day, including emergency medication such as an epinephrine auto-injector or asthma inhaler, or over-the-counter medication for minor health needs. Students may carry and self-administer medication under the conditions outlined below.

### Emergency Medication: Epinephrine Auto-Injectors and Asthma Inhalers

Students may carry and self-administer an epinephrine auto-injector and/or asthma inhaler only when the required documentation is on file with the Nurses' Office. For an epinephrine auto-injector, a completed Medication Authorization Form and written order from a healthcare provider are required. For an asthma inhaler, a completed Medication Authorization Form, parent/guardian signature, and copy of the prescription label are required.

### Over-the-Counter Medication

Students may carry and self-administer common over-the-counter medication, such as ibuprofen or acetaminophen, for minor health needs, provided that the medication is in its original container, the parent/guardian is aware the student has it, and the student does not share the medication with others.

## School-Based Health Center

The ETHS School-Based Health Center is a full-service health clinic located inside the school and operated in partnership with Endeavor Health. The School-Based Health Center is separate from Health Services and provides students with access to a range of medical and mental health services in a safe and convenient setting.

The School-Based Health Center is staffed by Endeavor Health medical professionals, including pediatricians, nurses, and social workers. Services are confidential and comprehensive, and care is provided regardless of a student's insurance status or ability to pay. A parent/guardian must complete a consent form for students under 18 to receive services through the School-Based Health Center.

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| Working Together: **Student Services** | Families can access Student Services by contacting their student support team, which can help connect them with the appropriate resources, supports, and services. |

# Enrollment & Student Records

Enrollment and student records procedures help ensure that ETHS has accurate information to support student safety, communication, services, and compliance with school and state requirements. Students and families are responsible for completing required registration steps, providing accurate residency and contact information, and notifying the school when information changes. This section includes information about registration, residency verification, student records, transcripts, information updates, and withdrawal or transfer procedures.

## Registration Requirements

Students who reside within the boundaries of Evanston Township High School District 202 are eligible to attend Evanston Township High School tuition-free, subject to applicable Illinois law and district residency requirements. Residency is generally based on the residence of the adult who has legal custody of the student.

**Residency Verification**

Students must meet applicable residency requirements to attend ETHS. Parents/guardians are required to provide proof of residency each year as part of the annual registration process. The district reserves the right to request additional documentation and to investigate a student's residency at any time as permitted by law and district policy.

If a student is determined not to reside within district boundaries as required by Illinois law, the student may be subject to withdrawal from the district in accordance with district policy.

### Students Experiencing Homelessness

Students who lack a fixed, regular, and adequate nighttime residence may be eligible for protections and services under the federal McKinney-Vento Homeless Assistance Act. Eligible students have the right to enroll in school and access educational services even if they do not have the documents typically required for enrollment or do not otherwise meet the district's residency requirements.

Students and families who may be experiencing homelessness or housing instability should contact the district's McKinney-Vento Liaison for assistance with enrollment, transportation, and other available supports.

**Health Requirements**

Students must meet applicable Illinois health examination, dental examination, and immunization requirements. Required documentation must be submitted by the deadlines established by the District. Information about current requirements, deadlines, exemptions, and submission procedures is available at **eths202.org/HealthForms**.

# Student Records

The district maintains student records in accordance with applicable and federal Illinois law, including the Family Educational Rights and Privacy Act (FERPA) and the Illinois School Student Records Act (ISSRA). The district maintains two types of school records for each student: a permanent record and a temporary record. Student records may include both paper and electronic records.

**Permanent Records**
A student's permanent record is maintained for at least 60 years after the student graduates, transfers, or otherwise permanently withdraws from ETHS. The student permanent record includes:

- Basic identifying information (student's name, address, birthdate, gender)
- Academic transcript (grades, attendance, grade level completed)
- Health records (immunizations and physicals)
- Scores on required State assessment tests (e.g. ACT)
- Record of release of permanent record information

**Temporary Records**
A student's temporary record is maintained for five years after the student graduates, transfers, or otherwise permanently withdraws from ETHS. The student temporary record may include:

- Disciplinary information
- Special education records
- Psychological evaluations
- Honors and awards
- Extracurricular participation
- Teacher/counselor anecdotal records
- Home language survey
- Transfer documentation
- Health-related information not included in permanent record
- Final finding reports from Child Protective Services under the Abused and Neglected Child Reporting Act; no other CPS reports are included
- Other verified information relevant to the student's education

**Access to Student Records**
A parent/guardian or eligible student has the right to inspect and copy the student's school records in accordance with applicable federal and Illinois law. An eligible student is a student who is 18 years of age or older or who is attending a postsecondary educational institution.

Requests to inspect or obtain copies of student records should be submitted to the Registrar's Office. The district will respond to requests within 10 business days and provide access to records in accordance with applicable legal requirements and District procedures. Fees may be charged for copies as permitted by law.

Parents/guardians and eligible students may also request the amendment of student records that they believe are inaccurate, misleading, or otherwise in violation of the student's privacy rights. Requests to amend records must follow the procedures established by the District and applicable law.

**Requests to Amend Student Records**
Parents/guardians or eligible students (18 years and older) have the right to request an amendment to a student record they believe is inaccurate, irrelevant, or otherwise improper. To do so, a written request should be submitted to the Official Records Custodian. The request must clearly identify the part of the record to be amended and explain the reason for the requested change.

If the district denies the request to amend the record, it will inform the parent/guardian or student of the decision and their right to a hearing. Information about the hearing procedures will be provided at that time.

# Student Records Privacy (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records and provides parents/guardians and eligible students with certain rights regarding those records.

Under FERPA, parents/guardians have the right to:

- Inspect and review their student's education records;
- Request the amendment of education records they believe are inaccurate, misleading, or otherwise in violation of the student's privacy rights;
- Consent to the disclosure of personally identifiable information from education records, except when FERPA or another applicable law permits disclosure without consent; and
- File a complaint with the U.S. Department of Education concerning an alleged violation of FERPA.

These rights transfer from the parent/guardian to the student when the student reaches 18 years of age or attends a postsecondary educational institution at any age. At that time, the student becomes an "eligible student" under FERPA.

The District may disclose information from education records without prior consent when permitted or required by FERPA or other applicable law. This includes certain disclosures to school officials who have a legitimate educational interest in the records and other circumstances authorized by law.

The District may designate certain information as "directory information" that may be disclosed without prior consent, unless a parent/guardian or eligible student has opted out in accordance with District procedures. Information about directory information and the procedure for restricting its release is provided in the District's annual notice.

Parents/guardians and eligible students who wish to inspect or review education records or request an amendment should contact the Registrar's Office. The District will provide access to records and process requests in accordance with applicable law and District procedures.

Parents/guardians and eligible students may file a complaint regarding an alleged FERPA violation with the U.S. Department of Education's Student Privacy Policy Office (SPPO).

# Behavior & Conduct

This section outlines the expectations that help create a safe, respectful, and supportive learning environment for all students. Students are expected to contribute positively to the school community, treat others with dignity and respect, and take responsibility for their choices and actions. The following guidelines describe student responsibilities and school expectations related to behavior, conduct, and interactions with others, both on and off campus when connected to the school community.

For complete information regarding student behavior, prohibited conduct, and disciplinary procedures, please refer to Board Policy 7:190, Student Behavior.

## Our Approach to Discipline

At ETHS, our approach to discipline is rooted in equity and restorative practices. We believe that every student deserves a fair and supportive environment where they can learn and grow. When disciplinary concerns arise, we focus on understanding the underlying issues and work with students to find solutions that promote positive behavior and accountability. Restorative practices guide our efforts, emphasizing the importance of repairing harm, building relationships, and creating opportunities for reflection and growth. We are committed to ensuring that all students are treated with respect and given the tools they need to succeed both in and out of the classroom.

We know that our role extends beyond enforcing rules—it's about preparing students for life after high school. This means helping them navigate challenges, make responsible choices, and understand the consequences of their actions in a way that will benefit them in their future careers, relationships, and communities. By fostering a culture of accountability, we aim to equip our students with the tools they need to make positive decisions, repair relationships, and take ownership of their actions.

### Deans' Office

The Deans' Office supports a safe, respectful, and inclusive learning environment for all students at ETHS. Deans partner with students, families, and staff to address concerns, resolve conflicts, reinforce positive behavior, and connect students with the support they need to succeed in and beyond the classroom.

Each ETHS student is assigned a Dean based on their graduating class and will have the same Dean throughout their four years at ETHS. This continuity allows Deans to build strong, supportive relationships with students and families and serve as a consistent resource when questions or challenges arise.

## When & Where Conduct Rules Apply

Student behavior expectations apply whenever a student's conduct is reasonably related to ETHS or a school activity. This includes:

- On or within sight of school property, before, during, or after school hours;
- At school-sponsored activities, events, or functions, whether on or off school property;
- While traveling to or from school or a school activity, regardless of the mode of transportation; and
- Off campus or online when conduct interferes with or disrupts the school environment, school operations, or an educational function, or when it threatens or intimidates a staff member or endangers the health or safety of students, staff, or school property.

Students may be subject to disciplinary action for prohibited conduct in any of these circumstances, consistent with **Board Policy 7:190, Student Behavior**.

## Expectations for Student Behavior

Students are expected to contribute to a safe, respectful, and inclusive environment at ETHS. Students are responsible for their behavior and are expected to:

- Treat students, staff, visitors, and members of the school community with respect and dignity.
- Follow school and classroom expectations, policies, and reasonable directions from staff.
- Use school facilities, technology, and property responsibly.
- Act in ways that support a positive learning environment and do not disrupt the learning or safety of others.
- Resolve conflicts appropriately and seek help from a trusted adult when needed.
- Take responsibility for their actions and make reasonable efforts to repair harm when their behavior negatively affects others or the school community.
- Follow applicable laws and school rules while on school property, at school-sponsored activities, and when participating in activities or conduct connected to ETHS.

**Classroom Expectations**

Classrooms should be spaces where all students can learn, participate, and feel respected. Students are expected to:

- Arrive on time and be prepared to learn.
- Follow classroom procedures and reasonable directions from teachers and staff.
- Participate actively and respectfully in class activities and discussions.
- Treat classmates, teachers, and classroom materials with respect.
- Keep cell phones and other personal devices away when required by school or classroom expectations.
- Use technology appropriately and only as directed.
- Allow others to learn by avoiding disruptive or distracting behavior.
- Ask questions, seek help, and communicate with their teacher when they are having difficulty.
- Take responsibility for their learning, choices, and behavior.

Teachers may establish additional classroom expectations and procedures based on the needs of their course and students.

### Temporary Removal From Class

When a student's behavior substantially disrupts the learning environment, a teacher may refer the student to the Deans' Office for temporary removal from class. Students must follow the directions of the Dean or administrator and may be required to obtain authorization before returning to class.

**Hallway Expectations**
Hallways are shared spaces used by students, staff, and visitors throughout the school day. Students are expected to help maintain a safe, orderly, and welcoming environment by:

- Walking and moving safely through the building.
- Keeping to the right and allowing others to pass.
- Having a valid hall pass when in the hallway during a class block and presenting it to staff upon request.
- Using appropriate voice levels and avoiding behavior that disrupts nearby classes.
- Following staff directions and posted signs.
- Respecting other students, staff, and visitors.
- Arriving to class on time and using passing periods appropriately.
- Keeping personal belongings with them or properly stored in their assigned locker.
- Reporting safety concerns, conflicts, or other concerns to a staff member.

**Common Space Expectations**
Common spaces, including The Hub, libraries, cafeterias, study areas, and other shared spaces, are available for students to learn, study, socialize, and connect with others. Students are expected to:

- Use common spaces for their intended purpose and follow any specific expectations for each space.
- Respect other students, staff, and visitors.
- Keep noise levels appropriate for the space.
- Keep shared spaces clean and dispose of trash properly.
- Respect school property, furniture, equipment, and materials.
- Follow staff directions and posted expectations.
- Allow others to use shared spaces and resources appropriately.
- Use technology responsibly and in accordance with school expectations.
- Keep hallways, entrances, and other pathways clear.
- Leave the space in good condition for the next group of students.

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# Prohibited Student Conduct

Students are expected to follow school rules, Board policies, and applicable laws and to contribute to a safe, respectful, and supportive school environment. The following conduct is prohibited and may result in disciplinary action. This list is not exhaustive; students may also be subject to disciplinary action for other conduct that violates Board policy, school rules, or applicable law.

For complete information regarding prohibited student conduct and disciplinary procedures, please refer to **Board Policy 7:190, Student Behavior**, and other applicable Board policies. In the event of a conflict between this handbook and Board policy or applicable law, the Board policy or law will govern.

Prohibited conduct includes, but is not limited to:

**Safety, Threats, and Physical Aggression**

Students may not:

- Engage in fighting, physical aggression, assault, battery, or other conduct that causes or attempts to cause physical harm.
- Threaten, intimidate, stalk, or harass another person, including students, staff, or visitors.
- Engage in reckless behavior, horseplay, or other conduct that creates a risk to the safety or well-being of others.
- Encourage, organize, or participate in group conduct intended to violate school rules or endanger others.
- Possess, use, or threaten to use weapons or other prohibited dangerous items.
- Possess, use, or threaten to use explosives, fireworks, smoke bombs, disabling chemicals, or similar substances or devices.
- Tamper with fire-safety equipment, fire alarms, automated external defibrillators (AEDs), or other emergency equipment.
- Make a false report of an emergency, bomb, fire, or other threat, or activate an emergency alarm or signal without cause.

**Bullying, Harassment, and Discrimination**
Bullying, cyberbullying, intimidation, harassment, hazing, and retaliation are prohibited. Students may not engage in conduct that threatens, humiliates, intimidates, or causes physical or psychological harm to another person, or that interferes with a student's ability to participate fully in school. Prohibited conduct includes, but is not limited to, violence, intimidation, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, hazing, bullying or cyberbullying, retaliation, and other comparable conduct. This prohibition applies on school grounds, at school-sponsored or school-related activities, on school transportation, through electronic communications or social media, and to certain off-campus conduct when it has a connection to the school or substantially disrupts the school environment.

Bullying, harassment, and discrimination based on a person's actual or perceived race, color, national origin, military status, sex, sexual orientation, gender, gender identity or expression, ancestry, age, religion, disability, homelessness, pregnancy or parental status, or other characteristics protected by law are prohibited.

More information on the district's policies prohibiting bullying, discrimination, harassment, and retaliation can be found in Board policy:

**Reporting Concerns**
Students who experience or witness bullying, harassment, discrimination, hazing, intimidation, or retaliation are encouraged to report the conduct to a trusted staff member, administrator, or other designated school official. Reports may be made verbally or in writing. Students may also report concerns on behalf of another student. The District will respond to reports in accordance with applicable law and Board policy and will take appropriate steps to address prohibited conduct and protect students from retaliation. For additional information about reporting concerns, see Student Rights: Reporting Concerns and Making a Complaint.

**Sexual Misconduct and Teen Dating Violence**
Students may not engage in sexual harassment, sexual assault, sexual violence, non-consensual sexual conduct, indecent exposure, or other prohibited sexual activity. Students may not create, send, share, view, receive, or possess sexually explicit images, videos, or messages electronically, including the non-consensual sharing of private sexual images.

Teen dating violence is prohibited in accordance with **Board Policy 7:185, Teen Dating Violence Prohibited**.

Students who believe they have experienced sexual harassment or sexual misconduct, or who have witnessed such conduct, should report it to a teacher, Dean, administrator, Title IX Coordinator, or other trusted school employee. Reports may be made verbally or in writing. Complaints that constitute sexual harassment under Title IX will be addressed in accordance with Board Policy 2:265, Title IX Sexual Harassment Grievance Procedure. Other complaints of sexual harassment or misconduct will be addressed under applicable District policies and procedures.

For more information, see Board Policies 2:260 (Uniform Grievance Procedure) and 2:265 (Title IX Sexual Harassment Grievance Procedure).

**Alcohol, Drugs, Tobacco, and Other Prohibited Substances**
Students may not possess, use, distribute, purchase, sell, or offer for sale:

- Tobacco or nicotine products, including electronic cigarettes and vaping devices;
- Alcohol;
- Cannabis, illegal drugs, controlled substances, or unauthorized prescription medications;
- Anabolic steroids or prohibited performance-enhancing substances;
- Inhalants or other substances used or intended to produce a physiological or psychological effect;
- Look-alike or counterfeit drugs; or
- Drug paraphernalia.

Students who are under the influence of a prohibited substance are not permitted to attend school or school-sponsored activities and may be subject to disciplinary action.

**Electronic Devices, Recording, and Technology**

Students are expected to use cell phones, electronic devices, cameras, and other technology in accordance with school expectations and Board policy. Students may not use technology in a manner that:

- Disrupts the educational environment;
- Violates the rights or privacy of others;
- Facilitates bullying, harassment, or other prohibited conduct;
- Facilitates academic dishonesty; or
- Damages, disrupts, or provides unauthorized access to ETHS technology, systems, networks, or information.

Taking, transmitting, or possessing photographs or recordings in bathrooms, locker rooms, or other locations where students or staff have a reasonable expectation of privacy is prohibited.

**Academic Dishonesty**
Students may not engage in academic dishonesty, including cheating, plagiarism, unauthorized use of writing services or generative artificial intelligence (AI), providing or receiving unauthorized assistance, altering academic records, or obtaining test materials or scores improperly.

**Property, Theft, and Unauthorized Access**

Students may not:

- Steal, attempt to steal, or possess property belonging to another person or ETHS.
- Take property from another person through force, threats, or intimidation.
- Damage, destroy, tamper with, or misuse school or personal property.

- Possess tools or other materials intended to facilitate theft or another criminal act.
- Enter school property, buildings, restricted areas, or facilities without authorization.
- Falsify, alter, forge, or misuse school records, forms, identification, or other official documents.

**Disruption and Failure to Follow Directions**
Students are expected to follow school rules and reasonable directions from staff and school officials. Students may not:

- Refuse to follow reasonable directions from staff.
- Refuse to identify themselves when requested by a staff member.
- Engage in behavior that substantially disrupts teaching, learning, school operations, or access to school programs and facilities.
- Engage in inappropriate or unsafe horseplay, running, pushing, shoving, play fighting, or similar behavior.
- Use language or behavior that threatens, intimidates, or substantially interferes with the rights of others.

**Damage to School Property and Restitution**
Students may not intentionally damage, destroy, or deface school property or the property of another person. Students may be held responsible for the cost of repairing or replacing school property that they intentionally or negligently damage, destroy, or lose. Restitution may be required in accordance with Board policy and applicable law. Disciplinary action may also be taken when appropriate.

**Other Prohibited Activities**

Students may not:

- Participate in gambling or betting activities at school or school-sponsored activities.
- Participate in gangs, gang recruitment, or gang-related intimidation or activities.
- Participate in prohibited school fraternities, sororities, or secret societies.
- Operate a drone or other unmanned aircraft system on school grounds or at a school-sponsored event without authorization.
- Operate motorized vehicles on school grounds in an unsafe manner.
- Engage in conduct that violates criminal law.
- Engage in other conduct that violates Board policy, school rules, or applicable law.

**Off-Campus and Online Conduct**
Student conduct expectations may apply to behavior that occurs off campus or online when the conduct is reasonably related to school or a school activity, or when it interferes with or disrupts the school environment, school operations, or an educational function. This includes conduct that threatens or intimidates a staff member or endangers the health or safety of students, staff, or school property.

**Possession**
For purposes of student conduct rules, *possession* includes having control, custody, or care of an object or substance. This may include an item found on a student's person or in clothing, a backpack, vehicle, locker, desk, or other property under the student's control, as well as an item located at school or a school-sponsored activity. This definition is consistent with **Board Policy 7:190**.

# Discipline & Interventions

ETHS uses a range of disciplinary and corrective responses to address student behavior. Responses are determined based on the circumstances and seriousness of the behavior, the student's history, the impact on others and the school community, and applicable Board policy and law. When appropriate, the school may use restorative and supportive interventions in addition to, or instead of, traditional disciplinary consequences. All disciplinary responses are administered in accordance with **Board Policy 7:190, Student Behavior**, applicable Board policies, and state and federal law.

Disciplinary responses are not necessarily assigned in a fixed sequence. ETHS considers the circumstances of each situation when determining an appropriate response. A student may receive more than one disciplinary response or intervention for a single incident. Some disciplinary responses may affect a student's participation in athletics, extracurricular activities, school-sponsored events, or other privileges. Students and families will be informed of applicable restrictions.

| Disciplinary Measure | Details |
|---|---|
| **Disciplinary Conference** | A student and parent/guardian may be asked to meet with a Dean, administrator, or other school staff member to discuss concerns, identify supports, and establish expectations for moving forward. |
| **Detention** | Students may be assigned supervised detention during designated times. Students are expected to use detention time appropriately and complete assigned schoolwork. |
| **Tardy Detention** | Students who accumulate tardies or are identified as being out of class during a hall clearance may be assigned tardy detention and may be required to work with their Dean to develop a plan to improve attendance and reduce tardies. |
| **Extended Detention** | Students may be assigned supervised detention outside the regular school day. Students are expected to bring appropriate schoolwork and follow all expectations of the assigned setting. |
| **Removal from a School Space** | When a student's behavior disrupts the learning environment, school operations, or the safety or well-being of others, a student may be directed to leave a classroom or other school space. Removal from a school space may be temporary and may be used to provide an opportunity for the situation to de-escalate, address the behavior, or determine an appropriate next step. |
| **Restricted Study** | Students may be assigned to complete schoolwork in a supervised setting during the school day. |
| **Restricted Lunch** | Students may be assigned to a supervised lunch setting for a designated period. |
| **Closed Campus** | Students may temporarily lose the privilege of leaving campus during the school day, including during lunch or unscheduled periods. |
| **Loss of Privileges** | Students may temporarily lose eligibility to participate in or attend extracurricular activities, athletics, school-sponsored social activities, field trips, or other non-academic activities when appropriate. |

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| **Extracurricular Activity Suspension** | Students may be suspended from participation in practices, rehearsals, contests, performances, or other extracurricular activities in accordance with applicable school and extracurricular policies. |
| **Community Service** | When appropriate, students may be assigned or offered community service as a disciplinary or restorative intervention. Community service is intended to promote accountability, responsibility, and connection to the school or broader community. |
| **Intervention or Support Plan** | A student may be referred to a multidisciplinary team to identify behavioral concerns, strengths, goals, supports, interventions, and methods for monitoring progress. |
| **Suspension** | A student may be temporarily removed from school in accordance with Board policy and applicable law. Students are responsible for completing missed academic work and may be subject to restrictions on participation in athletics and extracurricular activities during the suspension period. |
| **Expulsion** | Expulsion is the removal of a student from school for more than 10 consecutive school days, as permitted by law. Expulsion may be recommended by the Superintendent and is determined by the Board of Education in accordance with applicable law and Board policy. |

## Restorative Practices

ETHS uses restorative practices to build community, address conflict, and support students in learning from their actions. Restorative practices emphasize accountability, repairing harm, resolving conflict, and strengthening relationships. Rather than focusing solely on consequences, restorative practices encourage students to understand how their actions affect others and the school community and to take meaningful steps toward repair. These interventions may be used as an alternative to, or in conjunction with, disciplinary consequences.

Restorative practices are one part of ETHS's approach to student behavior and discipline. When disciplinary concerns arise, school administrators consider the circumstances of the situation, the needs and well-being of those involved, and the impact on the school community when determining an appropriate response. Our goal is to balance accountability with support while creating opportunities for students to reflect, learn, repair harm, and make positive choices moving forward.

Depending on the circumstances, interventions may include:

| Intervention | Details |
|---|---|
| **Dean Mediation** | A facilitated process that provides an opportunity for students and others involved in a conflict to share perspectives, address concerns, and work toward resolution. |
| **Accountability Projects** | Individualized projects that help students examine the impact of their behavior and develop relevant skills for future success. |

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| **Community Service** | An opportunity for students to take responsibility for their actions by contributing time and effort to support the school or broader community. When appropriate, community service may be used to help students understand the impact of their actions, develop a sense of responsibility, and make a positive contribution to the community. |
| **Peace Circles** | Facilitated conversations in which participants share perspectives, address harm, and work toward healing and resolution. |
| **Reentry Meetings** | After a significant disciplinary incident or absence, a student meets with a Dean or other staff member to reconnect with the school community, review expectations, and identify supports before returning to class or activities. |
| **Reflection Activities** | Structured reflection that asks students to consider what happened, who was affected, what they could have done differently, and how they can repair the situation. |
| **Restorative Agreements** | Students and those affected identify specific steps to repair harm and prevent the behavior from recurring. This is useful because it gives restorative practices a concrete outcome. |
| **Talking Circles** | Structured group conversations that promote reflection, connection, problem-solving, and student voice. |

## Alternative Interventions

ETHS may use alternative interventions to address student behavior, provide additional support, and promote positive change while maintaining students' connection to school and learning. Alternative interventions may be used in place of, or in conjunction with, traditional disciplinary consequences and are selected based on the circumstances, needs, and goals of the student. These interventions may include opportunities for skill-building, reflection, problem-solving, substance use support, behavioral planning, and other individualized supports.

| Intervention | Details |
|---|---|
| **Student Empowerment Program (SEP)** | A program designed to help students understand how their decisions affect themselves and others and develop problem-solving and decision-making skills. |
| **Students Understanding Impact** | An intervention that may be used in cases involving substance use and may be used to reduce or eliminate suspension days. Parent/guardian participation is required. |
| **Third Millennium Classroom** | Online intervention courses that provide personalized feedback and interactive learning activities. |
| **Individualized Intervention Plan** | Based on a student's needs, the school may develop an individualized intervention plan that includes behavioral goals, supports, restorative practices, school-based interventions, and progress monitoring. |

# Student Suspension

The district may suspend a student from school, the school bus, and/or school-sponsored activities for up to 10 school days when the student engages in gross disobedience or misconduct, consistent with Board policy and Illinois law.

Suspension is a serious disciplinary measure. The District will make reasonable efforts to address behavior through appropriate interventions and to minimize the length of any exclusion from school. The circumstances of each incident will be considered individually.

**Out-of-School Suspension**

The requirements for an out-of-school suspension depend on its length:

- Suspensions of three (3) school days or fewer may be used when a student's continued presence in school poses a threat to school safety or substantially disrupts another student's or students' learning opportunities. School officials will consider whether other reasonable interventions can address the concern before imposing a suspension.
- A four (4)-day suspension may be used when appropriate and available behavioral and disciplinary interventions have been exhausted and the student's continued presence in school would pose a threat to the safety of another student, staff member, or member of the school community, or would substantially disrupt, impede, or interfere with the operation of the school. The District will document the interventions that were attempted or why no appropriate and available interventions were identified.
- Suspensions of more than four (4) school days are subject to the same requirements described above. Students suspended for more than four days will be provided appropriate and available support services during the suspension. The District will document whether support services were provided or whether appropriate and available services were not identified.

**Restrictions During Suspension**

Students who are suspended out of school may not be present on ETHS property or attend or participate in school-sponsored activities or events for the duration of the suspension unless expressly authorized by the District. This restriction includes, but is not limited to, athletic practices and competitions, performances, club meetings and activities, dances, school events, and other school-sponsored activities, whether held on or off campus. Students who violate this restriction may be subject to additional disciplinary consequences.

**Student Rights and Suspension Procedures**

Before an out-of-school suspension is imposed, the student will generally:

- Be informed of the reason for the proposed suspension and the conduct or rule at issue;
- Have an opportunity to respond to the allegations and provide their account of the incident before a suspension decision is made; and
- Receive written notice of the suspension, including the reason(s) for the suspension, the length of the suspension, and information about the right to request a review of the suspension.

A student may be suspended immediately without an opportunity for a prior informal meeting 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 circumstances, the required notice and review procedures will follow as soon as practicable.

Parents/guardians may request a review of a suspension within five (5) calendar days of receiving the suspension notice. The review will be conducted in accordance with the district's discipline review and appeal procedures. At a formal appeal hearing, the student and parent/guardian may present relevant information and evidence and may be represented by legal counsel, consistent with Board policy and applicable law.

The Board's written decision following a suspension review will address the conduct that resulted in the suspension, the rationale for the length of the suspension, and, when applicable, whether other appropriate interventions and support services were available and provided.

**Academic Work During a Suspension**
Students who are suspended out of school remain responsible for completing their academic work. Students will be provided an opportunity to make up work for equivalent academic credit in accordance with district procedures. The district will also facilitate the student's re-engagement with school following the suspension.

Students should work with their teachers and/or school support staff to obtain assignments and identify any additional supports needed to return successfully to school.

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# Student Expulsion

Expulsion is the most serious disciplinary consequence available to the district. The Board of Education may expel a student who engages in gross disobedience or misconduct for a period of up to two calendar years. The Board may also refer an expelled student to an appropriate alternative school or program, consistent with applicable law. School officials will make reasonable efforts to address the behavior without expulsion and to minimize the length of any removal from school.

Expulsion may be imposed only when the requirements of Illinois law and Board policy are met. Before recommending expulsion, school officials must determine that:

- The student's continued presence in school poses a threat to the safety of another student, staff member, or member of the school community, or would substantially disrupt, impede, or interfere with the operation of the school; and
- Appropriate and available behavioral and disciplinary interventions have been exhausted.

**Expulsion Hearing**
A student may be expelled only after the student's parent/guardian has received written notice of the charges and an opportunity to appear before the Board of Education, or before a hearing officer appointed by the Board, to discuss the alleged misconduct. The notice will identify the time, place, and purpose of the hearing.

At the expulsion hearing, the student and parent/guardian may:

- Be represented by legal counsel;
- Present witnesses and other relevant evidence; and
- Question or cross-examine witnesses, consistent with applicable law and hearing procedures.

The Board or hearing officer will consider evidence regarding the alleged gross disobedience or misconduct. If a hearing officer conducts the hearing, the hearing officer will provide the Board with a written summary of the evidence. The Board will make the final decision regarding whether the student should be expelled and, if so, the appropriate length of the expulsion.

**Expulsion Decision**
If the Board decides to expel a student, the written decision will:

- Identify the specific conduct that resulted in the expulsion;
- Explain why removing the student from the learning environment is in the best interest of the school; and
- Explain the rationale for the specific duration of the expulsion.

The Board may refer an expelled student to appropriate and available support services.
ETHS will facilitate the re-engagement of students following an expulsion and provide information about available educational options and supports.

# Discipline of Students with Disabilities

ETHS will administer discipline involving students with disabilities in accordance with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and other applicable federal and state laws. Discipline will take into account a student's disability-related needs and the student's Individualized Education Program (IEP) or Section 504 Plan, as applicable.

Students with disabilities are entitled to the procedural protections and educational services required by law when disciplinary removals affect their educational placement. When a disciplinary removal may constitute a change in placement, the District will follow applicable procedures, which may include a Manifestation Determination Review (MDR) and review or development of appropriate behavioral supports.

Students with disabilities may also be subject to disciplinary removals and, when legally permitted, expulsion. However, the District will provide the educational services and other protections required by applicable law during any period of removal or expulsion.

Federal law also permits schools to place a student with a disability in an interim alternative educational setting for up to 45 school days in certain circumstances involving weapons, illegal drugs, or serious bodily injury, as well as in certain circumstances involving a substantial likelihood of injury to the student or others.

Parents/guardians will be notified of applicable procedural protections and may participate in required meetings and proceedings concerning their student's disciplinary placement.

# Discipline Review and Appeals

Students and parents/guardians may seek review of disciplinary decisions made by ETHS administration. The review process provides students and families with opportunities to request reconsideration of a disciplinary decision and, when applicable, appeal to the Board of Education.

| Discipline Review Process | | |
|---|---|---|
| Step | Purpose | Contact |
| **Step 1** | Initial determination regarding a behavioral or disciplinary issue. | Dean |
| **Step 2** | Review of a Step 1 determination. | Associate Principal for Educational Services |
| **Step 3** | Review of a Step 2 decision. | Principal |
| **Step 4** | Appeal hearing before the Board of Education or an appointed Hearing Officer. | Associate Principal for Educational Services |

**Requesting a Review**
To request a review of a disciplinary decision at Step 2 or Step 3, the student or parent/guardian should contact the administrator identified above and request a review meeting. The student or parent/guardian may provide relevant information, identify witnesses, and present other evidence for consideration. Parents/guardians are encouraged to participate in the review.

Following the review, the disciplinary decision may be:

- Upheld;
- Overturned;
- Modified to reduce the consequence; or
- Modified to increase the consequence, when appropriate.

**Board of Education Review**
A student or parent/guardian may request a hearing before the Board of Education regarding a suspension or other disciplinary decision, in accordance with district procedures and applicable law.

Requests for a Board hearing must generally be made within five (5) business days of the date on the applicable suspension notification or disciplinary decision letter. The Board may conduct the hearing itself or appoint a hearing officer. The Board's decision following the hearing will be provided in writing.

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| Working Together: **Behavior & Conduct** | Families play an important role in helping students understand expectations, make positive choices, and navigate challenges at school. Families can support their student by reviewing these expectations together, staying informed about their student's attendance and progress, and communicating with ETHS when questions or concerns arise. When students, families, and staff work together, we can address concerns early and support students in making positive choices. |

# Safety & Security

ETHS is committed to maintaining a safe, secure, and supportive learning environment for all students, staff, and visitors. Maintaining school safety is a shared responsibility. Students are expected to follow safety procedures, comply with directions from staff and emergency personnel, and report safety concerns promptly.

### Safety Department

The ETHS Safety Department works to promote a safe, secure, and supportive environment for students, staff, and visitors. Safety staff support daily school operations, respond to safety concerns and emergencies, and work with school and community partners to address issues that may affect the school community. Students and families may contact the Safety Department to report safety concerns or seek assistance with safety-related questions.

### School Resource Officers

Two School Resource Officers (SROs) from the Evanston Police Department are assigned to ETHS. SROs are plain-clothed, armed police officers who support school safety, respond to safety concerns and emergencies, and build positive relationships with students and staff. They may also assist with situations involving potential criminal activity or threats to safety.

## Safety Expectations

Students are expected to:

- Follow safety rules, school procedures, and reasonable directions from school staff and emergency personnel.
- Report safety concerns, threats, suspicious activity, unsafe conditions, or other situations that could endanger students or staff to a staff member, administrator, or the Safety Office as soon as possible.
- Cooperate with emergency procedures, safety drills, security measures, and other directions intended to protect the school community.
- Use school facilities, equipment, and technology in a safe and responsible manner.
- Keep hallways, stairways, entrances, exits, and other common areas clear and accessible.
- Respect the safety and well-being of others and avoid conduct that could reasonably create a risk of injury or harm.
- Not interfere with, disable, or misuse safety equipment, emergency systems, security measures, or other safety-related equipment.
- Not make false reports, threats, or statements concerning emergencies or dangerous situations.
- Follow additional safety expectations established for classrooms, laboratories, athletic facilities, extracurricular activities, field trips, and other school-sponsored activities.

Students who become aware of an immediate threat to safety should seek help from a staff member or emergency personnel and follow all instructions provided.

# Building Entry & Access

Students may enter and exit the building only through designated entrances and are expected to follow all building access procedures. Students may not prop open exterior doors, allow unauthorized individuals to enter the building, or provide access to restricted areas.

Students must follow staff directions regarding building access, visitor procedures, and movement within the school. Visitors are required to follow district identification and check-in procedures.

**Visitor Procedures**

All visitors to ETHS must check in with the Safety Office, present a valid photo ID, and wear a visitor pass visibly at all times while on campus. Visitor passes must be returned when the visitor checks out.

Visitors are strongly encouraged to schedule an appointment in advance. All visitors must have an ETHS staff member who is coordinating and responsible for their visit. Visitors will not be permitted to enter the building unless an ETHS staff member has confirmed the visit with the Safety Office.

Visitors must follow all school safety procedures and staff directions while on campus. ETHS reserves the right to limit or deny access to the building when necessary to maintain the safety and security of the school community.

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# Identification

Students are required to present or display school identification and comply with reasonable security measures while on school property or participating in school-sponsored activities. Students may not use another person's identification, access credentials, or other means of entry.

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# Emergency Procedures & Drills

In compliance with state law, ETHS conducts emergency drills and exercises throughout the school year to help students and staff understand how to respond during an emergency. Drills may include fire evacuation, severe weather, lockdown, shelter-in-place, and other emergency procedures.

Students are expected to participate seriously and follow the instructions of staff and emergency personnel during drills and actual emergencies. Students should not interfere with emergency procedures, provide false information, or activate emergency equipment except when authorized or when necessary to report an actual emergency.

Emergency procedures may vary depending on the nature and location of an incident. Students should follow the directions provided at the time of the emergency rather than rely solely on procedures described in the handbook.

# Searches, Seizures, & Personal Property

**Searches**
To maintain a safe and orderly school environment, ETHS may conduct searches of students and property when permitted by Board policy and applicable law. Searches may include a student's person, bookbag or other belongings, school-issued Chromebook or other school-issued technology, locker, vehicle, or other property located on school grounds or at a school-sponsored activity.

School property, including lockers, desks, and other areas provided for student use, remains the property of ETHS. Students should not have an expectation of privacy in school property to the extent permitted by law. School authorities may conduct searches of school property, including random searches and searches using trained detection canines, when authorized by Board policy and applicable law.

Vehicles located on school property or at school-sponsored activities may be subject to search consistent with Board policy and applicable law. Hand-held metal detectors or other security screening measures may also be used when appropriate.

Searches may be conducted without advance notice or student consent when permitted by law and Board policy.

**Seizure of Property**
If a search produces evidence that a student has violated or is violating the law, Board policy, or school rules, school authorities may seize and retain the evidence. Disciplinary action may be taken as appropriate. When appropriate, seized items or evidence may be turned over to law enforcement authorities.

**Student Personal Property**
The district does not assume responsibility for personal property brought to school or to a school-sponsored activity that is lost, damaged, or stolen. Students are responsible for securing their personal belongings, including cellular phones and other electronic devices, clothing, books, musical instruments, sports equipment, and other personal property.

# Threat Reporting & Safety Reporting Systems

Students, families, staff, and community members are encouraged to report threats, safety concerns, suspicious activity, or information that could help prevent harm at school. Reports may be made to a trusted staff member, school administrator, the Safety Department, or through designated district safety reporting systems:

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| **In an Emergency, Call 911** | Always call 911 immediately if you believe there is an immediate threat to the safety of anyone in our community. |
| **Talk to a Staff Member** | Speak directly to a teacher, dean, administrator, or staff member. They will take appropriate action to address the situation. |
| **Non-Emergency Safety Line** | Call the ETHS Safety Department at (847)424-7500. This line is monitored 24/7 for safety concerns. |

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| **Anonymous Report** | Report concerns anonymously online. Submit an anonymous tip online. |
| **Deans' Office** | Visit the Deans' Office, located in H-Hall (H109), to speak confidentially to your Dean or staff member about your concerns. You can also call or email your Dean. |
| **School Resource Officers** | Contact one of our School Resource Officers (SROs) to make a confidential report. Visit the SRO Office or call (847)424-7703. |
| **Safe2Help Illinois** | Safe2Help Illinois is a statewide anonymous reporting program that allows students, parents, and community members to report safety concerns related to schools in Illinois, including ETHS. This confidential service is available 24/7 through multiple channels:<br>● Call: 844-4-SAFEIL (723345)<br>● Text: SAFE2 (72332)<br>● Email: help@Safe2HelpIL.com<br>● App: Safe2Help App |

Reports may be made about concerns affecting the school community, including threats of violence, weapons, bullying or harassment, self-harm, dangerous behavior, or other circumstances that may pose a risk to students or staff. When possible, reports should include specific information about the concern, including who may be involved, what was observed or communicated, and when or where it occurred.

Reports are taken seriously and will be reviewed and addressed in accordance with District policies and applicable law. Students are encouraged to report concerns even when they are uncertain whether the information is significant. Retaliation against a person who makes a good-faith safety report or participates in a related investigation is prohibited.

If there is an immediate threat or emergency, students and families should call 911 rather than relying on a school reporting system.

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| Working Together:<br>**Safety & Security** | Families play an important role in keeping our school community safe. Families can support their student(s) by reviewing safety expectations together, encouraging students to report concerns to a trusted adult, and communicating with ETHS when they have questions or information that may affect student or school safety. Working together helps us maintain a safe and secure environment for everyone. |

# Technology & Digital Citizenship

Technology is an important part of learning, communication, and participation in the ETHS community. Students are expected to use school technology, personal devices, digital platforms, and online resources responsibly, safely, and in ways that support learning and respect the rights of others.

All students who use district technology are expected to comply with the district's Acceptable Use Policy (AUP), as amended periodically. The AUP applies to district technology resources, including networks, hardware, software, accounts, applications, and other technology services provided or supported by the district.

The expectations in this handbook provide a student-friendly overview of responsible technology use and do not replace the district's AUP or applicable Board policies. Students and families should refer to the full AUP for additional requirements and guidelines governing the use of district technology.

## Responsible Use of Technology

Students are expected to:

- Use technology primarily for educational purposes and in accordance with staff directions and school expectations.
- Protect their own accounts, passwords, and personal information and not access another person's account without permission.
- Respect the privacy, safety, and property of others when using technology.
- Use school networks, devices, applications, and digital resources in accordance with District policies and applicable laws.
- Respect copyright, intellectual property, and the work of others.
- Report suspected security issues, inappropriate content, unauthorized access, or misuse of technology to a staff member or the appropriate school office.
- Follow additional technology expectations established by teachers, departments, programs, and school-sponsored activities.

Students may not use technology to engage in harassment, bullying, threats, discrimination, impersonation, unauthorized access, cheating, plagiarism, or other conduct prohibited by Board policy.

## Unacceptable Use

Students may not use District technology to:

- Bully, harass, threaten, intimidate, stalk, or otherwise harm others.
- Access, create, transmit, download, or distribute content that is illegal, obscene, pornographic, threatening, or otherwise prohibited by District policy.
- Gain or attempt to gain unauthorized access to accounts, files, systems, networks, or other resources.
- Use another person's account, password, or identity without authorization.

- Damage, disable, disrupt, or interfere with District technology, networks, data, or security systems.
- Circumvent or attempt to bypass internet filters, security controls, or other network restrictions.
- Install or download unauthorized software or applications.
- Violate copyright, licensing, or other intellectual property rights.
- Disclose or distribute another person's private or confidential information without authorization.
- Use District technology for unlawful purposes or unauthorized commercial or financial activity.
- Engage in any other use prohibited by the District's Acceptable Use Policy or applicable law.

The District may also address off-campus electronic conduct when permitted by law and when the conduct has a sufficient connection to the school environment, including conduct that causes or can reasonably be expected to cause a substantial disruption to school operations or substantially interferes with the rights of others.

## School-Issued Technology

ETHS provides students with a Chromebook as part of its 1:1 technology program. Chromebooks are provided to support teaching, learning, communication, and access to educational resources throughout the school day and, when applicable, at home. ETHS-issued Chromebooks are the only computer device authorized for use for classroom instruction and access to the ETHS wireless network.

Students are responsible for the care, security, and appropriate use of their assigned Chromebook. Students are expected to:

- Bring their Chromebook to school each day, fully charged and ready for use.
- Keep their Chromebook in good condition and protect it from loss, theft, damage, or unauthorized use.
- Use the Chromebook and District-provided accounts and applications in accordance with school and District expectations.
- Keep their account credentials secure and not allow others to use their account.
- Promptly report a lost, stolen, damaged, or malfunctioning Chromebook to the appropriate school office or technology support staff.
- Return the Chromebook and any associated equipment when requested by the District or when the student is no longer enrolled at ETHS.

Chromebooks and other school-issued devices and accounts remain the property of the district or are provided under district authorization. Students may not intentionally damage, alter, disable, bypass security measures on, or otherwise misuse school technology. Students may not use their Chromebook or other District technology to access, create, or distribute content or engage in conduct prohibited by school or District policy.

**Personal Laptops, Tablets, and Devices**
Students may not use personal laptops or other personal computers for classroom instruction or connect them to the ETHS wireless network. Personal laptops and other unauthorized computing devices will not be permitted to connect to the ETHS network.

# Digital Citizenship

Digital citizenship means using technology in a safe, responsible, ethical, and respectful manner. Students should consider how their online actions may affect themselves and others and should understand that digital communications, images, recordings, and other content may be copied, shared, or preserved even after they are deleted.

Students are expected to communicate respectfully online and should not create, share, or distribute content that violates the rights, privacy, safety, or dignity of others. Students may not use technology or digital platforms to bully, harass, threaten, intimidate, discriminate against, or otherwise harm another person. This expectation applies to school-issued technology, district networks, and other digital communications when the conduct affects the school environment or members of the school community.

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# Privacy & Monitoring

Students should not expect privacy when using District-owned devices, networks, accounts, or other District technology resources, except as provided by law. The District may monitor, access, review, or restrict use of its technology resources as permitted by law and district policy to maintain security, protect users, support educational purposes, and investigate suspected misuse.

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# Personal Electronic Devices

Personal electronic devices include cell phones, smartwatches, earbuds and headphones, smart eyewear, tablets, and other wearable or electronic devices capable of communication, recording or transmitting audio, video, and/or photographs, internet access, or other digital functions. Students are responsible for using personal electronic devices in ways that support learning, respect the privacy and rights of others, and comply with school expectations.

Classroom use of personal electronic devices is not permitted unless expressly authorized by the teacher for instructional purposes or required as part of an approved accommodation. When classroom use is not authorized, devices must be stored in accordance with the district's cell phone-free classroom expectations. Students may use personal electronic devices during passing periods, lunch, and free blocks, provided their use does not disrupt school operations, interfere with the learning environment, or violate district policies.

Personal electronic devices may not be used to photograph, record, transmit, or otherwise capture images, audio, video, or information in ways that violate another person's privacy or school expectations. Students may not use personal electronic devices to engage in bullying, harassment, threats, discrimination, academic dishonesty, unauthorized access, or other prohibited conduct.

**Students may not:**

- Record, photograph, or otherwise capture students, staff, or visitors without permission.
- Record, photograph, or capture audio or video in classrooms or offices without staff authorization.
- Record, photograph, or capture content during assessments or testing.
- Record, photograph, or capture audio or video in locker rooms, restrooms, or other privacy-sensitive spaces.
- Use personal technology in a manner that disrupts the educational environment or interferes with the privacy, safety, or learning of others.

School personnel may require students to put away, silence, disable, remove, or store personal technology when necessary to maintain safety, privacy, and instructional integrity.

Students who use a personal electronic device in violation of school expectations may be required to turn over the device to school staff and may be subject to disciplinary or other consequences consistent with school and district policy.

Devices used as part of an approved medical, accessibility, or other accommodation may be exempt from these expectations when used in accordance with the applicable accommodation.

## Artificial Intelligence (AI)

Students may encounter artificial intelligence (AI) tools as part of learning and other school activities. AI tools may be used in academic work only with explicit permission from the teacher for each assignment. When AI use is permitted, students must clearly disclose how they used AI and identify the specific contributions AI made to their work. Teachers may establish additional requirements for documenting AI use, including disclosure of prompts or other information about how the tool was used.

Unauthorized or undisclosed use of AI in academic work may be considered plagiarism or academic dishonesty and will be addressed in accordance with the school's academic integrity expectations and applicable consequences.

Students should also use caution when entering personal, confidential, or sensitive information into AI tools and should not upload information belonging to another person without appropriate authorization.

AI use in education is a rapidly evolving area. ETHS may update expectations and guidance regarding the use of AI as technology, instructional practices, and applicable requirements develop.

## Misuse of Technology

Misuse of technology may result in the loss or restriction of technology privileges and may result in disciplinary action consistent with Board policy and applicable law. When technology misuse may also violate the law or pose a safety risk, the District may take additional action, including notifying law enforcement when appropriate.

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| Working Together: **Technology & Digital Citizenship** | Families play an important role in helping students develop responsible digital habits. Families can support their student by talking about appropriate technology use, discussing the impact of what they post and share, and encouraging respectful online communication. Working together helps students make responsible choices and contribute positively. |

# Student Rights & Responsibilities

Students have rights protected by federal and state law, Board policy, and district procedures. Students also have responsibilities that help maintain a school environment in which all members of the community can learn, participate, and be treated with dignity and respect.

## Student Rights

Students have the right to:

- Attend school and participate in educational programs without discrimination or harassment as prohibited by law and Board policy.
- Learn in an environment that is safe, supportive, and conducive to learning.
- Be treated fairly and respectfully by students, staff, and other members of the school community.
- Express their views and opinions in accordance with applicable law, Board policy, and reasonable school rules.
- Participate in school activities and programs in accordance with applicable eligibility requirements and school expectations.
- Have their privacy and personal information protected in accordance with applicable law and District policy.
- Access their education records and exercise rights regarding those records as provided by law.
- Report concerns, seek assistance, and raise complaints without retaliation.
- Receive reasonable accommodations and supports as required by law.
- Receive information about school rules, expectations, and procedures that affect them.

These rights are balanced with the rights and safety of others and with the District's responsibility to maintain an orderly educational environment.

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## Equal Educational Opportunity

ETHS District 202 is committed to providing all students with equal access to educational opportunities and to maintaining a learning environment free from discrimination, harassment, intimidation, and retaliation. No student will be denied or limited in participation in an educational program, course, service, activity, or other educational opportunity on the basis of a characteristic protected by federal or Illinois law or Board policy.

For students, prohibited discrimination and harassment include conduct based on a person's actual or perceived race, color, national origin, military status, unfavorable discharge status from military service, sex, sexual orientation, gender, gender identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, homelessness, pregnancy or parental status, or association with a person or group with one or more of these characteristics, or any other characteristic protected by law or Board policy.

ETHS prohibits bullying, intimidation, harassment, and other conduct that interferes with a student's ability to participate fully in school. Students are also protected from retaliation for reporting a concern, making a complaint, participating in an investigation or grievance process, or otherwise exercising a right protected by law or Board policy.

ETHS provides reasonable accommodations and supports as required by law to help ensure that students can participate meaningfully in educational programs and activities.

**Reporting Concerns**
Students, parents/guardians, and other members of the school community who believe that discrimination, harassment, bullying, intimidation, or retaliation has occurred are encouraged to report the concern to a teacher, counselor, dean, administrator, or other trusted staff member. Reports may also be made through the District's established complaint and grievance procedures. Complaints will be addressed in accordance with applicable law, Board policy, and District procedures. No person will be subjected to retaliation for making a good-faith report or participating in the investigation or resolution of a complaint.

For additional information about discrimination, harassment, retaliation, and complaint procedures, see the District's applicable Board policies, including policies addressing equal educational opportunities, student harassment, bullying, intimidation and harassment, the Uniform Grievance Procedure, and Title IX.

# Freedom of Expression

Students have the right to express their views and opinions in a school setting, consistent with the rights protected by the United States and Illinois Constitutions and applicable laws. Freedom of expression includes the right to present a point of view, the right to dissent, and the right to silence and privacy.

Students should exercise these rights responsibly and in ways that respect the rights and safety of others. Students may express their views through speech, writing, art, peaceful demonstration, clothing, and other lawful means, subject to applicable law, Board policy, and reasonable school rules.

Students may not use freedom of expression to threaten, harass, intimidate, or discriminate against others, substantially disrupt the educational environment, or otherwise violate the rights of others or district policies or rules. Students who violate the rights of others or applicable district policies or rules may be subject to disciplinary action.

The district will not restrict student expression based solely on the viewpoint expressed.
School-sponsored activities and publications may be subject to additional guidelines and editorial standards consistent with applicable law and Board policy.

# Dress Code

ETHS is committed to a dress code that supports equitable access to education, respects student expression and identity, and does not reinforce stereotypes or subject students to unnecessary discipline or body shaming. Students have the primary responsibility for choosing their attire. Dress code expectations will be enforced consistently and equitably, without discrimination based on race, color, national origin, sex, sexual orientation, gender, gender identity or expression, ancestry, religion, disability, body size or type, or any other characteristic protected by law or Board policy.

The purpose of the dress code is to:

- Allow students to dress comfortably and express themselves while participating fully in school.
- Maintain a safe learning environment, including when specific clothing or protective equipment is required for a course or activity.
- Accommodate religious and cultural attire and student expression of gender identity and expression.
- Prevent clothing or accessories that create a safety concern, substantially disrupt the educational environment, interfere with the rights of others, or violate other school expectations.
- Minimize unnecessary or inequitable disciplinary responses to student attire.

### Basic Dress Requirements

Students must wear:

- A shirt or other garment that covers the chest and torso.
- Pants, shorts, a skirt, dress, leggings, sweatpants, or other garment covering the lower body.
- Shoes appropriate for the school environment and any applicable class or activity.

Clothing must cover the genitals, buttocks, breasts, and nipples with opaque fabric. There are no specific requirements regarding cleavage. Students may wear clothing and accessories of their choice as long as the clothing meets these basic requirements and does not otherwise violate this policy.

Students may be required to wear specific attire, footwear, or protective equipment when necessary for health or safety in particular classes, activities, laboratories, athletic programs, or other settings.

| Permitted Attire | Prohibited Attire |
|---|---|
| Students may wear, among other things:<br>• Hats and other headwear, provided the face remains visible to staff when necessary for identification or safety.<br>• Religious and cultural headwear.<br>• Hooded sweatshirts, including with the hood worn up, provided the face remains visible to staff.<br>• Leggings, yoga pants, fitted pants, and similar clothing.<br>• Pajamas and other comfortable clothing.<br>• Ripped or distressed clothing, provided required body areas remain covered. | Students may not wear clothing, accessories, or other items that:<br>• Contain threats, violent language or imagery, or content that promotes or depicts violence in a manner that violates school expectations.<br>• Promote or depict illegal drugs, alcohol, vaping, drug paraphernalia, or illegal activities.<br>• Contain hate speech, pornography, or other content that is obscene or otherwise prohibited by law or District policy.<br>• Create a hostile or intimidating environment based on a protected characteristic. |

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| • Tank tops, spaghetti straps, halter tops, and similar garments.<br>• Athletic attire.<br>• Visible waistbands or straps of undergarments, provided the basic coverage requirements are met. | • Substantially disrupt the educational environment or interfere with the rights or safety of others.<br>• Include accessories that pose a safety risk or could reasonably be used as a weapon.<br>• Obscure the student's face in a manner that prevents identification or creates a safety concern, except when worn for religious, cultural, medical, or safety purposes.<br>• Include body armor, tactical gear, or facsimiles thereof, except when specifically authorized for an educational activity or program.<br>• Are swimsuits, except when required for a class, athletic practice, or other school activity. |

**Dress Code Enforcement**
Dress code expectations will be applied consistently, respectfully, and without discrimination. Dress code concerns will be addressed in a manner that minimizes disruption to the student's education and does not unnecessarily remove a student from instruction.

Students will not be shamed, publicly embarrassed, or required to expose or display their bodies to demonstrate compliance with the dress code. When a student's attire does not meet the requirements of this policy, the school may ask the student to make an appropriate adjustment or provide alternative clothing when available.

Dress code enforcement will not be based on a student's race, sex, gender, gender identity or expression, sexual orientation, religion, cultural identity, disability, body size or type, or other protected characteristic. Students who believe the dress code has been applied in a discriminatory or inequitable manner may raise the concern with a dean, counselor, administrator, or through the District's complaint and grievance procedures.

# Due Process

Students are entitled to fair and consistent treatment when disciplinary action is being considered. Before significant disciplinary consequences are imposed, students will generally be informed of the conduct at issue and given an appropriate opportunity to respond, consistent with Board policy and applicable law. Disciplinary decisions will consider the circumstances of the incident and may take into account the nature and severity of the conduct, the student's prior conduct, the impact on others, and other relevant factors.

Students and parents or guardians will receive notice of disciplinary decisions and appeal or review rights when required by law or Board policy. Note: Nothing in this section limits the district's ability to take immediate action when necessary to protect the safety of students, staff, or others.

# Complaints & Grievances

Any student, parent/guardian, employee, or other member of the school community who believes that the Board of Education, its employees, agents, or another member of the district community has violated rights guaranteed by federal or Illinois law or Board policy may raise a concern or file a complaint. Individuals who have questions about the application of these laws or Board policies may also seek assistance.

The district complies with applicable laws and regulations prohibiting discrimination, harassment, retaliation, and other violations of rights, including:

1. Title II of the Americans with Disabilities Act (ADA);
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. Title VII of the Civil Rights Act, 42 U.S.C. § 2000e et seq.;
6. The Illinois Human Rights Act, including protections relating to sexual harassment;
7. Applicable laws and requirements concerning the use of funds received for services to improve educational opportunities for educationally disadvantaged or deprived children;
8. Applicable laws and requirements concerning curriculum, instructional materials, and educational programs;
9. The Victims' Economic Security and Safety Act (VESSA), 820 ILCS 180;
10. The Illinois Equal Pay Act of 2003, 820 ILCS 112;
11. Applicable laws and requirements concerning the provision of services to students experiencing homelessness;
12. The Illinois Whistleblower Act, 740 ILCS 174;
13. The Illinois Genetic Information Privacy Act (GIPA), 410 ILCS 513, and Titles I and II of the Genetic Information Nondiscrimination Act (GINA), 42 U.S.C. § 2000ff et seq.

For students, these protections include the right to participate in educational programs and activities without discrimination, harassment, or retaliation as prohibited by law or Board policy.

**Reporting a Concern or Filing a Complaint**

Any person who believes any student, employee, or third party or the district generally has engaged in conduct prohibited by the laws cited above or Board policy, including discrimination, harassment, or retaliation, or who has inquiries about the application of the laws cited above or Board policy should contact a school administrator or the District's Nondiscrimination and Title IX Coordinator using the contact information provided below.

The district will use the grievance procedures established in Board Policy 2:260, Uniform Grievance Procedure, and Board Policy 2:265, Title IX Sexual Harassment Grievance Procedure, when applicable. Other complaints may be addressed through building-level procedures or other applicable District processes.

No student, parent/guardian, employee, or other member of the District community will be subjected to retaliation for making a good-faith complaint, reporting a concern, participating in an investigation or grievance process, or otherwise exercising a right protected by law or Board policy.

For complete complaint and grievance procedures, see Board Policies 2:260 and 2:265.

**District Complaint Managers**

Dr. Scott Bramley
Associate Superintendent for Human Resources & Administrative Services
Nondiscrimination Coordinator
1600 Dodge Ave
Evanston, IL 60201
bramleys@eths202.org
(847)424-7210

Dr. Quiana McNeal
Assistant Superintendent/Principal
Complaint Manager
1600 Dodge Ave
Evanston, IL 60201
mcnealq@eths202.org
(847)424-7043

Dr. Mia Lavizzo
Associate Principal for Student Services
Title IX Coordinator
Complaint Manager
1600 Dodge Ave
Evanston, IL 60201
lavizzom@eths202.org
(847)424-7575

*Anonymous Reporting*
*Call (888)214-4445*

# Extracurriculars

ETHS proudly offers a broad and diverse range of extracurricular opportunities, including student activities, interscholastic athletics, performing arts, clubs, student leadership, and other programs. Students are encouraged to participate in extracurricular activities as an important part of their high school experience. Activities, athletics, performing arts, clubs, and other organizations provide opportunities to explore interests, build relationships, develop leadership skills, and become more connected to the school community. Participation in extracurricular activities is voluntary.

**Definition of Extracurricular Activities**
Extracurricular activities are non-credit activities sponsored or approved by ETHS that take place outside the regular academic curriculum. They include interscholastic athletics, clubs, student organizations, performing arts, student leadership activities, competitions, and other school-sponsored activities or events designated by the district.

## Eligibility Requirements

Students who participate in extracurricular activities must meet ETHS's academic eligibility requirements and codes of conduct. Parent/guardian consent is required for student participation in extracurricular activities.

Academics are every student's first priority. Students participating in extracurricular activities are expected to maintain satisfactory academic progress, attend school regularly, follow the Extracurricular Code of Conduct, and meet any eligibility requirements that apply to their activity. Note: Students participating in interscholastic athletics and other IHSA-sanctioned activities must meet all eligibility requirements established by the Illinois High School Association (IHSA).

ETHS welcomes the participation of all students in its extracurricular programs and will provide reasonable accommodations and supports as required by law. Students who have an IEP, 504 Plan, Individual Health Care Plan, or other accommodation that may apply to participation in an extracurricular activity should work with the appropriate school staff to identify and coordinate necessary supports.

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## Academic Eligibility

Students participating in athletics and other extracurricular activities must meet the academic eligibility requirements established by ETHS and, when applicable, the Illinois High School Association (IHSA).

To participate in sports and other extracurricular activities:

- Students must pass at least five full-credit courses during the previous semester to be eligible for the following season/semester. Summer school credits may count toward second-semester eligibility.
- Students who meet the five-credit requirement but earn a semester GPA below 2.0 may be placed on the Academic Watch List and may be subject to additional academic support and eligibility requirements.

- During an activity season, students are subject to weekly academic eligibility checks. Students must be passing at least five classes to remain eligible to compete or participate.
- Students who do not meet weekly eligibility requirements may be restricted from competitions, performances, or other forms of participation until they regain eligibility.
- Students who are academically ineligible may continue to participate in practices, rehearsals, or team meetings when permitted, but may not compete, perform, or represent ETHS during the period of ineligibility.
- Students who are academically ineligible may be required to participate in designated academic support, study table, or homework center programs as a condition of regaining or maintaining eligibility.

Eligibility of special education students to participate in extracurricular and athletic activities may be determined based on criteria in the student's individualized education plans.

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# School Day Attendance & Participation

Students are expected to attend school regularly in order to participate in extracurricular activities. A student who is absent without an approved reason for more than half of their scheduled instructional periods on a school day may not be eligible to participate in an extracurricular activity that day.

Approved absences, including school-sponsored activities and other absences recognized under district attendance procedures, are not treated as unexcused absences for purposes of this requirement.

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# Extracurricular Code of Conduct

Participation in extracurricular activities at ETHS is a privilege that carries additional responsibilities and expectations. The Extracurricular Code of Conduct is governed by Board Policy 6:190 (Extracurricular and Co-Curricular Activities), establishes expectations for student participation in extracurricular activities. The code is intended to support the safety and well-being of all participants while promoting high standards of conduct, citizenship, and responsible decision-making. Students participating in extracurricular activities are subject to the Extracurricular Code of Conduct. The code applies year-round, including during non-school hours, non-school days, and school breaks.

Evanston Township High School District 202 reserves the right to restrict or revoke a student's participation in an extracurricular activity at any time. The district also reserves the right to determine whether an entire team, club, group, or program will represent ETHS in a competition, performance, or other activity.

**Students who participate in extracurricular activities must:**

- Follow the Student Behavior Code, Board policies, and all other school rules.
- Follow the rules and expectations established by their coach, sponsor, advisor, director, or activity.
- Treat students, staff, opponents, officials, spectators, and community members with respect.
- Demonstrate good sportsmanship and appropriate conduct during practices, meetings, performances, competitions, trips, and other activities.
- Attend school and participate in their classes as required to maintain eligibility.
- Take responsibility for their actions and make decisions that support their own well-being and the safety and well-being of others.
- Follow all applicable rules established by the Illinois High School Association (IHSA) for IHSA-sanctioned activities.

- Refrain from conduct that violates district policies or the law, including bullying, harassment, hazing, threats, violence, theft, vandalism, and the possession, use, distribution, or being under the influence of alcohol, cannabis, controlled substances, or other prohibited substances.
- Refrain from using electronic or social media in ways that violate school rules, threaten or harass others, or otherwise have a direct and substantial impact on the school community.
- Represent ETHS in a manner that reflects positively on the school and its community when participating in school-sponsored activities.

**Enforcement**
When an alleged violation of the Extracurricular Code of Conduct is brought to the attention of school officials, regardless of when or where it occurs, the appropriate administrator will be notified and may take action. This includes conduct occurring off-campus during non-school hours, on non-school days, or during school breaks.

The Extracurricular Code of Conduct is in addition to the Student Behavior Code. A student may therefore face consequences from both the school administration and a coach, sponsor, or advisor for the same conduct. Conversely, a student may violate the Extracurricular Code of Conduct without violating the Student Behavior Code and may be subject to consequences from the coach, sponsor, or advisor. Violations accumulate throughout a student's high school career at ETHS.

**Violations**
The following conduct constitutes a violation of the Extracurricular Code of Conduct:

- Engaging in behavior prohibited by the Student Behavior Code that results in expulsion or a cumulative total of three days of out-of-school suspension. The three-day total may be accumulated through separate incidents during a student's time at ETHS;
- Engaging in hazing, bullying, or cyberbullying;
- Engaging in harassment, sexual harassment, or sexual misconduct as defined by Board policy and the Student Behavior Code;
- Buying, selling, giving, delivering, using, possessing, or being under the influence of tobacco, alcohol, cannabis, a controlled substance without a valid prescription, or other mood-altering chemicals; or abusing prescription or non-prescription drugs, regardless of whether the conduct occurs on school property or at a school-related activity;
- Attending a gathering or riding in a vehicle where there is a verified report of drinking, drug use, or open alcohol;
- Maintaining or appearing on a website or blog that depicts illegal or sexually explicit behavior;
- Sending, transmitting, or posting images or other material depicting or related to illegal or sexual activity;
- Engaging in a criminal offense; or
- Engaging in gross unsportsmanlike conduct as a participant or spectator, including hate speech, offensive language, cheating, or taunting other participants.

**Consequences**
Students who violate the Extracurricular Code of Conduct may be subject to consequences in addition to any disciplinary action imposed under the Student Behavior Code. Consequences apply to all extracurricular activities in which the student participates. Depending on the nature and circumstances of the violation, consequences may include:

- A warning or restorative or educational intervention;
- Loss of participation privileges for a specified period;
- Suspension from practices, rehearsals, competitions, performances, meetings, or other activities;
- Removal from a leadership position;
- Removal from a team, club, organization, or activity; or
- Loss of eligibility to participate in extracurricular activities for a specified period or, in serious or repeated cases, for the remainder of the student's high school career.

Consequences will be determined based on the nature and severity of the conduct, the circumstances of the incident, the student's prior conduct, and other relevant factors. A violation of the Extracurricular Code of Conduct may result in consequences for more than one activity in which a student participates.

Students and parents/guardians will be notified when a violation results in suspension or removal from an extracurricular activity. Students will be given an opportunity to respond to the allegations before a final decision is made. A student or parent/guardian who disagrees with a decision to suspend or remove a student from an extracurricular activity may request a review by the Principal or designee. Information about the appeal process is provided on page 64.

### Athletics & Competitive Activities

| Offense | Consequence |
|---|---|
| First Offense | A student must successfully complete a school-based intervention program appropriate to the violation and is suspended from the activity for five (5) consecutive days, including practices, contests, and performances during the suspension period. If no contest or performance occurs during the five-day suspension, the student is also suspended from the next contest or performance. If the student is unable to participate in the activity for another reason, such as academic ineligibility or injury, the suspension will begin when the student becomes eligible to participate.<br><br>If the violation occurs before the start of the season, the student may participate in tryouts or auditions, if required. The suspension will begin immediately after tryouts or auditions conclude. If the student does not complete the assigned school-based intervention program, the suspension will be doubled to ten (10) days. |
| Second Offense | A student is suspended for up to one-third (1/3) of all contests and performances for the activity season and must successfully complete a school-based intervention program appropriate to the violation. During the suspension, attendance and participation in practices are mandatory. If the student does not complete the assigned school-based intervention program, the suspension will be doubled, up to a maximum of two-thirds (2/3) of all contests and performances for the activity season. |
| Third Offense | A student is suspended from all extracurricular activities for one calendar year and must successfully complete a school-based intervention program appropriate to the violation. |
| Fourth Offense | A student is no longer eligible to participate in athletic or competitive activities for the remainder of their high school career. |

#### IHSA Regulations

The Illinois High School Association (IHSA) regulates interscholastic athletics and activities in Illinois, including chess, journalism, music, scholastic bowl, and speech. In addition to the Extracurricular Code of Conduct and Student Behavior Code, students participating in IHSA-sanctioned sports and activities are expected to understand and follow the IHSA Constitution, By-laws, and Policies governing interscholastic competition.

In the event of a conflict between the Extracurricular Code of Conduct, Student Behavior Code, and IHSA Constitution, By-laws, or Policies, the IHSA Constitution, By-laws, and Policies will govern IHSA-sanctioned sports and activities. The complete IHSA Constitution, By-laws, and Policies is available online.

### Performing Arts

| Offense | Consequence |
|---|---|
| First Offense | **Year-Long and Seasonal Performance Groups and Activities:** A student must successfully complete a school-based intervention program appropriate to the violation and is suspended from the activity for five (5) consecutive days, including rehearsals and performances during the suspension period. If the student does not complete the assigned school-based intervention program, the suspension will be doubled to ten (10) days.<br><br>**Productions:** If a violation occurs during the final two weeks of rehearsal or during performances for a production, such as YAMO or the winter musical, the student may continue to rehearse and perform in the current production but will be suspended from participating in the next equivalent activity or production, as determined by the sponsor and administrator. |
| Second Offense | **Year-Long and Seasonal Performance Groups and Activities:** A student is suspended for up to one-third (1/3) of the activity season and must successfully complete a school-based intervention program appropriate to the violation. During the suspension, attendance and participation in rehearsals are mandatory. If the student does not complete the assigned school-based intervention program, the suspension will be doubled, up to a maximum of two-thirds (2/3) of the activity season.<br><br>**Productions:** For productions such as YAMO or the winter musical, a student is suspended from rehearsing and performing, regardless of when the violation occurs. During the suspension, attendance and participation in rehearsals are mandatory. |
| Third Offense | A student is no longer eligible to participate in performing arts activities for the remainder of their high school career. |

#### Required Academic Performances

A student who is ineligible to participate in an extracurricular activity may still participate in a performance that is required for an academic course. Participation in such an academic performance is considered co-curricular and is exempt from the code.

### Student Activities & Organizations

| Offense | Consequence |
|---|---|
| First Offense | A student may be removed from a titled position and suspended from participation in their club, activity, or organization for up to 25% of the school year or 25% of the applicable activity season. For severe violations, the suspension may exceed 25% and may include removal from the club, activity, or organization. During the suspension, the student may not attend club meetings, events, or competitions. |

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| Second Offense | A second violation in the same school year or in a subsequent school year may result in removal from a titled position and suspension from the club, activity, or organization for up to 50% of the school year or 50% of the applicable activity season. During the suspension, the student may not attend club meetings, events, or competitions. |
| Third Offense | A student is no longer eligible to participate in student government, clubs, activities, or organizations for the remainder of their high school career. |

**Timing of Consequences**
If a violation occurs too late in an activity season for a suspension to be completed, the suspension will carry over to the next season in which the student participates. If a violation occurs too late in the school year for a suspension to be completed, the suspension will carry over to the following school year.

### Senior Code Violation

If a senior violates the Extracurricular Code of Conduct after completing their extracurricular activity season, the student may choose to complete a school-based intervention program appropriate to the violation or may become ineligible to attend prom. If the timing of the violation does not allow the student to complete the required intervention program before prom, the student may be ineligible to attend prom.

**Appeals**
A student or their parent/guardian may appeal a consequence imposed for a violation of the Extracurricular Code of Conduct by requesting a review by the Principal or their designee. A written appeal must be submitted within three (3) school days of receiving notice of the consequence. If a written appeal is not received within three (3) school days, the consequence will be considered final, and ETHS will implement the consequence.

To appeal a consequence, a student or their parent/guardian must submit an email to the Principal within three (3) school days of receiving notice of the consequence. The appeal must include:

- Student name and ID number
- The reason for the appeal
- Any special circumstances related to the situation that should be considered
- A proposed resolution

The Principal or their designee will review the appeal and all relevant materials generated through the investigation and will determine whether to uphold or modify the consequence. The decision of the Principal is final and may not be appealed.

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# Program-Specific Expectations

Coaches, sponsors, and advisors may establish additional expectations for their extracurricular programs, provided those expectations are consistent with district policies. Program-specific expectations will be communicated to students when they join the program and whenever expectations are updated. Students are expected to follow all program-specific expectations. A failure to meet a program-specific expectation does not necessarily constitute a violation of the code and may be addressed by the coach, sponsor, or advisor, through program-specific consequences. Consequences may include suspension from or removal from the program. Conduct that violates both a program-specific expectation and the Extracurricular Conduct Code may result in both program-specific consequences and code consequences.

## Tryouts, Auditions, & Membership

Tryouts, audition, and membership procedures, requirements, and timelines are determined by the individual coach, sponsor, or advisor in accordance with district guidelines. Following the tryout, audition, or application process, the staff member will notify participants of their status. Tryout and audition decisions are final and may not be appealed.

## IHSA Eligibility for Gendered Sports

The IHSA Transgender Participation Policy allows trangender student-athletes to compete in categories matching their gender identity on a case-by-case basis. Students must receive an eligibility ruling from the IHSA before participating. The IHSA makes eligibility determinations based on the circumstances of each individual case. Students or families should notify the ETHS Athletic Department to request an eligibility ruling.

## Travel Rules

Students traveling in connection with an ETHS extracurricular activity are representing the District and are expected to follow all school rules and the directions of staff, coaches, and sponsors.

Students are expected to travel to and from extracurricular events using school-approved transportation arranged for the activity. A student may be released to a parent/guardian for transport only when an exception is approved by the coach, sponsor, or other designated staff member. When required, a travel release form must be submitted in advance. Exceptions are intended for circumstances that require an alternative arrangement and are not routinely granted for convenience.

Students are expected to conduct themselves appropriately throughout all school-sponsored travel. Failure to follow travel expectations may result in disciplinary action and/or removal from the activity.

## Uniforms & Equipment

Students are responsible for the proper care and return of school-issued equipment, uniforms, instruments, and other materials provided for an extracurricular activity. Students must follow the directions of their coach, sponsor, or advisor regarding the storage, use, maintenance, and return of equipment.

Students participating in activities that require uniforms or other designated attire are expected to follow the applicable requirements of their activity. Uniforms and activity attire should be clean, properly maintained, and worn only as directed for practices, performances, competitions, games, or other official activities. Activity-specific attire requirements must comply with applicable district policies and may include reasonable accommodations or modifications when required. Religious and cultural attire and other legally protected accommodations will be respected.

Students may be responsible for the replacement cost of school-issued equipment that is lost, intentionally damaged, or not returned as directed. Students are responsible for their personal equipment and belongings; ETHS is not responsible for loss or damage to student-owned property.

# Student Organizations

ETHS offers a wide range of student clubs and organizations. Student organizations and clubs are school-sponsored groups that provide students with opportunities to explore interests, develop leadership skills, build relationships, and contribute to the ETHS community. Organizations may focus on academic, cultural, artistic, athletic, service, social, or other areas of student interest.

Student organizations and clubs operate under the supervision of ETHS staff and are subject to school policies, procedures, and expectations.

**Student Expression and Equal Access**
ETHS provides students with opportunities to form and participate in student organizations regardless of the organization's religious, political, philosophical, or other viewpoint, consistent with applicable law and Board policy.

Students may organize and participate in clubs that discuss controversial or differing viewpoints. Student organizations are expected to conduct their activities in a manner consistent with school rules, Board policy, and the rights and safety of others.

The district does not endorse or adopt the views expressed by student organizations simply by permitting them to meet or use school facilities.

**Starting a New Club**
Students may propose a new club or student organization when they have a shared interest and a sufficient number of students to meet the District's requirements for establishing a club. A club must also have an approved ETHS staff member who is willing to serve as its advisor.

Students interested in starting a new club should contact the Student Activities Office to discuss the proposal, review the requirements, and complete the required club registration or charter process.

Once approved, student clubs may use designated school facilities and resources in accordance with District procedures and applicable school rules.

# Fundraising Activities

Fundraising by students or student organizations must be approved in advance by the Associate Principal for Educational Services or designee. Fundraising activities must be conducted in accordance with district procedures and may not interfere with instructional time or the regular operation of the school.

Only school-sponsored or officially recognized student organizations may conduct fundraising activities on behalf of the organization. Students who are not representing a school-sponsored organization may not solicit money or donations at school. Door-to-door fundraising conducted on behalf of an ETHS student organization is not permitted.

**Food and Beverage Fundraisers**
Food and beverages sold or distributed during the school day must comply with applicable USDA Smart Snacks nutrition standards. These requirements do not apply to food and beverages sold outside the school day, such as concessions at athletic events or fundraising activities held on weekends or off campus.

Food provided for student or community consumption must be commercially prepared, ready-to-eat, and in its original packaging with ingredient information available to help reduce the risk of foodborne illness

and allergic reactions. Note: To help protect students and staff with food allergies, fundraisers and other food-related activities may not include products containing peanuts or tree nuts. This includes foods that contain peanuts or tree nuts as an ingredient or are labeled as containing peanuts or tree nuts.

Students and staff planning a fundraiser should contact the appropriate Student Activities, Athletics, Arts + Innovation, Community Service, or Nutrition Services office for information about applicable requirements and approval procedures.

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| Working Together: **Extracurriculars** | Families play an important role in supporting students' participation in extracurricular activities. Families can support their student by reviewing activity expectations together, encouraging consistent attendance and commitment, and communicating with coaches, sponsors, or other staff when questions or concerns arise. Working together helps students make the most of their extracurricular experiences while contributing positively to their teams, clubs, and organizations. |

# Family Communication

ETHS values strong partnerships with students and families. Clear, timely, and respectful communication helps families stay informed, ask questions, address concerns, and support student success. The district communicates with families through several channels, and families are encouraged to reach out when they need information or assistance.

## How ETHS Communicates with Families

Families may receive school and district information through:

- Email and other school-wide communications, including our weekly newsletter;
- Campus Parent for student information, including schedules, attendance, grades, and other student records;
- Emergency and time-sensitive notifications through the district's notification system;
- The ETHS website and other official district communication channels; and
- Communication directly from teachers, counselors, deans, coaches, sponsors, and other staff members.

Families are responsible for maintaining accurate and up-to-date contact information in Campus Parent. Families should update their email address, phone number, mailing address, and other contact information promptly when changes occur.

### Connect With Us

ETHS offers several ways for students and families to stay connected to what's happening across our school community. From important school news and upcoming events to student accomplishments, activities, and the everyday moments that make ETHS special, our communications channels highlight the people, experiences, and opportunities that make up the Wildkit community.

| Wildkit Weekly | Board Briefs | Social Media |
|---|---|---|
| The *Wildkit Weekly* is ETHS's official school newsletter, delivered by email every Tuesday during the school year to students, staff, and parents/guardians. | *Board Briefs* are District 202's official summary of Board of Education meetings and district updates. Board Briefs provide key information about Board discussions, decisions, and other matters related to the district. | ETHS social media channels are official District communication platforms used to share school news, events, student and staff accomplishments, important updates, and highlights from across the ETHS community. |

# Guidelines for Parent/Guardian Communication

Families are encouraged to contact the staff member who can best address their question or concern. We encourage families to reach out when they have questions or concerns and ask that communication with staff be approached in a spirit of mutual respect and problem-solving.

### Our Commitment

ETHS staff will make reasonable efforts to respond to family questions and concerns in a timely manner and to work collaboratively with families to address issues affecting students. When an ongoing concern requires follow-up, staff may establish a communication plan to keep families informed about next steps and progress. Families can help us communicate effectively by providing relevant information, identifying the concern or question clearly, and allowing staff appropriate time to review and respond.

**Classroom-Based Concerns**

When a question or concern involves a class, assignment, grade, or classroom experience, families should generally begin by contacting the teacher. Teachers have responsibilities throughout the school day, including instruction, meetings, collaboration, grading, and lesson planning. It is most common for teachers to check emails before and after school. Families should allow reasonable time (up to two school days) for a response. Email is often the most efficient way to communicate straightforward questions or information. When a concern is more complex or would benefit from discussion, the teacher may suggest a phone or in-person meeting.

**Counselors, Deans, and Other Staff**

Families may contact the counselor, dean, or other staff member who is best positioned to address a particular concern. Staff may work collaboratively or refer a concern to the appropriate person or department when additional assistance is needed.

**Principal, Associate Principals, and Other Administrators**

Families may contact an administrator when a concern cannot be resolved with the appropriate staff member, requires administrative assistance, or involves a serious or sensitive matter. Concerns involving student safety, discrimination, harassment, or other matters covered by district complaint procedures may be reported directly to an administrator or other appropriate district contact.

# Collaborative Problem-Solving

When a concern arises, ETHS encourages families and staff to work through the following process:

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| **Step 1** | **Start with the person closest to the concern.**<br>For questions about a class, assignment, grade, or classroom experience, contact the teacher. For concerns involving a specific program, activity, or service, contact the staff member responsible for that area. |
| **Step 2** | **Involve additional support when needed.**<br>If the concern cannot be resolved or additional assistance is needed, families may contact the appropriate counselor, dean, department leader, or administrator. |
| **Step 3** | **Seek additional review when appropriate.**<br>Concerns that remain unresolved after building-level efforts may be referred to the appropriate district administrator. Complaints involving alleged violations of law or Board policy will be addressed through the applicable district complaint or grievance procedures. |

## Communication Expectations

ETHS staff and families share responsibility for maintaining respectful and productive communication. Our shared goal is to resolve concerns constructively and ensure that students have the support they need to succeed. We encourage everyone to:

- Approach concerns with curiosity and a willingness to hear different perspectives.
- Work directly with the appropriate staff member whenever possible.
- Focus on the concern and potential solutions rather than assumptions about another person's intentions.
- Use respectful language and allow others an opportunity to respond.
- Recognize that email may not be the best format for resolving complex or sensitive concerns.

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## Language Access and Accessibility

ETHS is committed to providing meaningful access to school information for students and families. Families may request language interpretation or translation assistance when needed to access important school information or participate in school-related meetings and processes.

The district also works to provide communication in accessible formats and reasonable accommodations for individuals with disabilities. Families who need language or accessibility support should contact the appropriate school office or the Communications Office.

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## Conferences and Reporting Periods

Families have opportunities throughout the school year to communicate with teachers and review student progress. ETHS provides scheduled parent/guardian-teacher conferences and academic reporting periods to support communication about student learning and progress.

Families are encouraged not to wait for a scheduled conference to raise a concern or ask a question. Teachers, counselors, deans, and other staff are available throughout the school year to help address student needs.

| | |
|---|---|
| Working Together: **Communication** | Clear, timely communication helps students, families, and staff stay connected and work together effectively. Families can support their student by staying informed through ETHS communication channels, talking with their student about important updates, and reaching out to the appropriate staff member when questions or concerns arise. Open communication helps us address questions early and better support our students. |

# Notices

The following notices provide information about important student rights, protections, reporting options, and the District's responsibilities under applicable law and Board policy.

## Asbestos Management

ETHS maintains an asbestos management plan in accordance with the federal Asbestos Hazard Emergency Response Act (AHERA) and applicable state requirements. The District conducts required inspections and re-inspections and maintains an ongoing operations and maintenance program for asbestos-containing materials.

The District's asbestos management plan and related inspection records are available for public review. For more information or to request access to these records, contact the Operations and Sustainability Department.

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## 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 18 are present, except in limited circumstances permitted by law.

A child sex offender may be present on school property if the individual:

1. Is the parent/guardian of a student attending the school and has notified the Principal of their presence for the purpose of:
    - attending a conference with school personnel concerning the student's academic or social progress;
    - participating in a child review conference concerning the student's evaluation or placement for special education services; or
    - attending a conference concerning another student-related matter involving their child, such as retention or promotion; or
2. Has received permission from the Board of Education, Superintendent, or Superintendent's designee to be present.

When permission is granted, the Superintendent or Board President will provide the Principal with information regarding the individual's visit.

In all cases permitted by law, a child sex offender will be supervised by the Superintendent or a certified employee designated by the Superintendent while the individual is in the vicinity of children.

## Erin's Law: Preventing Child Sexual Abuse

Erin's Law requires Illinois public schools to provide age-appropriate education designed to help students recognize, prevent, and report child sexual abuse. ETHS provides instruction and support consistent with Illinois law and district policy.

Students are encouraged to talk to a trusted adult if they experience or witness behavior that makes them feel unsafe or uncomfortable. Concerns may be reported to a teacher, counselor, dean, administrator, School Resource Officer, or another trusted adult.

Parents/guardians are encouraged to learn about the warning signs of child sexual abuse, grooming behaviors, and appropriate ways to respond to concerns. Resources and information about reporting suspected child abuse are available through the District and the Illinois Department of Children and Family Services (DCFS).

## Faith's Law: Preventing Educator Sexual Misconduct

Faith's Law strengthens protections for students by establishing requirements designed to prevent and address sexual misconduct and grooming in schools. Illinois law defines grooming to include certain conduct occurring through electronic communications, written communications, in-person conduct, or through a third party. The law also reinforces the responsibility of mandated reporters to report suspected grooming to the Illinois Department of Children and Family Services (DCFS), as required by law.

Illinois law requires school districts to maintain an Employee Code of Professional Conduct that establishes expectations for appropriate professional relationships and boundaries between employees and students. The Code addresses staff-student boundaries, including expectations related to transporting students, taking or possessing photographs or videos of students, and communicating or meeting with students outside an employee's professional role. It also incorporates applicable requirements regarding child abuse reporting, Title IX, and required employee training.

## Integrated Pest Management Notice

ETHS uses an Integrated Pest Management (IPM) program that emphasizes prevention and reduced-risk pest control methods, with a preference for non-chemical measures. The program operates in accordance with Board Policy 4:160 and applicable Illinois law.

Chemical pest control materials are not routinely applied inside the ETHS building. Families may opt in to receive advance notification of certain pesticide or herbicide applications on school grounds, as required by law. Notification is provided to those who have registered for the service.

To receive pest control notifications or additional information about ETHS's pest management practices or safety information for materials used on District property, contact the Operations and Sustainability Department.

# Procedural Safeguards

Parents/guardians of students with disabilities have rights and protections under the Individuals with Disabilities Education Act (IDEA) and Illinois special education law. The District provides parents/guardians with the Notice of Procedural Safeguards for Parents/Guardians of Students with Disabilities as required by law.

The current Notice of Procedural Safeguards, including information about evaluation, eligibility, Individualized Education Programs (IEPs), educational services, dispute resolution, and parent/guardian rights, is available through the Illinois State Board of Education.

- Procedural Safeguards- English
- Procedural Safeguards- Spanish

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# Nondiscrimination Policy

Evanston Township High School District 202 is committed to providing an educational environment that is free from discrimination, harassment, and retaliation. In accordance with federal (Title VI, Title IX, Americans with Disabilities Act, Section 504, and Age Discrimination Act), state, and local laws, ETHS does not discriminate on the basis of race, color, national origin, sex, gender identity or expression, sexual orientation, disability, age, religion, or any other legally protected status in admission into, access to, or treatment within its educational programs or activities, or in employment.

- Equal Opportunity: All students and employees have the right to participate in the school's programs, activities, and services without discrimination or harassment. We ensure that our admissions, academic programs, extracurricular activities, and employment opportunities are open and accessible to all, regardless of their protected characteristics.

- Nondiscriminatory Education: ETHS is dedicated to providing equitable opportunities for academic achievement, including accommodations for students with disabilities, Multilingual Learners, and other students with specialized needs.

- Harassment-Free Environment: ETHS maintains a zero-tolerance policy towards discrimination, bullying, or harassment in any form, including sexual harassment. Any acts of discrimination, harassment, or retaliation will be promptly investigated and addressed in accordance with Board Policy 2:260.

- Reasonable Accommodations: Reasonable accommodations will be provided upon request for persons with disabilities who wish to participate in ETHS events or activities. Please contact the department at least three working days prior to the activity.

- Complaints and Grievances: Any individual who believes they have been subjected to discrimination or harassment may file a complaint with the school administration. ETHS is committed to resolving complaints in a timely and impartial manner. For more information, view Board Policy 2:260.

Note: This summary is provided for convenience and clarity only and does not replace the official nondiscrimination policy. The Board of Education's adopted policy is the authoritative document and supersedes any information presented on this page. For more information on the district's nondiscrimination policy and implementation, view **Board Policy 2:270**.

# Student Data Privacy and Educational Technology

ETHS uses educational technology and online services to support instruction, communication, and school operations. Some of these services may collect or receive student information on behalf of the district.

The district complies with the Student Online Personal Protection Act (SOPPA) and other applicable student privacy laws. Educational technology providers that receive student information are required to use that information only for authorized school purposes and are prohibited from selling or renting student information or using student information for targeted advertising, as provided by law.

Information shared with educational technology providers may include information such as student identification and contact information, enrollment and schedule information, grades and assessment data, attendance, student work, and other information necessary to provide the service.

The District maintains a list of educational technology providers and information about the types of student data shared with those providers, as required by SOPPA.

**Evanston Township High School**
**District 202**
1600 Dodge Avenue
Evanston, Illinois 60201
www.eths202.org

