East St. Louis School District 189

School Year 2026-2027

STUDENT HANDBOOK

Arthur R. Culver
Superintendent

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Chapter 1: Introductory Information & General Notices

1.00 School Operations During a Pandemic or Other Health Emergency

A pandemic is a global outbreak of disease. Pandemics happen when a new virus emerges to infect individuals and, because there is little to no pre-existing immunity against the new virus, it spreads sustainably. East St. Louis School District 189 and your child's school play an essential role, along with the local health department and emergency management agencies, in protecting the public's health and safety during a pandemic or other health emergency.

During a pandemic or other health emergency, you will be notified in a timely manner of all changes to the school environment and schedule that impact your child. Please be assured that even if school is not physically in session, it is the goal of the school and School District 189 to provide your child with the best educational opportunities possible.

Additionally, please note the following:

1. All decisions regarding changes to the school environment and schedule, including a possible interruption of in-person learning, will be made by the superintendent in consultation with and, if necessary, at the direction of the Governor, Illinois Department of Public Health, local health department, emergency management agencies, and/or Regional Office of Education.

2. Available learning opportunities may include remote and/or blended learning. Blended learning may require your child to attend school on a modified schedule.

3. Students will be expected to participate in blended and remote instruction as required by the school and School District 189. Parents are responsible for assuring the participation of their child. Students who do not participate in blended or remote learning will be considered truant.

4. All school disciplinary rules remain in effect during the interruption of in-person learning. Students are subject to discipline for disrupting the remote learning environment to the same extent that discipline would be imposed for disruption of the traditional classroom.

5. Students and parents will be required to observe all public health and safety measures implemented by the school and District in conjunction with state and local requirements.

6. During a pandemic or other health emergency, the school and District will ensure that educational opportunities are available to all students.

7. School personnel will work closely with students with disabilities and other vulnerable student populations to minimize the impact of any educational disruption.

8. Students who have a compromised immune system, live with an individual with a compromised immune system, or have a medical condition that may impact their ability to attend school during a pandemic or other public health emergency should contact school officials.

9. During a pandemic or other health emergency, teachers and school staff will receive additional training on health and safety measures.

10. In accordance with School District 189 or state mandates, the school may need to conduct a daily health assessment of your child. Parents and students will be notified of the exact assessment procedures if this becomes necessary.

11. Parents should not send their child to school if their child exhibits any symptoms consistent with the pandemic or other health emergency.

12. Please do not hesitate to contact school or School District 189 officials if you have any concerns regarding your child's education, health or safety.

1.20 Student/Parent Handbook Acknowledgement and Pledge

Printed Name of Student: _____

Student Acknowledgement and Pledge

I acknowledge receiving and/or being provided electronic access to the Student/Parent Handbook and East St. Louis School District 189 School Board policy on student behavior. I have read these materials and understand all rules, responsibilities and expectations. In order to help keep my school safe, I pledge to adhere to all School and East St. Louis School District 189 rules, policies and procedures.

I understand that the Student/Parent Handbook is only a summary of board policies governing the district and is a communication tool of all policies to persons expected to execute and comply with them. I further understand that the Student Handbook and East St. Louis School District 189 policies may be amended during the year without notice and such changes are available in the school office and on School District 189's website:

(https://www.estl189.com/our-district/school-board-of-education/policies-procedures).

I understand that my failure to return this acknowledgement and pledge will not relieve me from being responsible for knowing or complying with School and School District 189 rules, policies and procedures.

_____ _____

Student Signature Date

Students must also read and agree to the following before being granted unsupervised electronic networks access:

I understand and will abide by the above *Acceptable Use of the District's Electronic Networks*. I understand that the District and/or its agents may access and monitor my use of the District's electronic networks, including the Internet, my email and downloaded material, without prior notice to me. I further understand that should I commit any violation, my access privileges may be revoked, and school disciplinary action and/or legal action may be taken. In consideration for using the District's electronic network connection and having access to public networks, I hereby release the School District and its Board members, employees, and agents from any claims and damages arising from my use of, or inability to use the District's electronic networks, including the Internet.

Student Name (*please print*) _____

_____ _____

Student Signature Date

Parent/Guardian Acknowledgement

I acknowledge receiving and/or being provided electronic access to the Student/Parent Handbook and East St. Louis School District 189 School Board policy on student behavior. I have read these materials and understand all rules, responsibilities and expectations.

I understand that the Student/Parent Handbook is only a summary of board policies governing the district and is a communication tool of all policies to persons expected to execute and comply with them. I further understand that the Student Handbook and East St. Louis School District 189 policies may be amended during the year without notice and such changes are available in the school office and on School District 189's website:

(https://www.estl189.com/our-district/school-board-of-education/policies-procedures).

I understand that my failure to return this acknowledgement will not relieve me or my child from being responsible for knowing or complying with School and School District 189 rules, policies and procedures.

Parent/Guardian Name (*please print*) _____

_____ _____

Parent/Guardian Signature Date

1.30 General School Information

This handbook is a **summary** of the school's rules and expectations, and is **not** a comprehensive statement of school procedures. The Board's comprehensive policy manual is available for public inspection through School District 189's website:

(https://www.estl189.com/our-district/school-board-of-education/policies-procedures)

or at the Board office, located at: 1005 State Street, East St. Louis, IL 62201

The East St. Louis School District 189 School Board governs School District 189, and is elected by the community. Current School Board members are:

Timothy Lockett, Sr., President

Willie B. Ray, Vice-President

Walter L. Hood, Treasurer

Latoyia S. Mosley, Secretary

Remy Dean, Member

Roy A. Mickens, Member

Laytonya C. Sayles, Member

The School Board has the following administrative staff to operate the district (1005 State Street, East St. Louis, IL 62201; 618-646-3000):

Arthur R. Culver, Superintendent

Keisa Garrett, Chief of Schools

Jennifer Brumback, Chief of Staff

Delfaye Jason, Chief School Business Official

Dr. Valencia Hawkins, Chief Human Resources Officer

Sydney Stigge-Kaufman, Executive Director of Strategic Partnerships & Communications

ELEMENTARY SCHOOLS

AVANT | 1915 N. 55th Street | 618-646-3870 Roshonda Harriel, Principal

DUNBAR | 1835 Tudor Avenue | 618-646-3840 Tifani Brown, Principal

OFFICER | 558 N. 27th Street | 618-646-3970 Darla Wall, Principal

WRIGHT | 7710 State Street | 618-646-3860 Dr. Lawrence Rainey, Interim Principal

SECONDARY SCHOOLS

LINCOLN | 12 S. 10th Street | 618-646-3770 Quanshanda Nicholson, Principal

MASON/CLARK | 5510 State Street | 618-646-3750 Kiota Edwards, Assistant Principal

EAST ST. LOUIS SR. HIGH | 4901 State Street | 618-646-3700 Dr. Brittany Green, Principal

LEARNING CENTERS

VIVIAN ADAMS EARLY CHILDHOOD CENTER | 501 Katherine Dunham Place | 618-646-3290

Dr. Sheryl Coleman, Interim Principal

YOUNGE SCHOOL OF EXCELLENCE | 3939 Caseyville Avenue | 618-646-3760

Devon McCallum, Principal

BUSH ALTERNATIVE LEARNING CENTER | 1516 Gross Avenue | 618-646-3930

Darnell Spencer, Principal

1.40 Visitors (Revised May 2024)

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

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

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

Visitors are expected to abide by all School District 189 rules during their time on school property. A visitor who fails to conduct himself or herself in a manner that is appropriate will be asked to leave and may be subject to criminal penalties for trespassing and/or disruptive behavior.

No person on School District 189 property or at a school event shall perform any of the following acts:

1. Strike, injure, threaten, harass, or intimidate a staff member, board member, sports official or coach, or any other person.

2. Behave in an unsportsmanlike manner or use vulgar or obscene language.

3. Unless specifically permitted by State law, possess a weapon, any object that can reasonably be considered a weapon or looks like a weapon, or any dangerous device.

4. Damage or threaten to damage another's property.

5. Damage or deface school property.

6. Violate any Illinois law or municipal, local, or county ordinance.

7. Smoke or otherwise use tobacco products.

8. Distribute, consume, use, possess, or be impaired by or under the influence of an alcoholic beverage, cannabis, other lawful product, or illegal drug.

9. Be present when the person's alcoholic beverage, cannabis, other lawful product, or illegal drug consumption is detectible, regardless of when and/or where the use occurred.

10. Use or possess medical cannabis, unless he or she has complied with Illinois' Compassionate Use of Medical Cannabis Act and district policies.

11. Impede, delay, disrupt, or otherwise interfere with any school activity or function (including using cellular phones in a disruptive manner).

12. Enter upon any portion of school premises at any time for purposes other than those that are lawful and authorized by the school board.

13. Operate a motor vehicle: (a) in a risky manner, (b) in excess of 20 miles per hour, or (c) in violation of an authorized School District 189 employee's directive.

14. Engage in any risky behavior, including roller-blading, roller-skating, or skateboarding.

15. Violate other School District 189 policies or regulations, or a directive from an authorized security officer or district employee.

16. Engage in any conduct that interferes with, disrupts, or adversely affects School District 189 or a school function.

Any person who engages in prohibited conduct may be ejected from or denied admission to school property in accordance with State law. The person may also be subject to being denied admission to school athletic or extracurricular events for up to one calendar year.

Cross-reference: PRESS 8:30, *Visitors to and Conduct on School Property*

1.50 Equal Educational Opportunities and Sex Equity (revised May 2025)

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

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

Any student or parent/guardian with a sex equity or equal opportunity concern should contact: Keisa Garrett, Chief of Schools at keisa.garrett@estl189.com or 618-646-3014.

Any student may file a sex discrimination complaint under the District's Title IX Grievance Procedure.

Any student may file a sex equity complaint under the District's Uniform Grievance Procedure. A student may appeal the Board's decision to the Regional Superintendent and, thereafter, to the State Superintendent of Education.

Cross-Reference: PRESS 7:10, *Equal Educational Opportunities* PRESS 2:260, *Uniform Grievance Procedure*

1.60 Animals on School Property

In order to assure student health and safety, animals are not allowed on School District 189 property, except in the case of a service animal accompanying a student or other individual with a documented disability. This rule may be temporarily waived by the building principal in the case of an educational opportunity for students, provided that (a) the animal is appropriately housed, humanely cared for, and properly handled, and (b) students will not be exposed to a dangerous animal or an unhealthy environment.

Cross-Reference:
PRESS 6:100, *Using Animals in the Educational Program*
PRESS 6:120-AP3, *Service Animal*

1.70 School Volunteers

All School District 189 volunteers must complete the "Volunteer Form and Waiver of Liability" and be approved by the building principal prior to assisting at the school. Forms are available in the school office or district office. Some teachers utilize parent volunteers in the classroom. The individual teachers make this decision. Teachers who desire parent volunteers will notify parents. For school-wide volunteer opportunities, please contact the building principal.

Volunteers are required to check in and out at the main office and receive a visitor badge before going to their destination.

Cross-Reference:
PRESS 6:250, *Community Resource Persons and Volunteers*

1.80 Invitations & Gifts

Party invitations or gifts for classmates should not be brought to school to be distributed.

1.85 Treats & Snacks [K-8]

Due to health concerns and scheduling, treats and snacks for any occasion must be arranged in advance with the classroom teacher. All treats and snacks must be store bought and prepackaged in individual servings. No homemade treats or snacks are allowed at school. Treats and snacks must not require refrigeration and must have a clearly printed list of ingredients on the packaging. We strongly encourage you to select a treat or snack with nutritional value.

All foods offered on the school campus during the school day are encouraged to meet or exceed the USDA Smart Snacks in School nutrition standards. The District will discourage staff to use food/beverage as a reward and encourage staff to explore alternatives to food for celebrations and incentive programs. Providing alternatives to food as a reward promotes healthier habits by reducing exposure to less nutritious food items and, therefore, the amount of calorie-dense food items consumed (e.g. cakes, cookies, candy, etc.). This helps children develop improved food preferences and hunger cues to carry them throughout life.

1.90 Emergency School Closings

In cases of bad weather and other local emergencies, please listen to any local radio or television station to be advised of East St. Louis School District 189 school closings or early dismissals. School closings for any reason will be announced by 7:00 a.m. If bad weather or other emergency occurs during the day, please listen to local media stations for possible early dismissal information or visit our website at www.estl189.com for details.

For your child's safety, make certain your child knows ahead of time where to go in case of an early dismissal.

If we dismiss early for an emergency, all after-school functions are automatically canceled.

Cross-Reference:
PRESS 4:170, *Safety*

1.100 Video & Audio Monitoring Systems

A video and/or audio monitoring system may be in use on school buses and a video monitoring system may be in use in public areas of the school building. These systems have been put in place to protect students, staff, visitors and School District 189 property. If a discipline problem is captured on audiotape or videotape, these recordings may be used as the basis for imposing student discipline. If criminal actions are recorded, a copy of the tape may be provided to law enforcement personnel.

Cross-Reference:
PRESS 4:110, *Transportation*

1.110 Accommodating Individuals with Disabilities

Individuals with disabilities will be provided an opportunity to participate in all East St. Louis School District 189 school-sponsored services, programs, or activities. Individuals with disabilities should notify the superintendent or building principal if they have a disability that will require special assistance or services and, if so, what services are required. This notification should occur as far in advance as possible of the school-sponsored function, program, or meeting.

Cross Reference:
PRESS 8:70, *Accommodating Individuals with Disabilities*

1.120 Students with Food Allergies

State law requires East St. Louis School District 189 to annually inform parents of students with life-threatening allergies or life-threatening chronic illnesses of the applicable provisions of Section 504 of the Rehabilitation Act of 1973 and other applicable federal statutes, state statutes, federal regulations and state rules.

If your student has a life-threatening allergy or life-threatening chronic illness, please notify the building principal at your child's school.

Federal law protects students from discrimination due to a disability that substantially limits a major life activity. If your student has a qualifying disability, an individualized Section 504 Plan will be developed and implemented to provide the needed support so that your student can access his or her education as effectively as students without disabilities.

Not all students with life-threatening allergies and life-threatening chronic illnesses may be eligible under Section 504. School District 189 may also be able to appropriately meet a student's needs through other means.

Cross Reference:
PRESS 7:285-AP,E, *Food Allergy Management Program*

1.130 Care of Students with Diabetes

If your child has diabetes and requires assistance with managing this condition while at school and school functions, a Diabetes Care Plan must be submitted to the building principal. Parents/guardians are responsible for and must:

a. Inform the school in a timely manner of any change which needs to be made to the Diabetes Care Plan on file with the school for their child.

b. Inform the school in a timely manner of any changes to their emergency contact numbers or contact numbers of health care providers.

c. Sign the Diabetes Care Plan.

d. Grant consent for and authorize designated School District 189 representatives to communicate directly with the health care provider whose instructions are included in the Diabetes Care Plan.

For further information, please contact the building principal.

Cross-Reference:
PRESS 6:1230-AP4, *Care of Students with Diabetes*
PRESS 7:270-AP1, *Dispensing Medication*

1.140 Suicide Prevention and Depression Awareness (Revised June 2026)

Youth suicide impacts the safety of the school environment. It also affects the school community, diminishing the ability of surviving students to learn and the school's ability to educate. Suicide and depression awareness and prevention are important goals of School District 189.

The District maintains student and parent resources on suicide and depression awareness and prevention.

https://www.estl189.com/our-district/school-board-of-education/policies-procedures.

Additional information, including a copy of School District 189's policy, is posted on the District website at www.estl189.com. Information can also be obtained from the school office.

If you need assistance, help is also available from the following organizations:

National Suicide Prevention and Crisis Lifeline
Call 988

Crisis Text Line
Text HOME to 741741

Safe2Help Illinois
Call 844-4-SAFEIL
Text SAFE2 (72332)
Email HELP@Safe2HelpIL.com

ReachOut ESTL
Call or Text 618-228-3622
Crisis Counselor

SpeakUp189
(bullying, self-harm, drug/alcohol abuse,
school violence or other student safety threats)
Call or Text 618-515-2165
Email SpeakUp@estl189.com

Cross-Reference: PRESS 7:290, *Suicide and Depression Awareness and Prevention*

1.150 Accommodating Breastfeeding Students (Revised August 2024)

Students who choose to breastfeed an infant after returning to school are provided reasonable accommodations. A student who is a nursing mother may take reasonable breaks during the school day to express breast milk or breastfeed her infant. Reasonable accommodations include, but are not limited to:

1. Access to a private and secure room, other than a bathroom, to express breast milk or breastfeed an infant.
2. Permission to bring onto school campus a breast pump or other equipment used to express breast milk.
3. Access to a power source for a breast pump or any other equipment used to express breast milk.
4. Access to a place to store expressed breast milk safely.
5. Reasonable breaks to accommodate the student's need to express breast milk or breastfeed an infant child, or attend to health needs associated with breastfeeding (including eating, drinking, or using the restroom).
6. The opportunity to make up work missed due to the student's use of reasonable accommodations for breastfeeding.

Complaints regarding violations of this procedure should be made to School District 189's Complaint Manager or Non-Discrimination Coordinator.

Cross Reference: PRESS 7:10-AP2, *Administrative Procedure – Accommodating Breastfeeding Students*

1.160 Parent Organizations and Booster Clubs

Parent organizations and booster clubs are invaluable resources to the District's schools. While parent organizations and booster clubs have no administrative authority and cannot determine District policy, the School Board welcomes their suggestions and assistance.

Parent organizations and booster clubs may be recognized by the Board and permitted to use the District's name, a District school's name, or a District school's team name, or any logo attributable to the District provided they first receive the Superintendent or designee's express written consent. Consent to use one of the above-mentioned names or logos will generally be granted if the organization or club has by-laws containing the following and has submitted these to the Board of Education for approval:

1. The organization's or club's name and purpose, such as, to enhance students' educational experiences, to help meet educational needs of students, to provide extra athletic benefits to students, to assist specific sports teams or academic clubs through financial support, or to enrich extracurricular activities.
2. The rules and procedures under which it operates.
3. An agreement to adhere to all Board policies and administrative procedures.
4. A statement that membership is open and unrestricted, meaning that membership is open to all parents/guardians of students enrolled in the school, District staff, and community members.
5. A statement that the District is not, and will not be, responsible for the organization's or club's business or the conduct of its members, including on any organization or club websites or social media accounts.
6. An agreement to maintain and protect its own finances.
7. A recognition that money given to a school cannot be earmarked for any particular expense. Booster clubs may make recommendations, but cash or other valuable consideration must be given to the District to use at its discretion. The Board's legal obligation to comply with Title IX by providing equal athletic opportunity for members of both genders will supersede an organization or club's recommendation.

Permission to use one of the above-mentioned names or logos may be rescinded at any time and does not constitute permission to act as the District's representative. At no time does the District accept responsibility for the actions of any parent organization or booster club regardless of whether it was recognized and/or permitted to use any of the above-mentioned names or logos. The Superintendent shall designate an administrative staff member to serve as the recognized liaison to parent organizations or booster clubs. The liaison will serve as a resource person and provide information about school programs, resources, policies, problems, concerns, and emerging issues. Building staff will be encouraged to participate in the organizations.

Cross Reference:

PRESS 8:90, *Parent Organizations and Booster Clubs*

1.170 Student Appearance (Revised August 2026)

A student's appearance, including dress and hygiene, must not disrupt the educational process or compromise standards of health and safety. The school does not prohibit hairstyles historically associated with race, ethnicity, or hair texture, including, but not limited to, protective hairstyles such as braids, locks, and twists, or religious hairstyles, hair related religious practices, or facial hair worn in accordance with sincerely held religious beliefs, observance, or practice, including but not limited to, uncut hair or sidelocks, or beards, mustaches, or other facial hair.

The school will not prohibit students from wearing or accessorizing the student's graduation attire with items associated with the student's cultural, ethnic, or religious identity or any other protected characteristic or category identified in the Illinois Human Rights Act. Students who disrupt the educational process or compromise standards of health and safety must modify their appearance.

Cross Reference:

PRESS 7:160, *Student Appearance*

1.180 Awareness and Prevention of Child Sexual Abuse, Grooming Behaviors and Boundary Violations (Revised August 2026)

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

Warning Signs of Child Sexual Abuse

Warning signs of child sexual abuse include the following.

Physical signs:

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

Behavioral signs:

- Excessive talk about or knowledge of sexual topics
- Keeping secrets
- Not talking as much as usual
- Not wanting to be left alone with certain people or being afraid to be away from primary caregivers

- Regressive behaviors or resuming behaviors that the child had grown out of, such as thumb sucking or bedwetting
- Overly compliant behavior
- Sexual behavior that is inappropriate for the child's age
- Spending an unusual amount of time alone
- Trying to avoid removing clothing to change or bathe

Emotional signs:

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

Warning Signs of Grooming Behaviors

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

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

- Sexual or romantic invitations to a student
- Dating or soliciting a date from a student
- Engaging in sexualized or romantic dialog with a student
- Making sexually suggestive comments that are directed toward or with a student
- Self-disclosure or physical exposure of a sexual, romantic, or erotic nature
- Sexual, indecent, romantic, or erotic contact with a student
- Failing to respect boundaries or listening when a student says "no"
- Engaging in touching that a student or student's parents/guardians have indicated as unwanted
- Trying to be a student's friend rather than filling an adult role in the student's life
- Failing to maintain age-appropriate relationships with students
- Talking with students about personal problems or relationships

- Spending time alone with a student outside of their role in the student's life or making up excuses to be alone with a student
- Expressing unusual interest in a student's sexual development, such as commenting on sexual characteristics or sexualizing normal behaviors
- Giving a student gifts without occasion or reason
- Spending a lot of time with a student
- Restricting a student's access to other adults

Warning Signs of Boundary Violations

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

- Favoring a certain student by inviting the student to "hang out" or by granting special privileges
- Engaging in peer-like behavior with a student
- Discussing personal issues with a student
- Meeting with a student off-campus without parent/guardian knowledge and/or permission
- Dating, requesting, or participating in a private meeting with a student (in person or virtually) outside of a professional role
- Transporting a student in a school or private vehicle without administrative authorization
- Giving gifts, money, or treats to an individual student
- Sending a student on personal errands
- Intervening in a serious student problem instead of referring the student to an appropriately trained professional
- Sexual or romantic invitations toward or from a student
- Taking and using photos/videos of students for non-educational purposes
- Initiating or extending contact with a student beyond the school day in a one-on-one or non-group setting
- Inviting a student to an employee's home
- Adding a student on personal social networking sites as contacts when unrelated to a legitimate educational purpose
- Privately messaging a student
- Maintaining intense eye contact with a student
- Making comments about a student's physical attributes, including excessively flattering comments
- Engaging in sexualized or romantic dialog
- Making sexually suggestive comments directed toward or with a student
- Disclosing confidential information
- Self-disclosure of a sexual, romantic, or erotic nature
- Full frontal hugs
- Invading personal space

If you believe you are a victim of child sexual abuse, grooming behaviors, or boundary violations, or you believe that your child is a victim, you should immediately contact the Building Principal, a school counselor, or another trusted adult employee of the School.

Additional Resources include:

National Sexual Assault Hotline at 800.656.HOPE (4673)

National Sexual Abuse Chatline at online.rainn.org

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

National Suicide Prevention Lifeline 9-8-8

Cross-reference:
PRESS 4:165, *Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors*
PRESS 5:120-AP2, *Employee Conduct Standards*
PRESS 5:120-AP2,E, *Expectations and Guidelines for Employee-Student Boundaries*

1.185 Faith's Law Notifications (New September 2022)

School districts are required to include in their student handbook the District's Employee Code of Professional Conduct. These standards, in part, define appropriate conduct between school employees and students. A copy of these standards can be found on the District's website at: https://www.estl189.com/our-district/school-board-of-education/policies-procedures under ***Policy 5:120 Employee Ethics; Conduct; and Conflict of Interest*** or requested from the Superintendent's office.

Cross-reference:
PRESS 5:120, *Employee Ethics; Conduct; and Conflict of Interest*
PRESS 5:120-AP2, *Employee Conduct Standards*

1.190 Prevention of Anaphylaxis (New June 2022)

While it is not possible for the School or District to completely eliminate the risks of an anaphylactic emergency, the District maintains a comprehensive policy on anaphylaxis prevention, response, and management in order to reduce these risks and provide

accommodations and proper treatment for anaphylactic reactions. Parent(s)/guardian(s) and students who desire more information or who want a copy of the District's policy may contact the Building Principal.

Cross-reference: PRESS 7:285, *Anaphylaxis Prevention, Response, and Management Program* PRESS 7:285-AP, *Administrative Procedure - Anaphylaxis Prevention, Response, and Management Program*

1.200 Sexual Abuse Response and Prevention Resource Guide (New July 2023)

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

Cross-reference: None.

1.210 Free and Reduced-Price Food Services; Meal Charge Notifications (New May 2024)

The following notification is provided to all households of students at the beginning of each school year as federally required notification regarding eligibility requirements and the application process for the free and reduced-price food services that are listed in Board policy 4:130, Free and Reduced-Price Food Services, and 4:140, Waiver of Student Fees. This notification is also provided to households of students transferring to the District during the school year. For more information, see www.fns.usda.gov/school-meals/unpaid-meal-charges, and/or contact the Building Principal or designee.

Free and Reduced-Price Food Services Eligibility

When the parents/guardians of students are unable to pay for their child(ren)'s meal services, meal charges will apply per a student's eligibility category and will be processed by the District accordingly.

A student's eligibility for free and reduced-price food services shall be determined by the income eligibility guidelines, family-size income standards, set annually by the U.S. Dept. of Agriculture, and distributed by the Illinois State Board of Education.

Meal Charges for Meals Provided by the District

The Building Principal and District staff will work jointly to prevent meal charges from accumulating. Every effort to collect all funds due to the District will be made on a regular basis and before the end of the school year. Contact your Building Principal or designee about whether your child(ren)'s charges may be carried over at the end of the school year, i.e., beyond June 30th.

Unpaid meal charges are considered delinquent debt when payment is overdue as defined by Board policy 4:45, Insufficient Fund Checks and Debt Recovery and the Hunger-Free Students' Bill of Rights Act (105 ILCS 123/). The District will make reasonable efforts to collect charges classified as delinquent debt, including repeated contacts to collect the amounts and, when necessary, requesting that the student's parent(s)/guardian(s) apply for meal benefits to determine if the student qualifies for such benefits under Board policy 4:130, Free and Reduced-Price Food Services. The District will provide a federally reimbursable meal or snack to a student who requests one, regardless of the student's ability to pay or negative account balance.

Cross Reference:

PRESS 4:130-E, *Exhibit - Free and Reduced-Price Food Services; Meal Charge Notifications*

Chapter 2: Attendance, Promotion & Graduation

2.10 Attendance

Illinois law requires that whoever has custody or control of any child between six (by September 1st) and seventeen years of age shall assure that the child attends school in the district in which he or she resides, during the entire time school is in session (unless the child has already graduated from high school). Illinois law also requires that whoever has custody or control of a child who is enrolled in the school, regardless of the child's age, shall assure that the child attends school during the entire time school is in session.

Cross-reference:

PRESS 7:70, *Attendance and Truancy*

2.20 Student Absences (revised May 2025)

Subject to specific requirements in State law, the following children are not required to attend public school: (1) any child attending a private school (including a home school) or parochial school, (2) any child who is physically or mentally unable to attend school (including a pregnant student suffering medical complications as certified by her physician), (3) any child lawfully and necessarily employed, (4) any child over 12 and under 14 years of age while in confirmation classes, (5) any child absent because of religious reasons, including to observe a religious holiday, for religious instruction, or because his or her religion forbids secular activity on a particular day(s) or time of day, and (6) any child 16 years of age or older who is employed and is enrolled in a graduation incentives program.

For students who are required to attend school there are two types of absences: excused and unexcused. Excused absences include: illness (including up to 5 days per school year for mental or behavioral health of the student), attendance at a verified medical or therapeutic appointment (including a victim services provider), observance of a religious holiday or event, death in the immediate family, family emergency, situations beyond the control of the student as determined by the school board, circumstances that cause reasonable concern to the parent/guardian for the student's mental, emotional, or physical health or safety, attending a military honors funeral to sound TAPS, attend a civic event, or other reason as approved by the building principal. For students who are parents, expectant parents, or victims of domestic or sexual violence, an excused absence includes the fulfillment of a parenting responsibility and addressing circumstances resulting from domestic or sexual violence. Students eligible to vote are also excused for up to two hours to vote in a primary, special, or general election.

Additionally, a student will be excused for up to 5 days in cases where the student's parent/guardian is an active-duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings. The Board of Education, in its discretion, may excuse a student for additional days relative to such leave or deployment. A student and the student's parent/guardian are responsible for obtaining assignments from the student's teachers prior to any excused absences and for ensuring that such assignments are completed by the student prior to his or her return to school.

Students who are excused from school will be given a reasonable timeframe to make up missed homework and classwork assignments.

All other absences are considered unexcused. Pre-arranged excused absences must be approved by the building principal.

The school may require documentation explaining the reason for the student's absence.

In the event of any absence, the student's parent/guardian is required to call the school before 8:00 a.m. to explain the reason for the absence. If a call has not been made to the school by 10:00 a.m. on the day of a student's absence, a school official will call the home to inquire why the student is not at school. If the parent/guardian cannot be contacted, the student will be required to submit a signed note from the parent/guardian explaining the reason for the absence. Failure to do so shall result in an unexcused absence. Upon request of the parent/guardian, the reason for an absence will be kept confidential.

Diagnostic Procedures for Identifying Student Absences and Support Services to Truant or Chronically Truant Students

State law requires every school district to collect and review its chronic absence data and determine what systems of support and resources are needed to engage chronically absent students and their families to encourage the habit of daily attendance and promote success. This review must include an analysis of chronic absence data from each attendance center.

Furthermore, State law provides that school districts are encouraged to provide a system of support to students who are at risk of reaching or exceeding chronic absence levels with strategies and are also encouraged to make resources available to families such as those available through the State Board of Education's Family Engagement Framework to support and engage students and their families to encourage heightened school engagement and improved daily school attendance.

"Chronic absence" means absences that total 10% or more of school days of the most recent academic school year, including absences with and without valid cause, and out-of-school suspensions.

The School and District use the following diagnostic procedures for identifying the causes of unexcused student absences: Interviews with the student, his or her parent/guardian and any school officials who may have information about the reasons for the student's attendance problems.

Supportive services to truant or chronically truant students include: parent conferences, student counseling, family counseling, and information about existing community services.

Cross-reference: PRESS 7:70, *Attendance and Truancy*

2.21 Student Participation in Outside Activities that Count Toward Calculation of Class Hours (New June 2026)

Pupil attendance in any of the following activities shall be counted toward the calculation of clock hours of school work per day:

1. Instruction in a college course where the student is dually enrolled for both high school and college credit.

2. Participation in a Supervised Career Development Experience in which student participation and learning outcomes are approved by a licensed educator assessment of competencies. Participation may include, but is not limited to, scheduled events of local, State, and national youth organizations, career and technical education organizations, FFA associations, and 4-H programs as part of organized competitions, exhibitions, or conferences.

3. Participation in any work-based learning experience, including supervised agricultural experiences, in which student participation and learning outcomes are approved by an educator who holds an Educator License with Stipulations with a career and technical educator endorsement and a work-based learning designation.

4. Participation in a youth apprenticeship in which student participation and learning outcomes are approved by a licensed educator for assessment of competencies.

5. Participation in a blended learning program approved by the district in which course content, student evaluation, and instructional methods are supervised by a licensed educator.

Students shall not be penalized for work missed for participating in any of the above activities and will be permitted to make up all missed work, including homework and tests, for equivalent academic credit. A student and the student's parent or legal guardian are responsible for obtaining coursework that is missed while the student participates in any of the above activities.

Students who desire to participate in any of the above activities should contact the building principal for approval.

Cross-reference: PRESS 7:70, *Attendance and Truancy*

2.30 Release Time for Religious Instruction/Observance

A student attending East St. Louis School District 189 will be released from school, as an excused absence, to observe a religious holiday or for religious instruction. The student's parent/guardian must give written notice to the building principal at least 5 calendar days before the student's anticipated absence(s).

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

Cross Reference:
PRESS 7:80, *Release Time for Religious Instruction/Observation*

2.40 Make-Up Work (Revised June 2026)

If a student's absence is excused or if a student is suspended from school, he/she will be permitted to make up all missed work, including homework and tests, for equivalent academic credit. Students who participate in activities outlined in handbook procedure 2.21 will be permitted to make up all missed work, including homework and tests, for equivalent academic credit. Students who are unexcused from school will not be allowed to make up missed work.

Cross Reference:
PRESS 7:70, *Attendance and Truancy*

2.50 Truancy (Revised July 2026)

Student attendance is critical to the learning process. Truancy is therefore a serious issue and will be dealt with in a serious manner by the school and School District 189.

Students who miss more than 1% but less than 5% of the prior 180 regular school days without valid cause (a recognized excuse) are truant. Students who miss 5% or more of the prior 180 regular school days without valid cause are chronic truants. Students who are chronic truants will be offered support services and resources aimed at correcting the truancy issue.

If chronic truancy persists after support services and other resources are made available, the school and School District 189 will take further action, including:

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

- Appropriate school discipline

A student who misses 15 consecutive days of school without valid cause and who cannot be located or, after exhausting all available support services, cannot be compelled to return to school is subject to being administratively withdrawn from school.

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

Cross-references:
PRESS 7:70, *Attendance and Truancy*

2.60 Grading & Promotion

School report cards are issued to students on a quarterly basis. For questions regarding grades, please contact the classroom teacher.

The decision to promote a student to the next grade level is based on successful completion of the curriculum, attendance, performance on standardized tests and other testing. A student will not be promoted based upon age or any other social reason not related to academic performance.

Cross Reference:
PRESS 6:280, *Grading & Promotion*

2.70 Homework (Revised June 2022)

Homework is used as a way for students to practice or extend what they have learned and/or prepare for learning in the classroom. The time requirements and the frequency of homework will vary depending on a student's teacher, ability and grade level.

Students who are absent from school for a valid cause (an excused absence) may make up missed homework in a reasonable timeframe.

Cross Reference:
PRESS 6:290, *Homework*

2.80 Exemption from Physical Education Requirement [High School] (Updated November 2021)

In order to be excused from participation in physical education, a student must present an appropriate excuse from his or her parent/guardian or from a person licensed under the Medical Practice Act. The excuse may be based on medical or religious prohibitions. An excuse because of medical reasons must include a signed statement from a person licensed under the Medical Practice Act that corroborates the medical reason for the request. An excuse based on religious reasons must include a signed statement from a member of the clergy that corroborates the religious reason for the request. Upon written notice from a student's parent/guardian, a student will be excused from engaging in the physical activity components of physical education during a period of religious fasting.

A student in grades 9-12 may submit a written request to the building principal requesting to be excused from physical education courses for the reasons stated below.

1. Enrollment in a marching band for credit;
2. Enrollment in Reserve Officers Training Corps (ROTC) program sponsored by School District 189;
3. Ongoing participation in an interscholastic or extracurricular athletic program;
4. Enrollment in academic classes that are required for admission to an institution of higher learning (student must be in the 11th or 12th grade); or
5. Enrollment in academic classes that are required for graduation from high school, provided that failure to take such classes will result in the student being unable to graduate (student must be in the 11th or 12th grade).

Students with an Individualized Education Program may also be excused from physical education courses for reasons stated in Handbook Procedure 10.30.

Special activities in physical education will be provided for a student whose physical or emotional condition, as determined by a person licensed under the Medical Practices Act, prevents his or her participation in the physical education course.

State law prohibits School District 189 from honoring parental excuses based upon a student's participation in athletic training, activities, or competitions conducted outside the auspices of the School District.

Students who have been excused from physical education shall return to the course as soon as practical. The following considerations will be used to determine when a student shall return to a physical education course:

1. The time of year when the student's participation ceases;

2. The student's class schedule; and
3. The student's future or planned additional participation in activities qualifying for substitutions for physical education, as outlined above or in Student Handbook Procedure 10.30.

Cross Reference:
PRESS 6:310, *Credit for Alternative Courses and Programs, and Course Substitutions*
PRESS 7:260, *Exemption from Physical Education*

2.80 Exemption from Physical Education Requirement [K-8] (Updated November 2021)

In order to be excused from participation in physical education, a student must present an appropriate excuse from his or her parent/guardian or from a person licensed under the Medical Practice Act. The excuse may be based on medical or religious prohibitions. An excuse because of medical reasons must include a signed statement from a person licensed under the Medical Practice Act that corroborates the medical reason for the request. An excuse based on religious reasons must include a signed statement from a member of the clergy that corroborates the religious reason for the request. Upon written notice from a student's parent/guardian, a student will be excused from engaging in the physical activity components of physical education during a period of religious fasting.

A student in grades 7-8 may submit a written request to the building principal requesting to be excused from physical education courses because of the student's ongoing participation in an interscholastic or extracurricular athletic program. The building principal will evaluate requests on a case-by-case basis.

Students with an Individualized Education Program may also be excused from physical education courses for reasons stated in Handbook Procedure 10.301.

Special activities in physical education will be provided for a student whose physical or emotional condition, as determined by a person licensed under the Medical Practices Act, prevents his or her participation in the physical education course.

State law prohibits the School District from honoring parental excuses based upon a student's participation in athletic training, activities, or competitions conducted outside the auspices of the School District.

Students who have been excused from physical education shall return to the course as soon as practical. The following considerations will be used to determine when a student shall return to a physical education course:

1. The time of year when the student's participation ceases; and
2. The student's class schedule.

Cross Reference:
PRESS 7:260, *Exemption from Physical Education*

2.90 Credit for Proficiency, Non-District Experiences, Course Substitutions and Accelerated Placement (Updated August 2026)

Credit for Non-District Experiences

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

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

Students must receive pre-approval from the building principal or designee to receive credit for any non-District course or experience. The building principal or designee will determine the amount of credit and whether a proficiency examination is required before the credit is awarded. Students assume responsibility for any fees, tuition, supplies, and other expenses. Students are responsible for (1) providing documents or transcripts that demonstrate successful completion of the experience, and (2) taking a proficiency examination, if requested. The building principal or designee shall determine which, if any, non-District courses or experiences, will count toward a student's grade point average, class rank, and eligibility for athletic and extracurricular activities.

Students who do not otherwise meet a community college's academic eligibility to enroll in a dual credit course taught at the high school may enroll in the dual credit course, but only for high school credit.

Proficiency Credit

Proficiency credit is available in limited subjects where a student demonstrates competency. Contact the building principal for details.

Substitutions for Required Courses

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

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

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

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

Volunteer service credit. A student participating in the District's Volunteer Service Credit Program, if any, may earn credit toward graduation for the performance of community service. The amount of credit given for program participation shall not exceed that given for completion of one semester of language arts, math, science, or social studies.

Accelerated Placement

The District provides for an Accelerated Placement Program (APP) for qualified students. It provides students with an educational setting with curriculum options that are usually reserved for students who are older or in higher grades than the student. Accelerated placement includes but may not be limited to: early entrance to kindergarten or first grade, accelerating a student in a single subject and grade acceleration. Participation is open to all students who demonstrate high ability and who may benefit from accelerated placement. It is not limited to students who have been identified as gifted or talented. Please contact the building principal for additional information.

For each student who exceeds State standards in English language arts, mathematics, or science on a State assessment, the school district is required by State law to automatically enroll the student in the following school year in the next most rigorous level of advanced coursework offered by the high school as follows:

a. A student who exceeds State standards in English language arts shall be automatically enrolled into the next most rigorous level of advanced coursework in English, social studies, humanities, or related subjects.

b. A student who exceeds State standards in mathematics shall be automatically enrolled into the next most rigorous level of advanced coursework in mathematics.

c. A student who exceeds State standards in science shall be automatically enrolled into the next most rigorous level of advanced coursework in science

Cross Reference:
PRESS 6:135, *Accelerated Placement Program*
PRESS 6:135-AP, *Accelerated Placement Program Procedures*
PRESS 6:310, *High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students*

2.100 Home and Hospital Instruction (revised May 2025)

A student who is absent from school, or whose physician, physician assistant or licensed advanced practice registered nurse anticipates his or her absence from school, because of a medical condition may be eligible for instruction in the student's home or hospital.

Appropriate educational services from qualified staff will begin no later than five school days after receiving a written statement from a physician, physician assistant, or licensed advanced practice registered nurse. Instructional or related services for a student receiving special education services will be determined by the student's individualized education program.

A student who is unable to attend school because of pregnancy or pregnancy-related conditions, the fulfillment of parenting obligations related to the health of the child, or health and safety concerns arising from domestic or sexual violence will be provided home instruction under the following circumstances:

1. Before the birth of the child when the student's physician, physician assistant, or advanced practice registered nurse indicates, in writing, that she is medically unable to attend regular classroom instruction.

2. For up to three months after the child's birth or a miscarriage.

3. When a student must care for his or her ill child if:

   a. The child's physician, physician assistant, or advanced practice registered nurse informs the school, in writing, that the child has a serious health condition that would require the student to be absent from school for two or more consecutive weeks; and

   b. The student or the student's parent/guardian informs the school, in writing, that the student needs to care for the child during this period.

4. The student must treat physical or mental health complications or address safety concerns arising from domestic or sexual violence when a health care provider or an employee of the student's domestic or sexual violence organization informs the school in writing that the care is needed by the student and will cause the student's absence from school for two or more consecutive weeks.

The school may reassess home instruction provided to a student under No. 3 or No. 4 every two months to determine the student's continuing need for home instruction.

Periodic conferences will be held between appropriate school personnel, parent(s)/guardian(s), and hospital staff to coordinate course work and facilitate a student's return to school.

For information on home or hospital instruction, contact: kristy.hughes@estl189.com or call 618-646-2931.

Cross Reference:

PRESS 6:150, *Home and Hospital Instruction*

2.110 Early Graduation (High School)

Students who will have successfully completed graduation requirements after seven (7) semesters may petition to graduate. Applications must be submitted to the building principal prior to the start of the student's seventh semester, which will then be reviewed by the Superintendent or designee.

Early graduates must make arrangements with the high school office for anything pertaining to the graduation ceremony (i.e. announcements, cap and gown rental, graduation practices, etc.).

Any student enrolled in an off-campus course to fulfill graduation requirements must show documentation of such course(s) by the last day of the seventh semester. Failure to produce this documentation will result in denial of the early graduation petition.

The student and a parent will schedule a conference with the Principal and the senior counselor prior to the start of the student's seventh semester. At the conference the student should be prepared to justify his/her request to graduate early.

Cross Reference:

PRESS 6:300, *Graduation Requirements*

2.120 High School Graduation Requirements (Revised August 2026)

High School Graduation Requirements

To graduate from high school, unless otherwise exempted, each student is responsible for:

- Completing all State mandated graduation requirements listed.
- Completing all District graduation requirements that are in addition to State graduation requirements.
- Passing an examination on patriotism, principles of representative government, and proper use and display of the American flag.
- Participating in the State assessment required for graduation.

State Mandated Graduation Requirements

a) Four years of language arts.
b) Two years of writing intensive courses, one of which must be English and the other of which may be English or any other subject. When applicable, writing-intensive courses may be counted towards the fulfillment of other graduation requirements.
c) Three years of mathematics, one of which must be Algebra I and one of which must include geometry content and one of which may be an Advanced Placement computer science course.
d) For students entering high school through the 2023-2024 school year, two years of science. For students entering high school beginning with the 2024-2025 school year, two years of laboratory science.
e) Two years of social studies, of which at least one year must be history of the United States or a combination of history of the United States and American Within the two years of social studies requirement, one semester of civics is required.
f) One year chosen from (A) music, (B) art, (C) world language, which shall be deemed to include American Sign Language, (D) career and technical education, or (E) forensic speech (speech and debate). A forensic speech course used to satisfy the course requirement for language arts may not be used to satisfy the course requirement under this subdivision f).
g) One semester of health education.
h) Physical education classes.
i) A course covering American patriotism and the principles of representative government, as enunciated in the American Declaration of Independence, the Constitution of the United States of America and the Constitution of the State of Illinois, and the proper use and display of the American flag.
j) Nine weeks of consumer education.
k) For students first entering high school in the 2022-23 school year, one year of a course that includes intensive instruction in computer literacy, which may be English, social studies, or any other subject and which may be counted toward the fulfillment of other graduation requirements.

The above requirements do not apply to students with disabilities whose course of study is determined by an Individualized Education Program or students who are exempted from participation in certain courses in accordance with State law.

Free Application for Federal Student Aid (FAFSA) Graduation Requirement

As a prerequisite to receiving a high school diploma, the parent or guardian of each student or, if a student is at least 18 years of age or legally emancipated, the student must comply with either of the following:

(1) File a FAFSA with the United States Department of Education or, if applicable, an application for State financial aid.

(2) File a waiver indicating that the parent or guardian or, if applicable, the student understands what the FAFSA and application for State financial aid are and has chosen not to file an application.

Upon request, the school will provide a student and his or her parent or guardian any support or assistance necessary to comply with this requirement.

A school district must award a high school diploma to a student who is unable to meet this requirement due to extenuating circumstances, as determined by the school district, if (i) the student has met all other graduation requirements, and (ii) the principal attests that the school district has made a good faith effort to assist the student or, if applicable, his or her parent or guardian in filing an application or a waiver.

Cross Reference: PRESS 6:300, *Graduation Requirements*

2.121 Assistance with FAFSA Application

(New November 2025)

The following individual(s) has/have been designated by the school to assist senior students with questions related to the Free Application for Federal Student Aid (known as FAFSA) or to refer senior students to other appropriate resources.

The school offers a variety of services aimed at helping senior students complete FAFSA paperwork, including the opportunity to receive help during the school day in completing the student's portion of the FAFSA application.

FAFSA Contact Person:

Kay Rhodes Brown, Assistant Principal

kay.rhodes@estl189.com

618-646-3700

Cross Reference:

PRESS 6:300-E2, *State Law Graduation Requirements*

Chapter 3: Student Fees & Meal Costs

3.10 Waiver of Student Fees (Updated January 2023)

Fines, Fees, and Charges; Waiver of Student Fees

The school establishes fees and charges to fund certain school activities. Students will not be denied the opportunity to participate in curricular and extracurricular programs of the school district due to the inability of their parent or guardian to pay fees or certain charges. Students whose parent or guardian is unable to afford student fees may receive a fee waiver. A fee waiver applies to all fees related to school, instruction, and extracurricular activities.

Applications for fee waivers may be obtained from the school office and may be submitted by a parent or guardian of a student who has been assessed a fee. As student is eligible for a fee waiver if at least one of the following prerequisites is met:

1. The student currently lives in a household that meets the same income guidelines, with the same limits based on household size, that are used for the federal free meals programs;
2. The student's parent is a veteran or active-duty military personnel with income at or below 200% of the federal poverty line;
3. The student is homeless, as defined by the Mc-Kinney-Vento Homeless Assistance Act.

The building principal will give additional consideration where one or more of the following factors are present:

- An illness in the family;
- Unusual expenses such as fire, flood, storm damage, etc.;
- Unemployment;
- Emergency situations; or
- When one or more of the parents/guardians are involved in a work stoppage.

The building principal will notify the parent/guardian promptly as to whether the fee waiver request has been granted or denied. Questions regarding the fee waiver application process or an appeal of the District's decision to deny a fee waiver should be addressed to the Building Principal.

Pursuant to the Hunger-Free Students' Bill of Rights Act, the school is required to provide a federally reimbursable meal or snack to a student who requests one, regardless of whether the student has the ability to pay for the meal or snack or owes money for earlier meals or snacks. Students may not be provided with an alternative meal or snack and the school is prohibited from publicly identifying or stigmatizing a student who cannot pay for or owes money for a meal or snack.

Fines for loss or damage to school property are waived for students who meet certain eligibility guidelines.

Cross-references:
PRESS 4:110, *Transportation*
PRESS 4:140, *Waiver of Student Fees*
PRESS 4:140-AP, *Fines, Fees, and Charges – Waiver of Student Fees*
PRESS 4:140-E1, *Application for Fee Waivers*
PRESS 4:140-E2, *Response to Application for Fee Waiver, Appeal, and Response to Appeal*

3.20 School Breakfast & Lunch Program

School Breakfast

Our schools are proud to offer a nutritious school breakfast to all students free of charge. Traditional breakfast serving times, when students are in school, are as follows except when there is an early dismissal:

Vivian Adams Early Childhood Center	8:30 a.m. - 9:00 a.m.
Avant Elementary School	8:00 a.m. - 8:30 a.m.
Dunbar Elementary School	8:00 a.m. - 8:30 a.m.
Officer Elementary School	8:00 a.m. - 8:30 a.m.

Wright Elementary School	8:00 a.m. - 8:30 a.m.
Wyvetter Younge School of Excellence	7:30 a.m. - 8:00 a.m.
Mason/Clark Middle School	7:30 a.m. - 8:00 a.m.
Lincoln Middle School	7:30 a.m. - 8:00 a.m.
Gordon Bush Alternative Center	6:45 a.m. - 7:30 a.m.
East St. Louis Senior High School	6:45 a.m. - 7:30 a.m.

Breakfast After the Bell

Illinois Public Act 99-0850 requires that public schools in which at least 70 percent of the students are eligible for free or reduced-price lunches must operate a breakfast after the bell program. Breakfast must be made available to children after the instructional day has officially begun.

In School District 189, breakfast will continue to be provided to students prior to the start of the school day. To fulfill the Breakfast After the Bell mandate, breakfast will remain available for students in the cafeteria for 30 minutes after the school day begins. Students are encouraged to take advantage of eating breakfast prior to school and then report to class for the beginning of the instructional day.

School Lunch

Each school provides a staggered lunch schedule. Contact your school for details.

Community Eligibility Provision

We are pleased to inform you that East St. Louis School District 189 will operate under the Community Eligibility Provision (CEP) for School Year 2026-2027, an option available to schools participating in the National School Lunch and School Breakfast Program.

CEP has been successfully implemented in more than 14,000 schools, reaching more than 6 million students nationwide. Schools that participate in the CEP are able to provide **healthy breakfasts and lunches each day at no charge for ALL students enrolled in that CEP school** during the 2026-2027 School Year. Meals will be served to ALL students at no charge, regardless of the eligibility status. No further action is required of parents or students.

School Wellness

School District 189 adopted a local School Wellness Policy that was updated on March 12, 2024. The committee welcomes feedback and suggestions from students and stakeholders throughout the year. For questions or comments, please contact Sydney Stigge-Kaufman, at sydney.stigge-kaufman@estl189.com or 618-646-3086.

Cross Reference:

PRESS 4:130, *Free and Reduced-Price Food Services*

Chapter 4: Transportation & Parking

4.10 Bus Transportation

East St. Louis School District 189 provides bus transportation to and from school. Parents are notified of their child's assigned bus stop at the beginning of the school year. Students are not permitted to ride a bus other than the bus to which they are assigned.

While students are on the bus, they are under the supervision of the bus driver and/or bus monitor. In most cases, student behavior problems can be handled by the bus driver and/or bus monitor. In the case of a written disciplinary referral, student bus problems will be investigated and handled by the building principal.

Students are expected to follow all school rules while on the bus. Students may be suspended from riding the school bus for up to 10 consecutive school days for violating school rules or for engaging in other gross disobedience or misconduct. The East St. Louis School District 189 School Board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons. School District 189's regular suspension procedures shall be used to suspend a student's privilege to ride a school bus.

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

In the interest of the student's safety and in compliance with State law, students are also expected to observe the following:

1. Dress properly for the weather. Make sure all drawstrings, ties, straps, etc. on all clothing, backpacks and other items, are shortened or removed to lessen the likelihood of them getting caught in bus doors, railings or aisles.

2. Arrive **ten minutes prior** to the stated stop time and remain in place until **ten minutes after** the stop time at the bus stop, and stay away from the street while waiting for the bus. If the bus has not arrived during that time interval please call the bus company at (618) 394-1903 to let them know your bus has not arrived.

3. Stay away from the bus until it stops completely and the driver signals you to board. Enter in a single file line without pushing. Always use the handrail.

4. Take a seat right away and remain seated facing forward. Keep your hands, arms, and head inside the bus.

5. Talk quietly on the bus. No shouting or creating loud noises that may distract the driver. Tablets, iPods®, iPads®, smart phones, and other electronic devices must be silenced on the bus unless a student uses headphones.

6. Help keep the bus neat and clean. Keep belongings out of the aisle and away from emergency exits. Eating and drinking are not allowed on the bus

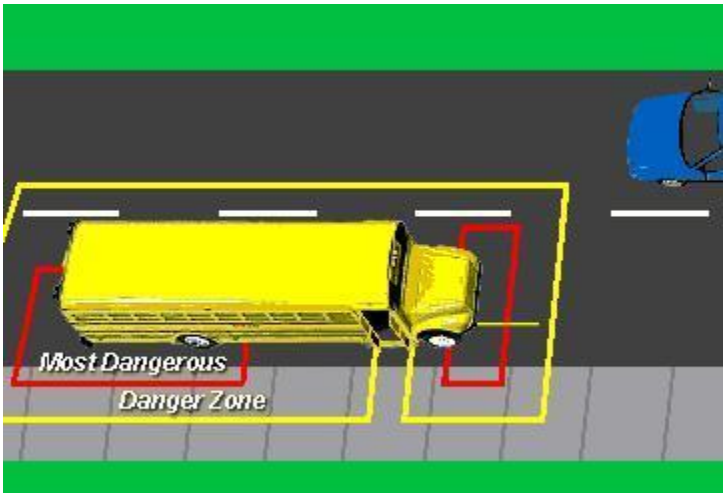
7. Always listen to the driver's instructions. Be courteous to the driver and other students. Sit with your hands to yourself and avoid making noises that would distract the driver or bother other passengers. Remain seated, keeping your hands, arms, and head inside the bus at all times.

8. Wait until the bus pulls to a complete stop before standing up. Use the handrail when exiting the bus.

9. Stay out of the danger zone next to the bus where the driver may have difficulty seeing you. Take five giant steps away from the bus and out of the danger zone, until you can see the driver and the driver sees you. Never crawl under a bus.

10. If you must cross the street after you get off the bus, **wait for the driver's signal** and then **cross in front of the bus**. Cross the street only after checking both ways for traffic.

11. Never run back to the bus, even if you dropped or forgot something.



Video and audio cameras may be active on buses to record student conduct and may be used for the purposes of investigation into misconduct or accidents on the bus.

For questions regarding school transportation issues, contact Tabitha Sorrell at tabitha.sorrell@estl189.com or at 618-646-3061.

Cross-reference:
PRESS 4:110, *Transportation*
PRESS 7:220, *Bus Conduct*
PRESS 4:170-AP3, *School Bus Safety Rules*
PRESS 7:220, *Bus Conduct*
PRESS 7:220-AP, *Electronic Recordings on School Buses*

4.15 Bus Conduct

Students should exhibit responsible behavior from the time they leave their home for school in the morning to the time that they return to their home from school in the afternoon or evening (portal to portal). Parents have the primary responsibility for the behavior of their children at the bus stop. However, the School has the responsibility and authority to administer consequences to students who exhibit inappropriate behavior from the moment they leave home in the morning, until students return home from school. Students must show respect for others at the bus stop and for the owner's property around the bus stop. Any violation of desired conduct may lead to loss of the privilege to ride the bus.

When students are being transported to and from school on school buses, Metro, or any other authorized mode of transportation, they are considered to be on school property. The rules of this Student Handbook will prevail. Student safety is the primary concern of the Transportation Department. Misbehavior on school buses poses a threat to the safety of everyone on the roadway. Laws and regulations have been established to ensure the safety of students and drivers on District owned/operated, contracted, or authorized vehicles. Any violation will be reported to the school principal. If a pupil is suspended due to gross disobedience or misconduct on a school bus, the Board may suspend the pupil from the bus in excess of ten (10) school days for safety reasons (state law). In the event of a bus suspension, the parent or guardian is expected to provide transportation to and from school for their child, as this suspension applies only to the loss of bus riding privileges.

Violation of bus rules may result in disciplinary action as outlined in the Student Handbook. Rules governing eating and drinking on the bus for field trips or special activities will be determined by the driver and the staff member in charge of the activity. School/District authorized personnel may view videotapes of student interactions on buses. Parents may be denied access to these tapes if the identity of students, other than those belonging to the parents, is divulged and could potentially constitute privacy rights violations.

A student may be suspended from riding the bus for up to 10 consecutive school days for engaging in gross disobedience or misconduct, including but not limited to, the following:

1. Violating any school rule or School District 189 policy.
2. Willful injury or threat of injury to a bus driver or to another rider.
3. Willful and/or repeated defacement of the bus.
4. Repeated use of profanity.
5. Repeated willful disobedience of a directive from a bus driver or other supervisor.
6. Such other behavior as the building principal deems to threaten the safe operation of the bus and/or its occupants.

If a student is suspended from riding the bus for gross disobedience or misconduct on a bus, the East St. Louis School District 189 School Board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons.

Students in violation of this Bus Safety Rules are subject to the following consequences:

- **First offense** – A verbal warning will be assigned. The student will continue to enjoy bus ridership privileges.
- **Second offense** – Parent Contact. The student's parent/guardian will be notified that if misbehavior continues the student will be suspended from the bus.. The student may also face consequences for insubordination.
- **Third offense** – 3 Days Bus Suspension. The student's parent/guardian will be notified and required to provide transportation for the student for 3 days. The student may also face consequences for insubordination.
- **Fourth offense** – 5 Days Bus Suspension. The student's parent/guardian will be notified and required to provide transportation for the student for 5 days.
- **Repeated offense** – 10 days Bus Suspension. Continued misconduct may result in the student being removed from bus transportation. The student's parent/guardian will be notified and required to provide transportation for the remainder of the school year. The student has lost bus transportation privileges. The student may face consequences for insubordination.

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

*** In the event that a student will not ride the bus, daycare van, or regular mode of transportation as assigned, the school must be informed 2 hours prior to the end of the school day.

4:15-E Exhibit - School Bus Safety Rules (New May 2024; Revised November 2025)

1. Be aware of moving traffic and pay attention to your surroundings.
2. Dress properly for the weather. Make sure all drawstrings, ties, straps, etc. on all clothing, backpacks and other items, are shortened or removed to lessen the likelihood of them getting caught in bus doors, railings or aisles.
3. Arrive on time at the bus stop and stay away from the street while waiting for the bus.
4. Stay away from the bus until it stops completely and the driver signals you to board. Enter a single file without pushing. Always use the handrail.
5. Take a seat right away and remain seated facing forward. Keep your hands, arms, and head inside the bus.
6. Talk quietly on the bus. No shouting or creating loud noises that may distract the driver. Tablets, computers, smart phones, smart watches, and other electronic devices must be silenced on the bus unless a student uses headphones.
7. Help keep the bus neat and clean. Keep belongings out of the aisle and away from emergency exits. Eating and drinking are not allowed on the bus.
8. Always listen to the driver's instructions. Be courteous to the driver and other students. Sit with your hands to yourself and avoid making noises that would distract the driver or bother other passengers.
9. Wait until the bus pulls to a complete stop before standing up. Use the handrail when exiting the bus.
10. Stay out of the danger zone next to the bus where the driver may have difficulty seeing you. Take at least five giant steps (10 feet) away from the bus and out of the danger zone, until you can see the driver and the driver sees you. Never crawl under a bus.
11. If you must cross the street after you get off the bus, wait for the driver's signal and then cross in front of the bus. Cross the street only after checking both ways for traffic, even after the driver's signal.
12. Never run back to the bus, even if you dropped or forgot something.

Additional resources follow:

National Highway Traffic Safety Administration - **School Bus Safety**
https://one.nhtsa.gov/people/injury/buses/getting_to_school/schoolbus2.html

U.S. Department of Transportation - **School Bus Safety Campaign Material**
www.trafficsafetymarketing.gov/get-materials/school-bus-safety/evergreen-campaign-material

National Safety Council - **Tips for a Safe Ride**
www.nsc.org/home-safety/tools-resources/seasonal-safety/back-to-school/bus

Ill. State Police - **School Bus Safety**
https://isp.illinois.gov/StaticFiles/docs/TrafficResources/5-542.pdf

Ill. State Board of Education - **School Bus Safety What Parents Should Know**

www.isbe.net/Documents/bus_safety_parents.pdf

Ill. State Board of Education - **Instructions To School Bus Riders**
www.isbe.net/Documents/bus_ride_instruct.pdf

Ill. State Board of Education – **School Bus Safety Guidance**

www.isbe.net/Documents/Bus-Safety-Guidance-June-2025.pdf

Cross-reference:
PRESS 4:110-AP3, *Administrative Procedure - School Bus Safety Rules*

4.20 Parking (High School)

Students may park their vehicles in the lot designated in the back of the building located at 4900 State Street, East St. Louis, IL, 62201 during school hours including hours the school is open for after school and extracurricular activities. Vehicles must be parked between the painted lines, and must be driven under the speed limit of 10 miles per hour while in the lot. Vehicles should be driven safely and must yield to pedestrians. Vehicles parked outside painted lines or designated parking spots may be ticketed or towed at the discretion of the school, at the vehicle owner's expense. Students caught driving recklessly in the parking lot may be subject to disciplinary action.

The school principal shall be responsible for communicating the parking areas for school staff, personnel, and others designated by administration. Student vehicles parked in these lots may be ticketed or towed at the discretion of administration.

The school is not responsible for student vehicles, any possessions left in them, or anything attached to the vehicles. STUDENTS PARK THEIR VEHICLES ON OR NEAR SCHOOL PROPERTY AT THEIR OWN RISK. Students should be aware their vehicles are not protected in any way while in the parking lot, and items of value should not be left in or near the vehicle while unattended.

Students have no reasonable expectation of privacy in cars parked on school grounds. School lots are regularly searched by contraband dogs, administration, and police officers. Students should be aware that items and spaces on school grounds are subject to search and view by others, and that prohibited items discovered during the course of a search may result in discipline, including, but not limited to, expulsion from school.

Vehicles MAY NOT be parked or located in the bus lanes or fire lanes at ANY TIME. Bus lanes and fire lanes are clearly marked. Vehicles located in these locations may be ticketed and/or towed by the police.

Video cameras may be active in parking lots and may be used for the purposes of investigation into student misconduct. Discipline for misconduct includes all disciplinary measures in the student discipline code and/or withdrawal of parking privileges.

4.20 Parking (K-8)

The school has designated locations available for school visitor parking. Those dropping off and picking up children may do so in designated areas before and after school.

Vehicles MAY NOT be parked or located in the bus lanes or fire lanes at ANY TIME. Bus lanes and fire lanes are clearly marked. Vehicles located in these locations may be ticketed and/or towed by the police.

4.25 Railway Safety (New August 2026)

The following railway safety messages are provided in accordance with State law.

(1) Cross tracks only at designated pedestrian or roadway crossings and observe and obey all warning signs and signals.

(2) Never walk down a train track; it is illegal and dangerous. By the time a locomotive engineer sees a trespasser or vehicle on the tracks, it is too late to stop even when the emergency brakes are activated.

(3) The only safe place to cross is at a designated public crossing, equipped with crossbucks, flashing red lights, or gates. Crossing anywhere else is trespassing, which can result in a ticket and fine.

(4) Do not cross tracks immediately after a train passes. Additional trains may be approaching when blocked by the first. Trains can travel at any time and in either direction. Wait until both directions can be clearly observed.

(5) Flashing red lights signal that a train or rail equipment is approaching from either direction, and a fine can be charged for ignoring such signals. Never walk around or stop between lowered gates at a crossing. Do not cross the tracks until the red lights stop flashing and it is safe to do so.

(6) Rails and recreation do not mix.

Chapter 5: Health & Safety

5.00 Notification to Staff and Parents/Guardians of CPR and AED Video

Notification to Staff and Parents/Guardians of CPR and AED Video

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

https://www.ihsa.org/health-safety/cpr-training

5.10 Immunization, Health, Eye and Dental Examinations

Required Health Examinations and Immunizations

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

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

Proof of immunization against meningococcal disease is required for students in grades 6 and 12. A diabetes screening must be included as part of the health exam (though diabetes testing is not required). Students between the age of one and seven must provide a statement from a physician assuring that the student was "risk-assessed" or screened for lead poisoning. Beginning with the 2017-2018 school year, an age-appropriate developmental screening and an age-appropriate social and emotional screening are required parts of each health examination.

Failure to comply with the above requirements by October 15 of the current school year will result in the student's exclusion from school until the required health forms are presented to the school, subject to certain exceptions. A student will not be excluded from school due to his or her parent/guardian's failure to obtain a developmental screening or a social and emotional screening.

New students who register mid-term have 30 days following registration to comply with the health examination and immunization requirements. If a medical reason prevents a student from receiving a required immunization by October 15, the student must present, by October 15, an immunization schedule and a statement of the medical reasons causing the delay. The schedule and statement of medical reasons must be signed by an appropriate medical professional.

Eye Examination

All students entering kindergarten or School District 189 for the first time must present proof by October 15 of the current school year of an eye examination performed within one year. Failure to present proof by October 15, allows the school to hold the student's report card until the student presents: (1) proof of a completed eye examination, or (2) that an eye examination will take place within 60 days after October 15.

Dental Examination

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

Exemptions

A student will be exempted from the above requirements for:

1. Medical grounds if the student's parent/guardian presents to the building principal a signed statement explaining the objection;

2. Religious grounds if the student's parent/guardian presents to the building principal a completed Certificate of Religious Exemption;

3. Health examination or immunization requirements on medical grounds if a physician provides written verification;

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

5. Dental examination requirement if the student's parent/guardian shows an undue burden or a lack of access to a dentist.

Cross Reference:

PRESS 7:100, *Health, Eye and, Dental Examinations; Immunizations; and Exclusion of Students*

5.20 Student Medication (Updated August 2026)

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

No school or School District 189 employee is allowed to administer to any student, or supervise a student's self-administration of, any prescription or non-prescription medication until a completed and signed School Medication Authorization Form is submitted by the student's parent/guardian. No student is allowed to possess or consume any prescription or non-prescription medication on school grounds or at a school-related function other than as provided for in this procedure.

Self-Administration of Medication

A student may possess and self-administer an epinephrine delivery system and/or an asthma inhaler or medication prescribed for use at the student's discretion, provided the student's parent/guardian has completed and signed a School Medication Authorization Form.

Students who are diabetic may possess and/or self-administer diabetic testing supplies, equipment, and insulin if authorized by the student's diabetes care plan, which must be on file with the school.

Students with epilepsy may possess and/or self-administer supplies, equipment and medication, if authorized by the student's seizure action plan, which must be on file with the school.

Students may self-administer (but not possess on their person) other medications required under a qualified plan, provided the student's parent/guardian has completed and signed a School Medication Authorization Form.

The school district shall incur no liability, except for willful and wanton conduct, as a result of any injury arising from a student's self-administration of medication, including asthma medication or epinephrine delivery system, or medication required under a qualifying plan. A student's parent/guardian must indemnify and hold harmless the school district and its employees and agents, against any claims, except a claim based on willful and wanton conduct, arising out of a student's self-administration of an epinephrine delivery system, asthma medication, and/or a medication required under a qualifying plan.

Administration of Medical Cannabis

In accordance with the Compassionate Use of Medical Cannabis Program, qualifying students are allowed to utilize medical cannabis infused products while at school and school events. Please contact the building principal for additional information. Discipline of a student for being administered a product by a designated caregiver pursuant to this procedure is prohibited. The District may not deny a student attendance at a school solely because he or she requires administration of the product during school hours.

Undesignated Medications

The school may maintain the following undesignated prescription medications for emergency use: (1) Asthma medication; (2) Epinephrine delivery system; (3) Opioid antagonists; and (4) Glucagon. No one, including without limitation, parents/guardians of students, should rely on the school or district for the availability of undesignated medication. This procedure does not guarantee the availability of undesignated medications. Students and their parents/guardians should consult their own physician regarding these medication(s).

Emergency Aid to Students

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

Cross-References:

PRESS 7:270, *Administering Medicines to Students*

PRESS 7:270-AP, *Dispensing Medication*

PRESS 7:270-E1, *School Medication Authorization Form*

5.20 E1 Exhibit – Student Medication Authorization Form

To be completed by the child's parent(s)/guardian(s).

This form is to be used for medication other than medical cannabis. A new form must be completed every school year for each medication. Keep in the school nurse's office or, in the absence of a school nurse, the Building Principal's office.

Student's Name: _____ Birth Date: _____

Address: _____

Home Phone: _____ Cell Phone: _____ Emergency Phone: _____

School _____ Grade: _____ Teacher: _____

To be completed by the student's physician, physician assistant with prescriptive authority, or advanced practice RN with prescriptive authority:

Prescriber's Printed Name: _____

Office Address: _____

Office Phone: _____ Emergency Phone: _____

Medication name: _____

Purpose: _____

Dosage: _____ Frequency: _____

Time medication is to be administered or under what circumstances:

_____

_____

Prescription date: _____ Order date: _____ Discontinuation date: _____

Diagnosis requiring medication: _____

Is it necessary for this medication to be administered during the school day? ☐ Yes ☐ No

Expected side effects, if any: _____

Time interval for re-evaluation: _____

Other medications student is receiving: _____

_____

Prescriber's Signature_____ Date_____

For only Parent(s)/Guardian(s) of students requiring asthma inhalers and/or epinephrine injectors:

Is the asthma inhaler and/or epinephrine injector required under a qualifying plan pursuant to 105 ILCS 5/10-22.21b, amended by P.A. 101-205?

☐ Yes ☐ No

Parent(s)/Guardian(s) please attach prescription label (asthma inhaler) and/or written statement (epinephrine injector) here:

For asthma inhalers, attach the prescription label with the name of the asthma medication, the prescribed dosage, and the time at which or circumstances under which the asthma medication is to be administered. 105 ILCS 5/22-30(b)(2)(i).

For an epinephrine injector, attach a written statement from the student's physician, physician assistant, or advanced practice registered nurse containing the name and purpose of the epinephrine, injector; the prescribed dosage; and the time or times at which or the special circumstances that the epinephrine injector should be administered. 105 ILCS 5/22-30(b)(2)(ii)(A)-(C).

For parents/guardians of students who need to self-administer medication required under a qualifying plan, only:

I grant permission for my child to self-administer his or her medication required under an asthma action plan, an Individual Health Care Action Plan, an Illinois Food Allergy Emergency Action and Treatment Authorization Form, a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973, or a plan pursuant to the federal Individuals with Disabilities Education Act. 105 ILCS 5/10-22.21b, amended by P.A. 101-205.

Medication(s) other than asthma inhalers and/or epinephrine injectors (complete section above) required under a qualifying plan that student is permitted to self-administer:

Prescription date: _____ Order date: _____ Discontinuation date: _____

Diagnosis requiring medication: _____

Is it necessary for this medication to be administered during the school day? ☐ Yes ☐ No

Expected side effects, if any: _____

Time interval for re-evaluation: _____

Other medications student is receiving : _____

_____ _____

Prescriber's Signature Date

If the medication is an asthma inhaler or epinephrine injector, be also sure to complete the section above and attach the required label and/or written statement as required above.

Please initial to indicate (1) receipt of this information, and (2) authorization for your child to self-administer medication under a qualifying plan.

Parent / Guardian Initials _____

For only parents/guardians of students who need to carry and use their asthma medication or an epinephrine injector:

I authorize School District 189 and its employees and agents, to allow my child to self-carry and self-administer his or her asthma medication and/or epinephrine injector: (1) while in school, (2) while at a school-sponsored activity, (3) while under the supervision of school personnel, or (4) before or after normal school activities, such as while in before-school or after-school care on school-operated property. Illinois law requires School District 189 to inform parent(s)/guardian(s) that it, and its employees and agents, incur no liability, except for willful and wanton conduct, as a result of any injury arising from a student's self-carry and self-administration of asthma medication or epinephrine injector. 105 ILCS 5/22-30, amended by P.A.s 102-413.

Please initial to indicate (1) receipt of this information, and (2) authorization for your child to carry and use his or her asthma medication or epinephrine injector.

Parent / Guardian Initials _____

For all parents/guardians:

By signing below, I agree that I am primarily responsible for administering medication to my child. However, in the event that I am unable to do so or in the event of a medical emergency, I hereby authorize School District 189 and its employees and agents, on my behalf, to administer

or to attempt to administer to my child (or to allow my child to *self-administer* pursuant to State law, while under the supervision of the employees and agents of School District 189), lawfully prescribed medication in the manner described above. This includes administration of undesignated epinephrine injectors, opioid antagonists, or asthma medication to my child when there is a good faith belief that my child is having an anaphylactic reaction, opioid overdose, or asthma episode, whether such reactions are known to me or not, and if applicable, undesignated glucagon when authorized by my child's diabetes care plan and if my child's glucagon is not available on-site or has expired. 105 ILCS 5/22-30, amended by P.A.s 102-413; 105 ILCS 145/27, added by P.A. 101-428. **I acknowledge that it may be necessary for the administration of medications to my child to be performed by an individual other than a school nurse and specifically consent to such practices**, and

I agree to indemnify and hold harmless School District 189 and its employees and agents against any claims, except a claim based on willful and wanton conduct, arising out of the administration or the child's self-administration of medication.

_____

Parent/Guardian Printed Name _____

Address (if different from Student's above): _____

Home Phone: _____ Cell Phone: _____ Emergency Phone: _____

Parent/Guardian Signature _____ Date _____

5.20 E2 Exhibit – Authorization for Medical Treatment (Updated June 2022)

To be submitted to the Superintendent of East St. Louis School District 189 or designee. (please print)

Student	Sport/Activity
Parent/Guardian	Home phone
Home address	Cell phone
Physician	Physician phone

Medical Information: *(list allergies, medications, conditions and any known restrictions)*

In the event of a medical emergency and if reasonable attempts to contact me using the telephone numbers listed above are unsuccessful:

I, as parent or legal guardian of the above student, do hereby authorize treatment by a licensed medical physician of my child in the event of a medical emergency that, in the opinion of the attending physician, may endanger his/her life, cause disfigurement, physical impairment, or undue discomfort if delayed. I understand that transfer of my child to any hospital reasonably accessible will be at my expense.

Parent/Guardian Signature	Date

5.30 Guidance & Counseling (revised May 2025)

The school provides a guidance and counseling program for students. The school's counselors are available to those students who require additional assistance.

Under Illinois law, any student 12 years of age or older may receive counseling services without consent of the student's parent/guardian. However, until the consent of the student's parent/guardian has been obtained, counseling services provided to a student under the age of 17 are generally limited to not more than eight 90-minute sessions.

The guidance program is available to assist students in identifying career options consistent with their abilities, interests, and personal values. Students are encouraged to seek the help of counselors to develop class schedules that meet the student's career objectives. High school juniors and seniors have the opportunity to receive college and career-oriented information. Representatives from colleges and universities, occupational training institutions and career-oriented recruiters, including the military, may be given access to the school campus in order to provide students and parents/guardians with information.

More information can be found on www.estl189.com and https://www.estl189.com/departments/college-readiness

Cross-Reference:

PRESS 6:270, *Guidance and Counseling Program*

5.40 Safety Drill Procedures and Conduct (Updated November 2021)

Safety drills will occur at times established by the school board. Students are required to be silent and shall comply with the directives of school officials during emergency drills. There will be a minimum of three (3) evacuation drills, a minimum of one (1) severe weather (shelter-in-place) drill, a minimum of one (1) law enforcement lockdown drill to address a school shooting incident, and a minimum of one (1) bus evacuation drill each school year. There may be other drills at the direction of the administration. The law enforcement lockdown drill will be announced in advance and a student's parent/guardian may elect to exclude their child from participating in this drill. All other drills will not be preceded by a warning to students.

Cross-References:

PRESS 4:170, *Safety*

PRESS 4:170-AP1, *Comprehensive Safety and Crisis Program*

5.50 Communicable Diseases

East St. Louis School District 189 will observe recommendations of the Illinois Department of Public Health regarding communicable diseases.

1. Parents are required to notify the school nurse if they suspect their child has a communicable disease.

2. In certain cases, students with a communicable disease may be excluded from school or sent home from school following notification of the parent or guardian.

3. The school will provide written instructions to the parent and guardian regarding appropriate treatment for the communicable disease.

4. A student excluded because of a communicable disease will be permitted to return to school only when the parent or guardian brings to the school a letter from the student's doctor stating that the student is no longer contagious or at risk of spreading the communicable disease.

Cross-references:

PRESS 7:280, *Communicable and Chronic Infectious Disease*

PRESS 7:280-AP, *Managing Students with Communicable or Infectious Diseases*

5.60 Head Lice

East St. Louis School District 189 will observe the following procedures regarding head lice.

1. Parents are required to notify the school nurse if they suspect their child has head lice.

2. Infested students will be sent home following notification of the parent or guardian.

3. The school will provide written instructions to the parent or guardian regarding appropriate treatment for the infestation.

4. A student excluded because of head lice will be permitted to return to school only when the parent or guardian brings the student to school to be checked by the school nurse or building principal and the child is determined to be free of the head lice and eggs (nits). Infested children are prohibited from riding the bus to school to be checked for head lice.

Cross-References:

PRESS 7:250 AP1, *Measures to Control the Spread of Head Lice at School*

5.70 Targeted School Violence Prevention & Threat Assessment Education (New May 2024)

Threats and acts of targeted school violence harm the District's environment and school community, diminishing students' ability to learn and a school's ability to educate. Providing students and staff with access to a safe and secure environment is an important goal of the School and District. While it is not possible to completely eliminate threats, the School and District maintain a Targeted School Violence Prevention Program and a Threat Assessment Team to reduce these risks to its environment.

Parents/guardians and students are encouraged to report any expressed threats or behaviors that may represent a threat to the community, School, or self. Reports can be made to any school administrator, law enforcement authorities, or the Safe2Help Illinois helpline (www.safe2helpil.com/). Locally, you can also email speakup@estl189.com or call/text 618.515.2165 to share your concern.

Students and parents are urged to participate in behavioral threat assessment and intervention programs if the Behavioral Threat Assessment Team believes that intervention is necessary to prevent a student from harming themselves or others. However, if for some reason there is a reluctance to participate in the process by the threat maker(s) or parent/guardian(s), the threat assessment process will continue in order to ensure a safe and caring learning environment for all.

For further information, please contact the Building Principal.

Cross-References:
PRESS 4:190, *Targeted School Violence Prevention Program*

5.80 Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence (New May 2025)

Domestic and sexual violence affect a student's ability to learn. Students who are parents or expectant parents have unique needs. Providing support services that enable students who are parents, expectant parents, or victims of domestic or sexual violence (Article 26A Students) to succeed in school are important school and district goals and are required by law.

Requesting Support Services

To facilitate the full participation of Article 26A Students, the school district provides in-school support services and information regarding non-school-based support services. Article 26A Students are also able to make up work missed on account of circumstances related to their status as a parent, expectant parent, or victim of domestic or sexual violence.

In-school support services include, but are not limited to, enabling a student to meet with counselors or other service providers, excusing the student from class as necessary for circumstances consistent with their Article 26A status, and assisting students with the development of a student success plan.

An Article 26A Student and/or their parent/guardian may request a complete copy of the District's policies related to Article 26A Students and information on support services by contacting the Article 26A Resource Person listed below.

Filing a Complaint

An Article 26A Student and/or their parent/guardian may file a complaint for violations of this procedure with the Nondiscrimination Coordinator, Title IX Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any employee with whom the person is comfortable speaking.

Article 26A Resource Person, District-Wide:
Dr. Antaniece Carter
1516 Gross Avenue
East St. Louis, IL 62205
618/646-3106
antaniece.carter@estl189.com

Vivian Adams Early Childhood Center
Tori Kruel, Social Worker
tori.kruel@estl189.com
Office: 618-646-3290 x8243

James Avant Elementary School
Dr. Tamiko Timberson, Counselor
tamiko.timberson@estl189.com
Office: 618-646-3870 x6904

Paul Laurence Dunbar Elementary School
Liz Gusewelle, Social Worker
liz.gusewelle@estl189.com
Office: 618-646-3840 x6616

Sydnie Blackman, Counselor
sydnie.blackman@estl189.com
Office: 618-646-3840 x6613

Annette Officer Elementary School
Lashaunda Ross, Counselor
lashanunda.ross@estl189.com
Office: 618-646-3970 x7906

Dr. Katie Wright Elementary School
Nicole Young, Counselor
nicole.young@estl189.com
Office: 618-646-3860 x6823

Gordon Bush Elementary School
Catrice Johnson, Social Worker
catrice.johnson@estl189.com
Office: 618-646-3930 x7578

Younge School of Excellence
Chea Wyatt, Counselor
chea.wyatt@estl189.com
Office: 618-646-3760 x4016

Sharrye Henderson-Collier, Counselor
sharrye.henderson@estl189.com
Office: 618-646-3760 x4006

Mason-Clark Middle School
Alena Armstead, Counselor
alena.armstead@estl189.com
Office: 618-646-3750 x2028

Lincoln Middle School
Joy Walker, Counselor
joy.walker@estl189.com
Office: 618-646-3770 x5005

Latosha Carter, Social Worker

latosha.carter@estl189.com
Office: 618-646-3770 x5028

East St. Louis Senior High School
Kenyawna Love, Social Worker
kenyawna.love@estl189.com
Office: 618-646-3700 x1019

JoVonda Winters, Social Worker
jovonda.winters@estl189.com
Office: 618-646-3700 x1063

Lynnesha Morrow, Social Worker
lynnesha.morrow@estl189.com
Office: 618-646-3700 x1035

Nondiscrimination Coordinator and Title IX Coordinator:
Valencia Hawkins, Chief Human Resource Officer
1005 State Street
East St. Louis, IL 62201
618/646-3046
valencia.martin@estl189.com

Complaint Managers:
Keisa Garrett, Chief of Schools
1005 State Street
East St. Louis, IL 62201
618/646-3014
keisa.garrett@estl189.com

Joseph Haskell, Director
1005 State Street
East St. Louis, IL 62201
618/646-3018
joseph.haskell@estl189.com

Retaliation Prohibited

Retaliation against an Article 26A Student or their parent/guardian for exercising or attempting to exercise their rights under this procedure is prohibited. Individuals should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

Cross-References:

PRESS 7:255, *Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*

PRESS 7:255-AP1, *Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*

PRESS 7:255-AP2, *Complaint Resolution Procedure for Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*

Chapter 6: Discipline & Conduct

6.10 General Building Conduct

Student arrival and dismissal times are as follows:

EARLY CHILDHOOD CENTER				
	Start	**Dismissal**	***Early Dismissal (every Wednesday)***	**Half Day Dismissal** **(1/15/27 & 3/25/27)**
VIVIAN ADAMS	9:00 am	3:30 pm	*2:30 pm*	12:00 pm PTC 1-4 pm
ELEMENTARY SCHOOLS				
AVANT	8:30 am	3:30 pm	*2:30 pm*	11:30 am PTC 12:30-3:30pm
DUNBAR	8:30 am	3:30 pm	*2:30 pm*	11:30 am PTC 12:30-3:30pm
OFFICER	8:30 am	3:30 pm	*2:30 pm*	11:30 am PTC 12:30-3:30pm

WRIGHT	8:30 am	3:30 pm	*2:30 pm*	11:30 am PTC 12:30-3:30pm
CENTERS				
YOUNGE ACADEMY OF EXCELLENCE	8:00 am	3:00 pm	*2:00 pm*	11:00 am PTC Noon-3pm
BUSH ALTERNATIVE LEARNING CENTER	7:30 am	2:30 pm	*1:30 pm*	10:30 am PTC 11:30 am - 2:30 pm
MIDDLE SCHOOLS				
LINCOLN	8:00 am	3:00 pm	*2:00 pm*	11:00 am PTC Noon-3pm
MASON/CLARK	8:00 am	3:00 pm	*2:00 pm*	11:00 am PTC Noon-3pm
HIGH SCHOOL				
EAST ST. LOUIS SENIOR HIGH SCHOOL	7:30 am	2:30 pm	*1:30 pm*	10:30 am PTC 11:30 am - 2:30 pm

The following rules shall apply, and failure to abide by the rules may result in discipline:

- Hats and bandanas shall not be worn in the building. Any hat brought to school shall be removed before entering.
- Students shall not run, talk loudly or yell in the hallways nor shall they push, shove or hit others.
- Students shall not write on walls, desks or deface or destroy school property.
- Chewing of gum is not permitted in the school building.
- Skateboards are not permitted at school.
- Water guns, play guns, and/or real guns are not permitted at school.
- No radios, tape players, CD players, cameras are permitted without permission from the principal.

6.20 School Dress Code (Updated August 2026)

At East St. Louis School District 189, our dress code reflects our core mission and vision by fostering a safe, supportive environment that balances individual self-expression with professional preparation. By maintaining a clean, respectful appearance, students cultivate the personal responsibility and college and career readiness essential for 21st-century success, ensuring a positive, focused, and inclusive school experience for everyone.

	✅ Allowed ✅	⛔ Not Allowed ⛔
Tops & Shirts	• Tops covering the midriff (must sit below the navel/at the waist)	• Tank tops • Midriff tops that expose the navel • See-through tops and shirts
Pants, Skirts & Shorts	• Pants/jeans worn securely at the waist (use a belt if needed) • Rips or tears mid-thigh or below • Shorts and skirts mid-thigh or below • Solid leggings	• Sagging pants • Rips or tears above mid-thigh • Shorts/skirts above mid-thigh • See-through leggings, pants, shorts, and skirts • Tube dresses
Outerwear & Headwear	• Jackets, hoodies, and sweaters that meet dress code guidelines • Flat headbands up to 3 inches wide	• Hoods worn up inside the building • Head coverings worn indoors (hats, bonnets, scarves, bandannas, sweatbands) • Sunglasses inside the building
Footwear	• Closed-toe shoes with a backing	• High heels, slippers, flip-flops, sandals and slides
Safety & Graphics	• Standard jewelry and non-hazardous accessories	• Images/text referencing drugs, alcohol, violence, or gangs • Lewd, vulgar, obscene, RIP, or occult symbols • Sharp/pointed accessories • Hazards in shops, labs, or physical education

Students whose dress causes a substantial disruption of the orderly process of school functions or endangers the health or safety of the student, other students, staff or others may be subject to discipline.

Please note: District administration reserves the right to adjust dress code or uniform expectations as needed to enhance the educational environment or ensure student safety.

Clear Backpacks Required

In an effort to support school safety, students should only use clear backpacks. Backpacks are not required, but if students at these schools wish to utilize one, it must be clear. The backpack plastic must be completely transparent, but the straps to carry them do not have to meet this requirement. Students are allowed to carry a non-clear pouch or purse no larger than 5.5 inches by 8.5 inches to hold personal items, such as hygiene products or cellphones.

Student Identification Policy

Students at middle and high school levels receive a photo identification card at the beginning of the school year and are required to wear their ID cards in a visible location while at school. Students in Pre-K and elementary schools will also receive ID cards. The School District will provide a lanyard for new students to use to display their ID.

During the school day, students may be required to use their ID to:

- Receive breakfast / lunch items
- Enter the building / class
- Check out library materials
- Use school computers
- Extracurricular activities / school-wide events
- And or any other purposes as required by district administration

This rule is in place for the safety of all staff and students. In an emergency, the only way to ensure who belongs in the building and who does not is through proper identification. Students and staff are expected to follow this policy. Replacement of a lost, stolen, or damaged ID will be charged a fee of $5.

6.30 Student Behavior (Updated August 2026)

Prohibited Student Conduct

Students may be disciplined for gross disobedience or misconduct, including but not limited to the following:

1. Using, possessing, distributing, purchasing, selling or offering tobacco or nicotine materials, including electronic cigarettes, e-cigarettes, vapes, vape pens or other vaping related products.

2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.

3. Using, possessing, distributing, purchasing, selling or offering for sale:

    a. Any illegal drug, controlled substance, or cannabis (including marijuana, hashish, and medical cannabis unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*).

    b. Any anabolic steroid unless it is being administered in accordance with a physician's or licensed practitioner's prescription.

    c. Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician's or licensed practitioner's prescription.

    d. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician's or licensed practitioner's instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*.

    e. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.

    f. "Look-alike" or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a student believes to be, or represents to be, an illegal drug, controlled substance, or other substance that is prohibited by this policy; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug, controlled substance or other substance that is prohibited by this policy.

g. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.

h. Any substance inhaled, injected, smoked, consumed or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in a tablet or powdered form.

Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they have the prohibited substance, as applicable, in their possession.

4. Using, possessing, controlling, or transferring a "weapon" or violating the procedures listed below under the Weapons Prohibition section of this handbook procedure.

5. Using or possessing an electronic paging device.

6. Using a cellular telephone, smartphone, video recording device, personal digital assistant (PDA), or similar electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Unless otherwise banned under this policy or by the building principal, all cellular phones, smartphones and other electronic devices must be kept powered-off and out-of-sight during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student's individualized education program (IEP); (c) it is used during the student's lunch period; or (d) it is needed in an emergency that threatens the safety of students, staff, or other individuals.

7. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.

8. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a staff member's request to stop, present school identification or submit to a search.

9. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, altering report cards and wrongfully obtaining test copies or scores.

10. Engaging in bullying, hazing or any kind of aggressive behavior that does physical or psychological harm to a staff person or another student or encouraging other students to engage in such behavior. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, or posting or distributing sexually explicit images.

11. Engaging in cyber-bullying, which means bullying through the use of technology or electronic communication. Prohibited conduct specifically includes, without limitation, assuming the identity or impersonation of another person for the purposes of bullying, distribution of electronic communications to more than one person or posting of material on an electronic medium that may be accessed by more than one person for the purposes of bullying, posting or distribution of an unauthorized replica by electronic means if the posting or distribution creates any of the effects of bullying.

12. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning) and sexual assault.

13. Engaging in teen dating violence.

14. Causing or attempting to cause damage to, stealing, or attempting to steal, school property or another person's personal property.

15. Entering school property or a school facility without proper authorization.

16. In the absence of a reasonable belief that an emergency exists, calling emergency responders (calling 9-1-1); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus or at any school activity.

17. Being absent without a recognized excuse.

18. Being involved with any public school fraternity, sorority, or secret society.

19. Being involved in a gang or engaging in gang-like activities, including displaying gang symbols or paraphernalia.

20. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism and hazing.

21. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

22. Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school.

23. Operating an unarmed aircraft system (AUS) or drone for any purpose on school grounds or at any school event unless granted permission by the building principal.

24. Sexting, which, for purposes of this procedure, is the act of creating, sending, sharing, viewing, receiving, or possessing sexually explicit messages, images, or videos electronically, regardless of whether they are authentic or computer-generated, through the use of a computer, electronic communication device, or cellular phone. Sexting also includes creating, sending, sharing, viewing, receiving, or possessing indecent visual depictions, non-consensual dissemination of private sexual images, and non-consensual dissemination of sexually explicit digitized depictions, as defined in State law.

25. Failing to comply with the dress code policy, but only after repeated attempts to secure compliance, such as conferences with parents/guardians, have been unsuccessful.

For purposes of these rules, the term "possession" includes having control, custody, or care, currently or in the past, of an object or substance, including situations in which the item is: (a) on the student's person; (b) contained in another item belonging to, or under the control of, the student, such as in the student's clothing, backpack, or automobile; (c) in a school's student locker, desk, or other school property; (d) at any location on school property or at a school-sponsored event; or (e) in the case of drugs and alcohol, substances ingested by the person.

Efforts, including the use of positive interventions and supports shall be made to deter students, while at school or a school-related event, from engaging in aggressive behavior that may reasonably produce physical or psychological harm to someone else.
No disciplinary action shall be taken against any student that is based totally or in part on the refusal of the student's parent/guardian to administer or consent to the administration of psychotropic or psychostimulant medication to the student.

When and Where Conduct Rules Apply
The grounds for disciplinary action also apply whenever the student's conduct is reasonably related to school or school activities, including but not limited to:

1. On, or within sight of, school grounds before, during, or after school hours or at any time;
2. Off school grounds at a school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school;
3. Traveling to or from school or a school activity, function, or event;
4. Anywhere, if the conduct interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property; or
5. During periods of remote learning.

Disciplinary Measures

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

1. Notifying parents/guardians.
2. Disciplinary conference.
3. Withholding of privileges.
4. Temporary removal from the classroom.
5. Return of property or restitution for lost, stolen or damaged property.
6. In-school suspension.
7. After-school study or Saturday study provided the student's parent/guardian has been notified. (If transportation arrangements cannot be made in advance, an alternative disciplinary measure will be assigned to the student.)
8. Community service.
9. Seizure of contraband; confiscation and temporary retention of the personal property that was used to violate school rules.
10. Suspension of bus riding privileges.
11. Suspension from school and all school activities for up to 10 days. A suspended student is prohibited from being on school grounds.
12. Expulsion from school and all school activities for a definite time period not to exceed 2 calendar years. An expelled student is prohibited from being on school grounds.
13. Transfer to an alternative program if the student is expelled or otherwise qualifies for transfer under State law.
14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, such as, illegal drugs (controlled substances), "look-alikes," alcohol or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies.

The above list of disciplinary measures is a range of options that will not always be applicable in every case. In some circumstances, it may not be possible to avoid suspending or expelling a student because behavioral interventions, other than a suspension or expulsion, will not be appropriate and available, and the only reasonable and practical way to resolve the threat and/or address the disruption is a suspension or expulsion.

Isolated Time Out, Time Out and Physical Restraint

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

Corporal Punishment

Corporal punishment is prohibited in all circumstances. Corporal punishment is defined as a discipline method in which a person deliberately inflicts pain upon a student in response to the student's unacceptable behavior or inappropriate language, with an aim or set an example for others. It includes slapping, paddling, or prolonged maintenance of students in physically painful positions, or intentional infliction of bodily harm. Corporal punishment does not include reasonable force as permitted by State law.

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

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

(2) A knife, brass knuckles or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm, including "look alikes" of any firearm as defined above.

The expulsion requirement may be modified by the superintendent, and the superintendent's determination may be modified by the board on a case-by-case basis.

Gang & Gang Activity Prohibited
"Gang" is defined as any group, club or organization of two or more persons whose purposes include the commission of illegal acts. No student on or about school property or at any school activity or whenever the student's conduct is reasonably related to a school activity, shall: (1) wear, possess, use, distribute, display, or sell any clothing, jewelry, paraphernalia or other items which reasonably could be regarded as gang symbols; commit any act or omission, or use either verbal or non‑verbal gestures, or handshakes showing membership or affiliation in a gang; or (2) use any speech or commit any act or omission in furtherance of the interest of any gang or gang activity, including, but not limited to, soliciting others for membership in any gangs; (3) request any person to pay protection or otherwise intimidate, harass or threaten any person; (4) commit any other illegal act or other violation of district policies, (5) or incite other students to act with physical violence upon any other person.

Re-Engagement of Returning Students
The building principal or designee shall meet with a student returning to school from an out-of-school suspension, expulsion or alternative school setting. The goal of this meeting shall be to support the student's ability to be successful in school following a period of exclusion and shall include an opportunity for students who have been suspended to complete or make-up missed work for equivalent academic credit.

Cross-References:
PRESS 7:190, *Student Discipline*
PRESS 7:190 AP2, *Gang Activity Prohibited*

6.30 E1 Exhibit - Short Term Out-of-School Suspension (1-3 Days) Reporting Form (11/21)

Dear Parent(s)/Guardian(s):

Illinois law requires School District 189 to provide the following information to a parent/guardian of a child who is suspended from school due to an act of gross disobedience or misconduct.

Student _____ **Incident Date** _____

Student handbook rules and/or School District 189 Board policy violated: _____

- ❑ Level 1
- ❑ Level 2
- ❑ Level 3

Date and time of pre-suspension conference with student and family: _____

(If this conference was not held because the student's conduct posed an immediate danger to person(s) or property, list the date and time the pre-suspension conference will be conducted.)

Date(s) of suspension: _____

Date student is eligible to return to school: _____

Description of incident: *(List all pertinent information, including the date, time and location, regarding the specific act(s) of gross disobedience or misconduct resulting in the decision to suspend.)*

_____
_____
_____
_____
_____

- ❑ 1st offense
- ❑ 2nd offense
- ❑ Repeated/Severe Offense

Rationale for the specific duration of the suspension:

_____
_____
_____

It has been further determined that: *(At least one of the following must be completed.)*

I. Your child's continued presence at school poses a threat to school safety. Due to the egregious nature of your child's conduct (i.e., physical harm, violence, threat) and/or the history or record of your child's past conduct, school officials have determined that your child is likely to engage in similar conduct in the future. These determinations include, but are not limited to, one or more of the following: (List explanation below.)

_____

_____

_____

_____

II. Your child's continued presence at school poses a disruption to other students' learning opportunities. Due to the egregious nature of your child's conduct (i.e., physical harm, violence, threat) and/or the history or record of your child's past conduct, school officials have determined that (a) your child is likely to engage in similar conduct in the future, and/or (b) the presence of your child at school will foster a culture that his or her behavior(s) at school is/are acceptable or tolerated. These determinations include, but are not limited to, one or more of the following: (List explanation below.)

_____

_____

_____

_____

The school is required to make all reasonable efforts to resolve threats or disruptions and minimize the length of out-of-school suspensions. The following behavioral and disciplinary interventions have been exhausted. (*List all behavioral and disciplinary interventions and resources previously utilized to address the student's behavior or indicate if there are no appropriate and available interventions and resources; e.g., any previous correspondence with parents or guardians about the behavior, check-in/check-out, functional behavioral analysis (FBA), behavioral improvement plan (BIP), social academic instructional group (SAIG), in-school suspension, out-of-school suspension and/or other interventions and resources.*)

_____

_____

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_____

During the period of suspension, your child may not be present at school, on grounds owned or controlled by School District 189 or at any School District 189 activity. Failure to comply with this directive constitutes a trespass and will be dealt with accordingly.

Upon returning to school, your child will be given an opportunity to make up work missed during the suspension for equivalent academic credit.

To discuss this matter, you may contact the Building Principal. Alternatively, you have the right to have the suspension reviewed by the East St. Louis School District 189 School Board or a hearing officer acting on the Board's behalf. To schedule a Board hearing, please send a written request within ten (10) calendar days to Lori Chalmers, Director of Pupil Services, at 1005 State Street East Saint Louis, IL 62201.

_____ _____

Building Principal Date

cc: East St. Louis School District 189 Board of Education

6.30 E2 Exhibit – Long Term Out-of-School Suspension (4-10 Days) Reporting Form (5/25)

Dear Parent(s)/Guardian(s):

Illinois law requires East St. Louis School District 189 to provide the following information to a parent/guardian of a child who is being suspended from school due to an act of gross disobedience or misconduct.

_____ _____

Student **Incident Date**

Student handbook rules and/or School District 189 Board policy violated:

_____

- ❑ Level 1
- ❑ Level 2
- ❑ Level 3

Date and time of pre-suspension conference with student: _____

(If this conference was not held because the student's conduct posed an immediate danger to persons or property, list the date and time the pre-suspension conference will be conducted.)

Date(s) of suspension: _____

Date student is eligible to return to school: _____

Description of incident: *(List all pertinent information, including the date, time and location, regarding the specific act(s) of gross disobedience or misconduct resulting in the decision to suspend.)*

_____

_____

_____

- ❑ 1st offense
- ❑ 2nd offense
- ❑ Repeated/Severe Offense

Rationale for the specific duration of the suspension:

_____

_____

_____

It has been further determined that: *(At least one of the following must be completed.)*

I. Your child's continued presence at school poses a threat to the safety of other students, staff or members of the school community. Due to the egregious nature of your child's conduct (i.e., physical harm, violence, threat) and/or the history or record of your child's past conduct, school officials have determined that your child is likely to engage in similar conduct in the future. These determinations include, but are not limited to, one or more of the following: (*List explanation below.*)

_____

_____

_____

II. Your child's continued presence at school substantially disrupts, impedes or interferes with the operation of the school. Due to the egregious nature of your child's conduct (i.e., physical harm, violence, threat) and/or the history or record of your child's past conduct, school officials have determined that (a) your child is likely to engage in similar conduct in the future, and/or (b) the presence of your child at school will foster a culture that his or her behavior(s) at school is/are acceptable or tolerated. These determinations include, but are not limited to, one or more of the following: (*List explanation below.*)

_____

_____

_____

The school is required to make all reasonable efforts to resolve threats or disruptions and minimize the length of out-of-school suspensions. The following available and appropriate behavioral and disciplinary interventions have been exhausted: *(List all behavioral and disciplinary interventions and resources previously utilized to address the student's behavior or indicate if there are no appropriate and available interventions and resources; e.g., any previous correspondence with parents or guardians about the behavior, check-in/check-out, functional behavioral analysis (FBA), behavioral improvement plan (BIP), social academic instructional group (SAIG), in-school suspension, out-of-school suspension and/or other interventions and resources.)*

_____

_____

_____

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_____

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_____

_____

During the period of suspension, your child may not be present at school, on grounds owned or controlled by School District 189 or at any School District 189 activity. Failure to comply with this directive constitutes a trespass and will be dealt with accordingly.

Your child will be given an opportunity to complete missed assignments or work missed during the suspension for equivalent academic credit in accordance with School District 189 policy.

Students who are suspended out-of-school for longer than three (3) days must be provided with appropriate and available support services during the period of suspension. The following support services are appropriate and available to your child: *(Note that this requirement only applies to students who are suspended out-of-school for 4 through 10 school days. List all support services or indicate if no support services are appropriate and available.)*

_____

_____

_____

To discuss this matter, you may contact the Building Principal. Alternatively, you have the right to have the suspension reviewed by the East St. Louis School District 189 School Board or a hearing officer acting on the Board's behalf. To schedule a Board hearing, please send a written request within ten (10) calendar days to Lori Chalmers, Director of Pupil Services, at 1005 State Street East Saint Louis, IL 62201.

_____ _____

Building Principal Date

cc: East St. Louis School District 189 Board of Education

Cross-references:

PRESS 7:200-E2, *Long Term Out-of-School Suspension (4-10 Days) Reporting Form*

6.40 Prevention of and Response to Bullying, Intimidation, and Harassment (Updated July 2023 and Revised May 2024 and November 2025)

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

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

1. During any school-sponsored education program or activity.

2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities.

3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.

4. Through the transmission of information from a computer that is accessed at a non-school-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by the school district or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school.

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

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

2. Causing a substantially detrimental effect on the student's or students' physical or mental health;

3. Substantially interfering with the student's or students' academic performance; or

4. Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.

Cyberbullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. Cyberbully includes: (1) the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of bullying; (2) the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of bullying; and (3) the posting or distribution of an unauthorized digital replica by electronic means if the posting or distribution creates any of the effects enumerated in the definition of bullying

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

Students are encouraged to immediately report bullying. A report may be made orally or in writing to the building principal, nondiscrimination coordinator, district complaint manager or any staff member with whom the student is comfortable speaking. All school staff members are available for help with a bully or to make a report about bullying. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the district complaint manager or any staff member. Anonymous reports are also accepted by phone call or in writing.

Nondiscrimination Coordinator:

Valencia Hawkins, Chief Human Resources Officer
1005 State Street
East St. Louis, IL 62201
618/646-3046
valencia.martin@estl189.com

Complaint Managers:

Keisa Garrett, Chief of Schools
1005 State Street
East St. Louis, IL 62201
618/646-3014
keisa.garrett@estl189.com

Joseph Haskell, Director
1005 State Street
East St. Louis, IL 62201
618/646-3018
joseph.haskell@estl189.com

A reprisal or retaliation against any person who reports an act of bullying is prohibited. A student's act of reprisal or retaliation will be treated as bullying for purposes of determining any consequences or other appropriate remedial actions.

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

Students and parents/guardians are also encouraged to read the following school district policies: 7:20, *Harassment of Students Prohibited* and 7:180, *Prevention of and Response to Bullying, Intimidation and Harassment,* found here:
https://www.boardpolicyonline.com/?b=east_st_louis_189

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

Cross-references:
PRESS 7:20, *Harassment of Students Prohibited*
PRESS 7:180, *Prevention of and Response to Bullying, Intimidation and Harassment*
PRESS 7:190, *Student Behavior*
PRESS 2:260, *Uniform Grievance Procedure*

6.42 Discrimination and Harassment on the Basis (New May 2024)

Discrimination and harassment on the basis of race, color, or national origin negatively affects a student's ability to learn and an employee's ability to work. Providing an educational and workplace environment free from such discrimination and harassment is an important District and School goal. The District and School do not discriminate on the basis of actual or perceived race, color, or national origin in any of its education programs or activities and comply with federal and State non-discrimination laws.

Examples of Prohibited Conduct

Examples of conduct that may constitute discrimination on the basis of race, color, or national origin include: disciplining students more harshly and frequently because of their race, color, or national origin; denying students access to high-rigor academic courses, extracurricular

activities, or other educational opportunities based on their race, color, or national origin; denying language services or other educational opportunities to English learners; and assigning students special education services based on a student's race, color, or national origin.

Harassment is a form of prohibited discrimination. Examples of conduct that may constitute harassment on the basis of race, color, or national origin include: the use of racial, ethnic or ancestral slurs or stereotypes; taunts; name-calling; offensive or derogatory remarks about a person's actual or perceived race, color, or national origin; the display of racially-offensive symbols; racially-motivated physical threats and attacks; or other hateful conduct.

Making a Report or Complaint; Investigation Process

Individuals are encouraged to promptly report claims or incidences of discrimination or harassment based on race, color, or national origin to the Nondiscrimination Coordinator, a Complaint Manager, or any employee with whom the student is comfortable speaking. Reports will be processed under the District's Uniform Grievance Procedure.

Reports and complaints of discrimination or harassment will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain an educational environment that is productive, respectful, and free of unlawful discrimination, including harassment.

Federal and State Agencies

If the District fails to take necessary corrective action to stop harassment based on race, color, or national origin, further relief may be available through the Illinois Dept. of Human Rights (IDHR) or the U.S. Dept. of Education's Office for Civil Rights. To contact IDHR, go to: https://dhr.illinois.gov/about-us/contact-idhr.html or call (312) 814-6200 (Chicago) or (217) 785-5100 (Springfield).

Prevention and Response Program

The District maintains a prevention and response program to respond to complaints of discrimination based on race, color, and national origin, including harassment, and retaliation. The program includes procedures for responding to complaints which:

1. Reduce or remove, to the extent practicable, barriers to reporting discrimination, harassment, and retaliation;

2. Permit any person who reports or is the victim of an incident of alleged discrimination, harassment, or retaliation to be accompanied when making a report by a support individual of the person's choice who complies with the District's policies and rules;

3. Permit anonymous reporting, except that an anonymous report may not be the sole basis of any disciplinary action;

4. Offer remedial interventions or take such disciplinary action as may be appropriate on a case-by-case basis;

5. Offer, but do not require or unduly influence, a person who reports or is the victim of an incident of harassment or retaliation the option to resolve allegations directly with the accused; and

6. Protects a person who reports or is the victim of an incident of harassment or retaliation from suffering adverse consequences as a result of a report of, investigation of, or a response to the incident.

Enforcement

Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or disciplinary action, up to and including discharge.

Any District student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or disciplinary action, including but not limited to, suspension and expulsion, consistent with the student discipline information in this handbook.

Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to remedial and/or disciplinary action.

Retaliation Prohibited

Retaliation against any person for bringing complaints, participating in the complaint process, or otherwise providing information about discrimination or harassment based on race, color, or national origin is prohibited.

Individuals should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

Cross-references:

PRESS 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*

6.45 Harassment & Teen Dating Violence Prohibited (Revised May & August 2024; May & November 2025)

Harassment Prohibited

No person, including a school district employee, agent, or student, shall harass, intimidate, or bully a student on the basis of actual or perceived race; color; national origin; military status; unfavorable discharge status from military service; sex; sexual orientation; gender identity; gender-related

identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; actual or potential marital or parental status, including pregnancy; physical appearance; socioeconomic status; academic status; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

Sexual Harassment Prohibited (Title IX)

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

1. A District employee conditions the provision of an aid, benefit, or service on an individual's participation in unwelcome sexual conduct; or

2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's educational program or activity; or

3. Sexual assault as defined in or stalking as defined in District policy and federal law.

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

Teen Dating Violence Prohibited

Engaging in teen dating violence that takes place at school, on school property, at school-sponsored activities, or in vehicles used for school-provided transportation is prohibited. For purposes of this policy, the term teen dating violence occurs whenever a student who is 13 to 19 years of age uses or threatens to use physical, mental, or emotional abuse to control an individual in the dating relationship; or uses or threatens to use sexual violence in the dating relationship.

Making a Report or Complaint

Students are encouraged to promptly report claims or incidents of bullying, intimidation, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, Title IX

Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any employee with whom the student is comfortable speaking.

Nondiscrimination Coordinator and Title IX Coordinator:
Valencia Hawkins, Chief Human Resource Officer
1005 State Street
East St. Louis, IL 62201
618/646-3046
valencia.martin@estl189.com

Complaint Managers:

Keisa Garrett, Chief of Schools
1005 State Street
East St. Louis, IL 62201
618/646-3014
keisa.garrett@estl189.com

Joseph Haskell, Director
1005 State Street
East St. Louis, IL 62201
618/646-3018
joseph.haskell@estl189.com

Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to discipline.

Investigation Process

All complaints will be investigated by the District in accordance with state and federal law and corresponding District policies.

Enforcement

Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or disciplinary action, up to and including discharge.

Any District student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or disciplinary action, including but not limited to, suspension and expulsion, consistent with the student discipline information in this handbook.

Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent/guardian, invitee, etc. Any

person making a knowingly false accusation regarding prohibited conduct will likewise be subject to remedial and/or disciplinary action.

Retaliation Prohibited

Retaliation against any person for bringing complaints, participating in the complaint process, or otherwise providing information about discrimination or harassment based on race, color, or national origin is prohibited.

Individuals should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

Cross-references:
PRESS 7:20, *Harassment of Students Prohibited*
PRESS 7:185, *Teen Dating Violence Prohibited*

6.50 Lunch & Cafeteria Rules (High School)

Lunch Rules

During lunch, students must proceed directly to the cafeteria or designated lunch area, and, after getting their lunch, shall immediately sit in a chair at a table. Students shall remain seated until the lunch tone rings, at which point they shall clean the area in which they are seated, dispose of any trash in the appropriate receptacle, and exit the cafeteria to their assigned location. Students shall follow all cafeteria rules during lunch.

Cafeteria Rules

- Students shall not save seats for other students.
- Loud talking, yelling, screaming, and other disruptions are prohibited.
- Students shall not throw food or drinks.
- Students shall not trade food.
- Students shall not save places in line, cut in line, or otherwise cheat or intimidate their way into line for food service.
- Students shall not leave the cafeteria until after the appropriate tone rings, or otherwise directed by staff.

- Students shall follow the instructions of the cafeteria aides and other staff and show proper respect toward all cafeteria personnel.
- Students shall immediately become silent when staff or presenters make announcements in the cafeteria.
- Students shall report spills and broken containers to cafeteria staff immediately.

Misbehavior will result in disciplinary action in accordance with the school's disciplinary procedures.

6.50 Cafeteria Rules (K-8)

1. Students shall not save seats for other students.
2. Students shall walk to lunch and shall be orderly and quiet during lunch.
3. Trays shall be stacked neatly after placing silverware in its proper container. No food shall leave the cafeteria.
4. Loud talking, yelling, screaming, and other disruptions are prohibited.
5. Students shall not throw food, milk cartons or other items.
6. Students shall not trade food.
7. Students shall follow the instructions of the lunchroom aides and show proper respect toward all cafeteria personnel.
8. Students shall remain seated while in the cafeteria except to return to the lunch line or return trays.
9. Students shall immediately become silent when staff or presenters make announcements in the cafeteria.
10. Students shall report spills and broken containers to cafeteria staff immediately.
11. Students shall be dismissed from the cafeteria by the lunchroom supervisor.

Misbehavior will result in disciplinary action according to the school's disciplinary procedures.

6.60 Field Trips

Field trips are a privilege for students. Students must abide by all school policies during transportation and during field-trip activities, and shall treat all field trip locations as though they are school grounds. Failure to abide by school rules and/or location rules during a field trip may subject the student to discipline.

All students who wish to attend a field trip must receive written permission from a parent or guardian with authority to give permission. Students may be prohibited from attending field trips for any of the following reasons:

- Failure to receive appropriate permission from parent/guardian or teacher;
- Failure to complete appropriate coursework;
- Behavioral or safety concerns;
- Denial of permission from administration;
- Other reasons as determined by the school.

Cross-references:

PRESS 6:240, *Field Trips*

PRESS 6:240-AP, *Field Trip Guidelines*

6.70 Access to Student Social Networking Passwords & Websites

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

Cross-references:

PRESS 7:140, *Search and Seizure*

PRESS 7:190-AP7,E1 *Letter to Parents/Guardians Regarding the Right to Privacy in the School Setting*

6.80 Student Use of Electronic Devices (Updated September 2023)

Student Use of Electronic Devices

The use of electronic devices and other technology at school is a privilege, not a right. Students are prohibited from using electronic devices, except as provided herein. An electronic device includes, but is not limited to, the following: cell phone or smart phone, accessories (earbuds, headphones), bluetooth or plug in device, audio or video recording device, personal digital assistant (PDA), ipod©, ipad©, laptop computer, tablet computer or other similar electronic device. Pocket pagers and other paging devices are not allowed on school property at any time, except with the express permission of the building principal.

During instructional time, which includes class periods and passing periods, electronic devices must be kept silenced and out-of-sight unless: (a) permission is granted by an administrator, teacher or school staff member; (b) use of the device is provided in a student's individualized education program (IEP); or (c) it is needed in an emergency that threatens the safety of students, staff, or other individuals.

Students are allowed to use electronic devices during non-instructional time, which is defined as before and after school and during the student's lunch period.

Electronic devices may never be used in any manner that disrupts the educational environment, violates student conduct rules or violates the rights of others. This includes, but is not limited to, the following: (1) using the device to take photographs in locker rooms or bathrooms; (2) cheating; and (3) creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction or non-consensual dissemination of private sexual images (i.e., sexting).

The school and school district are not responsible for the loss, theft or damage to any electronic device brought to school.

Students in violation of this procedure are subject to the following consequences:

- **First offense** – The device will be confiscated by school personnel. A verbal warning will be assigned. The student will receive the device back at the end of the day in the school office.

- **Second offense** – The device will be confiscated. A detention will be assigned. The student's parent/guardian will be notified and required to pick up the device in the school office.

- **Third offense** – The device will be confiscated. A detention will be assigned. The student's parent/guardian will be notified and required to pick up the device in the school office. Additionally, the student will be prohibited from bringing the device to school for the next 10 school days. If the student is found in possession of the device during this 10-day period, the student will be prohibited from bringing the device to school for the remainder of the school year. The student will also face consequences for insubordination.

- **Fourth and subsequent offense** – The device will be confiscated. The student will be assigned a detention and will be prohibited from bringing the device to school for the remainder of the school year. The student's parent/guardian will be notified

and required to pick up the device in the school office. The student will also face consequences for insubordination.

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

Cross Reference: PRESS 7:190-AP5, *Student Handbook, Electronic Devices*

Code of Conduct

HOW THE STUDENT CODE OF CONDUCT SHOULD BE USED

The handbook should be used as a guide to support for all schools in creating a safe, supportive, respectful, and productive learning environment by (1) guiding students towards positive behavior, and (2) responding quickly and consistently to correct any inappropriate student behaviors. In a safe, supportive, respectful, and productive learning environment, all students are instructed on and understand what behaviors are expected of them and can demonstrate appropriate behavior/conduct at school. If a student behaves inappropriately, school staff members are expected to intervene immediately to maintain a safe and conducive environment for all, as well as support the misbehaving student's process of behavioral change and relationship repair. Therefore, the members of East St. Louis Community--teachers, students, administrators, parents and community members--will seek to use discipline as an intervention strategy to improve student behavior and academic performance. This Student Code of Conduct is designed to clarify school practices and policies governing the rights and responsibilities of students, parents, teachers, contracted staff (bus drivers and food services), and other school personnel. Staff stands *in loco parentis*, that is, they are responsible for students in the absence of parents. We strive for a positive climate in all our buildings and activities. Therefore, all standards of conduct will apply during school hours, while going to and from school (portal to portal),at any school-related event regardless of time or location, and within the digital community.

This updated edition of the Student Code of Conduct represents the work of a committee of parents, students, staff and administrators who examined the data and practices from within the district and across the state. This content is distributed electronically to all staff, students and parents within the first 10 days of school, and to new students within 5 days of their enrollment in the school district. 10 day enrollment period or within 5 days after a new student enrolls throughout the school year. This code of conduct can be found at www.estl189.com under the "STUDENTS tab - STUDENT HANDBOOK". A physical copy will be provided, upon request from your school. All community members are encouraged to study and discuss the contents. If you have any questions regarding this Code of Conduct, your school principal will be pleased to discuss this with you. You can call Lori Chalmers, Director of Pupil Services at 618-646-3340 or pose questions at questions@estl189.com.

El Codigo de Conducta del Estudiante tambien esta disponible en español.

RESPONDING TO POSITIVE STUDENT BEHAVIOR

The most critical step to building a safe, respectful, peaceful, supportive, and productive learning environment is establishing a positive school climate where students and adults have strong relationships and students understand what is expected of them as learners at school. Schools should nurture students by providing them with positive behavioral support and meaningful opportunities for improving social and emotional skills, such as recognizing and managing emotions, developing caring and concern for others, making responsible decisions, establishing positive relationships, and handling challenging situations using restorative practices in a constructive way. School principals and staff members must establish and maintain a positive school climate and must effectively communicate, teach, and model the positive behaviors they expect students to exhibit in the classroom and in other parts of the school throughout the day. In order to guide students to positive behavior, all school staff must follow these steps:

1) Set expectations for positive behavior

- Create expectations for positive behavior and predictable routines for students using restorative circles to build relationships, discuss classroom rules and expectations, and give students a voice in their classrooms and environments.
- Post expectations for positive behavior throughout the school.
- Regularly communicate high expectations for student success demonstrating positive behaviors.

2) Teach positive behavior.

- Build positive relationships with students.
- Model positive behavior for students.
- Explicitly teach students how they can best demonstrate positive behavior and follow expected routines. For example, specify expected behavior while learning in the classroom, moving through the hallways, eating in the cafeteria, entering the building, leaving at dismissal, etc.
- Practice expected behavior with students in all settings.

3) Reinforce positive behavior.

- Regularly review expectations for positive behavior, re-teaching and allowing practice as needed.
- Provide frequent feedback to students on their behavior, both appropriate and inappropriate, so they know if and how they are meeting the school's expectations.
- Praise and reward students for demonstrating positive behavior, especially when it is a new behavior for that student.
- By setting expectations, teaching students to meet those expectations and regularly reinforcing appropriate behaviors, District 189 will see fewer incidents of inappropriate behavior and more time spent learning. It is the right and responsibility of students, parents, and staff to support this work.

District 189 understands that students must have a great school experience in order for them to become their best selves. We encourage all students to get involved in school clubs. Please see individual school principals for information about clubs and activities that may be of interest to your child.

Each school will establish a positive behavior plan that includes instruction of rules and expectations and provides positive ideas going over the rules and regulations expectations. *Schools should provide a list/brochure of these expectations for parents to understand.

STUDENTS' RIGHTS & RESPONSIBILITIES

RIGHTS

- To be treated with dignity, courtesy, and respect.
- To be academically challenged, receive timely feedback, and be partners in their learning
- To be treated as an individual.
- To be given the opportunity to be heard as well as have witnesses and/or an advocate speak on one's behalf.
- To pursue a successful education without disruption.
- To discuss educational concerns with teachers and school staff.
- To be informed of student responsibilities, rights, and discipline policies.
- To receive fair and equitable treatment without discrimination in every aspect of the educational system.
- To expect cultural respect.
- To expect learning to be relevant to real life situations.
- To participate in courses and extracurricular activities that promote individual skills, academic achievements, and talents.
- To be transported in a safe and timely manner.

RESPONSIBILITIES

- To resolve problems and issues while treating everyone with dignity, courtesy, and respect.
- To be a participating learner and productive citizen.
- To recognize when personal activities are interfering with the rights, personal space, feelings, and property of others.
- To attend school regularly, arrive on time, bring supplies, and be prepared for the day's lessons.

- To be sensitive to individuals from diverse cultures.
- To develop a sense of responsibility for personal choices.
- To succeed in school by working to the best of one's ability.
- To follow discipline guidelines adopted by the District, school,and classroom teacher.
- To ask for help when in need of assistance.
- To act in a courteous and responsible manner in all school-related activities.
- To behave in a safe and responsible manner on District and/or public transportation.

PARENTS' RIGHTS & RESPONSIBILITIES

RIGHTS

- To be treated with dignity, courtesy, and respect.
- To view their student's records and visit school in accordance with Board of Education policy.
- To be informed and receive timely explanations of their student's academic progress and behavior.
- To be consulted as soon as possible when decisions are made that affect their student.
- To request and be granted conferences with school personnel. To express feelings without intimidating or being intimidated. To expect school to be a safe place of learning.
- To expect cultural respect.
- To be informed of the Student Code of Conduct.
- To be informed of the right to due process and appeal for disciplinary action against a student.
- To expect their students to be academically challenged and to learn.
- To expect their students to be transported safely and in a timely manner.

RESPONSIBILITIES

- To communicate an expectation for their student to achieve in every class.
- To abide by the Compulsory Attendance Laws.
- To provide a regular place to do homework. To expose their child(ren) to learning activities.
- To praise their child(ren for effort, improvement, and achievement.
- To act in a courteous and responsible manner at all school-related activities.
- To be partners with school staff for improving their child(ren learning and behavior.

- To assist their child(ren in learning how to make appropriate choices and how to deal with the consequences.
- To provide the school with accurate home and emergency phone numbers.
- To teach their child(ren to respect others regardless of their differences.
- To have their student at the bus stop in a timely manner if their student is being transported.
- To interact with District staff in a respectful manner.

STAFF RIGHTS & RESPONSIBILITIES

RIGHTS

- To be treated with dignity, courtesy, and respect.
- To be supported by other staff and parents.
- To work in a positive atmosphere.
- To work in an atmosphere free from verbal or physical threats and abuse.
- To be involved in the decision-making process for the District.
- To receive cultural respect.
- To be provided with the resources necessary to carry out responsibilities.
- To participate with parents, community, and staff in school decisions.
- To have a safe working environment.
- To use reasonable physical force or restraint to contain a student to the extent deemed necessary:
- In emergency situations, defend or protect himself/herself from the offenders who may be students.
- In emergency situations, defend or protect other persons from students who are acting violently.
- To prevent or stop fights, breaches of the peace, and other disruptions using training and reasonable physical restraint, removal of others to safety, and/or emergency services when necessary.
- To prevent damage to the property of the District or other persons.
- To remove a student from any location, room, or assembly where his/her continued presence creates a risk or threat of physical harm to others, or of damage to school property, or of unreasonable interference with the school or classroom instructional program.

RESPONSIBILITIES

- To communicate high expectations for the student to achieve in every class.
- To academically challenge all students.
- To provide learning activities and opportunities for all students in an equitable manner.
- To establish and maintain an environment where all may learn.
- To recognize and work with all students who have a different learning style.
- To respect the rights and confidentiality of students, parents,and other staff.
- To inform and consult parents in assessing the needs and progress of students, in a timely manner in order to support student success.
- To be proactive toward resolving issues.
- To teach all students to be personally responsible.
- To respect cultural diversity.
- To act in a courteous and responsible manner in all school-related activities.
- To be fair, equitable, and consistent in all interactions.
- To be responsive to all students' needs.
- To be informed of the Student Code of Conduct and the appeal process.
- To implement approved and accepted teaching and assessment practices.
- To initiate parent contact/support at the earliest occurrence of academic or behavior concerns.
- To develop, communicate, and enforce clear behavioral and learning expectations for all students.

RESPONDING TO INAPPROPRIATE STUDENT BEHAVIOR

All members of the school community should take steps to correct a student's inappropriate behavior, support the student in short and long term behavioral change, remedy any harm caused, support ownership and accountability of the inappropriate behavior by the student who committed it, and prevent the same inappropriate behavior from reoccurring. Besides teaching, supporting, and engaging in positive behaviors, buildings also must support a safe, respectful, supportive, and productive learning environment.

Illinois PA 99 - 0456/Senate Bill 100 (SB 100) requires that prior to imposing long term suspensions (4-10 days), expulsions and disciplinary removals to alternative schools, all "appropriate and available behavioral interventions" must be exhausted. By law, school authorities retain the ability to determine what behavior interventions are appropriate and available on a case-by-case basis. Short term suspensions (1-3 days) do not require school authorities to exhaust behavioral interventions.

SB 100 allows for exclusionary discipline for acts of gross disobedience or misconduct. Additionally, for a short term suspension (1-3 days) the student's continued presence at school must constitute a threat to school safety or a disruption to other students' learning opportunities. For long term suspensions (4-10 days), expulsions and disciplinary removals to alternative schools, a student's continuing presence at school must constitute a threat to the safety of other students, staff or the school community or substantially disrupt, impede, or interfere with the operation of the school.

Therefore, this handbook offers **"RECOMMENDED INSTRUCTIVE, CORRECTIVE, OR RESTORATIVE RESPONSES"** which have been found to be evidence based or evidence-informed instructive and corrective consequences that administrators use when responding to inappropriate behavior.

Instructive, corrective, restorative practices offer alternatives to traditional school discipline consequences. Rather than focusing on punishment, these practices seek to repair the harm done and to teach more appropriate behaviors for the future. At its best, through face-to-face dialogue, restorative practices result in consensus-based plans that meet most victim-identified needs in the wake of a punishable activity. Instructive, corrective, and restorative practices do not replace certain types of disciplinary actions.

Our goals for resolving students' discipline concerns are aligned to the three core elements of restorative justice:

1. Encounter
2. Repair
3. Transform

Each element is discrete and essential. Together they represent a journey toward wellbeing and wholeness that victims, offenders and community members can experience. Encounter leads to repair, and repair leads to transformation. Along with the three core concepts we work to build an environment consistent with the 5 R's of Restorative Justice:

1. Relationships
2. Respect

3. Responsibility
4. Repair
5. Reintegration

INSTRUCTIVE, CORRECTIVE, RESTORATIVE INTERVENTIONS

This list is a framework and is not meant to be fully inclusive of all possible interventions that are available when a student's behavior does not meet expectations and requires an intervention and/or a consequence. Each school in District 189 has access to Branching Minds Response To Intervention (RTI) / Multi-Tiered Systems of Support (MTSS) Tool which contains many strategies that can be employed to help teachers and child support/study teams monitor student intervention plans for a student exhibiting many types of behaviors. The Devereux Student Strengths Assessment (DESSA) is an empirically sound and nationally normed behavior rating assessment used to support student growth. The DESSA System is a comprehensive, cloud-based system used to assess, inform and improve the social and emotional skills of children both in-school and out-of-school. All students should have a completed mini DESSA assessment in order to allow staff and students to intervene early and often. Additionally, Social Emotional Education will support the further development of all student's social emotional progress. All students will be assessed in the following 8 domains:

1. Optimistic Thinking
2. Self Awareness
3. Self-Management
4. Goal Directed Behavior
5. Decision Making
6. Personal Responsibility
7. Relationship Skills
8. Social Awareness

Should a student need additional and more intense support, the intervention plan meets the guidelines for a positive reinforcement intervention plan. Student motivation preference should be gathered from surveying the student. Students are motivated mainly in one of 5 ways:

1. Adult Approval (A)
2. Competitive Approval (CM)
3. Peer Approval (CP)
4. Independent Awards (I)
5. Consumable Awards (CA)

Once an intervention plan is developed, interventions such as those listed next are implemented.

DISCIPLINARY INFRACTIONS, INTERVENTIONS & CONSEQUENCES

The resolution of inappropriate behaviors is the joint responsibility of administrators, teachers, support personnel, and parents. Notification of parents is strongly recommended before, during and after formal referral procedures. Administrative intervention can also be initiated prior to engaging the formal referral process.

A referring teacher and/or staff member (Teacher, Certified SEL School Support, Behavior Support Teams and/or Child Study team) must present documented evidence of persistent behavior and appropriate interventions with outcomes.

Parents should be notified when the school deems it necessary to implement an initial intervention plan. This notification will occur after repeated infractions (2 or more). This intervention plan must be signed, dated and stored within the intervention system, prior to the start of the intervention plan.

Interventions should be implemented as appropriate and necessary. Progress monitoring data should be updated per the intervention plan and should be reviewed by the parent and student as student progress is discussed.

Please see the sample Interventions Chart on the following page.

Sample Teacher/Classroom Interventions ***CLASSROOM TEACHERS***	**Sample Classroom and Schoolwide Interventions** ***CLASSROOM TEACHERS/SCHOOL SUPPORT STAFF*** ***(SOCIAL WORKER, COUNSELOR), SUPPORT TEAM MEMBER/ADMINISTRATION***
● Verbal Correction ● Non-verbal Cues ● Timely and frequent communication with parent(s) / guardian(s) ● Seat change for student ● Classroom meeting ● Individual meeting with student ● Cooling off / brief time-out ● Individual checklist for self-monitoring by student ● Student writes plan for self-monitoring behavior	● Cooling off / brief time-out in calming room ● Use of Student Reflection Sheet with Restorative Prompts ● Short term daily touch base, check-in/check out, calming strategies, teacher prompts (soft touch, notes), stimulator support,positive behavior documentation, feelings journal. ● Incentives, positive reinforcements for all students *(i.e.consumable awards, independent awards, peer/group praise, personal goal setting.*) ● Use of short term behavioral contracts/behavior report cards to reinforce desired behavior. (i.e. personal goal setting) ● Modified behavior improvement plan or contract with student goal setting ● Staff Conference to identify and address cause of behavior and develop strategic response ● Student participation in peace or healing circle with staff and/or peers impacted by behavior, and addressing of behavior in classroom community proactive circles. ● Referral to school peer jury, peer mediation or peer conferencing with positive peer monitoring and follow-up. ● Referral to therapeutic counseling group if trigger or response is connected to need for anger management, trauma treatment, or other counseling ● Referral to social skill instruction, academic tutoring, or a focused mini-course to remove trigger or replace student response *(i.e.*

	calming strategies, positive peer reporting, personal goal setting and charts, feeling journals, stimulator support.) ● Social-Emotional Academic Group (SAIG / SAGEL) ● Referral to health assistance ● Referral to outside agencies ● Referral to service learning activities ● Referral to tobacco cessation program, if evidence of use ● Referral to drug and alcohol counseling, if appropriate ● Use student self-reflection sheet ● Referral to comfort to comfort / mindfulness room ● Functional Behavioral Analysis (FBA) ● Behavior Improvement Plan (BIP) ● Refer to anti-bullying group ● Referral to mentoring program ● Restorative Justice Conference for Level 2 or 3 Offenses

PARENTAL INVOLVEMENT IN STUDENT DISCIPLINE

School District 189 seeks to go beyond just informing parents about discipline received. Our Goal is to collaborate with parents and family members to develop consistent home/school interventions.

We will:

- Go beyond just informing and ask for their ideas before determining the consequence
- Collaborate with parents and family members to develop consistent home/school interventions
- Ask parents or family members to complete an information sheet to learn more about the student (e.g. likes,dislikes, interests, challenges)

- Considerations: consider family's home language and culture, mode of communication , access to resources,technology, and schedules of availability

District 189 seeks to go beyond standard consequential measures as a means to provide instructive disciplinary consequences, providing conditions to support long term behavioral change. This requires the use of alternative disciplinary strategies. In many cases, this will require collaboration between the student's family and the school disciplinary team, and may require a behavior contract. Please see some examples of alternative disciplinary actions. This list is not exhaustive or meant to be all inclusive.

I. Behavior Plans and Monitoring

- Create a check-in system (by hour or by day)
- Assign an adult mentor/monitor
- Utilize home-to-school communication log
- Student self-monitors behavior and get teacher feedback to determine agreement

II. Provide an opportunity to work off damages

- Allow the student to do volunteer work in the community as an alternative to suspension

III. Cool Down / Time Out Ideas

IV. Assign a research project on a specific topic related to the incident (e.g. research the laws around, ,)

V. Detentions / In-school Suspensions

- Add a purpose to detentions so they aren't just sitting around (discussion topic, assignment, etc.)
- Create an alternative lunch location to take away peer interaction
- After-school group format (facilitated group detention)

VI. Mini-course format (series of learning sessions over a couple weeks)

VII. Involve older peers to help model and mentor

- Establish a peer mediator or peer leadership program
- Create a peer committee / peer court as an alternative choice to address certain incidents (student chooses to allow the peer committee to make recommendations)

VIII. Offer to reduce the consequence if the student participates in a positive school activity/event

IX. Reflective Tasks

X. Community Involvement Projects

GROSS DISOBEDIENCE OR MISCONDUCT

The following pages provide examples of gross disobedience or misconduct, and the list is not exhaustive. All parents and students should be aware that some of the acts may also bring criminal prosecution and penalties as well as school disciplinary action.

The school, individual staff members, the police, state's attorney, parents, and/or students may bring legal action. A copy of suspension letters that involve any criminal act shall automatically be sent to the appropriate law enforcement agency. Students and parents have the right to due process and appeal disciplinary action taken against a student (105 ILCS 5/10-22.6).

Please see the Student Behavior Management Process and Flow Chart on the following page. The chart notes which portions are Teacher/Staff Managed and which are Administration Managed.

Behavior Management Flow Chart

Observe and Identify The Problem Behavior

Teacher/Staff Managed

LEVEL 1

01 BEING INATTENTIVE

1. Leaving Seat
2. Not following directions
3. Off tasks/doing unrelated activities
4. Excessive social talking
5. Passing Notes
6. Poor assignment completion
7. Not prepared
8. Excessive Tardies

02 DEROGATORY REMARK

1. Arguing

03 DISHONESTY

1. Reporting false information

04 DISTRACTING OTHERS

1. Making noises
2. Passing notes

05 DISRESPECT/DEFIANCE

1. Teasing
2. Inappropriate language
3. Disrespect toward

1. Redirect student/Re-teach behavior/Use classroom intervention strategies

2. Conference with student on inappropriate behavior in this situation and of potential + /- consequences in the future for the same offense.Check in with the parent and note the escalation of behavior. .

3. Complete referral form if this is the student's first-second offense for the same behavior.

If this is the third time this student has acted out in a semester, see below. Must notify parents.

**Actions taken need to be communicated with the admin.*

4. For the third offense, make sure parent contact (paper, electronic, Class Dojo,etc.) is made. Complete a referral form stating interventions taken prior to referral. Set up a time to meet with administrator and counselor regarding student other behavior interventions. Ensure that the parent/guardian discusses and signs the intervention form. *Meet with parents periodically to discuss progress.*

Did the behavior change?

YES	NO

Administration Managed

*LEVEL 2

16A BULLYING DUE TO GENDER

16B BULLYING DUE TO RACE

16 BULLYING DUE TO DISABILITY

16D BULLYING/HAZING/HARASSING

16E BULLYING DUE TO RELIGION

17 DISCRIMINATORY CONDUCT

18 OFFENSIVE MATERIAL

POS/DIS/EXH

19 VANDALISM

20 REFUSAL TO SERVE

DETENTION/ISS

21 FIREWORKS POSSESSION/USAGE

22 GAMBLING

23 GANG RELATED BEHAVIOR

24 LEAVING CLASS/SCHOOL

W/O PERMISSION

24A TARDY/TRUANCY

24B SKIPPING

25 COMPUTER MISUSE/GAGGLE

26 PERSISTENT SEVERE BEHAVIOR

1. Referring teacher completes office referral for Level 2 infraction. Send the student up to the reflection room. The parents are notified.

2. The student completes the incident form. The incident is discussed with the student. The incident is investigated.

3. Administrative action is taken. Teacher feedback is given, parent contact is made prior to action and behavior and possible consequences are discussed. Input from parents about at-home situations, behaviors is gathered.

4. Administration verifies forms for data input in Skyward ensuring proper time, date, and detailed reporting. Parents must be notified and receive a suspension conference in the case of a suspension.

Possible Remedies

-Student Support Team

property 4. Minor aggression 5. Misuse of Property **07 DRESS CODE VIOLATION** **09 POSSESSION OF ELECTRONIC** **DEVICE** 1. Electronic Device **10A PROFANITY** 1. Inappropriate language **10B OBSCENITY** **11 HORSEPLAY/PUSHING/SHOVING** 1. Running in the hallways 2. Playing in the bathrooms **12 THROWING OBJECTS W/O INJURY** **12B THROWING OBJECTS W/ INJURY*** **14 ACADEMIC DISHONESTY** **1.** Cheating	Notice and reward correct behaviors	Administrative decision Possible Remedies -Student Support Team Referral -Suspension Pre-Conference w/Parent -Disciplinary Action by Administrator depending on behavior	**LEVEL 3** **28 TEMPER TANTRUM/OUT OF CONTROL** **29 THEFT** **30 THREATS/INTIMIDATION TO STUDENT** **30A INSTIGATION OF VIOLENCE** **31 TRESPASSING** **32 TOBACCO USE/POSSESSION** **33 MISUSE ELECTRONICS/FILMING** **34 SCUFFLING/HORSEPLAY** **35 VERBAL ABUSE OF STAFF** **36 VERBAL ABUSE OF STUDENT** **37 THREATS/DISRUPTION TO SCHOOL ENVIRONMENT** **37A BOMB THREATS** **37B PULLED FIRE ALARM** **38 STAFF/SCHOOL DISRUPTION** **39 ARSON/ATTEMPTED ARSON** **40 DOMESTIC VIOLENCE** **41A PHYSICAL CONFRONTATION W/O INJURY**** **41B PHYSICAL CONFRONTATION W/INJURY**** **42 ALCOHOL/DRUGS/LAL DISTRIBUTION** **43 EXTORT/SHAKEDOWN /STRONG ARM** **44 GROUP VIOLENCE/MOB ACTION** **45 CRIMINAL MISUSE OF ELECTRONIC DEVICE** **46 UNDER INF/POSS/SUSPICION ILLEGAL SUBSTANCE** **47A SEXUAL HARASSMENT/STUDENT** **48B SEXUAL HARASSMENT/STAFF** **49 THREATEN/ INTIMIDATE STAFF** **50 SEXUAL CONDUCT** **50A INAPPROPRIATE CONDUCT**	Referral -Disciplinary Action by Administrator depending on behavior

			51 USE OF AN OBJECT TO HARM 52 WEAPONS POSSESSION /DISPLAY* 52A WEAPON-HANDGUN/POSS /DISPLAY/USE* 52B WEAPON-SHOTGUN/POSS /DISPLAY/USE* 53A PHYSICAL CONFRONTATION W/STAFF W/O INJURY 53B PHYSICAL CONFRONTATION W/STAFF W/INJURY 54 SEXTING 55 CYBER BULLYING	

INFRACTIONS & CONSEQUENCES

For a sample of interventions, please see the Sample Intervention Chart.

Among the factors that an administrator considers prior to assigning consequences for inappropriate behavior include:

1. Student's age
2. Seriousness of the offense
3. Frequency of inappropriate behavior
4. Circumstances and Intent (including out of school factors)
5. Potential effect of the misconduct in the school environment
6. Relationship of the behavior to any disabling condition
7. Any act that causes injury or harm will increase the level of the infraction

Administrative actions are not limited to the disciplinary actions listed.

LEVEL 1

The resolution of Level 1 behaviors is the joint responsibility of teachers, support personnel, and parents. Notification of parents is recommended. Administrative and parental assistance can be initiated without engaging the formal referral process. Persistent Level 1 behaviors can result in a repeated infraction being listed as a Level 2 behavior. A referring teacher and/or staff member may present documentation of persistent misbehavior that requires administrators to address Level 1 infractions as Level 2 infractions. District 189 staff will work with families and students to design an intervention plan to support short and long term student behavioral change, with the expectation of preventing more aggressive infractions and/or chronic infractions.

LEVEL 2

All Level 2 infractions must accompany an immediate and timely intervention meeting with parents. If a suspension is warranted due to repeated offenses, or egregious behavior that interferes with the classroom/school environment, District 189 will make every effort to have a pre-suspension conference with parent(s)/guardian(s) in order to ensure that there is a long term plan for intervention with the youth including but not limited to classroom interventions, school-wide check-in interventions, available individual and group mental health services, and family wrap-around services. A parent conference will be required before the student returns to school.

If severe or repeated misbehaviors occur, and intervention plans with the student are unsuccessful, the building administrator reserves the right to exceed the range of consequences recommended in this document. Possible consequences include instructive/corrective and/or restorative consequences, lunch or after school detention (excluding loss of recess), out-of-school suspension (1–3 days), and long or short term placement in alternative education programs.

LEVEL 3

Level 3 behaviors are critically disruptive and/or potentially a danger to the safety and well-being of all in the school environment. Any violation resulting in a suspension will require a parent conference upon returning to school. Possible interventions/consequences are, but not limited to: Re-entry conference with parents, administration, staff and affected persons, other instructive/corrective and/or restorative consequences, before, during or after school detention (excluding recess), out-of-school suspension (longterm 4-10 days) and possible expulsion and/or long or short term placement in alternatives in education programs.

Different options may be taken in response to Level 3 acts of misconduct by the administration or designee, including but not limited to: Out-of-school suspension, temporary or permanent removal from extracurricular activities, expulsion, involvement of law enforcement and/or financial restitution.

INFRACTIONS & CONSEQUENCES

***Intervention examples are not meant to be used as fully inclusive listings.**

Please also see more in the Sample Interventions Chart on the prior page.

LEVEL 1 INFRACTIONS, SAMPLE INTERVENTIONS & CONSEQUENCES

Conduct Violations	Elementary School Intervention/Strategy All strategies should be instructive/corrective and/or restorative	Middle/High School Intervention/Strategy All strategies should be instructive/corrective and/or restorative
LEVEL 1 **01** BEING INATTENTIVE **02** DEROGATORY REMARK **03** HONESTY **04** DISTRACTING OTHERS **05** DISRESPECT/DEFIANCE **06** TECH DISRESPECT/DEFIANCE **07** DRESS CODE VIOLATION **09** POSSESSION OF ELECTRONIC DEVICE **10A** PROFANITY **10B** OBSCENITY **11** HORSEPLAY/PUSHING/SHOVING **12** THROWING OBJECTS W/O INJURY **12B** THROWING OBJECTS W/ INJURY*	**1st Offense:** 1.Incentives, positive reinforcements 2.Non-Verbal Cues 3.Verbal Correction/Warning 4.Reteach expectation 5.Classroom Meeting **2nd Offense** 1.Individual Meeting with Student 2.Timely and frequent communication with parents/guardians Contact parent/guardian 3.Seat Change **3rd Offense** 1.Use student self-reflection sheet 2.Student writes plan for self-monitoring	**1st Offense:** 1.Incentives/positive reinforcements 2. Non-verbal redirection- proximity, compliment students displaying positive behavior 3. Issue a verbal correction/warning 4.Reteach expectations. **2nd Offense:** 1. Individual meeting with student 2. Seat change 3. Reflection sheet **3rd Offense:** 1. Contact parent/guardian 2. In-school suspension 3. Student writes plan for self-monitoring

14 ACADEMIC DISHONESTY **15A** FORGERY/FALSE REPORTS **15B** ALTERING RECORDS	behavior 3.Use of short term behavioral contracts/ behavior report cards to reinforce desired behavior **4th Offense:** 1.Check and Connect (Check-in/Check-out) 2.Student participation in peace or healing circle with staff and/or peers impacted by behaviors 3.Referral to social skill instruction, academic tutoring, or a focused mini-course to remove triggers or replace student response. **Repeated/Severe Offense(s):** 1.Parent conference to address behaviors 2.Behavior improvement plan 3. 1-3 days out of school suspension	behavior 4. Restorative Circle **4th Offense:** 1. Behavioral contracts 2. Parent conference to address behaviors 3. Student participation in peace or healing circle with staff and/or peers impacted by behaviors 4. Check and connect mentor **Repeated/Severe Offenses:** 1. Team/parent meeting develop plan/address behavior 2. Referral to MTSS/RTI Child Study team 3. Check and connect/mentor 4. 1-4 days out of school suspension 5. Review MTSS/RTI packet for progress

LEVEL 2 INFRACTIONS, SAMPLE INTERVENTIONS & CONSEQUENCES

Conduct Violations	**Elementary School** **Intervention/Strategy** All strategies should be instructive/corrective and/or restorative	**Middle/High School** **Intervention/Strategy** All strategies should be instructive/corrective and/or restorative

LEVEL 2 **16A** BULLYING DUE TO GENDER **16B** BULLYING DUE TO RACE **16** BULLYING DUE TO DISABILITY **16D** BULLYING/HAZING/HARASSING **16E** BULLYING DUE TO RELIGION **17** DISCRIMINATORY CONDUCT **18** OFFENSIVE MATERIAL POS/DIS/EXH **19** VANDALISM **20** REFUSAL TO SERVE DETENTION/ISS **22** GAMBLING **23** GANG RELATED BEHAVIOR **24** LEAVING CLASS/SCHOOL W/O PERMISSION **24A** TARDY/TRUANCY **24B** SKIPPING **25** COMPUTER MISUSE/GAGGLE **26** PERSISTENT SEVERE BEHAVIOR	**1st Offense:** 1.Contact parent/guardian 2. Referral to school social worker 3. Behavior improvement plan 4.Check and Connect (Check-in/Check-out) 5.Parent conference to address behaviors 6.Social -Emotional Academic Group **2nd Offense:** 1.Individual Meeting with Student 2.Staff Conference to identify and address cause of behavior and develop strategic response.Referral to MTSS/RTI Child Study Team 3.Modified behavior improvement plan or contract with parent and student input 4.1-3 days out of school suspension **Repeated/Severe Offense(s):** 1. Parent conference 2. Functional behavioral assessment 3. 1-4 day out-of-school suspension	**1st Offenses:** 1.Restorative/Corrective measures 2.Use student self-reflection sheet 3. In-school suspension 4. Contact parent to address behaviors 5. Referral to MTSS/RTI Child Study team/ anti-bullying group 6. Behavior contract 7. Student participation in peace or healing circle with staff (teacher, SEL team member, PBIS Facilitator, or administrator) and/or peers impacted by behavior 8.Referral to service-learning activities **2nd Offense:** 1. No contact contract/behavior contract 2. Contact parent 3. In-school suspension 4. Removal of extra-curricular privileges 5. Check and connect 6. Referral to SEL counselor, administrator, or PBIS facilitator 7. 1-5 days out of school suspension **Repeated/Severe Offense(s):** 1.Instructive/Corrective and/or Restorative Consequences, 2.Temporary placement in another classroom 3. In-school suspension 4.1-5 day out of school suspension 5. Parent contact/conference

		6. Referral to behavior team 7. Functional behavioral assessment by teachers/RTI Team gets involved 8. Referral to outside agencies 9. Recommendation for reassignment to alternative education program and/or expulsion

LEVEL 3 INFRACTIONS, SAMPLE INTERVENTIONS & CONSEQUENCES

Conduct Violations	**Elementary School** **Intervention/Strategy** All strategies should be instructive/corrective and/or restorative	**Middle/High School** **Intervention/Strategy** All strategies should be instructive/corrective and/or restorative
LEVEL 3 **21** FIREWORKS POSSESSION/USAGE **28** TEMPER TANTRUM/OUT OF CONTROL **29** THEFT **30** THREATS/INTIMIDATION TO STUDENT **30A** INSTIGATION OF VIOLENCE **31** TRESPASSING **32** TOBACCO USE/POSSESSION **33** MISUSE ELECTRONICS/FILMING **34** SCUFFLING/HORSEPLAY **35** VERBAL ABUSE OF STAFF **36** VERBAL ABUSE OF STUDENT	**Any Offense:** 1. In-school supervision 2. Referral to social worker 3. Referral to MTSS/RTI Child Study team 4. Parent Conference 5. Referral to outside agencies 6. Temporary placement in another classroom 7. 1-4 day out-of-school suspension 8. Up to 10-day out of school suspension 9. Recommendation for reassignment to alternative education program and/or expulsion	**Any Offense:** 1.In-school suspension 2.Referral to social worker 3. Parent Conference 4. Referral to MTSS/RTI Child Study team 5. Referral to outside agencies 6. 1-10 days out-of-school suspension 7. Recommendation for reassignment to alternative education program and/or expulsion **Note to administrators:** *It is expected that discipline is progressive, instructive and restorative. Students who commit Level 3 offenses often have committed other infractions prior to the Level 3 referral. Please note that for each student an intervention plan with progress monitoring should be documented in Branching Minds and the intervention file with progressive discipline steps should be applied.*

37 THREATS/DISRUPTION TO

SCHOOL ENVIRONMENT

37A BOMB THREATS

37B PULLED FIRE ALARM

38 STAFF/SCHOOL DISRUPTION

39 ARSON/ATTEMPTED ARSON

40 DOMESTIC VIOLENCE

41A PHYSICAL CONFRONTATION

W/O INJURY**

41B PHYSICAL CONFRONTATION

W/INJURY**

42 ALCOHOL/DRUGS/LAL

DISTRIBUTION

43 EXTORT/SHAKEDOWN

/STRONG ARM

44 GROUP VIOLENCE/MOB ACTION

45 CRIMINAL MISUSE OF

ELECTRONIC DEVICE

46 UNDER INF/POSS/SUSPICION

ILLEGAL SUBSTANCE

47A SEXUAL HARASSMENT/STUDENT

48B SEXUAL HARASSMENT/STAFF

49 THREATEN/ INTIMIDATE STAFF

50 SEXUAL CONDUCT

50A INAPPROPRIATE CONDUCT

51 USE OF AN OBJECT TO HARM

52 WEAPONS POSSESSION

/DISPLAY*

52A WEAPON-HANDGUN/POSS

/DISPLAY/USE*

52B WEAPON-SHOTGUN/POSS

/DISPLAY/USE*

Note to administrators: *It is expected that discipline is progressive, instructive and restorative. Students who commit Level 3 offenses often have committed other infractions prior to the Level 3 referral. Please note that for each student an intervention plan with progress monitoring should be documented in Branching Minds and the intervention file with progressive discipline steps should be applied.*

Unless the student's first infraction is Level 3, a student should have received progressive discipline similar the sample plan below:

Sample Progressive Discipline Plan

Referral #1-Reviewing instructions for expected classroom/school wide behaviors. Restorative conference with students to discuss the incident. (*What happened? What were you thinking?*)

Referral #2-Parent Contact

Referral #3-(RWP)Student and Family Conference with Signed Intervention Plan with student goals and implementation plan

Referral #4- 1 period of In School Supervision determine necessary SEL supports/interventions

Referral #5-1 full day of In School Supervision with SEL staff support and completion of school assignments. Possible referral to SEL services and Mental Health providers.

Referral #6- 1 day of suspension with return conference, review of the student intervention plan.

Referral #7- 2 days of suspension with review of progress monitoring plan upon return. The intensity of interventions can be moved to "more intense".

Referral #8 --4 days of suspension with a reentry restorative conference and signed student contract.

Referral #9--5 days of suspension with team and parent meeting to discuss all interventions. Intervention plans can be modified or intervention can be moved to "most intense"

Referral #10- Referral for additional educational services, and/or alternative programs.

Unless the student's first infraction is Level 3, a student should have received progressive discipline similar the sample plan below:

Sample Progressive Discipline Plan

Referral #1-Reviewing instructions for expected classroom/school wide behaviors. Restorative conference with students to discuss the incident. (*What happened? What were you thinking?*)

Referral #2-Parent Contact

Referral #3-(RWP)Student and Family Conference with Signed Intervention Plan with student goals and implementation plan

Referral #4- 1 period of In School Supervision determine necessary SEL supports/interventions

Referral #5-1 full day of In School Supervision with SEL staff support and completion of school assignments. Possible referral to SEL services and Mental Health providers.

Referral #6- 1 day of suspension with return conference, review of the student intervention plan.

Referral #7- 2 days of suspension with review of progress monitoring plan upon return. The intensity of interventions can be moved to "more intense".

Referral #8 --4 days of suspension with a reentry restorative conference and signed student contract.

Referral #9--5 days of suspension with team and parent meeting to discuss all interventions. Intervention plans can be modified or intervention can be moved to "most intense"

Referral #10-8 days of suspension

Referral #11-10 days Referral for additional educational services, and/or alternative programs.

53A PHYSICAL CONFRONTATION W/STAFF W/O INJURY **53B** PHYSICAL CONFRONTATION W/STAFF W/INJURY **54** SEXTING **55** CYBER BULLYING		

LEVEL 3

CONCERNING PHYSICAL CONFRONTATIONS/VIOLENCE

- The use of violence as a means of settling disputes is unacceptable. Staff members may intervene in physical confrontations to restore order and ensure the safety of students.
- When a staff member arrives on the scene of a confrontation and instructs students to stop fighting, students are expected to cease and desist from any further hostilities.
- If a student refuses to stop fighting and, as a result, strikes, shoves, or otherwise comes into physical contact with a staff member, the principal shall recommend to the Board of Education that the student be reassigned to an alternative in education program, or expelled.
- If there are extenuating circumstances that mitigate the student's conduct, the principal must submit in writing to the Superintendent the reason that the student should not be recommended for an alternative in education program and/or expulsion.

CONCERNING WEAPONS

- As required by the Illinois School Code, 7051LCS 5/1022.6(d), students who engage in weapon-related activities shall be expelled for a period of not less than one year, unless modified by the Superintendent or the Board of Education.

CONCERNING CRIMINAL CONDUCT

- Local Police may be contacted in conjunction with several offenses listed in Level 3.

CONCERNING SOCIAL MEDIA / TECHNOLOGY CONDUCT

- Students are prohibited from recording an incident at school. This includes making social media videos, recording incidents between students such as fights. Any recordings, postings, will be considered a Level 3 disciplinary infraction. Recording and social media postings violate individual student privacy and have negative effects on the safety and well-being of individual students and the school environment.

DUE PROCESS PROCEDURES

Due process is a set of procedures to ensure that the rights of students are protected. These rights include the opportunity to know the specific charges or allegations leveled against him/her, the student's right to present his/her version of the incident(s), and the opportunity at various levels to appeal the decision rendered at any lower level. The appeal process for suspension ends with a review at the Superintendent's level.

1. The authorized administrator will confer with any student who is under consideration for suspension prior to taking any disciplinary action.
2. Prior to suspension, the authorized administration will ascertain whether the student is a student with special education eligibility or may be eligible for special education services. If so, the authorized administrator must also follow the procedures set forth under SPECIAL EDUCATION PROCEDURES.

3. The student will be advised of the reason(s) for the proposed suspension and the evidence in support of the reason(s). The student will also be afforded an opportunity to respond.

4. The authorized administrator conferring with the student will make a written record of the conference.

5. The authorized administrator, after following the above due process procedures, may then determine whether to suspend the student in accordance with the notification requirements as set forth below.

6. When, in the opinion of the authorized administrator, a student poses an immediate threat to school personnel, other students or school property, or poses an ongoing threat of disruption to the educational process, the student may be summarily removed from school without holding a suspension conference as set forth above. In such an event, written notice, sent by certified mail or hand delivered by the principal or designee will be given to the parent(s)/legal guardian(s). The notice will request the student to attend a post-suspension conference as soon as possible after the notice is received. All suspensions will require that a parent conference be scheduled prior to the student's return to school. The parent(s)/legal guardian(s) will be advised by written notice of any subsequent disciplinary decision.

7. District 189 recognizes the importance of including parent(s)/ legal guardian(s) in the disciplinary process. Therefore, prior to returning to regular attendance following a suspension, a parent conference will be held. Building administration will make every reasonable effort to schedule a conference with the parent(s)/legal guardians(s) and student.

ADMINISTRATIVE PROCEDURES

1. Students committing acts of gross disobedience/misconduct may be placed in in-school supervision, detained during non-school hours, suspended in school, suspended from school, suspended from riding the school bus, reassigned to an Alternative in Education (AIE) program, expelled from school, or otherwise disciplined.

2. When a student is suspended from school, it is that student's responsibility to keep up with class assignments. Students will be permitted to make up work missed due to suspension and receive credit for the make-up work.

3. Authorized personnel may detain at school, suspend in school, or otherwise discipline a student. The Superintendent (or other administrative designee) and principal are authorized to suspend a student from school or riding the school bus. Only the Board of Education may expel a student. Teachers may remove disruptive students from the classroom by sending them to the office or may detain them after school.

4. Prior to moving any student from school or the school bus during the regular school day, the authorized building administrator will make reasonable efforts to notify the parent(s)/legal guardian(s) and take any other reasonable steps necessary to ensure the safety of the student being removed from school or the school bus. If parent(s)/legal guardian(s) or emergency contact(s) cannot be reached, the student shall be retained until the end of the school day.

5. School personnel may use reasonable physical force or restraint to contain a student to the extent deemed necessary:

    - to defend or protect himself/herself from the student

    - to defend or protect other person from the student

- to prevent or stop fights and other disruptions
- to prevent damage to the property of the District or of other persons
- to remove a student from any location, room, or assembly where his/her continued presence creates a risk or threat of physical harm to others, or of damage to school property, or of unreasonable interference with the school or instruction.

SUSPENSION PROCEDURES

1. When a student is suspended, due process should proceed as soon as possible at each step to ensure that the student is back in school should the suspension be reversed. Parent(s)/ legal guardians(s) are encouraged to begin the due process procedures as soon as possible if they do not agree with the suspension.

2. If the due process procedure results in a decision to suspend, the parent(s)/legal guardian(s) of the student will be advised immediately of the decision. Written notice will be provided to the student through the suspension notification letter and to the parent(s)/legal guardian(s) through certified mail.

3. The notice to the parent(s)/legal guardian(s) will include:

    - A statement of the reason(s) for the suspension, including any school rule which has been violated and police notification if it was necessary.
    - The dates and duration of the suspension.
    - To discuss this matter, parent(s)/legal guardian(s) may contact the Building Principal. Alternatively, they have the right to have the suspension reviewed by the East St. Louis School District 189 School Board or a hearing officer acting on the Board's behalf. To schedule a Board hearing, please send a written request within ten (10) calendar days to the Director of Pupil Services at 1005 State Street, East St. Louis, IL 62201.

A request for a hearing must be directed orally or in writing to the Superintendent's designee. If it is determined that the student is a student with special education eligibility, then the authorized administrator will follow the procedures set forth under SPECIAL EDUCATION PROCEDURES.

SUSPENSION PROCEDURES

4. The Superintendent's designee will be notified of student suspensions by the authorized administrator, who will also forward a copy of the parental notice of suspension to the Superintendent.

EXPULSION PROCEDURES

The recommendation for expulsion will be preceded by a ten-day suspension. Prior to any recommendation for expulsion, the authorized administrator will determine whether the student is a student with special education eligibility. If so, then the procedures set forth under SPECIAL EDUCATION PROCEDURES must be followed.

All recommendations for expulsion will be made to the Superintendent, during which time the authorized administrator will gather and submit all pertinent data to the Superintendent's designee. The Superintendent's

designee will review and make a recommendation to the Superintendent, who will determine if the incident warrants a Board expulsion hearing.

EXPULSION NOTIFICATION

1. The Superintendent will notify the parent(s)/legal guardian(s) of the expulsion hearing by certified letter, or hand delivery.

2. The expulsion notice to the parent(s)/legal guardian(s) will include:

    a. A statement of the reason(s) for the proposed expulsion hearing, including any school rule that has been violated;

    b. The potential maximum duration of the expulsion;

    c. The time and place of the expulsion hearing;

    d. A statement of the parent(s)/legal guardian(s) right to be present and/or represented at the expulsion hearing by an attorney and/or other representatives(s);

    e. A student's or parent's/legal guardian's right to present witness(es); and

    f. A copy of the expulsion hearing procedures.

EXPULSION HEARING STRUCTURE

1. An expulsion hearing will be conducted by a Hearing Officer appointed by the Board of Education

2. After the hearing, the Hearing Officer will provide a written report to the Board of Education, the parent(s)/legal guardian(s), and central office administration. Once the report is reviewed, the Board may take such action as it deems appropriate, including affirming or overruling reentry of the student to school.

3. If the Board finds that a reassignment to an Alternative in Education (AIE) program and/or expulsion is unjustified, the Board will direct the administration:

    a. To expunge all notations regarding the proposed reassignment to an AIE and/or expulsion from the student's records; or

    b. To retain all of the student's records relating to the matter; or

    c. To retain only specific records pertaining to the suspension. Any related student absence for disciplinary reasons will be marked "excused." The student will be afforded an opportunity to make up for all lost curricular opportunities, including, but not limited to, tests and other class work.

4. The decision of the Board will be final.

5. Written notification of the Board's decision with respect to the reassignment to an Alternative in Education (AIE) program and/or expulsion hearing will be mailed to the parent(s)/legal guardian(s). A reassignment to AIE and/or expulsion may be effective immediately or as specified by the Board.

EXPULSION HEARING PROCEDURES

1. All student expulsion hearings will be held as soon as can be arranged.

2. The student may attend the hearing with his/her parent(s)/ legal guardian(s) witness(es) and may be represented by an attorney and/or other representative(s).

3. The hearing will be recorded. The parent(s)/legal guardian(s) have a right to purchase a copy of the tape.

4. The Hearing Officer will:

    a. Determine the validity and gravity of the charges of gross disobedience/misconduct; and

    b. Report the administration's recommendation regarding the appropriate disciplinary measure(s).

If the student is a student with special education eligibility, the Board must follow the procedures set forth under SPECIAL EDUCATION PROCEDURES.

The hearing will be conducted as follows:

a. Either party may request the exclusion of witness(es) prior to the hearing to preserve the integrity of testimony or to protest their involvement. The Hearing Officer shall determine the involvement of the witness(es).

b. The authorized administrator and the student, or his/her representative(s), may make short opening statements concerning both the charges of gross disobedience/misconduct and the appropriate discipline.

c. The authorized administrator or representative will first present the evidence, including proof of compliance with SPECIAL EDUCATION PROCEDURES, if applicable. The student or representative may cross-examine all witnesses in attendance and review any written evidence presented by the authorized administrator or representative.

d. The student or the student's representative(s) may then present evidence to refute the charges. The authorized administrator or representative may cross-examine all witnesses in attendance and review any written evidence presented by the student or representative.

e. The Hearing Officer may, at any time, direct questions to the parties or their witness(es).

f. The authorized administrator and the student, or the student's representative(s) may make closing statements at the conclusion of the hearing concerning both the issue of gross disobedience/misconduct and the issue of the appropriate discipline.

5. The Board will review all relevant oral and written evidence without regard to the legal rules of evidence, but will consider the weight of the evidence in determining the issues:

    a. Student witness(es) may be requested to testify at a hearing. The authorized administrator will not be required to present student witness(es) at the hearing, but may provide a written summary as evidence prepared by the absent witnesses. The summary will include a statement verifying that the contents of the summary are true. If an imminent fear of reprisal exists, the authorized administrator may also present a written statement in which the identity of the witness(es) has been concealed.

b. The Board will not consider the student's academic or disciplinary records in determining the validity of the charges of gross disobedience/misconduct. The Board may review a student's records, however, in determining the appropriate discipline.

GENERAL PROCEDURES:

1. No student with special education eligibility will be expelled if the student's conduct in question was caused by, or had a direct and substantial relationship to the student's disability or if the conduct in question was the direct result of the District's failure to implement the Individualized Education Plan (IEP) as determined by the student's IEP team. If the IEP team determines that the student's behavior was not a manifestation of the student's disability, then the student may be expelled pursuant to EXPULSION PROCEDURES, and EXPULSION HEARING STRUCTURE AND PROCEDURES.

2. If a student with special education eligibility is suspended for more than 10 cumulative days in one school year, on additional days of suspension, the student will receive special education services in an interim alternative education setting.

3. Interim Alternative Educational Settings:

   a. Relating to Drug or Weapon Violations - The student's IEP team can place a special education student in an interim alternative educational setting for up to 45 calendar days, if:

      1) the student carries a weapon to school or to a school function under the jurisdiction of the state, or

      2) the student possesses, uses, sells, or solicits the sale of an illegal substance, drug or controlled substance at school or at a school function.

      3) the student has inflicted serious bodily injury upon another person while at school, or on school premises, or at a school function.

   b. Relating to Dangerous Behavior - The student's IEP team can recommend that a special education student be placed in an interim educational setting for up to 45 calendar days if the student is substantially likely to injure himself/herself or others. In such circumstances, the school district will either obtain a court injunction or will request a due process hearing officer to make the placement.

SPED SUSPENSION PROCEDURES

1. All suspension notices and suspension review procedures set forth under SUSPENSION PROCEDURES and SUSPENSION HEARING STRUCTURE must be followed in suspending a student with special education eligibility.

2. At the time of any suspension conference for a student with special education eligibility, the authorized administrator confers with the Director of Special Education to determine whether the student's gross disobedience/misconduct warrants the development of or a revision of a progressive discipline plan as stated on the student's IEP.

3. Prior to making a recommendation to suspend a special education student beyond 10 cumulative days, the authorized administrator will convene a Manifestation Determination Review (MDR) to determine whether the student's conduct was caused by, or had a direct substantial relationship to, the child's disability. A Manifestation Determination (a functional analysis) and a Behavior Management Plan will also be developed or revised if necessary.

4. If the student's IEP team determines that the conduct was a manifestation of the student's disability, then the student may not be suspended for the conduct. The authorized administrator may request a review of the appropriateness of the educational placement of the student in accordance with the Special Education Rules and Regulations.

5. If the student's IEP team determines that the conduct was not a manifestation of the student's disability, then the District's Code of Conduct may be applied. The student will also be provided educational services during the disciplinary period.

SPED EXPULSION PROCEDURES

1. Prior to making a recommendation to expel a special education student, the authorized administrator will convene a Manifestation Determination Review (MDR) to determine whether the student's conduct was caused by, or had a direct substantial relationship to, the child's disability. A Manifestation Determination (a functional analysis) and a Behavior Management Plan will also be developed or revised if necessary.

2. If the student's IEP team determines that the conduct was a manifestation of the student's disability, then the student may not be expelled for the conduct. The authorized administrator may request a review of the appropriateness of the educational placement of the student in accordance with the Special Education Rules and Regulations, during the period necessary to propose a new placement, the student will remain in his then current placement unless:

    a. the student has not previously been suspended for a period exceeding ten school days during the same school year, in which case the student may be suspended for a maximum ten school days less such previous suspension(s);

    b. parents(s), legal guardian(s) and school district agree on an interim placement;

    c. the school district obtains an Expedited Hearing from an Illinois State Board of Education (ISBE) hearing officer, changing the then current placement to an Interim Alternative Education Setting (IAES); or

    d. The school district recommends an IAES for 45 days during which time the District will develop an appropriate change of placement.

3. If the student's IEP team determines that the conduct was not a manifestation of the student's disability, then the District's Code of Conduct may be applied. The expulsion notice to the parent(s)/legal guardian(s), adopted pursuant to Expulsion Notification under EXPULSION PROCEDURES, will also include two additional statements that:

    a. Any Board decision to expel the student will constitute a change in placement; and

    b. The parent(s)/legal guardian(s) is entitled to all rights set forth in the Special Education Rules and Regulations, which is available to the parent(s)/legal guardian(s) from the school district.

4. The expulsion procedures set forth under EXPULSION PROCEDURES, and EXPULSION HEARING STRUCTURE AND PROCEDURES, will be followed in expelling a student with special education eligibility. In addition, the person or persons making the final determination regarding the expulsion will transmit the special education and disciplinary records of the student for consideration.

Chapter 7: Internet, Technology & Publications

Cell Phones and Other Electronic Devices

School District 189 is a cell phone-free learning environment. To enhance the educational setting, promote safety, and improve the overall classroom experience, any student cell phones brought to school must be put away and secured. At the secondary level, Yondr pouches are used to safely store devices during the school day.

The possession and use of cellular phones, including smartphones, and other electronic devices, other than paging devices and two-way radios, are subject to the following rules:

1. They must be kept out of sight and in an inconspicuous location, such as a Yondr Pouch, backpack, purse, or locker, unless use is authorized by the teacher or for the reasons in number two, below.

2. They must be **turned off or silenced** during the regular school day unless: (a) the supervising teacher grants permission for them to be used; (b) use of the device is provided in a student's individualized education program (IEP) or Section 504 plan; or (c) the device is needed during an emergency.

3. They may not be used in any manner that will cause disruption to the educational environment or will otherwise violate student conduct rules.

4. They may not be used for *sexting*, as defined in Board policy 7:190, *Student Behavior*. Any cellular phone or electronic device may be searched upon reasonable suspicion of sexting or other violations of policy. All sexting violations will require school administrators to follow student discipline policies in addition to contacting the police and reporting suspected child abuse or neglect when appropriate.

To help students stay focused and make the most of their school day, we encourage families to have students leave cell phones at home whenever possible.

A cell-phone free educational environment helps reduce distractions, allowing students to remain engaged in instruction and fostering a more productive and supportive learning atmosphere. By minimizing interruptions, we are creating a safer and more effective educational experience for all.

Research shows that cell phone use can contribute to social-emotional challenges and hinder full engagement during learning. Additionally, cell phones pose more of a safety risk than a precaution in schools. Dr. Kenneth S. Trump, widely regarded as the industry leader in school safety and emergency preparedness, notes the following:

"There are a number of school security concerns created by student use of cell phones in schools including:

- *Cell phones have been used for making threats to individual students, cyberbullying, instigating fights, and other school safety disruptions.*
- *Student use of cell phones during an unfolding emergency can distract their attention from safety and emergency response directions being given by school staff.*
- *Cell phone use by students can hamper rumor control and, in doing so, disrupt and delay effective public safety personnel response.*
- *Cell phone use by students can impede public safety response by accelerating parental and community arrival at the scene of an emergency during times when officials may be attempting to evacuate students to another site."*

In emergency situations, all School District 189 classrooms are equipped with phones, and students have access to their devices before and after school.

7.10 Acceptable Use of the District's Electronic Networks

All use of the District's *electronic networks* shall be consistent with the District's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. These procedures do not attempt to state all required or prohibited behavior by users. However, some specific examples are provided. **The failure of any user to follow these procedures will result in the loss of privileges, disciplinary action, and/or legal action.**

Terms and Conditions

The term *electronic networks* includes all of the District's technology resources, including, but not limited to:

1. The District's local-area and wide-area networks, including wireless networks (Wi-Fi), District-provided Wi-Fi hotspots, and any District servers or other networking infrastructure;
2. Access to the Internet or other online resources via the District's networking infrastructure or to any District-issued online account from any computer or device, regardless of location;
3. District-owned and District-issued computers, laptops, tablets, phones, or similar devices.

Acceptable Use - Access to the District's electronic networks must be: (a) for the purpose of education or research, and be consistent with the District's educational objectives, or (b) for legitimate business use.

Privileges - Use of the District's electronic networks is a privilege, not a right, and inappropriate use may result in a cancellation of those privileges, disciplinary action, and/or appropriate legal action. The system administrator or Building Principal will make all decisions regarding whether

or not a user has violated these procedures and may deny, revoke, or suspend access at any time. His or her decision is final.

Unacceptable Use - The user is responsible for his or her actions and activities involving the electronic networks. Some examples of unacceptable uses are:

a. Using the electronic networks for any illegal activity, including violation of copyright or other intellectual property rights or contracts, or transmitting any material in violation of any State or federal law;

b. Using the electronic networks to engage in conduct prohibited by board policy;

c. Unauthorized downloading of software or other files, regardless of whether it is copyrighted or scanned for malware;

d. Unauthorized use of personal removable media devices (such as flash or thumb drives);

e. Downloading of copyrighted material for other than personal use;

f. Using the electronic networks for private financial or commercial gain;

g. Wastefully using resources, such as file space;

h. Hacking or attempting to hack or gain unauthorized access to files, accounts, resources, or entities by any means;

i. Invading the privacy of individuals, including the unauthorized disclosure, dissemination, and use of information about anyone that is of a personal nature, such as a photograph or video;

j. Using another user's account or password;

k. Disclosing any network or account password (including your own) to any other person, unless requested by the system administrator;

l. Posting or sending material authored or created by another without his/her consent;

m. Posting or sending anonymous messages;

n. Creating or forwarding chain letters, spam, or other unsolicited messages;

o. Using the electronic networks for commercial or private advertising;

p. Accessing, sending, posting, publishing, or displaying any abusive, obscene, profane, sexual, threatening, harassing, illegal, or knowingly false material;

q. Misrepresenting the user's identity or the identity of others; and

r. Using the electronic networks while access privileges are suspended or revoked.

Network Etiquette - The user is expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

a. Be polite. Do not become abusive in messages to others.

b. Use appropriate language. Do not swear, or use vulgarities or any other inappropriate language.

c. Do not reveal personal information, including the addresses or telephone numbers, of students or colleagues.

d. Recognize that the District's electronic networks are not private. People who operate District technology have access to all email and other data. Messages or other evidence relating to or in support of illegal activities may be reported to the authorities.

e. Do not use the networks in any way that would disrupt its use by other users.

f. Consider all communications and information accessible via the electronic networks to be private property.

No Warranties - The District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages the user suffers. This includes loss of data resulting from delays, non-deliveries, missed-deliveries, or service interruptions caused by its negligence or the user's errors or omissions. Use of any information obtained via the Internet is at the user's own risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services.

Indemnification - By using the District's electronic networks, the user agrees to indemnify the District for any losses, costs, or damages, including reasonable attorney fees, incurred by the District relating to, or arising out of, any violation of these procedures.

Security - Network security is a high priority. If the user can identify or suspects a security problem on the network, the user must promptly notify the system administrator or Building Principal. Do not demonstrate the problem to other users. Keep user account(s) and password(s) confidential. Do not use another individual's account without written permission from that individual. Attempts to log-on to the network as a system administrator will result in cancellation of user privileges. Any user identified as a security risk may be denied access to the networks.

Vandalism - Vandalism will result in cancellation of privileges and other disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any other network. This includes, but is not limited to, the uploading or creation of malware, such as viruses and spyware.

Telephone Charges - The District assumes no responsibility for any unauthorized charges or fees, including telephone charges, texting or data use charges, long-distance charges, per-minute surcharges, and/or equipment or line costs.

Copyright Web Publishing Rules - Copyright law and District policy prohibit the re-publishing of text or graphics found on the Internet or on District websites or file servers/cloud storage without explicit written permission.

a. For each re-publication (on a website or file server) of a graphic or a text file that was produced externally, there must be a notice at the bottom of the page crediting the

original producer and noting how and when permission was granted. If possible, the notice should also include the web address of the original source.

b. Students engaged in producing web pages must provide library media specialists with email or hard copy permissions before the web pages are published. Printed evidence of the status of *public domain* documents must be provided.

c. The absence of a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide the permission. The manager of the website displaying the material may not be considered a source of permission.

d. The *fair use* rules governing student reports in classrooms are less stringent and permit limited use of graphics and text.

e. Student work may only be published if there is written permission from both the parent/guardian and student.

Use of Email - The District's email system, and its constituent software, hardware, and data files, are owned and controlled by the District. The District provides email to aid students in fulfilling their duties and responsibilities, and as an education tool.

a. The District reserves the right to access and disclose the contents of any account on its system, without prior notice or permission from the account's user. Unauthorized access by any student to an email account is strictly prohibited.

b. Each person should use the same degree of care in drafting an email message as would be put into a written memorandum or document. Nothing should be transmitted in an email message that would be inappropriate in a letter or memorandum.

c. Electronic messages transmitted via the District's Internet gateway carry with them an identification of the user's Internet *domain*. This domain is a registered name and identifies the author as being with the District. Great care should be taken, therefore, in the composition of such messages and how such messages might reflect on the name and reputation of the District. Users will be held personally responsible for the content of any and all email messages transmitted to external recipients.

d. Any message received from an unknown sender via the Internet, such as spam or potential phishing emails, should either be immediately deleted or forwarded to the system administrator. Downloading any file attached to any Internet-based message is prohibited unless the user is certain of that message's authenticity and the nature of the file so transmitted.

e. Use of the District's email system constitutes consent to these regulations.

Internet Safety

Internet access is limited to only those *acceptable uses* as detailed in these procedures. Internet safety is supported if users will not engage in *unacceptable uses*, as detailed in these procedures, and otherwise follow these procedures.

Staff members will supervise students while students are using District Internet access to ensure that the students abide by the *Terms and Conditions* for Internet access contained in these procedures.

Each District computer with Internet access has a filtering device that blocks entry to visual depictions that are: (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by the Children's Internet Protection Act and as determined by the Superintendent or designee.

The system administrator and Building Principals shall monitor student Internet access.

Cross Reference:
PRESS 6:235, *Access to Electronic Networks*

7.10 E1 – Student Authorization for Access to the District's Electronic Networks (Updated June 2026)

Dear Parents/Guardians:

Our District has the ability to enhance your child's education through the use of electronic networks, including the Internet. Our goal in providing this service is to promote educational excellence by facilitating resource sharing, innovation, and communication. Students and their parents/guardians need only sign this *Authorization for Access to the District's Electronic* Networks (Authorization) once while the student is enrolled in the District.

The District *filters* access to materials that may be defamatory, inaccurate, offensive, or otherwise inappropriate in the school setting. If a filter has been disabled or malfunctions it is impossible to control all material and a user may discover inappropriate material. Ultimately, parents/guardians are responsible for setting and conveying the standards that their child should follow, and the District respects each family's right to decide whether or not to authorize Internet access.

With this educational opportunity also comes responsibility. The use of inappropriate material or language, or violation of copyright laws, may result in the loss of the privilege to use this resource. Remember that you are legally responsible for your child's actions. If you agree to allow your child to have a network account, sign the *Authorization* below and return it to your school.

Authorization for Access to the District's Electronic Networks Form

A parent/guardian must read and agree to the following before their child is granted unsupervised access:

All use of the electronic networks shall be consistent with the District's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. **The failure of any user to follow the terms of the *Acceptable Use of the District's Electronic Networks* will result in the loss of privileges, disciplinary action, and/or appropriate legal action.** The signatures at the end of this document are legally binding and indicate the parties who signed have read the terms and conditions carefully and understand their significance.

I have read this *Authorization* form. I understand that access is designed for educational purposes and that the District has taken precautions to eliminate controversial material. However, I also recognize it is impossible for the District to restrict access to all controversial and inappropriate materials. I will hold harmless the District, its employees, agents, or Board members, for any harm caused by materials or software obtained via the network. I accept full responsibility for supervision if and when my child's use is not in a school setting. I have discussed the *Acceptable Use of the District's Electronic Networks* with my child. I hereby request that my child be allowed access to the District's electronic networks, including the Internet.

Parent/Guardian Name (*please print*)

_____ _____

Parent/Guardian Signature Date

Students must also read and agree to the following before being granted unsupervised access:

I understand and will abide by the above *Acceptable Use of the District's Electronic Networks*. I understand that the District and/or its agents may access and monitor my use of the District's electronic networks, including the Internet, my email and downloaded material, without prior notice to me. I further understand that should I commit any violation, my access privileges may be revoked, and school disciplinary action and/or legal action may be taken. In consideration for using the District's electronic network connection and having access to public networks, I hereby release the District and its Board members, employees, and agents from any claims and damages arising from my use of, or inability to use the District's electronic networks, including the Internet.

_____

Student Name (*please print*)

_____ _____

Student Signature Date

Cross-References:
PRESS 6:235, *Access to Electronic Networks*
PRESS 6:235-AP1,E-1 *Student Authorization for Access to the District's Electronic Networks*

7.20 Guidelines for Student Distribution of Non-School-Sponsored Publications (Updated June 2022)

A student or group of students seeking to distribute more than 10 copies of the same material on one or more days to students must comply with the following guidelines:

1. The student(s) must notify the building principal of the intent to distribute, in writing, at least 24 hours before distributing the material. No prior approval of the material is required.

2. The material may be distributed at times and locations determined by the building principal, e.g., before the beginning or ending of classes at a central location inside the building.

3. The building principal may impose additional requirements whenever necessary to prevent disruption, congestion, or the perception that the material is school-endorsed.

4. Distribution must be done in an orderly and peaceful manner, and may not be coercive.

5. The distribution must be conducted in a manner that does not cause additional work for school personnel. Students who distribute material are responsible for cleaning up any materials left on school grounds.

6. Students must not distribute material that:

    - Will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities;

    - Violates the rights of others, including but not limited to, material that is libelous, slanderous or obscene, invades the privacy of others, or infringes on a copyright;

    - Is socially inappropriate or inappropriate due to the students' maturity level, including but not limited to, material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or sexting as defined by School Board Policy and Student Handbook,

    - Is reasonably viewed as promoting illegal drug use;

    - Is distributed in kindergarten through eighth grade and is primarily prepared by non-students, unless it is being used for school purposes. However, material from outside sources or the citation to such sources may be allowed, as long as the material to be distributed or accessed is primarily prepared by students; or

    - Incites students to violate any Board policy.

7. A student may use the School District's Uniform Grievance Procedure to resolve a complaint.

8. Whenever these guidelines require written notification, the appropriate administrator may assist the student in preparing such notification.

A student or group of students seeking to distribute 10 or fewer copies of the same publication on one or more days to students must distribute such material at times and places and in a manner that will not cause substantial disruption of the proper and orderly operation and discipline of the school or school activities and in compliance with paragraphs 4, 5, 6, and 7.

Cross Reference: PRESS 7:310, *Restrictions on Publications*

7.25 Guidelines for School-Sponsored Publications, Productions & Websites [High School]

School-sponsored publications, productions, and websites are governed by the Speech Rights of Student Journalists Act, school board policies and the student/parent handbook. Student journalists are responsible for determining the news, opinion, feature, and advertising content of those publications, productions, and websites.

Student journalists must:

1. Make decisions based upon news value and guided by the Code of Ethics provided by the Society of Professional Journalists, National Scholastic Press Association, Journalism Education Association, or other relevant group;

2. Produce media based upon professional standards of accuracy, objectivity, and fairness;

3. Review material to improve sentence structure, grammar, spelling, and punctuation;

4. Check and verify all facts and verify the accuracy of all quotations;

5. In the use of personal opinions, editorial statements, and/or letters to the editor, provide opportunity and space for the expression of differing opinions within the same media to align with the District's media literacy curriculum mandate; and

6. Include an author's name with any personal opinions and editorial statements, if appropriate.

Student journalists may not create, produce, or distribute school sponsored media that:

1. Is libelous, slanderous, or obscene;

2. Constitutes and unwarranted invasion of privacy;

3. Violates Federal or State law, including the constitutional rights of third parties; or

4. Incites students to (a) commit an unlawful act; (b) violate any school district policy or student handbook procedure; or (c) materially and substantially disrupt the orderly operations of the school.

The District will not engage in prior restraint of material prepared by student journalists for school-sponsored media, unless the material fits into one of the four prohibited categories listed above, in which case the Building Principal and/or student media advisers may review, edit, and delete such media material before publication or distribution of the media.

No expression made by students in the exercise of freedom of speech or freedom of the press under this policy shall be deemed to be an expression of the School, District or an expression of Board policy.

Cross Reference:
PRESS 7:315 *Restrictions on Publications; High Schools*

7.27 Access to Non-School Sponsored Publications (New June 2022; revised Nov 2025)

Non-School Sponsored Publications Accessed or Distributed On Campus

Creating, distributing, and/or accessing non-school sponsored publications shall occur at a time and place and in a manner that will not cause disruption, be coercive, or result in the perception that the distribution or the publication is endorsed by the School District.

Students are prohibited from creating, distributing, and/or accessing at school any publication that:

1. Will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities;

2. Violates the rights of others, including but not limited to material that is libelous, slanderous or obscene, invades the privacy of others, or infringes on a copyright;

3. Is socially inappropriate or inappropriate due to maturity level of the students, including but not limited to material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or sexting as defined by School Board policy and the Student Handbook;

4. Is reasonably viewed as promoting illegal drug use;

5. Is distributed in kindergarten through eighth grade and is primarily prepared by non-students, unless it is being used for school purposes. However, material from outside

sources or the citation to such sources may be allowed, as long as the material to be distributed or accessed is primarily prepared by students; or

6. Encourages or incites students to violate any Board policies.

Accessing or distributing on-campus includes accessing or distributing on school property or at school-related activities. A student engages in gross disobedience and misconduct and may be disciplined for: (1) accessing or distributing forbidden material, or (2) for writing, creating, or publishing such material intending for it to be accessed or distributed at school.

Non-School Sponsored Publications Accessed or Distributed Off-Campus

A student engages in gross disobedience and misconduct and may be disciplined for creating and/or distributing a publication that: (1) causes a substantial disruption or a foreseeable risk of a substantial disruption to school operations, or (2) interferes with the rights of other students or staff members.

Cross Reference:
PRESS 7:315 *Restrictions on Publications; High Schools*

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

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

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

Depending upon the particular educational technology being used, East St. Louis School District 189 may need to collect different types of student data, which is then shared with educational technology vendors through their online sites, services, and/or applications. Under SOPPA, educational technology vendors are prohibited from selling or renting a student's information or from engaging in targeted advertising using a student's information. Such vendors may only disclose student data for K-12 school purposes and other limited purposes permitted under the law.

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

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

- Student-generated work
- Online communications
- Application metadata and application use statistics
- Permanent and temporary school student record information

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

- Instruction in the classroom or at home (including remote learning)
- Administrative activities
- Collaboration between students, school personnel, and/or parents/guardians
- Other activities that are for the use and benefit of School District 189

Cross Reference:

PRESS 7:345-AP, E2, *Student Data Privacy; Notice to Parents About Educational Technology Vendors*

7.50 Use of Artificial Intelligence (New July 2023)

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

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

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

Students may not use AI, including AI image or voice generator technology, to violate school rules or school district policies.

In order to ensure academic integrity, tests, assignments, projects, papers, and other schoolwork may be checked by AI content detectors and/or plagiarism recognition software.

Student Use of AI

ESTL 189 students will have supervised access to approved AI tools in age-appropriate ways. This section describes how that access is structured by grade band.

General Expectations for All Students

- Students will use only AI tools that have been approved for their grade level and provided through the district.
- Students will follow their teacher's instructions about when and how AI may be used on a given assignment.
- Students will not enter the personal information of themselves, classmates, or family members into AI tools.
- Students will be taught that AI can be wrong, biased, or inappropriate, and that they are responsible for what they submit.

8.2 Grades K–2

In grades K–2, AI use is teacher-mediated. Students are allowed to utilize closed tools with signed Data Privacy Agreements in place that comply with all state and federal law. Focus areas:

- Building foundational awareness that some technology can "talk back" and what that means.
- Early conversations about telling the difference between real and not real.

Grades 3–5

In grades 3–5, students may use approved closed AI tools under direct teacher supervision for specific, structured tasks. Use is generally whole-class or small-group rather than individual independent use.
Examples of appropriate use:

- Using a closed AI tool as a class to brainstorm vocabulary for a writing assignment.
- Asking an AI tutor questions about a science topic in a supervised setting.
- Practicing how to write a clear question or prompt.

Grades 6–8

In grades 6–8, students may use approved closed AI tools more independently, with teacher guidance on when and how. Students at this level should be developing the habits of citation, source-checking, and skeptical reading.
Examples of appropriate use:

- Using AI to generate practice problems or study questions.
- Using AI to get feedback on a draft of writing, then revising independently.
- Comparing AI-generated explanations against textbook or teacher explanations.

Grades 9–12

In grades 9–12, students may use approved closed AI tools with significant autonomy, with teacher direction on appropriate use for each course or assignment. Students should be developing the AI fluency they will need in postsecondary education and the workforce.

Examples of appropriate use:

- Using AI as a research assistant, with proper citation.
- Using AI to debug code, explore concepts, or rehearse interviews.
- Critically analyzing AI outputs for bias, accuracy, and limitations.
- Discussing the ethical implications of AI as part of social studies and CTE coursework.

AI Use Scale

Teachers have discretion to determine the appropriate level of AI use for each assignment. The following scale shall be used to communicate expectations clearly to students:

Level	Label	Description	Example
0	No AI	This assignment must be completed entirely without AI assistance.	A handwritten first draft; an in-class essay; a math test. Any other assignment where AI use is prohibited.
1	AI for Research Only	AI may be used to find or summarize information, but all writing and analysis must be your own.	Using AI to get a plain-language summary of a primary source before writing your own analysis.
2	AI as a Starting Point	AI may help you brainstorm or outline, but the final work must reflect your own thinking and voice.	Asking AI to suggest possible thesis statements, then choosing and developing one in your own words.
3	AI-Assisted with Disclosure	AI may be used in completing the assignment; you must document how you used it.	Using AI to translate a Supreme Court ruling into simpler language, then writing a reflection comparing the AI summary to your own reading of the case.
4	AI as a Collaborative Tool	AI is a full partner in this task. Demonstrate your ability to prompt, evaluate, and refine AI output.	Working with AI to produce a polished presentation, documenting your prompts and explaining the choices you made in directing and editing the output.

When a teacher does not specify a level, the default is Level 0 (no AI use).

Academic Integrity: Expectations for Students

- Students will follow each teacher's specific instructions about whether and how AI may be used on a given assignment.
- When AI is used in a way that contributes substantively to a student's submitted work, the student will cite it, following the citation format the teacher provides.
- Students will not submit AI-generated work as their own without disclosure when the assignment did not permit AI use (Level 0 assignments).
- Students will not use AI to bypass the learning the assignment is designed to support.

Cross Reference: None.

Notice of Media Release

Students in School District 189 may be included in photographs, videotapes or recorded interviews, and for the information collected by the media to be used as part of news stories to be published in print, internet, broadcast, or video by the school, news media or School District 189.

Image and/or films or audio recordings will not be used for commercial gain and will not be sold to anyone for commercial use.

If you do not give School District permission to photograph or film your student(s), please complete the statement below and return to the student's school within five (5) days of receiving this handbook.

As the parent/guardian of _____

Student's Name

who attends _____

Student's School

I do not give permission to School District 189 to photograph or video record my child.

_____

Printed Name of Parent

_____

Signature of Parent

_____

Date

Chapter 8: Search & Seizure

8.10 Search and Seizure

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

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

School authorities may inspect and search school property and equipment owned or controlled by the school (such as lockers, desks, and parking lots), as well as personal effects left there by a student, without notice to or the consent of the student. Students have no reasonable expectation of privacy in these places or areas or in their personal effects left there.

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

Students Searches

School authorities may search a student and/or the student's personal effects in the student's possession (such as, purses, wallets, knapsacks, book bags, lunch boxes, etc.) when there is a reasonable ground for suspecting that the search will produce evidence the particular student has violated or is violating either the law or the school or School District 189's student rules and policies. The search will be conducted in a manner that is reasonably related to its objective of the search and not excessively intrusive in light of the student's age and sex, and the nature of the infraction.

School officials may require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates the school's disciplinary rules or School District 189 policy. In the course of the investigation, the student may be required to share the content that is reported in order for the school to make a factual determination. School officials may not request or require a student or his or her parent/guardian to provide a password or other related account information to gain access to the student's account or profile on a social networking website.

Seizure of Property

If a search produces evidence that the student has violated or is violating either the law or the school or East St. Louis School District 189's policies or rules, evidence may be seized and

impounded by school authorities, and disciplinary action may be taken. When appropriate, evidence may be transferred to law enforcement authorities.

Questioning of Students Suspected of Committing Criminal Activity

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

Cross-reference:

PRESS 7:140, *Search and Seizure*

Chapter 9: Extracurricular & Athletic Activities

9.10 Extracurricular Athletic Activities Code of Conduct (Revised June 2022)

This Extracurricular and Athletic Activities Code of Conduct as well as the School District 189 Athletic Handbook applies, where applicable, to all school-sponsored athletic and extracurricular activities that are not part of an academic class nor otherwise carry credit for a grade.

Requirements for Participation in Athletic Activities

A student must meet all academic eligibility requirements and have the following fully executed documents on file in the school office before being allowed to participate in any athletic activity:

1. A current certificate of physical fitness issued by a licensed physician, an advanced practice nurse or physician assistant. The preferred certificate of physical fitness is the Illinois High School Association's "Pre-Participation Physical Examination Form" or the Illinois Elementary School Association's "Pre-Participation Examination Form" as applicable.

2. A permission slip to participate in the specific athletic activity signed by the student's parent/guardian.

3. Proof the student is covered by medical insurance.

4. A signed agreement by the IHSA student not to ingest or otherwise use any drugs on the IHSA's most current banned substance list (without a written prescription and medical documentation provided by a licensed physician who performed an evaluation for a legitimate medical condition) and a signed agreement by the student and the student's parent/guardian agreeing to IHSA's Performance-Enhancing Substance Testing Program.

5. Signed documentation agreeing to comply with the School District's policies and procedures on student athletic concussions and head injuries.

Illinois High School Association and Illinois Elementary School Association

Eligibility for most athletics is also governed by the rules of the Illinois High School Association (IHSA) or the Illinois Elementary School Association (IESA) and, if applicable, these rules will

apply in addition to this Extracurricular and Athletic Activities Code of Conduct. In the case of a conflict between IHSA or IESA and this Code, the most stringent rule will be enforced.

Academic Eligibility

For students in kindergarten through 8th grades: Selection of members or participants is at the discretion of the teachers, sponsors, or coaches, provided that the selection criteria conform to the District's policies. Students must satisfy all academic standards and must comply with the activity's rules and the student conduct code.

For high school students: Selection of members or participants is at the discretion of the teachers, sponsors, or coaches, provided that the selection criteria conform to the District's policies. Participation in co-curricular activities is dependent upon course selection and successful progress in those courses. In order to be eligible to participate in any school-sponsored or school-supported athletic or extracurricular activity, a student must satisfy the Illinois High School Association's scholastic standing requirements of at least 25 credit hours (5 classes) per week. Any student-participant failing to meet these academic criteria shall be suspended from the activity until the specified academic criteria are met. A student becoming scholastically ineligible by the weekly eligibility check must remain ineligible for one full calendar week before possibly becoming eligible again.

Absence from School on Day of Extracurricular or Athletic Activity

A student who is absent from school after noon is ineligible for any extracurricular or athletic activity on that day unless the absence has been approved in writing by the principal. Exceptions may be made by the designated teacher, sponsor or coach for justifiable reasons, including: 1) a pre-arranged medical absence; 2) a death in the student’s family; or 3) a religious ceremony or event.

A student who has been suspended from school is also suspended from participation in all extracurricular and athletic activities for the duration of the suspension.

A student who is absent from school on a Friday before a Saturday event may be withheld from Saturday extracurricular or athletic activities at the sole discretion of the designated teacher, sponsor or coach.

Travel

All students must travel to extracurricular and athletic activities and return home from such activities with his or her team by use of school approved transportation. A written waiver of this rule may be issued by the teacher, sponsor or coach in charge of the extracurricular or athletic activity upon advance written request of a student’s parent/guardian and provided the parent/guardian appears and accepts custody of the student. Oral requests will not be honored and oral permissions are not valid.

Code of Conduct

This Code of Conduct applies to all extracurricular and athletic activities and is enforced 365 days a year, 24 hours a day.

This Code does not contain a complete list of inappropriate behaviors. Violations will be treated cumulatively, with disciplinary penalties increasing with subsequent violations. A student may be excluded from extracurricular or athletic activities while the school is conducting an investigation into the student's conduct.

Students and their parents/guardians are encouraged to seek assistance from the Student Assistance Program for alcohol or other drug problems. Participation in an alcohol or drug counseling program will be taken into consideration in determining consequences for Code of Conduct violations.

The student shall not:

1. Violate the school rules and School District policies on student discipline including policies and procedures on student behavior;

2. Ingest or otherwise use, possess, buy, sell, offer to sell, barter, or distribute a beverage containing alcohol (except for religious purposes);

3. Ingest or otherwise use, possess, buy, sell, offer to sell, barter, or distribute tobacco or nicotine in any form;

4. Ingest or otherwise use, possess, buy, sell, offer to sell, barter, or distribute any product composed purely of caffeine in a loose powdered form or any illegal substance (including mood-altering and performance enhancing drugs or chemicals) or paraphernalia;

5. Use, possess, buy, sell, offer to sell, barter, or distribute any object that is or could be considered a weapon or any item that is a look alike weapon. This prohibition does not prohibit legal use of weapons in cooking and in athletics, such as archery, martial arts practice, target shooting, hunting, and skeet;

6. Attend a party or other gathering and/or ride in a vehicle where alcoholic beverages and/or controlled substances are being consumed by minors;

7. Act in an unsportsmanlike manner;

8. Violate any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism and reckless driving;

9. Haze or bully other students;

10. Violate the written rules for the extracurricular or athletic activity;

11. Behave in a manner that disrupts or adversely affects the group or school;

12. Be insubordinate or disrespectful toward the activity's sponsors or team's coaching staff; or

13. Falsify any information contained on any permit or permission form required by the extracurricular or athletic activity.

Hazing is any humiliating or dangerous activity expected of a student to belong to a team or group, regardless of his or her willingness to participate. *Bullying* includes cyber-bullying (bullying through the use of technology or any electronic communication) and means any physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

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

2. Causing a detrimental effect on the student's or students' physical or mental health;

3. Interfering with the student's or students' academic performance; or

4. Interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.

Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

Due Process Procedures

Students who are accused of violating the Code of Conduct are entitled to the following due process:

1. The student should be advised of the disciplinary infraction with which he or she is being charged.

2. The student shall be entitled to a hearing before an appropriate administrator.

3. The student will be able to respond to any charges leveled against him or her.

4. The student may provide any additional information he or she wishes for the administrator to consider.

5. The administrator, with the help of other staff members if needed, may interview material witnesses or others with evidence concerning the case.

6. If the administrator finds, after reviewing the evidence, that the violation occurred, he or she will impose sanctions on the student, as follows:

    1. Sanctions for violations other than drug and alcohol will be based on the nature of the offense and the number of offenses, and may include suspension from all extracurricular or athletic activities for one of the time periods described below:

        - A specified period of time or percentage of performances, activities or competitions;
        - The remainder of the season or for the next season; or
        - The remainder of the student's school career.

    2. Sanctions for alcohol and other drug violations, including tobacco, nicotine in any form, mood-altering or performance enhancing drugs, products composed purely of caffeine in a loose powdered form, paraphernalia or any other illegal substance, will be based on the following:

First violation

- Use, ingestion, possession, buying, selling, offering to sell, bartering, or distributing: A suspension of one third of the total number of performances, activities, or competitions or the remainder of the season, whichever is shorter. This penalty will be reduced if the student is enrolled in a school-approved alcohol or drug counseling program.
- Attendance at a party or riding in a vehicle where alcoholic beverages and/or controlled substances are being consumed by minors: A suspension of one sixth of the total number of performances, activities or competitions, or the remainder of the season, whichever is shorter.
- The student will be required to practice with the group, regardless of the violation (unless suspended or expelled from school).

Second violation

- Use, ingestion, possession, buying, selling, offering to sell, bartering, or distributing: A suspension of 12 weeks or 1 season, including suspension from all performances, activities, or competitions during this period. To participate again in any extracurricular or athletic activity, the student must successfully participate in and complete a school-approved alcohol or drug counseling program and follow all recommendations from that program.

- Attendance at a party or riding in a vehicle where alcoholic beverages and/or controlled substances are being consumed by minors: A suspension of one third of the season and all extracurricular group performances, activities, or competitions during this period.

- The student may be required to practice with the group (unless suspended or expelled from school).

Third violation

- Use, ingestion, possession, buying, selling, offering to sell, bartering, or distributing: A suspension from extracurricular or athletic activities for the remainder of the student's school career.

- Attendance at a party or riding in a vehicle where alcoholic beverages and/or controlled substances are being consumed by minors: A suspension of one calendar year from the date of the suspension, including all extracurricular and athletic activities during this period.

The appropriate administrator will make a written report of his or her decision and rationale. The student may appeal the decision to the Principal or Principal's designee.

All students remain subject to all the School District's policies and the school's student/parent handbook.

Modification of Athletic or Team Uniform

Students may modify their athletic or team uniform for the purpose of modesty in clothing or attire that is in accordance with the requirements of the student's religion or the student's cultural values or modesty preferences.

Cross-References:
PRESS 6:190, *Extracurricular and Co-Curricular Activities*
PRESS 6:190-AP, *Eligibility for Participation in Extracurricular Activities*
PRESS 7:240, *Conduct Code for Participants in Extracurricular Activities*
PRESS 7:240-AP1, *Code of Conduct for Extracurricular Activities*
PRESS 7:300*, Extracurricular Athletics*

9.10 E1 Exhibit - Agreement to Participate

On District letterhead

Each student and his or her parent/guardian must read and sign this *Agreement to Participate* each year before being allowed to participate in interscholastic athletics or intramural athletics. The completed *Agreement* should be returned to the Coach.

Student Name (*printed*): _____

1. I wish to participate in the interscholastic athletics or intramural athletics that are circled: baseball, basketball, cheerleading, cross country track, fencing, field hockey, football, golf, gymnastics, ice hockey, lacrosse, marching band, rugby, soccer, skating, softball, swimming and diving, tennis, track (indoor and outdoor), ultimate Frisbee, volleyball, water polo, wrestling, other (identify sports) _____. (Another *Agreement* must be signed if the student later decides to participate in a sport not circled above).

2. I acknowledge reading the eligibility rules of any group or association sponsoring any athletic activity in which I want to participate and I agree to abide by them.

3. Before I am allowed to participate, I must: (a) provide the School District with a certificate of physical fitness (the ***Pre-Participation Physical Examination Form*** from the Illinois High School Association (IHSA), Illinois Elementary School Association (IESA), or Southern Illinois Junior High School Athletic Association (SIJHSAA) serves this purpose), (b) show proof of accident insurance coverage, and (c) complete all forms required by any association sponsoring the interscholastic athletic activity, including when applicable and without limitation, ***IHSA Sports Medicine Acknowledgment & Consent Form, Acknowledgement and Consent***.

4. I agree to abide by all conduct rules and will behave in a sportsmanlike manner. I agree to follow the coaches' instructions, playing techniques, and training schedule as well as all safety rules.

5. I understand that Board policy 7:305, *Student Athlete Concussions and Head Injuries*, requires, among other things, that a student athlete who exhibits signs, symptoms, or behaviors consistent with a concussion or head injury must be removed from practice or competition at that time and that the student will not be allowed to return to play or practice until he or she has successfully completed return-to-play and return-to-learn protocols, including having been cleared to return by the treating physician licensed to practice medicine in all its branches, physician assistant, treating advanced practice registered nurse, or a certified athletic trainer working under the supervision of a physician.

6. I am aware that with participation in sports comes the risk of injury, and I understand that the degree of danger and seriousness of risk vary significantly from one sport to another with contact sports carrying the highest risk. I am aware that participating in sports involves travel with the team. I acknowledge and accept the risks inherent in the sport(s) or athletics in which I will be participating and in all travel involved.

_____ _____

Student Signature **Date**

To be read and signed by the parent/guardian of the student and the student, if 18 years or older:

1. I give permission for my child/I agree to participate in the interscholastic sport(s) or intramural athletics indicated. I have read the above *Agreement to Participate* and understand its terms.

2. I understand that all sports can involve many risks of injury, and I understand that the degree of danger and seriousness of risk vary significantly from one sport to another with contact sports carrying the higher risk. I am aware that participating in sports involves travel with the team. In consideration of the School District permitting my child/me to participate, I agree to hold the Board, its members, employees, agents, coaches, and volunteers harmless from any and all liability, actions, claims or demands of any kind and nature whatsoever that may arise by or in connection with my/my child's participation in the sport(s) or athletics. I assume all responsibility and certify that my child is/I am in good physical health and is capable of participation in the above indicated sport or athletics.

_____ _____

Parent/Guardian Signature **Date**

_____ _____

Student Signature, if 18 years or older **Date**

Emergency Contact Information:

_____ _____

Name **Relationship to student**

_____ _____

Day phone number

Evening phone number

_____

_____

Cell phone number

Other

9.10 E2 Exhibit - Certificate of Physical Fitness for Participation in Athletics* (Updated June 2026)

To be submitted to the Building Principal. (please print)

Student	Sport/Activity
Parent/Guardian	Home phone
Home address	Cell phone
Emergency contact *(related to student)*	Contact phone
Physician	Physician phone

Medical History: Date of Birth:_____ Height:_____ Weight:_____

☐ Heart condition ☐ Diabetes ☐ Asthma ☐ Epilepsy

☐ Requires child to self-administer medication ☐ Requires student to carry EpiPen®

☐ Allergies: _____ ☐ Other: _____

List all medications *(prescribed and over the counter)*

Injuries *(brief description and dates)*

Surgeries *(brief description and dates)*

Physical activity restrictions *(brief description and duration)*

I certify that:

1. My child is in good health and is capable of participating in the above sport or activity. No need exists to limit his/her participation. I assume full responsibility for his/her physical condition and participation, and will notify you of any changes.

2. I have completed and submitted the *Authorization for Medical Treatment* form allowing the school to seek medical treatment for my child in the event of a medical emergency when reasonable attempts to contact me are unsuccessful.

3. If my child requires or may need medication while participating in athletics, I have completed and submitted the *School Medication Authorization Form*.

_____ _____

Parent/Guardian signature Date

*** Secondary students must substitute the IHSA and IESA's Pre-Participation Examination Form for this form when the sport is IHSA regulated. It is available at https://www.ihsa.org/default.asp or at https://www.estl189.com/students/student-handbook.**

Cross Reference:
PRESS 7:300-E2, *Exhibit – Certificate of Physical Fitness For Participation in Athletics*

9.20 Attendance at School Dances

Attendance at school-sponsored dances is a privilege.

Only students who attend the school may attend school-sponsored dances, unless the principal or principal's designee approves a student's guest in advance of the event. The principal or principal's designee reserves the right to revoke this guest privilege at any time.

A guest must be "age appropriate," defined as:

- Elementary School guests must be in grades kindergarten through 4
- Middle School guests must be at least a 5th grader or under the age of 15

- High School guests must be at least a 9th grader or under the age of 21 at the time of the dance, with an ID.

Dance Regulations/Guest Passes

1. To provide a safe and positive environment at school events, administration reserves the right to deny admission to anyone.

2. Activities are for students and their invited guest. Guest Passes may be obtained from the school and must be approved in advance by school administration.

3. Guest Passes will be issued to school activities under the following conditions:

a. Guests must be age appropriate

b. If a high school student: The guest must be in good standing at their school of residence (see conditions for alternative education students).

4. Any student placed in an alternative in education program for a non-expellable offense will be allowed to attend school activities only at the discretion of the principal or principal's designee. The student must be in good standing at their current school of residence, and if currently placed in an alternative program, would have been off the non-privilege list at the previous school of attendance.

5. Any student expelled or placed in an alternative educational setting for an expellable offense will not be allowed to return to any school activity for one calendar year or until such time that the student is re-enrolled in a comprehensive high school

6. High school age students who have dropped out of school and have not re-enrolled in an educational program will not be granted a guest pass.

7. A student or guest who leaves an activity may not return.

8. Drinking, smoking, or use of illegal drugs will not be allowed. If any student or his/her guest is suspected of being under the influence of a controlled substance, the parents will be notified, and/or the student or guest may be referred to law enforcement officers and taken into custody.

9. Student must have a valid student I.D. card to attend.

10. Guest must also have a photo I.D., such as a driver's license or school I.D. card and a guest pass approved by the principal or principal's designee to be admitted.

11. All students and guests must comply with all East Saint Louis School District 189 policies including all aspects of the dress code.

12. Students are limited to one guest per activity.

13. All students and guests must submit/have on file a current dance contract. All rules apply to student and guest.

14. All school rules, including the school's discipline code and dress code are in effect during school-sponsored dances.

Students who violate the school's discipline code will be required to leave the dance immediately and the student's parent/guardian will be contacted. The school may also impose other discipline as outlined in the school's discipline code.

9.30 Student Athlete Concussions and Head Injuries

Student athletes must comply with Illinois' Youth Sports Concussion Safety Act and all protocols, policies and bylaws of the Illinois High School Association or the Illinois Elementary School Association as appropriate before being allowed to participate in any athletic activity, including practice or competition.

A student who was removed from practice or competition because of a suspected concussion shall be allowed to return only after all statutory prerequisites are completed, including without limitation, the East St. Louis School District 189's return-to-play and return-to-learn protocols.

Cross Reference:
PRESS 7:305, *Student Athlete Concussions and Head Injuries*

Chapter 10: Special Education

10.10 Education of Children with Disabilities (Updated November 2021)

It is the intent of East St. Louis School District 189 to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Education Act are identified, evaluated and provided with appropriate educational services.

School District 189 provides a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the district. The term "children with disabilities" means children between ages 3 and the day before their 22nd birthday for whom it is determined that special education services are needed, except those children with disabilities who turn 22 years of age during the school year eligible for special education services through the end of the school year. It is the intent of the school to ensure that students with disabilities are identified, evaluated, and provided with appropriate educational services.

A copy of the publication "Explanation of Procedural Safeguards Available to Parents of Students with Disabilities" may be obtained from the School District 189 office.

Students with disabilities who do not qualify for an individualized education program, as required by the federal Individuals with Disabilities Education Act and implementing provisions of this Illinois law, may qualify for services under Section 504 of the federal Rehabilitation Act of 1973 if the student (i) has a physical or mental impairment that substantially limits one or more major life activities, (ii) has a record of a physical or mental impairment, or (iii) is regarded as having a physical or mental impairment.

For further information, please contact:

Kristy Hughes, Director of Special Education Services

618-646-3053 kristy.hughes@estl189.com

Board of Education Building (1005 State Street in East St. Louis)

Cross Reference:
PRESS 6:120, *Education of Children with Disabilities*
PRESS 6:120-AP1,E1 – *Exhibit – Notice to Parents/Guardians Regarding Section 504 Rights*

10.20 Discipline of Students with Disabilities (Updated November 2026)

Behavioral Interventions and Supports

East St. Louis School District 189 is committed to using behavioral interventions to promote and strengthen desirable behaviors and reduce inappropriate behaviors for students with disabilities. The District prioritizes positive, nonrestrictive interventions and supports that help students develop appropriate behaviors and succeed in the school environment.

When a student requires a formal Behavioral Intervention Plan (BIP), the plan must be based on a Functional Behavioral Assessment (FBA) and include positive behavioral intervention strategies and supports to address the identified behavior. The plan will identify expected behavioral changes, methods for evaluating progress, a schedule for reviewing the effectiveness of interventions, and provisions for communicating and coordinating with the student's parents/guardians.

Discipline of Students Receiving Special Education Services

The District shall comply with the Individuals with Disabilities Education Act (IDEA), the Illinois School Code, and applicable Illinois State Board of Education regulations when disciplining students receiving special education services.

Students with disabilities are entitled to the disciplinary protections provided under applicable state and federal law. Before a student with a disability may be subject to certain disciplinary changes in placement, the District must follow applicable procedures, including a manifestation determination when required.

A student shall not be expelled for conduct that is determined to be a manifestation of the student's disability. If the student's misconduct is determined not to be a manifestation of the disability, the District may impose discipline in accordance with applicable procedures. The student must continue to receive educational services as required by IDEA during any period of expulsion.

All suspension notices and suspension review procedures established by the Illinois School Code shall be followed when suspending a student receiving special education services.

Isolated Time Out, Time Out, and Physical Restraint

Isolated time out, time out, and physical restraint shall only be used when a student's behavior presents an imminent danger of serious physical harm to the student or others; less restrictive and intrusive measures have been tried and proven ineffective in stopping the imminent danger; there is no known medical contraindication to their use; and the school personnel applying the intervention have received the required training.

These interventions shall never be used as discipline or punishment, for staff convenience or retaliation, as a substitute for appropriate educational or behavioral supports, as a routine safety

measure, or to prevent property damage in the absence of imminent danger of serious physical harm to the student or others. The use of prone restraint is prohibited.

Parents/guardians shall be notified in writing within 24 hours when isolated time out, time out, or physical restraint is used. The District shall provide information regarding applicable standards, parent and student rights, and available complaint and dispute resolution procedures.

When a student experiences isolated time out, time out, or physical restraint on three days within a 30-day period, the District shall initiate a review of the effectiveness of the student's behavioral interventions and consider whether a new Functional Behavioral Assessment, an individual behavior plan, an alternative program, or a change in the student's educational program is needed. Parents/guardians shall be invited to participate in this review.

Parent/Guardian Information

The District's behavioral intervention policies and procedures are provided to parents/guardians of students with Individualized Education Programs (IEPs) when the procedures are adopted or amended, when an IEP is first implemented, and upon request. The District also informs students and parents/guardians annually through the Student Handbook of the existence of these policies and procedures. A copy may be obtained from the District's Special Education Department.

East St. Louis Area Joint Agreement:

A. Behavioral Interventions

1.Behavioral interventions shall be used with children with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors.

2. A Behavioral Intervention Plan shall be based on a functional behavioral assessment and shall include positive behavioral intervention strategies and supports to address the inappropriate behavior.

B. Discipline of Children with Disabilities

1. The School District shall comply with the provisions of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) when disciplining students. No special education student shall be expelled if the student’s particular act of gross disobedience or misconduct is a manifestation of his/her disability. Any special education student whose gross disobedience or misconduct is not a manifestation of his/her disability may be expelled pursuant to the expulsion procedures, except that such child shall continue to receive educational services as provided in IDEA during the period of expulsion.

C. Special Education Suspension Procedures

1. All suspension notices and suspension review procedures established by the School Code shall be followed when suspending a special education student.

Cross Reference:
PRESS 7:230, *Misconduct by Students with Disabilities*

10.30 Exemption From Physical Education Requirement [1]

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

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

A student requiring adapted physical education will receive that service in accordance with the student's Individualized Education Program.

Cross Reference:
PRESS 6:310, *High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students*

10.40 Certificate of High School Completion

A student with a disability who has an Individualized Education Program prescribing special education, transition planning, transition services, or related services beyond the student's 4 years of high school, qualifies for a certificate of completion after the student has completed 4 years of high school. The student is encouraged to participate in the graduation ceremony of his or her high school graduation class.

Cross Reference:
PRESS 6:300, *Graduation Requirements*

[1] Note that these exceptions are in addition to the PE exceptions available to all students, as found in Handbook Procedure 2.80 (Exemption from PE Requirement).

10.50 Request to Access Classroom or Personnel for Special Education Evaluation or Observation

The parent/guardian of a student receiving special education services, or being evaluated for eligibility, is afforded reasonable access to educational facilities, personnel, classrooms, and buildings. This same right of access is afforded to an independent educational evaluator or a qualified professional retained by or on behalf of a parent or child.

For further information, please contact the building principal.

Cross Reference:

PRESS 6:120, *Education of Children with Disabilities*

PRESS 6:120-AP2,E1 – *Exhibit – Request to Access Classroom(s) or Personnel for Special Education Evaluation/Observation Purposes*

10.60 Related Service Logs[2]

For a child with an individualized education program (IEP), East St. Louis School District 189 must create related service logs that record the type of related services administered under the child's IEP and the minutes of each type of related service that has been administered. The school will provide a child's parent/guardian a copy of the related service log at the annual review of the child's IEP and at any other time upon request.

Cross Reference:

PRESS 7:340-AP1, *School Student Records*

10.70 PUNS (Prioritization of Urgency of Need for Services) Database Information for Students and Parents or Guardians (New May 2024)

The Illinois Department of Human Services (IDHS) maintains a statewide database known as the PUNS database (Prioritization of Urgency of Need for Services) that records information about individuals with intellectual disabilities or developmental disabilities who are potentially in need of services.

[2] For children with an IEP, a school district must provide the parent/guardian information on related service logs within 20 school days from the beginning of the school year or upon establishment of an IEP.

IDHS uses the data on PUNS to select individuals for services as funding becomes available, to develop proposals and materials for budgeting, and to plan for future needs. The PUNS database is available for children with intellectual disabilities or developmental disabilities with unmet service needs.

Registration to be included on the PUNS database is the first step toward receiving developmental disabilities services in this State. A child who is not on the PUNS database will not be in the queue for State developmental disabilities services.

For more information and to sign up for PUNS, see the Illinois Department of Human Services PUNS information page at https://www.dhs.state.il.us/page.aspx?item=41131.

You may also contact the following District employee for assistance:

Kristy Hughes, Director of Special Education Services

618-646-3053 kristy.hughes@estl189.com

Board of Education Building (1005 State Street in East St. Louis)

Cross Reference:
None

Chapter 11: Student Records & Privacy

11.10 Student Privacy Protections (Updated June 2022)

Surveys

All surveys requesting personal information from students, as well as any other instrument used to collect personal information from students, must advance or relate to the District's educational objectives, or assist students' career choices. This applies to all surveys, regardless of whether the student answering the questions can be identified or who created the survey.

Surveys by Third Parties

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

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

Surveys Requesting Personal Information

School officials and staff members will not request, nor disclose, the identity of any student who completes any survey or evaluation (created by any person or entity, including the school or district) containing one or more of the following items:

1. Political affiliations or beliefs of the student or the student's parent/guardian.
2. Mental or psychological problems of the student or the student's family.
3. Behavior or attitudes about sex.
4. Illegal, anti-social, self-incriminating, or demeaning behavior.
5. Critical appraisals of other individuals with whom students have close family relationships.

6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers.

7. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian.

8. Income other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.

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

Instructional Material

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

The term "instructional material" means instructional content that is provided to a student, regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

Prohibition on Selling or Marketing Students' Personal Information

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

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

1. College or other postsecondary education recruitment, or military recruitment.

2. Book clubs, magazines, and programs providing access to low-cost literary products.

3. Curriculum and instructional materials used by elementary schools and secondary schools.

4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other

statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments.

5. The sale by students of products or services to raise funds for school-related or education-related activities.

6. Student recognition programs.

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

A parent/guardian who desires to opt their child out of participation in activities provided herein or who desires a copy or access to a survey or any other material described herein may contact the Building Principal.

A complete copy of the District's Student and Family Privacy Rights policy may be obtained from the Superintendent's office or accessed on the District's website.

Cross-References:
PRESS 7:15, *Student and Family Privacy Rights*
PRESS 7:15-E, *Notification to Parents of Family Privacy Rights*

11.20 Student Records (Revised June 2026)

A school student record is any writing or other recorded information concerning a student and by which a student may be identified individually that is maintained by a school or at its direction or by a school employee, regardless of how or where the information is stored, except for certain records kept in a staff member's sole possession; records maintained by law enforcement officers working in the school; video and other electronic recordings (including electronic recordings made on school busses) that are created in part for law enforcement, security, or safety reasons or purposes, though such electronic recordings may become a student record if the content is used for disciplinary or special education purposes regarding a particular student.

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

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

The degree of access a student has to his or her records depends on the student's age. Students less than 18 years of age have the right to inspect and copy only their permanent record. Students 18 years of age or older have access and copyrights to both permanent and temporary records. A

parent/guardian or student should submit to the building principal a written request that identifies the record(s) he or she wishes to inspect. Within 10 business days, the building principal will make arrangements for access and notify the parent/guardian or student of the time and place where the records may be inspected. In certain circumstances, the District may request an additional 5 business days in which to grant access. The District charges $.35 per page for copying but no one will be denied their right to copies of their records for inability to pay this cost.

These rights are denied to any person against whom an order of protection has been entered concerning the student.

2. The right to have one or more scores received on college entrance examinations included on the student's academic transcript.

Parents/guardians or eligible students may have one or more scores on college entrance examinations included on the student's academic transcript. The District will include scores on college entrance examinations upon the written request of the parent/guardian or eligible student stating the name of each college entrance examination that is the subject of the request and the dates of the scores that are to be included.

3. The right to request the amendment of the student's education records that the parent/ guardian or eligible student believes are inaccurate, irrelevant, or improper.

A parent/guardian or eligible student may ask the District to amend a record that is believed to be inaccurate, irrelevant, or improper. Requests should be sent to the building principal and should clearly identify the record the parent/guardian or eligible student wants changed and the specific reason a change is being sought.

If the District decides not to amend the record, the District will notify the parent/guardian or eligible student of the decision and advise him or her of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.

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

Disclosure without consent is permitted to school officials with legitimate educational or administrative interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board. A school official may also include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records (such as an attorney, auditor, medical consultant, therapist, or educational technology vendor); or any parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate

educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility or contractual obligation with the district.

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

Academic grades and references to expulsions or out-of-school suspensions cannot be challenged at the time a student's records are being forwarded to another school to which the student is transferring.

Disclosure is also permitted without consent to: any person for research, statistical reporting or planning, provided that no student or parent/guardian can be identified; to another school district that overlaps attendance boundaries with the District, if the District has entered into an intergovernmental agreement that allows for sharing of student records and information with the other district,[3] any person named in a court order; appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons; to the Ill. Department of Human Services (DHS) for the sole purpose of assessing or evaluating the student's eligibility for Medicaid waiver benefits consistent with the rules adopted by the DHS; and juvenile authorities when necessary for the discharge of their official duties who request information before adjudication of the student.

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

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

6. The right to prohibit the release of directory information.

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

- Name
- Address
- Grade level
- Birth date
- Parent/guardian names, addresses, electronic mail addresses, and telephone numbers

[3] For elementary and high school districts only.

- Photographs, videos, or digital images used for informational or news-related purposes (whether by a media outlet or by the school) of a student participating in school or school-sponsored activities, organizations, and athletics that have appeared in school publications, such as yearbooks, newspapers, or sporting or fine arts programs
- Academic awards, degrees, and honors
- Information in relation to school-sponsored activities, organizations, and athletics
- Major field of study
- Period of attendance in school

Any parent/guardian or eligible student may prohibit the release of any or all of the above information by delivering a written objection to the building principal within 30 days of the date of this notice.

7. The right to request that military recruiters, institutions of higher learning, and the Illinois Student Assistance Commission not be granted access to your student's information without your prior written consent.

Federal law requires a secondary school to grant military recruiters and institutions of higher learning, upon their request, access to secondary school students' names, addresses, email addresses, and telephone numbers, unless the student's parent/guardian, or a student who is 18 years of age or older, submits a written request that the information not be released without the prior written consent of the parent/guardian or eligible student. Similarly, State law requires a secondary school to provide to military recruiters, public institutions of higher education, and the Illinois Student Assistance Commission access to the same types of information, in addition to a secondary student's birth date, unless the student's parent/guardian submits a written request before the end of the student's sophomore year (or if the student is a transfer student, by another time set by the District) that such information not be released. If you wish to opt your child out of the release of this information so that it is not released without your prior written consent, notify the building principal where your student is enrolled for further instructions. Students age 18 and older may also opt out by contacting the building principal for further instructions.

8. The right contained in this statement: No person may condition the granting or withholding of any right, privilege or benefits or make as a condition of employment, credit, or insurance the securing by any individual of any information from a student's temporary record which such individual may obtain through the exercise of any right secured under State law.

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

The name and address of the Office that administers FERPA is:

U.S. Department of Education
Student Privacy Policy Office
400 Maryland Avenue, SW

Washington DC 20202-8520

Cross-reference:
PRESS 7:340, *Student Records*

11.30 Student Biometric Information

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

Cross-reference:
PRESS 7:340, *Student Records*

11.40 Requests from Military or Institutions of Higher Learning (Revised June 2026)

Periodically, military recruiters and institutions of higher learning, including in conjunction with the Illinois Student Assistance Commission (ISAC), will be given access to some of the following information: the names, addresses, telephone numbers, email addresses, and dates of birth of secondary students. This information is used for recruiting purposes and/or to inform students of educational and career opportunities. Parents who do not want their child's information to be released (or students age 18 and older who do not want their information released) should contact the building principal.

Cross-reference:
PRESS 7:340-AP, *Student Records*

Chapter 12: Parental Right Notifications

12.10 Teacher Qualifications

Parents/guardians may request information about the qualifications of their student's teachers and paraprofessionals, including:

- Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- Whether the teacher is teaching under an emergency or other provisional status through which State qualification and licensing criteria have been waived;
- Whether the teacher is teaching in a field of discipline of the teacher's certification; and
- Whether any instructional aides or paraprofessionals provide services to your student and, if so, their qualifications.

If you would like to receive any of this information, please contact the school office.

Cross-reference: PRESS 5:190, *Teacher Qualifications* PRESS 5:190-E1, *Notice to Parents of Their Right to Request Their Child's Classroom Teachers' Qualifications*

12.20 Standardized Testing

Students and parents/guardians should be aware that the State and East St. Louis School District 189 requires students to take certain standardized tests, including the following: Illinois Assessment of Readiness, Illinois Science Assessment, PSAT 8/9, PSAT 10, SAT, Dynamic Learning Maps Alternate Assessment for select students receiving special services, and/or ACCESS for English-Language Learners.

Parents/Guardians are encouraged to cooperate in preparing students for the standardized testing, because the quality of the education the school can provide is partially dependent upon the school's ability to continue to prove its success in the state's standardized tests.

Parents/Guardians can assist their students achieve their best performance by doing the following:

1. Encourage students to work hard and study throughout the year;

2. Ensure students get a good night's sleep the night before exams;

3. Ensure students eat well the morning of the exam, particularly ensuring they eat sufficient protein;

4. Remind and emphasize for students the importance of good performance on standardized testing;

5. Ensure students are on time and prepared for tests, with appropriate materials;

6. Teach students the importance of honesty and ethics during the performance of these and other tests;

7. Encourage students to relax on testing day.

Cross-reference:
PRESS 6:340, *Student Testing and Assessment Program*

12.30 Homeless Child's Right to Education

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

(1) continuing the child's education in the school of origin for as long as the child remains homeless or, if the child becomes permanently housed, until the end of the academic year during which the housing is acquired; or

(2) enrolling the child in any school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

Assistance and support for homeless families is confidential and individualized. Details include:

- Educational organizations and school assistance
- Food bank and meal programs

- Local service organizations (Goodwill, Community Lifeline, etc.)
- Family shelters
- Medical services
- Uniforms/Clothing
- Other support

Reach out to your school social worker or Homeless/Attendance/Truancy (HAT) Worker for support and information and / or your District Liaison Robbie Edmond at robbie.edmond@estl189.com or 618-646-3129.

Cross-References:
PRESS 6:140, *Education of Homeless Children*
PRESS 6:140-AP, *Education of Homeless Children*

12.40 Complaints About Curriculum, Instructional Materials, and Programs, Request to Examine Materials, and Statutory Opt-Outs (Updated August 2026)

Complaints About Curriculum, Instructional Materials, and Programs

Parents/guardians have the right to inspect any instructional material used as part of their child's educational curriculum.

A parent/guardian may request that his/her child be exempt from using a particular instructional material or program by completing a Curriculum Objection Form.

Request to Examine Family Life and National Sex Ed Standards Materials

A sample of the District's instructional materials and course outline for family life instructional materials are available from the classroom teacher for parent/guardian inspection.

The scope and sequence of instructional materials for the National Sex Ed Standards (NSES) is posted on the District's Internet website, along with the name and contact information, including an email address, of staff members who can respond to your inquiries.

You may request to examine the above instructional materials by completing the "Request to Examine Materials and Statutory Opt-Outs" form.

Parent or Guardian Opt-Outs

No student is required to take or participate in the following classes or courses, and no disciplinary or academic penalty exists for refusing to take or participate in such a course or program.

- Family life (emotional, psychological, physiological, hygienic and social responsibilities, including evidence-based and medically accurate information regarding sexual abstinence).

- AIDS, including in grades 6 through 12, its prevention, transmission and spread.

- Comprehensive Personal Health and Safety and Sexual Health Education Program NSES Standards, including sexual abuse and sexual violence education.

- Donations and transplants of organs/tissue and blood organ/tissue transplantation, in grades 9 and/or 10.

- CPR, including training on how to properly administer CPR in accordance with standards of the American Red Cross, the American Heart Association, or another nationally recognized certifying organization.

- How to use an AED.

- In grades pre-K through 8, instruction for recognizing and avoiding sexual abuse in accordance with *Erin's Law*.

If you do not want your child to participate in these classes or courses, please complete the "Request to Examine Materials and Statutory Opt-Outs" form.

Cross-References:

PRESS 6:60-AP1, *Comprehensive Health Education Program*

PRESS 6:60-AP1, E1, *Notice to Parents/Guardians of Sexual Abuse and Assault Awareness and Prevention Education; Requests to Examine Materials; Written Objection(s) and/or Opt-outs*

12.40-E1 - Requests to Examine Materials and Statuatory Opt-Outs

Date _____

Class and Time _____

Teacher _____

Request to Examine 105 ILCS 5/27-215 (Family Life) and/or 105 ILCS 5/27-1015 (National Sex Ed Standards (NSES)) Materials

A sample of the District's instructional materials and course outline for family life instructional materials are available from the classroom teacher for your inspection. If you are requesting to examine this material, please check the box below and return it to your child's classroom teacher within five calendar days.

The scope and sequence of instructional materials for NSES is posted on the District's Internet website, along with the name and contact information, including an email address, of staff members who can respond to your inquiries. You may request to see NSES instructional materials in person by checking the box below.

☐ I request to examine the instructional materials and course outline for Family Life classes.

☐ I request to examine, in person, the instructional materials to be used for NSES.

Parent/Guardian Opt-outs

No student is required to take or participate in the following classes or courses, and no penalty exists for refusing to take or participate in such a course or program.

If you do not want your child to participate in these classes or courses, please complete the following request and return it to your child's classroom teacher within five school days.

I request that the District opt-out my child for class attendance about:

(Check the box(es) that apply to your opt-out)

☐ Family life (emotional, psychological, physiological, hygienic and social responsibilities, including evidence-based and medically accurate information regarding sexual abstinence) (105 ILCS 5/27-215(a)(2))

☐ AIDS, including in grades 6 through 12, its prevention, transmission and spread (105 ILCS 5/27-215(a)(3))

☐ NSES (See 6:60-AP2, Comprehensive Personal Health and Safety and Sexual Health Education Program (National Sex Education Standards (NSES)) (105 ILCS 5/27-1015)

☐ Donations and transplants of organs/tissue and blood organ/tissue transplantation, in grades 9 and/or 10 (105 ILCS 5/27-1045)

☐ CPR, including training on how to properly administer CPR in accordance with standards of the American Red Cross, the American Heart Association, or another nationally recognized certifying organization (105 ILCS 5/27-215(d) and 5/27-250)

☐ How to use an AED (105 ILCS 5/27-215(d) and 5/27-250)

_____
Student (please print)

_____
Parent/Guardian (please print)

_____ _____
Parent/Guardian Signature Date

Cross-References:

PRESS 6:60-AP, *Comprehensive Health Education Program*

PRESS 6:60-E1, *Notice to Parents/Guardians of Students Enrolled in Family Life and Sex Education Classes*

12.60 English Learners

The school offers opportunities for resident English Learners to achieve at high levels in academic subjects and to meet the same challenging State standards that all children are expected to meet.

Parents/guardians of English Learners will be informed how they can: (1) be involved in the education of their children; (2) be active participants in assisting their children to attain English proficiency, achieve at high levels within a well-rounded education, and meet the challenging State academic standards expected of all students; and (3) participate and serve on the District's Transitional Bilingual Education Programs Parent Advisory Committee.

For questions related to this program or to express input in the school's English Learners program, contact Antionette Johnson at antionette.johnson@estl189.com or at 618-646-3335.

Cross-References:

PRESS 6:160, *English Learners*

12.70 School Visitation Rights

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

Cross-References:

PRESS 8:95-E1, *Letter Notifying Parents/Guardians of School Visitation Rights*

PRESS 8:95-E2, *Verification of School Visitation*

12.80 Pesticide Application Notice

East St. Louis School District 189 maintains a registry of parents/guardians of students who have registered to receive written or telephone notification prior to the application of pesticides to school grounds. To be added to the list, please contact:

Joe Haskell

Director of Maintenance, Operations, and Risk Management

joseph.haskell@estl189.com

618-646-3018

Notification will be given before application of the pesticide. Prior notice is not required if there is imminent threat to health or property.

Cross-Reference:

PRESS 4:160-AP, *Environmental Quality of Buildings and Grounds*

12.90 Mandated Reporters

All East St. Louis School District 189 personnel, including teachers and administrators, are required by law to immediately report any and all suspected cases of child abuse or neglect to the Illinois Department of Children and Family Services.

Cross Reference:
PRESS 5:90, *Abused and Neglected Child Reporting*

12.100 Unsafe School Choice Option

The unsafe school choice option allows students to transfer to another East St. Louis School District 189 school or to a public charter school within School District 189. The unsafe school choice option is available to: (1) All students attending a persistently dangerous school, as defined by State law and identified by the Illinois State Board of Education; and (2) Any student who is a victim of a violent criminal offense that occurred on school grounds during regular school hours or during a school-sponsored event.

Cross-References:
PRESS 4:170, *Safety*

12.105 Student Privacy

East St. Louis School District 189 has adopted and uses several policies and procedures regarding student privacy, parental access to information and administration of certain physical examinations to students. Copies of these policies are available upon request.

Cross Reference:
PRESS 6:170-AP2, *Notice to Parents Required by ESSA, McKinney-Vento Homeless Assistance Act, and Protection of Pupil Rights Act*

12.110 Sex Offender Notification Law (Revised May 2024)

State law prohibits a convicted child sex offender from being present on school property when children under the age of 18 are present, except for in the following circumstances as they relate to the individual's child(ren):

1. To attend a conference at the school with school personnel to discuss the progress of their child.

2. To participate in a conference in which evaluation and placement decisions may be made with respect to their child's special education services.

3. To attend conferences to discuss issues concerning their child such as retention or promotion.

In all other cases, convicted child sex offenders are prohibited from being present on school property unless they obtain written permission from the superintendent or school board.

Anytime that a convicted child sex offender is present on school property – including the three reasons above - he/she is responsible for notifying the principal's office upon arrival on school property and upon departure from school property. It is the responsibility of the convicted child sex offender to remain under the direct supervision of a school official at all times he/she is in the presence or vicinity of children.

A violation of this law is a Class 4 felony.

Information about sex offenders or violent offenders against youth is available to the public on the Illinois State Police (ISP) website. The ISP website contains the following:

Illinois Sex Offender Registry, https://isp.illinois.gov/Sor/Disclaimer

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

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

Cross-References:
PRESS 4:175-AP1, *Criminal Offender Notification Laws; Screening*
PRESS 4:175-AP1, E1, *Exhibit - Informing Parents/Guardians About Offender Community Notifications Laws*

12.130 Parent Notices Required by the Every Student Succeeds Act

I. Teacher Qualifications

A parent/guardian may request, and School District 189 will provide in a timely manner, the professional qualifications of your student's classroom teachers, including, at a minimum, whether:

a. The teacher has met the State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.

b. The teacher is teaching under emergency or other provisional status.

c. The teacher is teaching in the field of discipline of the certification of the teacher.

d. Paraprofessionals provide services to the student and, if so, their qualifications.

II. Testing Transparency

The State and School District 189 requires students to take certain standardized tests. For additional information, see handbook procedure 12:20, found here:
https://www.estl189.com/students/student-handbook

A parent/guardian may request, and School District 189 will provide in a timely manner, information regarding student participation in any assessments mandated by law or School District 189 policy, which shall include information on any applicable right you may have to opt your student out of such assessment.

III. Annual Report Card

Each year, School District 189 is required to disseminate an annual report card that includes information on the District as a whole and each school served by School District 189, with aggregate and disaggregated information for each required subgroup of students including: student achievement on academic assessments (designated by category), graduation rates, district performance, teacher qualifications, and certain other information required by federal law. When available, this information will be placed on the District's website at www.estl189.com.

IV. Parent & Family Engagement Compact at www.estl189.com/families/forms-and-updates

V. Unsafe School Choice Option

The unsafe school choice option allows students to transfer to another School District 189 school or to a public charter school within the District under certain circumstances. For additional information, see handbook procedure 12:100, found here:
https://www.estl189.com/students/student-handbook

VI. Student Privacy

Students have certain privacy protections under federal law that can be viewed here: https://www.estl189.com/families/rights-to-privacy/student-data-privacy.

For additional information, see handbook procedure 12.105, found here: https://www.estl189.com/students/student-handbook

VII. English Learners

The school offers opportunities for resident English Learners to achieve at high levels in academic subjects and to meet the same challenging State standards that all children are expected to meet. For additional information, see handbook procedure 12:60, found here: https://www.estl189.com/students/student-handbook

VIII. Homeless Students

For information on supports and services available to homeless students, see handbook procedure 12:30, found here: https://www.estl189.com/students/student-handbook

For further information on any of the above matters, please contact the building principal.

Cross Reference:

PRESS 6:170-AP2, *Notice to Parents Required by ESSA, McKinney-Vento Homeless Assistance Act, and Protection of Pupil Rights Act*