PROVISO TOWNSHIP HIGH SCHOOLS
DISTRICT 209







2026 - 2027
STUDENT & FAMILY
HANDBOOK

Dear Proviso Students and Families,

At Proviso, we believe every student deserves a high-quality educational experience in an environment where they feel safe, supported, challenged, and valued. Across Proviso East, Proviso West, and Proviso Mathematics and Science Academy, we are united as One Proviso and committed to helping every student succeed.

This Student & Family Handbook is designed to serve as a helpful resource throughout the school year. It includes important information about academics, attendance, student expectations, safety, student rights and responsibilities, and available supports. We encourage students and families to review it together and use it as a reference when questions arise.

Student success is strongest when students, families, educators, and staff work together. We ask every student to come ready to learn, treat others with respect, and take pride in their school community.

Thank you for your continued trust and partnership. I look forward to all that we will continue to accomplish together this school year.

Together, we are One Proviso.

Sincerely,

Krish Mohip
Superintendent
Proviso Township High Schools District 209



DISTRICT LEADERSHIP

- **KRISH MOHIP**
  Superintendent
- **Dr. Elizabeth Álvarez**
  Deputy Superintendent of Operations
- **Dr. Alexander Aschoff**
  Deputy Superintendent of Academics
- **Rodney Hull**
  Deputy Superintendent of Student Life and Safety
- **Dr. Jennifer Kirmes**
  Deputy Superintendent of School Improvement
- **Dr. Deborah Watson-Hill**
  Deputy Superintendent of Finance

BUILDING LEADERSHIP

- **Allyson Fox-Crump**
  Principal, Proviso East High School
- **Jeremy Christian**
  Principal, Proviso West High School
- **Dr. Comfort Akwaji-Anderson**
  Principal, Proviso Mathematics and Science Academy

PROVISO TOWNSHIP HIGH SCHOOLS BOARD OF EDUCATION

Under the leadership of the Board of Education, Proviso Township High Schools District 209 is committed to graduating all students to be college and career ready. This is achieved through fostering positive, nurturing, and engaging learning environments. We aim to equip our students with the knowledge, skills, and resources to compete on a global level. We are also committed to maintaining a safe school environment for students and teachers.

Good behavior is essential to academic success. However, good behavior is not something that just happens. Behavior, like mathematics and reading, must be taught. We believe that it is possible to maintain disciplined, productive learning environments without excluding students from school except in the most severe instances. Utilizing a common sense, appropriate, leveled discipline approach, school environments will thrive, and as behavior improves, academic performance improves.

This handbook provides a framework for academic standards and positive student behavior. Its content promotes positive, supportive, and inclusive learning environments that maximize students' academic achievement and minimize students' behavior issues. It explains the expectations, rights, and responsibilities of all members of the school community. The handbook creates a structure where students, parents and teachers can forge educational partnerships and relationships critical to students' success.



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SECRETARY



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APPLICATION OF THE STUDENTS' RIGHTS AND RESPONSIBILITIES HANDBOOK

This handbook and its contents are in effect during regularly scheduled school hours, as well as at other times and places, including school-sponsored events, field trips and athletic functions where school administrators have authority over students or the behavior has a direct effect upon the school, including and not limited to the use of social media outside of school hours.

PURPOSE OF THE STUDENTS' RIGHTS AND RESPONSIBILITIES HANDBOOK

Purpose of the Students' Rights and Responsibilities Handbook

- Share policies, procedures, and best practices to ensure that students and parents understand and support our goal of academic excellence and a high-quality education for all students.
- Share expectations of respectful and responsible behaviors based on age, developmental level, and needs of the student and school community.
- Share school and community resources for students, parents, and families.
- Identify levels of responses and interventions regarding student behavior.

PLEASE READ AND REVIEW THIS GUIDE WITH YOUR STUDENT

As parents and guardians, when you establish boundaries and set expectations for your children, you help to ensure they are more likely to behave appropriately and be successful in school. We pledge to actively work with you to create a safe, exciting and academically successful school year for your child. By working together, we can help each child reach their potential.

01. SECTION 1. RIGHTS AND RESPONSIBILITIES

Equal educational and extracurricular opportunities are available to all students regardless of race, color, nationality, sex, sexual orientation, gender identity, ancestry, age, religious beliefs, physical or mental disability, status as homeless, or actual or potential marital or parental status, including pregnancy.

No student shall, based on sex or sexual orientation, 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.

The following person has been designated to handle inquiries regarding the non-discrimination policies and Title IX inquiries:

Dr. Elizabeth Álvarez
Deputy Superintendent of Operational Services
Phone: (708) 338-5928
Email: ealvarez@pths209.org
Address: 8601 Roosevelt Rd., Forest Park, IL 60130

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of handicap in education programs. The following person has been designated to handle inquiries regarding the non-discrimination policies and Section 504 inquiries:

Vanessa Schmitt
Director of Specialized Services
Phone: (708) 338-5928
Email: ealvarez@pths209.org
Address: 8601 Roosevelt Rd., Forest Park, IL 60130

The Grievant is entitled to confidentiality and shall not be subjected to harassment or retaliation because of having filed a grievance or appealed a decision.



RIGHTS OF STUDENTS

Students have all of the rights provided by law including the right to equal educational opportunities without regard to any protected category, including race, color, national origin, sex, disability, marital status, gender identity, ancestry, religious beliefs, status as homeless, actual, or potential marital or parental status, or sexual orientation. Staff and students are responsible for:

- Creating a safe and orderly environment in which to learn,
- Treating others with dignity and respect,
- Expressing opinions and personal points of view in a responsible and constructive manner,
- Peaceably assembling
- Receiving reasonable and fair treatment

DUE PROCESS RIGHTS

The U.S. Supreme Court has held that students are entitled to due process when they are barred from public school “for more than a trivial period.” (GCARE Center v. Lopez, 419 U.S. 565 1975). Minimum due process rights are given for under 10 days of suspensions and students have the right to receive at least the following:

- Right to notice and fair informal hearing prior to the administration of a light suspension
- An explanation of the evidence against the student
- An informal conference or hearing in front of an objective person to challenge the charges

Ultimately, students have the right to contest their suspension through a Board of Education hearing.

Note: These rights are not absolute and may be limited, when necessary, to prevent the disruption of the learning environment or the orderly operation of the school. School officials can immediately suspend a student who poses a danger, but they must schedule a hearing as soon as possible afterwards.

FREEDOM OF SPEECH

Students have a right to freedom of expression of their views within the limitations expected of group controls, school purposes, and school activities.

Students have the right to express, through written and oral means, their own opinions on controversial issues without jeopardizing relations with their teachers or the school.

Students have a responsibility to make every effort to become informed and knowledgeable about controversial issues and to express their opinions in a manner that is suitable for the forum in which the discussion is taking place.

Students have the responsibility to refrain from the distribution of any material(s) which, by its content, would interfere with discipline, cause disorder, or invade the rights of others.

Students have the right to speak responsibly in their native language, and they will not be disciplined for doing so.

Student journalists have rights to free speech per the Speech Rights of Student Journalists Act (105 ILCS 80/).



RIGHT TO ASSEMBLE

Students have a right to peaceably assemble without disrupting the regular day-to-day operation, schedule, or activity of the school or institution.
Students have the responsibility to assemble in accordance with the prescribed rules and regulations of the school or institution.

STUDENT RESPONSIBILITIES

1. **Be Here and Be Ready:** Come to school every day, be on time, and bring what you need to learn.
2. **Show Respect:** Be kind and respectful to everyone—teachers, staff, classmates, and visitors.
3. **Follow the Rules:** Respect and obey all school and district policies, including rules about phones, lockers, and transportation.
4. **Dress for Success:** Wear your school ID on a lanyard and follow the dress code.
5. **Take Responsibility:** Do your work, follow directions, and be honest with staff.
6. **Care for People and Property:** Keep the school safe and clean. Treat belongings—yours and others'—with care.
7. **Ask for Help When You Need It:** If you're struggling—academically, socially, or emotionally—reach out to a trusted adult. You're not alone!

PARENT RIGHTS AND RESPONSIBILITIES

Parents have the right to:

1. **Visit and Engage:** Visit schools and classrooms respectfully and participate in parent organizations.
2. **Be Treated with Respect:** Expect courtesy and professionalism from all school staff.
3. **Stay Informed:** Receive clear information about academic programs, special education services, school policies, and decisions.
4. **Access Records:** Review and request corrections to their child's educational and disciplinary records.
5. **Be Involved:** Request conferences to discuss their child's progress and well-being.
6. **Ensure Safety:** Expect a safe environment for their child while under school supervision.
7. **Voice Concerns:** Use approved channels to suggest changes or appeal decisions.

Parents are expected to:

1. **Provide Required Documents:** Submit proof of residency, immunizations, and age during registration.
2. **Support Attendance:** Ensure regular school attendance and notify the school of absences.
3. **Partner in Discipline:** Take an active role in guiding and supporting their child's behavior.
4. **Communicate with the School:** Respond to staff requests, attend meetings, and update contact info during registration each year, and anytime there is change.
5. **Model Respect and Cooperation:** Treat all members of the school community with respect and support a safe, inclusive environment.

STAFF MEMBER RIGHTS AND RESPONSIBILITIES

Staff members are expected to:

1. **Educate Effectively:** Deliver quality instruction aligned with the curriculum and district instructional framework.
2. **Model Respect and Citizenship:** Treat students with respect and help foster positive behavior and citizenship.
3. **Enforce Policies Fairly:** Know and consistently apply school rules and policies.
4. **Communicate Clearly:** Share student progress, expectations, and classroom procedures with students and families.
5. **Support All Students:** Participate actively in our Multi-Tiered System of Supports, including providing additional instructional and assessment opportunities and interventions to support the success of all students.
6. **Promote a Safe, Inclusive Environment:** Maintain respectful relationships, report bullying or harassment, and support diversity.
7. **Collaborate and Report Responsibly:** Work with colleagues, report suspected abuse as mandated reporters, and elevate serious concerns to administration.



Administrators are expected to:

1. **Support Teaching and Learning:** Create a safe, orderly environment and support the delivery of aligned instructional programs.
2. **Promote Communication and Fairness:** Encourage open dialogue with students, staff, and families, and resolve concerns fairly and consistently.
3. **Ensure Safety and Inclusion:** Maintain a harassment-free, inclusive school climate and support extracurricular opportunities.
4. **Uphold Policies and Rights:** Enforce student rights, due process, FERPA, Title IX, and protections for multilingual and special education students.
5. **Respond to Concerns:** Investigate bullying, harassment, and intimidation reports, and elevate serious issues appropriately.
6. **Report Responsibly:** Act as mandated reporters of suspected child abuse or neglect.

02. SECTION 2. GENERAL INFORMATION & NOTICES

FREQUENTLY CALLED DISTRICT NUMBERS AND ADDRESSES

Proviso Township High School District 209 Office

Address: 8601 Roosevelt Road, Forest Park, IL 60130
Phone Number: (708) 338-5900
Website: www.pths209.org

Proviso East High School

Address: 807 S 1st Ave, Maywood, IL 60153
Phone Main Number: (708) 344-7000
Attendance Number: (708) 202-1722
Attendance Number (En Español): (708) 202-1723
Registrar's Office: (708) 344-7000

Proviso West High School

Address: 4701 Harrison Street, Hillside, IL 60162
Phone Main Number: (708) 449-6400
Attendance Number: (708) 202-6301
Attendance Number (En Español): (708) 202-6238
Registrar's Office: (708) 449-6400

Proviso Mathematics and Science Academy

Address: 8601 Roosevelt Road, Forest Park, IL 60130
Phone Main Number: (708) 338-4100
Attendance Number: (708) 338-4136
Attendance Number (En Español): (708) 338-4137
Registrar's Office: (708) 338-4100

BELL SCHEDULES

All bell schedules apply to all three Proviso Township High Schools District 209 schools: Proviso East High School, Proviso West High School, and Proviso Mathematics and Science Academy (PMSA).

REGULAR DAY 50 MINUTE PERIODS

ZERO PERIOD	7:05 - 7:55 AM
PERIOD 1:	8:00 - 8:50 AM
PERIOD 2:	8:55 - 9:45 AM
PERIOD 3:	9:50 - 10:40 AM
PERIOD 4:	10:45 - 11:35 AM
PERIOD 5:	11:40 - 12:30 PM
PERIOD 6:	12:35 - 1:25 PM
PERIOD 7:	1:30 - 2:20 PM
PERIOD 8:	2:25 - 3:15 PM
PERIOD 9:	3:20 - 4:10 PM

LATE START WEDNESDAYS 40 MINUTE PERIODS

ZERO PERIOD	7:05 - 7:55 AM
PLC	8:00 - 9:10 AM
PERIOD 1:	9:20 - 10:00 AM
PERIOD 2:	10:05 - 10:45 AM
PERIOD 3:	10:50 - 11:30 AM
PERIOD 4:	11:35 - 12:15 PM
PERIOD 5:	12:20 - 1:00 PM
PERIOD 6:	1:05 - 1:45 PM
PERIOD 7:	1:50 - 2:30 PM
PERIOD 8:	2:35 - 3:15 PM
PERIOD 9:	3:20 - 4:00 PM

HALF DAY 45 MINUTE PERIODS

ZERO PERIOD	7:05 - 7:50 AM
PERIOD 1:	8:00 - 8:45 AM
PERIOD 2:	8:50 - 9:35 AM
PERIOD 7:	9:40 - 10:25 AM
PERIOD 8:	10:30 - 11:15 AM

EARLY RELEASE DAY 40 MINUTE PERIODS

ZERO PERIOD	7:05 - 7:45 AM
PERIOD 1:	8:00 - 8:40 AM
PERIOD 2:	8:45 - 9:25 AM
PERIOD 3:	9:30 - 10:10 AM
PERIOD 4:	10:15 - 10:55 AM
PERIOD 5:	11:00 - 11:40 AM
PERIOD 6:	11:45 - 12:25 PM
PERIOD 7:	12:30 - 1:10 PM
PERIOD 8:	1:15 - 1:55 PM
PERIOD 9:	2:00 - 2:40 PM

EMERGENCY SCHOOL CLOSINGS

In the event of emergency closings, as well as inclement weather during the school year, information concerning the operation of the school will be given to the Emergency Closing Center (ECC) as early as possible. If dangerous weather or other emergency occurs during the day, please listen to local media stations for possible early dismissal information. Parents/Guardians can check the status of their child's facility in the following ways:

- Go to the website at www.emergencyclosingcenter.com and search for the facility by typing the name and city or by the main phone number of the facility.
- Receive an e-mail notification of a change made to their child's facility by signing up at: www.emergencyclosingcenter.com
- Listen to WGN Radio 720-AM, WBBM Radio 780-AM or watch CBS Ch. 2, NBC Ch. 5, ABC Ch. 7, FOX 32, WGN-TV or CLTV cable for closing information.

Notice also will be posted on the District 209 website (www.pths209.org), Facebook (www.facebook.com/pthsd209), and Instagram @PTHS209

In the event of a school closing, we will attempt to make an all-call; therefore, please make sure that we always have a current telephone number. We will also attempt to send an email blast. To ensure that these messages are received, the school must have a correct email address on file.

In order to ensure the child's safety, families need to make certain that their 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.

PORTABLE ELECTRONIC DEVICES

Proviso Township High Schools are committed to fostering a focused, engaging, and supportive learning environment and cell phone usage during instructional time has been shown to:

- Disrupt the learning process
- Impede student focus and engagement
- Diminish classroom social interactions
- Negatively affect mental health and academic performance

So, in alignment with national trends and peer institutions, Proviso Township High Schools District 209 will limit access to cell phones during class time to ensure students are fully present—academically, socially, and emotionally.

Students are expected to place their phones in these holders upon entering class and leave them stored for the entire class period.

Students will still have access to their phones:

- Before and after school
- During passing periods
- At lunch

If students don't meet expectations, a clear, progressive approach will be followed:

1. Reminder – The teacher will ask the student to place the phone in the holder.
2. Confiscation – If the student refuses, the phone will be collected and stored until the end of the day.
3. Repeat Offenses – After three incidents, the student will be required to turn in their phone each morning for one week.

USE OF TECHNOLOGY

Proviso High Schools District 209 provides each student with a district-issued laptop to support their academic success, therefore, the use of personal technology devices such as laptops, tablets, smartwatches, e-readers, portable gaming devices, digital cameras, headphones or earbuds, portable speakers, smart glasses or augmented reality devices is prohibited during class time.

The increasing availability of technology creates both opportunities and risks for students. Since the potential for harm from the misuse of technology is significant, Proviso High Schools District 209 has established guidelines by which students can use technology in a legal, safe, productive, and ethical manner.

All use of technology under these guidelines is to be for legitimate educational purposes under the guidance or direction of school system staff. Administrative Procedure 7:345, Use of Educational Technologies; Student Data Privacy and Security states that "Educational technologies used in District 209 shall further the objectives of District's educational program".

The following conduct is prohibited while using the school system network, accessing the school system network from outside of the firewall, or while involved in situations under which this code has jurisdiction. Students shall not:

1. Utilize the school system computer network for any illegal activity, including, but not limited to, gaining, or attempting to gain unauthorized access to resources, files, or devices on the network.

2. Access “chat lines” or enter “chat rooms” that are not part of a class activity under the direct supervision of a teacher.
3. Access or link to websites that contain material deemed vulgar, offensive, or otherwise inappropriate, including, but not limited to, websites promoting hatred, racial/religious/sexual discrimination, use of illegal drugs/alcohol/tobacco, gaming or gambling, criminal activities, or computer/network hacking.
4. Use or display copyrighted or otherwise licensed or contractual material without specific written permission or authorization from the appropriate party.
5. Utilize the network for commercial purposes or display any logo of any commercial entity not related to Proviso Township High Schools District 209.
6. Post, use, or download any files which cause congestion or impede network operations.
7. Trespass in or vandalize another’s files, folders, data, or work.
8. Post anonymous messages or in any way misrepresent one’s own identity.
9. Use the account password of another user.
10. Use abusive, harassing, or otherwise objectionable language in any message.
11. Use any portion of the D209 network to promote the annoyance, harassment, bullying, or attacking of students or staff members.
12. Take or facilitate the theft or damage of data, equipment, or intellectual property, including degrading or disrupting equipment or system performance.

Consequences for misuse may include but are not limited to, suspension of equipment access, confiscation of the technological device, disciplinary action commensurate with the level of misconduct, and/or legal action as appropriate.

Proviso Township High Schools District 209 reserves the right to review and address technology usage not stated in this policy in any instance where Proviso Township High Schools District 209 determines that such review is necessary.

STUDENT LAPTOP POLICY

Each student is provided with **one district-issued laptop** for educational use. Students are responsible for taking care of their assigned device and bringing it to school fully charged each day.
If a student **forgets, loses, or damages** their laptop, they may request a temporary replacement or rental device under the following guidelines:

- **Forgotten Laptop:** Students who leave their laptop at home may sign out a loaner laptop for the day. The loaner must be returned by the end of the school day. Failure to return the loaner laptop will result in a charge being placed on the student’s account.

- **Damaged Laptop:** If a student's assigned laptop is damaged, the District will allow **one repair or replacement at no charge**. Any subsequent damage to a laptop may result in a charge to the student's account.
- **Lost Laptop:** Students who lose their assigned laptop are expected to make every reasonable effort to locate and recover it. A replacement may be provided for instructional use; however, if the original laptop is not recovered, a charge may apply. If the original laptop is later found after a replacement has been issued, the student must immediately return one of the devices to the District.

Students are expected to treat District technology with care and responsibility. Loaner and replacement devices are provided to support uninterrupted access to digital learning resources while maintaining accountability for District property.

SOCIAL MEDIA

The school system does not govern the personal use of technology outside of school. In instances where the use of devices creates a threat to students, staff or administration within the school environment and impedes opportunities for learning, or impacts the safe operation of the school bus, the school will apply disciplinary action in accordance with the Student Rights and Responsibilities Handbook.

Social Media misuse includes internet/computer and the misuse of other electronic devices that may have the impact of disrupting the educational environment. Social media is inclusive of, but not limited to, web-based and mobile technologies, social networking sites, blogs, instant messaging, twitter, social blogs, and video-based sites such as YouTube. The most common misuse of social media is harassment via cyber bullying. When cyberbullying takes the form of harassment of protected classes, it may be prosecuted as a violation of a person's civil rights.

Students should:

• Maintain privacy by not sharing passwords and/or codes.
• Use telecommunications in school for educational purposes only under the direction of a teacher.
• Use telecommunications or PEDs in school at other times, such as during lunch periods and extracurricular activities, if ap-proved by school administrators.
• Report acts of cyberbullying, harassment, or sexual harassment to school staff. Do not respond to the harasser.

Students should not:

• Share usernames or passwords.
• Access and/or use social media websites on school equipment.
• Access social media sites while in school, on school property or while attending school sponsored events.
• Post photographs, videos and tweeted messages of fights or threats of fights on social media sites.
• Use electronic devices to distribute/post abusive, harassing, bullying, libelous, obscene, offensive, profane, threatening, sexually explicit or illegal material including photos and comments.

Violations in the Student Rights and Responsibilities Handbook, Board Policies, and school rules while using social media websites may result in a disciplinary response. Complete guidelines for the acceptable use of technology are contained in Board of Education Policy 7:180 (105 ILCS 5/27-23.7).

PESTICIDE APPLICATION NOTICE

Any parent or guardian of a student may request to receive a written notice before any pesticide, other than an antimicrobial agent such as a disinfectant, or an insecticide or rodent bait, is used in the school building or on school grounds. Parents or guardians requesting written notice must submit such request in writing to the Office of Business Administration for the attention of: The Proviso Township Business Office. The Business Office will give at least two business days advance notice of any applications of pesticides. Notice may be given to the individual person who requests it or to all parents and guardians through newsletters, bulletins, calendars, or some other general correspondence.

VIOLENT OFFENDER COMMUNITY NOTIFICATION

State law requires that all school districts provide parents/guardians with information about sex offenders and violent offenders against youth. The Illinois Sex Offender Registry can be found on the Illinois State Police's website at: www.isp.state.il.us/sor/.

You may find the Illinois Statewide Child Murderer and Violent Offender Against Youth Registry on the Illinois State Police's website at: www.isp.state.il.us/cmvo/.

PHOTOGRAPH/VIDEO DISCLAIMER

Subject to the provisions regarding directory information above, Proviso Township High Schools District 209 retains the right to use photographs, videotapes, digital or any other reproduction of students in District 209. District 209 may publish or record these items in various manners, including but not limited to the following: annual reports, students' handbooks, student newspapers, local television stations, community newspapers, the District's website, and the student album. These publications or records will be widely distributed, and the School District may also, within its discretion, release items to third parties for publication or recordings.

VIDEO AND AUDIO MONITORING SYSTEM

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 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.

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. Letters verifying participation in this program are available from the school office upon request.

IHSA'S ONLINE TRAINING VIDEO ABOUT HANDS-ONLY CPR AND AED

State law requires the Illinois High School Association (IHSA) to post a hands-only cardiopulmonary resuscitation and automated external defibrillators (AED) training video on its website. The law also requires District 209 to notify staff members and parents/guardians about the video.

You are encouraged to view the video (click on the link below), which will take less than 15 minutes of your time. IHSA CPR Video Training

STUDENT RECORDS

Notice to Parents/Guardians and Students of Their Rights Concerning a Student's School Records

The contact information for each School's Official Records Custodian is as follows:

- **Proviso East High School:** 708-344-7000
- **Proviso West High School:** 708-449-6400
- **Proviso Mathematics and Science Academy:** 708-338-4100

This notice contains a description of the student's and parent's/guardian's rights concerning school student records.

A school student record is any writing or other recorded information concerning a student and by which a student may be identified individually that is maintained by a school or at its direction or by a school employee, regardless of how or where the information is stored, except for certain records kept in a staff member's sole possession, records maintained by law enforcement officers working in the school; video and other electronic recordings that are created in part for law enforcement, security, or safety reasons or purposes; and electronic recordings made on school buses.

District 209 maintains two types of school records for each student: permanent record and temporary record. The **permanent record** includes:

1. Basic identifying information, including the student's name and address, birth date and place, gender, and the names and addresses of the student's parent(s)/guardian(s)
2. Academic transcripts, including grades, class rank, graduation date, grade level achieved, scores on college entrance examinations (except that a parent/guardian or eligible student may request, in writing, the removal from the academic transcript of any score received on college entrance examinations), and the unique student identifier assigned and used by the Illinois State Board of Education's Student Information System
3. Attendance record
4. Health record defined by the Illinois State Board of Education as "medical documentation necessary for enrollment and proof of dental examinations, as may be required under Section 27-8.1 of the School Code"
5. Record of release of permanent record information that includes each of the following:
    a. The nature and substance of the information released
    b. The name and signature of the official records custodian releasing such information
    c. The name and capacity of the requesting person and the purpose for the request
    d. The date of release
    e. A copy of any consent to a release

6. Scores received on all State assessment tests administered at the high school level (grades 9 through 12)

The **permanent record** may include:

1. Honors and awards received
2. Information concerning participation in school-sponsored activities or athletics, or offices held in school sponsored organizations.

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

1. Record of release of temporary record information that includes the same information as listed above for the record of release of permanent records
2. Scores received on the State assessment tests administered in the elementary grade levels (that is, kindergarten through grade 8)
3. Completed home language survey
4. Information regarding serious disciplinary infractions (that is, those involving drugs, weapons, or bodily harm to another) that resulted in expulsion, suspension, or the imposition of punishment or sanction
5. Any final finding report received from a Child Protective Service Unit provided to the school under the Abused and Neglected Child Reporting Act; no report other than what is required under Section 8.6 of that Act shall be placed in the student records.
6. Health-related information, defined by the Illinois State Board of Education as “current documentation of a student's health information, not otherwise governed by the Mental Health and Developmental Disabilities Confidentiality Act or other privacy laws, which includes identifying information, health history, results of mandated testing and screenings, medication dispensation records and logs (e.g., glucose readings), long-term medications administered during school hours, and other health-related information that is relevant to school participation, e.g., nursing services plan, failed screenings, yearly sports physical exams, interim health histories for sports.”
7. Accident report, defined by the Illinois State Board of Education as “documentation of any reportable student accident that results in an injury to a student, occurring on the way to or from school or on school grounds, at a school athletic event or when a student is participating in a school program or school sponsored activity or on a school bus and that is severe enough to cause the student not to be in attendance for one-half day or more or requires medical treatment other than first aid.

The accident report shall include identifying information, nature of injury, days lost, cause of injury, location of accident, medical treatment given to the student at the time of the accident, or whether the school nurse has referred the student for a medical evaluation, regardless of whether the parent, guardian or student (if 18 years or older) or an unaccompanied homeless youth … has followed through on that request."

8. Any documentation of a student's transfer, including records indicating the school or school district to which the student transferred.
9. Completed course substitution form for any student who, when under the age of 18, is enrolled in vocational and technical course as a substitute for a high school or graduation requirement.

The **temporary record** may include:

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

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:

The right to inspect and copy the student's education records within 15 school days after the day District 209 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 copy rights to both permanent and temporary records. Parents/guardians or students should submit to the Building Principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will decide for access and notify the parent(s)/guardian(s) or student of the time and place where the records may be inspected. District 209 charges $0.35 per page for copying but no one will be denied their right to copy 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 a student (105 ILCS 5/10-22.3c and 10/5a, and 750 ILCS 60/214(b)(15).

The right to have one or more scores received on college entrance examinations removed from the student's academic transcript. Parents/guardians or eligible students may have one or more scores on college entrance exams deleted from their student's academic transcript. Students often take college entrance examinations multiple times to improve their results. Test publishers provide the results from each examination taken to the student's high school. Schools must include each of these scores on the student's transcript, which may result in the academic transcript having multiple scores from a single college entrance exam. A parent/guardian or eligible student may not want certain scores to be sent to postsecondary institutions to which the student applies. District 209 will remove 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 removed.

The right to request the amendment of the student's education records that the parent(s)/guardian(s) or eligible student believes are inaccurate, irrelevant, or improper. Parents/guardians or eligible students may ask District 209 to amend a record that they believe is inaccurate, irrelevant, or improper. They should write to the Building Principal or the Official Records Custodian, clearly identify the record they want changed, and specify the reason. If the District decides not to amend the record as requested by the parents/guardians or eligible student, District 209 will notify the parents/guardians 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(s)/guardian(s) or eligible student when notified of the right to a hearing.

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 employees or officials of the school, District 209, or the Illinois State Board of Education with legitimate educational or administrative interests, in furtherance of such interests.

An official of the school or the District is a person employed by the school or 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 volunteer; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, therapist, or evaluator); or any parent(s)/guardian(s) or student(s) serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. Individual board members do not have a right to access school student records merely by virtue of their office unless they have a current demonstrable educational or administrative interest in the student and seeing his or her record(s) would be in furtherance of the interest. An official of the school or District 209 has a legitimate educational interest if the official needs access to school student records and/or student record information to fulfill his or her professional responsibility.

Upon request, District 209 discloses education records without consent to officials of another school district in which a student has enrolled or intends to enroll, as well as to any person as specifically required by State or federal law. Before information is released to these individuals, the parents/guardians will receive prior written notice of the nature and substance of the information, and an opportunity to inspect, copy, and challenge such records. When a challenge is made at the time the student's records are being forwarded to another school to which the student is transferring, there is no right to challenge: (1) academic grades, or (2) references to expulsions or out-of-school suspensions.

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

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(s)/guardian(s) or to the student if the student has succeeded to the rights of the parent(s)/guardian(s). Student temporary records are reviewed every 4 years or upon a student's change in attendance centers, whichever occurs first.

The right to prohibit the release of directory information concerning the parent's/guardian's child. Throughout the school year, District 209 may release directory information regarding students, limited to:

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

Any parent/guardian or eligible student may prohibit the release of any or all the above information by delivering a written objection to the Building Principal within 30 days of the date of this notice. No directory information will be released within this time unless the parents/guardians or eligible student is specifically informed otherwise.

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

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

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.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by District 209 to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance
Office U.S. Department of Education
400 Maryland Avenue, SW
Washington DC 20202-4605

ILLINOIS STATE BOARD OF ELECTIONS VOTER REGISTRATION PROCESS

What are the voter registration requirements?

1. Must be a U.S. Citizen;
2. Must be 18 years old to vote in a Consolidated or General Election or 17 years of age to vote in a Consolidated Primary or General Primary if the individual will be 18 by the time of the Consolidated or General Election;
3. Must have been a resident of the precinct at least 30 days prior to Election Day.

For more information, visit www.elections.il.gov/

03. SECTION 3. GRADUATION REQUIREMENTS

The Board of Education determines high school graduation requirements that will provide each student ample opportunity to achieve the purpose for which the School District exists and that meets the minimum graduation requirements contained in State law.

Unless otherwise exempted, each student must successfully accomplish the following in order to graduate from high school:

- Complete all District graduation and course requirements that are in addition to the State requirements.
- Complete all courses as provided in The School Code, 105 ILCS 5/27-22, according to the year in which a student entered the 9th grade.
- Complete all minimum requirements for graduation as specified by Illinois State Board of Education rule, 23 Ill. Admin.Code § 1.440.
- Pass an examination on patriotism and principles of representative government, proper use of the flag, methods of voting, and the Pledge of Allegiance.

Students in Proviso Township High Schools District 209 must satisfy credit, service learning, and assessment requirements to be eligible for graduation. BOE Policy 6:300.



PROVISO EAST AND PROVISO WEST

Twenty-two (22) credits are required for graduation from Proviso East and Proviso West High Schools. In addition, students must complete 40 hours of community service during their high school career.

SUBJECTS	CREDITS REQUIRED FOR GRADUATION	CREDITS REQUIRED FOR YEAR OF GRADUATION 2029 AND LATER
English *English 1-4 (or equivalents) are required. Equivalents include AP English Language & Composition, AP English Literature & Composition, American Studies Honors, College Reading and Writing, and English 1-4 Bridging.*	4	4
Mathematics *Integrated Math 1, Integrated Math 2, and Integrated Math 3 (or equivalents) are required.*	3	4
Science	3	3
Social Studies *US History, Black History, and Civics are required. AP US Government meets the Civics requirement.*	3	3

SUBJECTS	CREDITS REQUIRED FOR GRADUATION	CREDITS REQUIRED FOR YEAR OF GRADUATION 2029 AND LATER
(social studies cont.) African American History meets the Black History requirement. Students must also pass the Constitution Test.		
Physical Education and Wellness *Health Education is required.*	4	4
World Languages, Fine Arts, Applied Technology, Engineering/ Technology, Research & Theoretical Studies 2 years of World Languages are recommended for college-bound, NCAA.	1	1
Consumer Education This graduation requirement may be satisfied by several courses.	0.5	0.5
Electives	3.5	3.5
	22 Credits	23 Credits
Community Service	40 Hours	40 Hours

ACADEMIES (PMSA, PEMSA, PWMSA)

Proviso Mathematics and Science Academy (PMSA), Proviso East Mathematics and Science Academy (PEMSA), and Proviso West Mathematics and Science Academy (PWMSA)Twenty-five (25) credits are required for graduation from the Proviso Math and Science Academies. In addition, each student must complete 40 hours of community service during their high school career.

SUBJECTS	CREDITS REQUIRED FOR GRADUATION	CREDITS REQUIRED FOR YEAR OF GRADUATION 2029 AND LATER
English *IH Survey of Literature and IH World Literature (or equivalents) are required.*	4	4
Mathematics *IH Integrated Math 1 and IH Integrated Math 2 (or equivalents) are required.*	5	5
Science	4	4
Social Studies US History (or its equivalent), Civics, and Consumer Education content are required. Black History (or equivalent) is required. IH Global Studies or AP World History is required. Students must pass the Constitution Test.	3	3

SUBJECTS	CREDITS REQUIRED FOR GRADUATION	CREDITS REQUIRED FOR YEAR OF GRADUATION 2029 AND LATER
Wellness *IH Health Education is required.*	4	4
World Languages *2 years of the same language are required.*	2	2
Fine Arts and/or Engineering & Technology	2	2
Research and Theoretical Studies (Includes AP Seminar, AP Research, OneGoal, IB Theory of Knowledge, IH Research Core, and IH Research Mentorship – PMSA only)	1	3.5 (Includes successful completion of IH Research Mentorship—PMSA only)
	25 Credits	27.5 Credits
Community Service	40 Hours	40 Hours

COMMUNITY SERVICE

Community service is required of all students to graduate from District 209 school. It is a learning experience for students that combines meaningful service to the community with curriculum-based learning. Students improve their academic skills by applying what they learn in school to the real world; they then reflect on their experience to reinforce the link between their service and their learning.

Only approved activities may qualify for service-learning credit. Students must complete the student verification form to receive credit. Parent(s)/guardian(s) can reach out to their child's school counselor for more information.

04. SECTION 4. ACADEMICS & SUPPORTS

GRADING CATEGORIES AND WEIGHTS

The following categories and weightings have been determined for and by each department. Grades are entered each week, and students and families can view them in PowerSchool via the app or online. All assignments entered for each department will be assigned to a specific category, and the overall grade is determined by calculating that weighted average of each category.

PURPOSE OF GRADES

Grades should communicate a student's demonstrated mastery of the knowledge, skills, and standards established within the curriculum. Grades should provide meaningful feedback about a student's learning, support student growth and self-reflection, and represent what a student knows, understands, and is able to do.

GUIDING PRINCIPLES

- Grades should primarily reflect learning and mastery.
- Grades should be aligned to curriculum standards and course outcomes.
- Grades should provide students with meaningful feedback about their progress.
- Grades should encourage student reflection, ownership, and continuous improvement.
- Grading practices should be clear, equitable, and understandable to students and families.
- Grading systems should support consistency while recognizing the unique instructional needs of different content areas.

Summative Assessment (60%): Summative assessments should communicate a student's demonstrated mastery of the knowledge, skills, and standards established within the curriculum.

Formative Assessment (30%): Formative assessments provide feedback about an individual student's learning and progress with a standard, objective, and/or skill.

Skills Practice (10%): Skills practice reflects a student's demonstration, application, or representation of what a student knows/has learned within a daily lesson.

GRADE POINT AVERAGE CALCULATIONS

Grade Point Average or GPA, is a number that shows how well you're doing in your classes overall. It is calculated based on letter grades and results in a number between 0.0 and 4.0.

GPA matters because it can impact future employment, getting into college, qualifying scholarships, or joining certain programs and activities. A strong GPA shows that a student is working hard and doing well in school, opening more opportunities for the future.

Proviso's current system of grade weighting divides courses into eight categories. The nature of these categories, the courses within each category, and the points awarded to grades in each category are explained below. The purpose of weighted grades is to enhance the class rank of students who do strong work in the most challenging courses. The weight of individual courses is determined by the points assigned to the grade a student earns in a course.

Grades should communicate a student's demonstrated mastery of the knowledge, skills, and standards established within the curriculum. Grades should provide meaningful feedback about a student's learning, support student growth and self-reflection, and represent what a student knows, understands, and is able to do.

Category 1

This category includes the vast majority of course offerings. These courses are generally entry-level courses and regular level courses that are required for graduation. They provide college and career readiness for postsecondary opportunities. The following points are awarded in this category:

A = 4.0 B = 3.0 C = 2.0 D= 1.0 F = 0.0

Category 2

This category includes honors courses deemed more challenging due to complexity of academic concepts, accelerated pace of instruction, and advanced level of instruction. The following points are awarded to grades in this category:

A = 5.0 B = 4.0 C = 3.0 D= 1.0 F = 0.0

Category 3

This category includes Advanced Placement (AP) courses that are designed to be the equivalent of courses taken in the first year of college. Students participating in AP courses are strongly encouraged to take the examination provided by the College Board. Colleges and universities may award college credit if specified minimum scores are achieved on the exam. The following points are awarded to grades in this category:

A = 5.5 B = 4.5 C = 3.5 D= 1.5 F = 0.0

Category 4

This category includes International Baccalaureate (IB) courses that are designed to be the equivalent of courses taken the first year of college around the globe. Students participating in IB courses are strongly encouraged to take the examinations provided by the International Baccalaureate Organization (IBO). Colleges and universities may award college credit if specified minimum scores are achieved on the exam. The following points are awarded for this category.

A = 5.5 B = 4.5 C = 3.5 D= 1.5 F = 0.0

Category 5

This category includes Dual Credit and Dual Enrollment courses that are designed to be the equivalent of courses taken in the first year of college. Students participating in Dual Credit and Dual Enrollment courses are strongly encouraged to take the examinations associated with those courses. Colleges and universities may award college credit if specified minimum scores are achieved on the exam. The following points are awarded to grades in this category:

A = 5.5 B = 4.5 C = 3.5 D= 1.5 F = 0.0

Category 6

This category includes Elective courses that do not fulfill the graduation required coursework in the content area. These courses serve as elective credit only and will earn their respective credit per the corresponding department. The following points are awarded to grades in this category:

A = 4.0 or 5.0 B = 3.0 or 4.0 C = 2.0 or 3.0 D= 1.0 F = 0.0

Category 7

This category is exclusively for Life Skills courses as part of the Special Education Department that are required for graduation. These courses provide college and career readiness for postsecondary opportunities. The following points are awarded in this category:

A = 4.0 B = 3.0 C = 2.0 D= 1.0 F = 0.0

Category 8

This category is exclusively for EL courses as part of the English Learners Department. These courses provide college and career readiness for postsecondary opportunities. The following points are awarded in this category:

A = 4.0 B = 3.0 C = 2.0 D= 1.0 F = 0.0

COUNSELING



Each student is assigned to a counselor who meets and works with the student during his or her time at Proviso Township High Schools. The counselor serves as a liaison among the students, the staff, and the parents/guardians. The counselor provides personal and social counseling, career counseling and college counseling, and other student supports and interventions as needed for student success.

Proviso Township High Schools uses SchooLinks, a modern college and career readiness platform, to help students explore career pathways, plan academic goals, and prepare for post-secondary success. Each student has a personalized account that follows them throughout their educational journey, from junior high to high school.

Students can access SchooLinks via Clever, which is available on the District 209 website. The platform integrates with existing school to ensure student data is updated regularly and securely.

Students will benefit from SchooLinks through activities such as:

1. Creating and updating a four-year academic plan
2. Exploring career clusters and pathways
3. Completing self-assessments on personality, strengths, and interests
4. Researching colleges and tracking applications
5. Capturing volunteer, internship, and work experiences
6. Building resumes and setting SMART goals
7. Participating in college and career events and mentorships
8. Engaging with industry partners and alumni for real-world insights

SchooLinks also includes a **Family Engagement Portal**, allowing parents and guardians to view their student's progress, communicate with counselors, and support post-secondary planning. Counselors use SchooLinks to guide students through activities such as:

- Academic planning
- Career exploration
- College readiness

The platform provides real-time data and reporting tools to help staff monitor student progress and ensure compliance with state and federal requirements.

SUPPORTS FOR MULTILINGUAL LEARNERS (ML)

The Multilingual Department focuses on ensuring that students with diverse linguistic backgrounds have equitable access to academic instruction. They provide resources for district staff, teachers, and parents about English learners and students in bilingual programs. The department promotes equitable access to language support services for students from culturally and linguistically diverse backgrounds who have been identified as English Learners.

Illinois Definition of an English Learner (EL)

Any student whose home language background is a language other than English and whose proficiency in speaking, reading, writing, or understanding English is not yet sufficient to provide the student with:

- The ability to meet the state's proficient level of achievement on state assessments;
- The ability to successfully achieve in classrooms where the language of instruction is English; or
- The opportunity to participate fully in the school setting.

The Proviso 209 Multilingual Department is committed to providing support to our students, staff, and families in partnership with the other departments and leadership acrCARE Center the district. Some examples our contributions to student success include:

- Language Screenings
- WIDA ACCESS Testing
- ISBE Program Compliance
- Student Program Placement
- Newcomer Student Instruction
- Assessment & Data
- Professional Development

- WIDA Certifications
- Hiring & Staffing
- Curriculum & Instruction Guidance
- MLE Resource Inventory
- Visiting International Teachers Support
- MTSS Planning & Implementation
- Family Partnership and Communication

Federal Requirements

Title VI, Civil Rights Act of 1964	Prohibits denial of equal access to education because of language minority students' limited proficiency in English.
Title VII, of the ESEA of 1968: The Bilingual Education Act	Challenged assimilationist theories and the concept of the "melting pot" as assimiltion exclusively.
Equal Educational Opportunity Act of 1974	Defines denial of equal educational opportunity as "failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by students in an instructional program."
Individuals with Disabilities Education Act (IDEA) of 1975	Provides for frww appropriate public education to eligible children with disabilities throughout the nation. Ensures special eduction and related services to those children
ELs must be able to participate effectively in all programs and content areas.	

Landmark Cases

Lau v. Nichols, 414 U.S. 463 (U.S. Supreme Court, 1974)	Districts must take affirmative steps to overcome educational barrier faced by the non-English speaking students in the district.
Plyler v. Doe, 457 U.S. 202, 102 S. Ct. 2382, 72 L. Ed. 2d 786 (1982)	The U.S. Supreme Court ruled that undocumented children have the same rights as U.S. Citizens and permanent residents to receive a free public education.
Castañeda v. Pickard (648 F.2d 989, U.S. Court of Appeals, 5th Circuit, 1981)	Program for ELs should be: • Theory: Based on "a sound educational theory"; • Practice: "Reasonably calculated to implement effectively the educational theory adopted by the school," with adequate resouces and personnel; and • Results: Evaluated as effective in overcoming language barriers after a trial period.
	ISBE 2024

State Requirements

- llinois School Code – Article 14C Transitional Bilingual Education
- Illinois Administrative Code (Title 23): – Part 228: Transitional Bilingual Education
- Equity and Advocacy: Ensuring equitable access to educational opportunities for all students
- Current laws guarantee all students, including immigrant and non-English speaking students in grades K-12 up to the age of 21, a free public education and access to a quality education through full use of programs and resources regardless of immigration status

Home Language Survey

- The state of Illinois requires any new student who enrolls in the district to complete a Home Language Survey as part of the registration process.
- The home language survey must include these two questions:
  a. "Is a language other than English spoken in the home? If so, which language?"
  b. "Does the student speak a language other than English? If so, which language."
- If a parent or guardian answers "yes" to one or both of the Home Language Survey questions, the district is required to administer a state-approved English language proficiency assessment to determine the student's eligibility for bilingual education services. The English language proficiency assessment is required by law and as such a parent or legal guardian cannot opt out of the assessment.

Program Placement

- After the initial screening, the students' schedule will be built based on their home language and level of English proficiency.

Exit/Reclassification- Transitioning from Language Services

- A student is reclassified after attaining a 4.8 overall on the ACCESS test. The student is then monitored for two years to ensure academic success continues. If a student is reclassified before receiving EL services for three years, the student is entitled to continue receiving language support as a reclassified student until the three year period is over. Contact with the family and the Notice of Exit Prior to 3 Years from will ensure the family's request is followed.

Parent Refusal and Program Withdrawal

- If a parent/legal guardian should choose to refuse services upon entry into a language program, they may do so at any time by providing a written statement to the district stating they refuse services. Please contact one of our Multilingual Coordinators to discuss program refusal and next steps.
- The district is still responsible for providing meaningful education to the student and must continue to administer the annual ACCESS assessment to measure English language proficiency and monitor the student's academic progress. The ACCESS test will continue to be given until the student reaches scores that would qualify them to be reclassified.

Specialized Services

The district shall provide a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the district, as required by the Individuals with Disabilities Education Act (IDEA) and implementing provisions of the Illinois School Code, Section 504 of the Rehabilitation Act of 1973, and the American with Disabilities Act. The term “children with disabilities,” as used in this policy, means children between ages 3 and 22 (inclusive) for whom it is determined, through definitions and procedures described in the Illinois State Board of Education’s Special Education rules, that special education services are needed.

Students who are found to be ineligible for special education services under IDEA may be eligible for services under Section 504.

05. SECTION 5. STUDENT ATTENDANCE

Illinois law requires that whoever has custody or control of any child between 6 (by September 1) and 17 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. (BOE Policy 7:70)



There are certain exceptions to the attendance requirement for children who attend private school, are physically or mentally unable to attend school (including a pregnant student suffering medical complications as certified by their physician), are lawfully and necessarily employed, are between the ages of 12 and 14 while in confirmation classes, have a religious reason requiring absence, or are 16 or older and employed and enrolled in a graduation incentive program.

ATTENDANCE POLICIES AND PROCEDURES

The Board of Education Attendance and Truancy Policy 7:70 expects that students will be in attendance every day. The Proviso Township High Schools are committed to working together with parents/guardians to improve student attendance and to prepare students for the world of work, college, and careers. Regular school attendance and prompt arrival to class are critical to a student's achievement and success in school. Parents/guardians and students are reminded that Article 26, Section I, of the School Code of Illinois, requires that all children between the ages of six (6) and seventeen (17) attend school. It is the responsibility of parents/guardians to ensure their child attends classes regularly.

To maximize instructional time, Proviso Township High School students are expected to arrive promptly to all classes. Any arrival after the beginning time of class will be counted as an unauthorized tardy except those involving serious problems or administrative excused passes. Tardiness is unacceptable because it disrupts class, damages the morale of students who are on time, reflects a negative attitude toward school, and creates disorder in the halls. Oversleeping, family errands, babysitting, missing the bus, or car trouble are not acceptable reasons.

Students attend Proviso Township High Schools to learn and to become well-adjusted and productive members of society. All employees of District 209 have high expectations for moral and ethical behavior, and this should be reflected in students' attendance practices. Authorized and unauthorized absences will be counted equally as time missed in class. Students may make up missed work for credit for time missed.

ATTENDANCE LINE: REPORTING ABSENCES

Calls must be received within 24 hours of the absence

Proviso East High School - Attendance Line

Attendance Number (English): (708) 202-1722
Attendance Number (En Español): (708) 202-1723

Proviso West High School - Attendance Line

Attendance Number (English): (708) 202-6301
Attendance Number (En Español): (708) 202-6238

Proviso Mathematics and Science Academy

Attendance Number (English): (708) 338-4136
Attendance Number (En Español): (708) 338-4137

Parents/guardians should be ready to provide the following information when calling clearly and slowly:

- Student's name and ID number
- Date(s) of absence
- Reason(s) for absence
- Parent/Guardian's name, and relationship
- A daytime phone number where the parent/guardian can be reached

Note: When reporting absences, only calls from parents or legal guardians are acceptable. If a parent/legal guardian is out of town, prior written documentation must be turned into the Attendance Office to approve a student's absence.

Any parent/guardian appealing the categorization of a student absence must fill out an Attendance Appeal Form, which can be obtained and submitted in the Main Office of their child's school. Appeal forms will be reviewed and decided upon by Proviso High School administration.

When a student is absent, his or her parent/guardian must call the Attendance Line on the day of the absence or obtain approval before the absence for the absence to be authorized. All unreported absences are considered unexcused absences. Failure to call on the day of the absence or obtain prior approval may result in a permanent indication of unexcused absence and student disciplinary action in accordance with District 209 attendance procedure will be followed. Parents/guardians are responsible for reporting all-day absences, late check-ins, early releases, family trips, or other attendance information. The absence must be reported by telephone. Notes or emails will not be accepted.

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

PARENT/GUARDIAN EXPECTATIONS AND RESPONSIBILITIES

Parents/guardians have a major responsibility for seeing that their students attend school on a regular basis. Proviso Township High Schools are committed to forming a partnership with parents/guardians to improve student attendance and to prepare students for the world of work, college, and careers. In forming collaborative partnerships with the school, parents/guardians can promote the positive practice of responsibility and reliability in his/her student. It is the responsibility of parents/guardians to ensure their child attends classes regularly. Parents/guardians are asked to cooperate to the fullest in seeing to it that their child attends class daily.

ARRIVING LATE TO SCHOOL

To maximize instructional time, students are expected to arrive promptly to school. Consistent tardiness will result in a conference with the parent/guardian and/or other disciplinary actions. Tardiness is unacceptable because it disrupts the educational process, damages the morale of students who are on time, reflects a negative attitude toward school, and creates disorder in the halls. It is critical that students arrive at school on time.

If a student arrives late to school, it is the responsibility of the parent/guardian to inform the Attendance Office prior to the student's arrival. In the event a phone call cannot be made prior to the student's arrival, the Attendance Office must receive a call from the parent/guardian within 24 hours of the time of the late arrival. Any missed time will be considered unexcused if a parent does not call with a valid reason for the late arrival.

The following reasons as examples for arriving late will constitute an authorized tardy:

- Medical appointment (including mental health)
- Court or other legal obligation
- Religious observance
- Family emergency

The following reasons as examples for arriving late will not constitute an authorized tardy. Students who arrive late due to the following reasons will be considered unexcused, resulting in an unauthorized tardy or absence:

- Oversleeping
- Family errands
- Missing the bus
- Babysitting
- Inclement weather

The above list is not to be considered all-inclusive. Efforts should be made to schedule medical/dental appointments outside of school hours.

EXCUSED/AUTHORIZED ABSENCE

Any absence that can be considered a "valid cause" for absence. The following are or could be considered reasons for authorized absences:

- College Visits – Juniors and seniors are allowed two (2) days per year pre-approved by an administrator.
- Military Service
- Attending a military honors funeral to sound TAPS
- Civic Responsibility
- Doctor/Dentist Visits
- Required Religious Observances
- Court Appointment or Documented Incarceration
- In-School or Out-of-School Suspensions
- Sent Home by the School Nurse – That day only
- Driver's License Exam – Verification required
- Funerals – Up to seven (7) calendar days from the date of death upon proper documentation from the funeral director for the following: father, mother, sister, brother, child, grandparent, guardian, or any other relative who at the time of death was responsible for the student.
- Doctor's Care – A doctor's note, subject to administrative discretion, specifying the days of absence is required upon re-admittance. The doctor's note must be for the student only and presented within five (5) days upon return.
- Other Special Circumstances – Any request made by the parent, guardian, or emancipated minor will be reviewed.

It is a student's responsibility to be prompt and attend class regularly. If a parent/guardian does not call within 24 hours of the absence, the absence will be unauthorized.

UNEXCUSED ABSENCE/TRUANCY

Absent from school for reasons not recognized as excusable absences. To comply with the School Code, District 209 reserves the right to determine if an absence is without valid cause. The following reasons are examples of absences without valid cause, thereby resulting in an unexcused status. This list is not to be considered all-inclusive:

- Family vacations/planned events
- Oversleeping
- Car trouble
- Missing the bus
- Shopping
- Extending Prom Weekend
- Birthdays
- Job interview
- Beauty appointments (Dances)
- Ditch Days
- Babysitting
- Missing one class to study for another or make-up test and quizzes

Chronic Absentee - According to Illinois State Law, a “chronic absentee” is a student who misses 10% of school days within an academic year with or without a valid excuse. That’s 18 days of an average 180-day school year. Excused absences include illness, mental health day (up to five days), suspension, need to care for a family member, etc. Students need daily instruction to succeed. Chronic absentees are at risk of academic and social problems.

Truant - A "truant" is defined as a child subject to compulsory school attendance and who is absent without valid cause from such attendance for more than 1% but less than 5% of the past 180 school days.

Chronic Truant - Illinois law defines “chronic truant” as a student who misses 5 percent of school days within an academic year without a valid excuse. That is nine days of an average 180-day school year. The count of chronically truant students does not include students with excused absences. Chronic truancy can lead to academic and behavioral problems and put students at risk.

Unexcused/Unauthorized Tardy - A student is tardy when he/she is not in the assigned seat or work area at the start of the tardy bell and does not have appropriate authorization excusing the tardy.

Unexcused Period Absence/Class Cut - Absent from any one class for reasons not recognized as an excusable absence.

SCHOOL TRUANCY: ALL-DAY TRUANCY

Closed Campus - All schools in Proviso Township High Schools District 209 have a closed campus policy. Students are to remain in their assigned buildings and on the school’s grounds continuously from the time of reporting to the time of departure for the day unless permission to leave is granted by an authorized person. Any student violating this rule shall be subject to disciplinary action. (See “Leaving School Early – Early Dismissal” for early dismissal procedures).

TRUANCY – PARENT LIABILITY (105 ILCS 5/26-10)

Any person having custody or control of a child…to whom notice has been given of the child's truancy and who knowingly and willfully permits such a child to persist in his truancy within that school year, upon conviction thereof shall be guilty of a Class C Misdemeanor and shall be subject to not more than 30 days imprisonment and/or a fine of up to $500.

If a student is found to be truant, it may be required by Proviso Township High Schools for the parent/guardian of the student to accompany the student back to the school for re-admittance. Failure to do so may result in discipline. Truancy citations may also be issued by the local authorities.

TRUANCY – GENERAL LIABILITY (105 ILCS 5/26-11)

Any person who induces or attempts to induce any child to be absent from school unlawfully, or who knowingly employs or harbors, while school is in session, any child absent unlawfully from school for three (3) consecutive school days, is guilty of a Class C Misdemeanor.

DITCH DAY

District 209 does not support any ditch days, including "senior ditch day." When larger numbers of students miss school, it negatively impacts the educational process in the building. Students who participate in a "ditch day" will be considered truant and issued disciplinary consequences accordingly. Medical documentation may be requested to authorize any absence.

PARENT/GUARDIAN NOTIFICATION OF UNEXCUSED ABSENCES

Parents/guardians will receive notification of unexcused student absences via the automated calling system. Unless otherwise requested, phone messages will be sent to the primary phone number listed in PowerSchool.

ABSENCE ON DAY OF A SCHOOL ACTIVITY

Students who are absent from school for any reason are not permitted to participate in extracurricular activities or other school sponsored events on the day of absence from school unless they have prior permission from school administration.

LEAVING THE BUILDING DURING THE SCHOOL DAY

Closed Campus - All schools in Proviso Township High Schools District 209 have a closed campus policy. Students are to remain in their assigned buildings and on the school's grounds continuously from the time of reporting to the time of departure for the day unless permission to leave is granted by an authorized person. Any student violating this rule shall be subject to disciplinary action. (See "*Leaving School Early – Early Dismissal*" for early dismissal procedures).

Opportunity to make-up class/homework assignments, tests and/or quizzes will be granted to students whenever necessary. Proviso District 209 supports all students for success. The list below is a sample list of consequences for students who miss excessive days of school.
If a student is found to be truant, it may be required by Proviso Township High Schools for the parent/guardian of the student to accompany the student back to the school for re-admittance. Failure to do so may result in discipline. Truancy citations may also be issued by the local authorities.

- Referral to counselor, social worker, and Behavior Interventionist
- Before and/or after school detention
- Behavioral probation
- Written contract
- RESET room for intervention (**R**emember: **E**very **S**ituation **E**ncourages **T**ransformation)
- Saturday School Program
- Removal of school privileges
- Reduction in grades or lCARE Center of credit
- Restriction of extracurricular activities
- Referral to an alternative educational program
- Referral to the Attendance Committee
- Referral to community program

06. SECTION 6. STUDENT WELLNESS

STUDENT FEES AND MEAL COSTS SCHOOL LUNCH PROGRAM



Breakfast is served every school day from 7:20 am to 7:40 am. Lunch is served every school day according to lunch periods as indicated on the student bell schedule. All students are eligible for a free breakfast and lunch. Students are not required to complete a free or reduced lunch form to receive lunch. Additionally, students may purchase additional a la carte items. A student may bring a sack lunch from home.

FEES, FINES, AND CHARGES

Please refer to Board Policy regarding fees for the following: Non-public student enrollment (7:40), extra-curricular and co-curricular activities (6:190), field trips (6:240), high school credit courses and/or non district courses (6:310). Please refer to Board Policy regarding waiver of student fees (4:140).

WAIVER OF STUDENT FEES

The Superintendent will recommend to the Board for adoption what fees, if any, will be charged for the use of textbooks, consumable materials, extracurricular activities, and other school fees. Students will pay for lCARE Center of schoolbooks or other school-owned materials. Fees for textbooks, other instructional materials, and driver education are waived for students who meet the eligibility criteria for fee waiver contained in this policy.

In order that no student, be denied educational services or academic credit due to the inability of parents/guardians to pay fees and charges, the Superintendent will recommend to the Board for adoption what additional fees, if any, District 209 will waive students who meet the eligibility criteria for fee waiver. Students receiving a fee waiver are not exempt from charges for lost and damaged books, locks, materials, supplies, and equipment.

The Superintendent shall ensure that applications for fee waivers are widely available and distributed according to State law and ISBE rule, and that provisions for assisting parents/guardians in completing the application are available.

ELIGIBILITY CRITERIA

A student shall be eligible for a fee waiver when:

1. The student currently lives in a household that meets the free lunch or breakfast eligibility guidelines established by the federal government pursuant to the National School Lunch Act, or
2. The student or student's family is currently receiving aid under Article IV of The Illinois Public Aid Code (Aid to Families with Dependent Children).

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

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

SCHOOL PROBLEMS

If the student has a problem related to discipline, security, personal safety, or vandalism, they should talk to:

- The nearest teacher, security, school counselor, or administrator when there is a discipline or security problem. Explain what happened and seek their guidance.
- A counselor, psychologist, or social worker provides ways to deal with problems so the student will feel safe and gain the skills to deal with similar problems in the future.

The student should always talk to their parent/guardian.



PERSONAL PROBLEMS

For assistance with personal problems that may impact a student's school performance or their personal happiness, they are strongly encouraged to discuss the problem with their parent/guardian. They can also seek the assistance of the school counselor, a teacher, an administrator, or any adult that they are comfortable with at the school. Students can find out about resources within the school and/or community. They can also talk to a peer. Many times, fellow students can help with problems.

For an immediate crisis, below are numbers to call:

Suicide and Crisis Lifeline ..... Call/Text 988
Proviso Township Mental Health Commission 708-449-5508
Resurrection Behavioral Health 708-681-2325
Pillars 708-386-2100
PLCCA 708-450-3500
School Based Health Center at Proviso East 708-449-9522
DHS Family Resource Center 708-338-7600
Riveredge Hospital 708-771-7000
Care Solace 888-515-0595
or caresolace.com/pths209

ACADEMIC PROBLEMS

For assistance with an academic problem or grade, students should:

- Talk to their teacher when they have difficulty with subjects, get poor grades, or need extra assistance. The teacher may ask for a conference with them and/or their parent/guardian.
- Seek assistance from their counselor. They can help with finding a peer that can assist.
- Discuss the academic concern with their Grade Level Principal (GLP) or building principal.

ALTERNATIVE EDUCATION OPTIONS

There are a variety of District 209 programs to assist students who may need an alternative education option to overcome the challenges to learn, achieve at high academic levels, and graduate. For more information on the following, parents/guardians can contact their child's counselor or social worker or Dr. Thomas, Coordiantor or Alternative Learning Programs at dthomas@pths209.org.

- Alternative Programs, including the DREAM Program, the PEACE Program, and the Seniors Plus Program
- Homeless Assistance
- Homebound/Hospital Tutoring
- Extended Evening High School Program

REMOTE LEARNING/E-LEARNING PROGRAMS

The Illinois School Code at 105 ILCS 5/13B et seq. (Alternative Learning Opportunities Law) provides for the operation of alternative learning opportunities programs (ALOP), which are intended to provide youth, who are at risk of academic failure, with the education and support services needed to meet Illinois Learning Standards to complete their education in a safe and secure learning environment.

Proviso Township High School District 209 and West 40 have partnered to provide educational services to our students who have been categorized as medically fragile by a licensed physician.

PHYSICAL, SEXUAL AND MENTAL ABUSE

No student should be subjected to physical, sexual, or mental abuse. We do know, though, that abuse can happen to any child regardless of race, socioeconomic status, religion, or culture. If a student feels he or she is being abused, the student should contact the counselor or the school administrator. If a parent feels his/her child is being abused, the parent should contact the child's school counselor or a school administrator.

If you have reasonable suspicion of child abuse or neglect, you must contact your local Department of Social Services or the Police Department.

Child Abuse	
Illinois Department of Children and Family Services..... 800-252-2873	
Police Departments, Non-Emergency Phone Numbers	
Bellwood 708-547-3528	Maywood 708-450-4450
Berkeley 708-449-8224	Melrose Park 708-344-8409
Broadview 708-345-6550	Northlake 708-531-5755
Forest Park 708-366-2423	Stone Park 708-450-3216
Hillside 708-449-6133	Westchester 708-345-0060

BULLYING, HARASSMENT OR INTIMIDATION

Board of Education Policy 7:180 (105 ILCS 5/27-23.7)

Issues of bullying, harassment, or intimidation must be brought to the attention of school administration. Unresolved concerns may be elevated to the Superintendent's Office. All types of bullying, harassment or intimidation should be reported.

Bullying, intimidation, teen dating violence, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors is an important school goal.

Bullying on the basis of actual or perceived race, color, nationality, 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, or actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic is prohibited in each of the following situations:

1. During any school sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school sponsored or school sanctioned events or activities.
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.

For purposes of this policy, the term bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student that has or can be predicted to have the effect of one or more of the following:

1. Placing the student in reasonable fear of harm to the student's person or property.
2. Causing a detrimental effect on the student's physical or mental health.
3. Substantially interfering with the student's academic performance.
4. Substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying, intimidation, teen dating violence, and/or harassment may take various forms, including without limitation: Threats, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. For purposes of this policy, the term bullying includes harassment, intimidation, teen dating violence, retaliation, and school violence.

Bullying is contrary to state law and the policy of Proviso Township High Schools District 209.

A student who is being bullied is encouraged to immediately report it orally or in writing to any staff member with whom the student is comfortable speaking. Anyone who has information about actual or threatened bullying is encouraged to report it to a school administrator. The school will not punish anyone because he or she made a complaint or report, supplied information, or otherwise participated in an investigation or proceeding, provided the individual did not make a knowingly false accusation or provide knowingly false information. Acts of retaliation for reporting incidents of bullying, intimidation, teen dating violence or harassment, will not be permitted and the school will take disciplinary action against any student who participates in such conduct.

IMMUNIZATION, HEALTH, EYE AND DENTAL EXAMINATION

In compliance with Illinois state law, District 209 requires all students to present appropriate proof that the student received a health examination and immunizations against, and screenings for, preventable communicable diseases within one year prior to entering the ninth grade and enrolling in an Illinois school for the first time, regardless of the student’s grade (the physical exam form may be a comparable report from a former school or a new report from a local physician).

A diabetes and BMI screening must be indicated on the school physical. Tetanus, Diphtheria, Pertussis (Tdap) is a required immunization for all students according to Illinois state law. The required health examinations must include a statement from a physician assuring the student has been "risk-assessed" or screened for lead poisoning. All students must show proof of a health examination and immunizations prior to or on the first day of school.

Failure to comply with the above requirements by October 15 of the current school year may result in the student's exclusion from school until the required health forms are presented to the school, subject to certain exceptions. New students who register for mid-term shall have 30 days following registration to comply with the health examination and immunization regulations. If a medical reason prevents a student from receiving a required immunization by October 15, 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

Vision screening will be done, as mandated by Illinois School Code, for Special Education students, transfer students, and students referred to the nurse by teachers. Vision screening is not a substitute for a complete eye and vision evaluation by an eye doctor. Students are not required to undergo this vision screening IF an optometrist or ophthalmologist has completed and signed a report form indicating that an examination has been administered within the previous twelve (12) months and if that evaluation is on file at the school. This notice is not a permission to test. Vision screening is NOT an option. If a vision examination report for a student is not on file at the school, Special Education students, transfer students, and students referred to the nurse will be screened.

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

Exemptions

A student will be exempt from the above requirements for:

- Religious or medical grounds if the student's parent/guardian presents to the building principal a signed statement explaining the objection
- Health examination or immunization requirements on medical grounds if a physician provides written verification
- 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 its branches who provides eye examinations or a licensed optometrist

STUDENT MEDICATION

Parents have the primary responsibility for the administration of medication to their children. When parents cannot administer medicine or it is medically necessary to give medication during school, the medicine must be supplied by a pharmacy labeled container (over-the counter medications in original container) and will be locked in the nurse's office. We must have written parental permission for all prescriptions and over-the-counter medications and written doctor's orders for all prescription medications. Aspirin, Tylenol, or cold tablets, etc. should not be sent in an envelope or in a bag, but in the original container.

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 a 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 "Student Medication Authorization Form."

No school or district 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 nonprescription medication on school grounds or at a school-related function other than as provided for in this procedure.

A student may possess an epinephrine auto-injector (EpiPen®) and/or an asthma inhaler prescribed for immediate use at the student's discretion, provided the student's parent/guardian has completed and signed an Authorization for Student Self-Medication Form. The school and district shall incur no liability, except for willful and wanton conduct, because of any injury arising from a student's self-administration of medication or epinephrine autoinjector or the storage of any medication by school personnel. A student's parent/guardian must agree to 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 auto-injector and/or asthma inhaler, or the storage of any medication by school personnel.

ACCOMMODATING INDIVIDUALS WITH DISABILITIES

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

STUDENTS WITH FOOD ALLERGIES

State law requires our school district 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.

f the student has a life-threatening allergy or life-threatening chronic illness, please notify the building principal.

Federal law protects students from discrimination due to a disability that limits a major life activity. If the student has a qualifying disability, an individualized Section 504 Plan will be developed and implemented to provide the needed support so that the 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. Our school district also may be able to appropriately meet a student's needs through other means.

CARE OF STUDENTS WITH DIABETES

If the 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 school nurse. Parents/guardians are responsible for and must:

- 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.
- Inform the school in a timely manner of any changes to their emergency contact numbers or contact numbers of health care providers.
- Sign the Diabetes Care Plan.
- Grant consent for and authorize designated School District representatives to communicate directly with the health care provider whose instructions are included in the Diabetes Care Plan.

ILLINOIS STATE MANDATORY REPORTER INFORMATION

State Mandated Reporter Policy Code states that a mandated reporter is/are required to report suspected child abuse or neglect immediately when they have “reasonable cause to believe” that a child known to them in their professional official capacity may be abused or neglected child.” All Proviso Township High Schools employees are mandated reporters. For more information, visit www2.illinois.gov/dcfs.

If a student needs to report confidential information regarding physical or sexual abuse, he/she should call 1-800-252-2873.

Agencies for Help and Other Convenient Phone Numbers

Crisis & Suicide Prevention

Suicide and Crisis Lifeline ..... call/text 988

Fillmore Center/SASS 708-383-7277

Resurrection Behavioral Health Crisis Line 708-681-4357

Agencies for Help and Other Convenient Phone Numbers Continue...

Crisis & Suicide Prevention

Youth in Crisis 708-484-7400

Runaway Hotline 800-621-4000

CARES 800-345-9049

Family Agencies/Mental Health

Proviso Township Mental Health Commission 708-449-5508

Resurrection Behavioral Health 708-681-2325

Pillars 708-386-2100

PLCCA 708-450-3500

School Based Health Center at Proviso East 708-449-9522

DHS Family Resource Center 708-338-7600

Riveredge Hospital 708-771-7000

Teenage Pregnancy

Adoption Information Center of IL 800-572-2390

Cook County Dept. of Public Health 708-450-5300

School Based Health Center at Proviso East 708-449-9522

Sexually Transmitted Diseases

CDC National STD & AIDS Hotline 800-227-8922

HIV/AIDS Information Hotline 800-342-AIDS

Cook County Dept. of Public Health 708-450-5300

Substance Abuse

Proviso Township Mental Health Commission 708-449-5508

Gateway Foundation 773-826-1916

Illinois Department of Alcoholism & Substance Abuse 312-814-3840

Al-Anon/Alateen 312-409-7245

Alcoholics Anonymous WWW.AA.ORG

Agencies for Help and Other Convenient Phone Numbers Continue...

National Drug & Alcohol Abuse 800-622-HELP

Child Abuse

Illinois Department of Children and Family Services 800-252-2873

Alternative Solutions

Job Corp 800-733-5627

Lincoln's Challenge 708-343-8103

Austin Career Center 773-626-6988

Community Colleges

Triton College 708-456-0300

College of DuPage 630-942-2800

Wright Community College 773-777-7900

Police Departments, Non-Emergency Phone Numbers

Bellwood 708-547-3528

Berkeley 708-449-8224

Broadview 708-345-6550

Forest Park 708-366-2323

Hillside 708-449-6133

Maywood 708-450-4450

Melrose Park 708-344-8409

Northlake 708-531-5755

Stone Park 708-450-3216

Westchester 708-345-0060

07. TRANSPORTATION

BUS TRANSPORTATION



The district provides bus transportation to and from school for all students living 1.5 miles or more from the school or residing within 1.5 miles from their assigned schools where walking to school or to a pick-up point or bus stop would constitute a serious hazard due to vehicular traffic or rail crCARE Centering as defined by the Illinois Department of Transportation. A list of bus stops will be published at the beginning of the school year before student registration.

Students will be assigned one bus stop at which a student is to be picked up, and one stop at which a student is to be dropped off. Students are not permitted to ride a bus other than the bus to which they are assigned. In addition, students cannot depart the bus at any stop other than their regular stop, unless authorized by the Building Principal. Exceptions must be approved in advance by the Building Principal.

While students are on the bus, they are under the supervision of the bus driver, monitor, and/or chaperone. In most cases, bus discipline problems can be handled by the bus driver. In the case of a written disciplinary referral, student bus problems will be investigated and handled by the Building Principal or Building Principal's designee.

Electronic visual and audio recordings may be used on school buses to monitor conduct and to promote and maintain a safe environment for students and employees when transportation is provided for any school related activity.

Parents/guardians will be informed of inappropriate student behavior on a bus. Parents/guardians are encouraged to discuss bus safety and appropriate behavior with their children before the beginning of the school year and regularly during the year.

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

1. Students with a temperature of 100.4 degrees Fahrenheit or higher or those who experience symptoms of COVID-19 should remain at home.
2. Students must choose a seat and sit in it immediately upon entering the bus. Do not stand in the entrance or in the aisle.
3. Students are to remain seated, always facing forward when the bus is moving.
4. Students are prohibited from moving from one seat to another while on the bus.
5. Students must keep all parts of their body and all objects inside the bus.
6. Loud conversation, singing, boisterous conduct, and unnecessary noise or profanity is not allowed.
7. Students must enter and exit the bus only when the bus is fully stopped.
8. All school rules apply while on the bus, at a bus stop, or waiting for the bus.
9. Students are only allowed to use the emergency door in an emergency.
10. In the event of an emergency, students must stay on the bus and await instructions from the bus driver.
11. Appropriate behavior that will not distract the bus driver from operating the bus safely is required. Crowding, pushing, scuffling, and other unnecessary commotion are grounds for disciplinary action.
12. Students are prohibited from opening windows on the bus.
13. Students are expected to keep the bus neat and clean.
14. Athletic footwear equipped with cleats or spikes are not allowed on the bus.
15. Inappropriate behavior will be reported to school authorities and failure to observe safety rules may result in suspension from bus services.
16. Students are expected to be waiting at their bus stop on time (ten minutes prior to pick up). The bus driver cannot wait for those who are tardy.
17. Students are to always stand at least five (5) feet off the roadway while waiting for the bus.
18. Students must never tamper with, damage, or deface anything in or on the bus, or any of the bus or school equipment.
19. Students are expected to keep book bags, books, packages, coats, and other objects out of the aisles. They must keep all body parts clear of the aisles when seated.
20. Eating, drinking, or chewing gum is not allowed on the bus.
21. No glass or breakable containers are allowed on the bus. No reptiles, insects, animals, or marine life (dead or alive) are allowed to be transported on the bus.
22. Absolute silence is required of students at railroad crCARE Centerings and/or anytime the dome lights are on.
23. Bulky or objectionable objects, including musical instruments, that cannot be held in the student's lap are not permitted on the bus. No objects may block the aisles or emergency exits.
24. No items are to be thrown or propelled out of the bus windows. (Behavior that violates this rule/expectation may be classified as a felony. The student and the parent/guardian shall be held responsible for any damages that result from such an act.)

25. No posters or signs are to be displayed from the bus.
26. After disembarking, those students who must crCARE Center the road shall crCARE Center approximately ten (10) feet in front of the stopped bus or as directed by the bus driver.
27. A student's parents/guardians have the responsibility for the control and direction of the student at the bus stop.
28. Parents/guardians will be liable for any defacing or damage that students cause to the bus.

SCHOOL BUS SUSPENSION AND DISCIPLINARY PROCEDURES

Students may be suspended from riding the school bus for up to 10 consecutive school days for engaging in grCARE Center disobedience or misconduct. If a student is suspended from riding the bus for grCARE Center disobedience or misconduct on a bus, the School Board may suspend the student from riding the school bus for a period more than 10 days for safety reasons. The district's regular suspension procedures shall be used to suspend a student's privilege to ride a school bus.

08. STUDENT CODE OF CONDUCT

At Proviso Township High Schools District 209, we are committed to cultivating a learning environment where every student feels safe, respected, and empowered to succeed. Our Code of Conduct is grounded in the belief that discipline should be educational, equitable, and supportive of student growth.

In accordance with Senate Bill 100, this guide reflects our responsibility to implement fair and developmentally appropriate responses to student behavior. It ensures that disciplinary practices are transparent, consistent, and aligned with students' rights to due process and access to education. While exclusionary discipline may be used when necessary, our focus remains on proactive interventions, restorative strategies, and collaborative problem-solving.

The following Intervention Guide provides a structured framework for addressing student behavior acrCARE Center three levels of impact—ranging from minor disruptions to serious infractions. Each level includes definitions of offenses, explanations of behavioral expectations, and a range of possible interventions and consequences.

LEVEL ONE OFFENSES

None to *minimal* impact on the educational environment

Exclusionary practices are not allowable as possible interventions and/or consequences for any Level 1 Offense. Offenses are coded in alphabetical order, and not in order of severity.

Explanation	Level	Explanation	Possible Interventions/Consequences
1-01 Academic Dishonesty (Cheating/Plagiarism)	1	Plagiarizing, cheating and or copying the work of another student or other source.	• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused

Explanation	Level	Explanation	Possible Interventions/Consequences
1-01 Academic Dishonesty (Cheating/Plagiarism)	1	Plagiarizing, cheating and or copying the work of another student or other source.	on expectation violated, cause of behavior, and strategy to prevent reoccurrence; • Documented Parent Contact; • Confiscation of Item; • Removal from Classroom; • Counseling; • Lunch/After School Detention/Saturday Detention;
1-02 Cell/Comm Device	1	Unauthorized use or possession of cellular telephones or other information technology devices.	• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent reoccurrence; • Documented Parent Contact; • Lunch/After School/Saturday Detention; • Confiscation of Item; • Reset Room.
1-03 Class Cut	1	Failing to attend class without a valid cause.	• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent reoccurrence; • Documented Parent Contact; • Counseling/Social Worker/Case Manager;

Explanation	Level	Explanation	Possible Interventions/Consequences
1-03 Class Cut	1	Failing to attend class without a valid cause.	• Lunch/After School Detention/Saturday Detention; • Routing Sheet—CICO with Counselor/Social Worker/Case Manager; • Reset Room.
1-04 Closed Campus Rule	1	The act of leaving school grounds during the school day without proper administrative authorization.	• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent reoccurrence; • Documented Parent Contact; • Collaboration with Counselor/Social Worker/Case Manager; • Lunch/After School Detention/Saturday Detention; • Reset Room.
1-05 Data Network Acceptable Use Policy	1	The act of using the PTHS network for the purpose of accessing non-educational materials, such as games and other inappropriate materials.	• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent reoccurrence; • Documented Parent Contact; • Confiscation of Item; • Removal from Classroom; • Collaboration with Counselor/Social Worker/Case Manager;

Explanation	Level	Explanation	Possible Interventions/Consequences
1-05 Data Network Acceptable Use Policy	1	The act of using the PTHS network for the purpose of accessing non-educational materials, such as games and other inappropriate materials.	• Lunch/After School Detention/Saturday Detention; • Reset Room
1-06 Disruptive Behavior	1	The act of behaving inappropriately, which interferes or obstructs the mission or operation of the school or the safety and welfare of other students or employees at school or at any school sponsored activity.	• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent reoccurrence; • Documented Parent Contact; • Removal from Classroom; • Collaboration with Counselor/Social Worker/Case Manager; • Lunch/After School Detention/Saturday Detention • Reset Room.
1-07 Dress Code Violation	1	The act of failing to comply with the stablished dress code policy.	• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent reoccurrence; • Documented Parent Contact; • Removal from Classroom; • Collaboration with Counselor/Social Worker/Case Manager; • Lunch/After School Detention/Saturday Detention • Reset Room.

Explanation	Level	Explanation	Possible Interventions/Consequences
1-08 Failure to Serve In-School Detention	1	The act of not attending Reset Room or other administratively assigned discipline.	• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent reoccurrence; • Documented Parent Contact; • Collaboration with Counselor/Social Worker/Case Manager; • Lunch/After School Detention/Saturday Detention; • Reset Room.
1-09 Failure to Serve Saturday Detention	1	The act of not attending a Saturday School or other administratively assigned discipline.	• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent reoccurrence; • Documented Parent Contact; • Collaboration with Counselor/Social Worker/Case Manager; • Lunch/After School Detention/Saturday Detention • Reset Room.
1-10 Horse Playing	1	The act of engaging in rowdy, rough behavior that interferes with the safe or purposeful order of the school.	• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent reoccurrence;

Explanation	Level	Explanation	Possible Interventions/Consequences
1-10 Horse Playing	1	The act of engaging in rowdy, rough behavior that interferes with the safe or purposeful order of the school.	• Documented Parent Contact; • Collaboration with Counselor/Social Worker/Case Manager; • Lunch/After School Detention/Saturday Detention • Reset Room.
1-11 Insubordination	1	The act of deliberately refusing or failing to follow a direction or an order from a school staff member, bus driver, or any other adult in authority.	• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent reoccurrence; • Documented Parent Contact; • Collaboration with Counselor/Social Worker/Case Manager; • Lunch/After School Detention/Saturday Detention; • Reset Room.
1-12 Lack of School Identification	1	The failure of a student to be in possession of school identification.	• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent reoccurrence; • Documented Parent Contact; • Collaboration with Counselor/Social Worker/Case Manager; • Lunch/After School Detention/Saturday Detention; • Reset Room.

Explanation	Level	Explanation	Possible Interventions/Consequences
1-13 Profanity/Abusive Language	1	The act of using any profane, vulgar, or unnecessary crude utterance or gesture, whether directed towards a classmate, or merely done overtly.	• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent reoccurrence; • Documented Parent Contact; • Collaboration with Counselor/Social Worker/Case Manager; • Lunch/After School Detention/Saturday Detention; • Reset Room
1-14 Public Display of Affection	1	The act of failing to refrain from public displays of affection in school. The practice of embracing and kissing in school is considered in poor taste and disruptive to the educational environment.	• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent reoccurrence; • Documented Parent Contact; • Collaboration with Counselor/Social Worker/Case Manager; • Lunch/After School Detention/Saturday Detention; • Reset Room
1-15 Tardy to Class	1	Persistent tardiness to school or class (3 or more in a week)	• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of

Explanation	Level	Explanation	Possible Interventions/Consequences
1-15 Tardy to Class	1	Persistent tardiness to school or class (3 or more in a week)	behavior, and strategy to prevent reoccurrence; • Documented Parent Contact; • Collaboration with Counselor/Social Worker/Case Manager; • Lunch/After School Detention/Saturday Detention; • Reset Room
1-16 Tardy to School	1	Persistent tardiness to school (3 or more in a week)	• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent reoccurrence; • Documented Parent Contact; • Collaboration with Counselor/Social Worker/Case Manager; • Lunch/After School Detention/Saturday Detention; • Reset Room
1-17 Unauthorized Area	1	The act of being present in buildings, rooms, hallways, or other areas of a school campus restricted to student access during all or a portion of a day.	• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent reoccurrence; • Documented Parent Contact; • Collaboration with Counselor/Social

Explanation	Level	Explanation	Possible Interventions/Consequences
1-17 Unauthorized Area	1	The act of being present in buildings, rooms, hallways, or other areas of a school campus restricted to student access during all or a portion of a day.	Worker/Case Manager; • Lunch/After School Detention/Saturday Detention; • Reset Room

LEVEL TWO OFFENSES

Major impact on the educational environment

Offenses are coded in alphabetical order, and not in order of severity. Any exclusionary practice (Out of School suspension) of no more than four (4) days is not recommended unless approved by the Building Principal or Assistant Principal. An exclusionary practice (Out of School suspension) of any number of days of one (1) or greater must approved by the Building Principal or Assistant Principal in the event that the excluded student is a document diverse learner with an Individualized Education Plan (IEP) or 504 Plan.

Explanation	Level	Explanation	Possible Interventions/Consequences
2-01 Academic Dishonesty (Cheating/Plagiarism)	2	Plagiarizing, cheating and or copying the work of another student or other source.	• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent reoccurrence; • Documented Parent Contact; • Confiscation of Item; • Removal from Classroom; • Counseling; • Lunch/After School Detention/Saturday Detention; • Reset Room. • Complete Alternative Assignment.
2-02 Alcohol	2	Use or possession of alcohol in school or at, before or after a school related function.	• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent reoccurrence;

Explanation	Level	Explanation	Possible Interventions/Consequences
2-02 Alcohol	2	Use or possession of alcohol in school or at, before or after a school related function.	• Documented Parent Contact; • Confiscation of Item; • Removal from Classroom; • Counseling; • Lunch/After School Detention/Saturday Detention; • Reset Room. • Complete Alternative Assignment.
2-03 Assault	2	An attempted or reasonable threat to inflict injury or someone with a show of force that would cause the victim to expect an immediate battery. An assault may be committed without actually touching, striking or injuring the victim.	• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent reoccurrence; • Documented Parent Contact; • Collaboration with Counselor/Social Worker/Case Manager; • Referral to outside counseling/support; • Lunch/After School Detention/Saturday Detention; • Notify Building Admin; • Notify Police Counselor; • Reset Room/CARE Center.
2-04 Battery	2	Unwanted bodily contact with another person without legal justification or aiding or abetting in the commission of a battery which does not result in a physical injury.	• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of

Explanation	Level	Explanation	Possible Interventions/Consequences
2-04 Battery	2	Unwanted bodily contact with another person without legal justification or aiding or abetting in the commission of a battery which does not result in a physical injury.	behavior, and strategy to prevent reoccurrence; • Documented Parent Contact; • Collaboration with Counselor/Social Worker/Case Manager; • Referral to outside counseling/support; • Lunch/After School Detention/Saturday Detention; • Notify Building Admin; • Notify Police Counselor; • Reset Room/CARE Center.
2-05 Disruption on School Bus	2	The act of engaging in conduct or behavior, which interferes with the orderly, safe, and timely transportation of students.	• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent reoccurrence; • Documented Parent Contact; • Collaboration with Counselor/Social Worker/Case Manager; • Referral to outside counseling/support; • Lunch/After School Detention/Saturday Detention; • Behavior Contract; • Notify Building Admin; • Request video from bus; • Reset Room/CARE Center.

Explanation	Level	Explanation	Possible Interventions/Consequences
2-06 False Fire Alarm	2 or 3	False activation of a fire alarm that does not cause a school facility to be evacuated or does not cause emergency services to be notified. Level 3 causes a school facility to be evacuated or causes emergency services to be notified.	• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent reoccurrence; • Documented Parent Contact; • Collaboration with Counselor/Social Worker/Case Manager; • Referral to outside counseling/support; • Lunch/After School Detention/Saturday Detention; • Behavior Contract; • Notify Building Admin; • Request video from bus; • Reset Room/CARE Center.
2-07 Forgery	2	The act of making a false or misleading written communication to a school staff member with either the intent to deceive or under circumstances which would reasonably be calculated to deceive the staff member, or producing, possesing, or disturbing any false document, item, or record represented to be ab authentic school document, item, or record.	• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent reoccurrence; • Documented Parent Contact; • Collaboration with Counselor/Social Worker/Case Manager; • Referral to outside counseling/support; • Lunch/After School Detention/Saturday Detention;

Explanation	Level	Explanation	Possible Interventions/Consequences
2-07 Forgery	2	The act of making a false or misleading written communication to a school staff member with either the intent to deceive or under circumstances which would reasonably be calculated to deceive the staff member, or producing, possesing, or disturbing any false document, item, or record represented to be ab authentic school document, item, or record.	Notify Building Admin; • Notify Police Counselor; • Reset Room/CARE Center.
2-08 Gang-Related Activity/Apparel/ Appearance	2	Overt display of gang affiliation. Level 3 is gang activity or repeated violations of overt displays of gang affiliation.	• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent reoccurrence; • Documented Parent Contact; • Collaboration with Counselor/Social Worker/Case Manager; • Restorative Conference; • Lunch/After School Detention/Saturday Detention; • Notify Building Admin; • Reset Room/CARE Center.
2-09 Harassment	2	The act of threatening, insulting or dehumanizing gesture, use of data or computer software, or written, verbal, or physical conduct directed against a student or school employee that 1) places a student or school employee in reasonable fear of harm to	• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent reoccurrence;

Explanation	Level	Explanation	Possible Interventions/Consequences
2-09 Harassment	2	his person or damage to his property, 2) has the effect of substantially interfering with a student's educational performance, opportunities, or benefits, or 3) has the effect of substantially disrupting the orderly operation of a school.	• Documented Parent Contact; • Collaboration with Counselor/Social Worker/Case Manager; • Restorative Conference; • Referral to outside counseling/support; • Lunch/After School Detention/Saturday Detention; • Notify Building Admin; • Reset Room/CARE Center
2-10 Harassment— Cyberbullying	2	Social media conduct directed towards a student that can be reasonably predicted to cause fear of physical or mental harm, harm to property, and or interfere with students' ability to participate in school or school activities. Level 3 is use of intimidation, credible threats of violence, coercion, or persistent severe bullying. Intimidation is behavior that prevents or discourages another student from exercising his right to education, or using force against students, school personnel and school visitors. See Anti-Bullying guidance.	• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent reoccurrence; • Documented Parent Contact; • Counseling/Social Worker/Case Manager; • Referral to outside counseling/support; • Lunch/After School Detention/Saturday Detention; • Notify Building Admin; • Notify Police Counselor • Reset Room/CARE Center.
2-11 Inappropriate Obscene Act	2	An obscene act is any physical enactment of obscene gestures, vulgarity, or profanity in any public area either on campus during the	• Documented Teacher, Student, Parent/Guardian, an Administrator Conference focused on expectation

Explanation	Level	Explanation	Possible Interventions/Consequences
2-11 Inappropriate Obscene Act	2	school day or during any school sponsored activities.	violated, cause of behavior, and strategy to prevent reoccurrence; • Documented Parent Contact; • Collaboration with Counselor/Social Worker/Case Manager; • Referral to outside counseling/support; • Lunch/After School Detention/Saturday Detention; • Notify Building Admin; • Reset Room/CARE Center.
2-12 Lying/ Misrepresentation	2	The act of intentionally providing false or misleading information to, or withholding valid information from, a school staff member.	• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent reoccurrence; • Documented Parent Contact; • Collaboration with Counselor/Social Worker/Case Manager; • Referral to outside counseling/support; • Lunch/After School Detention/Saturday Detention; • Notify Building Admin; • Reset Room/CARE Center.

Explanation	Level	Explanation	Possible Interventions/Consequences
2-13 Other Offense	2	The act of any serious, harmful incident resulting in the need for additional staff and administrators' intervention not previously classified	• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent reoccurrence; • Documented Parent Contact; • Collaboration with Counselor/Social Worker/Case Manager; • Referral to outside counseling/support; • Lunch/After School Detention/Saturday Detention; • Notify Building Admin; • Reset Room/CARE Center.
2-14 Over the Counter or Prescription Medication Use/Possession	2	The act of possessing any substance which requires a physician's prescription or is an over-the-counter-medication without proper medical documentation of file with the School Nurse. Also includes the act of selling or distributing any substance which requires a physician's prescription or is an over-the-counter medication.	• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent reoccurrence; • Documented Parent Contact; • Collaboration with Counselor/Social Worker/Case Manager; • Referral to outside counseling/support; • Notify Building Admin; • Notify Police Counselor; • Reset Room/CARE Center.

Explanation	Level	Explanation	Possible Interventions/Consequences
2-15 Profanity/Abusive Language	2	The act of using any profane, vulgar, or unnecessary crude utterance or gesture, whether directed towards a classmate, or merely done overtly. Also includes the act of using any profane, vulgar, or unnecessary crude utterance or gesture, directed toward a staff member, teacher, administrator, and volunteer.	• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent reoccurrence; • Documented Parent Contact; • Referral to outside counseling/support; • Lunch/After School Detention/Saturday Detention; • Notify Building Admin; • Reset Room/CARE Center.
2-16 Sexual Offense	2	The act of making unwelcome sexual advances, requests for sexual favors or other inappropriate verbal, nonverbal, written, graphic, or physical conduct of a sexual nature toward student(s) and/or staff, volunteer when such conduct substantially interferes with academic performance, or creates an intimidating, hostile, or offensive school environment.	• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent reoccurrence; • Documented Parent Contact; • Collaboration with Counselor/Social Worker/Case Manager; • Referral to outside counseling/support; • Lunch/After School Detention/Saturday Detention; • Notify Building Admin & Police Counselor; • Reset Room/CARE Center.

Explanation	Level	Explanation	Possible Interventions/Consequences
2-17 Theft (Stealing & Larceny)	2	The act of unauthorized taking, carrying, riding away, or concealing the property of another person, including motor vehicles, without the threat, violence or bodily harm.	• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent reoccurrence; • Documented Parent Contact; • Restorative Conference; • Collaboration with Counselor/Social Worker/Case Manager; • Referral to outside counseling/support; • Notify Building Admin & Police Counselor; • Reset Room/CARE Center.
2-18 Tobacco/Vape Use/Possession	2	The act of possessing, using, distributing, or selling tobacco products on school grounds, at school-sponsored events, or on school transportation.	• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent reoccurrence; • Documented Parent Contact; • Restorative Conference; • Collaboration with Counselor/Social Worker/Case Manager; • Referral to outside counseling/support; • Lunch/After School Detention/Saturday Detention; • Notify Building Admin; • Reset Room/CARE Center

Explanation	Level	Explanation	Possible Interventions/Consequences
			• Notify Building Admin; • Reset Room/CARE Center.
2-19 Unsafe Act	2	The act of engaging in any behavior which compromises the health, safety of an individual including, but limited to, such acts as climbing, hitting, kicking, pinching, or slapping.	• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent reoccurrence; • Documented Parent Contact; • Restorative Conference; • Collaboration with Counselor/Social Worker/Case Manager; • Referral to outside counseling/support; • Removal from school pending investigation; • Notify Building Admin & Police Counselor; • Reset Room/CARE Center.
2-20 Verbal Altercation	2	A verbal altercation is an incident which involves one or several offenders who engage in verbal communication in which abusive, profane, obscene or threatening comments are made toward one or more than one.	• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent reoccurrence; • Documented Parent Contact; • Restorative Conference;

Explanation	Level	Explanation	Possible Interventions/Consequences
			• Collaboration with Counselor/Social Worker/Case Manager; • Referral to outside counseling/support; • Removal from school pending investigation; • Notify Building Admin & Police Counselor; • Reset Room/CARE Center.

LEVEL THREE OFFENSES

Severe impact on the educational environment

Offenses are coded in alphabetical order, and not in order of severity. An exclusionary practice (Out of School suspension) of five (5) days or greater must approved by the Building Principal or Assistant Principal. In the event that the excluded student is a documented diverse learner with an Individualized Education Plan (IEP) or 504 Plan, the Building Principal or Assistant Principal must approve any exclusionary practice of one (1) day or greater prior to excluding the student.

Offenses indicated with a * denote that the Building Principal or Assistant Principal may use discretion in requesting the assistance of local law enforcement authorities. However, if a student or staff member is injured to the extent that emergency medical assistance is required, 911 must be called for safety reasons.

Offenses indicated with a ^ denote that the Building Principal or Assistant Principal must request the assistance of local law enforcement authorities.

Explanation	Level	Explanation	Possible Interventions/Consequences
3-01 Arson^	3	Knowingly damaging, by means of fire or explosive, a building and or the personal property of others.	• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent reoccurrence; • Documented Parent Contact; • Restorative Conference; • Collaboration with Counselor/Social Worker/Case Manager; • Referral to outside counseling/support; • Removal from school pending investigation; • Notify Building Admin & Police Counselor;

Explanation	Level	Explanation	Possible Interventions/Consequences
			• Reset Room/CARE Center/OSS. • Disciplinary/Restorative Hearing.
3-02 Assault*	3	An attempted or reasonable threat to inflict injury or someone with a show of force that would cause the victim to expect an immediate battery. An assault may be committed without actually touching, striking or injuring the victim. **Level 3 is assault with a deadly weapon or done by a person who conceals his identity, or any assault against school personnel.**	• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent reoccurrence; • Documented Parent Contact; • Collaboration with Counselor/Social Worker/Case Manager; • Referral to outside counseling/support; • Removal from school pending investigation; • Notify Building Admin & Police Counselor; • Reset Room/CARE Center/OSS. • Disciplinary/Restorative Hearing.
3-03 Battery*	3	Unwanted bodily contact with another person without legal justification or aiding or abetting in the commission of a battery which does not result in a physical injury. Level 3 is committing a battery or aiding or abetting in the commission of a battery, which results in a **physical injury**. Aggravated battery is a battery that causes great harm, is done by a deadly weapon, is done by a person who conceals his	• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent reoccurrence; • Documented Parent Contact; • Counseling/Social Worker/Case Manager;

Explanation	Level	Explanation	Possible Interventions/Consequences
		identity, or the use of physical force against school personnel, or aiding and abetting in the commission of an aggravated battery.	• Referral to outside counseling/support; • Removal from school pending investigation; • Notify Building Admin & Police Counselor; • Reset Room/CARE Center/OSS. • Disciplinary Hearing/Restorative Hearing.
3-04 Bomb Threat^	3	False indication that a bomb, or other explosive of any nature, is concealed in a place that would endanger human life if activated.	• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent reoccurrence; • Documented Parent Contact; • Collaboration with Counselor/Social Worker/Case Manager; • Referral to outside counseling/support; • Removal from school pending investigation; • Notify Building Admin & Police Counselor; • Reset Room/CARE Center. • Disciplinary Hearing.

Explanation	Level	Explanation	Possible Interventions/Consequences
3-05 Burglary*	3	Knowingly and without authority entering or remaining in a building or vehicle with intent to commit a felony or theft therein.	• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent reoccurrence; • Documented Parent Contact; • Collaboration with Counselor/Social Worker/Case Manager; • Referral to outside counseling/support; • Removal from school pending investigation; • Notify Building Admin & Police Counselor; • Reset Room/CARE Center. • Disciplinary Hearing/Restorative Hearing.
3-06 Disruption on Campus (Major)*	3	Participating in a mob action - a large or disorderly group of students using force to cause injury to a person or property or persisting in severe disruption after being directed to cease by school personnel or Police.	• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent reoccurrence; • Documented Parent Contact; • Collaboration with Counselor/Social Worker/Case Manager;

Explanation	Level	Explanation	Possible Interventions/Consequences
			• Referral to outside counseling/support; • Removal from school pending investigation; • Notify Building Admin & Police Counselor; • Reset Room/CARE Center/OSS. • Disciplinary Hearing/Restorative Hearing
3-07 Drug/Vape Use/Possession (excluding alcohol)*	3	The act of using or possession any drug, narcotic, controlled substance represented to be a drug, narcotic, or controlled substance as defined under the Illinois Statutes, including, but not limited to, marijuana, hallucinogens, inhalants, or any substance represented to be an illegal substance, such as “designer drugs,” or caffeine pills, tablets, or caplets, or any substance which is represented to be any such substances or any substance when used for chemical intoxication. (Over the Counter or Prescription Drug violations differ.)	• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent reoccurrence; • Documented Parent Contact; • Collaboration with Counselor/Social Worker/Case Manager; • Referral to outside counseling/support; (see attached list); • Removal from school pending investigation; • Notify Building Admin & Police Counselor; • Reset Room/CARE Center. • Disciplinary Hearing/Restorative Hearing.

Explanation	Level	Explanation	Possible Interventions/Consequences
3-08 Explosives^	3	The act of possessing, using, selling, storing, distributing, constructing, or detonating any combustible substance or destructive device, such as a bomb, letter bomb, pipe bomb, grenade, rocket, or similar device designed to. explode.	• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent reoccurrence; • Documented Parent Contact; • Collaboration with Counselor/Social Worker/Case Manager; • Referral to outside counseling/support; • Lunch/After School Detention/Saturday Detention; • Removal from school pending investigation; • Notify Building Admin & Police Counselor; • Reset Room/CARE Center/OSS. • Disciplinary Hearing/Restorative Hearing.
3-09 False Fire Alarm*	3	False activation of a fire alarm that does not cause a school facility to be evacuated or does not cause emergency services to be notified. Level 3 causes a school facility to be evacuated or causes emergency services to be notified.	• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent reoccurrence; • Documented Parent Contact;

Explanation	Level	Explanation	Possible Interventions/Consequences
			• Collaboration with Counselor/Social Worker/Case Manager; • Referral to outside counseling/support; • Removal from school pending investigation; • Notify Building Admin & Police Counselor; • Reset Room/CARE Center. • Disciplinary Hearing/Restorative Hearing
3-10 False Summoning of Police Officers^	3	The act of intentionally or willfully notifying or reporting a false emergency in which any police department responds to the notification by coming to school.	• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent reoccurrence; • Documented Parent Contact; • Collaboration with Counselor/Social Worker/Case Manager; • Referral to outside counseling/support; • Removal from school pending investigation; • Notify Building Admin & Police Counselor; • Reset Room/CARE Center.

Explanation	Level	Explanation	Possible Interventions/Consequences
			• Collaboration with Counselor/Social Worker/Case Manager; • Referral to outside counseling/support; • Removal from school pending investigation; • Notify Building Admin & Police Counselor; • Reset Room/CARE Center. • Disciplinary Hearing/Restorative Hearing
3-11 Fighting/Mob Action^	3	The act of participation in an altercation involving physical violence in which individuals may or may not sustain personal injury. The act of two or more persons mutually participating in use of force of physical violence that requires physical restraint or results in injury.	• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent reoccurrence; • Documented Parent Contact; • Restorative Conference/Keep the Peace Agreement/Behavior Contract; • Collaboration with Counselor/Social Worker/Case Manager; • Referral to outside counseling/support; • Lunch/After School Detention/Saturday Detention;

Explanation	Level	Explanation	Possible Interventions/Consequences
			• Supervised Study/Removal from school pending investigation; • Notify Building Admin & Police Counselor; • Reset Room/CARE Center. • Disciplinary Hearing/Restorative Hearing
3-12 Fireworks*	3	The act of possessing or igniting of firecrackers, bottle rockets, smoke bombs, or similar devices.	• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent reoccurrence; • Documented Parent Contact; • Restorative Conference/Keep the Peace Agreement/Behavior Contract; • Collaboration with Counselor/Social Worker/Case Manager; • Referral to outside counseling/support; • Lunch/After School Detention/Saturday Detention; • Removal from school pending investigation; • Notify Building Admin & Police Counselor;

Explanation	Level	Explanation	Possible Interventions/Consequences
			• Reset Room/CARE Center. • Disciplinary Hearing/Restorative Hearing.
3-13 Gambling*	3	The act of participating in games of chance or skill for money or things of value.	• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent reoccurrence; • Documented Parent Contact; • Restorative Conference/Keep the Peace Agreement/Behavior Contract; • Collaboration with Counselor/Social Worker/Case Manager; • Referral to outside counseling/support; • Lunch/After School Detention/Saturday Detention; • Removal from school pending investigation; • Notify Building Admin & Police Counselor; • Reset Room. • Disciplinary Hearing/Restorative Hearing.

Explanation	Level	Explanation	Possible Interventions/Consequences
3-14 Gang-Related Activity/Apparel/ Appearance*	2	Overt display of gang affiliation.	• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent reoccurrence; • Documented Parent Contact; • Restorative Conference/Keep the Peace Agreement/Behavior Contract; • Collaboration with Counselor/Social Worker/Case Manager; • Referral to outside counseling/support; • Lunch/After School Detention/Saturday Detention; • Removal from school pending investigation; • Notify Building Admin & Police Counselor; • Reset Room/CARE Center. • Disciplinary Hearing/Restorative Hearing.
3-15 Harassment*	3	The act of threatening, insulting or dehumanizing gesture, use of data or computer software, or written, verbal, or physical conduct directed against a student or school employee that 1) places a student or	• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent

Explanation	Level	Explanation	Possible Interventions/Consequences
		chool employee in reasonable fear of harm to his person or damage to his property, 2) has the effect of substantially interfering with a student's educational performance, opportunities, or benefits, or 3) has the effect of substantially disrupting the orderly operation of a school.	reoccurrence; • Documented Parent Contact; • Collaboration with Counselor/Social Worker/Case Manager; • Referral to outside counseling/support; • Removal from school pending investigation; • Notify Building Admin & Police Counselor; • Reset Room/CARE Center. • Disciplinary Hearing/Restorative Hearing.
3-16 Harassment—Cyberbullying*	3	Social media conduct directed towards a student that can be reasonably predicted to cause fear of physical or mental harm, harm to property, and or interfere with students' ability to participate in school or school activities. Level 3 is use of intimidation, credible threats of violence, coercion, or persistent severe bullying. Intimidation is behavior that prevents or discourages another student from exercising his right to education, or using force against students, school personnel and school visitors. See Anti-Bullying guidance.	• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent reoccurrence; • Documented Parent Contact; • Collaboration with Counselor/Social Worker/Case Manager; • Referral to outside counseling/support; • Removal from school pending investigation;

Explanation	Level	Explanation	Possible Interventions/Consequences
			• Notify Building Admin & Police Counselor; • Reset Room/CARE Center. • Disciplinary Hearing/ Restorative Hearing
3-17 Harassment—Bullying*	3	The act of inflicting physical hurt and/or offensive, abusive, intimidating or other insulting behavior on the part of one or more students towards a student(s) that may or may not be repeated over time.	• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent reoccurrence; • Documented Parent Contact; • Restorative Conference/Keep the Peace Agreement/Behavior Contract; • Collaboration with Counselor/Social Worker/Case Manager; • Referral to outside counseling/support; • Lunch/After School Detention/Saturday Detention; • Removal from school pending investigation; • Notify Building Admin & Police Counselor; • Reset Room/CARE Center. • Disciplinary Hearing/Restorative Hearing.

Explanation	Level	Explanation	Possible Interventions/Consequences
3-18 Hazing*	3	The act of recklessly or intentionally endangering the mental or physical health or safety of a high school student for purposes, including, but not limited to initiation or admission into or affiliation with any organization operating under the sanction of the high school.	• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent reoccurrence; • Documented Parent Contact; • Restorative Conference/Keep the Peace Agreement/Behavior Contract; • Collaboration with Counselor/Social Worker/Case Manager; • Referral to outside counseling/support; • LCARE Center of privileges to participation in extracurricular activities. • Lunch/After School Detention/Saturday Detention; • Removal from school pending investigation; • Notify Building Admin & Police Counselor; • Reset Room/CARE Center. • Disciplinary Hearing/Restorative Hearing.

Explanation	Level	Explanation	Possible Interventions/Consequences
3-19 Vandalism/ Malicious Destruction of Property*	3	The act of intentionally damaging/destructing of school property or personal property belonging to a staff member, including but not limited to, destruction or damage to home, automobile, and electronic devices.	• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent reoccurrence; • Documented Parent Contact; • Restorative Conference/Keep the Peace Agreement/Behavior Contract; • Collaboration with Counselor/Social Worker/Case Manager; • Referral to outside counseling/support; • Lunch/After School Detention/Saturday Detention; • Removal from school pending investigation; • Notify Building Admin & Police Counselor; • Reset Room/CARE Center. • Disciplinary Hearing/Restorative Hearing.
3-20 Physical Fight No Weapon*	3	The act of participating in an altercation involving physical violence without a weapon in which individuals may or may not sustain personal injury.	• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent reoccurrence;

Explanation	Level	Explanation	Possible Interventions/Consequences
			• Documented Parent Contact; • Restorative Conference/Keep the Peace Agreement/Behavior Contract; • Collaboration with Counselor/Social Worker/Case Manager; • Referral to outside counseling/support; • Lunch/After School Detention/Saturday Detention; • Removal from school pending investigation; • Notify Building Admin & Police Counselor; • Reset Room/CARE Center. • Disciplinary Hearing/Restorative Hearing.
3-21 Physical Fight with Firearm/Explosive^	3	The act of participating in an altercation involving physical violence with a firearm/explosive in which individuals may or may not sustain personal injury.	• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent reoccurrence; • Documented Parent Contact; • Restorative Conference/Keep the Peace Agreement/Behavior Contract;

Explanation	Level	Explanation	Possible Interventions/Consequences
			• Collaboration with Counselor/Social Worker/Case Manager; • Referral to outside counseling/support; • Lunch/After School Detention/Saturday Detention; • Removal from school pending investigation; • Notify Building Admin & Police Counselor; • Reset Room/CARE Center/OSS. • Disciplinary Hearing/Restorative Hearing.
3-22 Physical Fight Weapon^	3	The act of participating in an altercation involving physical violence with a weapon in which individuals may or may not sustain personal injury.	• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent reoccurrence; • Documented Parent Contact; • Restorative Conference/Keep the Peace Agreement/Behavior Contract; • Collaboration with Counselor/Social Worker/Case Manager; • Referral to outside counseling/support;

Explanation	Level	Explanation	Possible Interventions/Consequences
			• Lunch/After School Detention/Saturday Detention; • Removal from school pending investigation; • Notify Building Admin & Police Counselor; • Reset Room/CARE Center/OSS. • Disciplinary Hearing/Restorative Hearing.
3-23 Possession of Firearm/Explosive^	3	"Firearm" means 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 [430 ILCS 65/1.1] of the Firearm Owners Identification Card Act, or firearm as defined in Section 24-1 [720 ILCS 5/24-1] of the Criminal Code of 2012. Possession of explosives or explosive or incendiary devices when he or she possesses, manufactures or transports any explosive compound, timing or detonating device for use with any explosive compound or incendiary device and either intends to use the explosive or device to commit any offense or knows that another intends to use the explosive or device to commit a felony.	• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent reoccurrence; • Documented Parent Contact; • Restorative Conference/Keep the Peace Agreement/Behavior Contract; • Collaboration with Counselor/Social Worker/Case Manager; • Referral to outside counseling/support; • Lunch/After School Detention/Saturday Detention; • Removal from school pending investigation; • Notify Building Admin & Police Counselor;

Explanation	Level	Explanation	Possible Interventions/Consequences
			• Reset Room/CARE Center/OSS. • Disciplinary Hearing/Restorative Hearing.
3-24 Possession of Dangerous or Disruptive Item*	3	The act of possessing any item, although not specifically designed to do harm to another person, which is used to cause or attempt to cause injury, or is used to put someone in reasonable fear of injury, or the item is considered disruptive on a school campus including, but not limited to lighter/matches, poppers, belts, pencils, pens, compasses, combs, hair brushes, sharp objects, and laser pens.	• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent reoccurrence; • Documented Parent Contact; • Restorative Conference/Keep the Peace Agreement/Behavior Contract; • Collaboration with Counselor/Social Worker/Case Manager; • Referral to outside counseling/support; • Lunch/After School Detention/Saturday Detention; • Removal from school pending investigation; • Notify Building Admin & Police Counselor; • Reset Room/CARE Center. • Disciplinary Hearing/Restorative Hearing.

Explanation	Level	Explanation	Possible Interventions/Consequences
3-25 Possession of Stolen Property*	3	The act of possessing stolen property shall receive appropriate disciplinary consequences. Students should refrain from receiving, taking, or "holding onto for a friend" any item(s) or materials for which they are not the legitimate owner.	• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent reoccurrence; • Documented Parent Contact; • Restorative Conference/Keep the Peace Agreement/Behavior Contract; • Collaboration with Counselor/Social Worker/Case Manager; • Referral to outside counseling/support; • Lunch/After School Detention/Saturday Detention; • Removal from school pending investigation; • Notify Building Admin & Police Counselor; • Reset Room/CARE Center.
3-26 Possession/Use of Dangerous Chemical Irritants^	3	The act of possessing or using devices which are designed to inflict or could inflict pain or injury to another individual, such as, mace, and pepper spray.	• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent reoccurrence; • Documented Parent Contact;

Explanation	Level	Explanation	Possible Interventions/Consequences
			• Restorative Conference/Keep the Peace Agreement/Behavior Contract; • Counseling/Social Worker/Case Manager; • Referral to outside counseling/support; • Lunch/After School Detention/Saturday Detention; • Removal from school pending investigation; • Notify Building Admin & Police Counselor; • Reset Room/CARE Center/OSS • Disciplinary Hearing/Restorative Hearing.
3-27 Rape^	3	The act of forced or attempted oral, anal, or vaginal penetration by using a sexual organ or an object simulating a sexual organ, or the anal or vaginal penetration of another by any body part or object.	• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent reoccurrence; • Documented Parent Contact; • Restorative Conference/Keep the Peace Agreement/Behavior Contract; • Collaboration with Counselor/Social Worker/Case Manager;

Explanation	Level	Explanation	Possible Interventions/Consequences
			• Referral to outside counseling/support; • Lunch/After School Detention/Saturday Detention; • Removal from school pending investigation; • Notify Building Admin & Police Counselor; • Reset Room/CARE Center/OSS
3-28 Riot or Rioting Behavior^	3	The act of inciting to or participating in disorderly and/or violent group behavior.	• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent reoccurrence; • Documented Parent Contact; • Restorative Conference/Keep the Peace Agreement/Behavior Contract; • Collaboration with Counselor/Social Worker/Case Manager; • Referral to outside counseling/support; • Lunch/After School Detention/Saturday Detention; • Removal from school pending investigation;

Explanation	Level	Explanation	Possible Interventions/Consequences
			• Notify Building Admin & Police Counselor; • Reset Room/CARE Center/OSS.
3-29 Robbery*	3	The act of taking or attempting to take anything of value that is owned by another person or organization, under the confrontational circumstances of force or threat of force or violence and/or by putting the victim in fear.	• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent reoccurrence; • Documented Parent Contact; • Restorative Conference/Keep the Peace Agreement/Behavior Contract; • Collaboration with Counselor/Social Worker/Case Manager; • Referral to outside counseling/support; • Lunch/After School Detention/Saturday Detention; • Removal from school pending investigation; • Notify Building Admin & Police Counselor; • Reset Room/CARE Center.
3-30 Robbery with Firearm/Explosive^	3	The act of taking or attempting to take anything of value that is owned by another person or organization, under the confrontational circumstances of force or	• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of

Explanation	Level	Explanation	Possible Interventions/Consequences
		threat of force or violence and/or by putting the victim in fear with use of a firearm/explosive or "look alike" firearm/explosive.	• behavior, and strategy to prevent reoccurrence; • Documented Parent Contact; • Restorative Conference/Keep the Peace Agreement/Behavior Contract; • Collaboration with Counselor/Social Worker/Case Manager; • Referral to outside counseling/support; • Lunch/After School Detention/Saturday Detention; • Removal from school pending investigation; • Notify Building Admin & Police Counselor; • Reset Room/CARE Center/OSS • Disciplinary Hearing/Restorative Hearing.
3-31 Robbery No Weapon*	3	The act of taking or attempting to take anything of value that is owned by another person or organization, under the confrontational circumstances of force or threat of force or violence and/or by putting the victim in fear.	• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent reoccurrence; • Documented Parent Contact; • Restorative Conference/Keep the Peace Agreement/Behavior Contract;

Explanation	Level	Explanation	Possible Interventions/Consequences
			• Referral to outside counseling/support; • Lunch/After School Detention/Saturday Detention; • Removal from school pending investigation; • Notify Building Admin & Police Counselor; • Reset Room/CARE Center. • Disciplinary Hearing/Restorative Hearing.
3-32 Sexual Assault No Rape^	3	The act of sexual contact, including intercourse, without force or threat of force. Subjecting an individual to lewd, sexual gestures, comments, sexual activity, or exposing private body parts in lewd manner.	• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent reoccurrence; • Documented Parent Contact; • Restorative Conference/Keep the Peace Agreement/Behavior Contract; • Collaboration with Counselor/Social Worker/Case Manager; • Referral to outside counseling/support; • Lunch/After School Detention/Saturday Detention; • Removal from school pending investigation;

Explanation	Level	Explanation	Possible Interventions/Consequences
			• Notify Building Admin & Police Counselor; • Reset Room/CARE Center. • Disciplinary Hearing/Restorative Hearing.
3-33 Sexual Harassment*	3	The act of unwanted and repeated verbal or physical behavior with sexual connotations that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment, cause discomfort or humiliation or unreasonably interfere with the individual's school performance or participation. An incident when one person demands a sexual favor from another under the threat of physical harm or adverse consequence.	• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent reoccurrence; • Documented Parent Contact; • Restorative Conference/Keep the Peace Agreement/Behavior Contract; • Collaboration with Counselor/Social Worker/Case Manager; • Referral to outside counseling/support; • Lunch/After School Detention/Saturday Detention; • Removal from school pending investigation; • Notify Building Admin & Police Counselor; • Reset Room/CARE Center.

Explanation	Level	Explanation	Possible Interventions/Consequences
3-34 Threat No Weapon*	3	The act of declaring the student's intent by word or act to do violence to another student, staff member, teacher, administrator, or volunteer to his/her property or forcing another person to do something, or prevent another person from doing something by coercion, extortion, bullying, or making him/her afraid, or acting in a way which is likely to cause others to be afraid.	• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent reoccurrence; • Documented Parent Contact; • Restorative Conference/Keep the Peace Agreement/Behavior Contract; • Collaboration with Counselor/Social Worker/Case Manager; • Referral to outside counseling/support; • Lunch/After School Detention/Saturday Detention; • Removal from school pending investigation; • Notify Building Admin & Police Counselor; • Reset Room/CARE Center.
3-35 Threat with Firearm/Explosive^	3	The act of declaring the student's intent by word or act to do violence with the use of a firearm/explosive to another student, staff member, teacher, administrator, or volunteer to his/her property or forcing another person to do something, or prevent another person from doing something by coercion, extortion,	• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent reoccurrence; • Documented Parent Contact;

Explanation	Level	Explanation	Possible Interventions/Consequences
		bullying, or making him/her afraid, or acting in a way which is likely to cause others to be afraid.	• Restorative Conference/Keep the Peace Agreement/Behavior Contract; • Collaboration with Counselor/Social Worker/Case Manager; • Referral to outside counseling/support; • Lunch/After School Detention/Saturday Detention; • Removal from school pending investigation; • Notify Building Admin & Police Counselor; • Reset Room/CARE Center/OSS.
3-36 Threat with Weapon^	3	The act of declaring the student's intent by word or act to do violence with a weapon to another student, staff member, teacher, administrator, or volunteer to his/her property or forcing another person to do something, or prevent another person from doing something by coercion, extortion, bullying, or making him/her afraid, or acting in a way which is likely to cause others to be afraid. A weapon is any instrument or object that can inflict serious harm on another person, or that can place another person in reasonable fear or apprehension of serious harm or used to intimidate another person including, but not limited to fixed blade knives (household),	• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent reoccurrence; • Documented Parent Contact; • Restorative Conference/Keep the Peace Agreement/Behavior Contract; • Collaboration with Counselor/Social Worker/Case Manager; • Referral to outside counseling/support;

Explanation	Level	Explanation	Possible Interventions/Consequences
		olding knives, switch blade knives, common pocket knives, razor blades, box cutters, sharp cutting instruments, ice picks, chains, pipes, nunchaku's, brass knuckles, Chinese stars, cap guns, BB or pellet guns, propellants, paintball guns, "look-alike" weapons, or any object or substance directly represented to be or falsely represented to be a weapon of mass destruction (i.e., an anthrax hoax).	• Lunch/After School Detention/Saturday Detention; • Removal from school pending investigation; • Notify Building Admin & Police Counselor; • Reset Room/CARE Center/OSS. • Disciplinary Hearing/Restorative Hearing.
3-37 Threat/Intimidation*	3	The act of threatening or causing physical harm to another person (student, staff member, teacher, administrator and volunteer) with or without the use of a weapon that includes all of the following elements: (1) intent: an intention that the threat is heard or seen by the person who is the object of the threat; (2) fear: a reasonable fear or apprehension by the person who is the object of the threat that the could be carried out; and (3) capability: the ability of the offender to actually carry out the threat directly or by a weapon or other instrument that can easily be obtained.	• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent reoccurrence; • Documented Parent Contact; • Restorative Conference/Keep the Peace Agreement/Behavior Contract ; • Collaboration with Counselor/Social Worker/Case Manager; • Referral to outside counseling/support; • Lunch/After School Detention/Saturday Detention; • Removal from school pending investigation;

Explanation	Level	Explanation	Possible Interventions/Consequences
			• Notify Building Admin & Police Counselor; • Reset Room/CARE Center.
3-0.38 Trespassing*	3	The act of entering or remaining on school grounds/campus, school transportation, or at a school-sponsored events, or on school transportation.	• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent reoccurrence; • Documented Parent Contact; • Restorative Conference/Keep the Peace Agreement/Behavior Contract; • Collaboration with Counselor/Social Worker/Case Manager; • Referral to outside counseling/support; • Lunch/After School Detention/Saturday Detention; • Removal from school pending investigation; • Notify Building Admin & Police Counselor; • Reset Room/CARE Center.
3-39 Weapons^	3	The act of possessing Centeressing, storing, distributing, selling, or purchasing any instrument or object that can inflict serious harm on another person, or that can place	• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of

Explanation	Level	Explanation	Possible Interventions/Consequences
		another person in reasonable fear of apprehension of serious harm or be used to intimidate another person, including, but not limited to a stun gun, dirk, metallic knuckles, sling/slung shot, Billie club, tear gas gun, chemical weapon or device, or other deadly weapon, explosive, bomb, grenade, mine, rocket, missile, pipe bomb, or similar device containing an explosive, incendiary, or poison gas and includes any flammable container filled with an explosive, incendiary, explosive gas, or expanding gas which is designed or so constructed as to explode by such filler and is capable of causing bodily harm or property damage and does not include common pocket knife, plastic knife or blunt laded table knife.	• behavior, and strategy to prevent reoccurrence; • Documented Parent Contact; • Restorative Conference/Keep the Peace Agreement/Behavior Contract; • Collaboration with Counselor/Social Worker/Case Manager; • Referral to outside counseling/support; • Lunch/After School Detention/Saturday Detention; • Removal from school pending investigation; • Notify Building Admin & Police Counselor; • Reset Room/CARE Center/OSS • Disciplinary Hearing/Restorative Hearing.
3-40 Hate Speech	3	Use of inappropriate language, regardless of intent, which includes: • Race or ethnicity • National origin or immigration status • Religion • Sexual orientation • Gender Identity • Sex • Disability	• CARE Center/OSS and Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent reoccurrence;

09. ANNUAL NOTIFICATION OF RIGHTS

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

he 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:

The right to inspect and copy the student's education records within 10 business days after the day District 209 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 copy rights to both permanent and temporary records. Parents/guardians or students should submit to the Building Principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will decide for access and notify the parent(s)/guardian(s) or student of the time and place where the records may be inspected. District 209 charges $0.35 per page for copying, but no one will be denied their right to copy their records for inability to pay this cost. District 209 may extend the time to respond to a request for access by five (5) additional business days.

These rights are denied to any person per court order or order of protection (105 ILCS 5/10-22.3c and 10/5a, and 750 ILCS 60/214(b)(15).

The right to have one or more scores received on college entrance examinations removed from the student's academic transcript.



Parents/guardians or eligible students may have one or more scores on college entrance exams deleted from their student's academic transcript. Students often take college entrance examinations multiple times to improve their results. Test publishers provide the results from each examination taken to the student's high school. Schools must include each of these scores on the student's transcript, which may result in the academic transcript having multiple scores from a single college entrance exam. A parent/guardian or eligible student may not want certain

scores to be sent to postsecondary institutions to which the student applies. District 209 will remove 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 removed.

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

Parents/guardians or eligible students may ask District 209 to amend a record that they believe is inaccurate, irrelevant, or improper. They should write to the Building Principal or the Official Records Custodian, clearly identify the record they want changed, and specify the reason.

If the District decides not to amend the record as requested by the parents/guardians or eligible student, District 209 will notify the parents/guardians 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(s)/guardian(s) or eligible student when notified of the right to a hearing.

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 employees or officials of the school, District 209, or the Illinois State Board of Education with legitimate educational or administrative interests, in furtherance of such interests. An official of the school or the District is a person employed by the school or 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 volunteer; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, therapist, or evaluator); or any parent(s)/guardian(s) or student(s) serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. Individual Board members do not have a right to access school student records merely by virtue of their office unless they have a current demonstrable educational or administrative interest in the student and seeing his or her record(s) would be in furtherance of the interest.

An official of the school or District 209 has a legitimate educational interest if the official needs to access school student records and/or student record information to fulfill his or her professional responsibility.

Upon request, District 209 discloses education records without consent to officials of another school district in which a student has enrolled or intends to enroll, as well as to any person as specifically required by State or federal law. Before information is released to these individuals, the parents/guardians will receive prior written notice of the nature and substance of the information, and an opportunity to inspect, copy, and challenge such records.

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

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

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(s)/guardian(s) or to the student if the student has succeeded to the rights of the parent(s)/guardian(s). Student temporary records are reviewed every 4 years or upon a student's change in attendance centers, whichever occurs first.

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

Throughout the school year, District 209 may release directory information regarding students, limited to:

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

Any parent/guardian or eligible student may prohibit the release of any or all the above information by delivering a written objection to the Building Principal within 30 days of the date of this notice. No directory information will be released within this period unless the parents/guardians or eligible student is specifically informed otherwise.

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

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

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

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.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District 209 to comply with the requirements of FERPA.

The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington DC 20202-4605

The right to insert a statement.

Parents/guardians have the right to insert in their child's school student records a statement of reasonable length stating their position on any disputed information contained in the record.

RIGHTS UNDER FERPA

Student and Family Privacy Rights - Surveys
All surveys requesting personal information from students, as well as any other instrument used to collect personal information from students, must advance or relate to District 209 educational objectives, assist students' career choices, or be for the purpose of monitoring the quality of District 209 educational programs. This applies to all surveys, regardless of whether the student answering the questions can be identified and regardless of who created the survey.

SURVEYS CREATED BY A THIRD PARTY

Before a school official or staff member administers or distributes a survey or evaluation created by a third party to a student, the student's parent(s)/guardian(s) may inspect the survey or evaluation, upon their request and within a reasonable time of their request.

This section 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

Survey Requesting Personal Information

1. School officials and staff members shall not request, nor disclose, the identity of any student who completes any survey or evaluation (created by any person or entity, including District 209) containing one or more of the following items:
2. Political affiliations or beliefs of the student or the student's parent/guardian.
3. Mental or psychological problems of the student or the student's family.
4. Behavior or attitudes about sex.
5. Illegal, anti-social, self-incriminating, or demeaning behavior.
6. Critical appraisals of other individuals with whom students have close family relationships.
7. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers.
8. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian.
9. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

The Student's Parent(s)/Guardian(s) may:

- Inspect the survey or evaluation upon, and within a reasonable time of, their request, and/or
- Refuse to allow their child or ward to participate in the activity described above. The school shall not penalize any student whose parent(s)/guardian(s) exercised this option.

RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

This notice informs parents/guardians and eligible students (emancipated minors or those 18 and older) of their rights regarding conduct of surveys, collection, and use of information for marketing purposes, and certain physical exams. These rights are spelled out in the Protection of Pupil Rights Amendment (20 U.S.C. § 1232h; 34 CFR Part 98). The law and regulations require educational institutions, such as Proviso Township High Schools District 209 to notify parents/guardians and eligible students of their right to:

1. Consent before students is required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (USDE):
    - Political affiliations or beliefs of the student or student's parent/guardian
    - Mental or psychological problems of the student or student's family
    - Sexual behavior or attitudes
    - Illegal, antisocial, self-incriminating or demeaning behavior
    - Critical appraisals of others with whom respondents have close family relationships
    - Legally recognized privileged relationships, such as with lawyers, doctors, or ministers
    - Religious practices, affiliations or beliefs of the student or parents/guardians
    - Income, other than as required by law to determine program eligibility

2. Receive notice and an opportunity to inspect any third-party survey, protected information survey, instrument collecting student information for the purposes of marketing or selling such information, or instructional material used as part of the student's educational curriculum.

3. Receive notice and an opportunity to opt a student out of:
    - Any other protected information survey, regardless of funding;
    - Any nonemergency, invasive physical exam or screening required as a condition of attendance administered by the school or its agent and not necessary to protect the immediate health and safety of a student, except for lead, hearing or vision screening or any physical exam or screening permitted or required under state law; and
    - Any activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

District 209 developed and adopted administrative procedures regarding these rights, as well as arrangements to protect student privacy in the administration of protected surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. District 209 will directly notify parents/guardians and eligible students of these procedures at least annually at the start of each school year and after any substantive changes.

District 209 also will directly notify parents/guardians and eligible students, by U.S. mail or e-mail, at least annually at the start of each school year, of the specific or approximate dates of the following activities, if District 209 has identified the specific or approximate dates of the activities or surveys at that time; and provide an opportunity to opt a student out of participating in:

- Collection, disclosure, or use of personal information for marketing, sales, or other distribution;
- Administration of any protected information survey not funded in whole or in part by U.S. Department of Education; and
- Any non-emergency, invasive physical examination or screening as described above.

10. STUDENT APPEARANCE AND DRESS CODE

A student's appearance, including dress and hygiene, must not disrupt the educational process or compromise standards of health and safety. District 209 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. Students who disrupt the educational process or compromise standards of health and safety must modify their appearance. Procedures for guiding student appearance will be developed by the Superintendent or designee and included in the Students' Rights and Responsibilities Handbook.

The Board is committed to providing a safe, inclusive, and nurturing educational environment conducive to student learning. It recognizes the right of students to express themselves through choice of personal attire and affirms the primary responsibility for student attire resides with the student and parents.

The Board is committed to equitable educational access for all students, and this student appearance expectations does not differentiate based on students' race, color, creed, national origin, immigration status, religion, physical, mental, or educational disability, pregnancy age, gender, gender expression, gender identity, genetic information, sexual orientation, marital status, veteran status, socioeconomic status, body type, body size or personal style.

The Board values for the student appearance expectations are:

- All students should be able to dress comfortably for school without fear of actual unnecessary discipline or body shaming.
- Teachers can focus on teaching without the additional and often uncomfortable burden of dress code enforcement.
- Students should not face unnecessary barriers to school attendance.
- Reasons for conflict and inconsistent identification of possible infractions should be minimized whenever possible.

While following the dress code is the responsibility of students and their parents, dress and appearance should not interfere with the educational process and be consistent with Board policy. Student attire may not interfere with the health or safety of any student nor contribute to a hostile or intimidating atmosphere for any student.

Head

Students may not wear head coverings of any kind, including hats and hoods/hoodies, unless worn for religious, medical, or safety purposes and approved in advance by the school's administration.

Shirts and Blouses

Shirts and blouses should be continuous from neckline to waist. The entire mid-section should not show. No tank tops and muscle shirts. No clothing with vulgar language, obscene pictures, weapons, drugs/ alcohol or drug paraphernalia and tobacco products. No identifiable gang/crew clothing or paraphernalia. No see-through clothing.

Skirts, Dresses, and Shorts

Skirts, dresses, shorts, and spandex skirts should be approximately six (6) inches below the buttocks, or no shorter than fingertip level. Pants should be secured at the waist, not sagging below the waist to expose undergarments or buttocks. Tights, stretch pants, leggings, and spandex body suits must be worn with clothing long enough to cover buttocks.

Footwear

Shoes must be worn. Slippers are prohibited.

Other

Pajamas/sleepwear are prohibited except during Spirit Week. All clothing must conceal undergarments.