

2026-2027

# District 57 HANDBOOK



Inspiring **every student, every day** to reach their full potential.



# Table of Contents

## [Table of Contents](#)

### [Introduction](#)

[Welcome to District 57](#)

[Schools, Principals, and Central Administration](#)

[Board of Education](#)

[Budget](#)

[Strategic Plan](#)

[Portrait of a Graduate](#)

### [Parent/Community Information](#)

[Back-to-School Nights](#)

[Parent-Teacher Conferences](#)

[Before and After School Child Care](#)

[Visiting Your Child's School](#)

### [Communication](#)

[Media Release](#)

[Communication Initiatives](#)

[Written Reports on Student Progress](#)

### [School Requirements](#)

[Attendance Boundaries](#)

[Enrollment](#)

[Returning Student Registration Procedures](#)

[Fees and Fee Waiver Procedures](#)

[Preschool Program-Circle of Friends](#)

[Change of Neighborhood School](#)

[Homeless Students - McKinney-Vento](#)

[Student Accident Insurance](#)

[Transferring to Another School](#)

### [Student Attendance](#)

[Absences from School](#)

[Vacations](#)

[Tardies](#)

[Leaving School Early](#)

[Truancy](#)

[Mental Health Support Days](#)

[Inclement Weather and School Closing Information](#)

[Emergency School Closing](#)

[Student Social and Emotional Experience](#)

[Social Emotional Literacy in District 57](#)

[Suicide & Depression Awareness](#)

[Student Academic Experience](#)

[Homework](#)

[Core Beliefs and Purpose of Homework](#)

[Homework is intended to:](#)

[Balance and Time Considerations](#)

[Equity and Access](#)

[Consistency and Communication](#)

[Family Partnership](#)

[Transportation and Bus Service](#)

[School Bus Safety Rules](#)

[School Bus Audio and Video Surveillance](#)

[School Lunch Program](#)

[School Lunches](#)

[Middle School Negative Balance Procedure](#)

[Assistance for Income Eligible Families](#)

[Student Dress Code](#)

[Dress Code Enforcement](#)

[Field Trips](#)

[Instrumental Music](#)

[Education of Children with Disabilities](#)

[Notification on the Use of Time Out and Restraint](#)

[Notification of Consent for Medicaid Billing](#)

[Accelerated Placement and Enrichment Services for Children](#)

[Accelerated Math](#)

[Enrichment Reading](#)

[Accelerated English Language Arts \(ELA\)](#)

[Multilingual Services](#)

[Educational Assistance](#)

[Multi-Tiered System of Support \(MTSS\)](#)

[Home/Hospital Instruction](#)

[Physical Education](#)

[Library Use](#)

[Personal Electronic Device Use](#)

[Bringing Valuables to School](#)

[Class Parties](#)

#### [Health Services](#)

[Student Wellness](#)

[Physical Examinations](#)

[Vision Examinations](#)

[Dental Examinations](#)

[Immunization](#)

[Required Health Forms](#)

[Screening for Hearing and Vision](#)

[Communicable Disease](#)

[Communicable Disease Notices](#)

[Emergency Information](#)

[Student Athlete Concussions and Head Injuries](#)

[Accidents and Illness](#)

[Medical Records for Transfer Pupils](#)

[Supporting Students with Food Allergies](#)

[Anaphylactic Response Policy](#)

[Asthma Response Protocol](#)

[Medication Guidelines](#)

#### [Safety](#)

[Emergency Crisis During the School Day](#)

[Civil Defense Warning System](#)

[Individual Emergencies](#)

[Tobacco, E-Cigarettes/Vape, Alcohol, and Drugs](#)

[No Guns on School Property](#)

[Gangs and Gang Activity Prohibited](#)

[Erin's Law/Faith's Law](#)

[Faith's Law Resource Guide](#)

[Teen Dating Violence](#)

[Bicycle Safety](#)

[Pest Management Notification](#)

[Asbestos Notification](#)

[Search & Seizure](#)

[School Property and Equipment as well as Personal Effects Left There by Students](#)

[Students](#)

[Social Media/Networking Passwords](#)

[Seizure of Property](#)

[Student Records](#)

[Change of Address/Telephone Number](#)

[Privacy Act and School Records](#)

[Surveys](#)

[Surveys by Third Parties](#)

[Use of Electronic Networks](#)

[Access To District Electronic Networks](#)

[Copyright Web Publishing Rules](#)

[Privacy](#)

[Annual Notice To Parents About Educational Technology Vendors Under The Student Online Personal Protection Act](#)

[Student Accounts and Data Privacy Agreements \(DPA\)](#)

[No Warranties](#)

[Indemnification](#)

[Vandalism](#)

[Cooperation with Investigations](#)

[Appropriate Use of Online Resources](#)

[Inappropriate Use](#)

[Network Etiquette](#)

[Responsible Use of District-Issued Device Guidelines](#)

[Consequences and Repairs](#)

[Agreeing to Accessing Electronic Networks](#)

[Non Discrimination](#)

[Equal Educational Opportunities](#)

[Grievance Procedure](#)

[Compliance with Title IX](#)

[Compliance with Title I](#)

[Code of Conduct](#)

[STUDENT CODE OF CONDUCT](#)

[1. Discipline Philosophy](#)

[2. Rights and Responsibilities](#)

[3. Participation and Collaboration](#)

[4. Prevention, Intervention and Disciplinary Responses](#)

[4A. Discipline Framework](#)

[4B. Approach to Student Behaviors](#)

[4C. Proscribed Conduct](#)

[4D. Disciplinary Checklist](#)

[5. Due Process Procedures for Out-of-School Suspensions & Expulsions](#)

[6. Procedures Following Out-of-School Suspension and Expulsion](#)

[7. Procedural Guidelines for Discipline of Students with Disabilities](#)

[8. Professional Development](#)

[9. Data Collection and Monitoring](#)

[10. Definitions](#)

[11. Board Policy](#)

# Introduction

## Welcome to District 57

Mount Prospect Elementary School District 57 serves the central area of the Village of Mount Prospect. School district boundaries do not match those of the village, and each is an independent governmental unit. The District includes about 10,000 households, and just over 2,200 students in pre-kindergarten through eighth grade are served in District 57. Upon graduation from eighth grade, all students are eligible to attend Prospect High School in Township High School District 214.

## Schools, Principals, and Central Administration

District 57 operates one early learning center (pre-kindergarten, kindergarten, and grade 1), two elementary schools (grades 2-5), and one middle school (grades 6-8). Administrative offices are housed in the Administration Building, which is located adjacent to Fairview School.



### Westbrook School

TBD, Principal  
Karl Anderson, Assistant Principal  
(Pre-K - Grade 1)  
103 South Busse Road  
Mount Prospect  
847-394-7340



### Fairview Elementary School

Daniel Ophus, Principal  
Grace Worrell, Assistant Principal  
(Grades 2-5)  
300 North Fairview Avenue  
Mount Prospect  
847-394-7320



### Lions Park Elementary School

Breanna Grzybek Principal  
Kim Lopatka, Assistant Principal  
(Grades 2-5)  
300 East Council Trail  
Mount Prospect  
847-394-7330



### Lincoln Middle School

Eric Larson, Principal  
Jason Jonas, Assistant Principal  
Janet Rothwell, Assistant Principal  
(Grades 6, 7, and 8)  
700 West Lincoln Street  
Mount Prospect  
847-394-7350

**Administration Building**, 701 West Gregory Street, Mount Prospect, 847-394-7300

Dr. Mary Gorr, Superintendent

Dr. Kristin Vonder Haar, Assistant Superintendent for Teaching and Learning

Dr. Jason Kaiz, Assistant Superintendent for Finance and Operations

Mark Fijor, Director of Technology

Karen Schwartzwald, Director of Human Resources

TBD, Director of Student Services

## Board of Education

A seven-member Board of Education, elected by the people and serving without salary, is responsible for school management. Regular board meetings are open, and the public is welcome. The schedule of meetings of the Board of Education along with a complete list of Board members and contact information can be found on the District 57 website. To offer Board feedback or email Board members, visit the District 57 website ([www.d57.org](http://www.d57.org)) and go to “Board of Education.”

## Budget

The annual budget is typically approved by the Board of Education and filed with the state by September 30 each year. The budget is on display in the District Administration Building for public inspection beginning one month in advance of its filing with the state. The budget and additional financial information are also available on the District 57 website.

## Strategic Plan

In District 57, we believe that education should not only inspire academic excellence but also cultivate character, creativity, and a lifelong love for learning in both students and staff. With this in mind, a dedicated group of D57 stakeholders, including parents, staff, administrators, alumni, and community members served on the D57 Strategic Planning Committee to create a comprehensive roadmap that will guide our district’s growth and development over the next five years.

This Strategic Plan centers around a new district vision: “*Inspiring **every student, every day** to reach their full potential.*” With this vision in mind, our five-year goals focus on creating outstanding student experiences, investing in staff growth & support, strengthening family & community partnerships, and ensuring strong fiscal stewardship & facility planning.



# MOUNT PROSPECT SCHOOL DISTRICT 57

## 2023-2028 Strategic Plan

Westbrook - Fairview - Lions Park - Lincoln

### Vision

*“Inspiring every student, every day to reach their full potential.”*

### Mission

District 57 will positively impact learners by:

- Encouraging curiosity and critical thinking;
- Ensuring robust academics;
- Providing innovative and safe learning spaces; and
- Fostering healthy relationships and a sense of belonging.

### Goals



**Outstanding Student Experiences** - District 57 strives to provide outstanding student experiences that promote academic excellence, social-emotional growth, and lifelong learning.



**Staff Growth and Support** - District 57 prioritizes staff growth and support, offering professional development, mentorship programs, and resources for staff wellness. Investing in staff is crucial for providing high-quality education and experiences for students.



**Family and Community Partnerships**- District 57 values partnerships with families and the community. We invest in resources and programs to promote communication, collaboration, and engagement. This helps create a positive learning environment for students, ensuring their success.



**Fiscal Stewardship and Facility Planning** - District 57 prioritizes fiscal stewardship and facility planning to ensure that resources are utilized efficiently and effectively. By investing in these areas, the district can continue to provide a safe and nurturing learning environment for its students.

### Core Values

We Believe:

- Students are the focus of an educational process that is valued and shared by the home, school, local business and community.
- All learners' strengths should be discovered, encouraged, and developed.
- All students are capable of learning and responsible and accountable for their academic performance and for their own behavior.
- Our schools are dedicated to teaching students to be involved, active learners who work hard, solve problems critically and creatively, and communicate effectively.
- All students, parents and staff members are treated with dignity and respect and are expected to treat others in the same manner.
- Participation in the decision-making process by students, staff, parents and community members is valuable.
- The District is a valuable asset owned by the community and must be fiscally responsible to the taxpayers in the community.

## Portrait of a Graduate

In 2023, the District introduced the Portrait of a Graduate, the culmination of a year-long study with the help of District Stakeholders into which we identified key skills and behaviors essential for every single District 57 learner. This exciting initiative reflects our passion for providing a comprehensive education that helps students reach their full potential in school and in life.

This year, our District 57 students will begin the work necessary to strengthen the five skill areas identified in the Portrait of a Graduate: collaborative, critical thinker, resilient, empathetic, and adaptable. With this plan, we hope to ensure students are able to develop their own definitions of the Portrait of a Graduate's skills and recognize what each skill looks and feels like throughout their school day.



# PORTRAIT OF A GRADUATE

*"Inspiring every student, every day to reach their full potential."*



### Collaborative

Collaborative means working with others to achieve a common goal. When we collaborate, we share ideas, listen to each other, and work as a team to get things done!



### Resilient

Being resilient means being able to bounce back and learn from tough times and mistakes. We become even stronger because of the experience!



### Adaptable

Adaptable means being able to change and adjust to new ideas, situations, or environments. We can be flexible and are able to "go with the flow" when things don't go as planned.



### Critical Thinker

Critical thinkers ask questions and find answers. We look at multiple ways to solve problems. Critical thinkers are always curious and ready to learn something new!



### Empathetic

Being empathetic means understanding and feeling how someone else is feeling. We can put ourselves in their shoes and show them kindness and support.

# Parent/Community Information

## Back-to-School Nights

Early in the school year, all parents are invited to general grade-level meetings scheduled on back-to-school nights to learn about and discuss the school program.

## Parent-Teacher Conferences

School-wide conferences are planned in the fall with a check-in conference in the spring. These conferences give parents an opportunity to meet with their child's teacher and promote a mutual understanding between home and school. Information about parent-teacher conferences will be communicated by the schools. Please make every effort to abide by the schedule and notify the school if your conference date cannot be kept.

During the school year, parents are encouraged to hold individual parent-teacher conferences whenever needed.

The School Visitation Rights Act of 1993 requires certain employers to permit employees to take unpaid time off work to attend school conferences when certain conditions are met. Please check with your employer for more information on how this may apply.

## Before and After School Child Care

A before and after school child care program (Kids' Corner) is available at the elementary schools on a fee basis. This program is open to District 57 students only. For more information on this program, visit the District website (<https://www.d57.org/ChildCare.aspx>) or contact your student's school.

## Visiting Your Child's School

Per Board Policy 8:30 visitors are defined as any person other than an enrolled student, District employee, or service providers with District issued identification. All visitors to school property including play areas are required to report to the Building Principal's office and receive permission to remain on school property. All visitors must sign a visitors' log, show identification when asked, and wear a visitor's badge. When leaving the school, visitors must return their badge. On those occasions when large groups of parents and friends are invited onto school property, visitors are not required to sign in but must follow school officials' instructions.

# Communication

## Media Release

District 57 produces materials about its programs and activities. As a student of the District, a student may be included in videotape or photographs taken at school or district functions. If parents wish to restrict the publication of the student's face, likeness, voice, or appearance, including the publication of a child's picture on the District, school, or classroom website, as part of a class or school activity, they must submit a written request annually by September 15 to the building principal.

## Communication Initiatives

The District 57 Board of Education, administration, and staff believe that understanding what is happening in the education of our children is important to every family. In an effort to strengthen our commitment to our parent community, we continue to develop, establish, and refine our methods of communication to provide information that you will find helpful.

We recognize that two-way communication is the key to understanding. We need to hear from you, too. Feel free to contact us with any questions or concerns. The phone numbers for the individual school buildings are listed in this handbook. If you have a question of a general nature or if you are not sure whom to call, call the Administration Building at 847-394-7300.

In addition to this Handbook and Calendar that every family receives at the beginning of the school year, some of our regular communications initiatives include:

**Newsletters:** Each school publishes its own newsletter. In addition to individual school publications, the District publishes a community newsletter. This publication is available on the website.

**Internet:** Information and news about District 57 are available on the District's website at [www.d57.org](http://www.d57.org). Links to individual school websites are available on the District site. Links to District 57 staff, administration, and Board of Education email addresses are also available on the District's website.

**Social Media:** District 57 maintains a robust social media presence on [Facebook](#), [Instagram](#), [X](#), [LinkedIn](#), and [YouTube](#). Follow these different social media platforms to stay up to date on events, happenings, and district & school efforts.

**Voicemail:** District 57 has a voicemail system. If you would like to leave a message for a teacher or staff member after the schools or Administration Building are closed, you may do so by dialing the regular building telephone number.

# Written Reports on Student Progress

Children in kindergarten through grade five receive three report cards during the year. Report cards for students in sixth through eighth grades are sent home four times a year.

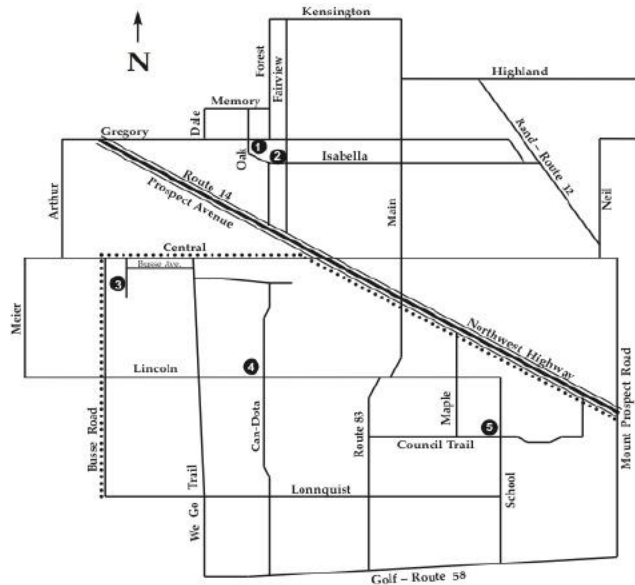
## School Requirements

### Attendance Boundaries

All kindergarten and first grade students in District 57 attend Westbrook School. All sixth, seventh, and eighth grade students attend Lincoln Middle School. All students in second through fifth grade attend one of the two elementary schools, according to the following internal boundary descriptions.

**Boundaries for Fairview School**—East on Lincoln to Busse Road, north to Central, east to Northwest Highway, southeast to Mount Prospect Road, north to Highland, west to Main, north to Kensington, west to Forest, south to Memory, west to Dale, south to Gregory, west to Arthur, south to Central Road, west to Meier, south to Lincoln.

**Boundaries for Lions Park School**—South from Central on Busse Road to Lonquist, east to We Go Trail, south to Golf Road, east to Mount Prospect Road, north to Northwest Highway, northwest to Central, west to Busse Road.



- ① Administration Building (701 W. Gregory Street)
- ② Fairview Elementary School (300 N. Fairview Avenue)
- ③ Westbrook School (103 S. Busse Road)
- ④ Lincoln Middle School (700 W. Lincoln Street)
- ⑤ Lions Park School (300 E. Council Trail)
- ..... Fairview/Lions Park Boundary

## Enrollment

To be eligible for admission to kindergarten, a child must be 5 years old on or before September 1 of that school term. A student may be admitted prior to the dates established in the School Code upon an assessment of his or her readiness to attend school. A child entering first grade must be 6 years of age on or before September 1 of that school term. Based upon an assessment of the child's readiness, a child will be allowed to attend first grade if he or she attended a non-public preschool, continued his or her education at that school through kindergarten, was taught in kindergarten by an appropriately certified teacher, and will be 6 years old on or before December 31. A student may also be admitted prior to the dates established in the School Code based upon an assessment of his or her readiness to attend school. For more information on consideration for early entrance to kindergarten or first grade, please see the accelerated placement procedures under the teaching and learning page on the District's website.

A child with exceptional needs who qualifies for special education services is eligible for admission to preschool at 3 years of age.

When enrolling a new student, the parent must present the original birth certificate, proof of residency, and the required health and immunization forms. Visit the District website ([www.d57.org/registration3702.aspx](http://www.d57.org/registration3702.aspx)) for a complete list of enrollment procedures and residency verification documents.

## Returning Student Registration Procedures

All families must register their children for the upcoming school year beginning on May 1 each year. Families will be asked to update all emergency contact information at that time. To remain in compliance with state law and Board policy, only students who live within the District's boundaries are entitled to attend District schools, unless given special permission by the superintendent.

## Fees and Fee Waiver Procedures

Fees are established annually by the Board of Education. A complete list of student fees can be found on the District website ([www.d57.org/StudentFees.aspx](http://www.d57.org/StudentFees.aspx)). Parents may apply for a waiver of instructional fees based on economic need. Forms for this purpose are available on the District's website or at the District administration building (847-394-7300).

## Preschool Program-Circle of Friends

The Circle of Friends is District 57's early childhood program. The program serves children ages three to five and provides preschool experiences that address cognitive, social, communication, behavioral, and motor skills. In the Circle of Friends program, children with and without disabilities interact and learn together. For more information, contact Westbrook School at 847-394-7340.

## Change of Neighborhood School

Parents may request that a child be transferred to another District 57 elementary school outside the regular attendance area. All requests must be made in writing to the superintendent. Forms for this purpose may be obtained from the Superintendent's Office. Under most circumstances, a decision will be made after August 15. The granting of such requests is not automatically renewable. Separate requests must be renewed on an annual basis.

## Homeless Students - McKinney-Vento

In accordance with both Illinois and federal law, students who are homeless are entitled entry into the District's schools or transportation to their previous district. Homeless students will be enrolled immediately, even without any medical or school related records, proof of residency, or other documentation. All efforts will be made to place the student in the appropriate educational setting and to obtain necessary records. If any parent has these circumstances, he/she should contact the building principal as soon as possible. Families with questions about eligibility for support under the McKinney-Vento Act may also contact the director of student services who serves as the District's McKinney-Vento liaison at 847-394-7300.

### McKinney-Vento Children- Who are they?

McKinney-Vento eligible children are those who lack a fixed, regular and adequate nighttime abode. In general, children or youth living in motels, transitional housing, shelters, the street, cars, abandoned buildings, and other inadequate accommodations may be considered eligible for McKinney-Vento services. This includes, but is not limited to, the following groups:

<b>Doubled-up Children</b>	living with another family due to lack of a permanent residence
<b>Children in Shelters</b>	including transitional living programs
<b>Children Living in Motels</b>	due to lack of alternative adequate living situation
<b>Migratory Children</b>	if accommodations are not fit for habitation
<b>Runaways*</b>	children who have left home and live in a shelter or inadequate accommodations, even if parents are willing to provide a home
<b>Lockouts*</b>	children whose parents or guardians will not permit them to live at home

- *These two categories are Unaccompanied Homeless Youth (UHY), child not in the physical custody of their parent or court-ordered guardian and lack a fixed, regular and adequate abode.*

## McKinney-Vento Children – What are their rights?

The Education for Homeless Children and Youth program, as part of the McKinney-Vento Homeless Assistance Act ensures eligible children have the right to:

<b>Choice of School</b>	McKinney-Vento Eligible children may attend their school of origin (school last attended or school attended when child lost permanent housing) or attend the school that serves their temporary living situation. Their Caregiver makes the choice.
<b>Immediate Enrollment</b>	even if medical or other records, birth certificates, transcripts, cannot be produced at time of enrollment
<b>Transportation</b>	if requested, transportation must be provided
<b>Preschool</b>	priority consideration to preschool programs for eligible youngsters
<b>Free Lunch &amp; Fee Waivers</b>	categorically eligible for free lunch
<b>Access to remote learning</b>	including meals, devices and WIFI access
<b>Supplemental tutoring</b>	if needed

If you think you might qualify for McKinney-Vento services please contact your school or McKinney-Vento Liaison, at 847-394-7300 ext. 1016.

For more information you can access the contact information for your local Regional McKinney-Vento liaison at <https://www.isbe.net/Documents/Subgrant-Liaison-Contact-List.pdf>

### Student Accident Insurance

In accordance with Board Policy 4:170, the Board annually designates a company to offer student accident insurance coverage, and any contract is between the parents/guardian and the company. District 57 does not carry student accident insurance on its students. Students participating in athletics, cheerleading, or pom-poms must have student accident insurance unless the parent/guardian acknowledges that the student is covered under a family health insurance plan. A link to the student accident insurance information and application can be found on the District website ([www.d57.org/StudentFees.aspx](http://www.d57.org/StudentFees.aspx)).

## **Transferring to Another School**

A signed transfer form must be secured if a child moves or is taken out of school permanently. Student records and medical examination reports will be sent to the new school. Parents should notify the school if their child(ren) will not be returning to school in the fall.

# Student Attendance

<b>School Attendance Times</b>	<b>Full Day</b>	<b>Half Day Release</b>
Lincoln Middle School	7:45 a.m.-2:45 p.m.	7:45-11:15 a.m.
Fairview/Lions Park	8:50 a.m.-3:20 p.m.	8:50-11:50 a.m.
Westbrook first grade	9:20 a.m.-3:50 p.m.	9:20 a.m.-12:20 p.m.
Westbrook PreK-K morning	9:20-11:50 a.m.	Non Attendance Day
Westbrook PreK-K afternoon	1:20-3:50 p.m.	Non Attendance Day

## Absences from School

The District strongly believes that attendance in school is crucial to a child's school success. The parent/guardian of a student who is enrolled must authorize all absences from school and notify the school in advance or at the time of the student's absence. A valid cause for an absence includes illness (including mental or behavioral health of the student), observance of a religious holiday, death in the immediate family, family emergency, other situations beyond the control of the student as determined by the Board, civic engagement to policy 7:90, Release During School Hours (10 ILCS 5/7-42 and 5/17-15), other circumstances that cause reasonable concern to the parent/guardian for the student's mental, emotional, or physical health or safety, or other reason as approved by the Superintendent or designee. Students absent for a valid cause may make up missed homework and classwork assignments in a reasonable timeframe. (Board Policy 7:70)

Our first concern when a child is absent is to verify the child's safety. For that reason, it is important that the school office knows the whereabouts of your child(ren) when they are absent or will be late arriving to school. Parents should contact the school to give the child's name, grade, and reason for absence by calling the attendance line or completing the online form. Absence calls for the following day can be made by leaving a message. If the parent does not notify the school and the child does not arrive at school, the parent will be called.

## Vacations

The District strongly urges parents to coordinate vacation plans or other activities with school vacations. Classroom experiences cannot be reconstructed for students who are absent. Parents who find it necessary to remove their students from class during non-vacation periods should understand that it is the responsibility of the child and/or the parents to contact the teacher. Make-up assignments are based on teacher discretion. The preferred method to address missing work is to request the assignments prior to absence from school. Vacations are considered unexcused absences.

## Tardies

If a child arrives late to school, the student is considered tardy if the child arrives within 30 minutes of the start of the school day at Westbrook, Lions Park, and Fairview and within 82 minutes of the start of the school day at Lincoln. If the student arrives beyond the tardy time, it will be a half day absence or

full day absence depending upon the time of their arrival or dismissal time. The parent/guardian will sign the child in at Westbrook. At Fairview and Lions Park, the child can enter the building without a parent/guardian, and a pass is provided to the child to go to class. At Lincoln, the child signs themselves in with the time of arrival.

## Leaving School Early

If your child must leave school early, please contact the school office at least 2 hours in advance so that your child can be ready at your pickup time.

## Truancy

District 57 recognizes the impact of regular school attendance on educational performance. It is also important that the students have a good start to the school day by arriving on time. To that end, the district has a truancy officer to monitor student attendance. The truancy process is begun when a student has been absent or tardy for more than 5% of school days. School staff will work with families to help students and families with these issues. However, if these efforts are not successful, the truancy officer will contact the family to address this concern. For more information regarding truancy, contact the Director of Student Services.

## Mental Health Support Days

In August 2021, Governor JB Pritzker signed a bill allowing students aged 6 to 17 to take up to 5 excused school days off for mental health and behavioral reasons, including emotional, psychological, or social well-being. A medical note is not required. If your child requires a mental health support day, please follow the typical attendance procedures.

If you or someone you know needs help or wants to discuss mental health concerns, contact:

- Dial 988 to reach the Suicide and Crisis Lifeline
- Text HOME to 741741 to reach the Crisis Text Line
- Contact Safe2Help Illinois: Dial 844-4-SAFEIL, Text SAFE2 (72332), email [HELP@Safe2HelpIL.com](mailto:HELP@Safe2HelpIL.com)

For more information regarding the District's Attendance & Truancy Policy, please refer to Board Policy 7:70 ([https://www.boardpolicyonline.com/?b=mount\\_prospect\\_57&s=1568768](https://www.boardpolicyonline.com/?b=mount_prospect_57&s=1568768)).

## Inclement Weather and School Closing Information

### Emergency School Closing

The District website and our social media accounts (Facebook and Twitter) will be updated as soon as a school closing decision has been made. SwiftK12 phone messages also are sent. However, the system sometimes takes up to an hour to complete all calls, so in the event the decision to close school is made after 9:30 p.m., the District will wait and send out the telephone notice by 5:30 a.m. the following morning. In addition, a facility search is available at the on-line Emergency Closing Center at

<http://www.emergencyclosingcenter.com/>. For further information, families also can tune to local media outlets, including AM radio stations WGN (720), and WBBM (780), and TV stations CBS (2), NBC (5), WLS (7), WGN (9), Fox (32), and CLTV News on cable.

## Student Social and Emotional Experience

### Social Emotional Literacy in District 57

District 57 has established a policy for incorporating social-emotional learning (SEL) into our educational programs. The Illinois State Board of Education has identified SEL Learning Standards that support broad learning goals:

- Develop self-awareness and self-management skills to achieve school and life success.
- Use social-awareness and interpersonal skills to establish and maintain positive relationships.
- Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts. (<https://www.isbe.net/Pages/Social-Emotional-Learning-Standards.aspx>).

Providing children with comprehensive SEL instruction, characterized by safe, caring, and well-managed learning environments and social and emotional skills, enhances school attachment, promotes positive development, and thereby positively influences academic success.

District 57 has adopted the Second Step program materials to be used for classroom-based instruction and school-wide implementation. Individual schools support our students with school-wide, age-appropriate positive behavior expectations.

### Suicide & Depression Awareness

District 57 addresses suicide and depression awareness in conjunction with [Board of Education Policy 7:290 Suicide and Depression Awareness and Prevention](#), to provide students, parents/guardians and employees with practices and procedures for early identification and referral of students possibly at risk of suicide. Each year, District 57 provides 6th, 7th and 8th grade students, parents/guardians and employees with practices and procedures for early identification and referral of students possibly at risk of suicide.

The following are local and national resources committed to supporting child safety:

- National Suicide Prevention Lifeline: Dial 988 or 1.800.273.8255 (<https://988lifeline.org>)
- Crisis Text Line: Text HOME to 741741
- Safe2Help Illinois HelpLine: Dial 844.472.3345 or Text 23443 (<https://www.safe2helpil.com>)

# Student Academic Experience

## Homework

### Core Beliefs and Purpose of Homework

Homework in District 57 is an extension of classroom learning designed to support student growth while promoting balance, independence, and well-being. Effective homework is purposeful, manageable, and equitable.

### Homework is intended to:

Reinforce and extend learning from the classroom by practicing skills and concepts already taught

- Be connected to instructional goals
- Promote student independence, reflection, responsibility, and the development of time-management and organizational skills
- Be designed so students can complete it independently, without adult instruction
- Provide families with insight into classroom learning

### Balance and Time Considerations

District 57 values student time for family, rest, play, and extracurricular activities. Homework should be designed with overall balance in mind. Homework is generally planned so that most students can complete assignments within the following time ranges:

- EC–Grade 1: Up to 20 minutes daily
- Grades 2–3: Up to 30 minutes daily
- Grades 4–5: Up to 50 minutes daily
- Grades 6–8: Approximately 50 - 80 minutes daily

These ranges are intended as guidelines and may vary based on the needs of the learner and the nature of the assignment and/or level of the class.

If a student regularly experiences difficulty completing homework within a reasonable timeframe, families are encouraged to communicate with the teacher.

### Equity and Access

Homework is designed so that all students can complete it independently, regardless of resources or support at home. When homework relies on internet access, teachers will not penalize students for limited access to connectivity or home resources.

## Consistency and Communication

Homework expectations should be clear and consistent across grade levels. Each school will communicate how families can:

- Access assignments and learning materials
- Reach out for support when needed

## Family Partnership

Families can support student learning by:

- Encouraging consistent routines and a dedicated workspace
- Helping students develop organization and time-management skills
- Asking questions and supporting problem-solving
- Reading together regularly
- Practicing math through everyday activities and games
- Encouraging curiosity, creativity, and exploration

## Transportation and Bus Service

Bus service to and from the District schools is offered to all K-8 students on a fee basis. The current bus fee and sign-up information can be found on the District website. The transportation service provider for the District is First Student.

Students riding the bus must follow the District's safety guidelines. Gross disobedience or misconduct may result in suspension from riding the bus. Electronic monitoring devices including video cameras may be used on school buses as necessary to monitor conduct and maintain a safe environment for students and employees.

Any questions, comments, or requests for additional information can be directed to First Student at 847- 635-9877. Additional information is also available on the District website ([www.d57.org/Transportation.aspx](http://www.d57.org/Transportation.aspx)).

## School Bus Safety Rules

All students should follow the following rules when riding a school bus:

1. Be aware of moving traffic and pay attention to your surroundings.
2. Dress properly for the weather. Make sure all drawstrings, ties, straps, etc. on all clothing, backpacks and other items, are shortened or removed to lessen the likelihood of them getting caught in bus doors, railings or aisles.
3. Arrive on time at the bus stop, and stay away from the street while waiting for the bus.
4. Stay away from the bus until it stops completely and the driver signals you to board. Enter in single file without pushing. Always use the handrail.
5. Take a seat right away and remain seated facing forward. Keep your hands, arms, and head inside the bus.

6. Talk quietly on the bus. No shouting or creating loud noises that may distract the driver. Tablets, computers, smart phones, smart watches, and other electronic devices must be silenced on the bus unless a student uses headphones.
7. Help keep the bus neat and clean. Keep belongings out of the aisle and away from emergency exits. Eating and drinking are not allowed on the bus.
8. Always listen to the driver's instructions. Be courteous to the driver and other students. Sit with your hands to yourself and avoid making noises that would distract the driver or bother other passengers.

## **School Bus Audio and Video Surveillance**

A video and/or audio monitoring system may be in use on school buses to promote and maintain a safe environment for students and employees when transportation is provided for any school related activity. If a behavioral incident 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 Lunch Program**

### **School Lunches**

Elementary schools: Students have the choice of staying at school or going home for lunch. If a student will be going home for lunch, a parent must sign the student out in the school office. Milk may be purchased on a daily or yearly basis.

Middle School: All students stay at school for lunch. A hot lunch and à la carte options, including milk, are offered to students per a standard menu. Lunches should be paid for in advance or daily. For more information about the school lunch program, visit our website at [www.d57.org](http://www.d57.org).

### **Middle School Negative Balance Procedure**

Your student(s) should be monitoring their account balance daily to avoid a zero balance. If the student has a negative balance or not enough money in their account to purchase a lunch, they will still receive a lunch. However, they are encouraged to replenish the account as quickly as possible. If this issue becomes habitual, the administration will communicate with parents.

### **Assistance for Income Eligible Families**

At both the elementary and middle schools, free and reduced-price meals are provided for students from families meeting federally established income guidelines. You can obtain an application from the District website or school office.

Per Board Policy 4:140, a student shall be eligible for a fee and fine waiver when:

1. The student currently lives in a household that meets the same income guidelines, with the same limits based on household size, that are used for the federal free meals program;

2. The student's parents/guardians are veterans or active-duty military personnel with income at or below 200% of the federal poverty line; or
3. The student is homeless, as defined in the McKinney-Vento Homeless Assistance Act (42 U.S.C. §11434a).

## Student Dress Code

Mount Prospect School District 57 student dress code supports equitable educational access and does not reinforce stereotypes or increase marginalization or oppression of any group based on race, gender, ethnicity, religion, sexual orientation, household income, or cultural observance. The district does not prohibit hair styles historically associated with race, ethnicity or hair texture. We expect that all students dress in a way that is appropriate for learning. Student attire should not interfere with the health or safety of any student or contribute to a hostile or intimidating atmosphere for anyone. The District believes that the responsibility for a student's attire resides with the student and parent/guardian(s). Any restrictions must be necessary to support the overall educational goals of the school and must be explained within this dress code.

### Students Must Wear:

- A Shirt: fabric in the front, back, and sides under the arms (faces must be visible to school staff and dresses are acceptable), AND
- A Bottom: pants/sweatpants/shorts/skirt/dress/leggings/ skorts AND
- Shoes: Covering the bottom of the foot including, but not limited to sandals, gym shoes, flip flops, and boots. Anything with wheels or blades are not allowed.

Basic Principle: Certain body parts must be covered for all students at all times. Clothes must be worn in a way such that genitals, buttocks, breasts, and nipples are covered with a non-transparent fabric. As used in this set of guidelines, the word "clothing" includes accessories. Hats and hoodies are acceptable as long as they do not obscure the face.

### Students cannot wear the following items in school:

- Violent language or images.
- Images, language depicting, or promoting drugs or alcohol or any illegal item or activity.
- Hate speech, profanity, pornography.
- Images or language that creates a hostile or intimidating environment based on any protected class or consistently marginalized groups.
- Bathing suits
- Accessories that could be used as a weapon.
- Helmets or headgear that obscure the face (except as a religious observance or if medically necessary).\*
- Sunglasses (unless medically necessitated)\*
- Clothing/attire misappropriating a particular gender, ethnicity, race, or religion

\*Except as required in class or extracurricular program

### Athletics:

A student athlete may modify his or her athletic or team uniform for the purpose of modesty in clothing or attire that is in accordance with the requirements of his or her religion or his or her cultural values or modesty preferences. Student-athletes who need to modify his or her uniform should reach out to the building principal for guidance.

## **Dress Code Enforcement**

- Students in violation should be referred to school administration, and will be given multiple options to be dressed to code.
- No student should be disproportionately affected by dress code enforcement because of gender identity or expression, race/ethnicity, sexual orientation, cultural or religious identity, body size, body maturity, or household income.
- Student athletes may follow IESA guidelines when athletic dress conflicts with the contents of the dress code.

## **Field Trips**

Field trips are a privilege for students. Students must abide by all school policies during transportation and during field-trip activities, and shall treat all field trip locations as though they are school grounds. Failure to abide by school rules and/or location rules during a field trip may subject the student to discipline. All students who wish to attend a field trip must receive written permission from a parent or guardian with authority to give permission. Students may be prohibited from attending field trips for any of the following reasons:

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

## **Instrumental Music**

Instruction for band and orchestra begins in the fifth grade. Both programs begin soon after the opening of school in the fall. Previously enrolled students who have advanced beyond the beginning level are contacted during the first week of school as to the schedule for lessons and group rehearsals. Transfer students should contact the instrumental director at the school to arrange auditions to ensure proper placement in the program. Rehearsal schedules for the various performing groups are announced by the directors in September. Beginner groups are organized as soon as the students have attained skills appropriate for ensemble playing. Parents are responsible for the transportation of students to rehearsals.

## **Education of Children with Disabilities**

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 consistent with the

Individuals with Disabilities Education Act (IDEA) and provisions of the Illinois School Code, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act.

Individuals with disabilities shall be provided an opportunity to participate in all school-sponsored services, programs, or activities on an equal basis to those without disabilities and will not be subject to illegal discrimination. Where necessary, the District may provide to persons with disabilities separate or different aids, benefits, or services from, but as effective as, those provided to others.

Children receiving home school instruction or attending parochial schools located within District 57 boundaries are also eligible for evaluation through the District.

Students with disabilities who do not qualify for an individualized education program under the federal Individuals with Disabilities Education Act, may qualify for services under Section 504 of the federal Rehabilitation Act of 1973 if the student (1) has a physical or mental impairment that substantially limits one or more major life activities, (2) has a record of a physical or mental impairment, or (3) is regarded as having a physical or mental impairment. To inquire about the identification, assessment and placement of students, contact the Director of Student Services at 847-394-7300 x1016.

### **Special Accommodations or Services to Access School Sponsored Events**

Students with disabilities who require special accommodations or services to access school sponsored services, activities, or programs should contact their building administrator or the Director of Student Services at 847-394-7300 x1016.

### **Prioritization of Urgency of Need of Services (PUNS)**

[PUNS](#) is a statewide database that records information about individuals with developmental disabilities who are planning for or seeking services. The State uses the data to select individuals for services as funding becomes available, to develop proposals and materials for budgeting, and to plan for future needs. If you have questions about PUNS, please contact your school's designated PUNS-trained employee.

Westbrook School: Karl Anderson ([kanderson@d57.org](mailto:kanderson@d57.org))

Fairview Elementary School: Grace Worrell ([gworrell@d57.org](mailto:gworrell@d57.org))

Lions Park Elementary School: Bre Grzybek ([bgrzybek@d57.org](mailto:bgrzybek@d57.org))

Lincoln Middle School: Laena DiVito ([ldivito@d57.org](mailto:ldivito@d57.org))

## **Notification on the Use of Time Out and Restraint**

District 57 uses positive behavior interventions and supports to teach and reinforce the development of prosocial behaviors. At times, the District may need to use more restrictive measures such as isolated time out, time out, and restraint. These interventions will only be used as a last resort and when a student's behavior presents an imminent danger of serious physical harm to the student, others and other less restrictive and intrusive measures have been tried and proven ineffective in stopping the imminent danger of serious physical harm, there is no known medical contraindication to its use, and staff members applying the intervention have been trained in its safe application. In the event one of

these restrictive interventions is necessary, the District will comply with all requirements including informing parents/guardians of the use of this intervention with their child.

## **Notification of Consent for Medicaid Billing**

Medicaid is a government funded health insurance program that covers qualifying individuals, including children and individuals with disabilities. Under an Illinois state plan amendment approved by the Department of Health and Human Services, school districts may seek federal Medicaid reimbursement for school-based health services provided to eligible students. While these services will be provided to all students who qualify for these services, districts may only receive reimbursement for services provided to students who are Medicaid eligible. Districts frequently use this reimbursement to help meet the cost of providing necessary health-based services to students.

Parents/guardians of eligible students who receive qualifying school-based health services will be asked to sign a Medicaid Consent Form to release information to the District's billing agent and the Illinois Department of Healthcare and Family Services for reimbursement purposes. While parents/guardians will only be asked to sign consent once while their child is enrolled in the District, parents/guardians may withdraw consent at any time. Importantly, withdrawal of consent or refusal to consent does not relieve the District of its obligation to provide all required services at no cost to the parent/guardian. Additionally, providing consent does not impact current family benefits outside of school.

## **Accelerated Placement and Enrichment Services for Children**

Accelerated placement places qualified students in an educational setting that includes a curriculum that is usually reserved for children who are older or in higher grades than the student. An accelerated placement refers to the placement of a student in an academically appropriate instructional setting with the appropriate level curriculum that may include but is not limited to, a child entering kindergarten or first grade early, a child accelerating in a single subject, and a child accelerating through grades.

Accelerated placement programming is not limited to those children who have been identified as gifted and talented, but is open to all children who demonstrate high ability and who may benefit from accelerated placement. The District reserves the right to make all student placement decisions, including the reversal of prior decisions, and to determine the weight given to any individual factor favoring or disfavoring accelerated placement of a particular student.

As part of an accelerated placement, District 57 provides instruction through placement in accelerated classes or enrichment services to meet the needs of children who are high achieving in the areas of math and/or reading.

## Accelerated Math

Accelerated Math students in third, fourth, and fifth grades will be regrouped for class during the math content area and will move quickly with grade level and beyond grade level instructional materials. Teachers will extend, supplement, and go beyond the regular curriculum in greater depth or breadth to support students' learning. Prior to third grade, differentiation primarily occurs within the classroom.

In middle school, students in the Accelerated Math class are using math materials one grade level above, and students in the Accelerated Plus Math class are using materials two grade levels above. All students are considered for Accelerated Math at the end of second grade to begin the following school year, and are subsequently considered each data review period thereafter. Students are identified for Accelerated and Accelerated Plus Math at the end of fifth grade, to begin at the start of sixth grade.

## Enrichment Reading

The overall goal for fourth and fifth-grade differentiated Reading and Language Arts instruction is to meet students' needs. The curriculum is aligned with Illinois Common Core Standards emphasizing literature, informational text, vocabulary instruction, and the development of foundational skills, designed to enhance classroom reading instruction. All students will be instructed in guided reading groups based on data and high-achieving students have been specifically clustered in classrooms to ensure that each class has skill-matched peers. Students receiving differentiated reading opportunities with the enrichment teacher will receive both in-class and out-of-class instruction by the enrichment teacher, however, core reading instruction for all students is provided by the classroom teacher. Differentiated reading instruction through the use of guided reading occurs in kindergarten through third grade as well but does not generally include differentiated reading opportunities outside of the general education classroom by the enrichment teacher.

## Accelerated English Language Arts (ELA)

Beginning in sixth grade, students participating in the Accelerated English Language Arts class are using beyond-grade-level materials to meet students' needs.

All students are considered for Enrichment Reading at the end of third grade to begin the following school year and are subsequently considered at each data review period hereafter. Students are identified for Accelerated English Language Arts at the end of fifth grade, to begin at the start of sixth grade.

Individual referral requests may also come from a variety of individuals including licensed educational professionals, parent/guardian, and student (with written consent of a parent/guardian). For more information on the District's accelerated placement procedures, please see the teaching and learning page on the District's website.

For additional information, please contact the Assistant Superintendent for Teaching and Learning at 847-394-7300.

## Multilingual Services

Illinois School Code requires that each school district administer a Home Language Survey to every student entering the district for the first time. The district is then required to screen the English Language Proficiency of each student identified through the Home Language Survey that reports a language other than English is present in the home, or is spoken by the student. District 57 uses the Illinois State Board of Education's criteria to determine eligibility for Multilingual Services.

The Transitional Program of Instruction (TPI) supports classroom instruction for Emergent Bilingual (EB) students in grades K-8. The program helps students develop their listening, speaking, reading, and writing skills and is taught by Emergent Bilingual teachers.

A Transitional Bilingual Education (TBE) program is provided at schools where there are 20 or more students of one language group who qualify for Multilingual Services. This program provides instruction from a certified bilingual teacher in the native language and English in core academic subjects as needed.

## Educational Assistance

District 57 education is guided by the belief that all children can learn and that the entire staff is responsible for meeting all students' learning needs. We believe that an effective educational environment fosters collaborative assistance and utilizes a systematic problem-solving approach. When a child experiences academic, behavioral, or social difficulty in school, parents, teachers, administrators, and support staff work together to determine the support needed to help the child succeed.

## Multi-Tiered System of Support (MTSS)

District 57 recognizes that children learn in a variety of ways and that some children may need accommodations, a different instructional approach, or additional support. To address student needs, District 57 uses a Multi-Tiered System of Support (MTSS) model. MTSS is the practice of providing high quality instruction and interventions matched to student needs, monitoring progress frequently to make decisions about changes in instruction, and applying data to inform educational decisions.

Schools/Teachers:

- Intervene early;
- Use a multi-tier model of instruction;
- Utilize problem solving methods;
- Use data to identify students at risk for poor learning outcomes;
- Review student and group progress monitoring;
- Use assessments for screening, diagnostics, and progress monitoring;
- Provide scientific, evidence-based instruction/interventions and strategies;
- Adjust the intensity and nature of those interventions and strategies depending on a student's responsiveness; and

- Use data in the identification of students with learning disabilities or other disabilities. Subgroup data is considered in order to limit overidentification and implement equitable practices for all students.

## Home/Hospital Instruction

A student is eligible to receive home/hospital services when a licensed medical physician, physician assistant, or advanced practice nurse determines that the child, due to a medical condition, will be unable to attend school, and instead must be instructed at home or in the hospital, for a period of 2 or more consecutive weeks or on an ongoing intermittent basis. An “ongoing intermittent basis” means that the child’s medical condition is of such a nature or severity that it is anticipated that the student will be absent from school due to the medical condition for periods of at least 2 days at a time multiple times during the school year totaling at least 10 days or more of absences. The goal of home/hospital instruction is to afford the student experiences equivalent to those afforded to other students at the same grade level and are designed to enable the student to return to the classroom. When a student qualifies for home/hospital services, the district will provide a maximum of 5 hours of instruction per week.

In order for the District to provide home/hospital services, the following forms must be completed:

1. Parental Request for home/hospital Instruction (to be completed by the parent/guardian)
2. Medical Certification for Home/Hospital Instruction (to be completed by the physician)

Completed forms should be submitted to the Director of Student Services. Questions regarding home/hospital instruction should be submitted to Sara Tyburski, Director of Student Services, at 847-394-7300.

## Physical Education

Children are expected to participate in physical education classes. In order to be excused from participation in physical education, a student must present an excuse from the parent/guardian or from a person licensed under the Illinois Medical Practice Act. The excuse may be based on medical or religious prohibitions. Special activities in physical education will be provided for students whose physical or emotional condition, as documented or as determined by a person licensed under the Medical Practice Act, prevents their participation in the physical education courses. A parent note will excuse a child for up to three days.

## Library Use

Books from the school libraries are loaned for periods of one to four weeks based on grade level and type of material. Parents are responsible for the replacement cost of lost books or damaged books.

## **Personal Electronic Device Use**

Cell phones should be powered off and kept in the student's backpack (elementary) or locker (middle school) during the school day. Students may be asked to put digital communication devices such as smartwatches in their backpacks or lockers if they become a distraction to the learning environment. Students should not use phones, watches, or phone accessories to make phone calls or send messages during the school day. Students should speak with a staff member if they need to contact home. If any electronic devices are brought to school, students assume full responsibility if they are lost, stolen, or damaged.

## **Bringing Valuables to School**

Students should be cautious about bringing money or valuables to school. The school is not responsible for lost or damaged items (e.g. eyeglasses, retainers, etc.).

## **Class Parties**

All class parties will be planned by the PTO in collaboration with the teachers and school administration. The teacher is in charge and is present at all times. The District prohibits the use of food as a reward or as part of a celebration unless the reward is replacing lunch AND has parental and administrative approval and oversight.

# Health Services

## Student Wellness

Mount Prospect Elementary School District 57 is dedicated to fostering student health and well-being through a comprehensive approach that includes nutrition, physical activity, and a supportive learning environment. The District prohibits the use of food as a reward or incentive, encouraging the use of non-food alternatives instead.

Nutrition education is integrated into the curriculum, utilizing evidence-based practices to promote healthy lifestyles. In accordance with Illinois requirements, all students participate in regular physical education. Additional opportunities for physical movement are provided through daily recess, classroom breaks, and a variety of extracurricular programs, including school athletics and clubs.

We value our partnership with families and encourage them to reinforce these healthy choices at home and join us in our school wellness initiatives. More information regarding the District's Wellness Procedures can be found [here](#).

## Physical Examinations

Illinois state law requires that all children have a complete physical examination and specific immunizations upon entrance into early childhood classes, kindergarten or the first grade, and the sixth grade. The school must have the completed physical examination reports including the immunization dates on or before the first day of school. The examination is to be made by a physician, physician assistant, or advanced practice nurse. Physical examinations that are not more than one year old prior to the first day of school, including those completed outside of the state of Illinois (the out of state form must include all requirements of the Illinois Child Health Exam Form), are acceptable. Failure to comply with the physical examination and immunization dates will result in consequences, including exclusion, as outlined in Board Policy 7:100.

Board Policy 7:300 requires that students who participate in interscholastic athletics have an annual physical examination. The examination must be valid for the entire season of a sport, including tryouts. The examination should be completed during the summer to allow your child to participate in interscholastic sports the entire upcoming school year. Sports physicals are valid for 395 days.

## Vision Examinations

Illinois law requires that students in kindergarten and any student entering an Illinois school for the first time must show proof of having a complete eye exam by October 15 or within 30 days of the start of school, whichever is first. The law states that the examination must have been completed within twelve months prior to the October deadline. The exam must be completed by an optometrist or physician (such as an ophthalmologist) who provides eye examinations.

## Dental Examinations

Illinois law requires that students in grades K, 2, and 6 must show proof of having a dental examination by May 15. The law states the exam must have been completed within the 18 months prior to the May 15 deadline.

## Immunization

All children are required to be immunized against diphtheria, tetanus, pertussis, poliomyelitis, measles, mumps, rubella, and varicella (chicken pox). Exact dates of these immunizations must be recorded on the physical examination form, or documented disease history or alternative proof of immunity must be provided.

The rules and regulations of the Illinois Department of Public Health regarding immunizations and screenings are summarized below as a guide to review your child's level of immunity prior to entering preschool or kindergarten.

**DPT or DTaP (diphtheria, pertussis tetanus):** Four or more doses with the last one being a booster given on or after the fourth birthday. The first three doses must be given at least four weeks apart. The interval between the third and fourth or final dose must be at least six months. For preschool children, three doses are required by one year of age and one additional dose by age two. The first three doses must be given at least four weeks apart. The interval between the third and fourth or final dose must be at least six months.

**Tdap (tetanus, diphtheria, pertussis):** One dose for all students entering sixth grade regardless of the interval since the last DTaP, DT or Td dose. Students entering the seventh, and eighth grades who have not already received Tdap are required to receive one Tdap dose, regardless of the interval since the last DTap, DT, or Td dose.

**Polio:** Four or more doses, the first three doses in a series shall have been received no less than four weeks apart. The fourth dose shall be administered after the fourth birthday. The interval between the third and fourth dose must be at least six months. For preschool, three doses are required, no less than four weeks apart.

**Hepatitis B:** All children entering sixth, seventh, and eighth grades and all children in any preschool program are required to receive three doses. The first doses shall have been received no less than four weeks apart. The interval between the second and third doses shall be at least two months. The interval between the first and third dose shall be at least four months.

**Haemophilus (HIB):** Completion of the ACIP (Advisory Committee on Immunization Practices) recommended series is required for preschool students only.

**Pneumococcal:** Completion of the ACIP recommended series is required for preschool students only.

**Meningococcal Conjugate:** 1 dose required for any student entering 6th grade, must be received on or after the 11th birthday.

**MMR (Measles, Mumps, Rubella):** 1 dose is required for preschool, 2 doses for all other grades (1st dose must be on or after the first birthday, 2nd dose required no less than 28 days later). (MD note of diagnosed disease is not accepted for Rubella. MD note of diagnosed disease not accepted for Measles, when diagnosed on or after July 1, 2002, only a blood titer is accepted as proof of immunity for Rubella and Measles.)

**Varicella (Chicken Pox):** 1 dose is required for preschool, 2 doses for all other grades (1st dose must be on or after the first birthday, 2nd dose required no less than 28 days later or proof of disease with dates verified by a physician or laboratory evidence).

**Lead Screening:** Date of lead risk assessment should be written on the physical exam form.

**Diabetes Screening:** Student must be assessed for risk of having or developing Type 2 diabetes.

**Tuberculin Test (TB):** Strongly recommended for students in Cook County upon first entry into school and at sixth grade.

If any of the required immunizations are not given in accordance with the rules and regulations of the Illinois Department of Public Health, the physician is to attach a note to the physical examination form stating the medical reason that the specific immunization is not indicated.

If the physician determines immunizations are to be delayed, he or she is to provide in writing the medical reasons for the delay and the dates the specific immunizations are to be administered.

## Required Health Forms

For your convenience, District medication request forms and the standard State of Illinois physical exam, vision, and dental forms may be downloaded from the District 57 website (under the parent tab select health information to access these forms).

## Screening for Hearing and Vision

District 57 provides individual hearing screening for students in early childhood, kindergarten, first, second, and third grade; children in other grade levels who have had previous hearing problems; new students; others upon parent or teacher request; and all children in special education and speech/language programs.

District 57 provides individual vision screening to students in early childhood, kindergarten, second, and eighth grade; new students; others upon parent or teacher request; and all children in special education and speech/language programs. Vision screening is not a substitute for a complete eye and vision examination by an eye doctor. Children who wear glasses and children who have had an eye examination within the previous twelve months (with a report signed by an ophthalmologist or optometrist provided) are not screened. If there is evidence to indicate the need for a professional hearing or eye examination, the school nurse will notify the parent to return a completed doctor's report to the health office. (Child Vision and Hearing Test Act, Section 205/3)

## Communicable Disease

Upon confirmation of a communicable disease, parents are expected to notify the nurse immediately, as it is important to establish the date of onset. It is essential that the parent reports a child's diagnosis of fifth disease to the school office so that staff members can provide medical surveillance or consult with their physicians.

The procedures below are in accordance with the Rules and Regulations for the Control of Communicable Disease as issued by the Illinois Department of Health and the CDC. All children may be excluded from school for a communicable disease or a condition which is readily transmitted to others. The following restrictions apply:

**Chicken Pox:** Exclusion for at least five days after the onset of last skin eruption and until the vesicles become dry/crusted over.

**Common Respiratory Viruses (ie. Covid, Flu, RSV):** Exclusion until fever-free for 24 hours without fever reducing medication and symptoms have been improving overall for 24 hours.

**Measles:** Exclusion until four days after the appearance of the rash.

**Mumps:** Exclusion for five days after the onset of the symptoms.

**Strep Infection:** Exclusion until the child has been on effective antibiotic therapy for at least 12 hours, and is fever free for 24 hours without fever reducing medication. During times of outbreaks/clusters it may be recommended to stay home for 24 hours on effective antibiotic therapy and fever free for 24 hours without fever reducing medication.

**Pertussis (Whooping Cough):** Exclusion until five days of appropriate antibiotic treatment or 21 days after cough onset if no treatment is received.

**Pink-eye (Conjunctivitis):** Exclude if conjunctivitis is accompanied by symptoms of systemic illness or if the child is unable to keep hands away from eye.

**Skin Rashes and Eruptions:** Exclusion until the condition clears or the parent presents a written statement from a physician that the child's condition is not contagious.

**Infectious Mononucleosis, Meningitis, and Hepatitis:** Exclusion until the parent presents a written release from a physician.

**Head Lice:** May not return to school until treatment is completed.

**Other:** Management in accordance with the Illinois Department of Health and the American Academy of Pediatrics.

Children must remain at home until they have been fever-free (without fever-reducing medication), vomit free, and diarrhea-free for at least 24 hours. A fever is a temperature of 100 degrees or higher.

## Communicable Disease Notices

Schools will send parents notice of specific communicable diseases that have been reported in a child's classroom/building under the direction of the LHD.

## Emergency Information

The Emergency Information, which gives permission for emergency treatment, is included in online registration. Please complete, and check all of your child's pertinent health conditions, and list all the medications he or she takes. If the paramedics need to be called, this vital information must be available. Please call the office with changes in information as they occur throughout the school year. Emergency Information must be on file for every child in school.

## **Student Athlete Concussions and Head Injuries**

Board Policy 7:305 requires full implementation of the Youth Sports Concussion Safety Act, and documents the management of concussions and head injuries suffered by students. The District 57 Wellness Committee is designated as the Concussion Oversight Team. The Team developed return-to-play and return-to-learn protocols, which are aligned with the guidelines from the Centers for Disease Control Prevention. Each student and the student's parent/guardian shall be required to sign a concussion information receipt form each school year before participating in an interscholastic or club athletic activity. A student shall be removed from play, practice or competition immediately if it is believed that the student sustained a head injury or concussion. The student who was removed may not return to play or practice until the student athlete has provided his or her school with a written clearance from a physician licensed to practice medicine in all branches or a certified athletic trainer working in conjunction with a physician licensed to practice medicine in all branches in Illinois. Forms are available at each school and will be provided by coaches or club sponsors as students register to participate in interscholastic or club activities.

## **Accidents and Illness**

In case a child is involved in an accident at school, he or she will be given first aid. In the case of an accident or illness, the school will contact the parent or designee to come for the child. If the parent or designee cannot be reached and the need for medical attention appears urgent, the school will call paramedics.

Following a physical injury, any student who requires temporary accommodations such as crutches, a wheelchair, or any other mobility aid during the school day is asked to provide a medical note from a person licensed under the Medical Practice Act before returning to school. The note should specify any physical restrictions or activity limitations. Parent/guardians should continue to provide updated medical notes as the student's physical restrictions or activity limitations change to assist the District in providing appropriate support to the student.

## **Medical Records for Transfer Pupils**

A child entering our schools for the first time must have the required immunizations and a physical examination as explained in this Handbook forwarded from the last school attended or must arrange for a new examination and/or immunizations.

If a child is entering school in Illinois for the first time, the parent must present a physical examination report completed within one year prior to entry into the Illinois school and proof of a complete eye examination performed by an ophthalmologist or optometrist.

## Supporting Students with Food Allergies

The goal of District 57 is to provide a safe environment for all children, including those with life-threatening allergies. The District cautions that it is necessary for staff, students, and parents to understand that an allergen-free environment is impossible to achieve, and to expect it is to harbor a false sense of security.

Although the risk to students with these allergies in the schools cannot be completely eliminated, it can be greatly reduced. Protecting students with life-threatening allergies is the shared responsibility of families, schools, and the community. The purpose of the Food Allergy Management Procedures, which is available [here](#), is to reduce unintended allergic reactions by providing education on allergen avoidance strategies, establishing emergency response procedures, and outlining the responsibilities for the student, families, and the school system.

## Anaphylactic Response Policy

The District 57 Anaphylactic Response Policy is available to families [here](#) or on the District website. If you have any questions regarding the policy, please reach out to your child's school nurse.

## Asthma Response Protocol

The District 57 Asthma Response Protocol is available to families [here](#) or on the District website. If you have any questions regarding the policy, please reach out to your child's school nurse.

## Medication Guidelines

If your child's medical condition requires that medication be administered at school, please discuss the situation with the school nurse and follow the [Medication Management Procedures](#).

Per Policy 7:270, students should not take medication during school hours or during school-related activities unless it is necessary for a student's health and well-being. When a student's licensed health care provider and parent/guardian believe that it is necessary for the student to take medication during school hours or school-related activities, the parent/guardian must request that the school dispense the medication to the child and otherwise.

If medication forms are required, they may be obtained from the school office or the district website.

- With the exception of prescribed emergency medication, such as epipens, inhalers, or glucagon, students are never to carry or keep their own medications, including over-the-counter drugs. If your child needs to carry emergency medication, please contact your school nurse.

- Only parents or guardians may transport medication to school. This practice applies to refills as well as to new prescriptions. No medication is to be kept in lockers, lunches, coats, or backpacks.
- All prescription medication must be in a pharmacy container labeled with the student's name, dosage, and directions for administration.
- All over-the-counter (non-prescription) medication shall be brought to school in the manufacturer's original packaging with the ingredients listed and the child's name affixed to the container.
- All medication must be accompanied the District 57 School Medication Authorization Form, which includes a written order from the physician that includes the name of the medication, the date, the dosage, method and time of administration, anticipated results and possible adverse effects.
- In addition, the parent(s) or guardian shall sign and date the District 57 School Medication Authorization Form that medication can be given during school hours.
- Any change in dosage or routine of administration must be accompanied by a new, signed order from the physician.
- All medication orders expire at the end of each school year. New orders must be provided at the beginning of each school year.

# Safety

## Emergency Crisis During the School Day

In the unfortunate event that an emergency or crisis situation occurs in the area during the school day, District 57 schools are prepared. The District has adopted the use of the standardized Response Protocol that will assist in effectively responding to these types of situations.

While your natural instinct as a parent in an emergency is to go to your child’s school to safeguard him or her, please understand that doing so may significantly impede the District’s response capabilities as well as those of local emergency responders. It is vital that school officials and the Police and Fire Departments have access to school buildings to manage the situation and give care to students. In addition, it may be necessary to evacuate students to another location if there is immediate danger. In an emergency or crisis situation, your cooperation and assistance are needed. Please follow these guidelines:

- In the event of a crisis requiring a lock down, administration will notify the parents of students of the school directly involved as soon as it is possible. Additional communications with those parents continues as it is feasible to do so. Administration will communicate using email, social media, the district website, and telephones, if possible. Every administrative effort will be directed toward securing and maintaining the safety of students. Once the crisis has passed, communication to the entire district will be provided to summarize the facts of the event. For information, call 847-394-7300 NOT YOUR CHILD’S SCHOOL.
- In the event of a crisis that requires an evacuation/relocation of students, administration will notify the parents of students of the school directly involved. For information, call 847-394-7300 NOT YOUR CHILD’S SCHOOL. Tune in to local television and radio stations for information on the situation and instructions on how to reunite with your child. In some emergency or crisis situations, it may be necessary to relocate students to another facility for safety reasons. **Designated reunification sites have been established for each school.** The reunification sites are located near the schools.

School	Reunification Site
Fairview	Prospect High School 801 W. Kensington Road
Lions Park	Lions Recreation Center 411 S. Maple Street
Westbrook	Bosch Tool Corporation 1800 W Central Road
Lincoln	St. Raymond’s Church 301 S. I-Oka Avenue

**When you travel to the reunification site, please be sure to bring picture identification, as students will be released only to their legal guardians or the authorized individuals as listed on your child’s emergency forms.**

The ultimate goal is to keep your children safe while they are under the District’s care.

## **Civil Defense Warning System**

Each school is equipped with a radio that picks up emergency calls directly from the Illinois State Police concerning storms, tornadoes, hurricanes, and other emergency civil defense situations. In the event of a warning during school hours, all students will be kept in the building.

## **Individual Emergencies**

If a student requires emergency attention, the school will contact the person(s) identified on the student’s Emergency Information Card.

## **Tobacco, E-Cigarettes/Vape, Alcohol, and Drugs**

To help promote a safe and healthy environment, the Board of Education has adopted a policy that prohibits the use of tobacco and alcohol and the non-medical use of drugs by students and staff. All District buildings, grounds, and school buses are tobacco, e-cigarette/vape, drug, and alcohol-free areas. This policy extends to all school-sponsored and related activities. District social workers are available to assist families with referrals to rehabilitation counseling programs. For more information, parents should contact their neighborhood school.

## **No Guns on School Property**

Based on Illinois Law Public Act 98-0063, the Firearm Concealed Carry Act, you are advised not to bring guns on school property.

## **Gangs and Gang Activity Prohibited**

The visibility of gangs and gang-related activities in the school setting cause a substantial disruption of and/or material interference with school and school activities of the school district. Students are prohibited from engaging in gang activity. A “gang” is any group of 2 or more persons whose purpose includes the commission of illegal acts.

No student shall engage in any gang activity, including but not limited to:

1. Wearing, using, distributing, displaying, or selling any clothing, jewelry, emblem, badge, symbol, sign, or other thing that are evidence of membership or affiliation in any gang,
2. Committing any act or omission, or using any speech, either verbal or non-verbal (such as gestures or hand-shakes) showing membership or affiliation in a gang, and

3. Using any speech or committing any act or omission in furtherance of any gang or gang activity, including but not limited to: (a) soliciting others for membership in any gangs, (b) requesting any person to pay protection or otherwise intimidating or threatening any person, (c) committing any other illegal act or other violation of school district policies, (d) inciting other students to act with physical violence upon any other person.

Students engaging in any gang-related activity will be subject to disciplinary action as noted in the Code of Conduct.

## Erin's Law/Faith's Law

Public Act 096-1524, known as Erin's Law, and Public Act 102-0676, known as [Faith's Law](#), amends the school code to address the prevention of child sexual abuse and training of staff on grooming behaviors and inappropriate contact between students and adults. The law also makes it clear that school staff are mandated reporters and must report suspected grooming to DCFS under the Abused and Neglected Child Reporting Act.

In partnership with parents and families, District 57 is committed to raising awareness and providing resources to further community prevention efforts. Parents are encouraged to review the warning signs of possible child abuse, grooming behaviors, and boundary violations:

- Unexplained injuries and changes in behavior,
- Returning to earlier behavior (regressing to behaviors more appropriate for younger children),
- Fear of going to certain previously welcome locations (neighbors, relatives, friends, etc.),
- Changes in eating habits and/or sleeping patterns,
- Changes in school performance and/or attendance,
- Risk-taking behavior,
- Inappropriate sexual behavior,
- Mood swings, and/or
- Lack of personal care or hygiene.

All District 57 schools provide annual developmentally appropriate programming led by mental health professionals related to sexual abuse prevention (Erin's Law) and sexual harassment, which is mandated for public school children in Illinois.

Other local and national resources committed to child safety, abuse prevention, and intervention include:

- Northwest CASA (Center Against Sexual Assault) – 24-Hour Hotline 888-802-8890
- The Bridge Youth and Family Services – Crisis Line 847-359-7490
- AMITA Health Center for Mental Health – Crisis Prevention 847-952-7460
- National Child Sexual Abuse Help Line – 866-FOR-LIGHT (866-367-5444)
- [www.preventchildabuse.org](http://www.preventchildabuse.org)
- [www.childluresprevention.com](http://www.childluresprevention.com)

[Board Policy 5:120 Employee Ethics; Code of Professional Conduct; and Conflict of Interest](#)

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

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

### Professional and Appropriate Conduct

Professional and appropriate employee conduct is an important Board goal that impact the quality of a safe learning environment and the school community, increasing students' ability to learn and the District's ability to educate. To protect students from sexual misconduct by employees, and employees from the appearance of impropriety, State law also recognizes the importance for District employees to constantly maintain professional and appropriate relationships with students by following established expectations and guidelines for employee-student boundaries. Many breaches of employee-student boundaries do not rise to the level of criminal behavior but do pose a potential risk to student safety and impact the quality of a safe learning environment. Repeated violations of employee-student boundaries may indicate the grooming of a student for sexual abuse. As bystanders, employees may know of concerning behaviors that no one else is aware of, so their training on: (1) preventing, recognizing, reporting, and responding to child sexual abuse and grooming behavior; (2) this policy; and (3) federal and state reporting requirements is essential to maintaining the Board's goal of professional and appropriate conduct.

The Superintendent or designee shall identify employee conduct standards that define appropriate employee-student boundaries, provide training about them, and monitor the District's employees for violations of employee-student boundaries. The employee conduct standards will require that, at a minimum:

1. Employees who are governed by the Code of Ethics for Illinois Educators, adopted by the Ill. State Board of Education (ISBE), will comply with its incorporation by reference into this policy.
2. Employees are trained on educator ethics, child abuse, grooming behaviors, and employeestudent boundary violations as required by law and policies 2:265, Title IX Sexual Harassment Grievance Procedure; 4:165, Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors; 5:90, Abused and Neglected Child Reporting; and 5:100, Staff Development Program.
3. Employees maintain professional relationships with students, including maintaining employeestudent boundaries based upon students' ages, grade levels, and developmental levels and following District-established guidelines for specific situations, including but not limited to:
  - a. Transporting a student;
  - b. Taking or possessing a photo or video of a student; and
  - c. Meeting with a student or contacting a student outside the employee's professional role.
4. Employees report prohibited behaviors and/or boundary violations pursuant to Board policies 2:260, Uniform Grievance Procedure; 2:265, Title IX Sexual Harassment Grievance Procedure; and 5:90, Abused and Neglected Child Reporting.

5. Discipline up to and including dismissal will occur for any employee who violates an employee conduct standard or engages in any of the following:
  - a. Violates expectations and guidelines for employee-student boundaries.
  - b. Sexually harasses a student.
  - c. Willfully or negligently fails to follow reporting requirements of the Abused and Neglected Child Reporting Act (325 ILCS 5/), Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 et seq.), or the Elementary and Secondary Education Act (20 U.S.C. § 7926).
  - d. Engages in grooming as defined in 720 ILCS 5/11-25.
  - e. Engages in grooming behaviors. Prohibited grooming behaviors include, at a minimum, sexual misconduct. Sexual misconduct is any act, including but not limited to, any verbal, nonverbal, written, or electronic communication or physical activity, by an employee with direct contact with a student, that is directed toward or with a student to establish a romantic or sexual relationship with the student. Examples include, but are not limited to:
    - i. A sexual or romantic invitation.
    - ii. Dating or soliciting a date.
    - iii. Engaging in sexualized or romantic dialogue.
    - iv. Making sexually suggestive comments that are directed toward or with a student.
    - v. Self-disclosure or physical exposure of a sexual, romantic, or erotic nature.
    - vi. A sexual, indecent, romantic, or erotic contact with the student.

#### Statement of Economic Interests

The following employees must file a Statement of Economic Interests as required by the Ill.

Governmental Ethics Act:

1. Superintendent;
2. Building Principal;
3. Head of any department;
4. Any employee who, as the District's agent, is responsible for negotiating one or more contracts, including collective bargaining agreement(s), in the amount of \$1,000 or greater;
5. Hearing officer;
6. Any employee having supervisory authority for 20 or more employees; and
7. Any employee in a position that requires an administrative or a chief school business official endorsement.

#### Ethics and Gift Ban

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

#### Prohibited Interests; Conflict of Interest; and Limitation of Authority

In accordance with 105 ILCS 5/22-5, "no school officer or teacher shall be interested in the sale, proceeds, or profits of any book, apparatus, or furniture used or to be used in any school with which such officer or teacher may be connected," except when the employee is the author or developer of

instructional materials listed with ISBE and adopted for use by the Board. An employee having an interest in instructional materials must file an annual statement with the Board Secretary.

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

1. A member of the employee's immediate family;
2. An employee's partner; or
3. An entity that employs or is about to employ the employee or one of the individuals listed in one or two above.

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

#### Outside Employment

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

## Faith's Law Resource Guide

ISBE has developed and maintains the [Faith's Law Resource Guide](#) that includes guidance for pupils, parents/guardians, and teachers about sexual abuse responses and prevention resources available in their community, including the contact information of entities that provide services for victims of child sexual abuse and their families.

## Teen Dating Violence

Engaging in teen dating violence that takes place at school, on school property, at school-sponsored activities, or in vehicles used for school-provided transportation is prohibited. For purposes of this policy, the term teen dating violence occurs whenever a student who uses or threatens to use physical, mental, or emotional abuse to control an individual in the dating relationship; or uses or threatens to use sexual violence in the dating relationship. Any reports of teen dating violence can be made to building administrators. See Board Policy 7:185 for more information ([https://www.boardpolicyonline.com/?b=mount\\_prospect\\_57&s=1568778](https://www.boardpolicyonline.com/?b=mount_prospect_57&s=1568778))

## Community Awareness of Potential Sex Offenders

District 57 has Board of Education policies and procedures in place to prevent sex offenders from working in schools. All persons recommended for employment must undergo a criminal background check and fingerprinting prior to being allowed to work in our school district. In addition, the school district is now required by law to inform parents about the availability of information concerning sex offenders at the start of each school year.

Parents can access information at the Statewide Sex Offender Database (a/k/a Sex Offender Registry), <https://isp.illinois.gov/Sor/Disclaimer>. Persons required to register as Sex Offenders are persons who have been charged of an offense listed in Illinois Compiled Statutes 730 ILCS 150/2(B) when such charge results in one of the following:

- A conviction for the commission of the offense or attempt to commit the offense,
- A finding of not guilty by reason of insanity of committing the offense or attempting to commit the offense, or
- A finding not resulting in an acquittal at a hearing for the alleged commission or attempted commission of the offense.

The Sex Offender Registry was created in response to the Illinois Legislature's determination to facilitate access to publicly available information about sex offenders. All requests for additional information about sex offenders and the Sex Offender Database should be addressed with local law enforcement officials.

## Bicycle Safety

District 57 provides bicycle racks at all schools. While parents make the decision whether or not to permit a child to bike to school, the District recommends that you not encourage a child below the 3rd grade level to ride a bicycle to/from school alone. Some schools require written permission to allow such students to bike to school.

The District encourages bicycle safety and recommends that safe-biking procedures be discussed with your student.

- Ride with traffic – on the right side of the street
- Ride single file – close to the curb
- Do not cut in and out among parked cars
- Do not carry passengers
- Wear a bicycle helmet
- Do not ride on school grounds. When you arrive on the school grounds, walk your bicycle to the proper bicycle rack
- Park your bicycle in the bicycle rack, using an appropriate lock

If a student fails to comply with these rules, the District may decide not to permit them to bring a bicycle onto school property.

## **Pest Management Notification**

Mount Prospect School District 57 is committed to maintaining facility grounds with an aesthetically pleasing neighborhood appeal, yet in a safe and environmentally sensitive manner that minimizes the use of pesticides and herbicides. In accordance with the Illinois Lawn Care Products Application and Notice Act, District 57 will notify staff and parents/guardians of students at least 4 business days prior to any chemical application. District 57 has also implemented an Integrated Pest Management (IPM) program that follows the Illinois Department of Public Health's Structural Pest Control Act.

## **Asbestos Notification**

Mount Prospect School District 57 has an asbestos management plan that is in compliance with the U.S. Environmental Protection Agency (EPA) Asbestos Hazard Emergency Response Act (AHERA) and the Illinois Department of Public Health (IDPH). Staff and other interested parties who want to familiarize themselves with the location and types of asbestos-containing building materials in all of the District 57 locations may contact the business office to review plans or visit each respective school front office.

## **Search & Seizure**

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

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

School authorities may inspect and search school property and equipment owned or controlled by the school (such as lockers, desks, computers, and parking lots), as well as personal effects left there by a student, without notice to or the consent of the student. Students have no reasonable expectation of privacy in these places or areas or in their personal effects left there.

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

## **Students**

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

When feasible, the search should be conducted as follows:

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

## **Social Media/Networking Passwords**

A principal or designee may not request or require a student to provide a password or other related account information to gain access to the student's social media/networking account or website. A principal or designee may require a student to cooperate in an investigation if there is specific information about activity on the student's social media/networking account or website that violates a school disciplinary rule or policy. As part of the investigation, the student may be required to share the content that is reported to be on the student's social media/networking account or website in order to allow school officials to make a factual determination regarding whether the student has violated a school disciplinary rule or policy.

## **Seizure of Property**

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

# **Student Records**

## **Change of Address/Telephone Number**

Parents should inform the school secretary if a change in address or phone number occurs during the school year. Occasionally, emergencies arise, and it becomes important for the school to contact the parent.

## **Privacy Act and School Records**

School District 57 maintains student records in accordance with the Illinois School Student Records Act. These records are designed to contain only that information necessary for the education of the student and are separated into two categories: permanent and temporary.

The permanent record consists of the minimal personal information necessary for the education of the child. Such information may include the child's name, birthdate, address, grades, grade level, parents' names and addresses, attendance records, and such other entries as the Illinois State Board of Education may require. Permanent records are maintained for a period of 60 years from the date of transfer, graduation, or permanent withdrawal from school. After 60 years, these records are destroyed in accordance with federal and state law.

The temporary record contains all information not required to be in the permanent record and may include family background information, state assessment test scores, health-related information, intelligence test scores, aptitude test scores, psychological and behavior assessments, and other information of clear relevance to the education of a child, all subject to regulations of the Illinois State Board of Education. Temporary records are retained for five years from the date of transfer, graduation, or permanent withdrawal from school, and will then be destroyed in accordance with federal and state law. Temporary records that may be of assistance to a student with a disability who graduates or permanently withdraws, may, after five 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).

School student records are confidential, and information from them shall not be released other than as provided by law. Information contained in student records is available only to school officials who have a legitimate educational interest in a child and to persons specifically required by state or federal law. A parent may file a specific written request for records to be released to others of their designation. A parent/guardian has the right to control access and release of school student records except to the extent the records are authorized by law to be released without consent, and the right to request a copy of the information released.

The school reserves the right to grant access to, or release specific information, from school student records without parental consent or notification in the following instances:

1. to an employee or official of the school or school district or State Board with current demonstrable educational or administrative interest in the student, in furtherance of such interest;
2. to the official records custodian of another school within Illinois or an official with similar responsibilities of a school outside Illinois, in which the student has enrolled, or intends to enroll, upon the request of such official or student;
3. to any person for the purpose of research, statistical reporting, or planning, provided that such research, statistical reporting, or planning is permissible under and undertaken in accordance with the federal Family Educational Rights and Privacy Act (20 U.S.C. 1232g);
4. pursuant to a court order, provided that the parent shall be given prompt written notice upon receipt of such order of the terms of the order, the nature and substance of the information proposed to be released in compliance with such order and an opportunity to inspect and copy the school student records and to challenge their contents pursuant to Section 7;
5. to any person as specifically required by State or federal law;
6. to juvenile authorities when necessary for the discharge of their official duties who request information prior to adjudication of the student and who certify in writing that the information will not be disclosed to any other party except as provided under law or order of court. For purposes of this Section "juvenile authorities" means: (i) a judge of the circuit court and members of the staff of the court designated by the judge; (ii) parties to the proceedings under the Juvenile Court Act of 1987 and their attorneys; (iii) probation officers and court appointed advocates for the juvenile authorized by the judge hearing the case; (iv) any individual, public or private agency having custody of the child pursuant to court order; (v) any individual, public or private agency providing education, medical or mental health service to the child when the requested information is needed to determine the appropriate service or treatment for the

- minor; (vi) any potential placement provider when such release is authorized by the court for the limited purpose of determining the appropriateness of the potential placement; (vii) law enforcement officers and prosecutors; (viii) adult and juvenile prisoner review boards; (ix) authorized military personnel; (x) individuals authorized by court;
7. subject to regulations of the State Board, in connection with an emergency, to appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons;
  8. to any person, with the prior specific dated written consent of the parent designating the person to whom the records may be released, provided that at the time any such consent is requested or obtained, the parent shall be advised in writing that he has the right to inspect and copy such records in accordance with Section 5, to challenge their contents in accordance with Section 7 and to limit any such consent to designated records or designated portions of the information contained therein;
  9. to a governmental agency, or social service agency contracted by a governmental agency, in furtherance of an investigation of a student's school attendance pursuant to the compulsory student attendance laws of this State, provided that the records are released to the employee or agent designated by the agency;
  10. to those SHOCAP committee members who fall within the meaning of "state and local officials and authorities", as those terms are used within the meaning of the federal Family Educational Rights and Privacy Act, for the purposes of identifying serious habitual juvenile offenders and matching those offenders with community resources pursuant to Section 5-145 of the Juvenile Court Act of 1987, but only to the extent that the release, transfer, disclosure, or dissemination is consistent with the Family Educational Rights and Privacy Act;
  11. to the Department of Healthcare and Family Services in furtherance of the requirements of Section 2- 3.131, 3-14.29, 10-28, or 34-18.26 of the School Code or Section 10 of the School Breakfast and Lunch Program Act;
  12. to the State Board or another State government agency or between or among State government agencies in order to evaluate or audit federal and State programs or perform research and planning, but only to the extent that the release, transfer, disclosure, or dissemination is consistent with the federal Family Educational Rights and Privacy Act (20 U.S.C. 1232g);
  13. if the student is in the legal custody of the Department of Children and Family Services, to the Department's Office of Education and Transition Services; or
  14. under an intergovernmental agreement if an elementary school district and a high school district have attendance boundaries that overlap and are parties to an intergovernmental agreement that allows the sharing of student records and information between the districts. However, the sharing of student information is allowed under an intergovernmental agreement only if the intergovernmental agreement meets all of the following requirements:
    - a. The sharing of student information must be voluntary and at the discretion of each school district that is a party to the agreement.
    - b. The sharing of student information applies only to students who have been enrolled in both districts or would be enrolled in both districts based on district attendance boundaries, and the student's parent or guardian has expressed in writing that the student intends to enroll or has enrolled in the high school district.

- c. The sharing of student information does not exceed the scope of information that is shared among schools in a unit school district. However, the terms of an intergovernmental agreement may place further limitations on the information that is allowed to be shared.

Persons who have legal access to student records may not use information from temporary records as a condition for the granting or withholding of any right, privilege, or benefit, or as a condition of employment, credit, or insurance.

Students' records are sent to Prospect High School upon eighth grade graduation unless otherwise specified. Parents of eighth grade students will receive a letter each fall from the District stating what records will be sent to the high school and the record transfer procedures.

Parents/guardians have a right to inspect, copy, or challenge the content of a student's record, including prior to the transfer of the record to another district and prior to the date of scheduled record destruction. Requests will be granted within 10 business days of the day the District receives a request for access. The District may extend this by an additional 5 business days when certain conditions are met. The District may charge \$.35 per page for copying information in the student's records. No parent(s)/guardian(s) or student shall be precluded from copying information because of financial hardship. The request for access to a child's records must be in writing and addressed to the Building Principal. If parents believe the contents to be inaccurate, misleading, or in violation of the student's privacy rights, they may question the content of their child's records. Should further action be desired, a parent must submit a letter to the Superintendent requesting a hearing. The letter shall contain notice of the specific entry or entries to be challenged and the basis of the challenge. Procedural details will be provided at that time.

School directory information such as the student and parent(s)/guardian(s) name, address, phone number, and parent(s)/guardian(s) email, and information relating to awards, honors, and school-sponsored activities may be developed and released by the school. If a parent wishes to restrict information from public disclosure, they must submit a written request annually by September 15 to the Building Principal.

## **Surveys**

All surveys requesting personal information from students, as well as any other instrument used to collect personal information from students, must advance or relate to the District's educational objectives, or assist students' career choices. This applies to all surveys, regardless of whether the student answering the questions can be identified or who created the survey.

## Surveys by Third Parties

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

### Surveys Requesting Personal Information

School officials and staff members will not request, nor disclose, the identity of any student who completes any survey or evaluation (created by any person or entity, including the school or district) containing one or more of the following items:

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

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

### Instructional Material

A student's parent/guardian may inspect, upon their request, any instructional material used as part of their child's educational curriculum within a reasonable time of their request.

The term "instructional material" means instructional content that is provided to a student, regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic

or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

### **Prohibition on Selling or Marketing Students' Personal Information**

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

Unless otherwise prohibited by law, the above paragraph does not apply: (1) if the student's parent/guardian have consented; or (2) to the collection, disclosure or, use of personal information collected from students for the exclusive purpose of developing, evaluating or providing educational products or services for, or to, students or educational institutions., such as the following:

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

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

A parent/guardian who desires to opt their child out of participation in activities provided herein or who desires a copy or access to a survey or any other material described herein may contact the Building Principal. A complete copy of the District's Student and Family Privacy Rights policy may be obtained from the Superintendent's office or accessed on the District's website.

# Use of Electronic Networks

## Access To District Electronic Networks

Mount Prospect School District 57 (“the District”) has the ability to support and enhance your child’s education through the use of its electronic networks, including the Internet. Our goal in providing this service is to promote educational excellence by facilitating resource sharing, innovation, and communication. The term electronic networks includes all of the District’s technology resources, including, but not limited to:

- The District’s local-area and wide-area networks, including wireless networks (Wi-Fi), District-issued Wi-Fi hotspots, and any District servers or other networking infrastructure;
- Access to the Internet or other online resources via the District's networks or to a District-issued online account from any computer or device, regardless of location;
- District-owned or District-issued computers, laptops, tablets, phones, or similar devices.

To support learning anytime and anywhere, and in compliance with the Child Internet Protection Act (CIPA), the District has invested in providing a safe and secure online experience for our students. The district-issued devices serve as the learning tool and resource for the students, both on and off campus. The district provides a filtering device that protects against Internet access by both adults and minors to visual depictions that are: (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by federal law and as determined by the Superintendent or designee. If a filter has been disabled or malfunctions it is impossible to control all material and a user may discover inappropriate material. A list of blocked sites organized in categories is maintained in the filter database and online activity is filtered accordingly, however, no filter is able to restrict all inappropriate content based on the dynamic nature of the Internet. The filter constantly adds new websites to its database to ensure coverage for your student and currently filters over a million websites.

The Superintendent or designee shall enforce the use of such filtering devices. An administrator, supervisor, or other authorized people may disable the filtering device for bona fide research or other lawful purposes, provided the person receives prior permission from the Superintendent or system administrator.

The Superintendent or designee shall include measures to address the following:

1. Ensure staff supervision of student access to online electronic networks,
2. Restrict student access to inappropriate material as well as restricting access to harmful materials,
3. Ensure student and staff privacy, safety, and security when using electronic communications,
4. Restrict unauthorized access, including "hacking" and other unlawful activities, and
5. Restrict unauthorized disclosure, use, and dissemination of personal identification information, such as names and addresses.

## Copyright Web Publishing Rules

Copyright law and District policy prohibit the re-publishing of text or graphics found on the Internet or on District websites or file servers without explicit written permission.

- Material from other electronic sources (including the Internet) must not be used unless written permission has been obtained by the user from the author. Additionally, any material so used must be properly cited.
- The absence of a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide permission.
- The “fair use” rules governing student reports in classrooms are less stringent and permit limited use of graphics and text.
- Material from software owned by the District or school may not be used without permission or unless the licensing agreement specifically allows for such use.

## Privacy

Any electronic communications or files created on, stored on, or sent to, from, or via the online resources can be accessed by the District. Consequently, users do not have any expectation of privacy with respect to such messages and files. Users should remember that such messages and files can be recovered from the online resources backup system even after they have been deleted from a user’s individual account.

The Superintendent, Building Principals, and/or their designees may access and review such messages and files when necessary to maintain the integrity and efficient operation of the online resources; to monitor compliance with these procedures or other terms or conditions of online resources access authorized by the Superintendent or Building Principals; and to further all other educational, safety and instructional concerns of the District. The District also reserves the right to intercept, access, and disclose to appropriate authorities all information created with, sent to, received by, or stored on the online resources at any time, with or without user notice. Use of the District’s online resources to create, store, send, receive, view, or access any electronic communication or other file constitutes consent by the user for the District to access and review such files consistent with this paragraph.

## Annual Notice To Parents About Educational Technology Vendors Under The Student Online Personal Protection Act

School districts throughout the State of Illinois contract with different educational technology vendors for beneficial K-12 purposes, such as providing personalized learning and innovative educational technologies, and increasing efficiency in school operations.

Under Illinois’ Student Online Personal Protection Act, or SOPPA (105 ILCS 85/), educational technology vendors and other entities that operate Internet websites, online services, online applications, or mobile applications that are designed, marketed, and primarily used for K-12 school purposes are referred to in SOPPA as operators. SOPPA is intended to ensure that student data collected by operators

is protected, and it requires those vendors, as well as school districts and the Illinois State Board of Education, to take a number of actions to protect online student data.

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

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

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

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

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

To learn more about District 57's SOPPA compliance, please visit the District's website (<https://www.d57.org/StudentDataPrivacy.aspx>).

## Student Accounts and Data Privacy Agreements (DPA)

Mount Prospect School District 57 is committed to protecting student privacy. There are numerous federal and state laws that govern student records and student privacy including the federal law commonly referred to as COPPA (Children’s Online Privacy Protection Act), FERPA (Family Educational Rights and Privacy Act), ISSRA (Illinois School Student Records Act), and SOPPA (Student Online Privacy and Protection Act). In support of these rules and regulations, District 57 establishes procedures and protocols to protect student information and provide a safe learning environment.

Student online accounts are created using the minimal amount of personally identifiable information (PII) required in order to support the educational goals and methods of collaborating to support students. We only disclose the amount of PII that is required by the app, site, or educational software. We do not collect or share any social security numbers, financial, or other PII with anyone. We also make sure that the apps, sites, or other educational software we use perform industry-standard encryption to keep the data elements we collect safe, and we vet our operators and vendors with a data privacy agreement to make sure we protect our PII data that is collected. If our vendors/operators share with us that they have experienced any data breaches, then we will contact the families about it to communicate the breach. We make sure that we have direct and complete access to student work so that both students and families can access their information, as well as the district has appropriate access for data retrieval for potential discipline cases.

District 57 prioritizes the privacy and security of student data, which is why we leverage the [Student Data Privacy Consortium](#) (SDPC). This consortium brings together schools, districts, regional and state agencies, policymakers, trade organizations, and marketplace providers to address real-world, adaptable, and implementable solutions to growing data privacy concerns. Through the SDPC, we carefully enter into contracts with third-party vendors who handle our students' data, ensuring that their privacy is always protected.

## No Warranties

The District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages the user suffers. This includes loss of data resulting from delays, non-deliveries, missed deliveries, or service interruptions caused by negligence or the user’s errors or omissions. Use of any information obtained via the Internet is at the user’s own risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services.

## Indemnification

By using the District’s electronic networks, the user agrees to indemnify the District for any losses, costs, or damages, including reasonable attorney fees, incurred by the District relating to, or arising out of, any violation of these procedures.

The School District is not responsible for any information that may be lost or damaged, or become unavailable when using the network, or for any information that is retrieved or transmitted via the Internet. Furthermore, the District will not be responsible for any unauthorized charges or fees resulting from access to the Internet.

## Vandalism

Vandalism will result in the cancellation of privileges and other disciplinary action. Vandalism is defined as the deliberate destruction of or damage to any property belonging to the District, data of another user, the Internet, or any other network. This encompasses but is not restricted to, the deliberate damage or destruction of a device and the uploading or creation of malicious software like viruses and spyware.

## Cooperation with Investigations

The District reserves the right to participate and cooperate fully in any investigation requested or undertaken by either law enforcement authorities or a party alleging to have been harmed by the use of the District's online resources. Evidence of illegal activity will be reported or turned over to appropriate authorities. **Curriculum and Acceptable Online Behavior**

The use of the District's electronic networks shall: (1) be consistent with the curriculum adopted by the District as well as the varied instructional needs, learning styles, abilities, and developmental levels of the students, and (2) comply with the selection criteria for instructional materials and library resource center materials. As required by federal law and Board policy 6:60, Curriculum Content, students will be educated about appropriate online behavior, including but not limited to (1) interacting with other individuals on social networking websites and in chat rooms, and (2) cyberbullying awareness and response.

The District's electronic network is part of the curriculum and is not a public forum for general use. General rules for behavior and communications apply when using electronic networks. The District's Appropriate Use of Online Resources section contains the appropriate uses, ethics, and protocols.

## Appropriate Use of Online Resources

All use of Mount Prospect School District 57 (“the District”) online resources shall be consistent with the goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. Online resources include but are not limited to interactive learning resources, digital learning content (which may include openly licensed content), software, or simulations, that engage students in academic content; (b) access to online databases and other primary source documents; (c) the use of data and information to personalize learning and provide targeted supplementary instruction; (d) online and computer-based assessments; (e) learning environments that allow for rich collaboration and communication, which may include student collaboration with content experts and peers; and (f) hybrid or remote learning, which occurs under direct instructor supervision at a school or other location away from home and, at least in part, through online delivery of instruction with some element of student control over time, place, path, or pace.

Access to the District’s online resources must be: (a) for the purpose of education or research, consistent with the District’s educational objectives, or (b) for legitimate District use. Access also must comply with the Policy, these Procedures, federal and Illinois law or any additional rules, regulations or other terms and conditions of online resources access promulgated by the Superintendent or Building Principals, and all other disciplinary policies and regulations for the safety and pedagogical concerns of the District.

These procedures do not attempt to state all required or proscribed behavior by users. However, some specific examples are provided. The failure of any user to follow these procedures may result in the loss of privileges, disciplinary action, and/or appropriate legal action.

## Inappropriate Use

The user is responsible for their actions and activities involving the electronic networks. Some examples of unacceptable uses are:

- Using the electronic networks for any illegal activity, including violation of copyright or other intellectual property rights or contracts, or transmitting any material in violation of any State or federal law;
- Unauthorized downloading of software or other files, regardless of whether it is copyrighted or scanned for malware;
- Unauthorized use of personal removable media devices (such as flash or thumb drives);
- Using electronic networks for private financial or commercial gain or advertising;
- Hacking or attempting to hack or gain unauthorized access to files, accounts, resources, or entities by any means;
- Invading the privacy of individuals, including the unauthorized disclosure, dissemination, and use of information about anyone that is of a personal nature, such as a photograph or video;
- Using another user's account or password;
- Disclosing any network or account password (including your own) to any other person, unless requested by a teacher, administrator, or technology staff member.
- Posting or sending material authored or created by another without his/her consent;
- Posting or sending anonymous messages;
- Accessing, sending, posting, publishing, or displaying any abusive, obscene, profane, sexual, threatening, harassing, illegal, or knowingly false material;
- Misrepresenting the user's identity or the identity of others;
- Using the electronic networks while access privileges are suspended or revoked;
- Taking any steps which threaten, or which may reasonably be interpreted to threaten, any person, group of persons, building, or property with harm, regardless of whether the user intends to carry out such threat;
- Modifying, disabling, compromising, or otherwise circumventing any anti-virus, user authentication, or other security feature maintained on the District network or on any external computer, computer system, or computer account;
- Creating or deliberately downloading, uploading, or forwarding any computer virus, or otherwise attempting to modify, destroy, or corrupt computer files maintained by any individual on any computer;
- Using encryption software or otherwise encoding or password-protecting any file that is created with, sent from, received by, or stored on the District's online resources;
- Using district-assigned accounts to connect with or create personal accounts; and
- Using methods such as proxy servers or VPN to bypass or avoid district content filters.

## Network Etiquette

The user must follow standard network etiquette including, but not limited to:

- Be polite. Do not become abusive in messages to others, use vulgarities, or use any other inappropriate language.
- Do not use the networks in any way that would disrupt their use by other users.

- Do not reveal personal (self, other students, or staff) information, including login information, addresses, or telephone numbers.
- Recognize that the use of the District's online resources and electronic mail (e-mail) is not private. System administrators have access to all email, and detailed web log history. Any discovery of messages relating to or in support of illegal activities will be reported to the authorities.
- Consider all communications and information accessible via the network to be the private property of the District.
- If the user can identify or suspect a security problem on the network, the user must promptly notify the technology staff or Building Principal and not disclose or demonstrate the problem to other users.

## Responsible Use of District-Issued Device Guidelines

Student devices should be used in class or other instructional areas when instructed by the teacher. No devices should be used in bathrooms, locker rooms, or other privacy-designated areas. The student is responsible for caring for any district device assigned to them and should report any issues or damages to their teacher as soon as possible. Students should not try and repair their devices on their own. Student technology must be returned as designated by the teacher, school, or District schedule and in the same condition as it was provided by the District. Failure to return issued technology or unpaid repair fees may result in the school putting a hold on student records or further disciplinary action.

## Consequences and Repairs

- Students not following the appropriate or responsible use guidelines may have their access to devices or online resources restricted.
- Students who repeatedly seek out inappropriate information may have their access to a device, or online resources revoked or face other disciplinary consequences as appropriate.
- Students who repeatedly, over the course of a school year, damage district-issued devices or accessories may be responsible for the repair costs. The user may not be given another device or accessory to use until the replacement cost of the lost/damaged device or accessory is paid to the school.
- Based on the level of damage assessed by the district, an invoice will be emailed to the family detailing the nature of the damage, any associated repair costs, and the instructions for processing the online payment.
- In case of accidental damage or needed repairs, a loaner device will be available and the student becomes responsible for that device until the original device is returned to the student.

## **Agreeing to Accessing Electronic Networks**

By registering a child for District 57 you agree to the expectations and procedures in the parent/student handbook. That agreement is legally binding and indicates the parties who have registered a child have read the terms and conditions carefully and understand their significance. The failure of any user to follow the terms in this section or the Appropriate use of Online Resources section may result in the loss of privileges, disciplinary action, and/or appropriate legal action.

You understand that access is designed for educational purposes and that the District has taken precautions to eliminate controversial material. However, you also recognize it is impossible for the District to restrict access to all controversial and inappropriate materials. You will hold harmless the District, its employees, agents, or Board members, for any harm caused by materials or software obtained via the network. You accept full responsibility for supervision if and when your child's use is not in a school setting. You have discussed the Access to District Electronic Networks and Appropriate Use of Online Resources information with your child. Parents/guardians are responsible for setting and conveying the standards that their child should follow, and the District respects each family's right to decide whether or not to authorize Internet access. By registering you hereby request that your child be allowed access to the District's electronic networks, including the Internet.

# Non Discrimination

## Equal Educational Opportunities

Equal educational and extracurricular opportunities shall be available for all students without regard to color, race, nationality, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender, gender identity (whether or not traditionally associated with the student's sex assigned at birth), gender expression, status of being homeless, immigration status, order of protection status, actual or potential marital or parental status, including pregnancy.

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

## Grievance Procedure

### ***Conflict Resolution***

The Board of Education believes that the best way to resolve conflicts is to meet at the original source of the problem. For example, if there is an issue with a teacher, the concern should be resolved with the teacher.

If no resolution is found, the parent should contact the building principal. Positive communication skills of listening, open communication, due process procedures and efforts to resolve conflicts at the first stage are expected. When efforts to resolve problems after following the chain of communication have been exhausted, the complaint may be brought to one of the Complaint Managers listed in this section.

### ***Uniform Grievance Procedure & Filing a Complaint***

The Complaint Manager will investigate and attempt to resolve complaints without resorting to the grievance procedure and, if a complaint is filed, to address the complaint promptly and equitably. The right of a person to prompt and equitable resolution of a complaint filed shall not be impaired by the person's pursuit of other remedies.

A person (hereinafter Complainant) who wishes to avail themselves of this grievance procedure may do so by filing a complaint with any District Complaint Manager. The Complainant shall not be required to file a complaint with a particular Complaint Manager, and may request a Complaint Manager of the same gender. The Complaint Manager may request the Complainant to provide a written statement regarding the nature of the complaint or require a meeting with a student's parent(s)/guardian(s). The Complaint Manager shall assist the Complainant as needed. After the decision regarding the complaint, the Complainant will receive the decision via U.S. Mail. Complainants may appeal the decision. For more information, consult School Board policy 2:260.

## Compliance with Title IX

Sexual harassment is prohibited under Title IX and the Illinois Human Rights Act. District 57 operates in compliance with Title IX of the Education Amendments Act of 1972, which provides for non-discrimination on the basis of sex in the educational programs or activities it provides. The policy extends to employment therein and admission thereto. Inquiries concerning application of Title IX in District 57 may be referred to the Title IX Coordinator at 847-394-7300 or the Director of the Office for Civil Rights of the U.S. Department of Education.

A report of sexual harassment or sex discrimination may be addressed under Board Policy 2:265, Title IX Sexual Harassment Grievance Procedures or Board Policy 2:260, Uniform Grievance Procedure. For more information refer to these policies or contact the District's Title IX/Non-Discrimination Coordinator.

### Non-Discrimination & Title IX Coordinator

Dr. Jason Kaiz  
701 W. Gregory St.  
Mt. Prospect, IL 6005  
847-394-7300

### Compliant Managers

Dr. Jason Kaiz	Dr. Kristin Vonder Haar
701 W. Gregory St.	701 W. Gregory St
Mt. Prospect, IL 60056	Mt. Prospect, IL 60056
847-394-7300	847-394-7300

## Compliance with Title I

Parents/guardians of students in schools receiving Title I funds have the right to request their students' classroom teachers' professional qualifications.

# Code of Conduct

## STUDENT CODE OF CONDUCT



# DISTRICT 57

# STUDENT CODE OF CONDUCT

November 2024

## Acknowledgement

### **2025-2026 Committee Members:**

Teresa Astreides (Parent) Eric Larson  
John Bonadurer Lisa Ryno  
Vinh Dang Officer Greg Sill  
Una Durkan Sara Tyburski  
Melissa Felsenthal Dr. Kristin Vonder Haar  
Sergeant Scott Filipek  
Lynda Franco  
Melissa Grossmayer  
Steve Henkel  
Susan Howard  
Ruth Jeong  
Dr. Jason Kaiz

### **2022-2023 Committee Members:**

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Melissa Grossmayer  
Steve Henkel  
Jason Kaiz  
Eric Larson  
Amy Peters  
Lisa Ryno  
Karin Schmit  
Ashley Smithe  
Sara Tyburski  
Dr. Kristin Vonder Haar  
Julie Yi

### **2024-2025 Committee Members:**

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Mark Fijor  
Lynda Franco  
Melissa Grossmayer  
Steve Henkel  
Jason Kaiz  
Eric Larson  
Lisa Ryno  
Jessica St. Denis  
Sara Tyburski  
Dr. Kristin Vonder Haar  
Julie Yi

### **2021-2022 Committee Members:**

Marie Claire Amorella  
John Bonadurer  
JoAnn Dynkin  
Melissa Gaseor  
Anna Landsnes  
Amy Peters  
Dan Raftery  
Lisa Ryno  
Randy Steen  
Sara Tyburski

### **2023-2024 Committee Members:**

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Melissa Grossmayer  
Steve Henkel  
Jason Kaiz  
Eric Larson  
Lisa Ryno  
Karin Schmit  
Ashley Smithe  
Sara Tyburski  
Dr. Kristin Vonder Haar  
Julie Yi

### **2019-2020 Committee Members:**

Abbie Akucewich  
John Bonadurer  
Natalie Cotner  
Melissa Gaseor  
Dr. Mary Gorr  
Anna Landsnes  
Dan Raftery  
Lisa Ryno  
Paul Suminski  
Randy Steen  
Sara Tyburski

## **District 57 Student Code of Conduct**

## **Table of Contents**

[1. Discipline Philosophy](#)

[2. Rights and Responsibilities](#)

[3. Participation and Collaboration](#)

[4. Prevention, Intervention and Disciplinary Responses](#)

[4A. Discipline Framework](#)

[4B. Approach to Student Behaviors](#)

[4C. Proscribed Conduct](#)

[4D. Disciplinary Checklist](#)

[5. Due Process Procedures for Out-of-School Suspensions & Expulsions](#)

[6. Procedures Following Out-of-School Suspension and Expulsion](#)

[7. Procedural Guidelines for Discipline of Students with Disabilities](#)

[8. Professional Development](#)

[9. Data Collection and Monitoring](#)

[10. Definitions](#)

[Appendix A](#)

[Appendix B](#)

[Appendix C](#)

# **Student Code of Conduct**

## **1. Discipline Philosophy**

District 57 takes a preventive and positive approach to discipline. We respond to misbehavior with interventions and consequences aimed at teaching expected behaviors, understanding and addressing the root causes of the behavior, resolving conflicts, meeting students' needs and keeping students in school. We take steps to create a positive school climate in which every student can learn, fully engage in a rigorous curriculum, and feel safe, nurtured, and welcome. In our district we utilize school discipline as an opportunity for teaching, repairing relationships and fostering growth among the whole school community.

Our philosophy is holistic and inclusive of multiple, diverse perspectives. We use a restorative discipline approach that emphasizes relationships within the school community. Restorative discipline helps students become accountable for their behavior and understand the impact of their behavior both on themselves and on others. Students also learn social and emotional skills to help them respond differently in the future. Through the use of restorative discipline, we strive to resolve conflicts, repair any harm done, restore relationships and reintegrate students into the school community.

Our school-wide discipline policies are developed and revised with meaningful input by the school community to create a positive and inclusive school climate for everyone. We are committed to applying school discipline policies and practices in a fair and equitable manner.

## **2. Rights and Responsibilities**

### **Students have the right and responsibility to:**

- be respected as an individual and treated courteously and fairly by other students and school staff;
- treat school staff, other students, themselves and property with respect;
- take part in all school activities on an equal basis regardless of race, religion, religious practices, sexual orientation, gender, gender identity, national origin, ethnic group, political affiliation, age, socio-economic status, or disability; and
- attend school daily, be prepared for class and complete assignments to the best of their ability.

### **Parents/Guardians have the right and responsibility to:**

- be respected and treated courteously and fairly by school staff;
- treat school staff with respect;
- be informed of their child's attendance, performance and behavior concerns;
- ensure their child's daily attendance and timely arrival/departure to school;

- receive information and prompt notification of repeated inappropriate or disruptive behaviors by their child and significant disciplinary actions taken by school staff and be involved in how to address the behavior in a proactive manner;
- assure their child brings to school only those things that are appropriate in a school setting;
- inform school personnel of any issues that may impact the educational experiences of their child; and
- participate in decision-making processes affecting school policies and procedures and the educational success of their child.

**School staff have the right and responsibility to:**

- be respected and treated courteously and fairly by parents/guardians, students, and other school staff;
- treat students, parents/guardians, and other school staff with respect;
- establish a sense of community in the classroom, including opportunities for members of the school community to be aware and be respectful of each other's cultures;
- be knowledgeable about federal and state laws and regulations about the disciplinary process for students with disabilities and for all students;
- enforce the policies, rules, and regulations of the District, school, classroom, and code of conduct, including preventive and positive disciplinary policies in cooperation with students, parents/guardians, and administrators;
- communicate policies, expectations, and concerns to students and parents/guardians, and respond to complaints or concerns from students and parents/guardians in a timely manner and in a language they understand;
- engage parents/guardians when their child is subject to significant disciplinary action;
- seek and receive support in preventing and responding to student behaviors in a supportive manner, including classroom and behavioral management strategies;
- provide recommendations for home structure during an out of school suspension; and
- make reasonable efforts to confer, consult, and collaborate with community-based/local organizations and agencies on student misconduct and potential responses.

**District administrators have the responsibility to:**

- provide support and professional development training to principals and school staff to help them support all students, including students with disabilities and other special needs, particularly in areas of classroom/behavior management and instructional supports;
- ensure discipline policies are in compliance with civil rights laws, state and federal legislation and best practices in school discipline; and
- monitor discipline data to identify, investigate and address any disparities between students on the basis of disability, race, gender, or other student characteristics and to address unnecessary rates of school exclusion for all students.

### 3. Participation and Collaboration

District 57 provides structured opportunities for all stakeholders in our educational community to obtain information, help make decisions, and participate in the educational process. By stakeholders we mean: students, parents/guardians, district and school staff members, contracted district employees, members of the school board and community members. We recognize that involvement of these various stakeholders in our educational community is essential to the success of our school and district.

#### **Parent-Teacher Behavioral Advisory Committee**

District 57 has established and maintains a parent-teacher behavioral advisory committee that is selected annually. Our aim is for this committee to be representative of a variety of stakeholders that represent multiple perspectives. The parent-teacher behavioral advisory committee develops written recommendations regarding policy guidelines and procedures on student discipline. The committee annually reviews and makes recommendations regarding necessary changes to our district's student discipline policies, the implementation and evaluation of these policies, and any other factors related to the safety of our educational community.

#### **Notification and Communication**

At the beginning of each school year, our district makes available to parents/guardians during the registration process a student handbook which contains our student code of conduct and other important policy guidelines and procedures. To ensure that policies are clearly communicated, the student handbook and code of conduct are also made available online on the District website.

We clearly communicate our policies and behavioral expectations by:

- displaying our positive core values and behavioral expectations prominently in a highly trafficked area of our school with expectations specific to each setting (e.g., hallways, bathrooms, etc.);
- conducting age-appropriate lessons on the core values, behavioral expectations, and discipline policies;
- conducting follow-up schoolwide teaching lessons based on data review and schoolwide need, as necessary; and
- reviewing behavioral expectations via newsletters, emails, and letters.

#### **Feedback and Evaluation**

We routinely evaluate our policies and procedures to make sure they are effective. We readjust as necessary our policies and procedures with meaningful input from all stakeholders and based on a review of data that informs our revision process.

## 4. Prevention, Intervention and Disciplinary Responses

### 4A. Discipline Framework

Within a positive framework for discipline, our district provides proactive, differentiated interventions for students. These interventions are aimed at addressing the root causes of students' behaviors and focus on teaching behaviors rather than excluding students for punishment. Challenging behaviors must be addressed in the context of a comprehensive, multi-level approach to behavior support that is designed to teach, nurture, and encourage positive social behaviors.

We offer academic, behavioral, and social-emotional interventions and supports for students who have fallen behind academically and/or are being disciplined. We use schoolwide positive behavior support, social-emotional learning, and restorative practices. We use data-based decision making in order to identify students who are in need of additional supports and interventions.

We limit the use of exclusionary discipline to keep students connected to the school community. Every situation in which exclusionary discipline is considered will be judged on a case-by-case basis after gathering and analyzing the facts and surrounding circumstances carefully and objectively. We use a decision-making framework to review this information and determine appropriate consequences and disciplinary actions that focus on teaching and reinforcing positive and expected behaviors, while minimizing the possibility of the behavior escalating or recurring.

Our district recognizes that a safe, civil school environment is necessary for students to learn and achieve. To ensure the physical and emotional safety of all our students, our district has adopted a bullying prevention policy that is available on the District website (Policy 7:180). As part of that policy, we seek to prevent, respond to, and put an end to bullying behavior, including cyberbullying, by students and adults using interventions and supports that reflect a commitment to our positive discipline philosophy. We emphasize age-appropriate responses that help educate and rehabilitate the student responsible, while fully addressing the impact of the bullying on the targeted student.

Our district has a variety of available support services and interventions to address school discipline and or bullying situations. These services are implemented based on the particular conditions surrounding each incident, and may include:

- Targeted social emotional learning groups
- Check In Check Out
- Peer mediation
- Check and Connect
- Individualized Behavioral Intervention Plans
- Safety Plan
- Comprehensive Autism Plan (CAPs)
- Conferences with student and/or parents

- Behavior agreements
- Mental health services
- Restorative Practice Examples
  - Restorative conversations (what happened, what were you thinking at the time, who or what was impacted by this action, what do you need to do to make this right)
  - Circles (a structured way for people to gather and connect with one another; circles can build community, celebrate successes, promote healing, and address harm)
  - Reviewing and reteaching school expectations
  - Student self-reflection
  - Modeling/demonstration of expected behaviors

#### 4B. Approach to Student Behaviors

Our goal is to create a safe and supportive environment where all students can develop the academic, social, and emotional skills needed to become engaged citizens. Therefore, we are committed to addressing challenges in student conduct in as constructive a way as possible. The goal of school discipline is to be instructional and corrective so as to reduce the likelihood of behaviors reoccurring.

Out-of-school suspensions and expulsions are the most serious form of disciplinary consequence and should be used only as a last resort. When an incident occurs, consideration shall be given first as to whether the incident can be appropriately addressed using a restorative practice, through behavior support practices, or through another available, appropriate intervention that will enable the student to remain in school. To prevent students from being excluded from school unnecessarily, school staff must attempt non-exclusionary discipline prior to using out-of-school suspensions or expulsions, except in situations posing a threat to school safety or the safety of others, or disruption of the operations of the school or the learning opportunities of others.

Our discipline approach is tailored to the individual incident and varies in method and severity according to the nature of the behavior, the age and developmental level of the student, and the student’s history of problem behaviors and performance. We use a disciplinary checklist described in Section 4D as a means to identify classroom-based responses or other supports and interventions that can be used instead of suspension or expulsion.

#### **Our District Does Not...**

- Use zero-tolerance policies that require school staff to suspend or expel students for certain behaviors except if required by law (for example, for certain offenses involving weapons). This means out-of-school suspension cannot be a minimum or required consequence for any other offense. We support staff in delivering

alternatives to suspension and expulsion, with a focus on restorative practices and the teaching of desired behaviors that will promote future success.

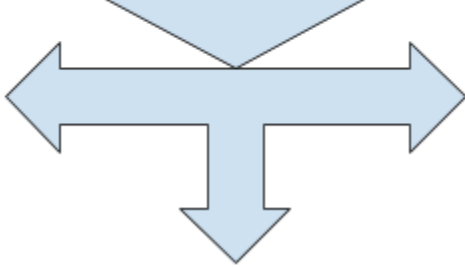
- Advise or encourage students to drop out voluntarily due to behavioral or academic difficulties or to leave the school voluntarily in order to avoid formal disciplinary proceedings through either formal or informal “push out” procedures.
- Issue a monetary fee or fine as a disciplinary consequence, although students can be asked to pay for lost, stolen or damaged property.
- Use corporal punishment.
- Use restraint or seclusion for punishment or discipline.
- Withhold or delay eating food and other basic needs (bathroom, medical checks, snacks, and meals) as a punishment.

**No... the following actions may be taken:**

- Redirect students to correct inappropriate behavior and minimize the likelihood of the behavior escalating or recurring.
- Gather additional information, which may include:
  - Meet with the student
  - Talk to all students, teachers, staff, witnesses
  - Identify contributory factors
  - Consider existing data, like disciplinary referrals and prior interventions attempted
- Communicate with the student's parent or guardian
- Consider need for and implement restorative practices and school-based interventions

**Incident occurs**

**Is the behavior major?**



**Yes, but not a crisis... the following actions may be taken:**

- In addition to steps on the left...
- Contact administration/document the behavior
  - Complete office referral forms
- Administration may:
- Review the Disciplinary Checklist

**Yes, and immediate administrative support is needed... the following actions may be taken:**

- Administration is contacted
- Administration may:
- Review the disciplinary checklist
  - Refer student to appropriate support services or restorative interventions
  - Document all interventions and measures
  - Impose exclusionary discipline only as a last resort

After an incident, our district considers the following factors in analyzing the root causes of an incident and whether supports could address these factors without removing the student from school:

- Health, mental illness, or diagnosed disabilities;
- Appropriateness of the student's academic placement within the current school;
- Peer factors, e.g., whether student has been a bullying victim;
- Prior experiences and exposure to trauma;
- Family situations, e.g., homelessness, domestic violence, divorce or separation;
- Substance abuse or addiction;
- Any other events out of the ordinary; and
- LGBTQ+ Status

**4C. Proscribed Conduct**

The following is a guide for understanding and responding to student misbehavior but is not meant to replace or override Board approved policy. Please see Appendix A and B for more information about School Board policy, including behaviors prohibited under Board Policy 7:190, Student Behavior. Additionally, the chart below outlines generally how misbehaviors are addressed, however, because each situation must be addressed on a case-by-case basis, this chart does not limit the District's disciplinary response. For instance, Level 1 behaviors may be subject to Level 2 or 3 consequences depending on the circumstances.

## LEVEL 1 BEHAVIORS

Behavior	Definition	Available Interventions and Consequences
Rough Play	“Playful” misbehavior not meant to harm (e.g., hanging on door frame, piggy-back rides, etc.)	<ul style="list-style-type: none"> <li>● Recommended instructive, corrective, or restorative practice</li> <li>● Documented Teacher, Student, Parent/Guardian, and/or Administrator conference focused on expectation violated, cause of behavior, and strategy to prevent recurrence</li> <li>● Seat change on bus</li> <li>● Limit the use of technology equipment</li> </ul>
Unprepared for Class	Coming to class without required materials or assignments	
Tardy to Class or School	Student arrives to class/school after the bell or signal that class has started	
Defiance	Refusal to follow rules; noncompliance with expectations, directions or norms	
Disruption	Behavior causing an interruption in a class or activity that takes away from instruction. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; running in the hallway; and/or sustained out-of-seat behavior.	
Property/Equipment Misuse	Use of school or personal equipment without permission (cell phone, gym equipment, playground equipment, etc.)	
Dress Code	Wearing clothes or adornments that may be distracting to the educational environment or present a health/safety issue.	
Responsible Use Policy/Chromebook Agreement Violation	Inappropriate use of network and/or technology including, but not limited to,	

	non-educational materials such as websites, games, etc.	
Bus Violation	Failure to comply with bus rules	

### LEVEL 2 BEHAVIORS

Behavior	Definition	Available Interventions and Consequences
Cheating/Forgery	Being intentionally dishonest, untruthful, or deceptive	<ul style="list-style-type: none"> <li>● Recommended instructive, corrective, or restorative practice</li> <li>● Documented Teacher, Student, Parent/Guardian, and/or Administrator conference focused on expectation violated, cause of behavior, and strategy to prevent recurrence</li> <li>● Detention – lunch, recess (6-8 only), before school, after school, or Saturday</li> <li>● Restitution/Community Service (With-in school)</li> <li>● Alternate Assignment</li> <li>● Loss of the use of technology equipment</li> <li>● Removal from activity, assembly, event, etc</li> </ul>
Responsible Use Policy/Chromebook Agreement Violation	Blatant misuse of network and/or technology including, but not limited to, accessing/distributing obscene, pornographic, harmful or inappropriate material	
Leaving Building/School Property	Leaving building or school property without permission	
Truancy	Student who is subject to compulsory school attendance and who is absent without valid cause from such attendance for 5% or more of the previous 180 regular attendance days	
Repeated or Intensified Level 1 Behaviors		

### LEVEL 3 BEHAVIORS

Behavior	Definition	Available Interventions and Consequences
Physical Aggression/Fighting	Physical contact with intent to harm another or others	<ul style="list-style-type: none"> <li>● Recommended instructive, corrective, or restorative practice</li> <li>● Documented Teacher, Student, Parent/Guardian, and/or Administrator conference focused on expectation violated, cause of behavior, and strategy to prevent recurrence</li> <li>● Detention – lunch, recess (6-8 only), before school, after school, or Saturday</li> <li>● Restitution/Community Service (With-in school)</li> <li>● Alternate Assignment</li> <li>● Loss of the use of technology equipment</li> <li>● Physical restraint or time-out when the student is an immediate or serious threat to themselves or others</li> <li>● Removal from activity, assembly, event, etc.</li> <li>● Removal from bus</li> <li>● Suspension (In-school and out-of-school)</li> <li>● Expulsion</li> </ul>
Illegal Activities	Possession of weapons and/or illegal substances, theft, gang activity, vandalism, property damage	
Threat (Others or Self)	Expression of intent to do harm or to act out violently against someone, self, or something	
Bullying/Cyberbullying/Harassment	Severe or pervasive verbal, written, physical or electronic act, directed towards an individual(s), that can reasonably be predicted to place the individual(s) in fear of harm, mental/physical distress, interfere with the student’s education, or ability to participate in school activities this could include but is not limited to the use of racial, ethnic or ancestral slurs or stereotypes; taunts; name-calling; offensive or derogatory remarks about a person's actual or perceived race, color, or national origin; the display of racially-offensive symbols; racially-motivated physical threats and attacks; or other hateful conduct based upon an individual’s race, color, gender, gender identity, ancestry, religion, creed, age, physical or mental ability	
Repeated or Intensified Level 1 or 2 Behaviors		



## 4D. Disciplinary Checklist

Our district limits the number of days the student is removed from school to as few as possible given our philosophy that students should be in school and learning. We provide all students, regardless of background or demographic characteristics, with adequate and meaningful due process prior to excluding a student from school for any length of time.

School staff should complete a disciplinary checklist before imposing a suspension or expulsion to determine whether other forms of intervention and support should be attempted first. The checklist includes consideration of whether a student poses a threat to school safety or the safety of others or would disrupt the operation of the school or the learning opportunities of others. The determination of safety threats will not be based on stereotypes or generalizations. In making the determination as to whether suspension or expulsion is warranted, school staff should consider the following factors:

- the conduct at issue;
- the root cause of the conduct and whether it has been addressed;
- age of the student and ability to understand consequences;
- capability of the student to carry out the threat;
- student's discipline history and the frequency of inappropriate behavior;
- credibility of the student and willingness to acknowledge their behavior; and
- effect of the conduct on the school environment.

Public Act 99-0456 differentiates between (a) out-of-school suspensions of three days or less ("short-term suspensions"), and (b) out-of-school suspensions longer than three days ("long-term suspensions"), expulsions and disciplinary removals to alternative schools.

In accordance with the law, District 57 utilizes the following standards:

- A suspension of three days or less is only allowed "if the student's continuing presence in school would pose a threat to school safety or a disruption to other students' learning opportunities."
- A suspension longer than three days, expulsion, or disciplinary removal to an alternative school is only allowed if other appropriate and available behavioral and disciplinary interventions have been exhausted and the student's continuing presence in school would pose a threat to safety or substantially disrupt, impede, or interfere with the operation of the school or the learning opportunities of others.

This is an individualized determination. School staff must make all reasonable efforts to resolve threats and address disruptions without the use of out-of-school suspensions and expulsions.

## 5. Due Process Procedures for Out-of-School Suspensions & Expulsions

Our district implements fair, equitable and transparent due process procedures designed to give the student a full and meaningful opportunity to be heard. Out-of-school suspensions and expulsions have serious, long-lasting effects on students. When these practices are being considered, schools must follow certain procedures to be sure that the student's rights are protected. These due process procedures are different depending on whether the student is being suspended or expelled. The chart below lays out the required procedures:

### Investigation

1. School staff must investigate a situation and gather evidence to determine what happened before making any disciplinary decisions or disciplinary referrals. School staff should consider whether the incident in question can be appropriately addressed directly with the student or students involved without making a disciplinary referral.

### Student Meeting

2. School staff must give the student involved the opportunity to speak on their own behalf before deciding what violations have been committed and what form of discipline to use.

### Disciplinary Alternatives

3. School staff must utilize the disciplinary checklist described above before moving forward with a suspension or expulsion. School staff must consider and document whether a restorative practice or another intervention or support are appropriate and available to address the conduct in question before considering exclusionary discipline.

### Notice to Student

4. School staff must tell the student specifically the part of the code they are accused of violating, the disciplinary measures the school will take, and the school's future expectations for the student. The student must be given a reasonable opportunity to respond to the school's charges.

### Notice to Parents

5. School staff must provide the parent or guardian with written AND oral notice of the charge, discipline, and parents' and guardians' rights to hearing and/or appeal. No student shall be sent home before the end of the school day unless the school has established contact with the student's parent or guardian and provided at least oral notice of the suspension.

#### All notices must:

- Be sent both by certified and first-class mail, as well as by email if there is an email address on file.
- Be provided in the parent's/guardian's primary language unless not practicable.

- Explain the charges the student is facing.
- Include contact information at the school for requesting that a meeting or hearing be rescheduled and answering questions.
- Include a statement for the parent(s)/guardian(s) and student to sign (if able) acknowledging receipt and understanding of the information in the notice, but must NOT include any statement admitting the student's fault or waiving rights, including appeal or hearing.

For a suspension:

The notice must:

- Be sent within 24 hours of a school decision to suspend a student, or as soon thereafter as practicable.
- Include an invitation to the parent or guardian to attend a suspension conference to discuss the suspension at the parent's or guardian's earliest possible availability.
- Provide a statement of the reasons for the suspension, not just listing an offense.
- For suspensions of three school days or less, provide an explanation that the student's continuing presence in school would either pose a threat to school safety or a disruption to other students' learning opportunities.
- For suspensions of four or more school days, provide information about the available and appropriate non-exclusionary interventions that were attempted and exhausted; describe the alternatives to suspension that were considered and why they were rejected; and that the student's continuing presence in school would either pose a threat to the safety of other students, staff, or members of the school community or substantially disrupt, impede, or interfere with the operation of the school.
- Explain the terms of the suspension, including number of days, start date, and end date, and provide a justification for the duration of the suspension.
- Include information about the opportunity to make up work missed during the suspension for equivalent academic credit.
- Document the support services available during the suspension and the means by which the student will be reengaged upon return to the school community.
- Provide notice of the parent's or guardian's right to review.

For an expulsion:

The notice must:

- Be sent a reasonable time before the hearing date.
- State the date, time, and location for the hearing, as well as a brief description of what will happen during the hearing.
- Include a description of the offense and the student's conduct.
- List the student's prior suspension(s).
- State that the School Code allows the School Board to expel a student for a definite period of time not to exceed two calendar years, as determined on a case-by-case basis.
- State the recommended duration of the expulsion.
- Ask that the student or parent(s)/guardian(s) or attorney inform the District if the student will be represented by attorney and, if so, the attorney's name and contact information.

### Suspension Conference

6. **Suspension conferences** with the parent or guardian must be held as soon as is practicable and convenient for the parent or guardian. The purpose of the conference is to discuss the explanation of the evidence and version of the facts that the school is relying on, the student's version of the facts and/or explanations for the alleged behavior, the availability of disciplinary alternatives, and whether or not the school's recommendation is consistent with the requirements of this Code.
- After the suspension conference and any required review, the principal or a designee can choose to uphold the suspension or remove any part of the suspension already served from the student's record and permit the student to return to school.
  - For students with a disability, any suspension days served count against any limitations set forth in the Individuals with Disabilities Education Act, even if otherwise removed from the student's record.

### Suspension Review

7. After the school has made a decision to suspend a student, students and their parents or guardians can seek a **review** of the suspension.
- A suspension review is a hearing that takes place before the district's school board or a hearing officer appointed by the board. If the review is held before a hearing officer, the hearing officer provides a summary of their findings to the board, and the board makes its determination regarding the suspension.
  - The board must issue a written suspension decision detailing the **specific act of gross disobedience or misconduct** resulting in the decision to suspend and include **a rationale as to the specific duration** of the suspension.
  - Even if the suspension has been fully served, the board can still decide to remove the violation from the student's record.
  - The student and parent/guardian have a right to bring an advocate or attorney to the hearing at their expense.

## Expulsion Hearing

8. In the case of an **expulsion**, the hearing must take place before the student is expelled from the school. At a hearing, the student and the student's parent or guardian has the opportunity to present evidence that the student did not violate the code of conduct and/or that there are mitigating factors that mean the student should not be expelled.
  - An expulsion hearing is held before the school board or a hearing officer appointed by the board.
  - The student has the right to bring an attorney or advocate at the student's expense.
  - School staff must provide sufficient advance notice and flexibility to enable the student's parent or guardian to attend the expulsion hearing.

The following procedures apply to expulsion hearings:

- The student must be given an opportunity to present witnesses or evidence and to cross-examine witnesses presented at the hearing.
- School staff may make a recording of the proceeding and give the parents or guardians and student a copy if requested.
- Any written hearing officer recommendation must be provided to the parent or guardian before the final decision by the board of education.

The final decision on an expulsion must be made by the board of education based on a review of the evidence and relevant mitigating factors.

- In circumstances in which the board is considering a hearing officer's report, the board may allow the student and/or the student's parent or guardian an opportunity to address the board in closed session before the school board decides to expel a student without educational services.

The student and the parent or guardian have a right to notice of the decision as soon as is practicable. The expulsion decision must:

- Provide a written explanation detailing the reasons for the decision.
- Detail the **specific reasons** why removing the student from the learning environment is in the best interest of the school, and whether other interventions were attempted or whether it was determined that there were no other appropriate and available interventions.
- Include a **specific rationale** as to the duration of the expulsion.
- Document the **support services** to be made available, if any, during the duration of the expulsion and the means by which

the student will be reengaged upon return to the school community.

## 6. Procedures For Out-of-School Suspension and Expulsion

Our district provides alternative educational options during and after suspension and expulsion. A reengagement plan will be developed following suspensions greater than four days (cumulatively or consecutively), expulsions, and transfers from alternative settings.

Our district provides the following services to help the student successfully reenter school and prevent future incidents:

### Post-Decision

- 1. Exit Counseling and Provision of Academic Work:** A team member will advise the student and the student's parent(s) or guardian(s) on what recommended steps they should take while the student is out of school to ensure the student's successful return and prevent future incidents.
  - School staff must provide all work and arrange make-up test dates in order to allow the student to return to school without further impacting their academic record or graduation. This provision also applies to students who are suspended from bus transportation whose parents cannot arrange alternative transportation.
  - School staff provide recommendations for home structure during an out of school suspension.
  - School staff must provide a list of alternative schools to which the student may transfer during an expulsion.
- 2. Academic and Behavioral Support Services:** Appropriate and available support services must be provided to students who are suspended out of school for four days or more and may be provided to students on expulsion. These services can include, but are not limited to:
  - educational services in an alternative setting;
  - access to online courses for academic credit;
  - access to online school materials;
  - restorative practices; and
  - referrals to free or low-cost community resources, including providers of substance abuse, mental health, and mentoring services.
- 3. Entrance Counseling and Reengagement Planning:** Schools will convene a meeting with the students and the parent(s)/guardian(s) within two days upon return to school from suspension, expulsion or an alternative school setting to develop a plan for ensuring that the student is successfully reintegrated into the school community.

In developing a reengagement plan, the school must consider ways to prevent future school exclusions, forms of restorative action, and supportive intervention to aid in the student's academic success.

4. **Services:** A team member will recommend services the school will provide that will help the student return to and succeed in school, such as mediation.
5. **Check In:** A team member will monitor progress and check in with students every week for the first month to see if the student is having difficulties readjusting socially or academically. Thereafter, a team member will meet with the student periodically. A team member should also regularly communicate with the student's parent or guardian regarding the transition process. During these meetings and conversations, a team member will review whether the present strategies or services are the best way to help the student readjust and prevent the need for further disciplinary measures. If not, a team member must revise the current plan.

## 7. Procedural Guidelines for Discipline of Students with Disabilities

School staff must consider a student's disability and whether the student's Individualized Education Program ("IEP") was implemented as one factor in determining the response to any behavior incident. Our district has discretion to limit the use of consequences that remove students with disabilities from the classroom, which are otherwise permitted in this Code. School staff should consider whether the student's needs require individually-tailored positive behavior supports beyond what is outlined in this Code.

Before recommending a consequence, school staff must review a student's IEP and any behavior intervention plan included in the IEP. If the IEP and this Code conflict, school staff must follow the IEP. School staff may suspend students with disabilities for a total of up to 10 school days in one school year without providing procedural safeguards beyond those that apply to general education students. However, after any discipline incident, school staff should consider whether a student's behavior is interfering with the student's learning or the learning of others, and, if so, begin a functional behavior assessment (FBA) to develop a positive behavior intervention plan (BIP).

"Students with disabilities" include any student:

- with an Individualized Education Program (IEP);
- with a Section 504 Plan or eligible for a Section 504 Plan;
- who is currently being evaluated for an IEP or 504 Plan;
- whose parent has requested a special education evaluation; or
- about whom school staff has raised a question about a pattern of behavior or the need for special education services.

## **Manifestation Determination Review (“MDR”) Requirement**

When school staff anticipate that the disciplinary removal of a student may result in a “change of placement,” the School District must schedule a Manifestation Determination Review (MDR) with the parent and relevant members of the IEP team. A “change in placement” is a removal of more than 10 consecutive school days or a series of removals constituting a pattern of removals. A “pattern” may be found when (1) the total number of removals in the school year exceeds 10 school days, (2) the student’s behavior is substantially similar to the behavior in the previous incidents that resulted in the other removals, and (3) because of additional factors such as length of each removal, total amount of time of the removals, and the proximity of the removals to one another.

1. Staff must schedule a Manifestation Determination Review (MDR) meeting with the student’s IEP team within 10 school days of the decision to discipline the student.
2. Staff must provide written notice to the parent/guardian of the date of the MDR meeting. The notice must include a copy of the parent’s/guardian’s procedural safeguards.

In-school suspension counts as a day of removal, unless the student continues to receive all services required by the student’s IEP. A student who is sent home early for behavior has been “removed” for that entire day. Any partial day counts as a full day for the 10-day rule.

At the MDR, the IEP team must:

1. Review all relevant information about the student, including the student’s current IEP, any behavior plan, any behavior data, the latest school evaluations, any private evaluations, and any other information provided by the parent or any school staff.
2. Review the behavior the student is accused of committing.
3. Determine if the behavior is a manifestation of the student’s disability. The behavior is a manifestation if:
  - a. the conduct in question was caused by the student’s disability or has a direct and substantial relationship to the student’s disability; or
  - b. the conduct in question was the direct result of the school’s failure to implement the student’s IEP.
4. If the team does not have sufficient data to determine if the behavior is a manifestation, the MDR can be continued to obtain that data, including new evaluations.
5. No matter the outcome of the MDR, the team must conduct a new functional behavior assessment (FBA) and create a new (or revise an existing) behavior intervention plan (BIP) to address the behavior for which the student is being disciplined.
6. The team should develop an assessment plan as part of the FBA evaluation. This plan should include a determination of target behaviors, the method of data collection, and a timeframe for completion of the assessment.
7. In order to allow for a reasonable period of data collection, the team should draft an interim BIP.

If the student's behavior is a manifestation, the student may not be removed for more than 10 cumulative days, expelled, or subject to disciplinary transfer, and must remain in the student's educational placement prior to the disciplinary incident. Such a finding does not preclude the IEP team from changing the student's placement for educational reasons in accordance with the least restrictive environment requirements of the Individuals with Disabilities Education Act.

### **Limited Exception**

There are limited circumstances where a student may be removed for more than 10 cumulative days without an MDR. School staff must contact the Director of Student Services before removing a student for more than 10 days.

A student with a disability may be transferred to an alternative educational setting for up to 45 school days without an MDR or in circumstances in which the student's conduct is a manifestation of the student's disability only if the student: 1) inflicts serious bodily harm (such as leading to a substantial risk of death), 2) brings a weapon to school, or 3) possesses, uses, sells, or solicits illegal drugs. If a school is considering this step, contact the Director of Student Services and the parent/guardian immediately. Even in an alternative setting (or during an expulsion), our district must continue to provide educational services to ensure that a student with a disability is participating in the general education curriculum and progressing on IEP goals.

## **8. Professional Development**

Our district provides professional development aimed at equipping our teachers and staff with the necessary training to effectively carry out these discipline responses, including restorative practices. Our district has a professional development plan to ensure that all staff members have the tools, skills and support that they need to implement our discipline policy. We annually review and revise our district's professional development plan based on identified needs.

In particular, our district makes reasonable efforts to provide ongoing professional development to teachers, administrators, school board members, contracted district employees, and staff on topics such as adverse consequences of school exclusion and justice system involvement, effective classroom management strategies, culturally responsive discipline, implicit bias, bullying, and developmentally appropriate disciplinary methods that promote positive and healthy school climate. All teachers, classroom staff, and other staff potentially involved in situations leading to school discipline are regularly trained in areas such as positive behavior interventions, de-escalation techniques, and restorative practices.

## **9. Data Collection and Monitoring**

We employ a systematic data review process to determine overall effectiveness of our multi-tiered system of behavioral supports and to inform our discipline practices and code of conduct revisions. Additionally, we review data to determine if and where disparities exist and to identify any overuse of exclusionary discipline and adjust our practices accordingly.

## 10. Definitions

### **Bullying:**

- *Artificial intelligence* means a machine-based system that, for explicit or implicit objectives, infers, from the input it receives, how to generate outputs such as predictions, content, recommendations, or decisions that can influence physical or virtual environments. Artificial intelligence includes generative artificial intelligence.
- *Bullying* includes *cyberbullying* and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:
  1. Placing the student or students in reasonable fear of harm to the student's or students' person or property;
  2. Causing a substantially detrimental effect on the student's or students' physical or mental health;
  3. Substantially interfering with the student's or students' academic performance; or
  4. Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.
- *Bullying* may take various forms, including without limitation one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, posting or distributing sexually explicit images, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive. (105 ILCS 5/27-23.7)

### **Cyber-bullying:**

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

or posting creates any of the effects enumerated in the definition of *bullying*. *Cyberbullying* also includes the posting or distribution of an unauthorized digital replica by electronic means if the posting or distribution creates any of the effects enumerated in the definition of *bullying*.

- *Digital replica* means a newly created, electronic representation of the identity of an actual individual created using a computer, algorithm, software, tool, artificial intelligence, or other technology that is fixed in a sound recording or audiovisual work in which that individual did not actually perform or appear and that is so realistic that a reasonable observer would believe it is a performance by the individual being portrayed and no other individual.
- *Unauthorized digital replica* means the use of a digital replica of an individual without the consent of the depicted individual. (105 ILCS 5/27-23.7)

### **Expulsions:**

- The student is removed from school for more than ten days and up to two calendar years.
- “Involuntary transfers” for more than 10 days to Alternative Learning Opportunities Programs (ALOPs) and Regional Safe Schools Programs (RSSPs) also impact a student’s educational rights and students must receive the same due process protections as in expulsions.

### **Long-Term Suspensions:**

- The student is removed from school for four to ten days.

### **Short-Term Suspensions:**

- The student is removed from school for three days or less.

## **11. Board Policy**

[Search and Seizure: 7:140](#)

[Student Behavior: 7:190](#)

[Prevention of and Response to Bullying, Intimidation, and Harassment: 7:180](#)

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

Bullying on the basis of actual or perceived race, color, religion, sex, national origin, ancestry, physical appearance, socioeconomic status, academic status, pregnancy, parenting status, homelessness, age, marital status, physical or mental disability, military status, sexual orientation, gender-related identity or expression, unfavorable discharge from military service, order of protection status, association with a person or group with one or more of the

mentioned actual or perceived characteristics, or any other distinguishing characteristic is **prohibited** in each of the following situations:

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

Definitions from [105 ILCS 5/22-110](#)

*Artificial intelligence* means a machine-based system that, for explicit or implicit objectives, infers, from the input it receives, how to generate outputs such as predictions, content, recommendations, or decisions that can influence physical or virtual environments. *Artificial intelligence* includes generative artificial intelligence.

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

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

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

*Cyberbullying* means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic

system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. *Cyberbullying* includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of *bullying*. *Cyberbullying* also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of *bullying*. *Cyberbullying* also includes the posting or distribution of an unauthorized digital replica by electronic means if the posting or distribution creates any of the effects enumerated in the definition of *bullying*.

*Digital replica* means a newly created, electronic representation of the identity of an actual individual created using a computer, algorithm, software, tool, artificial intelligence, or other technology that is fixed in a sound recording or audiovisual work in which that individual did not actually perform or appear and that is so realistic that a reasonable observer would believe it is a performance by the individual being portrayed and no other individual.

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

*School personnel* means persons employed by, on contract with, or who volunteer in a school district, including without limitation school and school district administrators, teachers, school social workers, school counselors, school psychologists, school nurses, cafeteria workers, custodians, bus drivers, school resource officers, and security guards.

*Unauthorized digital replica* means the use of a digital replica of an individual without the consent of the depicted individual.

### Bullying Prevention and Response Plan

The Superintendent or designee shall develop and maintain a bullying prevention and response plan that advances the District's goal of providing all students with a safe learning environment free of bullying and harassment. This plan must be consistent with the requirements listed below.

1. The District uses the definition of *bullying* as provided in this policy.
2. Bullying is contrary to State law and the policy of this District. However, nothing in the District's bullying prevention and response plan is intended to infringe upon any right

to exercise free expression or the free exercise of religion or religiously based views protected under the [First Amendment to the U.S. Constitution](#) or under [Section 3 of Article I of the Illinois Constitution](#).

3. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the Nondiscrimination Coordinator, Title IX Coordinator, Building Principal, Assistant Building Principal, a Complaint Manager, or any staff member with whom the student is comfortable speaking. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the District named officials or any staff member. The District named officials and all staff members are available for help with a bully or to make a report about bullying. Anonymous reports are also accepted; however, this shall not be construed to permit formal disciplinary action solely on the basis of an anonymous report.

**Nondiscrimination Coordinator:**

Karen Schwartzwald  
701 w. Gregory St.  
Mt. Prospect, IL 60056  
[kschwartzwald@d57.org](mailto:kschwartzwald@d57.org)  
847-394-7300, ext. 1010

**Title IX Coordinator:**

Karen Schwartzwald  
701 w. Gregory St.  
Mt. Prospect, IL 60056  
[kschwartzwald@d57.org](mailto:kschwartzwald@d57.org)  
847-394-7300, ext. 1010

**Complaint Managers:**

Karen Schwartzwald  
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Dr. Jason Kaiz  
701 W. Gregory St.,  
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[jkaiz@d57.org](mailto:jkaiz@d57.org)  
847-394-7300, ext. 1003

4. Consistent with federal and State laws and rules governing student privacy rights, the parents/guardians of all students involved in an alleged incident of bullying will be notified of such, along with threats, suggestions, or instances of self-harm determined to be the result of bullying, within 24 hours after the school's administration is made aware of the student's involvement in the incident. As appropriate, the school's administration shall also discuss the availability of social work services, counseling, school psychological services, other interventions, and restorative measures. The school shall make diligent efforts to notify a parent or legal guardian, utilizing all contact information the school has available or that can be reasonably obtained within the 24-hour period.
5. The Superintendent or designee shall promptly investigate and address reports of bullying, by, among other things:
  - a. Making all reasonable efforts to complete the investigation within 10 school days after the date the report of a bullying incident was received and taking into consideration additional relevant information received during the course of the investigation about the reported bullying incident.
  - b. Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.

- c. Notifying the Building Principal or school administrator or designee of the reported incident of bullying as soon as possible after the report is received.
- d. Consistent with federal and State laws and rules governing student privacy rights, providing parents/guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the Building Principal or school administrator or his or her designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.

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

- 6. The Superintendent or designee shall use interventions to address bullying, that may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services.
- 7. A reprisal or retaliation against any person who reports an act of bullying **is prohibited**. Any person's act of reprisal or retaliation will be subject to disciplinary action, up to and including discharge with regard to employees, or suspension and/or expulsion with regard to students.
- 8. A student will not be punished for reporting bullying or supplying information, even if the District's investigation concludes that no bullying occurred. However, a person who is found to have falsely accused another of bullying, as a means of retaliation, as a means of bullying, or provided false information will be treated as either: (a) *bullying*, (b) student discipline up to and including suspension and/or expulsion, and/or (c) both (a) and (b) for purposes of determining any consequences or other appropriate remedial actions.
- 9. The District's bullying prevention and response plan is based on the engagement of a range of school stakeholders, including students and parents/guardians.
- 10. The Superintendent or designee shall post this policy on the District's publicly accessible website, if any, and include it in the student handbook, and, where applicable, post it where other policies, rules, and standards of conduct are currently posted. The policy must be distributed annually to parents/guardians, students, and school personnel (including new employees when hired), and must also be provided periodically throughout the school year to students and faculty.
- 11. Pursuant to State law and Board policy [2:240](#), *Board Policy Development*, the Board monitors this policy every two years by conducting a review and re-evaluation of this policy to make any necessary and appropriate revisions. The Superintendent or designee shall assist the Board with its re-evaluation and assessment of this policy's outcomes and effectiveness. Updates to this policy will reflect any necessary and appropriate revisions. This process shall include, without limitation:
  - a. The frequency of victimization;
  - b. Student, staff, and family observations of safety at a school;
  - c. Identification of areas of a school where bullying occurs;
  - d. The types of bullying utilized; and
  - e. Bystander intervention or participation.

The evaluation process may use relevant data and information that the District already collects for other purposes. Acceptable documentation to satisfy the re-evaluated policy submission include one of the following:

- 1) An updated version of the policy with the amendment/modification date specifying the date of adoption (indicated by month, date, and year) included in the reference portion of the policy;
- 2) If no revisions are deemed necessary, a copy of Board minutes indicating that the policy was re-evaluated and no changes were deemed to be necessary; or
- 3) A signed statement from the Board President indicating that the Board re-evaluated the policy and no changes to it were necessary.

The Superintendent or designee must post the information developed as a result of the policy re-evaluation on the District's website, or if a website is not available, the information must be provided to school administrators, Board members, school personnel, parents/guardians, and students. Reviews and re-evaluations in years they are due must be submitted to ISBE by September 30.

12. The Superintendent or designee shall fully implement the Board policies, including without limitation, the following:
  - a. [2:260](#), *Uniform Grievance Procedure*. A student may use this policy to complain about bullying.
  - b. [2:265](#), *Title IX Grievance Procedure*. Any person may use this policy to complain about sexual harassment in violation of Title IX of the Education Amendments of 1972.
  - c. [2:270](#), *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*. Any person may use this policy to complain about discrimination or harassment on the basis of race, color, or national origin in violation of Title VI of the Civil Rights Act of 1964 and/or the Illinois Human Rights Act.
  - d. [6:60](#), *Curriculum Content*. Bullying prevention and character instruction is provided in all grades in accordance with State law.
  - e. [6:65](#), *Student Social and Emotional Development*. Student social and emotional development is incorporated into the District's educational program as required by State law.
  - f. [6:235](#), *Access to Electronic Networks*. This policy states that the use of the District's electronic networks is limited to: (1) support of education and/or research, or (2) a legitimate business use.
  - g. [7:20](#), *Harassment of Students Prohibited*. This policy prohibits *any* person from harassing, intimidating, or bullying a student based on an identified actual or perceived characteristic (the list of characteristics in [7:20](#) is the same as the list in this policy).
  - h. [7:185](#), *Teen Dating Violence Prohibited*. This policy prohibits teen dating violence on school property, at school sponsored activities, and in vehicles used for school-provided transportation.

- i. [7:190](#), *Student Behavior*. This policy prohibits, and provides consequences for, hazing, bullying, or other aggressive behaviors, or urging other students to engage in such conduct.
- j. [7:310](#), *Restrictions on Publications; Elementary Schools*. This policy prohibits students from and provides consequences for: (1) accessing and/or distributing at school any written, printed, or electronic material, including material from the Internet, that will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities, and (2) creating and/or distributing written, printed, or electronic material, including photographic material and blogs, that causes substantial disruption to school operations or interferes with the rights of other students or staff members.