



OAK LAWN-HOMETOWN

School District 123

Family Handbook

Accelerated Placement Act	4	Freedom of Information Act	26
Animals on School Property	4	Grading & Promotion	26
Art Education	4	Head Lice	26
Asbestos	4	Home and Hospital Instruction	26
Attendance	4	Homeless Child's Right to Education	27
Attendance Areas	5	Homework	27
Attendance at School Dances	5	Immunization, Health, Eye and Dental Examinations	27
Athletics & Activities	5	Internet Acceptable Use	29
Automatic External Defibrillators & CPR	5	Kindergarten Program	29
Before and After School Program (FLASH)	6	Late Start Days	30
Bilingual Education	6	Library	30
Bullying, Intimidation, and Harassment	6	Make-Up Work	30
Bus Conduct	11	Mandated Reporters	30
Bus Transportation	12	Awareness and Prevention of Child Sexual Abuse, Grooming Behaviors, and Boundary Violations	31
Communicable Diseases	13	Employee Code of Professional Conduct (Faith's Law Notification)	33
Community Service Expectations	13	Multi-Tiered System of Supports (MTSS)	35
Diabetes Care for Students	13	Music	36
School Dress Code	13	Notification System for Families	36
Early Dismissal Requests	14	Pesticide Application Notice	36
Education of Children with Disabilities	14	Guidelines for Student Distribution of Non-School-Sponsored Publications	36
Special Education Program	15	Recess	37
Special Education Classroom Access	17	Release Time for Religious Instruction/Observance	37
Qualified Interpreters	17	Residency	37
Prioritization of Urgency of Need for Service (PUNS) Information	17	Response to Intervention (RTI)	38
Special Education Related Service Logs	18	Safety Drill Procedures and Conduct	38
Accommodating Individuals with Disabilities	18	School Breakfast & Lunch Program	38
Education Foundation of Oak Lawn-Hometown School District 123	18	Free and Reduced-Price Food Services; Meal Charge Notifications	39
Emergency Contact Information	19	School Day Schedule	39
Emergency School Closings	19	School Report Card	40
English Learners	19	School Visitation Rights	40
Non-Discrimination in Education	20	Search and Seizure	40
Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited	20	Sex Offender Restrictions	41
Parental Rights	21	Social-Emotional Learning	41
Exemption from Physical Education Requirement	22	Parent/Teacher Conferences	42
Family Conferences	23	Preschool	42
Facility Rental	23	Standardized Testing	43
Family + Community Resource Center (FCRN)	23	Strategic Plan	44
Field Trips	24	Student Absences	44
Fines, Fees, and Charges; Waiver of Student Fees	24	Student Athlete Concussions and Head Injuries	45
Food Allergies	25	Student and Family Privacy Rights	46
Prevention of Anaphylaxis	25	Student Privacy Protections	46
Foreign Language Program	25	Student Use of Electronic Devices	47
		Student Behavior	48

Discipline of Students with Disabilities	53
Student Medication	55
Student Records	56
Student Rights and Responsibilities	58
Student Promotion	59
Student Social Networking Passwords & Websites	59
Suicide and Depression Awareness and Prevention	59
Summer Programming	60
Targeted School Violence Prevention Program	60
Teacher Qualifications	60
Technology	61
Sex Equity and Sexual Harassment	62
Transfers	64
Treats & Snacks	64
Truancy	65
Unsafe School Choice Option	66
Video & Audio Monitoring Systems	66
Vision and Hearing Screening Mandates	66
Violent Offender & Sex Offender Community Notification Laws	66
Visitors	67
Volunteers	68
Wellness Policy	68
Appendix A:	68
Progressive Disciplinary Administrative Strategies, Approaches, and Responses	68
Infractions	70

Accelerated Placement Act

The District provides for an Accelerated Placement Program (APP) for qualified students. It provides students with an educational setting with curriculum options that are usually reserved for students who are older or in higher grades than the student. Accelerated placement includes but may not be limited to: early entrance to kindergarten or first grade, accelerating a student in a single subject and grade acceleration. Participation is open to all students who demonstrate high ability and who may benefit from accelerated placement. It is not limited to students who have been identified as gifted or talented. Additional information can be found on the District 123 website at D123.org.

Cross Reference: Board Policy 6:135, Accelerated Placement Program; MSH 2.90

Animals on School Property

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

Cross Reference: MSH 1.60

Art Education

Our formal art education program is offered to all students in kindergarten through fifth grade. (Art education classes are considered an encore elective at OLHMS.) The art experiences within the program are selected and organized to broaden the abilities of each student to perceive, understand, create, judge, and enjoy art. Through the program children will have experiences using a variety of materials to develop their creative abilities.

Asbestos

In October 1986 the U.S. Congress enacted the Asbestos Hazard Emergency Response Act (AHERA). Under this law, comprehensive regulations were developed to address asbestos problems in public and private elementary and secondary schools. These regulations require all schools to inspect for friable and non-friable asbestos, develop asbestos management plans that address asbestos hazards in school buildings and implement response actions in a timely manner.

These regulations assign schools many new responsibilities. Our program for fulfilling these responsibilities is outlined in our asbestos management plan. This plan contains information on our inspections, reinspections, response actions and post-response action activities, including periodic re-inspections and surveillance activities that are planned or are in progress.

The management plan is available for review in the school's district office. The plan may be reviewed during normal school hours. There will be a reasonable charge should you require a copy of the plan.

If you have any questions about the management plan or about planned or in progress asbestos related activities, please contact District 123 at (708) 423-0150.

Attendance

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

Attendance Areas

Students must attend the school in the attendance area in which they reside, unless they are assigned to another school by the superintendent. Individual school attendance boundaries are established by the Board of Education on the recommendation of the Superintendent and may be changed if population conditions warrant it.

Attendance at School Dances

Attendance at school-sponsored dances is a privilege. Only students who attend the school may attend school-sponsored dances, unless the principal or designee approves a student's guest in advance of the event. All school rules, including the school's discipline code and dress code are in effect during school-sponsored dances. Students who violate the school's discipline code will be required to leave the dance immediately and the student's parent/guardian will be contacted. The school may also impose other discipline as outlined in the school's discipline code.

Cross Reference: Board Policy 6:190, Extracurricular and Co-Curricular Activities; MSH 9.20

Athletics & Activities

District 123 is a member of the Southwest Interscholastic Conference (SWIC) and competes in after-school activities at the middle school level for boys and girls. This Conference hosts twelve south suburban junior high/middle schools in a unified approach to a number of athletic and academic activities. SWIC has an adopted Constitution that governs activity rules or guidelines. When certain athletic guidelines may not apply, SWIC defers to the operational guidelines of the Illinois High School Association (IHSA) for basic direction.

These groups meet to engage in seasonal sports which the SWIC Conference schedules. Each participant must have a current physical exam on file with the nurse.

Automatic External Defibrillators & CPR

The plan for responding to medical emergencies that might occur in our facilities includes access to an Automated External Defibrillator (AED) in the following locations in these facilities:

- Hannum School: Gym Entrance & Outside Room 115
- OLHMS: Gym/Cafetorium & Outside First Floor Elevator
- Hometown: Door 1 & Hometown Gym
- Kolmar: Main Entrance, Outside Room 132, Outside Room 232
- Sward: Outside Main Office & Outside Multipurpose Room
- Covington: Inside Main Office & Outside Main Gym

The AEDs are strategically placed and readily accessible to predetermined AED users to maximize rapid use. The AED is available during school hours and after school during any activity or program organized by the school and supervised by a school employee. The predetermined AED users are school nurses and any other person who has received AED training (American Heart Association, American Red Cross, or equivalent training) and has a completion card on file. Any anticipated rescuers or users should now also be trained and certified.

The following information is posted with each AED:

1. Instructions to immediately call 911 and instructions for emergency care.
2. Instructions for using an AED.

Additionally, State law requires the Illinois High School Association (IHSA) to post a hands-only cardiopulmonary resuscitation (CPR) and automated external defibrillators (AED) training video on its website. You are encouraged to view the video, which will take less than 15 minutes of your time, at:

www.ihsa.org/Resources/SportsMedicine/CPRTTraining.aspx

Cross Reference: Board Policy 4:170

Before and After School Program (FLASH)

"Fee-based" childcare services are available for those families who require them for full-time kindergarten students as well as students in grades 1-8. Students may be dropped off as early as 7:00 a.m. and picked up as late as 6:00 p.m. Oak Lawn Park District provides these services within each District 123 Building.

Bilingual Education

TBE (Transitional Bilingual Education) is a program model that is defined by the state of Illinois as required for groups of 20 or more children from the same language group who have been identified as needing second language services based upon their scores on the state language proficiency test. Students receive native language support while acquiring English. The goal of this model is to help children acquire the English skills required to succeed in an English-only program.

Bullying, Intimidation, and Harassment

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

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

1. During any school-sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities.
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
4. Through the transmission of information from a computer that is accessed at a non-school-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by the school district or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school.

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

1. Placing the student or students in reasonable fear of harm to the student's or students' person or property;
2. Causing a substantially detrimental effect on the student's or students' physical or mental health;
3. Substantially interfering with the student's or students' academic performance; or

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

Cyberbullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. 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.

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

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

Complaint Managers:

Michael Loftin - District Office - 4201 W. 93rd St Oak Lawn, IL 60543 - 708-423-0150

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

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

Students and parents/guardians should also read the following school district policies: 7:20, Harassment of Students Prohibited and 7:180, Prevention of and Response to Bullying, Intimidation and Harassment.

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

Cross Reference: Board Policy 7:20, Harassment of Students Prohibited; Board Policy 7:180, Prevention of and Response to Bullying, Intimidation and Harassment; Board Policy 7:190, Student Discipline; Board Policy 2:260, Uniform Grievance Procedure; MSH 6.40

School Board Policy - 7:180; Prevention of an Response to Bullying, Intimidation, and Harassment

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 is contrary to State law and the policy of the District. In accordance with State law and every two years, the District shall conduct a review and re-evaluation of this policy, make any necessary and appropriate revisions, and file the policy with the Illinois State Board of Education.

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

1. During any school-sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities.
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
4. Through the transmission of information from a computer that is accessed at a nonschool-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 the District or staff members to monitor any nonschool-related activity, function, or program.

Definitions from 105 ILCS 5/27-23.7

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 as defined above may take various forms, including without limitation one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. The foregoing list is meant to be illustrative and non-exhaustive.

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

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.

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.

Bullying Prevention and Response Plan

The Superintendent or designee shall develop and maintain a bullying prevention and response plan that advances the District's goal of providing all students with a safe learning environment free of bullying and harassment. The plan must be consistent with this policy and State law as amended, and the requirements listed below; each numbered requirement, 1-12, corresponds with the same number in the list of required policy components in 105 ILCS 5/27-23.7(b) 1-12.

1. The District uses the definition of bullying as provided in this policy, or if more recently amended, 105 ILCS 5/27-23.7(b).
2. Bullying is contrary to State law and the policy of this District. However, nothing in this policy or 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. Neither this policy nor the District's bullying prevention and response plan shall be interpreted to prevent a victim of bullying from seeking redress under any other District policy or available law.
3. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, 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 Building Administrator. 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 and the Superintendent shall develop, disseminate and cause to be implemented a procedure for such reports; however, this shall not be construed to permit formal disciplinary action solely on the basis of an anonymous report.

Nondiscrimination Coordinator:
Paul Enderle, Supt.
Oak Lawn-Hometown SD 123
4201 W. 93rd Street
Oak Lawn, IL 60453
penderle@d123.org
708.423.0150

Complaint Manager
Katy Spreitzer,
Director of
Literacy/Intervention
kspreitzer@d123.org
708.423.0150

Complaint Manager
Michael Loftin,
Assistant Superintendent /
Business Manager
mloftin@d123.org
708.423.0150

4. Consistent with federal and State laws and rules governing student privacy rights, the Superintendent or designee shall promptly inform the parent(s)/guardian(s) of every student involved in an alleged incident of bullying and discuss, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures.
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 develop and cause to be implemented a process that investigates 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 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 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 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.

12. 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. The Superintendent or designee shall ensure that the bullying prevention and response plan is consistent with the full implementation of other 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 Sexual Harassment 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. 6:60, Curriculum Content. Bullying prevention and character instruction is provided in all grades in accordance with State law.
 - d. 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.
 - e. 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.
 - f. 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.
 - g. 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.
 - h. 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.
 - i. 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.

LEGAL REF.:

105 ILCS 5/10-20.14, 5/10-22.6(b-20), 5/24-24, and 5/27-23.7.

405 ILCS 49/, Children's Mental Health Act.

775 ILCS 5/1-103, Ill. Human Rights Act.

23 Ill.Admin.Code §§1.240, 1.280, and 1.295.

Cross Reference: 2:240 Board Policy Development; 2:260 Uniform Grievance Procedure; 4:170 Safety; 5:230 Maintaining Student Discipline; 6:60 Curriculum Content; 6:65 Student Social and Emotional Development; 6:235 Access to Electronic Networks; 7:20 Harassment of Students Prohibited; 7:185 Teen Dating Violence Prohibited; 7:190 Student Behavior; 7:220 Bus Conduct; 7:230 Misconduct by Students with Disabilities; 7:240 Conduct Code for Participants in Extracurricular Activities; 7:285 Food Allergy Management Program; 7:310 Restrictions on Publications, Elementary Schools

Bus Conduct

Students are expected to follow all school rules when riding the school bus. A student may be suspended from riding the bus for up to 10 consecutive school days for engaging in gross disobedience or misconduct, including but not limited to, the following:

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

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

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

Cross Reference: Board Policy 4:110, Transportation; Board Policy 7:220, Bus Conduct; MSH 4.15

Bus Transportation

The district provides bus transportation to and from school for all students living 1.5 miles or more from the school. A list of bus stops will be published at the beginning of the school year before student registration. Students are not permitted to ride a bus other than the bus to which they are assigned. Exceptions must be approved in advance by the building principal.

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

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

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

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

1. 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.
9. Wait until the bus pulls to a complete stop before standing up. Use the handrail when exiting the bus.
10. Stay out of the danger zone next to the bus where the driver may have difficulty seeing you. Take at least five giant steps (10 feet) away from the bus and out of the danger zone, until you can see the driver and the driver sees you. Never crawl under a bus.

11. If you must cross the street after you get off the bus, wait for the driver's signal and then cross in front of the bus. Cross the street only after checking both ways for traffic, even after the driver's signal.
12. Never run back to the bus, even if you dropped or forgot something.

Video and audio cameras may be active on busses to record student conduct, as identified in the notice posted on the school bus, and may be used for the purposes of investigation into misconduct or accidents on the bus.

For questions regarding school transportation issues, contact the District 123 Business Office at 708-423-0150.

Cross Reference: Board Policy 4:110, Transportation; Board Policy 7:220, Bus Conduct; MSH 4.10

Communicable Diseases

The school will observe recommendations of the Illinois Department of Public Health regarding communicable diseases.

1. Parents are requested to notify the school nurse if they suspect their child has a communicable disease.
2. In certain cases, students with a communicable disease may be excluded from school or sent home from school following notification of the parent or guardian.
3. A student excluded because of a communicable disease will be permitted to return to school only when the parent or guardian brings to the school a letter from the student's doctor stating that the student is no longer contagious or at risk of spreading the communicable disease.

Cross Reference: Board Policy 7:280, Communicable and Chronic Infectious Disease; MSH 5.50

Community Service Expectations

Engaging in community service provides students with the opportunity to become active members of the Oak Lawn and Hometown communities. Serving others and volunteering within the community has a lasting, positive impact locally and globally. Additionally, community service or volunteerism enables students to acquire life skills and knowledge, as well as provide a service to those who need it most. Each student at District 123 has the opportunity to actively serve throughout the community as volunteers and through various service projects. Students are encouraged to participate in yearly service-orientated opportunities. Students at Oak Lawn-Hometown Middle School are expected to complete 6 hours of community service by the end of their 8th grade year.

Diabetes Care for Students

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

1. Inform the school in a timely manner of any change which needs to be made to the Diabetes Care Plan on file with the school for their child.
2. Inform the school in a timely manner of any changes to their emergency contact numbers or contact numbers of health care providers.
3. Sign the Diabetes Care Plan.
4. Grant consent for and authorize designated School District representatives to communicate directly with the health care provider whose instructions are included in the Diabetes Care Plan.

For further information, please contact the building principal and/or building nurse.

Cross Reference: MSH 1.130

School Dress Code

Students are expected to wear clothing in a neat, clean, and well fitting manner while on school property and/or in attendance at school sponsored activities. A student's appearance, including dress and hygiene, must not disrupt the

educational process or compromise standards of health and safety. The school does not prohibit hairstyles historically associated with race, ethnicity, or hair texture, including, but not limited to, protective hairstyles such as braids, locks, and twists. The school will not prohibit students from wearing or accessorizing the student's graduation attire with items associated with the student's cultural, ethnic, or religious identity or any other protected characteristic or category identified in the Illinois Human Rights Act. Students who disrupt the educational process or compromise standards of health and safety must modify their appearance.

- Student dress (including accessories) may not advertise, promote, or picture alcoholic beverages, illegal drugs, drug paraphernalia, violent behavior, or other inappropriate images.
- Student dress (including accessories) may not display lewd, vulgar, obscene, or offensive language or symbols, including gang symbols.
- Hats, coats, bandanas, sweatbands, and sunglasses may not be worn in the building during the school day.
- Hair styles, dress, and accessories that pose a safety hazard are not permitted in the shop, laboratories, or during physical education. The school does not prohibit hairstyles historically associated with race, ethnicity, or hair texture, including, but not limited to, protective hairstyles such as braids, locks, and twists.
- Clothing with holes, rips, tears, and clothing that is otherwise poorly fitting, showing skin and/or undergarments may not be worn at school.
- The length of shorts or skirts must be appropriate for the school environment.
- Appropriate footwear must be worn at all times.
- If there is any doubt about dress and appearance, the building principal will make the final decision.
- Student whose dress causes a substantial disruption of the orderly process of school functions or endangers the health or safety of the student, other students, staff or others may be subject to discipline.

Students who disrupt the educational process or compromise standards of health and safety must modify their appearance.

Cross Reference: Board Policy 7:160, Student Appearance; MSH 6.20, Student Appearance; MSH 1.170

Early Dismissal Requests

Early dismissal during school hours should be avoided if at all possible. Parents/guardians shall contact the school office regarding any early dismissal. Parents/guardians or an individual identified as a parent/guardian or emergency contact must enter the school office and sign the child out before they will be released from the school. If the child returns to school, the parent or designee must sign them back into school. This same sign out procedure is to be followed when a child is going home at lunchtime or because of illness.

Education of Children with Disabilities

It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Education Act are identified, evaluated and provided with appropriate educational services.

The School District shall provide a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the District, as required by the Individuals with Disabilities Education Act (IDEA) and implementing provisions of the School Code, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act.

If it is determined that a child has a disability (as defined under IDEA) and needs special education and related services by reason of the disability, an Individualized Education Program (IEP) will be developed for the child. The term "children with disabilities" means children between ages 3 and the day before their 22nd birthday for whom it is determined that special education services are needed. It is the intent of the school to ensure that students with disabilities are identified, evaluated, and provided with appropriate educational services.

The School provides a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the school. A copy of the publication "Explanation of Procedural Safeguards Available to Parents of Students with Disabilities" may be obtained from the school district office.

For students eligible for services under IDEA, the District shall follow procedures for identification, evaluation, placement, and delivery of services to children with disabilities provided in the ISBE Special Education rules.

In addition, it is the intent of the District to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 (Section 504) are identified, evaluated, and provided with appropriate educational services. Students may be disabled within the meaning of Section 504, even if the student does not qualify for an IEP under IDEA, if the student (i) has a physical or mental impairment that substantially limits one or more major life activities, (ii) has a record of a physical or mental impairment, or (iii) is regarded as having a physical or mental impairment. If the parent or guardian disagrees with the determination made by the professional staff of the school district regarding the appropriate educational services for the student, he/she has the right to a hearing with an impartial hearing officer.

If there are questions, please feel free to contact the Director of Special Education, Section 504 Coordinator for the Oak Lawn-Hometown School District 123, at 708-423-0150.

Special Education Program

District 123 has a continuum of outstanding programs for children between the ages of 3 and 14 1/2 with special educational needs. Available upon request in each school office is an "Explanation of Procedural Safeguards Available to Parents of Children with Disabilities" developed by the Illinois State Board of Education. This guide is free and interested individuals are encouraged to request a copy.

The school district in which the child resides is responsible for making sure that the student receives a "free, appropriate public education" in the "least restrictive environment" (Individuals with Disabilities Education Act). Each local school district is responsible for identifying, locating and evaluating all children with disabilities who reside within their boundaries and who are between the ages of birth and 21 years.

District 123 has specific procedures for actively identifying, locating and evaluating children who might need special education and related services. These procedures describe activities for:

- identifying, locating and evaluating children with known or suspected disabilities from birth through age 21;
- ongoing coordination with early intervention programs to identify children from birth through two years of age who have or are suspected of having disabilities, in order to ensure provision of services in accordance with applicable timelines;
- annual screening of children under age 5 in order to identify those who may need early intervention or special education and related services;
- hearing and vision screening at regular intervals during the child's school career and annual hearing and vision screening of all special education students;
- ongoing review of each child's performance and progress by teachers and other professional personnel, in order to identify those children who exhibit learning difficulties which interfere with their educational progress and/or their adjustment to the educational setting, suggesting that they may be eligible for special education and related services; and
- coordination and consultation with non public schools located within the district that results in child find activities comparable to those available in the public schools.

Referrals for a case study evaluation to determine eligibility for special education services may be made by school district personnel, the parents of the child, employees of community service agencies, persons having primary care and custody of the child, other professional persons having knowledge of the child's problems, an employee of the ISBE or the child. Referrals should be made in writing to the building principal and contain pertinent information regarding the nature of the child's difficulties.

Within 14 school days after receiving a request for an evaluation the school district shall determine whether an evaluation is warranted. Written notice of the decision will be provided to the parents.

If a student is determined to be eligible for special education services as a result of his/her case study evaluation, District 123 provides special education programs and services to meet the educational needs of children with the following exceptional characteristics:

- Autism
- Deaf-Blindness
- Deafness
- Emotional Disability
- Hearing Impairment
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disability
- Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment

The specific extent, nature, and degree of special education services provided to a student are determined by his/her Individualized Education Program (I.E.P.) team. Parents/guardians have the right to review and/or obtain a copy of their child's school student records prior to any IEP meeting. Written requests to inspect and/or copy the student records should be submitted to the building principal.

The majority of these services can be provided within the student's neighborhood school. However, if the student requires a specialized setting, the student may be provided with services, in a special education classroom in another district school, or a private facility.

Three and four year old children who are identified as needing special education early intervention are serviced through the District's Early Childhood or Blended Program.

Social work services are also available to assist children with social, emotional, and behavioral concerns. School social workers, through their unique training and practice, provide a variety of professional services which foster students' physical, social, emotional, and academic growth. They promote and support the educational process by meeting the individual needs of students and families within the community. These services include providing crisis intervention and counseling, strengthening and supporting parent and family involvement, planning and developing school-based interventions with educators, engaging community resources, and assessing the need for special services. School social workers are often involved in helping students and their families with learning, behavior, and/or attendance concerns while strengthening home, school, and community partnerships.

Speech-Language therapy is available to eligible children who reside in the district. Speech-Language pathologists screen early in the school year to detect speech-language concerns which may need intervention. All children, upon initial enrollment in a public school in the state of Illinois, are screened. Other students will be screened by referral. If further diagnostic testing is required, the parent will be notified.

District 123 is dedicated to establishing and maintaining exceptional educational programs for all students.

Special Education Classroom Access

Evaluation or Observation

The parent/guardian of a student receiving special education services, or being evaluated for eligibility, is afforded reasonable access to educational facilities, personnel, classrooms, and buildings. This same right of access is afforded to an independent educational evaluator or a qualified professional retained by or on behalf of a parent or child.

For further information, please contact the building principal.

Qualified Interpreters

A qualified interpreter will be made available at IEP team meetings upon request for parents/guardians whose native language is other than English. If a qualified interpreter is not available, District 123 may use outside vendors, including telephonic interpreters.

- Parents/guardians have the right to request that the bilingual interpreter provided at an IEP meeting by District 123 serve no other role in the IEP meeting than as an interpreter, and District 123 will make reasonable efforts to fulfill this request.
- Parent/guardian requests for an interpreter at an IEP meeting should be made at least 5 days before such a meeting whenever possible.
- Parents/guardians, including parents/guardians who are deaf, may request an interpreter at IEP team meetings by contacting the individual listed below. In addition, parents/guardians may contact the individual listed below with any questions or complaints about interpretation services.

Requests, questions, and concerns relating to interpretation services should be directed to the child's special education teacher.

Cross Reference: Board Policy 6:120, Education of Children with Disabilities; MSH 10.50

Prioritization of Urgency of Need for Service (PUNS) Information

The Illinois Department of Human Services (IDHS) maintains a statewide database known as the PUNS database (Prioritization of Urgency of Need for Services) that records information about individuals with intellectual disabilities or developmental disabilities who are potentially in need of services.

IDHS uses the data on PUNS to select individuals for services as funding becomes available, to develop proposals and materials for budgeting, and to plan for future needs. The PUNS database is available for children with intellectual disabilities or developmental disabilities with unmet service needs.

Registration to be included on the PUNS database is the first step toward receiving developmental disabilities services in this State. A child who is not on the PUNS database will not be in the queue for State developmental disabilities services. For more information and to sign up for PUNS, see the Illinois Department of Human Services PUNS information page at <https://www.dhs.state.il.us/page.aspx?item=41131>.

You may also contact the following District employee for assistance

Sheleah Blissett / Director of Student Services

Oak Lawn-Hometown SD 123

4201 W. 93rd Street

Oak Lawn, IL 60453

sblissett@d123.org

708.423.0150

Cross Reference: MSH 10.70

Special Education Related Service Logs

For a child with an individualized education program (IEP), District 123 will maintain related service logs that record the delivery of related services administered under a student's IEP and the minutes of each type of related service that has been administered. The logs are made available to a student's parent/guardian at any time upon request by the parent/guardian. Logs are maintained for the following related services: speech and language services, occupational therapy services, physical therapy services, school social work services, school counseling services, school psychology services, and school nursing services.

Cross Reference: Board Policy 7:340; MSH 10.60

Accommodating Individuals with Disabilities

Individuals with disabilities will be provided an opportunity to participate in all school-sponsored services, programs, or activities. Any parent, caregiver, student or member of the community requiring an accommodation to attend a school activity or function should notify the superintendent or building principal of the need for accommodation. This notification should occur as far in advance as possible of the school-sponsored function, program, or meeting.

Cross Reference: Board Policy 6:120, Education of Children with Disabilities; Board Policy 8:70, Accommodating Individuals with Disabilities; MSH 1.110; MSH 10.10

Education Foundation of Oak Lawn-Hometown School District 123

The Oak Lawn-Hometown School District 123 Educational Foundation is a 501 (c)3 not-for-profit organization established in 1991 to attract private monies to fund and advance special innovative educational projects/programs to enhance student learning. The Oak Lawn-Hometown School District 123 Educational Foundation shall work in conjunction with the school district's long-term goals and the broader Oak Lawn-Hometown community to acquire and distribute financial and other resources to extend and enhance learning opportunities for all district stakeholders.

The Foundation will achieve its mission through the following goals:

- Encourage excellence and innovation among District 123 employees by:
 - Providing resources for innovative ideas and programs that are designed to enhance students' education, experiences, development beyond the written curricula.
 - Recognizing innovative work and community building accomplishments.

- Enhance District 123 student learning opportunities by providing resources for students to participate in additional educational enrichment programs which seek to go beyond the ordinary curriculum or connect learning with the outside world.
- Develop and strengthen District 123 school/community relationships with parents, staff, alumni, staff alumni and other business, governmental and individual community members by:
 - Creating events and opportunities to increase collaboration within the school and community.
 - Increasing engagement with and awareness of the Foundation and District.
 - Seeking and cultivating resources to grow the Foundation and contribution to District 123.
 - Effectively managing and responsibly allocating funds and resources consistent with our mission.

Emergency Contact Information

District 123 has the capability of contacting the parents/guardians of current students instantly should an emergency or weather situation arise. Through the Skyward Family Access portal parents may review, edit, or add to their contact information. The Skyward Family Access Portal can be accessed by first visiting D123.org Please contact your student's school office should you need assistance updating your information in the Skyward Family Access portal.

Emergency School Closings

Every attempt will be made to make school closing announcements by 6:30 a.m. through the following:

- Information is posted first on the district's website at D123.org
- District 123 Facebook
- District 123 Twitter
- A SchoolMessenger automated phone call to parents/guardians
- Emergency Closing Center's website
- Local television and radio stations

For your child's safety, make certain your child knows ahead of time where to go in case of an early dismissal. If school is dismissed early for an emergency, generally all after-school functions will be automatically cancelled as well.

Cross Reference: Board Policy 4:170, Safety; MSH 1.90

English Learners

The school offers opportunities for resident English Learners to achieve at high levels in academic subjects and to meet the same challenging State standards that all children are expected to meet.

Parents/guardians of English Learners will be informed how they can:

1. Be involved in the education of their children.
2. Be active participants in assisting their children to attain English proficiency, achieve at high levels within a well-rounded education, and meet the challenging State academic standards expected of all students.

For questions related to this program or to express input in the school's English Learners program, please contact the Director of English Learning at 708-423-0150.

Cross Reference: Board Policy 6:160, English Learners; MSH 12.60

Non-Discrimination in Education

Equal educational and extracurricular opportunities are available to all students without regard to race, color, nationality, sex, sexual orientation, gender identity, ancestry, age, religious beliefs, physical or mental disability, status as homeless, immigration status or actual or potential marital or parental status, including pregnancy.

Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited

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

Examples of Prohibited Conduct

Examples of conduct that may constitute discrimination on the basis of race, color, or national origin include: disciplining students more harshly and frequently because of their race, color, or national origin; denying students access to high-rigor academic courses, extracurricular activities, or other educational opportunities based on their race, color, or national origin; denying language services or other educational opportunities to English learners; and assigning students special education services based on a student's race, color, or national origin.

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

Making a Report or Complaint; Investigation Process

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

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

Federal and State Agencies

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

Prevention and Response Program

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

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

2. Permit any person who reports or is the victim of an incident of alleged discrimination, harassment, or retaliation to be accompanied when making a report by a support individual of the person's choice who complies with the District's policies and rules;
3. Permit anonymous reporting, except that an anonymous report may not be the sole basis of any disciplinary action;
4. Offer remedial interventions or take such disciplinary action as may be appropriate on a case-by-case basis;
5. Offer, but do not require or unduly influence, a person who reports or is the victim of an incident of harassment or retaliation the option to resolve allegations directly with the accused; and
6. Protects a person who reports or is the victim of an incident of harassment or retaliation from suffering adverse consequences as a result of a report of, investigation of, or a response to the incident.

Enforcement

- Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or disciplinary action, up to and including discharge.
- Any District student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or disciplinary action, including but not limited to, suspension and expulsion, consistent with the student discipline information in this handbook.
- Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to remedial and/or disciplinary action.

Retaliation Prohibited

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

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

Cross Reference: Board Policy 7:10, Equal Educational Opportunities; Board Policy 2:260, Uniform Grievance Procedure; Board Policy 2:270, Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited; MSH 6.42; MSH 1.50

Parental Rights

Annual Report Card

Each year, the District is required to disseminate an annual report card that includes information on the District as a whole and each school served by the District, with aggregate and disaggregated information for each required subgroup of students including: student achievement on academic assessments (designated by category), graduation rates, district performance, teacher qualifications, and certain other information required by federal law. When available, this information will be placed on the District's website.

Parent & Family Engagement

The Parent & Family Engagement Compact can be found on the District 123 website at d123.org.

Erin's Law, Family Life & Sex Education Classes

Erin's Law, or Illinois Public Act 097-1147, requires public schools to provide child sexual abuse prevention education for children in pre-kindergarten through twelfth grades. Age-appropriate instruction will help students recognize unsafe situations, keep themselves safe, and how to respond to unsafe situations.

Students will not be required to take or participate in any class or courses in comprehensive sex education, including in grades 6-8, instruction on both abstinence and contraception for the prevention of pregnancy and sexually transmitted diseases, including HIV/AIDS; family life instruction, including in grades 6-8, instruction on the prevention, transmission, and spread of AIDS; instruction on diseases; recognizing and avoiding sexual abuse; or instruction on donor programs for organ/tissue, blood donor, and transplantation, if his or her parent or guardian submits a written objection. The parent or guardian's decision will not be the reason for any student discipline, including suspension or expulsion. Nothing in this Section prohibits instruction in sanitation, hygiene or traditional courses in biology. Parents or guardians may examine the instructional materials to be used in any district sex education class or course.

Candor Health Education

District 123 partners with the Candor Health Education organization to provide two programs to students in fourth and fifth grade. Students in fourth grade participate in the "Science Behind Drugs and Prevention" program. Fifth grade students participate in the "Life Begins" series which is an age-appropriate section of the Candor Health Education Family Living Education program.

Both programs provide health education content in a challenging and rewarding manner. Frankness, honesty and the proper use of terminology is utilized by experienced staff teachers. The program's emphasis is placed on the roles of personal decision making and value systems. Problem solving techniques and methods of coping with peer pressure are stressed. All parents reserve the right to request that their children do not participate in these programs. Parents requesting this exemption should notify their school's principal in writing in advance of the program.

Cross Reference: Board Policy 6:60, Curriculum Content; MSH 12.40

Exemption from Physical Education Requirement

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

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

Students with an Individualized Education Program may also be excused from physical education courses in either of the following situations.

1. He or she (a) is in grades 3-12, (b) his or her IEP requires that special education support and services be provided during physical education time, and (c) the parent/guardian agrees or the IEP team makes the determination; or
2. He or she (a) has an IEP, (b) is participating in an adaptive athletic program outside of the school setting, and (c) the parent/guardian documents the student's participation as required by the Superintendent or designee.

A student requiring adapted physical education will receive that service in accordance with the student's Individualized Education Program.

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

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

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

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

Cross Reference: Board Policy 7:260, Exemption from Physical Education; MSH 2.80; MSH 10.30

Family Conferences

Family conferences are a vital part of a child's educational program. They allow students, parents, and teachers two distinct opportunities to meet and discuss the progress of their child(ren). In the fall, academic and social goals are established, along with plans to achieve them. Then in the spring, students facilitate their own self-assessment conferences where they demonstrate what they have learned and reflect on their progress toward achieving the goals that were set in the fall. This type of conferencing reflects the belief that students should be actively involved in their learning and assume responsibility for the learning process.

The strong partnership we have been able to forge over the years is responsible, in large part, for the high quality of education in District 123. Please take advantage of each family conference day and make the effort to stay in touch with the school staff regularly throughout the year.

Facility Rental

It has been the policy of District 123 to allow rental of school facilities to community groups. Groups interested in renting school facilities may start the process by calling the Building Principal for additional information and resources.

Family + Community Resource Center (FCRN)

Family + Community Resource Network (FCRN): The FCRN has been designed as a School District 123 partnering initiative to better consolidate, align and deliver community based resources to students and families. The intent is to bring to the forefront the needs of our families and to more effectively match resources to those needs. The FCRN program will promote the community school approach with the broader population through enhanced awareness, partnerships and collaboration. Its integrated focus on academics, health and social services, youth and community development leads to improved student learning, stronger families and healthier communities.

Larry Fetchko, D123 Community Liaison Officer
Director, Family + Community Resource Network
lfetchko@d123.org (708)952-4299

For those interested parents and family members, we will provide the avenues and venues for collaborating, sharing and networking ideas and opportunities between families. We understand that our families can be great support for each other as we broaden our network.

Field Trips

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

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

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

Cross Reference: Board Policy 6:240, Field Trips; MSH 6.60

Fines, Fees, and Charges; Waiver of Student Fees

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

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

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

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

- An illness in the family;
- Unusual expenses such as fire, flood, storm damage, etc.;
- Unemployment;
- Emergency situations; or

- When one or more of the parents/guardians are involved in a work stoppage.

The school district will notify the parent/guardian promptly as to whether the fee waiver request has been granted or denied. Questions regarding the fee waiver application process should be addressed to the building principal.

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

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

Cross Reference: Board Policy 4:110, Transportation; Board Policy 4:140, Waiver of Student Fees; MSH 3.10

Food Allergies

The District has adopted a Food Allergy Management Program to support the ongoing effort to reduce exposure to allergens and to provide accommodations and support to students with life-threatening food allergies. If your student has a life-threatening allergy or life-threatening chronic illness, please notify the building principal and/or school nurse.

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

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

In addition, the building principal and/or school nurse can provide information to parents regarding administration of epinephrine and the District's response to suspected anaphylactic reactions.

Cross Reference: Board Policy 7:285, Food Allergy Management Program; MSH 1.120

Prevention of Anaphylaxis

While it is not possible for the School or District to completely eliminate the risks of an anaphylactic emergency, the District maintains a comprehensive policy on anaphylaxis prevention, response, and management in order to reduce these risks and provide accommodations and proper treatment for anaphylactic reactions. Parent(s)/guardian(s) and students who desire more information or who want a copy of the District's policy may contact the Building Principal.

Cross Reference: Board Policy 7:285, Anaphylaxis Prevention, Response, and Management Program, Board Policy 7:285-AP, Administrative Procedure – Anaphylaxis Prevention, Response, and Management Program

Foreign Language Program

Foreign language opportunities will be made available to students at Oak Lawn-Hometown Middle School. Full year courses in Spanish will focus on development of listening and speaking skills, grammar, and cultural awareness. Students in sixth grade who qualify for a foreign language will be committed to the language all three years at OLHMS.

Freedom of Information Act

The Board of Education permits access to and copying of public records in accordance with the Illinois Freedom of Information Act and within the limited exceptions recognized in the Act to safeguard individual privacy and the District's efficient operation. Additional information regarding the Freedom of Information Act may be obtained from the Office of the Superintendent or on the district website.

Grading & Promotion

School report cards are issued to students three times a year. For questions regarding grades, please contact the classroom teacher.

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

Cross Reference: Board Policy 6:280, Grading & Promotion; MSH 2.60

Guidance & Counseling

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

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

Cross Reference: Board Policy 6:270, Guidance and Counseling Programs; MSH 5.30

Head Lice

The school will observe the following procedures regarding head lice.

1. Parents are requested to notify the school nurse if they suspect their child has head lice.
2. District 123 follows the guidance of American Academy of Pediatrics, Centers for Disease Control and Prevention, and the Illinois Department for Public Health.

Cross Reference: MSH 5.60

Home and Hospital Instruction

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

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

A student who is unable to attend school because of pregnancy or pregnancy-related conditions, the fulfillment of parenting obligations related to the health of the child, or to treat physical or mental health complications or address safety concerns arising from domestic or sexual violence will be provided home instruction consistent with medical

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

For information on home or hospital instruction contact your building principal.

Cross Reference: Board Policy 6:150, Home and Hospital Instruction; MSH 2.100

Homeless Child's Right to Education

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

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

Additional assistance and support information for homeless families can be found by contacting the D123 Family and Community Resource Network (FCRN) at 708-423-0150.

Cross Reference: Board Policy 6:140, Education of Homeless Children; MSH 12.30

Homework

The purpose of homework is to extend the student's experience by emphasizing activities and skill developments that will create added knowledge and understanding. Homework should meet the following criteria:

1. It is adapted to the needs of the class or to the needs and interests of the individual.
2. It may be a continuation or extension of an activity started in school.
3. It emphasizes activities of a creative nature, and allows for reinforcement of basic skills.
4. It is definite, clear and meaningful.
5. It is preceded by attention to appropriate skills.

Specific homework regulations are best left to the individual schools. However, those regulations should reflect the following general interpretations:

1. In general, there is a limited amount of homework assigned in the primary grades with a gradual increase in the intermediate grades and through middle school, as necessary.
2. There is coordination of long-term projects when possible.
3. Homework assignments are not given as punishment.
4. Homework assignments should be evaluated and returned for students' review.

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

Cross Reference: MSH 2.70; MSH 2.40

Immunization, Health, Eye and Dental Examinations

Required Health Examinations and Immunizations

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

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

Proof of immunization on or after the 11th birthday against meningococcal disease is required for each student entering the 6th grade. A diabetes screening must be included as part of the health exam (though diabetes testing is not required). Students between the age of one and seven must provide a statement from a physician assuring that the student was "risk-assessed" or screened for lead poisoning. Beginning with the 2017-2018 school year, an age-appropriate developmental screening and an age-appropriate social and emotional screening are required parts of each health examination.

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

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

Eye Examination

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

Dental Examination

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

Exemptions

1. In accordance with rules adopted by the IDPH, a student will be exempted from this policy's requirements for:
2. Religious grounds, if the student's parent(s)/guardian(s) present the IDPH's Certificate of Religious Exemption form to the Superintendent or designee. When a Certificate of Religious Exemption form is presented, the Superintendent or designee shall immediately inform the parent(s)/guardian(s) of exclusion procedures pursuant to Board policy 7:280, Communicable and Chronic Infectious Disease and State rules if there is an outbreak of one or more diseases from which the student is not protected.
3. Health examination or immunization requirements on medical grounds, if the examining physician, advanced registered practice nurse, or physician assistant provides written verification.

4. Eye examination requirement, if the student's parent(s)/guardian(s) show an undue burden or lack of access to a physician licensed to practice medicine in all of its branches who provides eye examinations or a licensed optometrist.
5. Dental examination requirement, if the student's parent(s)/guardian(s) show an undue burden or a lack of access to a dentist.

Cross Reference: Board Policy 7:100, Health, Eye and, Dental Examinations; Immunizations; and Exclusion of Students; MSH 5.10

Internet Acceptable Use

All use of electronic network use must be consistent with the school's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication.

The District supports the use of technology and the Internet by students. Accordingly, the District may provide access to students through a variety of means. This includes, without limitation: making District-issued 1:1 devices available for student use, issuing network and email accounts to students, and providing Internet access through public or guest WiFi (collectively referred to as "District Technology"). Additionally, the District may utilize third parties to provide resources and services to students, and those third parties may collect information that is subject to the Children's Online Privacy Protection Act ("COPPA").

The district uses content filtering tools to monitor web traffic. Content filtering tools are not completely fail-safe and while at school, constant direct supervision by school personnel of each student using District Technology is not possible. Parents are responsible for monitoring their child's use of District Technology at home. Students have no expectation of privacy when utilizing District Technology, even outside of school. All District Technology use is subject to District 123 Board Policies including but not limited to 7:180 Bullying, Intimidation and Harassment and 7:190 Student Discipline, as well as local, state and federal laws.

Students are responsible for using District Technology in a responsible and appropriate manner. Student use is a privilege that may be limited or revoked at any time for any reason without notice. Misuse of District Technology whether on or off-campus, during or outside of the school day, may result in the loss of technology privileges, disciplinary action and/or legal action in the event of intentional damage and/or violation of policies or law. If District 123 officials determine that the equipment has been stolen, lost, or damaged through negligence or misuse, it will be the responsibility of the parent/guardian to pay for the cost of the repair or a replacement device. Optional device insurance can be obtained for district issued devices during the yearly registration process.

Cross Reference: Board Policy 6:235, Access to Electronic Networks; MSH 7.10

Kindergarten Program

All D123 schools offer a full-day kindergarten program. As the name suggests, full-day kindergarten consists of a full day of learning for kindergarteners that is responsive to their need for content learning, critical thinking, curiosity and discovery, independence, social interaction and movement.

In accordance with Illinois School Code, the District must offer a half-day program to all students. Every student will be working toward the same standards regardless of their program and the half-day program will continue to be a quality learning experience for all students. The full day program allows for more time for instruction, enrichment, reinforcement and intervention. Currently, half-day kindergarten programming occurs during the morning portion of the school day. For more information about half and full-day kindergarten programs, please contact your school principal.

Kindergarten & 1st Grade Admission

To enter kindergarten, a child must reside with their parent(s)/guardian(s) within District 123 boundaries. The child must be 5-years-old on or before September 1 of the school year. Traditionally, to enter first grade, a child must be 6-years-old on or before September 1. When enrolling a child in any grade as a first-time District 123 student, parents must present the child's original birth certificate and satisfy all enrollment requirements.

Early Entrance

Early Entrance to Kindergarten is the admission of a student to kindergarten who will not yet be five years old by Sept. 1st of that school year.

Early Entrance to First Grade is the admission of a student to first grade who will not yet be six years old by Sept. 1 of that school year and who has not completed kindergarten. Students who are younger than six upon starting first grade but who were admitted early to kindergarten do not need to be reevaluated prior to admission to first grade.

Additional information about early entrance into District 123 can be found on the District 123 Website at d123.org.

Late Start Days

During the school year there are designated days when all district schools will start the school day one hour later than usual.

- On Late Start Days, school begins at 9:30 a.m.
- Students should arrive at school no earlier than 9:20 a.m. on Late Start Days.
- Dismissal time on Late Start Days is 3:20 p.m.
- Parents who may require before-school childcare should contact the FLASH Program through the Oak Lawn Park District.

Library

The library media center will empower students to be critical thinkers, enthusiastic readers, skillful researchers, and ethical users and creators of information. We are dedicated to providing access to a balanced collection of print and electronic resources for school and home access. Students in District 123 have access to library resources via an online library program Overdrive. For more information about the Overdrive platform, please contact your child's Media Specialist.

Make-Up Work

If a student's absence is excused or if a student is suspended from school, he/she will be permitted to make up all missed work, including homework and tests, for equivalent academic credit.

Cross Reference: Board Policy 7:70, Attendance and Truancy; MSH 2.40

Mandated Reporters

All school personnel, including teachers and administrators, are required by law to immediately report any and all suspected cases of child abuse or neglect to the Illinois Department of Children and Family Services.

School Board Member Responsibilities

Each individual Board member must, if an allegation is raised to the member during an open or closed Board meeting that a student is an abused child as defined in the Abused and Neglected Child Reporting Act, direct or cause the Board to

direct the Superintendent or other equivalent school administrator to comply with the Act's requirements concerning the reporting of child abuse.

Cross Reference: Board Policy 5:90, Abused and Neglected Child Reporting; MSH 12.90

Awareness and Prevention of Child Sexual Abuse, Grooming Behaviors, and Boundary Violations

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

Warning Signs of Child Sexual Abuse

Warning signs of child sexual abuse include the following.

Physical signs:

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

Behavioral signs:

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

Emotional signs:

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

Warning Signs of Grooming Behaviors

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

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

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

Warning Signs of Boundary Violations

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

- Favoring a certain student by inviting the student to "hang out" or by granting special privileges
- Engaging in peer-like behavior with a student
- Discussing personal issues with a student
- Meeting with a student off-campus without parent/guardian knowledge and/or permission
- Dating, requesting, or participating in a private meeting with a student (in person or virtually) outside of a professional role
- Transporting a student in a school or private vehicle without administrative authorization
- Giving gifts, money, or treats to an individual student
- Sending a student on personal errands
- Intervening in a serious student problem instead of referring the student to an appropriately trained professional
- Sexual or romantic invitations toward or from a student
- Taking and using photos/videos of students for non-educational purposes

- Initiating or extending contact with a student beyond the school day in a one-on-one or non-group setting
- Inviting a student to an employee's home
- Adding a student on personal social networking sites as contacts when unrelated to a legitimate educational purpose
- Privately messaging a student
- Maintaining intense eye contact with a student
- Making comments about a student's physical attributes, including excessively flattering comments
- Engaging in sexualized or romantic dialog
- Making sexually suggestive comments directed toward or with a student
- Disclosing confidential information
- Self-disclosure of a sexual, romantic, or erotic nature
- Full frontal hugs
- Invading personal space

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

Additional Resources include:

- National Sexual Assault Hotline at 800.656.HOPE (4673)
- National Sexual Abuse Chatline at online.rainn.org
- Illinois Department of Children and Family Services Hotline at 1.800.25.ABUSE (2873)

Cross Reference: MSH 1.180, Board Policy 4:165, Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors, Board Policy 5:120-AP2, Employee Conduct Standards, Board Policy 5:120-AP2,E, Expectations and Guidelines for Employee-Student Boundaries

Sexual Abuse Response and Prevention Resource Guide

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

Cross Reference: MSH 1.200

Employee Code of Professional Conduct (Faith's Law Notification)

Professional and ethical behavior is expected of all District staff members. The standards listed below serve as a notice of expected conduct. The standards are intended to protect the health, safety, and general welfare of students and employees, and ensure the community a degree of accountability within the School District. The conduct standards apply to all District employees. In addition, each educator must comply with 5:120-E, Code of Ethics for Illinois Educators, adopted by the Ill. State Board of Education (ISBE) (23 Ill.Admin.Code Part 22).

All school employees shall:

1. Exhibit positive examples of preparedness, punctuality, attendance, self-control, language, and appearance.
2. Exemplify honesty and integrity. Violations of this standard include, but are not limited to, falsifying, misrepresenting, omitting, or erroneously reporting the professional qualifications of oneself or another individual or information submitted in connection with job duties or during the course of an official inquiry/investigation.
3. Maintain professional, appropriate relationships and boundaries with all students, both in and outside the school, and attend all in-service trainings on educator ethics, teacher-student conduct, and school employee-student conduct for all personnel (105 ILCS 5/10-22.39), as well as all required trainings on child abuse, grooming behaviors, and boundary violations (325 ILCS 5/4(j), 105 ILCS 5/10-23.12, and 5/10-23.13 (Erin's Law)). Violations of this standard include, but are not limited to: (a) committing any act of child abuse or cruelty to children; (b) willfully or negligently failing to report an instance of suspected child abuse or neglect as required by the Abused and Neglected Child Reporting Act (325 ILCS 5/); (c) engaging in harassing behavior; (d) willfully or negligently failing to report an instance of suspected sexual harassment as required by Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 et seq.), (e) providing a recommendation of employment for an employee, contractor, or agent that the employee knows, or has probable cause to believe, has engaged in sexual misconduct with a student or minor in violation of the law, as prohibited by the Elementary and Secondary Education Act (20 U.S.C. § 7926), (f) engaging in grooming as defined in 720 ILCS 5/11-25; (g) engaging in prohibited grooming behaviors, including sexual misconduct as defined in Board policy 5:120, Employee Ethics; Conduct; and Conflict of Interest; (h) furnishing tobacco, alcohol, cannabis, or any other illegal/unauthorized substance, including e-cigarettes, to any student or allowing a student under his or her supervision to use tobacco, alcohol, cannabis (including medical cannabis unless the student is authorized to be administered a medical cannabis infused product by the school employee pursuant to Ashley's Law), or any other illegal/unauthorized substance; and (i) violating expectations and guidelines for employee-student boundaries set forth in 5:120-AP2, E, Expectations and Guidelines for Employee-Student Boundaries.
4. Maintain a safe and healthy environment, free from being impaired by and/or under the influence of prohibited substances to ensure high quality performance for the District and its students. The use of illegal drugs and/or abuse and misuse of alcohol, drugs, and other lawful products while on District premises or while performing work for the District diminishes the District's credibility and ability to educate students about drug and substance abuse prevention pursuant to Board policy 6:60, Curriculum Content. Violations of this standard include, but are not limited to, engaging in any of the prohibited activities listed in the District's drug- and alcohol-free workplace policy. Examples include using or being impaired by or under the influence of illegal drugs; abusing, misusing, and/or being impaired by or under the influence of alcohol, drugs, and/or other lawful products when performing work for the District when impairment is detectable regardless of when and/or where the use occurred; and/or using or being impaired or under the influence of or possessing medical cannabis in a school bus or on school grounds.
5. Maintain a safe and healthy environment, free from harassment, intimidation, bullying, hazing, and violence, and free from bias and discrimination. Violations of this standard include, but are not limited to: (a) unless specifically permitted by the Firearm Concealed Carry Act, carrying a firearm on or into any District controlled building, real property, or parking area, or any transportation vehicle paid for in whole or in part with public funds; (b) willfully or negligently failing to immediately report suspected cases of child abuse or neglect or of gender harassment; (c) knowingly failing to report hazing to supervising educational authorities or, in the event of death or great bodily harm, to law enforcement; and (d) failing to appropriately respond to a witnessed or reported incident of student-on-student bullying, harassment, hazing, or teen dating violence.
6. Comply with the Professional Testing Practices for Educators, prepared and published by ISBE for educators who administer any standardized test (at www.isbe.net/Documents/prof-test-prac.pdf). This document contains numerous examples of actions that violate test security; actions that must not be part of test preparation; actions that must not occur during test administration; and actions that must be avoided when reporting test results.
7. Honor the public trust when entrusted with public funds and property by acting with a high level of honesty, accuracy, and responsibility. Violations of this standard include, but are not limited to: (a) misusing public or school-related funds; (b) failing to account for funds collected from students or parents/guardians; (c) submitting fraudulent requests for reimbursement of expenses or for pay; (d) co-mingling District or school funds with

personal funds or checking accounts; and (e) using school property without the approval of the supervising school official.

8. Maintain integrity with students, colleagues, parents/guardians, community members, and businesses concerning business dealings and when accepting gifts and favors. Violations of this standard include, but are not limited to, soliciting students or parents/guardians to purchase supplies or services from the employee or to participate in activities that financially benefit the employee without fully disclosing the interest.
9. Respect the confidentiality of student and personnel records, standardized test material, and other information covered by confidentiality agreements. Violations of this standard include, but are not limited to: (a) disclosing confidential information concerning student academic and disciplinary records, health and medical information, family status and/or income, and assessment/testing results, unless disclosure is required or permitted by law; and (b) disclosing confidential information restricted by State or federal law.
10. Demonstrate conduct that follows generally recognized professional standards and attend all in-service trainings on educator ethics, teacher-student conduct, and school employee-student conduct for all personnel (105 ILCS 5/10-22.39). Unethical conduct is any conduct that impairs the employee's ability to function professionally in his or her employment position or a pattern of behavior or conduct that is detrimental to the health, welfare, discipline, or morals of students.
11. Comply with all State and federal laws and rules regulating public schools and Board policies, including but not limited to: 2:105 (Ethics and Gift Ban), 4:165 (Awareness and Prevention of Child Sexual Abuse and Prohibited Grooming Behaviors), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:20 (Workplace Harassment Prohibited), 5:30 (Hiring Process and Criteria), 5:50 (Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition), 5:60 (Expenses), 5:90 (Abused and Neglected Child Reporting), 5:100 (Staff Development Program), 5:120 (Employee Ethics; Conduct; and Conflict of Interest), 5:130 (Responsibilities Concerning Internal Information), 5:140 (Solicitations By or From Staff), 5:170 (Copyright), 5:180 (Temporary Illness or Temporary Incapacity), 5:200 (Terms and Conditions of Employment and Dismissal), 5:230 (Maintaining Student Discipline), 5:280 (Duties and Qualifications), 5:290 (Employment Termination and Suspensions), 6:235 (Access to Electronic Networks), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:190 (Student Behavior), 7:340 (Student Records), and 8:30 (Visitors to and Conduct on School Property).

Cross Reference: Board Policy 5:120,

Multi-Tiered System of Supports (MTSS)

School District 123 utilizes a Multi-Tiered System of Supports as a framework comprising RTI academic and social emotional supports and PBIS behavioral supports. All D123 students' developmental needs are met through high quality, research-based instruction and interventions tailored to his or her unique learning style. The MTSS framework involves regular monitoring of student progress by a problem-solving team composed of school personnel and family. All decisions made by the problem-solving team are driven by child response data and a commitment to ensuring that all students are given equal opportunity to be successful. D123's MTSS Framework ensures that every individual student's needs are met in a culturally responsive and systemically consistent manner and is driven by the following guiding principles:

- Promoting the essential components of MTSS and the significant systemic changes needed to implement MTSS with fidelity
- Committing resources, time, and energy to building capacity and sustaining the momentum needed for change
- Supporting collaborative problem-solving approaches with colleagues, families, learners, and community members to build partnerships
- Inspiring, facilitating, and monitoring growth and improvement, along with holding high standards for everyone

Music

General Music

The general music program begins in kindergarten and builds through eighth grade (as an encore elective). General music concepts are expanded at each grade level and the activities become more complex as students progress. Some of the musical concepts taught are vocal development, music reading, improvisation, and playing instruments. Also, music history is an integral part of the curriculum.

Instrumental Music

Band instruction begins in fifth grade. All band students have class lessons during the school day and full band rehearsals before the regular school day begins. Parents must provide the student's instrument.

Notification System for Families

District 123 uses a parent notification and communication system to directly communicate with parents and guardians via telephone, email and/or text message. The system is used to send emergency notifications, such as emergency school closings, as well as to notify parents of activities and events at the District and/or building level. District 123 also uses this system to provide parents with occasional email notifications regarding new Virtual Backpack items. Parents should always keep their information up-to-date in Skyward/Skylert. Changes to email address(es) and/or phone number(s) in Skyward/Skylert ensure timely communication, especially in cases of emergency.

Pesticide Application Notice

The district maintains a registry of parents/guardians of students who have registered to receive written or telephone notification prior to the application of pesticides to school grounds. To be added to the list, please contact: the Department of Buildings and Grounds at 708-423-0150.

Notification will be given before application of the pesticide. Prior notice is not required if there is imminent threat to health or property.

Cross Reference: MSH 12.80

Guidelines for Student Distribution of Non-School-Sponsored Publications

A student or group of students seeking to distribute more than 10 copies of the same material on one or more days to students must comply with the following guidelines:

1. The student(s) must notify the Building Principal of the intent to distribute, in writing, at least 24 hours before distributing the material. No prior approval of the material is required.
2. The material may be distributed at times and locations selected by the Building Principal, e.g., before the beginning or ending of classes at a central location inside the building.
3. The Building Principal may impose additional requirements whenever necessary to prevent disruption, congestion, or the perception that the material is school-endorsed.
4. Distribution must be done in an orderly and peaceful manner, and may not be coercive.
5. The distribution must be conducted in a manner that does not cause additional work for school personnel. Students who distribute material are responsible for cleaning up any materials left on school grounds.
6. Students must not distribute material that:
 - a. Will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities;

- b. Violates the rights of others, including but not limited to, material that is libelous, slanderous or obscene, invades the privacy of others, or infringes on a copyright;
 - c. Is socially inappropriate or inappropriate due to the students' maturity level, including but not limited to, material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or sexting as defined by School Board policy and Student Handbook;
 - d. Is reasonably viewed as promoting illegal drug use;
 - e. Is distributed in kindergarten through eighth grade and is primarily prepared by non-students, unless it is being used for school purposes. However, material from outside sources or the citation to such sources may be allowed, as long as the material to be distributed or accessed is primarily prepared by students; or
 - f. Incites students to violate any Board policy.
- 7. A student may use the School District's Uniform Grievance Procedure to resolve a complaint.
 - 8. Whenever these guidelines require written notification, the appropriate administrator may assist the student in preparing such notification.

A student or group of students seeking to distribute 10 or fewer copies of the same publication on one or more days to students must distribute such material at times and places and in a manner that will not cause substantial disruption of the proper and orderly operation and discipline of the school or school activities and in compliance with paragraphs 4, 5, 6, and 7.

Cross Reference: MSH 7.20, Board Policy 7:310-AP, Guidelines for Student Distribution of Non-School Sponsored Publications, Elementary Schools

Cross Reference: Board Policy 8:25, Advertising and Distributing Materials in Schools Provided by Non-School Related Entities

Recess

Elementary level Building Principals will schedule indoor recess on days when there is active precipitation and/or temperatures, wind chill or heat index suggest otherwise.

Release Time for Religious Instruction/Observance

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

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

Cross Reference: Board Policy 7:80, Release Time for Religious Instruction/Observation; MSH 2.30

Residency

Only students who are residents of the District may attend a District school without a tuition charge, except as otherwise provided below or in State law.

Custody exercised by an adult caretaker demonstrates that, in fact, he or she has assumed and exercises legal responsibility for the pupil and provides the pupil with a regular fixed night time abode for purposes other than to have access to the educational programs of the district.

A person asserting legal custody over a student, who is not the child's natural or adoptive parent, shall complete a signed statement, stating: (a) that he or she has assumed and exercises legal responsibility for the child, (b) the reason the child lives with him or her, other than to receive an education in the District, and (c) that he or she exercises full control over the child regarding daily educational and medical decisions in case of emergency. If the District knows the current address of the child's natural or adoptive parent, the District shall request in writing that the person complete a signed statement or Power of Attorney stating: (a) the role and responsibility of the person with whom their child is living, and (b) that the person with whom the child is living has full control over the child regarding daily educational and medical decisions in case of emergency.

A student whose family moves out of the District during the school year will be permitted to attend school for the remainder of the year without payment of tuition.

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

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

Cross Reference: Board Policy 7:60, Residence

Response to Intervention (RTI)

Please refer to MTSS (Multi-Tiered System of Supports) information contained within this handbook.

Safety Drill Procedures and Conduct

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

Cross Reference: Board Policy 4:170, Safety; MSH 5.40

School Breakfast & Lunch Program

A lunch program is available at all schools. Lunches are planned to provide nourishment and variety. Every meal follows the nutritional guidelines set forth by the National School Lunch Program. Dietary specifications, based on the latest Dietary Guidelines for Americans, set specific calorie ranges, sodium restriction, saturated fat < 10% total calories, zero trans fat, and minimum meal components to ensure age-appropriate meals for grades K-5 and 6-8 over the week. Meals include 1-2 ounce equivalents of protein, 1-2 ounce equivalents of whole grains, 3/4 cup vegetables, 1/2 cup fruit, and 8 fl. ounces of milk. Families of students who qualify under federal income guidelines may obtain reduced-cost or free lunches for their children. Families must apply for this program. Milk may be purchased by students who bring their lunches.

Free and Reduced-Price Food Services; Meal Charge Notifications

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

Free and Reduced-Price Food Services Eligibility

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

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

Meal Charges for Meals Provided by the District

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

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

When a student's funds are low and when there is a negative balance, reminders will be provided to the staff, students, and their parent(s)/guardian(s) at regular intervals during the school year. State law allows the Building Principal to contact parents(s)/guardian(s) to attempt collection of the owed money when the amount owed is more than the amount of five lunches. If a parent/guardian regularly fails to provide meal money for the child(ren) that he/she is responsible for in the District and does not qualify for free meal benefits or refuses to apply for such benefits, the Building Principal or designee will direct the next course of action. Continual failure to provide meal money may require the District to notify the Ill. Dept. of Children and Family Services (DCFS) and/or take legal steps to recover the unpaid meal charges, up to and including seeking an offset under the State Comptroller Act, if applicable.

Cross Reference:

Board Policy 4:130 Free and Reduced Price-Food Services; MSH 1.210

School Day Schedule

The school day begins at 8:30 a.m. and ends at 3:20 p.m. Certain activities at the middle school take place before or after the regular day. Those activities begin at 7:30 am or 3:30pm. For more information, please visit the calendar page at d123.org.

School Report Card

The Illinois School Report Card for District 123 is available to view at www.d123.org.

School Visitation Rights

The School Visitation Rights Act permits employed parents/guardians, who are unable to meet with educators because of a work conflict, the right to time off from work under certain conditions to attend necessary school functions such as family conferences, academic meetings and behavioral meetings. Letters verifying participation in this program are available from the school office upon request.

Cross Reference: Board Policy 8:95, Parental Involvement; MSH 12.70

Search and Seizure

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

School Property, Equipment, and Personal Effects Left There by Students

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

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

Student Searches

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

When feasible, the search should be conducted as follows:

- Outside the view of others, including students;
- In the presence of a school administrator or adult witness; and
- By a certificated employee or liaison police officer of the same sex as the student.

School officials may require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates the school's disciplinary rules or school district policy. In the course of the investigation, the student may be required to share the content that is reported in order for the school to make a factual determination. School officials may not request or require a student or his or her parent/guardian to provide a password or other related account information to gain access to the student's account or profile on a social networking website.

Seizure of Property

If a search produces evidence that the student has violated or is violating either the law or the 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.

Questioning of Students Suspected of Committing Criminal Activity

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

Cross Reference: Board Policy 7:140, Search and Seizure; Board Policy 7:150, Agency and Police Interviews, MSH 8.10

Sex Offender Restrictions

State law prohibits a convicted child sex offender from being present on school property when children under the age of 18 are present, except for in the following circumstances as they relate to the individual's child(ren):

1. To attend a conference at the school with school personnel to discuss the progress of their child.
2. To participate in a conference in which evaluation and placement decisions may be made with respect to their child's special education services.
3. To attend conferences to discuss issues concerning their child such as retention or promotion.

In all other cases, convicted child sex offenders are prohibited from being present on school property unless they obtain written permission from the superintendent or school board.

Anytime that a convicted child sex offender is present on school property – including the three reasons above, he/she is responsible for notifying the principal's office upon arrival on school property and upon departure from school property. It is the responsibility of the convicted child sex offender to remain under the direct supervision of a school official at all times he/she is in the presence or vicinity of children.

A violation of this law is a Class 4 felony.

Information about sex offenders or violent offenders against youth is available to the public on the Illinois State Police (ISP) website. The ISP website contains the following:

- Illinois Sex Offender Registry, <https://isp.illinois.gov/Sor/Disclaimer>
- Illinois Murderer and Violent Offender Against Youth Registry, <https://isp.illinois.gov/MVOAY/Disclaimer>
- Frequently Asked Questions Concerning Sex Offenders, <https://isp.illinois.gov/Sor/FAQs>

Cross Reference: MSH 12.110

Social-Emotional Learning

A District 123 education focuses on the whole child, and Social-Emotional Learning (SEL) is an important component. SEL, as defined by the not-for-profit Collaborative for Academic, Social and Emotional Learning (CASEL), is the process

through which children and adults develop essential social and emotional skills, knowledge and attitudes related to the core areas of social and emotional competency:

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision-making

SEL supports and boosts academic achievement and provides the foundation for improved social, health and behavioral outcomes. SEL promotes key competencies through instruction and modeling, as well as through the creation of learning environments where students feel safe, cared for and engaged in learning. District 123's goal is to create a learning environment where students:

- Are eager to learn
- Feel a sense of connectedness to their school and teachers
- Feel safe from being treated poorly
- Perform to their fullest potential
- Treat all others with respect
- Contribute to the well-being of the community.

Parent/Teacher Conferences

See Family Conferences

Preschool

Developmental Screenings

District 123 offers free preschool and developmental screenings to help parents identify and address potential developmental delays in children ages 0-5. Parents may make an appointment by calling 708-423-0150. Screenings examine a child's development in speech/language, vision, hearing, cognitive/pre-academic skills, independence, and gross motor skills, and social/emotional/behavioral skills. Preschool and developmental screenings can help determine if certain children need further evaluation for potential special education eligibility within the school district.

The screening process also helps to identify children who may be eligible to participate in the District's Preschool For All program. The Preschool For All program serves children found to be at-risk for future academic failure as the result of environmental, biological, cultural or socio-economic factors. Program eligibility is determined through a child's participation in the preschool screening process.

Tuition Preschool

The District 123 tuition preschool program has been in operation since 1985. The program is staffed by teachers certified in Early Childhood Education. Classes meet from September through May; classes follow the regular school calendar.

The D123 tuition preschool program has a parent organization, the D123 Preschool Association. The purpose of this organization is to assist with the program's needs. For information about the program, enrollment, and current tuition rates, please contact District 123 at (708) 423-0150

Blended Early Learning

District 123 operates a state funded Pre-Kindergarten At Risk Initiative to serve 3 to 5 year olds who are identified through Early Childhood Screening to be at risk of academic failure. This initiative is blended with the Early Childhood program. The program provides a daily preschool experience for identified students as well as educational and school involvement opportunities for parents. District 123 has provided this initiative since 1993, as part of a continuum of quality experiences for preschool children.

Standardized Testing

Students and parents/guardians should be aware that the State and District require students to take certain standardized tests, including the following:

- NWEA/MAP - Adaptive assessment used as a universal screening instrument (grades K-8) to identify students in need of academic support. Student growth in reading and math reported longitudinally.
- IAR - State assessment in reading and math (grades 3-8). Measures student proficiency in meeting the New Illinois Learning Standards (including Common Core State Standards).
- DLM - The Dynamic Learning Maps (DLM) is the alternate state assessment system for students with significant cognitive disabilities.
- ISA - State assessment in science (grades 5 and 8). Measures student proficiency in meeting the Next Generation Science Standards.
- ACCESS - Individual and group administered assessment designed to measure academic English language proficiency relative to state learning standards and determining EL students' continued eligibility for EL support services.
- AIMSweb - Progress monitoring instrument used for students receiving academic support interventions. Periodically throughout the year.
- KIDS Assessment - The Kindergarten Individual Development Survey (KIDS) uses teacher observations to assess children's development in social-emotional learning, language and literacy, mathematics, and learning approaches.
-
- Math Recovery Screener (K-2) - An individually administered assessment delivered to diagnose and identify students' Math Recovery levels. Data used to inform classroom instruction.
- SAEBRS (Social, Academic, Emotional Behavior Risk Assessment) - is an assessment tool used to identify students who may be at risk for social, academic, and emotional behavior difficulties.
- Early Childhood Outcome Screener - Measures outcomes to improve programs for children aged three to five receiving early childhood special education in Illinois. The three outcome areas are positive social relationships, acquisition and use of knowledge and skills, and appropriate actions to meet their needs. Entry ratings in these areas are required when children enter the program.

The dates for all of the Assessments listed above can always be found at: d123.org/assessment

A parent/guardian may request, and the District will provide in a timely manner, information regarding student participation in any assessments mandated by law or District policy, which shall include information on any applicable right you may have to opt your student out of such assessment.

Parents/Guardians are encouraged to cooperate in preparing students for the standardized testing, because the quality of the education the school can provide is partially dependent upon the school's ability to continue to prove its success in the state's standardized tests. Parents/Guardians can assist their students achieve their best performance by doing the following:

1. Encourage students to work hard and study throughout the year;
2. Ensure students get a good night's sleep the night before exams;
3. Ensure students eat well the morning of the exam, particularly ensuring they eat sufficient protein;
4. Remind and emphasize for students the importance of good performance on standardized testing;
5. Ensure students are on time and prepared for tests, with appropriate materials;
6. Teach students the importance of honesty and ethics during the performance of these and other tests;
7. Encourage students to relax on testing day.

Cross Reference: Board Policy 6:340, Student Testing and Assessment Programs; MSH 12.20

Strategic Plan

District 123's stakeholder-driven Strategic Plan was developed in partnership with the community. The Strategic Plan was created to be a touchstone, reflecting the priorities of the District 123 community and providing a set of guidelines and parameters to guide future decision-making. More information about District 123's Strategic Plan is available at www.d123.org.

Student Absences

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

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

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

- Students who are excused from school will be given a reasonable timeframe to make up missed homework and classwork assignments.
- All other absences are considered unexcused. Pre-arranged excused absences must be approved by the building principal.

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

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

Cross Reference: MSH 2.20

Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence

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

Requesting Support Services

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

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

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

Filing a Complaint

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

Student Athlete Concussions and Head Injuries

Student athletes must comply with Illinois' Youth Sports Concussion Safety Act and all protocols, policies and bylaws of the Illinois High School Association before being allowed to participate in any athletic activity, including practice or competition.

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

Student and Family Privacy Rights

The District does not sell personal information including: 1) a student or parent's first and last name; 2) home or other physical address; 3) telephone number; 4) social security number; or 5) driver's license or state identification number without consent of the parent/guardian(s). The District may disclose directory information as described in the Student Records section of this handbook and as permitted by Board policy and applicable law.

Student Privacy Protections

Surveys

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

Surveys by Third Parties

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

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

Surveys Requesting Personal Information

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

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

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. If you believe that curriculum, instructional materials, or programs violate rights guaranteed by any law or Board policy, you may file a complaint under the District's uniform grievance policy.

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.

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

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

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

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

A parent/guardian who desires to opt their child out of participation in activities provided herein or who desires a copy or access to a survey or any other material described herein may contact the Building Principal.

A complete copy of the District's Student and Family Privacy Rights policy may be obtained from the Superintendent's office or accessed on the District's website.

Cross Reference: Board Policy 7:15, Student and Family Privacy Rights; MSH 11.10; MSH 2.130; Board Policy 6:260, Complaints About Curriculum, Instructional Materials, and Programs

Student Use of Electronic Devices

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

During instructional time, which includes class periods and passing periods, electronic devices must be kept powered-off and out-of-sight unless: (a) permission is granted by an administrator, teacher or school staff member; (b) use of the

device is provided in a student's individualized education program (IEP); or (c) it is needed in an emergency that threatens the safety of students, staff, or other individuals.

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

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

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

Cross Reference: MSH 6.80

Student Behavior

Prohibited Student Conduct

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

1. Using, possessing, distributing, purchasing, selling or offering for sale tobacco or nicotine materials, including electronic cigarettes, or e-cigarettes, vapes, vape pens or other vaping related products.
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, selling, or offering for sale:
 - a. Any illegal drug or controlled substance, or cannabis (including marijuana, hashish, and medical cannabis unless the student is authorized to be administered a medical cannabis infused product under Ashley's Law).
 - b. Any anabolic steroid unless it is being administered in accordance with a physician or licensed practitioner's prescription.
 - c. Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician or licensed practitioner's prescription.
 - d. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician or licensed practitioner's instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited unless the student is authorized to be administered a medical cannabis infused product under Ashley's Law.
 - e. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.

- f. Any substance inhaled, injected, smoked, consumed, or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in tablet or powdered form.
- g. "Look-alike" or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a student believes to be, or represents to be, an illegal drug, controlled substance, or other substance that is prohibited by this policy; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug, controlled substance, or other substance that is prohibited by this policy.
- h. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.

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

- 4. Using, possessing, controlling, or transferring a "weapon" as that term is defined in the Weapons section of this policy, or violating the Weapons section of this policy.
- 5. Using or possessing an electronic paging device.
- 6. Using a cellular telephone, smartphone, video recording device, personal digital assistant (PDA), or similar electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Unless otherwise banned under this policy or by the building principal, all cellular phones, smartphones and other electronic devices must be kept powered-off and out-of-sight during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student's individualized education program (IEP); (c) it is used during the student's lunch period; or (d) it is needed in an emergency that threatens the safety of students, staff, or other individuals.
- 7. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.
- 8. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a District staff member's request to stop, present school identification, or submit to a search.
- 9. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, altering report cards, and wrongfully obtaining test copies or scores.
- 10. Engaging in hazing or any kind of bullying or aggressive behavior that does physical or psychological harm to a staff person or another student, or urging other students to engage in such conduct. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network, or other comparable conduct.
- 11. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning), and sexual assault. This does not include the non-disruptive: (a) expression of gender or sexual orientation or preference, or (b) display of affection during non-instructional time.
- 12. Teen dating violence, as described in Board policy 7:185, Teen Dating Violence Prohibited.
- 13. Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's personal property.
- 14. Entering school property or a school facility without proper authorization.
- 15. In the absence of a reasonable belief that an emergency exists, calling emergency responders (such as calling 911); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus, or at any school activity.

16. Being absent without a recognized excuse; State law and School Board policy regarding truancy control will be used with chronic and habitual truants.
17. Being involved with any public school fraternity, sorority, or secret society, by: (a) being a member; (b) promising to join; (c) pledging to become a member; or (d) soliciting any other person to join, promise to join, or be pledged to become a member.
18. Being involved in gangs or gang-related activities, including displaying gang symbols or paraphernalia.
19. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism, and hazing.
20. Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school.
21. Operating an unmanned aircraft system (UAS) or drone for any purpose on school grounds or at any school event unless granted permission by the Superintendent or designee.
22. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.
23. Sexting, which, for purposes of this procedure, is the act of creating, sending, sharing, viewing, receiving, or possessing sexually explicit messages, images, or videos electronically, regardless of whether they are authentic or computer-generated, through the use of a computer, electronic communication device, or cellular phone. Sexting also includes creating, sending, sharing, viewing, receiving, or possessing indecent visual depictions, non-consensual dissemination of private sexual images, and non-consensual dissemination of sexually explicit digitized depictions, as defined in State law.

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

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

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

When and Where Conduct Rules Apply

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

1. On, or within sight of, school grounds before, during, or after school hours or at any time;
2. Off school grounds at a school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school;
3. Traveling to or from school or a school activity, function, or event;

4. Anywhere, if the conduct interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property; or
5. During periods of remote learning.

Disciplinary Measures

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

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

The above list of disciplinary measures is a range of options that will not always be applicable in every case and is guided by the School District 123 Progressive Disciplinary Administrative Strategies, Approaches, and Responses Matrix which can be viewed in [Appendix A](#) of this handbook. In some circumstances, it may not be possible to avoid suspending or expelling a student because behavioral interventions, other than a suspension or expulsion, will not be appropriate and available, and the only reasonable and practical way to resolve the threat and/or address the disruption is a suspension or expulsion. Students enrolled in the District's State-funded preschool program(s) may be temporarily removed or transitioned to a new program in accordance with federal and State law. State law prohibits the expulsion of students from the program(s).

Isolated Time Out, Time Out and Physical Restraint

Isolated time out, time out, and physical restraint shall not be used to discipline or punish a student. Time out and physical restraint are only authorized for use as permitted in School Code Section 10-20.33 (105 ILCS 5/10-20.33), State Board of Education rules (23 Ill. Admin. Code §1.285), and applicable administrative procedures on the use of time out and physical restraint. The use of prone restraint is prohibited.

Corporal Punishment

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

Weapons Prohibition

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

1. A firearm, meaning any gun, rifle, shotgun, weapon as defined by Section 921 of Title 18 of the United States Code, firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act, or firearm as defined in Section 24-1 of the Criminal Code of 1961. The expulsion period may be modified by the superintendent, and the superintendent's determination may be modified by the board on a case-by-case basis.
2. A knife, brass knuckles or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm, including "look alikes" of any firearm as defined above.

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

Gang & Gang Activity Prohibited

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

Re-Engagement of Returning Students

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

Discipline of Students with Disabilities

Behavioral Interventions

Behavioral interventions shall be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. The School Board will establish and maintain a committee to develop, implement, and monitor procedures on the use of behavioral interventions for children with disabilities.

Discipline of Special Education Students

The District shall comply with the Individuals With Disabilities Education Improvement Act of 2004 and the Illinois State Board of Education's Special Education rules when disciplining special education students. No special education student shall be expelled if the student's particular act of gross disobedience or misconduct is a manifestation of his or her disability.

Cross Reference: Board Policy 7:230, Misconduct by Students with Disabilities; MSH 10.20

School Board Policy - 7:200

Discipline - Suspension Procedures

In-School Suspension

The Superintendent or designee is authorized to maintain an in-school suspension program. The program shall include, at a minimum, each of the following:

1. Before assigning a student to in-school suspension, the charges will be explained and the student will be given an opportunity to respond to the charges.
2. Students are supervised by licensed school personnel.
3. Students are given the opportunity to complete classroom work during the in-school suspension for equivalent academic credit.

Out-of-School Suspension

The Superintendent or designee shall implement suspension procedures that provide, at a minimum, for each of the following:

1. A conference during which the charges will be explained and the student will be given an opportunity to respond to the charges before he or she may be suspended.
2. A pre-suspension conference is not required, and the student can be immediately suspended when the student's presence poses a continuing danger to persons or property or an ongoing threat of disruption to the educational process. In such cases, the notice and conference shall follow as soon as practicable.
3. An attempted phone call to the student's parent(s)/guardian(s).
4. A written notice of the suspension to the parent(s)/guardian(s) and the student, which shall
 - a. Provide notice to the parent(s)/guardian(s) of their child's right to a review of the suspension;
 - b. Include information about an opportunity to make up work missed during the suspension for equivalent academic credit;
 - c. Detail the specific act of gross disobedience or misconduct resulting in the decision to suspend;
 - d. Provide rationale or an explanation of how the chosen number of suspension days will address the threat or disruption posed by the student or his or her act of gross disobedience or misconduct; and
 - e. Depending upon the length of the out-of-school suspension, include the following applicable information:
 - i. For a suspension of 3 school days or less, an explanation that the student's continuing presence in school would either pose:
 - a. A threat to school safety, or
 - b. A disruption to other students' learning opportunities.
 - ii. For a suspension of 4 or more school days, an explanation:
 - a. That other appropriate and available behavioral and disciplinary interventions have been exhausted,
 - b. As to whether school officials attempted other interventions or determined that no other interventions were available for the student, and
 - c. That the student's continuing presence in school would either:
 - i. Pose a threat to the safety of other students, staff, or members of the school community, or

- ii. Substantially disrupt, impede, or interfere with the operation of the school.
 - iii. For a suspension of 5 or more school days, the information listed in section 4.e.ii., above, along with documentation by the Superintendent or designee determining what, if any, appropriate and available support services will be provided to the student during the length of his or her suspension.
- 5. A summary of the notice, including the reason for the suspension and the suspension length, must be given to the Board by the Superintendent or designee.
- 6. Upon request of the parent(s)/guardian(s), a review of the suspension shall be conducted by the Board or a hearing officer appointed by the Board. At the review, the student's parent(s)/guardian(s) may appear and discuss the suspension with the Board or its hearing officer and may be represented by counsel. Whenever there is evidence that mental illness may be the cause for the suspension, the Superintendent or designee shall invite a representative from the Department of Human Services to consult with the Board. After presentation of the evidence or receipt of the hearing officer's report, the Board shall take such action as it finds appropriate. If the suspension is upheld, the Board's written suspension decision shall specifically detail items (a) and (e) in number 4, above.

Cross Reference: 10.08; 710.13; 715.05; 715.06 Illinois School Records Act
 Legal Reference: Goss v. Lopez, 419 U.S. 565 (1975) 105 ILCS 5/10-22.6

School Board Policy - 7:210

Discipline - Expulsion Procedures

The School Board is authorized to expel students guilty of gross disobedience or misconduct for up to two (2) calendar years as determined by the School Board. Expulsion procedures will include the following:

1. Before a student may be expelled, the student and his or her parent(s)/guardian(s) shall be provided a written request to appear at a hearing to determine whether the student should be expelled. The request shall be sent by registered or certified mail, return receipt requested. The request shall:
 - a. Include the time, date, and place for the hearing.
 - b. Briefly describe what will happen during the hearing.
 - c. Detail the specific act of gross disobedience or misconduct resulting in the decision to recommend expulsion.
 - d. List the student's prior suspension(s).
 - e. State that the School Code allows the School Board to expel a student for a definite period of time not to exceed 2 calendar years, as determined on a case-by-case basis.
 - f. Ask that the student or parent(s)/guardian(s) or attorney inform the Superintendent or Board Attorney if the student will be represented by an attorney and, if so, the attorney's name and contact information.
2. Unless the student and parent(s)/guardian(s) indicate that they do not want a hearing or fail to appear at the designated time and place, the hearing will proceed. It shall be conducted by the Board or a hearing officer appointed by it. If a hearing officer is appointed, he or she shall report to the Board the evidence presented at the hearing and the Board shall take such final action as it finds appropriate. Whenever there is evidence that mental illness may be the cause for the recommended expulsion, the Superintendent or designee shall invite a representative from the Dept. of Human Services to consult with the Board.
3. During the expulsion hearing, the Board or hearing officer shall hear evidence concerning whether the student is guilty of the gross disobedience or misconduct as charged. School officials must provide: (1) testimony of any other interventions attempted and exhausted or of their determination that no other appropriate and available interventions were available for the student, and (2) evidence of the threat or disruption posed by the student. The student and his or her parent(s)/guardian(s) may be represented by counsel, offer evidence, present witnesses, cross-examine witnesses who testified, and otherwise present reasons why the student should not be expelled. After presentation of the evidence or receipt of the hearing officer's report, the Board shall decide the issue of guilt and take such action as it finds appropriate.
4. If the Board acts to expel the student, its written expulsion decision shall:

- a. Detail the specific reason why removing the student from his or her learning environment is in the best interest of the school.
 - b. Provide a rationale for the specific duration of the recommended expulsion.
 - c. Document how school officials determined that all behavioral and disciplinary interventions have been exhausted by specifying which interventions were attempted or whether school officials determined that no other appropriate and available interventions existed for the student.
 - d. Document how the student's continuing presence in school would (1) pose a threat to the safety of other students, staff, or members of the school community, or (2) substantially disrupt, impede, or interfere with the operation of the school.
5. Upon expulsion, the District may refer the student to appropriate and available support services.

Cross Reference: Board Policy 7:130 Student Rights and Responsibilities; Board Policy 7:190 Student Discipline; Board Policy 7:200 Suspension Procedures; Board Policy 7:230 Misconduct by Students with Disabilities; MSH 6.30

Legal Reference: 105 ILCS 5/10-22.6(a) *Goss v. Lopez*, 95 S.Ct. 729 (1975)

Student Medication

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

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

Self-Administration of Medication

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

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

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

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

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

Administration of Medical Cannabis

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

Undesignated Medications

The school may maintain the following undesignated prescription medications for emergency use: (1) Asthma medication; (2) Epinephrine injectors; (3) Opioid antagonists; and (4) Glucagon. No one, including without limitation, parents/guardians of students, should rely on the school or district for the availability of undesignated medication. This procedure does not guarantee the availability of undesignated medications. Students and their parents/guardians should consult their own physician regarding these medication(s). To opt out of allowing school officials to administer an undesignated epinephrine auto-injector or opioid antagonist to your child, please contact the building principal

Emergency Aid to Students

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

Cross Reference: Board Policy 7:270, Administering Medicines to Students; MSH 5.20

Student Records

School student records are confidential. A school student record is any writing or other recorded information concerning a student and by which a student may be identified individually that is maintained by a school or at its direction or by a school employee, regardless of how or where the information is stored, except for certain records kept in a staff member's sole possession; records maintained by law enforcement officers working in the school; video and other electronic recordings (including electronic recordings made on school busses) that are created in part for law enforcement, security, or safety reasons or purposes, though such electronic recordings may become a student record if the content is used for disciplinary or special education purposes regarding a particular student.

The Family Educational Rights and Privacy Act (FERPA) and the Illinois Student Records Act afford parents/guardians and students over 18 years of age ("eligible students") certain rights with respect to the student's school records. They are:

1. The right to inspect and copy the student's education records within 10 business days of the day the District receives a request for access.
 - a. The degree of access a student has to his or her records depends on the student's age. Students less than 18 years of age have the right to inspect and copy only their permanent record. Students 18 years of age or older have access and copy rights to both permanent and temporary records. A parent/guardian or student should submit to the building principal a written request that identifies the record(s) he or she wishes to inspect. Within 10 business days, the building principal will make arrangements for access and notify the parent/guardian or student of the time and place where the records may be inspected. In certain circumstances, the District may request an additional 5 business days in which to grant access. The District charges \$.35 per page for copying but no one will be denied their right to copies of their records for inability to pay this cost.

- b. These rights are denied to any person against whom an order of protection has been entered concerning the student.
2. The right to request the amendment of the student's education records that the parent/ guardian or eligible student believes are inaccurate, irrelevant, or improper.
 - a. A parent/guardian or eligible student may ask the District to amend a record that is believed to be inaccurate, irrelevant, or improper. Requests should be sent to the building principal and should clearly identify the record the parent/guardian or eligible student wants changed and the specific reason a change is being sought.
 - b. If the District decides not to amend the record, the District will notify the parent/guardian or eligible student of the decision and advise him or her of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.
3. The right to permit disclosure of personally identifiable information contained in the student's education records, except to the extent that the FERPA or Illinois School Student Records Act authorizes disclosure without consent.
 - a. Disclosure without consent is permitted to school officials with legitimate educational or administrative interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board. A school official may also include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records (such as an attorney, auditor, medical consultant, therapist, or educational technology vendor) or any parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility or contractual obligation with the district.
 - b. Upon request, the District discloses education records without consent to officials of another school district in which a student has enrolled or intends to enroll, as well as to any person as specifically required by State or federal law. Before information is released to these individuals, the parents/guardians or eligible student will receive prior written notice of the nature and substance of the information, and an opportunity to inspect, copy, and challenge such records.
 - c. Academic grades and references to expulsions or out-of-school suspensions cannot be challenged at the time a student's records are being forwarded to another school to which the student is transferring.
 - d. Disclosure is also permitted without consent to: any person for research, statistical reporting or planning, provided that no student or parent/guardian can be identified; to another school district that overlaps attendance boundaries with the District, if the District has entered into an intergovernmental agreement that allows for sharing of student records and information with the other district, any person named in a court order; appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons; and juvenile authorities when necessary for the discharge of their official duties who request information before adjudication of the student.
4. The right to a copy of any school student record proposed to be destroyed or deleted.
 - a. The permanent record is maintained for at least 60 years after the student transfers, graduates, or permanently withdraws. The temporary record is maintained for at least 5 years after the student transfers, graduates, or permanently withdraws. Temporary records that may be of assistance to a student with a disability who graduates or permanently withdraws, may, after 5 years, be transferred to the parent/guardian or to the student, if the student has succeeded to the rights of the parent/guardian. Student temporary records are reviewed every 4 years or upon a student's change in attendance centers, whichever occurs first.
5. The right to prohibit the release of directory information.

- a. Throughout the school year, the District may release directory information regarding students, limited to:
 - i. Name
 - ii. Address
 - iii. Grade level
 - iv. Birth date and place
 - v. Parent/guardian names, addresses, electronic mail addresses, and telephone numbers
 - vi. Photographs, videos, or digital images used for informational or news-related purposes (whether by a media outlet or by the school) of a student participating in school or school-sponsored activities, organizations, and athletics that have appeared in school publications, such as yearbooks, newspapers, or sporting or fine arts programs
 - vii. Academic awards, degrees, and honors
 - viii. Information in relation to school-sponsored activities, organizations, and athletics
 - ix. Major field of study
 - x. Period of attendance in school
 - b. Any parent/guardian or eligible student may prohibit the release of any or all of the above information by delivering a written objection to the building principal within 30 days of the date of this notice.
6. The right contained in this statement: No person may condition the granting or withholding of any right, privilege or benefits or make as a condition of employment, credit, or insurance the securing by any individual of any information from a student's temporary record which such individual may obtain through the exercise of any right secured under State law.
 7. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA.

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

U.S. Department of Education
Student Privacy Policy Office
400 Maryland Avenue, SW
Washington DC 20202-8520

Cross Reference: Board Policy 7:340, Student Records; MSH 11.20

Student Rights and Responsibilities

All students are entitled to enjoy the rights protected by the U.S. and Illinois Constitutions and laws for persons of their age and maturity in a school setting. Students should exercise these rights reasonably and avoid violating the rights of others. Students who violate the rights of others or violate District policies or rules will be subject to disciplinary measures.

Students may, during the school day, during non instructional time, voluntarily engage in individually or collectively initiated, non-disruptive prayer or religious-based meetings that, consistent with the Free Exercise and Establishment Clauses of the U.S. and Illinois Constitutions, are not sponsored, promoted, or endorsed in any manner by the school or any school employee. Non-instructional time means time set aside by a school before actual classroom instruction begins or after actual classroom instruction ends.

Cross Reference: Board Policy 4:170, Safety; Board Policy 7:130, Student Rights and Responsibilities; MSH 12.120

Student Promotion

The Superintendent shall establish a system of grading and reporting academic achievement to students and their parents/guardians. The system shall also determine when promotion requirements are met. The decision to promote a student to the next grade level shall be based on successful completion of the curriculum, attendance, and performance on assessments. Other factors to be taken into consideration are the child's history, the child's age, the child's maturity level, and the child's ability to measure. In accordance with the Board of Education policy, the building principal is the final authority in student placement. For those students with Individualized Education Plans, placement and program will be determined at the student's annual review conference. A student shall not be promoted based upon age or any other social reason not related to academic performance. The administration shall determine remedial assistance for a student who is not promoted.

Every teacher shall maintain an evaluation record for each student in the teacher's classroom. Should a grade change be made, the administrator making the change must sign the changed record. Reasons for changing a student's final grade include:

- A miscalculation of test scores
- A technical error in assigning a particular grade or score
- The teacher agrees to allow the student to do extra work that may impact the grade
- An inappropriate grading system used to determine the grade or
- An inappropriate grade based on an appropriate grading system.
- Should a grade change be made, the administrator making the change must sign the changed record.

Cross Reference: Board Policy 6:280, Grading and Promotion

Student Social Networking Passwords & Websites

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

Cross Reference: Board Policy 7:140, Search and Seizure; MSH 6.70

Suicide and Depression Awareness and Prevention

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

The school district maintains student and parent resources on suicide and depression awareness and prevention. Much of this information, including a copy of the school district's policy, is posted on the school district website. Information can also be obtained from the school office.

In addition, the following resources can always be contacted:

- National Suicide Prevention Lifeline (1-800-273-8255)
- Crisis Text Line (Text 741741)

Cross Reference: Board Policy 7:290, Suicide and Depression Awareness and Prevention; MSH 1.140

Summer Programming

District 123 offers an annual summer school program for students entering grades PreK-8. The program is designed to offer enrichment opportunities, interest-based courses and camps, as well as ongoing academic support. School District 123 values its community and is committed to remaining engaged with all stakeholders. For this reason District 123 offers the summer school program to any public, private, parochial, or homeschool student within or outside the School District 123 boundary assuming space is available. For more information, please visit d123.org/summer.

Targeted School Violence Prevention Program

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

Parents/guardians and students are encouraged to report any expressed threats or behaviors that may represent a threat to the community, School, or self. Reports can be made to any school administrator, law enforcement authorities, or the Safe2Help Illinois helpline (safe2helpil.com).

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

For further information, please contact the Building Principal.

Teacher Qualifications

Parents/guardians may request information about the qualifications of their student's teachers and paraprofessionals, including:

- Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- Whether the teacher is teaching under an emergency or other provisional status through which State qualification and licensing criteria have been waived;
- Whether the teacher is teaching in a field of discipline of the teacher's certification;
- Whether any instructional aides or paraprofessionals provide services to your student and, if so, their qualifications.

If you would like to receive any of this information, please contact the building principal with your request.

Cross Reference: Board Policy 5:190, Teacher Qualifications; MSH 12.10

Technology

Technology plays a critical role in the learning process for our students. District 123 believes not in the teaching of specific technology skills for the sake of exclusively acquiring technology proficiency, but rather, we believe that

technology can serve as a vital conduit to help students learn how to learn. In doing so, gain an understanding of foundational learning skills and content knowledge.

District 123 provides each student in preschool through eighth grade with a device during the school day. Students in grades five through eight will also have the opportunity to take the device home with them each evening. Ensuring that each child has access to the materials outside of the school day is an important part of the D123 learning experience. D123 teachers receive a variety of professional development that helps build the necessary pedagogy in order to effectively utilize technology to create powerful learning experiences both in and outside the classroom for our students.

All the technology integrated as part of our instructional program does not supplant the core foundational learning skills already being addressed through our curriculum, but rather, allows students to learn both the foundational and technological skills necessary to succeed in the 21st century.

Annual Notice to Parents about Educational Technology

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

Artificial Intelligence Acceptable Use

"Artificial intelligence" or "AI" is intelligence demonstrated by computers, as opposed to human intelligence. "Intelligence" encompasses the ability to learn, reason, generalize, and infer meaning. Examples of AI technology include ChatGPT and other chatbots and large language models. AI is not a substitute for schoolwork that requires original thought. Students may not claim AI generated content as their own work. The use of AI to take tests, complete assignments, create multimedia projects, write papers, or complete schoolwork without permission of a teacher or administrator is strictly prohibited. The use of AI for these purposes constitutes cheating or plagiarism. In certain situations, AI may be used as a learning tool or a study aid. Students who wish to use AI for legitimate educational purposes must have permission from a teacher or an administrator. Students may use AI as authorized in their Individualized Education Program (IEP). Students may not use AI, including AI image or voice generator technology, to violate school rules or school district policies. In order to ensure academic integrity, tests, assignments, projects, papers, and other schoolwork may be checked by AI content detectors and/or plagiarism recognition software

Cross Reference: Board Policy 7:345, MSH 7.40

Sex Equity and Sexual Harassment

In order to comply with the mandates of the law in reference to Title IX of the Education Amendments of 1972 the Board of Education has adopted the following policy:

"No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance in District 123."

District 123 affirms non-discrimination on the basis of sex in order to comply with the provisions of Title IX of the Education Amendments of 1972 to ensure that discrimination on the basis of sex not take place in any education program or activity except where necessary to accomplish a specific purpose that does not impinge upon essential equality or fundamental fairness in the treatment of students or employees of this school district. This policy applies to the following:

1. employment practices;
2. access to programs, activities, services and benefits;
3. bestowing awards, honors, scholarships, and financial aid;
4. marital and parental status;
5. pregnancy and programs for pregnant students or students who are parents;
6. sexual intimidation and harassment;
7. discipline policies and practices;
8. codes of conduct;

9. provision of employment opportunities;
10. cooperative agreements with employers who discriminate against students on the basis of sex;
11. membership in cooperatives, conferences, and organizations which discriminate on the basis of sex, course content, presentation, and availability;
12. classroom practices, teaching methods, and instructional materials;
13. extracurricular programs and after school activities; and
14. physical education and athletics.

All questions about the application of Title IX should be directed to the District Coordinator of Non-discrimination.

Anyone wishing to report sex discrimination, including sexual harassment, may contact the District Coordinator of Non-discrimination in person, by mail, by telephone or by electronic mail:

Paul Enderle, Superintendent, Oak Lawn-Hometown SD 123
4201 W. 93rd Street Oak Lawn, IL 60453 penderle@d123.org (708) 423-0150

Harassment & Teen Dating Violence Prohibited

Harassment Prohibited

No person, including a school district employee, agent, or student, shall harass, a student on the basis of actual or perceived race; color; national origin; military status; unfavorable discharge status from military service; sex; sexual orientation; gender identity; gender-related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; actual or potential marital or parental status, including pregnancy; physical appearance; socioeconomic status; academic status; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. The District will not tolerate harassing conduct whether verbal, physical, sexual, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

Sexual Harassment Prohibited (Title IX)

The School and District shall provide an educational environment free of verbal, physical, or other conduct or communications constituting harassment on the basis of sex as defined and otherwise prohibited by State and federal law.

Teen Dating Violence Prohibited

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

Making a Report or Complaint

Students are encouraged to promptly report claims or incidents of bullying, intimidation, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, Title IX Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any employee with whom the student is comfortable speaking. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to discipline.

Investigation Process

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

Enforcement

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

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

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

Retaliation Prohibited

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

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

Cross-references: Board Policy 7:20, Harassment of Students Prohibited; Board Policy 7:185, Teen Dating Violence Prohibited; MSH 6.45

Transfers

Children transferring to District 123 must present evidence of their grade placement. Children transferring from District 123, or from one school to another within the district, should notify the office not less than two days before the final day of attendance. The new home address and the address of the new school should be supplied. For transfers within District 123 boundaries, proof of residency procedures apply.

Treats & Snacks

Due to health concerns and scheduling, treats and snacks for any occasion must be arranged in advance with the building principal. Please also refer to the D123 Wellness Policy listed within this handbook.

Cross Reference: MSH 1.85

Truancy

Student attendance is critical to the learning process. Truancy is therefore a serious issue and will be dealt with in a serious manner by the school and district. Students who miss more than 1% but less than 5% of the prior 180 regular school days without valid cause (a recognized excuse) are truant. Students who miss 5% or more of the prior 180 regular school days without valid cause are chronic truants. Students who are chronic truants will be offered support services and resources aimed at correcting the truancy issue.

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

- Referral to the truancy officer

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

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

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

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

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

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

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

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

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

Cross Reference: Board Policy 7:70, Attendance and Truancy; MSH 2.20

Unsafe School Choice Option

The unsafe school choice option allows students to transfer to another District school or to a public charter school within the District. The unsafe school choice option is available to: (1) All students attending a persistently dangerous school, as defined by State law and identified by the Illinois State Board of Education; and (2) Any student who is a victim of a violent criminal offense that occurred on school grounds during regular school hours or during a school-sponsored event.

Cross Reference: Board Policy 4:170, Safety; MSH 12.100

Video & Audio Monitoring Systems

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

Vision and Hearing Screening Mandates

Hearing screening must be provided annually for preschool children 3 years of age or older in any public or private educational program or licensed child care facility, and for all school age children grades kindergarten, first, second and third; are in special education class; have been referred by a teacher; or are transfer students. These screening services shall be provided in all public, private, and parochial schools. In lieu of the screening services required, a completed and signed report form, indicating the child had an ear examination by a physician and an audiological evaluation completed by an audiologist within the previous 12 months, is acceptable.

Vision screening must be provided annually for preschool children 3 years of age or older in any public or private educational program or licensed child care facility, and for school age children in kindergarten, second and eighth grades; are in special education class; have been referred by a teacher; or are transfer students. Such screening services shall be provided in all public, private and parochial schools. In lieu of the screening services required, a completed and signed report form, indicating that an eye examination by a doctor specializing in diseases of the eye or a licensed optometrist has been administered within the previous 12 months, is acceptable.

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

Legal Reference: 410 ILCS 205

Violent Offender & Sex Offender Community Notification Laws

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

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

Cross Reference: Board Policy 4:170; MSH 12.120

Visitors

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

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

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

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

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

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

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

Cross Reference: Board Policy 8:30, Visitors to and Conduct on School Property; MSH 1.40

Volunteers

All school volunteers must be approved by the building principal prior to assisting at the school. Some teachers utilize parent volunteers in the classroom. The individual teachers make this decision. Teachers who desire parent volunteers will notify parents. For school-wide volunteer opportunities, please contact the building principal. Volunteers are required to check in and out and be screened at the main office to receive a visitor badge before proceeding to their destination.

Cross Reference: Board Policy 6:250, Community Resource Persons and Volunteers; MSH 1.70

Wellness Policy

The Board of Education of Oak Lawn-Hometown School District 123 is committed to providing a learning environment that supports and promotes wellness, good nutrition, and an active lifestyle, and recognizes the positive relationship between good nutrition, physical activity and the capacity of students to develop and learn.

The purpose of the Wellness Policy is to ensure a total school environment that promotes and supports student health and wellness, helps to reduce childhood obesity and meets the requirements of the Child Nutrition and WIC Reauthorization Act of 2004, and the Illinois School Code, this includes without limitation, goals for nutrition education,

physical activity, guidelines for foods available during the school day, including reimbursable meals, and a plan for measuring implementation.

The Wellness Policy is available on the district website at d123.org/wellness.

Appendix A:

Progressive Disciplinary Administrative Strategies, Approaches, and Responses

Oak Lawn-Hometown School District 123 is an educational community rooted in growth, development, and learning where all students feel safe, valued, and respected. To aid in maintaining this environment, each member of our learning community must adhere to a shared understanding of the rights, responsibilities, and behaviors expected from all.

In addition to [School Board Policy](#), and the [Family Handbook](#), this Progressive Disciplinary Matrix aims to establish a secure learning environment for all while fostering self-discipline and self-control in students and nurturing responsible behavior within our entire learning community. This guide is the cornerstone of our student behavior management strategy, underpinning the values and principles that guide us in creating an inclusive and supportive learning environment. It is an essential tool that allows our school to set assertive, clear and transparent expectations for behavior while providing a structured and fair approach to managing potential behavioral and disciplinary issues.

Our School Board Policy, and Family Handbook delineates acceptable behavior and conduct, respect for self and others, respect for school and community property, as well as respect for the rights of others. The Progressive Disciplinary Matrix is not designed to be solely punitive; instead, it establishes expectations and provides a clear framework to ensure that all students understand what is expected of them.

This Progressive Disciplinary Matrix outlines the actions that can be taken when students violate School Board Policy. The matrix aims not to punish but to help students understand the consequences of their actions and guide them toward making better decisions in the future. It provides a progressive approach, beginning with less severe interventions for minor infractions and increasing in severity only when necessary, based on the nature and frequency of the misconduct. This transparent approach intends to foster a culture of respect, responsibility, and accountability among all students. It will assist them in becoming responsible citizens capable of positively contributing to our learning community.

Oak Lawn-Hometown School District 123 encourages families, students, and educators to thoroughly review School Board Policy, the Family Handbook, and this Progressive Disciplinary Matrix. A clear understanding of these documents will allow all stakeholders to work together, promoting a healthy, safe, and positive learning environment. The Oak Lawn-Hometown School District 123 learning community is a dynamic and supportive environment that ignites lifelong learners who embrace diversity and contribute positively to our community and global society

This section outlines the levels of response for particular behavioral infractions. These levels are structured from less severe disciplinary incidents that should be handled within the context of the classroom and may require gentle intervention and correction, to more serious office-referred offenses that necessitate stronger disciplinary actions.

Level 1	Classroom Interventions, Restorative Practices, and SEL Strategies/Supports Teachers and Staff are encouraged to use culturally responsive, PBIS, Restorative Practices, and SEL (Second Step) supports and classroom management strategies.
Placement Process: All Level 1 interventions should be documented as a Classroom Support.	
Level 2	Interventions involving school administration. Consider using when appropriate Level 1 Classroom Level Strategies have been ineffective or do not apply. Interventions may involve School Support Staff.
All Level 2 interventions will involve the school administration and aim to correct behavior by stressing the seriousness of the behavior while keeping the student in school.	
Level 3	Short-term removal with Restorative Practices; In-School Suspension (ISS) Consider using when referred to by the matrix or when appropriate Level 1: Classroom Level Strategies and Level 2: Interventions Involving School Support Staff and/or Administration have been ineffective.
These interventions may involve the short-term removal of a student from the classroom environment. The duration of any short-term removal is to be limited as much as possible while adequately addressing the behavior.	
Level 4	Longer-term removal (1 day OSS) with Restorative Practices Consider using when referred to by matrix or when appropriate Level 1: Classroom Level Strategies, Level 2: Interventions involving School Support Staff and/or Administration, and Level 3: Short-term Removal with Restorative Practices have been ineffective.
These interventions may involve the removal of a student from the classroom environment for a whole day. The duration of any removal is to be limited as much as possible while adequately addressing the behavior.	
Level 5	Longer-term removal (2 Day OSS) with Restorative Practices Consider using when referred to by matrix or when appropriate Level 1: Classroom Level Strategies, Level 2: Interventions involving School Support Staff and/or Administration, and Level 3 and 4: Short-term/Longer-term Removals with Restorative Practices have been ineffective.
These interventions may involve the removal of a student from the classroom environment for two whole days. The duration of any removal is to be limited as much as possible while adequately addressing the behavior.	
Level 6	Longer-term removal (3-days OSS) with Restorative Practices Consider using when referred to by matrix or when appropriate Level 1: Classroom Level Strategies, Level 2: Interventions involving School Support Staff and/or Administration, and Level 3-5: Short-term/Longer-term Removals with Restorative Practices have been ineffective.
These interventions may involve the removal of a student from the classroom environment for three whole days. The duration of any removal is to be limited as much as possible while adequately addressing the behavior.	
Level 7	Longer-term removal (5-10 days OSS) with restorative practices and/or alternative placement (AP)

	Consider using when referred to by matrix or when appropriate Level 1: Classroom Level Strategies, Level 2: Interventions involving School Support Staff and/or Administration, and Level 3-6: Short-term/Longer-term Removals with Restorative Practices have been ineffective.
These interventions may involve the removal of a student from the classroom environment for five to ten whole days, and/or consideration of Alternative Placement. The duration of any removal is to be limited as much as possible while adequately addressing the behavior.	

Level 8	Longer-term removal (5-10 days OSS) with restorative practices and/or alternative placement (AP) Consider using when referred to by matrix or when appropriate Level 1: Classroom Level Strategies, Level 2: Interventions involving School Support Staff and/or Administration, and Level 3-7: Short-term/Longer-term Removals with Restorative Practices have been ineffective
These interventions may involve the removal of a student from the classroom environment for five to ten whole days, and/or consideration of Alternative Placement, and/or possible recommendation of Expulsion. The duration of any removal is to be limited as much as possible while adequately addressing the behavior.	

Infractions

This section outlines behaviors that are incompatible within the Oak Lawn-Hometown School District 123 learning community. Infractions are systematically classified based on their gravity, from minor violations to serious offenses. This organized approach ensures transparency and fairness, enabling every member of our community to understand the nature of these offenses, their classification as an infraction, and the potential consequences.

Behavior: Cheating/Plagiarism								
Description: Fraudulent deception in preparing or presenting coursework or class assignments as a student's own work, when it is not. This includes, but is not limited to: (1) copying another student's work, (2) unauthorized use of notes or sharing answers during a test, (3) presenting another person's work as your own, or (4) presenting quotations, words, or ideas, without proper references or credit (plagiarism).								
Grades	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
K-2	<----->							
3-5	<----->							
6-8	<----->							

Behavior: Disruptive Behavior								
Description: Language, gestures, or actions that produce distractions, frictions, or disturbances that interfere with effective functioning of the teacher, another student, a class, or any school activity.								
Grades	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
K-2	<----->							
3-5	<----->							

6-8	<----->					
-----	---------	--	--	--	--	--

Behavior: Inappropriate Language								
Description: Any low-intensity profane language or derogatory, disrespectful comments.								
Grades	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
K-2	<----->							
3-5	<----->							
6-8	<----->							

Behavior: Loitering								
Description: A student's unauthorized presence in any school area.								
Grades	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
K-2	<----->							
3-5	<----->							
6-8	<----->							

Behavior: Physical Contact								
Description: Inappropriate contact or touching with the hands or feet or pushing/shoving which did not display a perceived threat or result in injury.								
Grades	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
K-2	<----->							
3-5	<----->							
6-8	<----->							

Behavior: School Cut/Truancy								
Description: Any unexcused absence from school. Repeated offenses may result in legal action and could be considered defiance and treated as such.								
Grades	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
K-2	<----->							
3-5	<----->							
6-8	<----->							

Behavior: Unexcused Tardy								
Description: Three (3) unexcused tardies to school or to a class without authorization or approved reason.								
Grades	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
K-2	<----->							
3-5	<----->							
6-8	<----->							

Behavior: Careless or Reckless Behavior								
Description: Unintentional behavior that threatens to or causes injury or property damage or intentional behavior that causes or may cause unintentional injury or property damage.								
Grades	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
K-2	<----->							
3-5	<----->							
6-8	<----->							

Behavior: Class Cut								
Description: All students are expected to arrive at their classes on time and to remain there until the teacher dismisses class. A student is considered to have cut a class any time the student is present in school but does not attend class. Any unexcused absence for more than ten (10) minutes of a class may be considered a cut.								
Grades	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
K-2	<----->							
3-5	<----->							
6-8		<----->						

Behavior: Defiance								
Description: A verbal or non-verbal refusal to immediately comply with a reasonable request from school personnel, or refusal to identify oneself at the request of school personnel, and/or refusal to comply with disciplinary action.								
Grades	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
K-2	<----->							
3-5	<----->							
6-8	<----->							

Behavior: Forgery								
-------------------	--	--	--	--	--	--	--	--

Description: Falsely or fraudulently signing or altering a document such as a hall pass, early dismissal note, progress report, absence excuse, etc. Forgery shall also include impersonating another student or falsely identifying oneself or others.

Grades	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
K-2	<----->							
3-5	<----->							
6-8		<----->						

Behavior: Gambling

Description: Participation in games of chance for money or other items of value.

Grades	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
K-2	<----->							
3-5		<----->						
6-8		<----->						

Behavior: Misuse of cell phones and all other electronic devices

Description: Students are not permitted to use cell phones/electronic devices during the school day unless it is being expressly permitted by school personnel for educational purposes. Cell phones/electronic devices must be turned off and put away during the school day. The district shall not be responsible for lost or stolen electronic devices.

Grades	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
K-2	<----->							
3-5	<----->							
6-8	<----->							

Behavior: Possession of non-school items

Description: Any item or device that may be deemed by building staff as disruptive or having the potential for causing disruption (not used to threaten or as a weapon).

Grades	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
K-2	<----->							
3-5	<----->							
6-8		<----->						

Behavior: Misuse of Technology

Description: Description: The use of school technology equipment in: (1) Soliciting, using, receiving or sending violent, pornographic, obscene, and/or inappropriate material; or (2) as part of violating or in violation of any federal, state, or local law, ordinance, or regulation, or as part of any illegal activity. (For purposes of this section, "inappropriate material" shall be deemed to be any material which is disruptive of the educational process, as well as any material which may be deemed or constitute cyber-bullying) or Accessing unauthorized email; or The unauthorized downloading and/or installing of files; or intentionally damaging technology equipment in the School environment.

Severe Clause: A situation in which a student deliberately: Tamper with, damages, alters, accesses, crashes, or corrupts the computer/communications system in the School Environment resulting in the loss or corruption of information or the ability of the system to operate; or in any way disrupts or degrades the school or District's technology infrastructure.

Grades	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
K-2	<----->							
3-5	<----->							
6-8	<----->							

Behavior: Stealing / Theft

Description: Description: The taking, exercising control over, or obtaining property of another person intending to deprive that person of it or appropriate it.

Grades	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
K-2	<----->							
3-5	<----->							
6-8		<----->						

Behavior: Failure to serve detention

Description: Detentions are required time obligations to be served with the teacher assigning the detention. Administrative detentions are assigned by a building administrator. The student is obligated to serve unless properly executed by the person who assigned the detention.

Grades	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
K-2		<----->						
3-5		<----->						
6-8		<----->						

Behavior: Abusive Language - Student to Student

Description: Written or spoken language or gestures, directed toward an individual, that are considered offensive, obscene, threatening, intimidating or vulgar.

Grades	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
K-2		<----->						

3-5		<----->				
6-8		<----->				

Behavior: Abusive Language - Student to Staff								
Description: Written or spoken language or gestures, directed toward an individual, that are considered offensive, obscene, or vulgar.								
Grades	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
K-2		<----->						
3-5		<----->						
6-8			<----->					

Behavior: Criminal Mischief (Vandalism)								
Description: A student, in the school environment, intentionally or recklessly: (1) Damages tangible property of another person or entity; or (2) Tamper with tangible property of another person so as to endanger person or property. The school district will seek restitution from students and their parents/guardians for vandalism or other student acts that cause damage to school property. Cross-reference: Board Policy 7:70, MSH 3.15,								
Grades	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
K-2		<----->						
3-5		<----->						
6-8		<----->						

Behavior: Instigation								
Description: Behavior which is likely to incite or produce aggressive or physical conflict between two or more individuals.								
Grades	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
K-2		<----->						
3-5		<----->						
6-8		<----->						

Behavior: Leaving School Without Authorization								
Description: Once a student arrives at the school campus he/she may not leave unless authorized to do so, until the end of the student's scheduled day. The parking lot is off limits during school hours. Returning to school after leaving without permission may be considered reasonable suspicion to conduct a search.								
Grades	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8

K-2		<----->				
3-5		<----->				
6-8		<----->				

Behavior: Misuse/abuse of substances								
Description: Using any substance for a purpose for which it is not intended.								
Grades	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
K-2		<----->						
3-5		<----->						
6-8		<----->						

Behavior: Smoking / Vaping								
Description: Using, possessing, or dispensing of any tobacco product or tobacco like products.								
Grades	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
K-2		<----->						
3-5		<----->						
6-8		<----->						

Behavior: Violation of Medication Policy								
Description: Students are not permitted to take medication of any kind in school unless that medication is given by the nurse. Prescription and non-prescription medication may be administered by the school nurse during school hours, utilizing the instructions outlined in the board policy.								
Grades	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
K-2			<----->					
3-5			<----->					
6-8			<----->					

Behavior: Extortion								
Description: To obtain or attempt to obtain money, goods, services, or information from another by force or the threat of force.								
Grades	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
K-2			<----->					

3-5			<----->				
6-8				<----->			

Behavior: Fighting								
Description: Any aggressive physical altercation between two or more individuals.								
Grades	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
K-2			<----->					
3-5			<----->					
6-8				<----->				

Behavior: Harassment of Staff or Student								
Description: Any actions or statements made with the intent to disrespect, annoy, or alarm another person which: A) insults, taunts, or challenges the other person or; B) is a cause of alarming or distressing conduct which serves no legitimate purpose and is done in a manner which the offender knows is likely to provoke a violent or disorderly response or cause a reasonable person to suffer fear, alarm, or distress.								
Grades	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
K-2			<----->					
3-5			<----->					
6-8			<----->					

Behavior: Offensive touching - Student to Student								
Description: Intentionally touching another person either with a member of his or her body or with any instrument, knowing that the person is thereby likely to cause offense or alarm to such other person; or intentionally striking another person with saliva, urine, feces, or any other bodily fluid, knowing that the person is thereby likely to cause offense or alarm to such other person.								
Grades	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
K-2			<----->					
3-5			<----->					
6-8				<----->				

Behavior: Bullying and Cyberbullying								
Description: Bullying which also includes cyber-bullying (bullying through the use of technology or any electronic communication) 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:								

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

Cyberbullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. 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.

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

Grades	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
K-2			<----->					
3-5			<----->					
6-8				<----->				

Behavior: Sexual Harassment

Description: Actions or statements that are sexual in nature, which offend or defame the dignity or self-esteem of an individual. Examples include but are not limited to unwelcome sexual advances, sexual remarks or jokes, requests for sexual favors, and other offensive verbal or physical conduct directed at an individual. Also, included in this definition is the display of pictures, drawings or other items that are sexual in nature.

Grades	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
K-2			<----->					
3-5			<----->					
6-8				<----->				

Behavior: Sexual Misconduct

Description: Consensual sexual act(s) intimacy and or affection between two individuals within the school environment.

Grades	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
K-2			<----->					
3-5			<----->					

6-8			<----->				
-----	--	--	---------	--	--	--	--

Behavior: Offensive Touching of a Staff Member								
Description: Intentionally touching staff either with a member of his or her body or with any instrument, knowing that the person is thereby likely to cause offense or alarm to such other person; or intentionally striking another person with saliva, urine, feces, or any other bodily fluid, knowing that the person is thereby likely to cause offense or alarm to such other person.								
Grades	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
K-2				<----->				
3-5				<----->				
6-8					<----->			

Behavior: Reckless Burning								
Description: When a person intentionally or recklessly starts a fire or causes an explosion and recklessly places a building or property in danger of destruction or damage or places another person in danger of physical injury.								
Grades	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
K-2				<----->				
3-5				<----->				
6-8				<----->				

Behavior: Terroristic Threatening and/or behavior to student or staff								
Description: (1) A person threatens to commit any crime likely to result in death or in serious injury to person or property; or (2) A person commits an act with intent of causing an individual to believe that the individual has been exposed to a substance that will cause the individual death or serious injury.								
Grades	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
K-2				<----->				
3-5				<----->				
6-8				<----->				

Behavior: Distribution of Drugs and/or Alcohol and/or Drug Paraphernalia								
Description: The sale, transfer, or distribution of drugs or alcohol in school, on school property, or on a school field trip.								
Grades	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
K-2					<----->			

3-5					<----->			
6-8						<----->		

Behavior: Terroristic Threatening- Security/safety threat to student or staff								
Description: When a person makes a false statement or statements: (1) knowing that the statement or statements are likely to cause evacuation in the school environment; (2) knowing that the statement or statements are likely to cause serious inconvenience in the school environment; (3) in reckless disregard of the risk of causing terror or serious inconvenience in the school environment; or (4) a person threatens to commit any crime likely to result in death or serious injury to person or property.								
Grades	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
K-2					<----->			
3-5					<----->			
6-8						<----->		

Behavior: Use and/or Possession of a Drug and/or Alcohol and/or Drug Paraphernalia								
Description: A student unlawfully possesses, uses, or is under the influence of alcohol, a drug, drug paraphernalia, or any substance or paraphernalia consistent with the definitions of these substances or paraphernalia.								
Grades	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
K-2					<----->			
3-5					<----->			
6-8						<----->		

Behavior: Assault III on Student								
Description: Shall mean (1) A person intentionally or recklessly causes physical injury to another person; or (2) With criminal negligence the person causes physical injury to another person by means of a deadly weapon or a dangerous instrument.								
Grades	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
K-2						<----->		
3-5						<----->		
6-8							<----->	

Behavior: Unlawful Sexual Contact III								
Description: When a student has sexual contact with another person or causes the victim to have sexual contact with the student or a third person and the student knows that the contact is either offensive to the victim or occurs without the victim's consent.								

Grades	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
K-2						<----->		
3-5						<----->		
6-8							<----->	

Behavior: Arson I and II

Description: Arson I: The person intentionally damages a building by starting a fire or causing an explosion and when: (1) The person knows that another person not an accomplice is present in the building at the time; or (2) The person knows of circumstances which render the presence of another person not an accomplice therein a reasonable possibility. Arson in the first degree is a class C felony. Arson II: A person intentionally damages a building by starting a fire or causing an explosion. In any prosecution under this section it is an affirmative defense that: (1) No person other than the accused had a possessory or proprietary interest in the building, or if other persons had such interests, all of them consented to the accused's conduct; and (2) The accused's sole intent was to destroy or damage the building for a lawful purpose; and (3) The accused had no reasonable ground to believe that the conduct might endanger the life or safety of another person or damage another building. Arson in the second degree is a class D felony.

Grades	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
K-2							<----->	
3-5							<----->	
6-8								<--->

Behavior: Assault I or II on student or staff

Description: (1) A person intentionally or recklessly causes physical injury to another person; or (2) With criminal negligence the person causes physical injury to another person by means of a deadly weapon or a dangerous instrument.

Grades	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
K-2							<----->	
3-5							<----->	
6-8								<--->

Behavior: Assault III on a staff member

Description: Shall mean: (1) A person intentionally or recklessly causes physical injury to a staff member; or (2) With criminal negligence the person causes physical injury to a staff member by means of a deadly weapon or a dangerous instrument.

Grades	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
K-2							<----->	
3-5							<----->	

6-8							<----->
-----	--	--	--	--	--	--	---------

Behavior: Dangerous Instruments(s) possession/concealment/sale								
Description: The unauthorized possession/concealment/sale by a student in the school environment of any instrument, article or substance which is readily capable of causing serious physical injury or death. Deadly Weapon(s) possession/concealment/sale: Shall mean the possession, concealment, or sale of a deadly weapon in the school environment.								
Grades	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
K-2							<----->	
3-5							<----->	
6-8								<--->