

Effective Student Behavior Handbook

RULES AND REGULATIONS 2017-2018



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Mission

The mission of Oak Park Elementary School District 97 is to guarantee that each student achieves optimal intellectual growth while developing socially, emotionally and physically through a system distinguished by:

- Exemplary instruction focused on each student.
- Commitment to the needs of a diverse population.
- Meaningful partnerships with families and the community.
- Celebrations of the power of art, music and language.
- Confident students challenged to be educational risk-takers.

Vision

Create a positive learning environment for all District 97 students that is equitable, inclusive and focused on the whole child.

Respect Code

As students and staff of Oak Park Elementary School District 97, we acknowledge the dignity and value of one another. We strive to create a welcoming atmosphere through our conduct and courtesy to others.

- We have the responsibility to promote acceptance of self and others.
- We have the responsibility to be considerate and sensitive to the needs and feelings of others.
- We have the right to be physically safe.
- We have the right to be emotionally safe.
- We have the right and responsibility to communicate our needs and feelings.
- We have the responsibility to do no harm to others or to their belongings.
- We have the responsibility to value school property and help maintain a clean and safe environment.

Guidelines for Effective School Behavior

In District 97, we utilize a Multi-Tiered System of Support (MTSS) framework to *create a positive learning environment for all District 97 students that is equitable, inclusive and focused on the whole child.*

MTSS is a term used to describe an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. All students are part of MTSS, including students with disabilities, as part of their education. In MTSS, integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need. “Need-driven” decision-making seeks to ensure that District resources reach the appropriate students (schools) at the appropriate levels to accelerate the performance of ALL students to achieve and/or exceed proficiency.

Positive Behavioral Interventions and Supports (PBIS) is the behavioral side of the triangle. MTSS brings these many programs under one holistic umbrella in order to better view the whole child with academic and behavioral data side by side.

Universal Interventions (Tier 1) are what *all* students get in the form of behavioral/social-emotional instruction and student supports. Tier 1 focuses on the implementation of the District’s core curriculum and is aligned with the Illinois Social Emotional Learning Standards. Tier 1 services (time and focus) are based on the needs of the students in a particular school.

Social Emotional Learning is the process through which children develop awareness and management of their emotions, set and achieve important personal and academic goals, use social awareness and interpersonal skills to establish and maintain positive relationships, and demonstrate decision making and responsible behaviors to achieve school and life success. There is a strong research base indicating that these SEL competencies improve students’ social/emotional development, readiness to learn, classroom behavior, and academic performance.

In 2003, in conjunction with the passing of the Children’s Mental Health Act, Illinois became the first state to adopt statewide SEL standards. The ten SEL learning standards are specific statements of the knowledge and skills within a goal that students should know and be able to do. Taken together, the standards define the learning needed to achieve the goals, but each is general enough to apply to learning across the entire range of grade-level clusters. For the full list of goals, standards, and benchmarks, visit the website for the [Illinois Social/Emotional Learning Standards](https://www.isbe.net/pages/social-emotional-learning-standards.aspx), at <https://www.isbe.net/pages/social-emotional-learning-standards.aspx>.

[Second Step \(http://www.secondstep.org\)](http://www.secondstep.org) is District 97’s core SEL and Tier 1 behavior curriculum that has been developed by the Committee for Children, a Seattle nonprofit that develops research-based SEL, bullying prevention, and child abuse prevention curricula and training for children from early learning through grade 8 and the adults who surround them. Second Step: Skills for Social and Academic Success for kindergarten through grade 5 is included in CASEL’s 2013 Guide, which means the full suite of kindergarten through grade 8 Second Step programs have received CASEL’s top honors.

Second Step teaches skills in the following four areas:

1. **Skills for Learning:** Students gain skills to help themselves learn, including how to focus their attention, listen carefully, use self-talk to stay on task, and be assertive when asking for help with school work.
2. **Empathy:** Students learn to identify and understand their own and others’ feelings. Students also learn how to take another’s perspective and how to show compassion.
3. **Emotional Management:** Students learn specific skills for calming down when experiencing strong feelings, such as anxiety or anger.
4. **Problem Solving:** Students learn a process for solving problems with others in a positive way.

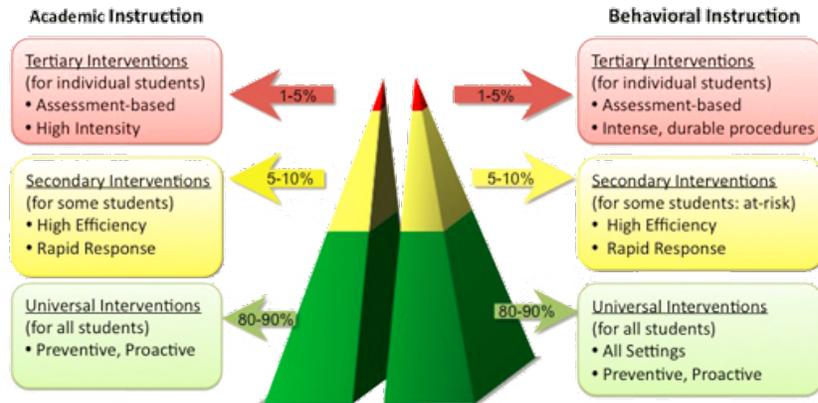
Each lesson takes 20-40 minutes weekly with daily 5-10 minute boosters. The kits include a weekly home and school connection that will promote transference of skills between environments for children.

Secondary Interventions (Tier 2) are what *some* students receive *in addition to* Tier 1 instruction. The purpose of Tier 2 instruction and supports is to improve student performance under Tier 1 performance expectations (levels and conditions of performance). Tier 2 services are more concentrated (more time, narrower focus of instruction/intervention) than Tier 1. Tier 2 interventions are targeted interventions for small groups of students and can be provided by a variety of professionals (e.g., General Education and/or Language Arts Specialists, Student Support Specialists) in any setting (general education classroom, separate settings, home setting).

Tertiary Interventions (Tier 3) are what *few* students receive. Tier 3 is the most intense service level a school can provide to a student. Typically, Tier 3 services are provided to very small groups and/or individual students. The purpose of Tier 3 services is to help students overcome significant behaviors that are interfering with a student's ability to access their education. Tier 3 services require more time and a more narrow focus of instruction/intervention than Tier 2 services. Tier 3 services require effective levels of collaboration and coordination among the staff (general and specialized) providing services to the student. The expected outcome of Tier 3 services, *combined with Tiers 1 and 2*, is that the student(s) will achieve Tier 1 proficiency levels established by the District.

On the following page is a visual representation of the three tiers of MTSS for both academic and behavioral instruction:

Designing Schoolwide Systems for Student Success



For further information about MTSS, please contact the Student Support Specialist/Assistant Principal at the building level. Contact information can be found at www.op97.org.

**Adapted from the D97 Instructional Framework*

Parent/Guardian Rights and Responsibilities

Parents/guardians bear responsibility for the behavior of their child as determined by law and common practice. They are also expected to promote appropriate student behavior and the importance of exercising self-discipline both in and out of the classroom.

- Thoroughly review and discuss the contents of this handbook with their child so he/she understands behavioral expectations.
- Ensure their child is in daily attendance and promptly report any absence or tardiness to the school.
- Maintain regular communication with their child's teacher concerning their child's progress and behavior.
- Follow the "chain of command" approach during the disciplinary process. For example, if a parent/guardian is concerned about misbehaviors attributed to his/her child, he/she may go to the classroom teacher. If dissatisfied after that conversation, the parents/guardians may next talk to the assistant principal if there is one assigned to the building. If they are still not satisfied, a discussion with the principal is in order. Finally, a meeting with the superintendent is the last "link" in the chain of command process.
- Inform the school of any information that may be useful in making appropriate educational decisions for their child.
- Assist their child in being healthy, neat and courteous.
- Provide resources (time, place, supervision and encouragement) for their child's home study.
- Ensure the child completes homework assignments and is properly prepared for daily school expectations.
- Discuss assignments, report cards and other school communications with their child.

If these responsibilities are met, the probability for student success is increased.

Effective Student Behavior Handbook

If a student receives behavioral consequences (i.e. out-of-school suspension, in-school suspension, detentions, etc.) following inappropriate behavior, parents/guardians have several rights, including:

- The right to appeal an out-of-school suspension.
- The right to meet with an administrator following an act of misconduct involving their child.
- The right for their child to present his/her side of the story during the course of an investigation.
- The right to “due process” when their child receives an out-of-school suspension or a recommendation for expulsion. Due process in the context of out-of-school suspensions and expulsions is fulfilled if the child and parents/guardians are furnished with notice of the inappropriate act(s) and an opportunity to be heard. For specific information regarding suspension and expulsion procedures, please see pages 35 to 39 of this handbook or Board policies 7:200 (Suspension Procedures) and 7:210 (Expulsion Procedures).
- The right to inquire about the consequences put in place for their child. However, it is important to note that the law limits what information can be provided to the parents/guardians of a victim. For example, the law prohibits the administration from telling the parents/guardians of a victim the consequences an individual has or will receive for committing an act of misconduct.

Student Rights and Responsibilities

It is imperative that each student understands that the rights of the individual must be viewed in relationship to the health, safety and welfare of the other students within the school. Students must know the rules of the District, as well as the additional rules established by their individual school and classroom teachers. Each student has the right to:

- Learn in a safe and healthy environment.
- Learn in an atmosphere free from partiality or prejudice.
- Be treated with respect by all regardless 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, or actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic.
- Inform and express personal viewpoints in an acceptable manner.
- Be informed of unsatisfactory performance as it occurs.
- Attend school in an environment where personal property is respected.
- Be informed of available counseling, including individual and group counseling.

With these rights come the responsibilities to:

- Understand that the purpose of school is for learning.
- Make the effort required to be an active and productive learner.
- Attend all classes daily and on time.
- Come to school prepared.
- Obtain and complete assignments.
- Express viewpoints calmly and courteously.
- Follow directions of all school personnel.

- Contribute to an atmosphere that is conducive to learning and free from bias and prejudice.
- Uphold the rights of and exhibit respect for all school personnel and fellow students regardless 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, or actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic.
- Adhere to the established standards of good conduct.
- Complete schoolwork with integrity and without cheating.

School Responsibilities

District 97 staff members recognize that teaching students to assume responsibility for their behavior is one of the keys to establishing and maintaining a positive learning environment.

Educators have the responsibility to:

- Demonstrate an understanding of children and their development.
- Be respectful of all students.
- Be active and engaged listeners at all times.
- Provide fair and impartial treatment of all students.
- Maintain an atmosphere conducive to learning good behavior.
- Maintain a school environment that is safe, secure and provides each child with an opportunity to learn.
- Establish and consistently enforce reasonable rules and regulations.
- Strive to respond to parent communications within a reasonable period of time.
- Initiate communication with parents/guardians regarding unsatisfactory student progress in an effort to focus immediate attention on the issue(s) and establish a partnership for resolving them.

We recognize that differences in age, maturity and background require different types of disciplinary action. Classroom teachers will address behavioral issues through activities that include, but are not limited to, administering in-class consequences, contacting parents/guardians when necessary, and scheduling conferences with parents/guardians when necessary. If a student continues to act inappropriately, or when a single action by a student is sufficiently severe, the student will be referred to the principal and may face additional consequences in accordance with Board policy.

On September 15, 2016, Senate Bill 100 took effect in Illinois. This law was designed to reduce the number of out-of-school suspensions and aid schools in the development of alternatives to out-of-school discipline. Under Senate Bill 100, students who are suspended will have the opportunity to make up any missed work for full academic credit. This will include students who are suspended from riding the bus and do not have an alternative means for getting to school. In addition, students will not be issued a monetary fee or fines as a disciplinary consequence if suspended from school.

The following pages feature policies and guidelines that the District uses to help promote good student behavior and address acts of misconduct. Several of the policies also include information that students and parents/guardians can use to report incidents of bullying, harassment, etc.

If a student is the target of bullying, harassment or some other act of misconduct, he/she is encouraged to report it immediately to a trusted adult (teacher, assistant principal, principal, parent/guardian, etc.). If the student's parents/guardians are the first ones to learn about such an incident, they are encouraged to contact school or District officials as soon as possible. In these cases, we recommend that they contact their child's teacher first, who can refer them to others as needed. If they need further assistance after speaking with the teacher, they should contact the assistant principal or the principal. If they require additional assistance after communicating with the teacher and assistant principal or principal, they should contact the superintendent's office at (708) 524-3004.

One of our primary goals is to provide our students with access to a safe

and trusting environment in which they can learn, grow and achieve. That is why we take acts of misconduct seriously, and will review/investigate any incidents that occur at the school or District level. It is also why we will adhere to and strictly enforce the policies and guidelines that govern student safety and student behavior.

Student Behavior Policy

Prohibited Student Conduct

The school administration is authorized to discipline students for gross disobedience or misconduct, including but not limited to:

1. Using, possessing, distributing, purchasing, or selling tobacco or tobacco products, or any alternative nicotine materials, including without limitation, electronic cigarettes.
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 medical cannabis, marijuana, and hashish).
 - b. Any anabolic steroid unless it is being administered in accordance with a physician's or licensed practitioner's prescription.
 - c. Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician's or licensed practitioner's prescription.
 - d. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician's or licensed practitioner's instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis

has been prescribed, is prohibited.

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.

- e. 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.
- f. "Look-alike" or counterfeit drugs, including a substance not containing an illegal drug or controlled substance, but one: (a) that a student believes to be, or represents to be, an illegal drug, controlled substance, or other substance that is prohibited by this Policy; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug, controlled substance, or other substance that is prohibited by this Policy.
- g. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.

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. Using a cellular

telephone, video recording device, personal digital assistant (PDA), or other 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. Prohibited conduct specifically includes, without limitation, creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device, or cellular phone. Unless otherwise banned under this Policy or by the Building Principal, all 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) or Section 504 plan; (c) it is used during the student's lunch period; (d) it is needed in an emergency that threatens the safety of students, staff, or other individuals; or (e) use of the device is permitted pursuant to Board Policy 6:235 (Access to Electronic Networks).

6. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.
7. 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 legally valid search.
8. 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.
9. 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.

10. 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.
11. Teen dating violence, as described in Board Policy 7:185 (Teen Dating Violence Prohibited), is prohibited.
12. Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's personal property.
13. Entering school property or a school facility without proper authorization.
14. 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.
15. Being absent without a recognized excuse; State law and School Board policy regarding truancy control will be used with chronic and habitual truants.
16. 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.
17. Being involved in gangs or gang-related activities, including displaying gang symbols or paraphernalia.
18. Violating any criminal law, including, but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism, and hazing.
19. 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.

20. 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.
21. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

For purposes of this Policy, 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; or (d) at any location on school property or at a school-sponsored event.

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. Board Policy 7:180 (Prevention of and Response to Bullying, Intimidation and Harassment), will be used to address situations where students have demonstrated behaviors that put them at risk for aggressive behavior, including, without limitation, bullying. The Superintendent or designee shall ensure that the parent/guardian of a student who engages in aggressive behavior is notified of the incident. The failure to provide such notification does not limit the Board’s authority to impose discipline, including suspension or expulsion, for such behavior.

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.

A student is subject to disciplinary action for engaging in prohibited student conduct, as described in the section above, 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; or
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.

Disciplinary Measures

Potential disciplinary measures may include, without limitation, any of the following:

1. Notifying parent(s)/guardian(s).
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. The building principal or designee shall ensure that the student is properly supervised.
7. After-school study or Saturday study provided the student's parent/guardian has been notified. If transportation arrangements cannot be

agreed upon, an alternative disciplinary measure must be used. The student must be supervised by the detaining teacher or the Building Principal or designee.

8. Community service with local public and nonprofit agencies that enhances community efforts to meet human, educational, environmental, or public safety needs. The District will not provide transportation. School administration shall use this option only as an alternative to another disciplinary measure giving the student and/or parent/guardian the choice.
9. Seizure of contraband; confiscation and temporary retention of personal property that was used to violate this Policy or school disciplinary rules.
10. Suspension of bus riding privileges, provided that appropriate procedures are followed.
11. Out-of-school suspension from school and all school activities for up to 10 days, provided that appropriate procedures are followed. A suspended student may also be restricted from being on school grounds and at school activities.
12. Expulsion from school and all school- sponsored activities and events for a definite time period not to exceed 2 calendar years, provided that the appropriate procedures are followed. An expelled student may also be restricted from being on school grounds and at school activities.
13. Transfer to an alternative program if the student qualifies for the transfer under State law. The transfer shall be in the manner provided in Article 13A or 13B of the School Code.
14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, including but not limited to, 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 and is non-exhaustive. Corporal punishment is prohibited. Corporal punishment is

defined as 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 needed to maintain safety for students, staff, or other persons, or for the purpose of self-defense or defense of property.

Weapons

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 at least one calendar year but not more than 2 calendar years:

1. A firearm, meaning any gun, rifle, shotgun, or weapon as defined by Section 921 of Title 18 of the United States Code (18 U.S.C. § 921), firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act (430 ILCS 65/), or firearm as defined in Section 24-1 of the Criminal Code of 1961 (720 ILCS 5/24-1).
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 alike” of any firearm as defined above.

The expulsion requirement under either paragraph 1 or 2 above may be modified by the Superintendent, and the Superintendent’s determination may be modified by the Board on a case-by-case basis. The Superintendent or designee may grant an exception to this Policy, upon the prior request of an adult supervisor, for students in theatre, cooking, ROTC, martial arts, and similar programs, whether or not school-sponsored, provided the item is not equipped, nor intended, to do bodily harm.

This Policy’s prohibitions concerning weapons apply regardless of whether: (1) a student is licensed to carry a concealed firearm, or (2) the Board permits visitors, who are licensed to carry a concealed firearm, to store a firearm in a locked vehicle in a school parking area.

Re-Engagement of Returning Students

The Superintendent or designee shall maintain a process to facilitate the re-engagement of students who are returning from an out-of-school suspension, expulsion, or an alternative school setting. The goal of re-engagement shall be to support the student's ability to be successful in school following a period of exclusionary discipline and shall include the opportunity for students who have been suspended to complete or make up work for equivalent academic credit.

Required Notices

A school staff member shall immediately notify the office of the Building Principal in the event that he or she: (1) observes any person in possession of a firearm on or around school grounds; however, such action may be delayed if immediate notice would endanger students under his or her supervision, (2) observes or has reason to suspect that any person on school grounds is or was involved in a drug-related incident, or (3) observes a battery committed against any staff member. Upon receiving such a report, the Building Principal or designee shall immediately notify the local law enforcement agency, State Police, and any involved student's parent/guardian. "*School grounds*" includes modes of transportation to school activities and any public way within 1000 feet of the school, as well as school property itself.

Delegation of Authority

Each teacher, and any other school personnel when students are under his or her charge, is authorized to impose any disciplinary measure, other than suspension, expulsion, corporal punishment, or in-school suspension, that is appropriate and in accordance with the policies and rules on student behavior. Teachers, other certificated [licensed] educational employees, and other persons providing a related service for or with respect to a student, may use reasonable force as needed to maintain safety for other students, school personnel, or other persons, or for the purpose of self-defense or defense of property. Teachers may temporarily remove students from a classroom for disruptive behavior.

The Superintendent, Building Principal, Assistant Building Principal, or Dean of Students is authorized to impose the same disciplinary measures

as teachers and may suspend students guilty of gross disobedience or misconduct from school (including all school functions) and from riding the school bus for up to 10 consecutive school days provided the appropriate procedures are followed. The Board may suspend a student from riding the bus in excess of 10 school days for safety reasons.

Student Handbook

The Superintendent, with input from the parent-teacher advisory committee, shall prepare disciplinary rules implementing the District's disciplinary policies. These disciplinary rules shall be presented annually to the Board for its review and approval.

A student handbook, including the District disciplinary policies and rules, shall be distributed to the students' parents/guardians within 15 days of the beginning of the school year or a student's enrollment.

Prevention of and Response to Bullying, Intimidation and Harassment Policy

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

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

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

3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
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 a school district or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. This item (4) applies only in cases in which a school administrator or teacher receives a report that bullying through this means has occurred and it does not require a district or school to staff or monitor any non school-related activity, function, or program.

Definitions from Section 27-23.7 of the School Code (105 ILCS 5/27-23.7)

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

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

Cyber-bullying 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. *Cyber-bullying* 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. *Cyber-bullying* 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 consequences, 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, and (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.

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 guidance counselors, 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. This plan must be consistent with the following requirements:

1. The District uses the definition of *bullying* as provided in this Policy.

2. Bullying is contrary to State law and the policy of this District. However, nothing in the District's bullying prevention and response plan is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment to the U.S. Constitution or under Section 3 of Article I of the Illinois Constitution.
3. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the District Complaint Manager or any staff member with whom the student is comfortable speaking. Anyone, including staff members and parents/guardians, who has information about bullying is encouraged to report it to the District Complaint Manager or any staff member. Anonymous reports are also accepted.

Complaint Manager:

Dr. Felicia Starks Turner
260 Madison Street, Oak Park, IL 60302
708-524-3000
fstarks@op97.org

4. Consistent with federal and State laws and rules governing student privacy rights, the Superintendent or designee shall promptly inform parent(s)/guardian(s) of all students 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 the incident of bullying was received and taking into consideration additional relevant information received during the course of the investigation about the reported incident of bullying.
 - 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 report of the 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 and guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the principal or school administrator or his or her designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.

The Superintendent or designee shall investigate whether a reported act 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, which 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. A student's act of reprisal or retaliation will be treated as *bullying* for purposes of determining any consequences or other appropriate remedial actions.
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, 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.
9. The District's bullying prevention and response plan must be 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 Internet 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 also be distributed annually to parents/guardians, students, and school personnel, including new employees when hired.
11. The Superintendent or designee shall assist the Board with its evaluation and assessment of this Policy's outcomes and effectiveness. 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. The Superintendent or designee must post the information developed as a result of the Policy 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.

12. The Superintendent or designee shall fully implement the Board policies, including without limitation, the following:
 - a. 2:260 (Uniform Grievance Procedure). A student may use this Policy to complain about bullying.
 - b. 6:60 (Curriculum Content). Bullying prevention and character instruction is provided in all grades in accordance with State law.
 - c. 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.
 - d. 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.

- e. 7:20 (Harassment of Students Prohibited). This Policy prohibits any person from harassing, intimidating, or bullying a student based on an identified actual or perceived characteristic (the list of characteristics in 7:20 is the same as the list in this Policy).
 - f. 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.
 - g. 7:190 (Student Behavior). This Policy lists prohibited conduct and provides consequences for such prohibited conduct.
 - h. 7:310 (Restrictions on Publications). 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.
13. The Superintendent or designee shall fully inform staff members of the District's goal to prevent students from engaging in bullying and the measures being used to accomplish it. This includes each of the following:
- a. Communicating the District's expectation and State law requirement that teachers and other certificated or licensed employees maintain discipline.
 - b. Establishing the expectation that staff members: (1) intervene immediately to stop a bullying incident that they witness or immediately contact building security and/or law enforcement if the incident involves a weapon or other illegal activity, (2) report bullying, whether they witness it or not, to an administrator, and (3)

inform the administration of locations on school grounds where additional supervision or monitoring may be needed to prevent bullying.

- c. Where appropriate in the staff development program, providing strategies to staff members to effectively prevent bullying and intervene when it occurs.
- d. Establishing a process for staff members to fulfill their obligation to report alleged acts of bullying.

Harassment of Students Prohibited Policy

Students are entitled to be educated in an environment that is respectful of their backgrounds, characteristics, and differences. The District prohibits any conduct that harasses, intimidates, or bullies students, whether the conduct is student-to-student or District employee-to-student, on the basis of actual or perceived protected classifications as identified in Board Policy 7:10 (Equal Educational Opportunities) or as may otherwise violate a student's civil rights. The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include, but are not limited to, 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 protected characteristics in Policy 7:10.

Sexual Harassment Prohibited

Sexual harassment of students is prohibited. Any person, including a District employee or agent, or student, engages in sexual harassment whenever he or she makes sexual advances, requests sexual favors, and/or engages in other verbal or physical conduct, including sexual violence, of a sexual or sex-based nature, imposed on the basis of sex, that:

1. Denies or limits the provision of educational aid, benefits, services, or

treatment; or that makes such conduct a condition of a student's academic status; or

2. Has the purpose or effect of:
 - a. Substantially interfering with a student's educational environment;
 - b. Creating an intimidating, hostile, or offensive educational environment;
 - c. Depriving a student of educational aid, benefits, services, or treatment; or
 - d. Making submission to or rejection of such conduct the basis for academic decisions affecting a student.

The terms *intimidating*, *hostile*, and *offensive* include conduct that has the effect of humiliation, embarrassment, or discomfort. Examples of sexual harassment include, but are not limited to, touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, and spreading rumors related to a person's alleged sexual activities. The term sexual violence includes a number of different acts.

Examples of *sexual violence* include, but are not limited to, rape, sexual assault, sexual battery, sexual abuse, and sexual coercion.

Making a Complaint; Enforcement

Students are encouraged to report claims or incidences of harassing conduct based on a protected classification or other civil right, including sexual harassment to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, Complaint Manager, or any other District employee. A student may choose to report to a person of the student's same sex. Any claim or allegation reported to any District employee that a student was a victim of any prohibited conduct perpetuated by another student shall be referred to the Building Principal for appropriate action.

Complaints will be kept confidential to the extent possible given the need to investigate. Students who make good faith complaints will not be disciplined. A student or his/her parents or guardians may request that a complaint of harassment under this Policy be investigated under Board

Policy 2:260 (Uniform Grievance Procedure).

The Superintendent shall insert into this Policy the names, addresses, and telephone numbers of the District's current Nondiscrimination Coordinator and Complaint Managers. At least one of these individuals will be female, and at least one will be male.

Nondiscrimination Coordinator:

Laurie Campbell, lcampbell@op97.org

Complaint Managers:

Dr. Felicia Starks Turner, fstarks@op97.org

Chris Jасulca, cjasulca@op97.org

Laurie Campbell, lcampbell@op97.org

260 Madison Street, Oak Park, IL 60302

708-524-3000

The Superintendent shall use reasonable measures to inform staff members and students of this Policy, such as, by including it in the appropriate handbooks.

Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this Policy will be subject to 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 disciplinary action, including but not limited to, suspension and expulsion consistent with Board Policy 7:190 (Student Behavior). Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to disciplinary action up to and including discharge, with regard to District employees, or suspension and expulsion, with regard to students.

Misconduct by Students with Disabilities Policy

Behavioral Interventions

Behavioral interventions shall be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. The Board of Education 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.

Code of Conduct for Participants in Extracurricular Activities Policy

The Superintendent or designee, using input from coaches and sponsors of extracurricular activities, shall develop a conduct code for all participants in extracurricular activities consistent with Board of Education policy. The conduct code shall: (1) require participants in extracurricular activities to conduct themselves as good citizens and exemplars of their school at all times, including after school, on days when school is not in session, and whether on or off school property; (2) emphasize that hazing and bullying activities are strictly prohibited; (3) notify participants that failure to abide by it could result in removal from the activity, and (4) maintain academic eligibility. The conduct code shall be reviewed by the Building Principal periodically at his or her discretion and presented to the Board.

Participants in extracurricular activities must abide by the conduct code for the activity and Board Policy 7:190 (Student Behavior). All coaches and sponsors of extracurricular activities shall annually review the rules of conduct with participants and provide participants with a copy. In addition, coaches and sponsors of interscholastic athletic programs shall provide instruction on steroid abuse prevention to students in grades 7 through 8 participating in these programs.

Teen Dating Violence Prohibited Policy

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.

The Superintendent or designee shall develop and maintain a program to respond to incidents of teen dating violence that:

1. Fully implements and enforces each of the following Board policies:
 - a. 7:20 (Harassment of Students Prohibited). This Policy prohibits any person from harassing, intimidating, or bullying a student based on the student's actual or perceived characteristics of sex; sexual orientation; gender identity; and gender-related identity or expression (this Policy includes more protected statuses).
 - b. 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment). This Policy prohibits students from engaging in bullying, intimidation, and harassment at school, school-related events and electronically. Prohibited conduct includes threats, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying.
2. Encourages anyone with information about incidents of teen dating violence to report them to any of the following individuals:
 - a. Any school staff member. School staff shall respond to incidents of teen dating violence by following the District's established procedures for the prevention, identification, investigation, and response to bullying and school violence.
 - b. The Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager identified in Board Policy 7:20 (Harassment of Students Prohibited).
3. Incorporates age-appropriate instruction in grades 7 through 8, in accordance with the District's comprehensive health education program in Board Policy 6:60 (Curriculum Content). This includes

incorporating student social and emotional development into the District's educational program as required by State law and in alignment with Board Policy 6:65 (Student Social and Emotional Development).

4. Incorporates education for school staff, as recommended by the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager.
5. Notifies students and parents/guardians of this Policy.

Search and Seizure Policy

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

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

School authorities may inspect and search school property and equipment owned or controlled by the school (such as lockers, desks, 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 or designee may request the assistance of law enforcement officials to conduct inspections and searches of lockers, desks, parking lots, and other school property and equipment for illegal drugs, weapons, or other illegal or dangerous substances or materials, including searches conducted through the use of specially trained dogs.

Students

School authorities may search a student and/or the student's personal effects in the student's possession (such as purses, wallets, 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 District's student conduct rules. The search itself must be conducted in a manner that is reasonably

related to its objective and not excessively intrusive in light of the student's age and sex, and the nature of the infraction.

When feasible, the search should be conducted as follows:

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

Immediately following a search, a written report shall be made by the school authority who conducted the search, and given to the Superintendent or designee.

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.

Notification Regarding Student Accounts or Profiles on Social Networking Websites

The Superintendent or designee shall notify students and their parents/guardians of each of the following in accordance with the Right to Privacy in the School Setting Act, 105 ILCS 75/:

1. 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.
2. 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.

Bus Conduct Policy

All students must follow the District's School Bus Safety Guidelines. The Superintendent, or any designee as permitted in the School Code, is authorized to suspend a student from riding the school bus for up to 10 consecutive school days for engaging in gross disobedience or misconduct, including but not limited to, the following:

1. Prohibited student conduct as defined in Board of Education Policy 7:190 (Student Behavior).
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 Superintendent or designee 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 Board of Education 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.

Academic Credit for Missed Classes During School Bus Suspension

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.

Electronic Recordings on School Buses

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

related activity. Notice of electronic recordings shall be displayed on the exterior of the vehicle's entrance door and front interior bulkhead in compliance with State law and the rules of the Illinois Department of Transportation, Division of Traffic Safety.

Students are prohibited from tampering with electronic recording devices. Students who violate this Policy shall receive consequences in accordance with the Board's Behavior Policy and shall reimburse the School District for any necessary repairs or replacement.

Vandalism Policy

The Board of Education will seek restitution from students and their parents/guardians for vandalism or other student acts that cause damage to school property.

Student Appearance Policy and Guidelines

Policy

A student's appearance, including dress and grooming, must not disrupt the educational process, interfere with the maintenance of a positive teaching/learning climate, or compromise reasonable standards of health, safety, and decency. Procedures for handling students who dress or groom inappropriately will be developed by the Superintendent or designee and included in the Student Handbook.

Guidelines

In accordance with Board Policy 7:160 (Student Appearance), a District 97 student's appearance, including dress and grooming, must not disrupt the educational process, interfere with the maintenance of a positive teaching/learning climate, or compromise reasonable standards of health, safety and decency. The following guidelines regarding student dress are in effect District-wide:

- Clothing that promotes drugs, alcohol, tobacco or gangs may not be worn on school or District property at any time. This includes accessories such as shoes, jewelry, belts, etc.

- Clothing that features vulgar, obscene, lewd, violent or offensive language or images may not be worn on school or District property at any time. This includes accessories such as shoes, jewelry, belts, etc.
- Clothing must cover the majority of a student's shoulders down to his/her mid-thigh. Undergarments/underwear must be covered at all times.
- Headwear (hats, hoods, etc.) may not be worn in school at any time except in cases where an exemption (religious, medical, etc.) is granted by the building principal or designee.
- Sunglasses may not be worn in the building at any time.
- For safety reasons, students may not wear flip flops or backless shoes to school.

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 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 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 and the specific duration of the suspension, including actual dates of suspension.
 - d. For a suspension of 5 or more school days, a statement of 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 of Education 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:

- a. That the student committed the gross disobedience or misconduct as charged;
- b. For suspensions of 3 or fewer days: That the student's continued presence at school would pose a threat to school safety, or a disruption to other students' learning opportunities;
- c. For a suspension of 4 or more days:
 1. That the student's continued presence at school would pose a threat to the safety of other students, staff, or members of the school community, or substantially disrupt, impede, or interfere with the operation of the school; and
 2. That other appropriate and available interventions were attempted or whether it was determined that there were no other appropriate and available interventions;
- d. The rationale as to the specific duration of the suspension; and
- e. Describe the appropriate and available support services provided to the student during the period of suspension or whether it was determined that there were no appropriate and available support services.

Expulsion Procedures

The Superintendent or designee shall implement expulsion procedures that provide, at a minimum, for 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. State that the School Code allows the Board of Education to expel a student for a definite period of time not to exceed 2 calendar years, as determined on a case-by-case basis.
 - e. 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. The hearing 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 Department 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. 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 that school officials determined that all appropriate

and available behavioral and disciplinary interventions have been exhausted or whether school officials determined that no other appropriate and available interventions existed for the student.

- d. Document that 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.