

Student and Family Handbook 2025-26



260 Madison, Oak Park, IL 60302

(708) 524-3000

www.op97.org

District 97 Board of Education

Cheree Moore, President
Jung Kim, Vice President
Venus Hurd Johnson
Gavin Kearney
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Superintendent

Interim Superintendents TBD

School Addresses and Contacts

School	Address	Principal	Phone
Beye	230 N. Cuyler	Cheryl Sullivan	524-3070
Brooks	325 S. Kenilworth	April Moriarty	524-3050
Hatch	1000 N. Ridgeland	Sarah Mendez	524-3095
Holmes	508 N. Kenilworth	Tamera Phillips	524-3100
Irving	1125 S. Cuyler	Susan Mura	524-3090
Julian	416 S. Ridgeland	Nicholas Filipowski	524-3040
Lincoln	1111 S. Grove	Marianne Rehfield	524-3110
Longfellow	715 S. Highland	Amy Jefferson	524-3060
Mann	921 N. Kenilworth	Hussain Ali	524-3085
Whittier	715 N. Harvey	Dr. Ashley Mosley	524-3080

School Schedules

Elementary Schools:	8 a.m. to 3 p.m. (Monday, Tuesday, Thursday, Friday) 8 a.m. to 2:30 p.m. (Wednesday)
Middle Schools:	9 a.m. to 3:30 p.m. (Monday-Friday)

District 97's Vision for Youth: Portrait of an Oak Park 8th Grade Graduate

During the 2023-24 school, District 97 embarked on a journey to dream, design and define our Portrait of an Oak Park 8th Grade Graduate. The Portrait is the collective vision that our community has for all District 97 graduates. It is rooted in core competencies tied to learning standards and experiences that are critical to student success in college, career and beyond.

The following eight dimensions represent the culmination of a comprehensive and inclusive community engagement process. Each word was carefully chosen by the District 97 teacher design team to reflect both their educational expertise and the priorities and preferences of community members.



Global Connector

Students will be knowledgeable about world languages and global issues, will value and understand their own and other cultures, and will develop attitudes and values that help them live respectfully with others around the world.



Powered by Literacy

Graduates will apply research-based practices to read, analyze, evaluate and articulate information in order to make sense of, question and challenge the world around them.



Creative Dreamer

Graduates will be innovators who collaborate with their community to “think outside of the box” and turn their dreams into action.



Holistically Well

Students will develop skills to self-advocate for their physical, mental and social well-being. Students will understand their changing identities and develop skills to love themselves for who they are, and others for who they are.



Digital Navigator

Our community will have the knowledge and skills necessary to navigate the world by using technology responsibly and safely, while making informed and respectful decisions.



Financially Savvy

By practicing day-to-day financial life skills, graduates will make responsible and ethical decisions for the future.



Career Explorer

Graduates will explore a wide range of careers and their qualifications, including college and non-college/trade pathways. Through experiential learning and relationship development, they will practice behaviors and skills that are important for work, and connect with their own interests and passions.



Change Agent





Graduates will make a positive impact locally and globally through civic engagement and sustainability practices.

To learn more about the district's Portrait of an Oak Park 8th Grade Graduate, please visit www.op97.org/ourportrait.

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Note: In the unlikely instance where the contents of this Handbook do not align with existing Board Policy or Illinois Law, the terms of the Board's Policy and/or existing law shall apply.



GENERAL INFORMATION

2025-26 School Calendar

AUGUST

- **Aug. 18 and 19, 2025:** Institute Days (No School for Students)
- **Aug. 20, 2025:** First Day of School

SEPTEMBER

- **Sept. 1, 2025:** Labor Day (No School)
- **Sept. 23, 2025:** District 97 Closed

OCTOBER

- **Oct. 2, 2025:** District 97 Closed
- **Oct. 13, 2025:** Indigenous Peoples' Day (No School)
- **Oct. 23 and 24, 2025:** Family-Teacher Conferences
(Thursday: Full day student attendance; Friday: Staff only, no student attendance)

NOVEMBER

- **Nov. 14, 2025:** End of Trimester 1
- **Nov. 26-28, 2025:** Thanksgiving Break (No School)

DECEMBER

- **Dec. 22, 2025, to Jan. 2, 2026:** Winter Break (No School)

JANUARY

- **Jan. 5, 2026:** Institute Day (No School for Students)
- **Jan. 19, 2026:** Martin L. King Jr. Day (No School)

FEBRUARY

- **Feb. 12 and 13, 2026:** Family-Teacher Conferences
(Thursday: Full day student attendance; Friday: Staff only, no student attendance)
- **Feb. 16, 2026:** Presidents Day (No School)
- **Feb. 27, 2026:** End of Trimester 2

MARCH

- **March 17, 2026:** Institute Day (No School for Students)
- **March 30 - April 3, 2026:** Spring Break (No School)

APRIL

- **April 3, 2026:** District Closed

MAY

- **May 25, 2026:** Memorial Day (No School)

JUNE

- **June 2, 2026:** Last Day of School/End of Trimester 3 (*If no snow/emergency days are used*)
- **June 3-9, 2026:** Emergency Days (*If needed*)
- **June 19, 2026:** Juneteenth (District Closed)

While unlikely, please note that this calendar could change. Visit www.op97.org/school-calendars to access the most current District 97 calendar and individual school calendars.

Attendance and Truancy

District 97's elementary schools utilize the Illinois best practice "Time to Day" automated calculation when taking daily attendance. Per the chart below, Illinois School Code ties attendance to instructional minutes per grade level. The state's requirement for instructional minutes may mean that a child arriving very late or leaving very early from school will be counted as absent. The "Time to Day" calculation simplifies this process by allowing students that arrive late or leave early to automatically calculate their attendance for that day. The district's middle schools do not utilize this calculation because they take attendance each class period.

	Attendance		
	Full Day Credit	1/2 Day Credit	Zero Credit
KG- 1st	240 min or more	120-239 min	119 min or less
2nd-5th	300 min or more	150-299 min	149 min or less

If your child is absent for any reason, please contact the front office of the elementary schools before 8 a.m. and the middle schools before 9 a.m. A student who is unable to attend classes due to a valid cause of absence will be recorded as excused and the student will be provided an opportunity to make up any missed assignments and/or examinations. The following are considered a valid cause of absence: illness, observance of a religious holiday, death in the immediate family, family emergency, other situations beyond the control of the student as determined by the board of education, or such other circumstances which cause reasonable concern to the parent for the mental, emotional, or physical health or safety of the student.

Truancy

If a student's absence is without a valid cause, it will be recorded as an unexcused absence. A note from a qualified medical professional may be required for a health-related absence if requested by school administration. A habitual truant is defined as a student subject to compulsory school attendance who is absent without a valid cause from such attendance for five percent (5%) or more of the previous 180 regular attendance days. If the student is a habitual truant, action may be taken against the parent(s)/guardian(s) of the student.

The following support services may be offered to a student who is truant:

- Family-teacher conferences
- Counseling services
- Truant's alternative and optional education program
- Alternative school placement
- Community agency services
- Remediation program

If these supportive services prove ineffective and the unexcused absences persist, building administration may solicit the resources of the intermediate service center.

See [Board Policy 7:70 \(Attendance and Truancy\)](#)

Board of Education

The District 97 Board of Education is a seven-member team of Oak Park residents who have been selected to serve up to four-year terms in a state-authorized election. Elections for three and then four seats are held every two years. Board members serve without pay.

Board meetings are generally held on the second and fourth Tuesday of each month at 7 p.m. in the boardroom of the administration building, which is located at 260 Madison Street. The board meeting schedule is set at the beginning of each year and can be accessed on the district website (<http://www.op97.org>) or obtained from the board secretary by calling (708) 524-3000.

Special meetings, workshops and community forums may also be scheduled throughout the year. These events, as well as time and/or location changes for regularly scheduled meetings, are announced at least 48 hours in advance through a variety of means, including sending notices to the local newspapers and posting information on the district's website and in the front lobby of the administration building.

The agenda and packet of materials for each board meeting can be accessed by visiting <http://www.op97.org/boe/meeting-packets> and approved board meeting minutes can be accessed by <http://www.op97.org/boe/approved-minutes>.

Education of Homeless Children

Pursuant to [Board Policy 6:140 \(Education of Homeless Children\)](#), each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. A *homeless child* is defined as provided in the McKinney Homeless Assistance Act and the Illinois Education for Homeless Children Act.

A homeless child may attend the school that the child attended when permanently housed or in which the child was last enrolled. In the alternative, a homeless child living in the District 97 attendance area may attend that school. Any homeless child shall be immediately admitted, even if the child or child's parent/guardian is unable to produce immunization and health records normally required for enrollment.

For more information regarding supports and services available to homeless students and families, please contact the District's Homeless Liaison, Mayra Delgado, by calling (708) 524-3131 or emailing mdelgado@op97.org. For additional information regarding students in temporary living situations, please visit <https://www.op97.org/student-and-administrative-services/students-in-temporary-living-situations>.

Emergency School Closings/E-Learning Days

The superintendent may close school, delay the opening of school, or dismiss school early when an adjustment in the schedule is required to help protect the health and safety of students and staff members.

E-Learning Days

In July 2021, the District 97 Board of Education approved an E-Learning Plan for students to receive instruction electronically in lieu of traditional emergency days (or inclement weather days). This means that instead of canceling school, the superintendent now has the option of calling an "E-Learning Day" where students and staff learn and work virtually at home. This provides a continuation of learning and prevents the loss of critical instructional days, particularly in our first and second trimesters. E-Learning opportunities also provide access to instructional resources in the event of more extended periods of school and/or district closures due to other emergencies. Additionally, there will be no need to extend the school year further into summer to make up for lost days.

If District 97 decides to close buildings, the information is shared through multiple channels, including:

- The district's BrightArrow automatic call/email system
- The district website
- Our [Facebook](#) page
- WGN's [Emergency Closings website](#).

To learn more, visit <https://www.op97.org/communications/emergency-closings>.

Equal Educational Opportunities and Sex Equity

District 97 shall provide equal educational and extracurricular opportunities for all students without regard to color, race, nationality, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender identity, status of being homeless, immigration status, order of protection status, actual or potential marital or parental status, including pregnancy.

No student shall, based on sex, sexual orientation, or gender identity, be denied equal access to programs, activities, services, or benefits, be limited in the exercise of any right, privilege or advantage, or be denied equal access to educational and extracurricular programs and activities. Students shall be treated and supported in a manner consistent with their gender identity. This shall include but not be limited to; students having access to gendered facilities, including restrooms and locker rooms that correspond to their gender identity.

Furthermore, District 97 will not knowingly enter into agreements with any entity or individual that discriminates against students on the basis of sex or any other protected status. District 97 remains neutral when granting access to school facilities under [Board Policy 8:20 \(Community Use of School Facilities\)](#).

Any student or their parent/guardian may file a discrimination or sex equity grievance in accordance with [Board Policy 2:260 \(Uniform Grievance Procedure\)](#) or by contacting the district's Non-Discrimination Coordinator. The contact information for the district's Non-Discrimination Coordinator for 2024-25 is listed below:

Dr. Natacia Cambell Tominov
Assistant Superintendent of Human Resources and Equity
(708) 524-3000

Harassment of Students Prohibited

No person, including a District 97 employee or agent, or student, shall harass, intimidate, or bully a student on the basis of actual or perceived: race; color; national origin; military status; unfavorable discharge status from military service; sex; sexual orientation; gender identity; gender-related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; actual or potential marital or parental status, including pregnancy; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic.

The district will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment.

Students are encouraged to promptly report claims or incidences of bullying, intimidation, harassment, sexual harassment, or any other prohibited conduct to the Non-Discrimination Coordinator, Building Principal, Assistant Building Principal, a Complaint Manager, or any employee with whom the student is comfortable speaking. A student may choose to report to an employee of the student's same gender. Upon receipt of a report, the Non-Discrimination Coordinator and/or Complaint Manager shall process and review the report according to the appropriate grievance procedure. The contact information for the District's Non-Discrimination Coordinator/Title IX Coordinator is listed below:

Non-Discrimination Coordinator/Title IX Coordinator

Dr. Natacia Campbell Tominov
Assistant Superintendent of Human Resources and Equity
ncampbelltominov@op97.org | (708) 524-3000

For more information, please see the Student Behavior Expectations section of this handbook.

Lunch/Supervision Program

Each school has a supervised lunch program. There is a pro rata fee for the program based on the projected expenditures for supervision. Fee assessments are based on student access to the service and the alternatives that are available. Students enrolled for a portion of the year will be charged 1/10th for each month of enrollment. Families that find this fee structure to be a financial burden may contact their child's school to determine if they qualify for a waiver and/or free or reduced lunches. Lunch can be purchased through the schools at a reasonable cost. Interested families should contact their child's school to learn more about this

option. **All schools have milk available for purchase at an additional cost.** All items are sold on a prepaid basis.

For more information, including breakfast and lunch menus and the free and reduced lunch application for the current school year, please visit <https://www.op97.org/business-office/food-service>. Families may also contact the district's food service manager, Carla Ellis, at cellis@op97.org.

Parents' School Visitation Rights

The [School Visitation Rights Act](#) permits employed parents who are unable to meet with educators because of a work conflict the right to an allotment of time during the school year to attend necessary educational or behavioral conferences at the school their child attends. Upon written request, employers must grant employees leave of up to eight hours per school year, not to exceed four hours in any given day, to attend their children's classroom activities or school conferences which cannot be scheduled during non-work hours. For regularly scheduled, non-emergency visitations, District 97 will make time available for visitation during both regular school hours and evening hours. District 97 will provide documentation to the parent of the time and date of each school visitation upon a parent's assertion of their rights under this Act.

Qualifications of Teachers and Paraprofessionals

A parent/guardian has the right to request information regarding the professional qualifications of any teacher who is instructing their student. Information regarding the following may be requested:

- Whether or not the teacher has met state certification requirements;
- Whether or not the teacher is teaching under emergency or provisional status;
- The bachelor's degree major of the teacher;
- Any other certifications or degrees held by the teacher and the subject areas of the certifications or degrees; and/or
- If services are being provided by paraprofessionals, and if so, their qualifications.

Requests for this information should be sent in writing to the building principal.

Registration and Verification

District 97 has partnered with InfoSnap/Enrollment on the implementation of a customized online process for completing new student registration. In addition to streamlining this important process, we use the system to update information for our returning students and secure parent/guardian permission on several items (permission to publish student names, images and work, permission to print contact information in school directories, etc.). Complete details about the district's registration process can be found at www.op97.org/hr/student-registration. Please contact the district's registrar at (708) 524-3000 or d97registrar@op97.org if you have any questions or need more information.

Parents/guardians of students enrolling in the District must present the following:

1. A certified copy of the student's birth certificate. If a birth certificate is not presented, the superintendent or designee shall notify in writing the person enrolling the student that within 30 days he or she must provide a certified copy of the student's birth certificate. A student will be enrolled without a birth certificate. When a certified copy of the birth certificate is presented, the school shall promptly make a copy of its records, place a copy in the student's permanent record, and return the certified copy to the person enrolling the child. If a person enrolling a student fails to provide a certified copy of the student's birth certificate, the superintendent or designee shall immediately notify the local law enforcement agency, and shall also notify the person enrolling the student in writing that, unless he or she complies within 10 days, the case will be referred to the local law enforcement authority for investigation. If compliance is not obtained within that 10-day period, the superintendent or designee shall refer the case. The superintendent or designee shall immediately report to the local law enforcement authority any material received pursuant to this paragraph that appears inaccurate or suspicious in form or content.
2. Proof of residence, as required by [Board Policy 7:60 \(Residence\)](#).
3. Proof of disease immunization or detection and the required physical examination, as required by

Every family who enrolls in the district completes an online form that specifically states that the district may require additional documentation to verify residency. If a student's residence is questioned at any time, District 97 will investigate and may ask for additional documents for verification. A third party may be used to support the verification of residency.

A person enrolling a student shall be given the opportunity to voluntarily state whether the student has a parent or guardian who is a member of a branch of the U. S. Armed Forces and who is either deployed to active duty or expects to be deployed to active duty during the school year. Students who are children of active duty military personnel transferring will be allowed to enter: (a) the same grade level in which they studied at the school from which they transferred, if the transfer occurs during the district's school year, or (b) the grade level following the last grade completed.

Student Appearance (Dress Code)

District's Policy

A student's appearance, including dress and grooming, must not disrupt the educational process, interfere with the maintenance of a positive teaching and learning climate, or compromise reasonable standards of health, safety or decency.

Guidelines for Student Appearance

District 97 expects that all students will dress in a way that is appropriate for the school day or for any school-sponsored event or activity. Students' dress choices should respect the District's intent to foster a community that is inclusive and respectful of a diverse range of identities. In an effort to promote a safe, professional and orderly learning environment, the District has established the following parameters for appropriate dress within the school setting.

1. Students must dress in a manner that fully covers the genitals, buttocks, breasts and nipples with opaque fabric at all times. Shoes must be worn in the school setting, unless a particular activity requires students to remove their shoes. Students may be required to wear a specific type of shoe for a particular activity, such as athletic sneakers for physical education.
2. Garments that display violent language or images, that display images or language depicting drugs or alcohol (or any illegal item or activity), that contain any form of hate speech, profanity, or pornography or that otherwise violate the District's *Student Behavior Expectations* or Board Policy 7:190; *Student Behavior* are prohibited.
3. Garments with holes, cut-outs, or transparent material exposing skin (including ripped jeans) are permitted, as long as such does not otherwise violate the District's Student Appearance Guidelines (visible waistbands and visible straps are permitted).
4. Provided that they otherwise comply with the District's Student Appearance Guidelines, the following are examples of permitted garments: fitted pants, opaque leggings, yoga pants, "skinny jeans," pajamas, tank tops (including spaghetti straps), and halter tops.
5. Hats (facing straightforward or straight backward), scarves, do-rags, hoodies and other headwear are permitted, as long as the student's eyes and ears are visible to the staff and the headwear does not interfere with the line of sight of any student or staff.
6. Outerwear, such as coats, gloves, handwarmers, and earmuffs should be kept in lockers or backpacks, and may be worn during the school day for outdoor activities, such as outdoor lunch and/or recess.

Requests for Accommodations

A parent/guardian seeking an accommodation or exemption for their student, for religious or medical

reasons, should submit a written request to the building principal, along with any supporting documentation. The building principal will review the request and determine what accommodations, if any, may be appropriate in light of the request.

Dress Code Enforcement

In accordance with the District's Equal Educational Opportunities Policy, ([Board Policy 7:10](#)), school staff shall enforce dress code violations consistently, and shall not enforce the school's dress code more strictly against any particular student or group of students than other students. The dress code guidelines shall apply to regular school days and summer school days, as well as any school-related events and activities, such as graduation ceremonies and dances. The dress code shall not apply to hairstyles. School staff and administrators may relax restrictions or impose additional restrictions as may be appropriate for a specific activity that they supervise, such as sporting events or after-school activities, etc.

Students in violation of the dress code will be given an opportunity to correct their attire so that it complies with the Guidelines for Student Appearance. Students may correct their attire by changing into their own alternative clothing (if such is available to them at school), changing into temporary clothing provided by the school (if such is available), or if necessary, students' parents may be called to bring alternative clothing for the student to wear for the remainder of the school day. Refusal to correct their attire or repeated violations of the dress code will be considered cause for disciplinary consequences, in accordance with the District's *Student Behavior Expectations* (see below). Students or parents/guardians who believe they/their student have been subject to discriminatory enforcement of the dress code should contact the building principal.

Student Fees

The superintendent will recommend to the Board for adoption what schedule of fees, if any, will be charged to students for the use of textbooks, consumable materials, extracurricular activities, and other school student fees. Students must also pay for the loss of or damage to school books or other school-owned materials.

Fees for textbooks and other instructional materials are waived for students who meet the eligibility criteria for a fee. In order that no student is denied educational services or academic credit due to the inability of parents/guardians to pay student fees, the superintendent will recommend to the Board which additional fees, if any, the district will waive for students who meet the eligibility criteria for fee waiver. Students receiving a fee waiver are not exempt from charges for lost and damaged books, locks, materials, supplies, and equipment.

A student shall be eligible for a fee waiver when the student currently lives in a household that meets the same income guideline, with the same limits based on household size, that are used for the federal free meals program.

For more information regarding waivers of student fees or to submit an application for a fee waiver, please review the following information on the district's website: <https://www.op97.org/hr/forms> or contact the Business Office at (708) 524-3000. Our Board of Education Policy on the waiver of student fees can also be found [here](#).

Student fees must be paid in full or enrolled in a district established payment plan to participate in some extracurricular activities. These activities include:

- Athletics
- Dances
- Graduation and promotion ceremonies

Please note: the district does not withhold a student's grades, transcripts, or diploma because of an unpaid balance on the student's school account.

Student Records

District 97 is responsible for maintaining records for all students who attend District 97 schools. Student records are confidential, and information from them will not be released other than as provided by law. Our District maintains student records in conformity with all applicable rules including the Family Educational Rights and Privacy Act (FERPA), the Illinois School Student Records Act (ISSRA) and [Board Policy 7:340 Student Records](#).

Family and Student Privacy Rights

The Family Educational Rights and Privacy Act (FERPA) and the Illinois School Student Records Act (ISSRA) afford parent(s)/guardian(s) and students over 18 years of age (“eligible students”) certain rights with respect to the student’s school records. These rights are to:

1. Inspect and review the student’s educational records no later than 10 business days after the day the district receives a request for access unless the district extends the response time by no more than 5 business days from the original due date.
 - a. No person who is prohibited by an order of protection from inspecting or obtaining school records of a student shall have any right of access to, or inspection of, the school records of that student.
 - b. There may be a charge for copies, not to exceed \$.15 per page (after the first 50 pages, which are free). This fee will be waived for those unable to afford such cost. This includes the right to review and copy a student’s school student records prior to any special education eligibility or IEP meeting.
2. Request that a record be amended and/or to challenge the contents of a record if it is inaccurate, irrelevant or improper. Requests should be sent to the building principal and should clearly identify the record the parent/guardian or eligible student wants changed and the specific reason a change is being sought. If the district decides not to amend the record, the district will notify the parent/guardian or eligible student of the decision and advise them of their right to a hearing. 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. Permit disclosure of personally identifiable information contained in the student’s education records, except to the extent FERPA or ISSRA authorizes disclosure without consent. The district may disclose personally identifiable information from the records of a student without obtaining prior written consent of the parent(s)/guardian(s) or the eligible student:
 - a. To other school/district officials and employees, including teachers, teaching assistants, related services providers, and other staff whom the school has determined to have legitimate educational or administrative interests. The term “school officials” may include volunteers, school board members, a person or company with whom the district has contracted as its agent to provide a service in lieu of its own employee(s), or a parent or student serving on an official committee or assisting another school official in performing their own tasks.
 - b. To officials of another school district in which a student seeks or intends to enroll or is already enrolled if the disclosure is for purposes of the student’s enrollment or transfer.
 - c. To persons authorized or required by state or federal law to gain such access.
 - d. To appropriate officials in connection with a health or safety emergency.
 - e. To comply with a judicial order.
 - f. To a governmental agency or social service agency contracted by a governmental agency, in furtherance of an investigation of a student’s school attendance pursuant to the compulsory student attendance laws of Illinois.
 - g. To those SHOCAP committee members who fall within the meaning of “state and local officials and authorities” for purposes of identifying serious habitual juvenile offenders and matching those offenders with community resources.
 - h. To the Department of Healthcare and Family Services in furtherance of the requirements of Section 2-3.131, 3-14.29, 10-28, or 34-18.26 of the School Code or Section 10 of the School Breakfast and Lunch Program Act.
 - i. To the State Board or another state government agency or between or among state government agencies in order to evaluate or audit federal and state programs or perform research and

- planning.
- j. To any person for research, statistical reporting or planning, provided that no student or parent/guardian can be identified.
 - k. To juvenile authorities when necessary for the discharge of their official duties who request information before adjudication of the student.
4. A copy of any school student record proposed to be destroyed or deleted.
 5. Prohibit the release of directory information concerning the student. Please see below for more information regarding release of directory information.
 6. Obtain a copy of the district's policy and administrative guidelines on student records that are not included herein.
 7. File a complaint of noncompliance with the U.S. Department of Education concerning alleged failures by the district to comply with requirements of the Family Educational Rights and Privacy Act (FERPA). The Family Policy Compliance Office (FPCO) administers FERPA, the Protection of Pupil Rights Amendment (PPRA) and provisions of the Elementary and Secondary Education Act (ESEA) that require local educational agencies that receive ESEA funds to provide military recruiters with contact information on students unless their parents/guardians opt out of the disclosure. You may contact the United States Department of Education at the following address:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave SW
Washington, D.C. 20202-4605
 8. No person may condition the granting or withholding of any right, privilege or benefits or make as a condition of employment, credit, or insurance the securing by any individual of any information from a student's temporary record which such individual may obtain through the exercise of any right secured under state law.
 9. District 97 will not permit the collection, disclosure or use of personal information collected from students for the purpose of selling that information.

Permanent Records

District 97 maintains a student's permanent records as required by law. Examples of permanent records include, but are not limited to, personal identifying information, student and parent/guardian names and addresses, birth date and place, gender, academic transcripts, attendance records, health records, honors and awards received, school-sponsored activity information, and proof of release of permanent record information.

Temporary Records

District 97 maintains a student's temporary records for no less than five years after the student has transferred, graduated or otherwise withdrawn from the district. Examples of temporary records include, but are not limited to, family background information, aptitude information, achievement test scores, psychological test results, special education records, Section 504 Plans, disciplinary records, any verified information from non-educational agencies or persons, and proof of release of temporary record information.

Directory Information

Directory information is information that is generally not considered harmful or an invasion of privacy. The district may release student directory information to outside persons, organizations or entities, without parental consent. These organizations/entities include, but are not limited to, organizations/entities that manufacture yearbooks, organizations/entities that conduct educational research, or outside organizations/entities that provide educational services to District 97 students.

"Directory Information" includes the following:

- Student's name and address;
- Parent/guardian names;
- Email and telephone numbers;
- Grade level;

- Dates of attendance/graduation;
- Degrees, honors, scholarships and awards received;
- The image and/or likeness of a student in pictures, yearbooks, programs, videotapes, films, or other medium for informational or news-related purposes;
- Participation in extracurricular activities such as athletics, musicals or drama performances.

District 97 will use its discretion to disclose directory information to circumstances where there is a legitimate educational or administrative purpose for the disclosure. District 97 will not permit the collection, disclosure or use of personal information collected from students or their parents/guardians for the purpose of selling that information. In the case of school directories, which may be published in partnership with each school's parent-teacher organization, the district makes available to the parent-teacher organization the student name, parent/guardian name(s), parent/guardian email address(es), mailing address, grade level and telephone number.

If you do not want your child's directory information released without your consent, please notify your building principal, in writing, no later than 30 days within the first day of school or within 30 days of your child's first day of school.

Title IX Sexual Harassment Grievance Procedure

Sexual harassment affects a student's ability to learn and an employee's ability to work. Providing an educational and workplace environment free from sexual harassment is an important district goal. The district does not discriminate on the basis of sex in any of its education programs or activities, and it complies with Title IX of the Education Amendments of 1972 (Title IX) and its implementing regulations (34 C.F.R. Part 106) concerning everyone in the district's education programs and activities, including applicants for employment, students, parents/guardians, employees, and third parties. Following is more information on the District's processes to address these matters. In the event the corresponding laws to address these matters are updated during the year and conflict with the language below, the applicable legal requirements shall apply.

Title IX Sexual Harassment Prohibited

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

1. A district employee conditions the provision of an aid, benefit, or service on an individual's participation in unwelcome sexual conduct; or
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's educational program or activity; or
3. *Sexual assault* as defined in 20 U.S.C. §1092(f)(6)(A)(v), *dating violence* as defined in 34 U.S.C. §12291(a)(10), *domestic violence* as defined in 34 U.S.C. §12291(a)(8), or *stalking* as defined in 34 U.S.C. §12291(a)(30).

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

Title IX Sexual Harassment Prevention and Response

The Superintendent or designee will ensure that the district prevents and responds to allegations of Title IX Sexual Harassment as follows:

1. Ensures that the district's comprehensive health education program in Board Policy 6:60 (Curriculum Content), incorporates (a) age-appropriate sexual abuse and assault awareness and prevention programs in grades pre-K through 12, and (b) age-appropriate education about the warning signs, recognition, dangers, and prevention of teen dating violence in grades 7-12. 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).

2. Incorporates education and training for school staff as recommended by the Superintendent, Title IX Coordinator, Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager.
3. Notifies applicants for employment, students, parents/guardians, employees, and collective bargaining units of this policy and contact information for the Title IX Coordinator by, at a minimum, prominently displaying them on the district's website, if any, and in each handbook made available to such persons.

Making a Report

A person who wishes to make a report under this Title IX Sexual Harassment grievance procedure may make a report to the Title IX Coordinator, Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, a Complaint Manager, or any employee with whom the person is comfortable speaking.

A person who wishes to make a report may choose to report to a person of their same or preferred gender. School employees shall respond to incidents of sexual harassment by promptly making or forwarding the report to the Title IX Coordinator. An employee who fails to promptly make or forward a report may be disciplined, up to and including discharge. The Superintendent shall insert into this policy and keep current the name, office address, email address, and telephone number of the Title IX Coordinator.

Processing and Reviewing a Report or Complaint

Upon receipt of a report, the Title IX Coordinator will analyze the report to identify and determine whether there is another or an additional appropriate method(s) for processing and reviewing it. For any report received, the Title IX Coordinator shall review Board policies [2:260 \(Uniform Grievance Procedure\)](#); [5:20 \(Workplace Harassment Prohibited\)](#); [5:90 \(Abused and Neglected Child Reporting\)](#); [5:120 \(Employee Ethics: Conduct; and Conflict of Interest\)](#); [7:20 \(Harassment of Students Prohibited\)](#); [7:180 \(Prevention of and Response to Bullying, Intimidation, and Harassment\)](#); [7:185 \(Teen Dating Violence Prohibited\)](#); [7:190 \(Student Behavior\)](#) and/or any other applicable policy to determine if the allegations in the report require further action.

Where the Title IX Coordinator determines that the report will be processed and reviewed according to this policy, the Title IX Coordinator and/or designee will promptly contact the *Complainant* to: (1) discuss the availability of supportive measures, (2) consider the *Complainant's* wishes with respect to *supportive measures*, (3) inform the *Complainant* of the availability of *supportive measures* with or without the filing of a *Formal Title IX Sexual Harassment Complaint*, and (4) explain to the *Complainant* the process for filing a *Formal Title IX Sexual Harassment Complaint*.

Reports of alleged sexual harassment will be confidential to the greatest extent practicable, subject to the district's duty to investigate and maintain an educational program or activity that is productive, respectful, and free of sexual harassment.

Formal Title IX Sexual Harassment Complaint Grievance Process

When a *Formal Title IX Sexual Harassment Complaint* is filed, the Title IX Coordinator will investigate it or appoint a qualified person to undertake the investigation. The superintendent or designee shall implement procedures to ensure that all *Formal Title IX Sexual Harassment Complaints* are processed and reviewed according to a Title IX grievance process that fully complies with 34 C.F.R. §106.45. The District's grievance process shall, at a minimum:

1. Treat *Complainants* and *Respondents* equitably by providing remedies to a *Complainant* where the *Respondent* is determined to be responsible for sexual harassment, and by following a grievance process that complies with 34 C.F.R. §106.45 before the imposition of any disciplinary sanctions or other actions against a *Respondent*.

2. Require an objective evaluation of all relevant evidence – including both inculpatory and exculpatory evidence – and provide that credibility determinations may not be based on a person’s status as a *Complainant, Respondent, or Witness*.
3. Require that any individual designated by the district as a Title IX Coordinator, investigator, decision-maker, or any person designated by the District to facilitate an informal resolution process:
 - a. Not have a conflict of interest or bias for or against *complainants or respondents generally or an individual Complainant or Respondent*.
 - b. Receive training on the definition of sexual harassment, the scope of the district’s education program or activity, how to conduct an investigation and grievance process (including hearings, appeals, and informal resolution processes, as applicable), and how to serve impartially.
4. Require that any individual designated by the district as an investigator receiving training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.
5. Require that any individual designated by the district as a decision-maker receive training on issues of relevance of questions and evidence, including when questions and evidence about the *Complainant’s* sexual predisposition or prior sexual behavior are not relevant.
6. Include a presumption that the *Respondent* is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.
7. Include reasonably prompt timeframes for conclusion of the grievance process.
8. Describe the range of possible disciplinary sanctions and remedies the district may implement following any determination of responsibility.
9. Base all decisions upon the *preponderance of evidence* standard.
10. Include the procedures and permissible bases for the *Complainant* and *Respondent* to appeal.
11. Describe the range of supportive measures available to *Complainants* and *Respondents*.
12. Not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

Understanding that the law in this area frequently updates, in the unlikely event of an update to the law that conflicts with the described process, the requirements of the law will apply.

Enforcement

Any district employee who is determined, at the conclusion of the grievance process, to have engaged in Title IX sexual harassment will be subject to disciplinary action up to and including discharge. Any third party who is determined, at the conclusion of the grievance process, to have engaged in Title IX sexual harassment 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 district student who is determined, at the conclusion of the grievance process, to have engaged in Title IX sexual harassment will be subject to disciplinary action, including, but not limited to, suspension and expulsion consistent with student behavior policies. Any person making a knowingly false accusation regarding sexual harassment will likewise be subject to disciplinary action. This policy does not increase or diminish the ability of the district or the parties to exercise any other rights under existing law.

Retaliation Prohibited

The district prohibits any form of retaliation against anyone who, in good faith, has made a report or complaint, assisted, or participated or refused to participate in any manner in a proceeding under this policy. A person who believes that he or she is being retaliated against should make a report to the Title IX Coordinator, Nondiscrimination Coordinator, or Building Principal.

Any person who retaliates against others for reporting or complaining of violations of this policy or for participating in any manner under this policy will be subject to disciplinary action, up to and including discharge, with regard to employees, or suspension and expulsion, with regard to students.

Teen Dating Violence

Engaging in teen dating violence that takes place at school, on school property, at school-sponsored activities, or in vehicles used for school-provided transportation is prohibited. For purposes of this policy, the term teen dating violence occurs whenever a student who 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. See [Board Policy 7:185 \(Teen Dating Violence Prohibited\)](#).

Transportation

The district shall provide free transportation for any student in the district who resides a distance of one and one-half miles from their assigned school.

Students eligible for transportation will receive bus passes at their school. Space available passes may be issued after October 1. Applications for space available passes must be made in writing to the business office. Buses follow specific routes with predetermined stops. Riding school buses is a privilege that may be suspended for misconduct. Bus drivers have the authority and responsibility to monitor student conduct and report infractions. If your child has been granted a permissive transfer within the district, you are responsible for their transportation.

Visitors to and Conduct on School Property

Pursuant to [Board Policy 8:30 \(Visitors to and Conduct on School Property\)](#), all visitors to school property are required to report to the school office and receive permission to remain on school property. All visitors must sign a visitors' log, show identification, and wear a visitor's badge. When leaving the school, visitors must return their badge. On those occasions when large groups of parents/guardians and friends are invited on to school property, visitors are not required to sign in, but must follow school officials' instructions. Persons on school property without permission will be directed to leave and may be subject to criminal prosecution.

Any person wishing to confer with a staff member should contact that staff member by telephone or email to make an appointment. Conferences with teachers are held, to the extent possible, outside school hours or during the teacher's conference/preparation period. Requests to access a school building, facility, and/or educational program, or to interview personnel or a student for purposes of assessing the student's special education needs, should be made at the appropriate school building with the building principal.

The district expects mutual respect, civility, and orderly conduct among all people on school property or at a school event. No person on school property or at a school event (including visitors, students, and employees) shall perform any of the following acts:

1. Strike, injure, threaten, harass, or intimidate a staff member, a 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 town or county ordinance.
7. Smoke or otherwise use tobacco products.
8. Distribute, consume, use, possess, or be under the influence of an alcoholic beverage or illegal drug; be present when the person's alcohol or illegal drug consumption is detectable, regardless of when and/ or where the use occurred.
9. Use or possess medical cannabis.
10. Impede, delay, disrupt, or otherwise interfere with any school activity or function (including using cellular phones in a disruptive manner).
11. Enter upon any portion of school premises at any time for purposes other than those that are lawful and authorized by the board.

12. 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.
13. Engage in any risky behavior, including roller-blading, roller-skating, or skateboarding.
14. Violate other district policies or regulations, or a directive from an authorized security officer or district employee.
15. Engage in any conduct that interferes with, disrupts, or adversely affects the district or a school function.

Convicted Child Sex Offender

State law prohibits a child sex offender from being present on school property or loitering within 500 feet of school property when persons under the age of 18 are present, unless the offender is:

1. A parent/guardian of a student attending the school and has notified the building principal of his or her presence at the school for the purpose of: (i) attending a conference at the school with school personnel to discuss the progress of his or her child academically or socially, (ii) participating in child review conferences in which evaluation and placement decisions may be made with respect to his or her child regarding special education services, or (iii) attending conferences to discuss other student issues concerning his or her child such as retention and promotion; or
2. Has permission to be present from the board, superintendent, or superintendent's designee. If permission is granted, the superintendent or board president shall provide the details of the offender's upcoming visit to the building principal.

In all cases, the superintendent or a designee who is a certified employee shall supervise a child sex offender whenever the offender is in a child's vicinity.

Enforcement

Any staff member may request identification from any person on school property; refusal to provide such information is a criminal act. The building principal or designee shall seek the immediate removal of any person who refuses to provide requested identification. Failure to vacate school grounds upon instruction to do so, may lead to the initiation of criminal trespass proceedings.

Any person who engages in conduct prohibited by this policy may be ejected from school property. The person is also subject to being denied admission to school property, including school events or meetings, for a period of time as provided in [Board Policy](#).



COMMUNICATION/COMMUNITY ENGAGEMENT

Communication Partnership

If you have questions, concerns or need information regarding your child's education, there is a procedure in place to help you. If your inquiry is related to a specific class or teacher, we recommend contacting the teacher first, who can refer you to others as needed. If you need further assistance after meeting with the teacher, or have a general question or comment about the school, you should contact the assistant principal if there is one assigned to the building and then the principal if necessary. If you require additional assistance with your inquiry after communicating with the teacher, assistant principal and/or principal, please reach out to the district via Let's Talk (www.op97.org/letstalk).

Community Email Updates

The district emails information and updates to all families and the community on a weekly basis during the school year. If you are a community member interested in receiving these updates, please visit www.op97.org/communications.

Digital Backpack

District 97 developed a digital backpack to keep families informed about what is happening in the community, while also reducing the amount of paper that is used. Each school's individual backpack can be accessed via the main navigation on its website. In addition, all 10 school backpacks can be accessed on the district site by visiting <http://www.op97.org/digital-backpack/>.

While most of the information that is disseminated by the schools, the district, the Parent-Teacher Organizations (PTOs) and community organizations is posted in the digital backpack, there are still certain documents (e.g., ones requiring parent/guardian signatures) that are sent home in a hard copy format. In addition, families who do not have access to the Internet or email will continue to have their needs met. If you do not have the means to access the backpack information electronically, please contact the front office of your child's school to make arrangements to receive it in a hard copy format.

Family Participation

We recognize that the success of our schools is dependent upon establishing and maintaining strong partnerships with families and community members. Active PTOs in every school go beyond raising much-needed funds for school programs. They provide parent education workshops, art and cultural programs, and expertise on a multitude of committees that help children excel both in and out of the classroom. There are also volunteers who work closely and collaboratively with teachers and administrators to tackle the tough issues facing school districts today. Contact your child's school for information about how you can get involved.

Surveys

The board of education respects the privacy rights of parents/guardians and their children. No student shall be required, without prior written consent of his/her parents/guardians, to participate in any survey, analysis or evaluation that reveals information concerning:

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

Further, parents/guardians have the right to inspect, upon request, a survey or evaluation created by a third party before the survey/evaluation is administered or distributed by the school to the student. The parents/guardians will have access to the survey/evaluation within a reasonable period of time after the request is received by the building principal.

Parents/guardians may also refuse to allow their child to participate in a survey or evaluation as described above. The school and/or district will not penalize any student whose parents/guardians exercise this option.



STUDENT HEALTH AND SAFETY

Accident Insurance

Accident insurance is available for all students. Coverage is offered in two ways. District 97 provides coverage during school activities for the policy year, which runs from July 1 through June 30 (excess over family insurance and reimburses out-of-pocket expenses). Additional 24-hour insurance coverage at school and

home is available to families at their cost. While District 97 makes these plans available for students, it does not endorse a particular plan or company.

Concussions and Head Injuries

Students who exhibit signs, symptoms, or behaviors consistent with a concussion or head injury must be removed from participation or competition at that time. Such students will not be allowed to return to play unless cleared by a physician, physician assistant, certified athletic trainer, or advance practice nurse. Students who have experienced concussions will be supported by the district in accordance with the school's Return-to-Play and Return-to-Learn protocols. Parents/guardians must notify the building principal and nurse if they are aware that their student has suffered a concussion. See [Board Policy 7:305 \(Student Athlete Concussions and Head Injuries\)](#).

Food Allergies

District 97 is committed to creating a safe learning environment for all students. To that end, the district currently has a significant number of children who have food allergies. Approximately 10 to 15 percent of our students have a food allergy. The most common allergen is nuts of any kind.

Every food-allergic reaction has the possibility of turning into a life-threatening reaction within minutes. With this in mind, we created a Food Allergy Management Program for the district that will help preserve and protect the health and safety of our students. This program includes the following guidelines/requirements.

- **Nuts and nut products are not allowed in any of our schools.** This includes products that are labeled "processed in a facility that shares equipment with nut products." The shift to include lunch was necessary as many students may be eating their lunch in spaces other than the lunchroom.
- There is **NO food sharing** between students at any time during school.
- There is **NO eating or drinking** on school buses.

PLEASE NOTE: If a student in your child's classroom is allergic to other food products that must be restricted, your child's teacher will let you know what those products are and what steps, if any, need to be taken in conjunction with the district's [Food Allergy Management Program](#).

How to identify safer foods to send to school for snacks and on field trips:

1. Please read all packaging to ensure the item is not produced on equipment shared with nuts.
2. Consult the "Snack Safely" website for information about specific product brands and suggestions for safe food options.
3. Below is a list of several potential safe food options. However, as stated above, please consult with your child's classroom teacher to determine if classroom-specific restrictions apply to any of them.

Fresh fruit	Fruit juice
Fresh vegetables	Dried fruits
Yogurt without granola topping	Lean meats
Packaged popcorn	Pretzels

Please note that any fresh fruit or fresh vegetables brought into our schools must either be pre-washed/pre-packaged from a store or prepared, cut, etc. after they arrive in our buildings. This will help minimize potential cross-contamination. Please contact your child's school nurse if you have questions or need more information.

Food Free Celebrations

To help ensure the safety and inclusivity of all students, regardless of food-allergy status, religious or cultural practice, or medical condition, District 97 school celebrations are “food free.” **This means that no food will be served during celebrations at our schools.** More information is available at: <https://www.op97.org/health-services/food-free-in-three>.

Health Requirements

Below is [Board Policy 7:100 \(Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students\)](#), which features information about the health requirements for students attending school in Illinois.

Required Health Examinations and Immunizations

A student’s parents/guardians shall present proof that the student received a health examination, with proof of the immunizations against, and screenings for, preventable communicable diseases, as required by the Illinois Department of Public Health (IDPH), within one year prior to:

1. Entering kindergarten or the first grade;
2. Entering the sixth grade; and
3. Enrolling in an Illinois school, regardless of the student’s grade (including nursery school, special education, Head Start programs operated by elementary or secondary schools, and students transferring into Illinois from out-of-state or out-of-country).

Proof of immunization against meningococcal disease is required from students in grade six.

As required by state law:

1. Health examinations must be performed by a physician licensed by the state of Illinois to practice medicine in all of its branches, an advanced practice nurse who has a written collaborative agreement with a collaborating physician authorizing the advanced practice nurse to perform health examinations, or a physician assistant who has been delegated the performance of health examinations by a supervising physician.
2. A diabetes screening is a required part of each health examination; diabetes testing is not required.
3. An age-appropriate developmental screening and an age-appropriate social and emotional screening are required parts of each health examination. 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.

If proof of the developmental screening or the social and emotional screening portions of the health examination are not presented, qualified school support personnel may, with a parent/guardian’s consent, offer the screenings to the child.

Once a student presents proof that he or she received a developmental screening or a social and emotional screening, the school may, with a parent/guardian’s consent, make available appropriate school personnel to work with the parent/guardian, child, and provider who signed the screening form to obtain any appropriate evaluations and services.

4. Before admission and in conjunction with required physical examinations, parents/guardians of children between the ages of one and seven years must provide a statement from a physician that their child was “risk-assessed” or screened for lead poisoning.
5. The IDPH will provide all female students entering sixth grade and their parents/guardians with information about the link between human papilloma virus (HPV) and cervical cancer and the availability of the HPV vaccine.

Unless an exemption or extension applies, the **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 district.** New students who register after October 15 of the current school year shall have 30 days following registration to comply with the health examination and immunization regulations. If a medical reason prevents a student from receiving a required immunization by October 15, the student must present, by October 15, an immunization schedule and a statement of the medical reasons causing the delay. The schedule and statement of medical reasons must be signed by the physician, advanced practice nurse, physician assistant, or local health department responsible for administering the immunizations.

A student transferring from out-of-state who does not have the required proof of immunizations by October 15 may attend classes only if he/she/they have proof that an appointment for the required vaccinations is scheduled with a party authorized to complete and submit proof of those vaccinations. If the required proof of vaccination is not submitted within 30 days after the student is permitted to attend classes, the student may no longer attend classes until proof of the vaccinations is properly submitted.

Eye Examination

Parents/guardians are encouraged to have their children undergo an eye examination whenever health examinations are required.

All children enrolling in kindergarten for the first time shall have an eye examination. Parents/guardians of students entering kindergarten or an Illinois school for the first time shall present proof before October 15 of the current school year that the student received an eye examination within one year prior to entry of kindergarten or the school. A physician licensed to practice medicine in all of its branches or a licensed optometrist must perform the required eye examination.

An eye examination shall include, at a minimum: history, visual activity, subjective refraction to best visual activity near and far, internal and external examination, a glaucoma evaluation and any other tests or observations that the doctor, in their professional judgment, deems necessary. The individual conducting the eye examination shall record the results on forms prescribed by the IDPH and ISBE.

If a student fails to present proof by October 15, the school may hold the student's report card until the student presents proof: (1) of a completed eye examination, or (2) that an eye examination will take place within 60 days after October 15. The superintendent or designee shall ensure that parents/guardians are notified of this eye examination requirement in compliance with the rules of the IDPH. Schools shall not exclude a student from attending school due to failure to obtain an eye examination.

Dental Examination

All children in kindergarten and the second and sixth grades must present proof of having been examined by a licensed dentist before May 15 of the current school year in accordance with rules adopted by the IDPH.

If a child in the second or sixth grade fails to present proof by May 15, the school may hold the child's report card until the child presents proof: (1) of a completed dental examination, or (2) that a dental examination will take place within 60 days after May 15. The superintendent or designee shall ensure that parents/guardians are notified of this dental examination requirement at least 60 days before May 15 of each school year.

Hearing and Vision Screening

Vision and hearing screening tests shall be conducted in accordance with rules and regulations of the Illinois Department of Public Health and by individuals whom the Department has certified. Vision screening is not a substitute for a complete eye and visual evaluation by an eye doctor. Students are not required to undergo a vision screening if an optometrist or ophthalmologist has completed and signed a report form indicating that an examination has been administered within the previous 12 months.

Exemptions

In accordance with rules adopted by the IDPH, a student will be exempted from this policy's requirements for:

1. Religious or medical grounds, if the student's parents/guardians 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 parents/guardians of the exclusion procedures pursuant to [Board Policy 7:280 \(Communicable and Chronic Infectious Disease\)](#), as well as the state rules regarding an outbreak of one or more diseases from which the student is not protected;

2. Health examination or immunization requirements on medical grounds if a physician provides written verification;
3. Eye examination requirement if the student's parents/guardians 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; or
4. Dental examination requirement if the student's parents/guardians show an undue burden or a lack of access to a dentist.

Medication Administration

Students should not take medication during school hours or during school related activities unless it is necessary for a student's health and well-being. When a student's licensed health care provider and parent/guardian believe that it is necessary for the student to take medication during school hours or school-related activities, the parent/guardian must request that the school dispense the medication to the child and otherwise follow the district's procedures on dispensing medication.

No district employee shall administer medication to any student, or supervise a student's medication self-administration of, any prescription or non-prescription medication until a completed and signed [School Medication Authorization Form \(SMA Form\)](#) is submitted by the student's parent/guardian. No student shall possess or consume any prescription or non-prescription medication on school grounds or at a school-related function other than as provided for by [Board Policy 7:270 \(Administering Medicines to Students\)](#).

Contact the school nurse from your child's school for additional information, to discuss the procedures for administering medication, and for more information specifically regarding District procedures/policy for prevention of anaphylaxis and during a medical emergency resulting from anaphylaxis.

Self-Administration of Medication

A student may possess and self-administer an epinephrine injector (e.g. EpiPen) and/or asthma medication prescribed for use at the student's discretion, provided the student's parent/guardian has completed and signed the SMA Form. The superintendent or designee will ensure an Emergency Action Plan is developed for each self-administering student.

A student may self-administer medication required under a qualifying plan, provided the student's parent/guardian has completed and signed an SMA Form. A qualifying plan means: (1) an asthma action plan; (2) an Individual Health Care Action Plan; (3) an Illinois Food Allergy Emergency Action Plan and Treatment Authorization Form; (4) a plan pursuant to Section 504 of the Rehabilitation Act; or (5) a plan pursuant to the Individuals with Disabilities Education Act.

The district shall incur no liability, except for willful or 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 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 or of an epinephrine injector, asthma medication, and/or medication required under a qualifying plan.

Undesignated Medications

The district schools may maintain the following undesignated prescription medications, and standing protocol for the administration of such medications, for emergency use: (1) Asthma medication and (2) 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). The district, its employees and agents, including a physician, physician assistant or advance practice nurse providing the prescription and/or standing protocol will incur no liability, except for willful or wanton conduct, as a result of an injury arising from the administration of undesignated medications, regardless of whether authorization was given by the student's parent/guardian or the student's health care provider.

Administration of Medical Cannabis

Pursuant to the Compassionate Use of Medical Cannabis Program Act, medical cannabis infused products may be administered to a student in certain circumstances, as indicated in [Board Policy 7:270 \(Administering Medicines to Students\)](#). Medical cannabis-infused products include oils, ointments, foods, and other products that contain usable cannabis but are not smoked or vaped. Smoking and/or vaping medical cannabis is prohibited. The product may not be administered in a manner that, in the opinion of the district or school, would create a disruption to the educational environment or cause exposure of the product to other students. A school employee shall not be required to administer the product.

For questions or concerns regarding administration of medication to students, please see [Board Policy 7:270 \(Administering Medicines to Students\)](#), or contact your child's building principal or school nurse.

Prevention of and 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 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 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.

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, 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 Non-discrimination 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 staff member. The District named officials and all staff members are available for help with a bully or to make a report about bullying. Anonymous reports are also accepted.

Non-discrimination Coordinator:

Dr. Natacia Campbell Tominov
260 Madison St. Oak Park, IL 60302
(708) 524-3000

Complaint Managers

Felicia Starks Turner
260 Madison St. Oak Park, IL 60302
fstarks@op97.org
(708) 524-3000

Patrick Robinson
260 Madison St. Oak Park, IL 60302
probinson@op97.org
(708) 524-3000

Dr. Luis DeLeon
260 Madison St. Oak Park, IL 60302
ldeleon@op97.org
(708) 524-3000

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 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. 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. [Policy 2:260 \(Uniform Grievance Procedure\)](#). A student may use this policy to submit a bullying report.
 - b. [Policy 6:60 \(Curriculum Content\)](#). Bullying prevention and character instruction is provided in all grades in accordance with State law.
 - c. [Policy 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. [Policy 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. [Policy 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. [Policy 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. [Policy 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.
 - h. [Policy 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.
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.

See [Board Policy 7:180 \(Prevention of and Response to Bullying Intimidation and Harassment\)](#).

School Safety

District 97 has identified safety as a priority and established procedures to ensure that we provide a secure environment in each of our buildings. These procedures include, but are not limited to, requiring sign in at the school office upon entering the building and requesting appropriate identification when picking up a child during the school day. Please contact your child's school for additional information about its safety procedures.

Schools perform a comprehensive review of their safety plans on an annual basis and update them as needed with the assistance of various external stakeholders which may include West 40, the Oak Park Police Department and the Oak Park Fire Department. In addition, the district has a safety team that is composed of school and district-level staff. This team meets periodically to ensure compliance with state safety requirements.

Search and Seizure

In order to maintain security in District 97 schools, school authorities are authorized to conduct reasonable searches of school property and equipment, as well as of students and their personal effects in compliance with all applicable laws. The Board of Education Policy on student searches can be found [here](#).

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.

See [Board Policy 7:140 \(Search and Seizure\)](#).

Secure Gun Storage

District 97 is committed to fostering a learning environment in which its students and all community members are emotionally and physically safe. As part of its broader effort to do so, the District is working closely with the Village of Oak Park and Oak Park and River Forest High School District 200 to minimize the risk of gun violence in our schools and in our community (see [Board Policy 4:174 - Secure Gun Storage](#)).

Secure storage is a simple action a gun owner can take to reduce access to guns among young people, keeping children and families in our community safe. Best practices for secure storage include storing guns unloaded,

locked, and separate from ammunition. [Click here](#) to visit the village's webpage about safe firearm storage, which includes information about obtaining free gun locks, conversation starters for parents, and other resources for promoting community safety. Information will also be shared periodically with staff and families throughout the school year, and is available on the [Safety Resources page of our website](#).

Suicide and Depression Awareness and Prevention

Suicide and depression awareness and prevention are important goals for the school district. We employ a number of school social workers and psychologists, and maintain 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. Please see [Board Policy 7:290 \(Suicide and Depression Awareness and Prevention\)](#) for more information.

Contact information for suicide prevention resources are the following:

- [988 Suicide and Crisis Lifeline](#) - Call or text 988
- [Crisis Text Line](#) - Text HOME to 741741 to reach a volunteer crisis counselor
- [Safe2Help Illinois](#) - Call 844-4-SAFEIL (723345) or text SAFE2 (72332)
- Support4U - Text HOPE to 1-844-670-5838

Threat/Risk Assessment

A procedure and set of tools used when a student may pose a risk to the safety of themselves or others that may require immediate action, including aggression toward self/others, threats of aggression or harm toward self/others, and/or a pattern of behavior that raises suspicion of risk for violence (e.g., violent drawings, stories, and internet communications). The purpose of a risk or threat assessment is to determine the degree of risk (high, moderate, low) in order to guide an intervention plan that results in a safe school environment.

Sometimes a student may continue to experience significant struggles and the school has exhausted all avenues for problem solving within the school. In these cases, or when a student is in crisis, additional district-level support or programming may be considered, such as referrals and/or collaboration with community resources, such as organizations that provide counseling, substance abuse treatment and/or mental health interventions.

See [Board Policy 4:190: \(Targeted School Violence Prevention Program\)](#).

Wellness

District 97 is committed to creating a healthy school environment that enhances the development of lifelong wellness practices and promoting healthy eating and physical activities that support student achievement. Below is a set of guidelines that were created with the assistance of the district's former Wellness Council.

- To maximize classroom time and promote proper nutrition and eating habits, staff is encouraged to integrate nutrition education in other school subjects and activities when appropriate. Nutrition education may include activities such as contests, tastings, cooking demonstrations, and planting and harvesting school gardens. These activities may include participation from community organizations and agencies as long as those activities are conducted in accordance with board policy.

Staff is also encouraged to promote nutrition education beyond the classroom, including the benefits of a balanced diet and appropriate exercise.

- Food shall not be used as a reward or incentive in conjunction with any instructional or classroom activity. This applies to activities in which a reward or incentive is earned for successful completion of a task (e.g., a contest or competition, performance on an assignment, etc.).
- Any food that is sold on school property during the school day must meet the state and federal guidelines for nutrition, and be done in conjunction with the law, board policy and the district's Food Allergy Management Program. While the district encourages the use of the same practices during

school-related events or activities that take place after school hours and/or off school property (e.g., a fundraiser organized by a PTO at a local restaurant), it does not have the authority to stop or prevent such events or activities from taking place.

- Bringing outside food (i.e., food not provided through the district's lunch program) on school property during regular school hours for an event or activity will only be allowed if approved by the building principal or designee in accordance with the district's Food Allergy Management Program. This is to ensure that the plan adheres with school rules and board policy, and protects the health and safety of students and staff, especially those individuals who have food allergies.
- All students in kindergarten through eighth grade will engage in physical activities on a daily basis. Teachers are encouraged to promote brief, organized periods of physical activity (e.g., standing and stretching) during extended periods of class work.

The district shall engage families as partners in providing physical activity beyond the school day, with a goal of performing at least 60 minutes of physical activity per day in school, at home and in the community.

In addition to provided planned physical education, the school is encouraged to provide age-appropriate physical activities (e.g., recess during the school day, intramurals, teacher-led physical education activity, clubs before and after school, and interscholastic sports) that are inclusive and meet the needs of all students. Using physical activity as a reward, such as a teacher or principal walking or playing with students at recess, is also encouraged.

School personnel shall not use physical activity as a consequence or punishment.

- As it relates to school meals, the board believes that menu offerings should optimize nutritional value, include fresh and seasonal foods whenever possible, and meet or exceed the state and federal guidelines on nutrition.

The district will continue to seek out opportunities to include food that is locally grown in the meals it offers through its lunch program.

The district may solicit feedback from students and parents/guardians regarding its lunch program, with the goal of assessing the quality of the program and making possible enhancements to it through the selection of new food options.

District 200, which manages the District 97's lunch program, shall work with District 97's food service personnel and business office to ensure that food suppliers provide nutritious meals that feature age-appropriate portions.

Students shall be provided with adequate time during the lunch period to consume meals and participate in recess. Students and staff shall be encouraged to drink water throughout the day. Students may also be allowed to consume a healthy, nut-free snack, as needed and appropriate, as long as that snack complies with the district's [Food Allergy Management Program](#).

Students may be taught and shall be encouraged to use proper hand washing techniques to promote health and wellness, and avoid the spreading of germs and bacteria.

- Physical and health education teachers are encouraged to offer staff health education workshops that help establish them as healthy role models and provide them with the information and training they can use to promote consistent health messages.
- When appropriate and undertaken in conjunction with board policy, the district and its schools will support, promote and/or host wellness education events and activities for students, staff,



STUDENT LEARNING

Assessments

Students must participate in assessments mandated by the Every Student Succeeds Act (ESSA) and by the State of Illinois or the district. A parent/guardian may request information regarding any State or local educational agency policy regarding student participation in any assessments mandated by ESSA Section 1111(b)(2).

English Learners

As required by the Every Student Succeeds Act (ESSA), District 97 will inform the parents/guardians of limited English proficient students identified for participation or participating in a language instruction education program, as determined under Part C of Title II of ESSA:

- The reasons for their student being identified;
- Their student's level of English proficiency;
- The instructional methods to be used;
- How their student's program will meet their student's needs;
- How the program will help their student learn English;
- Exit requirements for the program.
- For a child with a disability pursuant to the Individuals with Disabilities Education Act, how the program meets the student's objectives in his IEP.
- Information regarding parental rights, including:
 - The right that parents have to have their child immediately removed from such a program upon their request;
 - The option that parents have to decline to enroll their child in such a program or to choose another program or method of instruction, if available;
 - Assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the eligible entity.

Parents/guardians of students identified as English Learners will be notified of their student's eligibility to receive English Language services. Additionally, the school will provide information periodically to parents/guardians of English Learners for how they can be involved in their student's education and be active participants in assisting their students to attain English proficiency, achieve at high levels in core academic subjects and meet the challenging state academic achievement and content standards.

For more information regarding programming and supports for English Learners, please visit the district's website at: <https://www.op97.org/teach-learn/esl>.

Grading and Promotion

The information below pertains to grading and promotion procedures during full-day onsite learning in District 97.

Per Board Policy 6:280 (Grading and Promotion), the superintendent or designee 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 the Illinois Assessment for Readiness (IAR) and/or other assessments. A student shall not be promoted based upon age or any other social reason not related to academic performance.

If, during the school year, the school team has concerns regarding an individual student's progress toward promotion to the next grade level, parents will be contacted as soon as possible and a concerted effort will be made by the school staff to provide the student with assistance and supports to be successfully promoted to the next grade. If, at the conclusion of the school year, after the provision of such assistance and supports, the school team recommends that the student not be promoted to the next grade level, the district administration shall determine additional targeted assistance the student will receive, which may include summer programming, and shall make a promotion determination after completion. A parent's request for their student not to be promoted to the next grade level will only be considered after the student has engaged in the recommended targeted assistance. The determination not to promote a student after successful completion of targeted assistance will be limited to exceptional circumstances, for example, if prolonged illness or other individual circumstances prevented the child's attendance for significant portions of the school year.

Each teacher shall maintain an evaluation record for every student in their classroom. A district administrator cannot change the final grade assigned by the teacher without notifying the teacher. 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.

Should a grade change be made, the administrator making the change must sign the changed record.

Inspection of Instructional Materials

Parents/guardians have the right to inspect any instructional material that is used as part of their child's educational curriculum. Parents/guardians will have access to the instructional material within a reasonable period of time after a request for review/inspection has been received and processed by the building principal. The term "instructional material" means instructional content that is provided to a student regardless of its format. It includes 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.

Multi-Tiered Systems of Support (MTSS)

District 97 utilizes 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. The goal is to increase the performance of all our students to achieve and or exceed grade-level proficiency. To learn more about District 97's MTSS Framework, please visit <https://www.op97.org/mtss>.

Reporting Student Learning

Student learning and accomplishments are reported regularly and in a variety of ways. The report card, which is issued each trimester, is the most traditional way to report student progress. You are strongly encouraged to schedule an individual conference with your child's teacher to discuss this report card in detail. You may also receive information about your child's progress through standardized test reports, assessments, progress reports, phone calls, personal letters, and/or portfolios or exhibits of student work. In addition, the state report cards for each school and the district as a whole are posted on the district's website, and can be accessed by visiting <http://www.op97.org/teach-learn/state-report-cards>.

We value the home partnership and encourage you to contact your child's teacher at any time to discuss

specific areas of your child's achievement.

Social-Emotional Learning

Social-emotional learning (SEL) plays a critical role in District 97's efforts to support the development of the whole child.

The Illinois Learning Standards have three goals for SEL:

- Develop self-awareness and self-management skills to achieve success.
- Use social awareness and interpersonal skills to establish and maintain positive relationships.
- Demonstrate decision-making skills and responsible behaviors in personal, school and community contexts.

To support these standards, each school has an SEL program that includes instruction in relevant skills and concepts. A core program resource is the Second Step curriculum, which provides instruction in social-emotional learning that includes K-8 units that are focused on learning empathy, emotional regulation, friendship skills and problem solving.

Special Education and Section 504

District 97 shall provide a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in District 97, 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. The term children with disabilities, as used in this policy, means children in early childhood through eighth grade (inclusive) for whom it is determined, through definitions and procedures described in the Illinois State Board of Education (ISBE) Special Education rules, that special education services are needed.

It is the intent of District 97 to ensure that students with disabilities, within the definition of Section 504 of the *Rehabilitation Act of 1973*, are identified, evaluated, and provided with appropriate educational services. Students may be disabled within the meaning of Section 504 of the Rehabilitation Act even though they do not require services pursuant to the IDEA.

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.

District 97 maintains related services logs that document the type and number of minutes of related services administered under the student's IEP. Upon request, these related service logs will be available to parents/guardians. Please direct any requests for a copy of a related service log for your child to their service provider.

To request a hard copy of the Illinois State Board of Education's (ISBE) Administrative Rules or the ISBE Notice of Procedural Safeguards for Students with Disabilities, please contact the school principal. You can find a digital copy of ISBE's Notice of Procedural Safeguards [here](#) (Form 34-57J). For more information regarding the District's special education services and programs please contact Donna Middleton, Senior Director of Student Services, at dmiddleton@op97.org.

Qualified Interpreter Services

Interpretation services are available at IEP team meetings for parents/guardians whose language is not English or for parents/guardians who are deaf. If a qualified interpreter is not available, the school may use outside vendors, including telephonic interpreters. A parent/guardian requiring interpretation services at an IEP meeting may contact the Student Services Department at studentservices@op97.org at least 5 business days prior to the student's IEP meeting to request interpretation services. A parent/guardian may also contact their student's Building Principal with any questions or complaints about interpretation services.

Section 504 of the *Rehabilitation Act*

Students with disabilities who do not qualify for an Individualized Education Program (“IEP”) may qualify for services under Section 504 of the *Federal Rehabilitation Act of 1973*, if the student: (1) has a physical or mental impairment that substantially limits one more major life activity, (2) has a record of a physical or mental impairment, or (3) is regarded as having a physical or mental impairment.

If you believe your student meets one of the above categories and requires reasonable accommodations, you may contact your building principal for more information regarding the identification, assessment, and placement of your student.



TECHNOLOGY

Internet for All

District 97 offers free home Internet service to students in grades kindergarten through eight who do not have access to this critical resource. Through a partnership with the Digital Wish program and Mobile Beacon, we provide students with free wireless hotspot devices they can use at home and cover the cost of the monthly fees for the service. The goals of the program are to help increase student access to valuable online learning resources, while also bridging the digital divide and ensuring greater educational equity.

If you have questions or need more information about the [Internet for All program](#), please email technology@op97.org or call Michael Arensdorff at (708) 524-3015.

Privacy and Personal Online Protection

Right to Privacy in the School Setting Act

School officials may not request or require a student or a student’s 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. 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 so that school officials may make a factual determination.

Annual Notice to Parents of Technology Vendors

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

In addition to the above, the federal Children's Online Privacy Protection Act, or COPPA (15 U.S.C. §§ 6501-6506) requires that educational technology vendors obtain verifiable parental consent before collecting personal information from children under age 13. However, COPPA permits school districts to consent to the collection of personal information on behalf of their students.

For more information on the web-based tools currently being utilized within the district, please visit <https://www.op97.org/ilearn97/soppa>, or contact Chief Technology Officer Michael Arensdorff at marensorff@op97.org.

Access to Electronic Networks

All use of the District's electronic networks must be: (1) in support of education and/or research, and be in furtherance of the goals stated herein, or (2) for a legitimate school business purpose. Use is a privilege, not a right. Users of the District's electronic networks have no expectation of privacy in any material that is stored on, transmitted, or received via the District's electronic networks. General rules for behavior and communications apply when using electronic networks. The District's administrative procedure, Acceptable Use of the District's Electronic Networks contains the appropriate uses, ethics, and protocol. Electronic communications and downloaded material, including files deleted from a user's account but not erased, may be monitored or read by school officials. The failure of any user to follow the terms of the District's Policy on Acceptable Use of the District's Electronic Networks will result in the loss of privileges, disciplinary action, and/or appropriate legal action

See [District 97 Board Policy 6:235 \(Access to Electronic Networks\)](#).

iLearn 97 Device and Program Agreement

We are pleased to offer our students access to the District's computers, network, Internet, and other technology, including devices issued through our iLearn 1:1 program for educational purposes.

[Click here](#) to access more information regarding District 97 iLearn 97 eligibility and to access the device and program agreement for the 1:1 program.



STUDENT BEHAVIOR EXPECTATIONS

The District 97 Effective Student Behavior Handbook was originally developed as a stand-alone document. In 2022, it was merged with the district's Family Handbook to provide clarity and ease of use to families, students and staff. The contents of the Effective Student Behavior Handbook have been maintained in this section titled "Student Behavior Expectations."

Introduction

We recognize that differences in age, maturity and background require different types of disciplinary action. Classroom teachers will address behavioral issues through activities that may include, but are not limited to, administering in-class consequences, contacting parents/guardians when appropriate, and scheduling conferences with parents/guardians when appropriate. 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 student support specialist or administration and may receive additional consequences in accordance with board policy.

The following pages provide a framework that District 97 follows to promote appropriate student behavior and address acts of misconduct.

One of our primary goals is to provide our students with access to a positive learning 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 enforce policies and guidelines that govern student safety and student behavior.

Safe, Supportive and Thriving Learning Environments

Scope of the Student Behavior Policies and Procedures

District 97's Student Behavior Expectations apply to all schools and educational programs within District 97 and will be published and made available to parents and students. Disciplinary measures, as detailed herein, may be imposed whenever a 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.

Interventions may be implemented pre-emptively in an effort to prevent an escalation of behavior at school and to ensure a safe, nurturing learning environment for all students.

Rights and Responsibilities

Supporting positive student behavior requires a high level of commitment from students, parents/guardians, staff, administrators and members of the Board of Education. These stakeholder groups have rights and responsibilities that are designed to reflect both the mutual respect and accountability required of all people involved in supporting student behavior. The rights and responsibilities for each group are outlined in this section.

"Surrender for safety" acknowledges that students make mistakes and may unintentionally bring inappropriate items to school. Students are expected to learn from these mistakes.

If a student voluntarily surrenders possession of a weapon, “surrender for safety” or other inappropriate item to a school or alternative program staff member before being asked about the item or being discovered to be in possession and before anyone has been threatened with and/or harmed by the weapon or other inappropriate item in his/her possession, the student’s voluntary surrender will be taken into consideration by the administration when determining an appropriate consequence.

Possession includes any weapon, other than a firearm, or an object that may be used as a weapon, or any other inappropriate item, such as, but not limited to, alcohol, drugs, any other inappropriate item/material (i.e., fireworks, smoke bombs, etc.) as defined in [Board Policy 7:190](#).

Student Rights and Responsibilities

District 97 believes in supporting the whole child’s development. This includes fostering caring and respectful relationships between students, staff and community members. In order to support these conditions, District 97 teaches and reinforces clear expectations for student behavior. These expectations are the foundation for positive learning environments in our buildings. Upholding these expectations creates the conditions for students to:

ALL STUDENTS HAVE THE RIGHT TO:

- Be treated with courtesy, respect, and dignity.
- Learn in a safe and healthy environment that is free of partiality, prejudice, bullying, harassment, and discrimination.
- Be treated with respect by all regardless of actual or perceived race, color, national origin, 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, 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.
- Participate in problem solving with school staff related to their behavior.
- Inform and express personal viewpoints in a respectful and courteous manner.
- Attend school in an environment where personal property is respected. Personal belongings may be searched when there is a reasonable suspicion that will produce evidence that the particular student has violated or is violating either the law or the District’s student conduct rules. ([Board Policy 7:140 Search and Seizure](#))
- Receive instruction to learn school behavior expectations and social and emotional skills.
- Be informed of available interventions and supports for academic, behavior, social and emotional growth.
- Receive a written copy of the Family Handbook, upon request.
- Consistent implementation of the Student Behavior Expectations and district policies.

ALL STUDENTS HAVE THE RESPONSIBILITY TO:

- Contribute to the school community as an active and productive learner.
- Attend all classes daily and on time.
- Come to school prepared for learning.
- Express viewpoints in a respectful and courteous manner.
- 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 characteristics.
- Adhere to school wide expectations.
- Complete schoolwork with integrity and without cheating.

Protections for Students with Disabilities

Nothing in the District's Student Behavior Expectations replaces or substitutes any student rights as guaranteed by the Individuals with Disabilities Act (IDEA) or state law. Students with disabilities are entitled to the rights and protections afforded to them by state and federal law.

The rights and protections guaranteed to students with disabilities can be found in Appendix C, [Board Policy 7:230 \(Misconduct by Students with Disabilities\)](#).

Additional information regarding your rights is available on the ISBE website: [ISBE Special Education - Information for Parents/Guardians](#) in a document entitled "Parent's Guide – Educational Rights and Responsibilities: Understanding Special Education in Illinois (06/09).

Parent/Guardians Rights and Responsibilities

ALL PARENTS AND GUARDIANS HAVE THE RIGHT TO:

- Be treated with courtesy, respect, and dignity.
- Feel welcomed, valued, and connected to school staff, and the school community.
- Receive a copy of the Student and Family Handbook.
- Work in partnership with school staff to support their child's learning and healthy development at home and at school.
- Engage in regular, two-way, meaningful communication with school staff regarding their child's academic and behavioral progress.
- Participate in problem solving with school staff related to their child's behavior.
- Advocate for their child and report any unfair treatment to a person in authority.
- Appeal an out-of-school suspension.
- "Due process" when their child receives an out-of-school suspension or is recommended for expulsion. 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 \(Expulsion Procedures\)](#).

ALL PARENTS AND GUARDIANS HAVE THE RESPONSIBILITY TO:

- Show respect and courtesy to all students, staff, and school visitors.
- Thoroughly review and discuss the contents of this Handbook with their child so behavior expectations are understood.
- Work with the school as a collaborative partner. This includes working with staff to maximize their child's strengths and support their child to make changes in his/her behavior as needed.
- Inform school officials about any relevant information pertaining to their child's education and any concerns in a timely and respectful manner.
- Support their child to resolve problems peacefully while at school in order to contribute to a safe and positive school climate.
- Ensure their child is in daily attendance and prepared. Promptly report any absence or tardiness to the school.
- Maintain regular communication with their child's teacher concerning their child's progress and behavior.
- Provide resources (time, place, supervision, and encouragement) and 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.

Teacher Rights and Responsibilities¹

District 97 recognizes the importance of providing a positive learning environment. Schools will provide a community where students feel safe, empowered, and valued.

ALL TEACHERS HAVE THE RIGHT TO:

- Be treated with courtesy, respect, and dignity.

¹ Article XII ("Pupil Discipline") of the 2018-2019 through 2021-2022 Collective Bargaining Agreement between the Board of Education and the Oak Park Teachers' Association, IEA-NEA (the "CBA") addresses effective pupil control and discipline. Nothing in this handbook is intended to conflict with any provision of the CBA, including Article XII. In the event of a conflict, the CBA shall control.

- Work in a safe environment that maximizes staff performance and student learning.
- Access opportunities for professional development and training to assist in creating and maintaining a thriving classroom environment that is respectful, engaging, vibrant, and culturally relevant.
- Access support for addressing student behavior when such conduct cannot be handled within the classroom environment (Response Level 2 and above).

ALL TEACHERS HAVE THE RESPONSIBILITY TO:

- Provide a learning environment that is equitable, inclusive, and focused on the whole child.
- Demonstrate an understanding of children and their development.
- Show respect and courtesy to all students, staff, and school visitors.
- Foster ongoing, positive relationships with all students and families.
- Establish communication with families that is responsive and collaborative in order to partner regarding student progress in demonstrating positive behaviors.
- Create a positive classroom and school climate for all students, using effective classroom management strategies.
- Consistently maintain a school environment that is safe, secure, and provides each student the opportunity to learn.
- Explicitly teach, acknowledge and reinforce behavior expectations consistently.
- Provide social and emotional skills instruction that meets the district Social Emotional Learning (SEL) standards using District 97 approved curriculum and materials.
- Intervene promptly when inappropriate behavior occurs. This includes providing corrective feedback, re-teaching behavioral expectations, following student Individualized Education Programs and Behavior Intervention Plans where applicable, and adhering to procedures for student removals from the learning environment when needed.
- Work with students and their parents/guardians to develop, implement, and monitor behavior and academic progress, using a progressive system of support.
- Strive to respond to parent communications within a reasonable period of time.
- Apply the Student Behavior Expectations in a consistent, fair and impartial manner.

Building Administrator Rights and Responsibilities

ALL BUILDING ADMINISTRATORS HAVE THE RIGHT TO:

- Be treated with courtesy, respect, and dignity
- Work in a safe environment that maximizes staff performance and student learning.
- Access support from the District central office to create and maintain a thriving school environment that is respectful, engaging, vibrant, and culturally responsive.

ALL BUILDING ADMINISTRATORS HAVE THE RESPONSIBILITY TO:

- Show respect and courtesy to all students, staff, and school visitors.
- Foster ongoing, positive relationships with all students and families.
- Create, monitor, and assess a school-wide behavior management system.
- Create a safe and caring school climate that maximizes learning.
- Welcome parents/guardians as valued partners in their child's learning. This includes creating opportunities for regular, two-way communication and active participation at problem-solving meetings by accommodating schedules and meeting language needs.
- Ensure that the Student and Family Handbook is shared with students, staff and parents at the beginning of each school year and revisit it as necessary throughout the year.
- Guide the School-Based Leadership Team and MTSS Team in using and reviewing school-wide behavior data and evaluating the effectiveness of behavioral interventions. This includes monitoring data to identify and address disparities amongst student groups.
- Ensure that all school staff meet the expectations outlined in the section entitled "Teacher/Staff Responsibilities."
- Support staff in implementing appropriate behavior interventions.
- Apply the Student Behavior Expectations in a consistent, fair, and impartial manner.
- Follow procedures for student removals from the learning environment.

- Notify parents immediately if a student's inappropriate behavior results in an out-of-school suspension.

District Administrator Rights and Responsibilities

ALL DISTRICT ADMINISTRATORS HAVE THE RIGHT TO:

- Be treated with courtesy, respect, and dignity.
- Work in a safe environment that maximizes staff performance.

ALL DISTRICT ADMINISTRATORS HAVE THE RESPONSIBILITY TO:

- Show respect and courtesy to all students, staff, and school visitors.
- Provide schools with the necessary resources, professional development, and technical assistance to implement the Student Behavior Expectations.
- Communicate to all district staff that creating a positive school culture, supporting positive student behavior, and developing appropriate student discipline practices are critical district priorities.
- Ensure that appropriate data collection, monitoring and evaluation systems are available and utilized at the school and district levels. This includes using disaggregated data to allocate resources to support student behavior as well as evaluating program and staff effectiveness.
- Engage in ongoing monitoring of the implementation of the Student Behavior Expectations and intervene as needed to ensure that it is enforced in a consistent manner.

Board of Education Rights and Responsibilities

ALL BOARD OF EDUCATION MEMBERS HAVE THE RIGHT TO:

- Be treated with courtesy, respect, and dignity.
- Receive timely and accurate information on the implementation of MTSS-Academic and Behavior.

ALL BOARD OF EDUCATION MEMBERS HAVE THE RESPONSIBILITY TO:

- Show respect and courtesy to all students, staff, and school visitors.
- Use qualitative and quantitative data to create and evaluate policies that promote thriving school environments that are respectful, engaging, vibrant and culturally relevant.

Notices

Prohibition of Gang Activity

Gangs or gang activity will not be tolerated in District 97. Students are prohibited from engaging in any behaviors which are associated with gang-related affiliation including, but not limited to, violation of district dress code, displaying gang symbols or paraphernalia, use of graffiti, and intimidation of students or staff. Campus administrators may ban such dress or behaviors from school that are gang related.

Gang-related behavior is subject to intervention(s) and disciplinary response according to the underlying inappropriate or disruptive behavior.

The Limited Role of Police in Schools

District 97's goal is to minimize police involvement for minor student infractions that should be managed with the Behavior Education Plan. The District is committed to a non-criminal enforcement model that supports restorative justice concepts, early intervention and problem solving, rather than reliance on law enforcement. District expectations regarding police investigations, arrests and searches in schools are reflected in [Board Policy 7:140 \(Search and Seizure\)](#).

Positive Behavior Interventions and Supports

All schools in District 97 are expected to create positive learning environments where all students can experience academic, behavioral, and social emotional growth. The structure used to create this environment is called Positive Behavior Intervention and Supports (PBIS). In order to implement PBIS with fidelity each school is engaging in a unique process to integrate PBIS with its school's strengths and existing systems of support. This means that each school is at a different stage of implementation. The district is committed to the full implementation of PBIS with fidelity across the district in order to achieve its vision of an equitable, inclusive learning environment that is focused on the whole child.

At the heart of the PBIS system are five (5) critical elements that contribute to making our schools positive places where children love to learn and staff experience satisfaction in their work.

1. Behavior Expectations

Students must be provided with clear and consistent expectations for their behavior. The behavior expectations at each school reflect three to five behavioral expectations. The following is an example of how these expectations are clearly defined for students.

- Treat others the way you wish to be treated.
- Take care of private and public property.
- Solve problems peacefully.
- Respect the right of others to be different from you and think differently than you.
- Take ownership for your actions.
- Be on time and ready to learn.
- Follow classroom and school rules.
- Do and/or produce your own work.
- Be a learner.
- Behave in ways that make school a positive place.
- Report bullying, harassment, or unsafe incidents.
- Refuse to spread rumors or gossip.
- Find trusted adults who can mentor and support.

2. Teaching Behavior

Schools must be intentional about teaching students what is expected of them at all grade levels. This requires teaching behavior not only at the start of each school year but throughout the year, as needed.

3. Celebrating Positive Behavior

When students meet the behavior expectations set for them, staff acknowledge their efforts and let them know why they are being acknowledged. Recognition of students' achievement is important in the area of behavioral growth just as it is in the area of academic growth.

4. Responding to Behavior

When students do not meet the behavior expectations set for them, staff respond in the moment using a response strategy to stop the behavior from occurring through providing an opportunity for the student to regain self-control. Staff also provide a resolution/disciplinary response, typically viewed as consequences, that supports a student in repairing harm resulting from their behavior and any necessary actions to maintain the safety of the school community. Sometimes a student may make a mistake and a response strategy and resolution/disciplinary response is all that is needed to support the student in repairing any harm that was caused.

When students demonstrate a pattern of behavior or more significant behaviors, it may be necessary to examine the function(s) of the behavior and provide the student with an intervention designed to address the underlying cause of behavior, including unmet needs, lagging skills, instructional strategies, and/or the environment.

5. Use of Data

Schools systematically collect data about student behavior and use it to guide the teaching and support that takes place at the individual student level, the classroom level, and the school level. This data is examined on a regular basis to make sure that behavior practices are being implemented in ways that lead to positive and equitable outcomes for all students.

Positive Relationships

Positive relationships help children learn. Students are more likely to succeed when they feel connected to others in their school and classroom community and are less likely to behave in ways that disrupt the school environment. Skills and strategies to be used by staff for building positive relationships with students include:

- Know your students' strengths and cultural identities.
- Communicate understanding and empathy.
- Structure tasks for student success.
- Reinforce behavior in a positive manner.
- Use factual, objective language to define expectations and address behavior.
- Ask open-ended questions.
- Stay calm in tense situations.
- Remain neutral whenever possible.

Effective Classroom Practices

Foundational to supporting positive behavior in all students is the use of effective, culturally relevant instruction. Research shows that there is a strong link between effective teaching practices and student engagement, an integral factor in creating a positive learning climate that fosters both social/emotional growth and academic achievement. Establishing such a climate requires the use of effective classroom management strategies. In many cases, effective classroom management practices will reduce the occurrence of behaviors that require intervention and discipline. Examples of effective classroom management strategies include, but are not limited to:

- Verbal redirection or correction
- Problem solving with a student about his/her behavior
- Increasing teacher proximity to the student
- Using factual, objective language to define expectations and address behavior
- Changing student seating
- Reinforcing positive student behavior
- Re-teaching behavior expectations

When classroom management strategies are insufficient to address inappropriate student behavior, interventions are essential to support students to make meaningful, sustainable changes in their behavior. By using interventions that engage students in meaningful ways, school staff members facilitate their students' academic, social emotional and behavioral growth. All behaviors will result in the use of a response strategy and resolution, which may include the use of problem solving, assessment, intervention and/or a disciplinary response. The next section describes these practices in more detail.

Progressive Intervention and Discipline

Every reasonable effort should be made to correct inappropriate student behavior using logical consequences and restorative action. In 2015, the Illinois legislature passed Senate Bill 100 (SB100) to create more effective student discipline practices in both district and charter public schools. SB100 establishes criteria for use of exclusionary discipline, also known as suspensions and expulsions, and these measures are only used in the most serious discipline cases. In a progressive approach to intervention and discipline, students have the space to make mistakes, learn from them and receive support to change their behavior over time. When a specific student behavior does not change using the lowest identified level of intervention and/or discipline, or the behavior increases in frequency, intensity, or duration, the next level of intervention / disciplinary measure is used. The progressive approach to intervention and discipline does not apply to most expellable offenses.

All interventions and disciplinary measures should be selected, implemented, and assessed to help students do the following:

- Understand why the behavior is unacceptable and the harm it caused
- Take responsibility for their actions
- Understand what they could have done differently in the same situation
- Learn social strategies and skills to use in the future
- Understand the progression of more serious consequences if the behavior reoccurs

The District's Student Behavior Expectations outline five (5) levels of possible responses to inappropriate student behavior (Response Levels). Each behavior is assigned to one or more Response Levels. Except as otherwise provided in a student's IEP and/or Behavior Intervention Plan, **principals and school staff are encouraged to use only the Response Levels identified for each behavior.** However, consistent with [Board Policy 7:190 \(Student Behavior\)](#) and state law, school staff and administration have the discretion to implement interventions and disciplinary measures as they deem appropriate. District staff also have an obligation to maintain a safe and orderly school environment. This may mean, in some circumstances, skipping response levels or issuing disciplinary measures the first time a student engages in misconduct.

Response Level 1 is used when behaviors are supported within the classroom by staff assigned to that classroom. **Response Level 2** is used when the school-wide behavior response system is involved in supporting the student. Support requires an additional staff member and might be provided in the classroom, outside the classroom, or in another environment. The decision by classroom staff to engage the school-wide behavior response system to address a behavior assigned to Response Levels 1 and 2 shall be final when documenting the Behavior Response Level.

Unless school staff determine that a deviation from the typical Response Level progression is appropriate, if a behavior is assigned two or more Response Levels, the lowest Level will be used first, except for Levels 1 and 2. A behavior assigned Response Levels 1 and 2 does not need to be responded to at Level 1 prior to being responded to at Level 2.

For example, if a student is being disruptive and the teacher successfully supports the student in the classroom to change their behavior, the behavior is responded to at Level 1. If a student is being disruptive and the behavior requires additional support from a behavior responder, the behavior is responded to at Level 2. **For behaviors that are assigned Response Levels above Level 2, the behavior will first be responded to at Level 2 prior to that behavior being responded to at a higher Level, unless school staff determines that a deviation from the typical Response Level progression is appropriate.**

Progressive responses are confined to the current school year. At the beginning of each new school year, every student begins with a clean slate and staff will consider the lowest assigned Response Level for a first occurrence of the behavior within the school year.

In most situations at Response Level 1, teachers will make decisions about which response strategies, interventions and/or disciplinary consequences to use. In most situations at Response Level 2, teachers are encouraged to make decisions about which response strategies, interventions and/or disciplinary consequences to use.

In situations above Response Level 2 or when behaviors are repeated, it is important for school staff to be involved in looking more deeply at the student's needs to determine the most effective intervention. In these situations, there may be a referral to the school's Problem Solving Team.

Response Strategies

Response strategies are actions used in the moment that behavior is occurring or directly following the behavior. The goal of these strategies is to stop the behavior while providing an opportunity for the student to self-manage in a way that maintains the student's dignity.

Sometimes response strategies are used quickly and occur with minimal disruption to the school

environment. More severe behaviors may require the support of Behavior Response Team members inside or outside the classroom. Considerations in determining an appropriate response strategy include (1) the nature of the behavior that is being demonstrated, and (2) which strategy is most likely to support the student to re-engage in learning.

The following list defines examples of several common response strategies used in District 97 to support student behavior:

Remind/Redirect

An indication to the student that they are not adhering to behavior expectations. Redirection may include proximity to the student, a verbal reminder, and/or non-verbal cues. An example of a verbal redirection, which may be appropriate for some students, would involve verbally identifying the behavior the student is engaging in and prompting for the expected behavior (i.e. walking around the classroom) and asking the student how the staff member can help to get the student back on task.

Increase Teacher Proximity

A process for monitoring student behavior through moving, scanning, and interacting frequently with students.

Change Student Seating

Preferential seating that considers proximity to peers, teacher, and materials.

Reinforce Positive Behavior

A verbal statement that names the behavior explicitly and includes a statement that shows approval. The statement may be directed toward an individual or group. It is provided soon after the behavior is observed and is meaningful and sincere.

Reinforcement can also be provided through non-verbal techniques such as using a school-wide “gotcha slip,” a token economy, or other non-verbal communication (nod, smile, thumbs up, pat on the shoulder, etc.).

Error Correction

An informative statement, typically provided by the teacher, that is given when an undesired behavior occurs, states the observed behavior, and tells the student exactly what the student should do in the future. It is delivered in a brief, concise, calm, and respectful manner, typically in private. It is paired with specific contingent praise after the student engages in appropriate behavior. The adult disengages at the end of error correction and redirection to avoid a “power struggle.”

Logical Consequence

A response that is directly related to the behavior that has taken place and emphasizes fixing a mistake. (e.g. “you break it, you fix it” or loss of privilege).

Take a Break

Provides an opportunity for students to correct their behavior and is available for all students. This involves students moving to a designated space within the classroom where they regulate themselves then rejoin their classmates.

Parent/Family Phone Call

This system is designed to ensure that staff and parents/guardians are “on the same page” with respect to student behavior at home and at school. The goal is for ongoing, meaningful sharing of information and may include a communication notebook, daily emails, etc.

Regulate Student Inside the Classroom

A Behavior Response Team member is called to join in and provide additional support to the student within the classroom temporarily until the student becomes regulated and is able to re-engage in learning independently.

Regulate Student Outside the Classroom

A Behavior Response Team member is called to process with a student outside of the classroom. This may consist of a brief problem-solving conversation outside of the classroom. Other times, the student may require a safe and private intervention space within the school building in order to calm down, reflect on their behavior and develop a plan to make different choices when they return to class.

Use of non-violent crisis intervention (de-escalation/restraint/seclusion) for the purpose of maintaining safety. For more information please see the attached link: [CPI - Nonviolent Crisis Intervention](#).

Because inappropriate behavior may be symptomatic of underlying problems that students are experiencing, it is critical that all staff be sensitive to issues that may influence student behavior and respond in ways that are most supportive of student needs. The interventions and disciplinary actions described here should be carefully matched to the needs of the student and the overall context of the situation.

Determining Intervention(s) and/or Disciplinary Measures

The Behavior Response Charts (starting on page 52) are provided to guide staff and administrator decisions about how to respond to student misconduct. It is critical that the following factors be considered prior to determining the appropriate response:

- The student's maturity and understanding of the impact of their behavior.
- The student's willingness to repair the harm caused by the behavior.
- The student's disciplinary record, including the nature and number of prior behavioral incidents, the prior behavioral and disciplinary interventions attempted, etc.
- The nature, severity, and scope of the behavior
- The student's Individualized Education Plan (IEP) or 504 Plan, if applicable.
- The circumstances and environmental context in which the behavior occurred, including the impact on the learning environment.

Problem Solving and Assessment

Sometimes a student may make a mistake and a response strategy is all that is needed to support the student in repairing any harm that was caused. When students demonstrate a pattern of behavior or more significant behaviors, it may be necessary to examine the underlying function(s) of the behavior and the context in which it occurs. In these situations, there may be a referral to the school's Problem Solving Team.

It is important to note that not all problem solving and assessment methods are fully rolled out at each school at this time.

Problem Solving Team

An interdisciplinary team of adults, including the parent/guardian, that uses the problem solving process to:

- Analyze data to support, develop, select, and evaluate social emotional and behavioral interventions; and
- Develop recommended strategies to address the needs of individual students who are not making expected progress.

The Problem Solving Team may also consider making a referral for an evaluation for special education and related services, if the team suspects the student has social, emotional or academic needs that require intervention beyond what can be provided in the general education environment.

Functional Behavioral Assessment (FBA)

A formal assessment of a student's behavior, focused on identifying the function or purpose behind the student's behavior. An FBA is used to understand why a student behaved inappropriately.

Interventions

Interventions address the underlying cause of behavior including unmet needs, lagging skills, instructional strategies, and the environment. While not intended to be sequential or exhaustive, the following list defines examples of interventions used in District 97 to support student behavior. It is important to note that not all of the interventions listed below are fully rolled out at each school at this time.

Replacement Behavior/Coping Strategies

These are behaviors that are taught to take the place of behaviors that are inappropriate for the situation or setting. An example is teaching a student to ask politely to use a classmate's calculator rather than taking it without permission.

Reteach Social Emotional Learning Curriculum

This involves a staff person revisiting (with the purpose of re-teaching a social or emotional skill taught) in response to a student demonstrating a skill deficit.

Documenting Agreement

Documenting an agreement between a teacher and student(s) about: (a) expected behavior, (b) available supports to encourage expected behavior, (c) rewards earned contingent on expected behavior, and (d) consequences if expected behavior does not occur (or if undesired behavior does occur).

Provide Regulation Breaks

Proactive breaks may be scheduled for students when there is a pattern of behavior or upset, preventing behavior incidents from occurring. A student engages in activities that promote self-regulation. Regulation breaks can take place in a variety of locations including within the classroom or a safe and private intervention space.

Check-In/Check-Out (CICO)

Students check in at designated times with facilitators throughout the school day to receive positive contact, pre-corrects, reminders of school wide expectations, etc. Teachers provide behavioral feedback.

Group Intervention for Coping/Emotional Regulation, Anxiety Reduction, Substance Abuse, Social Skills, Relationship Skills, Positive Learning

Students may be enrolled in social academic intervention groups based on multiple data points. These groups use evidence-based curricula to address the identified need, such as emotional regulation, anxiety, substance abuse, social skills, and positive learning.

Mentoring and Cross-Age Mentoring

A trained adult spends time one-on-one with a student to develop a positive relationship and target the development of specific social-emotional and academic skills, such as self-efficacy. An older student is matched with a younger student one-on-one for the purpose of guiding and supporting the mentee in targeted areas of academic, social and emotional development, such as responsible decision making.

Restorative Practice

A group of individuals is supported by a facilitator, called a circle keeper, to identify and address the harm that was caused by the behavior of one or more students. Outcomes include developing a plan to heal or correct the situation.

Wraparound Planning

The educational wraparound process is based on individualized, need-driven planning and interventions. It is not a program or a type of service. It is a value base and an unconditional commitment to working with students on a "one student at a time" basis to support normalized and inclusive options for students with complex needs.

Refer to Community Resources for Mental Health, Substance Abuse, Etc.

Providing unique community-based resources to families and students, with which they may choose to

collaborate outside of the school environment. The school may find it beneficial to communicate with the purpose of coordination of care if a parent/guardian signs the appropriate consent for release of information.

Intensive Social Emotional Learning Intervention by Support Staff (e.g., Anger Management)

Students who demonstrate the need for intensive social, emotional, or behavioral support may be provided with evidence-based intervention from a school-based mental health clinician, such as a social worker or psychologist.

Develop Functional Behavior Assessment and Behavior Intervention Plan

The FBA process is for identifying (a) observable problem behaviors, (b) the contexts or routines where the problem behaviors are most likely, (c) the specific antecedent events within a context or routine that reliably predict occurrence of problem behaviors, and (d) the consequences that appear to maintain the problem behavior.

The BIP defines how an educational setting will be adjusted to improve the behavioral success of the student:

- Describes how the physical environment will be changed to prevent occurrences of problem behavior;
- Describes the teaching that will occur to give the student alternative ways of behaving;
- Describes the positive and negative consequences that will be provided to (a) encourage positive behavior, (b) limit inadvertent reward of problem behavior, and (c) where appropriate, discourage problem behavior.

Readmission Interventions and Supports

Individualized supports to re-engage the student which will include, as appropriate, the student, parent, administration, and other staff members who work with the student.

Resolutions/Disciplinary Measures

A resolution/disciplinary measure is defined as an action that supports a student in repairing harm resulting from their behavior and any necessary measure(s) to maintain the safety of the school community. In addition to the disciplinary measures listed in [Board Policy 7:190 \(Student Behavior\)](#), examples of resolutions/disciplinary measures used in District 97 include, but are not limited to:

Verbal Warning

The classroom teacher reminds a student what they are expected to do.

Loss of Classroom Privileges

A student can lose the right to participate in classroom activities on a short-term basis. The privilege lost is directly related to the student's mistake indicating a logical consequence.

Restorative Conversation

The student is supported in reflecting on their behavior and developing and implementing a plan using five key questions: What happened? What were you thinking at the time? What have you thought about since? Who has been affected by what you have done and in what way? What do you think you need to do to make things right?

Restorative Conference/Circle

A group of individuals is supported by a facilitator, called a circle keeper, to identify and address the harm that was caused by the behavior of one or more students. Outcomes include developing a plan to heal or correct the situation.

Conference with Staff Member or Administration

A private conference with a student to resolve conflict and/or concerns.

Conduct Problem-Solving Conference with Parent and Student

Parents/guardians, staff and the student sit down together to talk about the student's behavior and identify potential solutions to address the cause of the behavior.

In-School Suspension (Response Level 3)

A student is removed from the classroom environment and assigned to work within the school in accordance with [Board Policy 7:200 \(Suspension Procedures\)](#). See Appendix G for school suspension procedures.

Out-of-School Suspension (Response Level 3)

In limited circumstances, and in accordance with [Board Policy 7:200 \(Suspension Procedures\)](#), the administration may assign an out-of-school suspension for the student.

Response Level 3 conduct may result in a student being suspended from school for up to 3 days, unless prohibited by the IDEA and/or State law.

Response Level 4 conduct may result in a student being suspended out of school for up to 10 days, unless prohibited by the IDEA and/or State law.

Response Level 5 conduct may result in a student being recommended for expulsion, unless prohibited by the IDEA and/or state law. The district's suspension procedures are outlined in [Board Policy 7:200 \(Suspension Procedures\)](#). The out-of-school suspension process includes a right to appeal the suspension. See Appendix G for school suspension procedures.

Expulsion from School (Response Level 5)

Response Level 5 conduct may result in a student being recommended for expulsion from school, unless prohibited by the IDEA and/or state law. The District's expulsion procedures are outlined in [Board Policy 7:210 \(Expulsion Procedures\)](#). See Appendix E.

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.

Matrix

The matrix below contains a list of suggested response strategies, interventions and resolution/disciplinary measures for each Response Level. The below list of strategies, interventions and measures is a non-exhaustive range of options that will not always be applicable in every case. District 97 staff members are encouraged to utilize the matrix below when addressing incidents of student misconduct. However, consistent with [Board Policy 7:190 \(Student Behavior\)](#) and State law, school staff and administrators have the discretion to implement response strategies, interventions and disciplinary measures as they deem appropriate generally and in individual interventions. District staff also have an obligation to maintain a safe and orderly school environment. This may mean, in some circumstances, implementing response strategies, interventions and/or disciplinary measures that fall outside a particular Response Level.

L E V E L	CLASSROOM STRATEGIES AND INTERVENTIONS		
	RESPONSE STRATEGIES	POTENTIAL INTERVENTIONS	RESOLUTION/ DISCIPLINARY MEASURES
	<ul style="list-style-type: none"> Remind/Redirect Increase teacher proximity Change student seating Reinforce positive behavior 	<ul style="list-style-type: none"> Teach a replacement behavior or coping strategy Reteach social emotional learning curriculum 	<ul style="list-style-type: none"> Verbal warning Loss of privileges Restorative conversation Restorative action

1	<ul style="list-style-type: none"> • Error correction • Logical consequence • Take a break • Parent/family phone call 	<ul style="list-style-type: none"> • Create a behavior contract or chart • Provide regulation breaks • Check-in Check-out • Reteach 	
L E V E L 2	SUPPORT STAFF STRATEGIES AND INTERVENTIONS		
	RESPONSE STRATEGIES	POTENTIAL INTERVENTIONS	RESOLUTION/ DISCIPLINARY MEASURES
	<ul style="list-style-type: none"> • Strategies in Response Level 1, increased intensity or frequency • Regulate student in the classroom • Regulate student in an alternative environment 	<ul style="list-style-type: none"> • Interventions in Response Level 1, increased intensity or frequency • Enroll student in a group intervention for coping/emotional regulation, anxiety reduction, substance abuse, social skills, relationship skills, positive leadership • Mentoring and cross-age mentoring • Check-In/Check-Out • Restorative practice (circle, conversation, collaborative problem-solving) and resulting agreement and/or targeted intervention support plan 	<ul style="list-style-type: none"> • Resolutions outlined in Response Level 1 • Conference with staff member or administrator • Conduct problem-solving conference with parent and student
L E V E L 3	INTENSIVE STRATEGIES, INTERVENTION AND/OR ADMINISTRATIVE DISCIPLINE		
	RESPONSE STRATEGIES	POTENTIAL INTERVENTIONS	RESOLUTION/ DISCIPLINARY MEASURES
	<ul style="list-style-type: none"> • Strategies in Response Levels 1 and 2, increased in intensity or frequency • Use of non-violent crisis intervention (de-escalation, restraint, seclusion) for the purpose of maintaining safety. 	<ul style="list-style-type: none"> • Interventions in Response Level 2, increased in intensity or frequency • Refer to community resources for mental health, substance abuse, etc. • Intensive Social Emotional Learning intervention by support staff (anger management, etc.) • Develop Functional Behavioral Assessment and Behavior Intervention Plan. • Develop a wraparound education plan for students involving a multidisciplinary team. 	<ul style="list-style-type: none"> • In-school suspension • Out-of-school suspension for up to 3 days, followed by a re-engagement conference upon student's return to school
L E V E L 4	INTENSIVE STRATEGIES, INTERVENTION AND/OR ADMINISTRATIVE DISCIPLINE		
	RESPONSE STRATEGIES	POTENTIAL INTERVENTIONS	RESOLUTION/ DISCIPLINARY MEASURES
	<ul style="list-style-type: none"> • Strategies in Response Levels 2 and 3, increased in frequency and intensity • Use of non-violent crisis intervention (de-escalation, restraint, seclusion) for the purpose of maintaining safety. 	<ul style="list-style-type: none"> • Interventions in Response Levels 2 and 3 	<ul style="list-style-type: none"> • In-school suspension • Out-of-school suspension for up to 10 days, followed by a re-engagement conference upon student's return to school
L	LONG-TERM REMOVAL FROM SCHOOL AND RE-ENGAGEMENT STRATEGIES		
	RESPONSE STRATEGIES	POTENTIAL INTERVENTIONS	RESOLUTION/

E V E L 5	DISCIPLINARY MEASURES		
	<ul style="list-style-type: none"> Strategies in Response Levels 2 and 3, increased in frequency and intensity Use of non-violent crisis intervention (de-escalation, restraint, seclusion) for the purpose of maintaining safety. 	<ul style="list-style-type: none"> Readmission interventions and supports 	<ul style="list-style-type: none"> In-school suspension Out-of-school suspension for up to 10 days and possible recommendation for expulsion, followed by a re-engagement conference upon student's return to school

FOR CONSIDERATION

- Interventions are based on an evaluation of the whole child and are not restricted to specific response levels.
- The interventions and disciplinary measures described should be carefully matched to the needs of the student and the overall context of the situation.

Response Levels/Prohibited Student Conduct

INAPPROPRIATE AND DISRUPTIVE BEHAVIORS AND RESPONSE LEVELS				
If a behavior is located in two or more Response Levels, the lowest Response Level should be used for the first occurrence during the current school year, except for Response Levels 1 and 2. See Appendix M.				
RESPONSE LEVEL 1	RESPONSE LEVEL 2	RESPONSE LEVEL 3	RESPONSE LEVEL 4	RESPONSE LEVEL 5
Classroom Intervention and/or Discipline	Support Staff Intervention and/or Administrative Discipline	Intensive Intervention and/or Administrative Discipline In-School Suspension	Intensive Intervention and/or Administrative Discipline Up to 3 days out-of-school suspension	Long-Term Removal from School and Re-Engagement Strategies Out-of-school suspension (up to 10 days) and possible recommendation for expulsion

PROHIBITED STUDENT CONDUCT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Alcohol, Drugs and Tobacco					
Using, possessing, distributing, purchasing, or selling tobacco or nicotine materials, including without limitation, electronic cigarettes. Board Policy 7:190 #1		✓	✓	✓	✓
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. Board Policy 7:190 #2			✓	✓	✓
Using, possessing, distributing, purchasing, selling or offering for sale any illegal drug or controlled substance, or cannabis (including medical cannabis (marijuana, and hashish). Board Policy 7:190 #3			✓	✓	✓
Using, possessing, distributing, purchasing, selling or offering for sale any anabolic steroid unless it is being administered in accordance with a physician's or licensed practitioners prescription. Board Policy 7:190 #3			✓	✓	✓

Response Levels/Prohibited Student Conduct (continued)

INAPPROPRIATE AND DISRUPTIVE BEHAVIORS AND RESPONSE LEVELS				
If a behavior is located in two or more Response Levels, the lowest Response Level should be used for the first occurrence during the current school year, except for Response Levels 1 and 2. See Appendix M.				
RESPONSE LEVEL 1	RESPONSE LEVEL 2	RESPONSE LEVEL 3	RESPONSE LEVEL 4	RESPONSE LEVEL 5
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PROHIBITED STUDENT CONDUCT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Alcohol, Drugs and Tobacco (cont.)					
Using, possessing, distributing, purchasing, selling or offering for sale any performance enhancing substance on the IHSA's most current banned substance list, unless administered in accordance with a physician's or licensed practitioner's prescription. Board Policy 7:190 #3			✓	✓	✓
Using, possessing, distributing, purchasing, selling or offering for sale 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 instruction. Board Policy 7:190 #3			✓	✓	✓
Using, possessing, distributing, purchasing, selling or offering for sale 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. Board Policy 7:190 #3			✓	✓	✓

Response Levels/Prohibited Student Conduct (continued)

INAPPROPRIATE AND DISRUPTIVE BEHAVIORS AND RESPONSE LEVELS				
If a behavior is located in two or more Response Levels, the lowest Response Level should be used for the first occurrence during the current school year, except for Response Levels 1 and 2. See Appendix M.				
RESPONSE LEVEL 1	RESPONSE LEVEL 2	RESPONSE LEVEL 3	RESPONSE LEVEL 4	RESPONSE LEVEL 5
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PROHIBITED STUDENT CONDUCT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Alcohol, Drugs and Tobacco (cont.)					
Using, possessing, distributing, purchasing, selling or offering for sale any substance inhaled, injected, smoked, consumed or otherwise ingested or absorbed with the intention of causing physiological or psychological change in the body, including without limitation, pure caffeine in tablet or powdered form. Board Policy 7:190 #3			✓	✓	✓
Using, possessing, distributing, purchasing, selling or offering for sale look-alike or counterfeit drugs, including a substance that is not prohibited by Board policy but one: (a) that a student believes to be or represents to be, an illegal drug, controlled substance, or other substances that is prohibited by Board 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 Board policy. Board Policy 7:190 #3			✓	✓	✓
Using, possessing, distributing, purchasing, selling or offering for sale 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, possess, store or conceal cannabis or controlled substances. Board Policy 7:190 #3			✓	✓	✓

Response Levels/Prohibited Student Conduct (continued)

INAPPROPRIATE AND DISRUPTIVE BEHAVIORS AND RESPONSE LEVELS				
If a behavior is located in two or more Response Levels, the lowest Response Level should be used for the first occurrence during the current school year, except for Response Levels 1 and 2. See Appendix M.				
RESPONSE LEVEL 1	RESPONSE LEVEL 2	RESPONSE LEVEL 3	RESPONSE LEVEL 4	RESPONSE LEVEL 5
Classroom Intervention and/or Discipline	Support Staff Intervention and/or Administrative Discipline	Intensive Intervention and/or Administrative Discipline In-School Suspension	Intensive Intervention and/or Administrative Discipline Up to 3 days out-of-school suspension	Long-Term Removal from School and Re-Engagement Strategies Out-of-school suspension (up to 10 days) and possible recommendation for expulsion

PROHIBITED STUDENT CONDUCT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Appearance (Board Policy 7:160)					
Clothing that promotes drugs, alcohol, tobacco, or gangs, including shoes, jewelry, belts, etc.	✓	✓			
Clothing that features vulgar, obscene, lewd, violent, or offensive language or images, including accessories such as shoes, jewelry, belts, etc.	✓	✓			
Visible undergarments/underwear	✓	✓			
Wearing hats that are not facing straight forward or straight backward. Wearing hats that do not allow the face to be visible to staff and do not interfere with the line of sight of any student or staff.	✓	✓			
Wearing hoodie sweatshirts that interfere with the visibility of the face and ears.	✓	✓			

Response Levels/Prohibited Student Conduct (continued)

INAPPROPRIATE AND DISRUPTIVE BEHAVIORS AND RESPONSE LEVELS				
If a behavior is located in two or more Response Levels, the lowest Response Level should be used for the first occurrence during the current school year, except for Response Levels 1 and 2. See Appendix M.				
RESPONSE LEVEL 1	RESPONSE LEVEL 2	RESPONSE LEVEL 3	RESPONSE LEVEL 4	RESPONSE LEVEL 5
Classroom Intervention and/or Discipline	Support Staff Intervention and/or Administrative Discipline	Intensive Intervention and/or Administrative Discipline In-School Suspension	Intensive Intervention and/or Administrative Discipline Up to 3 days out-of-school suspension	Long-Term Removal from School and Re-Engagement Strategies Out-of-school suspension (up to 10 days) and possible recommendation for expulsion

PROHIBITED STUDENT CONDUCT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Bullying/Harassment/Cyberbullying					
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. Board Policy 7:180 (Prevention of and Response to Bully, Intimidation and Harassment)		✓	✓	✓	✓
Cheating					
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. Board Policy 7:190 #8	✓	✓	✓	✓	✓
Disruptive and Uncooperative Behaviors					
Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives including refusing a District staff members' request to stop, present school identification or submit to a search.	✓	✓	✓		

Response Levels/Prohibited Student Conduct (continued)

INAPPROPRIATE AND DISRUPTIVE BEHAVIORS AND RESPONSE LEVELS				
If a behavior is located in two or more Response Levels, the lowest Response Level should be used for the first occurrence during the current school year, except for Response Levels 1 and 2. See Appendix M.				
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PROHIBITED STUDENT CONDUCT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Disruptive and Uncooperative Behaviors (cont.)					
Engaging in behavior, 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.	✓	✓	✓	✓	✓
Any serious misconduct not otherwise addressed within this Student Handbook that directly or indirectly jeopardizes the health, safety or property of a school, the school district, school personnel, other students, or other individuals who are present or acting within the school's jurisdiction.			✓	✓	✓
Failure to Respect Materials or Property of Others					
Property damage where the total value of the property affected is no more than \$20. See Glossary of Terms for definition of "property damage."	✓	✓			
Stealing the money or property of another that is valued at no more than \$20.	✓	✓			
Property damage where the total value of the property affected is more than \$20 (including damage to cellular phones and other electronic devices). See Glossary of Terms for definition of "property damage."		✓	✓		

Response Levels/Prohibited Student Conduct (continued)

INAPPROPRIATE AND DISRUPTIVE BEHAVIORS AND RESPONSE LEVELS				
If a behavior is located in two or more Response Levels, the lowest Response Level should be used for the first occurrence during the current school year, except for Response Levels 1 and 2. See Appendix M.				
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PROHIBITED STUDENT CONDUCT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Disruptive and Uncooperative Behaviors (cont.)					
Stealing the money or property of another that is valued at more than \$20 (including stealing credit cards/debit cards and cellular phones and other electronic devices).		✓	✓		
Firearms/Weapons					
Possessing, using, controlling or transferring a knife, brass knuckles or other knuckle weapon regardless of its composition, a billy club or any other object, including look-alikes of any weapon or firearm, not used or attempted to be used to cause bodily harm.		✓	✓	✓	✓
Possessing, using, controlling or transferring a firearm, as defined by 18 USC 921 of the federal code (e.g. handgun, rifle, shotgun, starter pistol etc.) See also, possession of bomb or other explosive device.					✓
Fires/Explosives/Flammables					
Setting a fire or attempting to set a fire.		✓	✓	✓	✓
In the absence of reasonable believe that an emergency exists, calling emergency responders; signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive decide on school grounds, school bus, or at any school activity.		✓	✓	✓	

Response Levels/Prohibited Student Conduct (continued)

INAPPROPRIATE AND DISRUPTIVE BEHAVIORS AND RESPONSE LEVELS				
If a behavior is located in two or more Response Levels, the lowest Response Level should be used for the first occurrence during the current school year, except for Response Levels 1 and 2. See Appendix M.				
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Classroom Intervention and/or Discipline	Support Staff Intervention and/or Administrative Discipline	Intensive Intervention and/or Administrative Discipline In-School Suspension	Intensive Intervention and/or Administrative Discipline Up to 3 days out-of-school suspension	Long-Term Removal from School and Re-Engagement Strategies Out-of-school suspension (up to 10 days) and possible recommendation for expulsion

PROHIBITED STUDENT CONDUCT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Fires/Explosives/Flammables (cont.)					
Possession of fireworks, a smoke bomb, munitions, pepper spray/gas, MACE, tear gas, stink bomb or any inherently dangerous substance/object, or any illegal device, illegal product or illegal material that is not specifically covered elsewhere within the Student Handbook. See Glossary of Terms for definition of "possession."		✓	✓	✓	✓
Possession of a bomb or other explosive device not covered elsewhere in the Student Handbook. See Glossary of Terms for definition of "possession."				✓	✓
Attempting to or actually using a firework, smoke bomb, pepper spray/gas, MACE, tear gas or stink bomb.		✓	✓	✓	✓
Making a bomb threat or threatening to set off an explosive device without actual possession of the bomb or explosive device. See Glossary of Terms for definition of "possession."		✓	✓	✓	✓
Forming a Secret Group					
Being involved with any public-school fraternity, sorority, or secret society by being a member, promising to join, pledging to become a member, or soliciting any other person to join, promise to join, or be pledged to become a member.	✓	✓			
Being involved in gangs or gang-related activities, including displaying gang symbols or paraphernalia.		✓	✓	✓	✓

Response Levels/Prohibited Student Conduct (continued)

INAPPROPRIATE AND DISRUPTIVE BEHAVIORS AND RESPONSE LEVELS				
If a behavior is located in two or more Response Levels, the lowest Response Level should be used for the first occurrence during the current school year, except for Response Levels 1 and 2. See Appendix M.				
RESPONSE LEVEL 1	RESPONSE LEVEL 2	RESPONSE LEVEL 3	RESPONSE LEVEL 4	RESPONSE LEVEL 5
Classroom Intervention and/or Discipline	Support Staff Intervention and/or Administrative Discipline	Intensive Intervention and/or Administrative Discipline In-School Suspension	Intensive Intervention and/or Administrative Discipline Up to 3 days out-of-school suspension	Long-Term Removal from School and Re-Engagement Strategies Out-of-school suspension (up to 10 days) and possible recommendation for expulsion

PROHIBITED STUDENT CONDUCT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Forgery					
See Glossary of Terms for definition of "forgery."	✓	✓			
Gambling					
See Glossary of Terms for definition of "gambling."	✓	✓	✓	✓	
Inappropriate Language and/or Expression					
Swearing, cursing or making obscene gestures.	✓	✓			
Verbal, written and non-verbal threats toward another person where there is no reasonable apprehension of bodily harm.	✓	✓			
Swearing, cursing or making obscene gestures, or written or verbal put downs directed toward another person.	✓	✓			
Inappropriate Physical Contact (Non-Sexual)					
Fighting/Physical attack against a student or staff member. Note: Self-defense is described as an action taken to restrain or block an attack by another person or to shield oneself from being hit by another person. The act of "hitting a person back" is		✓	✓	✓	✓

considered fighting and is not considered self-defense and is not self-defense and will be considered as fighting.

Response Levels/Prohibited Student Conduct (continued)

INAPPROPRIATE AND DISRUPTIVE BEHAVIORS AND RESPONSE LEVELS				
If a behavior is located in two or more Response Levels, the lowest Response Level should be used for the first occurrence during the current school year, except for Response Levels 1 and 2. See Appendix M.				
RESPONSE LEVEL 1	RESPONSE LEVEL 2	RESPONSE LEVEL 3	RESPONSE LEVEL 4	RESPONSE LEVEL 5
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PROHIBITED STUDENT CONDUCT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Inappropriate Physical Contact (cont.)					
Use of physical force, including the use of an object, directly against or affecting a staff member or any adult who is legitimately exercising authority at the school or during any school activity.			✓	✓	✓
Inappropriate Touching and/or Sexual Contact					
Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning), and sexual assault. This does not include non-disruptive: (a) expression of gender or sexual orientation or preference, or (b) display of affection during non-instructional time.	✓	✓	✓	✓	✓
Teen Dating Violence					
See Board Policy 7:185 (Teen Dating Violence) .			✓	✓	✓
Sexual, Explicit, Obscene or Lewd Materials					
Possessing pornographic material or observing pornographic material.		✓	✓	✓	✓

Possessing, making, transmitting or disclosing any image of any student, minor, staff member, parent, school volunteer or other adult with supervisory authority in a nude or partially nude state, regardless of consent.			✓	✓	✓
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Response Levels/Prohibited Student Conduct (continued)

INAPPROPRIATE AND DISRUPTIVE BEHAVIORS AND RESPONSE LEVELS				
If a behavior is located in two or more Response Levels, the lowest Response Level should be used for the first occurrence during the current school year, except for Response Levels 1 and 2. See Appendix M.				
RESPONSE LEVEL 1	RESPONSE LEVEL 2	RESPONSE LEVEL 3	RESPONSE LEVEL 4	RESPONSE LEVEL 5
Classroom Intervention and/or Discipline	Support Staff Intervention and/or Administrative Discipline	Intensive Intervention and/or Administrative Discipline In-School Suspension	Intensive Intervention and/or Administrative Discipline Up to 3 days out-of-school suspension	Long-Term Removal from School and Re-Engagement Strategies Out-of-school suspension (up to 10 days) and possible recommendation for expulsion

PROHIBITED STUDENT CONDUCT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Inappropriate Use of Technology					
Violating the Acceptable Use of Technology Policy. See Appendix A, Board Policy 6:235 (Access to Electronic Networks) and Board Policy 7:310 (Restrictions on Publications) .	✓	✓	✓	✓	
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 the device to take photographs in locker rooms or bathrooms, cheat or otherwise violate conduct rules.		✓	✓	✓	
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.			✓	✓	✓
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, 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.

Response Levels/Prohibited Student Conduct (continued)

INAPPROPRIATE AND DISRUPTIVE BEHAVIORS AND RESPONSE LEVELS				
If a behavior is located in two or more Response Levels, the lowest Response Level should be used for the first occurrence during the current school year, except for Response Levels 1 and 2. See Appendix M.				
RESPONSE LEVEL 1	RESPONSE LEVEL 2	RESPONSE LEVEL 3	RESPONSE LEVEL 4	RESPONSE LEVEL 5
Classroom Intervention and/or Discipline	Support Staff Intervention and/or Administrative Discipline	Intensive Intervention and/or Administrative Discipline In-School Suspension	Intensive Intervention and/or Administrative Discipline Up to 3 days out-of-school suspension	Long-Term Removal from School and Re-Engagement Strategies Out-of-school suspension (up to 10 days) and possible recommendation for expulsion

PROHIBITED STUDENT CONDUCT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Recordings/Images of Another Person					
Making, transmitting or distributing any recording that has not been approved by or authorized by the school of the voice or image of any other student, staff member or other person in any non-emergency situation and without the consent of the person(s) so recorded.		✓	✓	✓	
Use of Unauthorized Items					
Using or possessing a laser pointer without a staff member's direct supervision and in the context of instruction.	✓				
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.	✓	✓			

Glossary of Terms

Advocate - An individual that promotes or supports the best interest of a particular student and has knowledge about their cultural identity, familial history, and current circumstances.

Bullying - 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:

- 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.

Cheating - Engaging in academic dishonesty, including intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, altering report cards, and wrongfully obtaining test copies or scores. Cheating includes submitting the work of others as your own and plagiarism.

Disruption - Intentionally interfering with the school environment in a manner that inhibits other students from accessing the school environment.

This does not include when a student may, occasionally, engage with instruction in a manner that is not aligned with classroom expectations (i.e. blurting out that is not habitual) of having a side conversation with one other student.

Distribution - Sharing, selling (for money or other consideration) or giving away drugs or alcohol. In instances of sharing (where no money or other consideration is exchanged), only the student who brought the drugs or alcohol to school or a school-sponsored event shall be cited for distribution.

Drugs - All illegal drugs, controlled substances, narcotics, cannabis (including medical cannabis, marijuana, and hashish) and prescription medications. The definition does not include prescription medications that are possessed/used 1) while under the care of a licensed healthcare provider who prescribed the drug to the student; AND 2) in conformance with school district policies regarding the administration of medication at school.

Fighting - Repeated physical contact between two or more students that is harmful, injurious, or disruptive.

Forgery - Writing the name of another person to be represented as a writing or original signature of that other person or altering any written record or document (such as dates, times, passes and permits) without permission.

Gambling - Playing any game of chance or skill for money or any item of value.

Inappropriate Use of Technology - The District provides students with access to various forms of technology (computers, mobile devices, etc.), its network and the Internet in order to enhance their educational experience both in and out the classroom. Student use of technology, the District's network and the Internet are governed by Board policy, including [Policy 6:235 \(Access to Electronic Networks\)](#), [Policy 7:180 \(Preventing Bullying, Intimidation and Harassment\)](#) and [Policy 7:190 \(Student Behavior\)](#).

Students are responsible for exhibiting the same appropriate behavior on the District's technology, network and Internet that they are expected to display on school property and/or during school-sponsored events and activities. Students are prohibited from using the District's resources for personal purposes or to access non-educational materials. Students who disregard the District's policies that govern the use of technology may have their privileges suspended or revoked. They may also face disciplinary action.

Non-Educationally Required Device - Any device that has the potential to detract from and/or disrupt student learning, whether electronic or otherwise, including, but not limited to, cellular phones, personal digital assistants (PDAs), personal music/video/gaming devices (e.g. Nintendo DS, iPods, MP3 players), electronic tablets, cameras and/or any other image/voice capturing device.

Purchase - Providing money or some other consideration in exchange for drugs, controlled substances, or cannabis or the promise to provide money or some other consideration at a later date in exchange for such substances.

Possession - 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."

Property Damage - The destruction, defacement or damaging of property or equipment belonging to the school, district or another person. The value of the property that is damaged will be measured by the repair or replacement cost.

Refusal to Cooperate - Refusal to cooperate may occur when a student's refusal to follow school rules or the instructions of school staff or volunteers has an impact on the effective or safe functioning of the school or a classroom, such as continuing to remain at the scene of a fight or to instigate a disturbance after being told to stop the behavior. Refusal to cooperate also includes repeated disobedience to school staff or volunteers.

Refusal to cooperate does not occur when:

- A student was not reasonably aware of a direction given by school staff or a volunteer (i.e. in a noisy room, hearing problems or other disabilities, language limitations, etc.);
- A student is tardy to school/class; or
- A student fails to complete homework.

Self-Defense - An action taken to restrain or block an attack by another person or to shield oneself from being hit by another person. The act of "hitting a person back" is considered fighting and not self-defense.

Surrender for Safety - Acknowledgement that students make mistakes and may unintentionally bring inappropriate items to school. Students are expected to learn from these mistakes.

Weapon - (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-alikes of any firearm as defined above.



APPENDICES (BOARD POLICIES)

Following are select Board of Education policies related to student conduct expectations while on school grounds, school district property and/or at school related functions. In the event that the language included herein conflicts with a subsequent Board Policy update on the matter, the Board of Education Policy language found here shall apply.

APPENDIX A: Bus Conduct Policy ([Policy 7:220](#))

All students must follow the district's bus safety rules.

School Bus Suspensions

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 [School Board 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 School Board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons.

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 be disciplined in accordance with the Board's discipline policy and shall reimburse the School District for any necessary repairs or replacement.

APPENDIX B: Code of Conduct for Participants in Extracurricular Activities ([Policy 7:240](#))

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 conduct code 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.

APPENDIX C: Misconduct by Students with Disabilities ([Policy 7:230](#))

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.

For additional information regarding discipline of special education students and the procedural safeguards afforded to parents/guardians, see ISBE's Notice of Procedural Safeguards for Parents/Guardians of Students with Disabilities, which can be accessed at the following links: ([English](#) | [Spanish](#)). A copy of the Notice of Procedural Safeguards can also be provided, upon request, by contacting your child's Principal or the Special Education Coordinator assigned to your child's school.

APPENDIX D: Student Behavior ([Policy 7:190](#))

The goals and objectives of this policy are to provide effective discipline practices that: (1) ensure the safety and dignity of students and staff; (2) maintain a positive, weapons-free, and drug-free learning environment; (3) keep school property and the property of others secure; and (4) teach students positive behavioral skills to become independent, self-disciplined citizens in the school community and society.

When and Where Conduct Rules Apply

A student is subject to disciplinary action for engaging in prohibited student conduct, as described in the section with that name below, 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.

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 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.
 - 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. 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 504 Plan; (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.
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 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 \(Teen Dating Violence Prohibited\)](#).
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. 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.

Disciplinary Measures

Potential disciplinary measures 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 in accordance with [Board Policy 7:220 \(Bus Conduct\)](#).
11. Out-of-school suspension from school and all school activities in accordance with [Board Policy 7:200 \(Suspension Procedures\)](#). A student who has been suspended may also be restricted from being on school grounds and at school activities.
12. Expulsion from school and all school activities for a definite time period not to exceed two (2) calendar years in accordance with [Board Policy 7:210 \(Expulsion Procedures\)](#). A student who has been expelled 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 that will not always be applicable in every case. Suspension and expulsion may be the available and appropriate disciplinary interventions in some circumstances where other available and appropriate interventions have been exhausted or it has been determined that there are no other available and appropriate behavioral or disciplinary interventions. School personnel shall not advise or encourage students to drop out voluntarily due to behavioral or academic difficulties. 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).

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 two 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-alikes of any firearm as defined above.

The expulsion requirement under either paragraph one or two 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 theater, 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.

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, Ill. Dept. of State Police (ISP), and any involved student's parent/guardian. School grounds includes modes of transportation to school activities and any public way within 1,000 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 discipline. 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, up to ten consecutive school days, provided the appropriate procedures are followed. The Board may suspend a student from riding the bus in excess of ten school days for safety reasons.

APPENDIX E: Suspension and Expulsion Procedures

See [Board Policy 7:200 \(Suspension Procedures\)](#).

See [Board Policy 7:210 \(Expulsion Procedures\)](#).