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STUDENTS

Harassment of Students Prohibited: 5060

Bullying, Intimidation and Harassment Prohibited

No person, including a District employee or agent, or student, shall harass, intimidate or bully a student on the basis of actual or perceived race; color; nationality; sex; sexual orientation; gender identity; gender-related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; 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 or visual, that affects the tangible benefits of education, unreasonably interferes with a student's educational performance or creates an intimidating, hostile or offensive educational environment.

Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

This policy also prohibits students from creating, accessing and/or distributing at school any electronic material, including blogs and other material from the Internet (*e.g.,* Facebook, MySpace), that bullies, intimidates or harasses or any other student, teacher or staff member, subject to the provisions of State of Illinois and federal law.

Sexual Harassment Prohibited

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

1. Denies or limits the provision of educational aid, benefits, services or treatment; or that makes such conduct a condition of a student's academic status; or

2. Has the purpose or effect of:

    a. Substantially interfering with a student's educational environment;

    b. Creating an intimidating, hostile or offensive educational environment;

c. Depriving a student of educational aid, benefits, services or treatment; or,

d. Making submission to or rejection of such conduct the basis for academic decisions affecting a student.

The terms "intimidating," "hostile," and "offensive" include conduct that has the effect of humiliation, embarrassment or discomfort. Examples of sexual harassment include touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics and spreading rumors related to a person's alleged sexual activities.

Making a Complaint; Enforcement

Students are encouraged to report claims or incidences of bullying, harassment, sexual harassment or any other prohibited conduct to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager. A student may choose to report to a person of the student's same sex. Complaints will be kept confidential to the extent possible given the need to investigate. Students who make good faith complaints will not be disciplined.

An allegation that a student was a victim of any prohibited conduct perpetrated by another student shall be referred to the Building Principal, Assistant Building Principal or Dean of Students for appropriate action.

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

Nondiscrimination Coordinator:

Name: Principal John Robinzine	**Name:** Dr. Rena Whitten, Executive Director of Student Services
Address: Center for Academics & Technology 1605 Wentworth Ave. Calumet City, IL	**Address:** Administrative Center 18601 Torrence Avenue Lansing, IL 60438
Telephone: (708) 585-2380	**Telephone:** (708) 585-2312

Complaint Managers:

Name: Principal John Robinzine	**Name:** Dr. Rena Whitten, Executive Director of Student Services
Address: Center for Academics & Technology 1605 Wentworth Ave. Calumet City, IL	**Address:** Administrative Center 18601 Torrence Avenue Lansing, IL 60438
Telephone: (708) 585-2378	**Telephone:** (708) 585-2312

The Superintendent shall use reasonable measures to inform students, parents/guardians and District employees of this policy and of the prohibition of student harassment in administrative and student handbooks, staff development sessions, student orientation and other available venues.

Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action up to and including discharge. Any District student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action, including but not limited to, suspension and expulsion consistent with the District's policies and procedures pertaining to student discipline. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to disciplinary action up to and including discharge, with regard to employees, or suspension and expulsion, with regard to students.

CROSS REF.: 9011 (Uniform Complaint Procedure), 4011 (Workplace Harassment Prohibited), 5062 (Equal Educational Opportunities), 5061 (Preventing Bullying, Intimidation and Harassment), 5070 (Student Behavior). 5120 (Education of Homeless Children)

REVISED: 1-25-11
REVIEWED: 6.25.2013

STUDENTS

Prevention of and Response to Bullying, Intimidation, and Harassment: 5061

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:

During any school-sponsored education program or activity.

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.

Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.

Through the transmission of information from a computer that is accessed at a nonschool-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by the School District or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. This paragraph applies only when a school administrator or teacher receives a report that bullying through this means has occurred; it does not require staff members to monitor any non-school related activity, function, or program.

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

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

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.

Cyber-bullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. *Cyber-bullying* includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or

REVISED: 11.25.2014

messages if the creation or impersonation creates any of the effects enumerated in the definition of *bullying*. *Cyber-bullying* also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of *bullying*.

Restorative measures means a continuum of school-based alternatives to exclusionary 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 requirements listed below; each numbered requirement, 1-12, corresponds with the same number in the list of required policy components in 105 ILCS 5/27-23.7(b) 1-12.

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

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.

Students are encouraged to immediately report bullying. A report may be made orally or in writing to the District Complaint Manager or any staff member with whom the student is comfortable speaking. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the District Complaint Manager or any staff member. Anonymous reports are also accepted.

Bullying Complaint Manager:

T.F. North H.S.	**T.F. South H.S.**	**T. F. Center**
Asst. Principal of Building Control	**Asst. Principal of Building Control**	**Asst. Principal of Building Control**
Phone: (708) 585-1004	**Phone: (708) 585-2039**	**Phone: (708) 585-2393**

Consistent with federal and State laws and rules governing student privacy rights, the Superintendent or designee shall promptly inform the parent(s)/guardian(s) of every student
involved in an alleged incident of bullying and discuss, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures.
The Superintendent or designee shall promptly investigate and address reports of bullying, by, among other things:
Making all reasonable efforts to complete the investigation within 10 school days after the date the report of a bullying incident was received and taking into consideration additional relevant information received during the course of the investigation about the reported bullying incident.

Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.
Notifying the Building Principal or school administrator or designee of the reported incident of bullying as soon as possible after the report is received.

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

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

The Superintendent or designee shall use interventions to address bullying, that may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services.
A reprisal or retaliation against any person who reports an act of bullying **is prohibited**. A student's act of reprisal or retaliation will be treated as *bullying* for purposes of determining any consequences or other appropriate remedial actions.

A student will not be punished for reporting bullying or supplying information, even if the 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.

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.

The Superintendent or designee shall post this policy on the District's Internet website, if any, and include it in the student handbook, and, where applicable, post it where other policies, rules, and standards of conduct are currently posted. The policy must also be distributed annually to parents/guardians, students, and school personnel, including new employees when hired.

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:

The frequency of victimization;
Student, staff, and family observations of safety at a school;
Identification of areas of a school where bullying occurs;
The types of bullying utilized; and
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.
The Superintendent or designee shall fully implement the Board policies, including without limitation, the following:
5067, *Health and Social and Emotional Development*. Student social and emotional development is incorporated into the District's educational program as required by State law.
6235, *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.
5060, *Harassment of Students Prohibited*. This policy prohibits *any* person from harassing, intimidating, or bullying a student based on an identified actual or perceived characteristic
5064, *Dating Violence Prohibited*. This policy prohibits teen dating violence on school property, at school sponsored activities, and in vehicles used for school-provided transportation.
5070, *Student Discipline*. This policy prohibits, and provides consequences for, hazing, bullying, or other aggressive behaviors, or urging other students to engage in such conduct.
LEGAL REF.: 405 ILC
9/, Children's Mental Health Act.
05 ILCS 5/10-20.14, 5/24-24, and 5/27-23.7.
23 Ill.Admin.Code §§1.240 and §1.280.

CROSS REF.:
Policies:
5060 (Harassment of Students), 6110 (Access to Electronic Networks), 5070 (Behavior), 5076 (Student Social and Emotional Development), 5064 (Teen Dating Violence Prohibited)

Administrative Handbook
Staff Notification
Resource Guide for Bullying and School Violence Prevention
Student Handbook
District 215 Webpage link to Bullying Information
District 215 Webpage:
Forms for Administration:
Reporting Form (completed by target)
Interview Form (completed by administrative designee)
Response to Bullying and School Violence (completed by administrative designee)
Bullying Link for Public
Tipline / Reporting
Be a Hero by Reporting Bullying and School Violence Reporting
Memo to Parents Regarding Bullying and School Violence

Prevention, Identification, Investigation, and Response to Bullying and School Violence

The strategic components for integrating an anti-bullying program into the District's existing policies and procedures are listed below. Each component lists specific implementation steps along with resources and accompanying exhibits. The Superintendent or designee, at the District-level, or the Building Principal or designee, at the Building-level, is responsible for the integration of these components. Use the local conditions of the community and other available resources to determine the best implementation methods.

Preventing Bullying and School Violence

1. Review *Resource Guide for Bullying and School Violence Prevention in the* **Administrative Handbook.**
2. Below are resources that discuss and provide information about how to implement school climate measurement instruments:

   School Bullying Prevention Task Force Report, *Selection of School Climate Measures*, p. 19 at: www.isbe.state.il.us/sbptf/pdf/sbptf_report_030111.pdf.

   Safe Supportive Learning's School Climate Measurement compendium at: safesupportiveschools.ed.gov/index.php?id=133.

Identifying Bullying and School Violence

1. Post *Be a Hero by Reporting Bullying and School Violence*, in school buildings, student handbooks, online, etc.
2. Train staff to recognize and accept reports of bullying and school violence. Post notification in **Administrative Handbook**.
3. Inform parents about the District's anti-bullying program, *Memo to Parents/Guardians Regarding Bullying and School Violence to be placed under bullying link on Districts*
4. Inform students how to make a report – Student Handbook and District webpage link to Bullying information

Investigating Reports of Bullying and School Violence

1. Conduct a prompt, thorough and impartial investigation upon receiving a report.
2. Review the report, *Report Form for Bullying and School Violence, located under Forms for Administration on Districts webpage*
3. Interview the listed aggressor(s), target(s) and witnesses using, *Interview Form for Bullying and School Violence Investigation, located under Forms for Administration on District's webpage.*

Responding to Bullying and School Violence

1. Complete form, *Response to Bullying and School Violence, located under Forms for Administration on District's webpage.*
2. Notify the District's Non-Discrimination Coordinator if the findings indicate that the behavior was based upon the protected statuses listed in Policy 5060, *Harassment of Students Prohibited*.
3. Communicate and partner with the parents/guardians of the students involved. Ask parents/guardians, "How can we help you and your child?"
4. Stop the behavior(s).
5. Eliminate any hostile environment(s) and its effects (see **Preventing Bullying and School Violence** #2, above).
6. Prevent the bullying from happening again.
7. Implement appropriate interventions for the target, aggressor, and District.
8. Address any findings of repeated, inaccurate accusations against an alleged-aggressor that are beginning to impede his or her education, e.g., reverse bullying

STUDENTS
Equal Educational Opportunities: 5062

Equal educational and extracurricular opportunities shall be available for all students without regard to color, race, nationality, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender identity, status of being homeless, order of protection status and actual or potential marital or parental status, including pregnancy. Further, the District will not knowingly enter into agreements with any entity or any individual that discriminates against students on the basis of sex or any other protected status, except that the District remains viewpoint neutral when granting access to school facilities under Board Policy 1330, *Policies Relating to Building and Properties*. Any student may file a discrimination complaint by using Board Policy 9011, *Uniform Complaint Procedure*.

Sex Equity

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

Any student may file a sex equity complaint by using Board Policy 9011, *Uniform Complaint Procedure*. A student may appeal the Board's resolution of the complaint to the Regional Superintendent (pursuant to 105 ILCS 5/3-10) and, thereafter, to the State Superintendent of Education (pursuant to 105 ILCS 5/2-3.8).

ADOPTED: February 22, 2011

Administrative Implementation:

The Superintendent shall appoint a Nondiscrimination Coordinator. The Superintendent and Building Principal shall use reasonable measures to inform staff members and students of this policy and complaint procedure.

Definitions

"Comparable" means similar in quality and quantity, taking into consideration all relevant facts and circumstances.

"Contact Sports" means those sports whose purpose or major activity involves bodily contact, such as basketball, boxing, football, ice hockey, rugby, and wrestling.

"Counseling" means all guidance activities, personal counseling, guidance-related evaluation and testing, provision of vocational and career information and advice, scheduling assistance, and any other guidance services provided to students by any person acting under the authorization of an educational system.

"Course" means any District-sponsored class, regardless of the location of class meetings, nature of instruction, or type or age of student.

"Discrimination" means the violation of an individual's State or federal guarantees to equal rights as provided by the U.S. Constitution, federal law, Illinois Constitution, and Illinois law, including the Illinois School Code, whether intended or unintended.

"Equal Access" means the availability of opportunity without discrimination on the basis of sex, going beyond simple admission to a course or activity to include full and unrestricted participation in educational and experiential processes.

"Sex Bias" means the attribution of behaviors, abilities, interests, values and/or roles to a person or group of persons on the basis of sex.

"Sexual Harassment" means (1) unwelcome sexual advances, (2) welcome sexual advances made by any District employee, (3) requests for sexual favors, and/or (4) other verbal, written or physical conduct of a sexual nature.

"Sexual Intimidation" means any behavior, verbal or nonverbal, which has the effect of subjecting members of either sex to humiliation, embarrassment or discomfort because of their gender.

Purpose

The purpose of these rules is to identify and eliminate sex bias, sex discrimination, sexual harassment, and sexual intimidation in the provision of School District 215 programs, activities, services, and benefits, and to attempt to assure equal access by both sexes to the educational and extracurricular programs and activities of the District.

Policy & Practice

A. General. Except as otherwise provided herein, the District shall not designate or otherwise limit the use of any facility or portion thereof, nor the availability of any service, equipment or supplies, on the basis of sex. This prohibition shall not apply to shower and toilet facilities, locker rooms, and dressing areas; however, such accommodations and all related support and maintenance services shall be comparable for both sexes.

Except as otherwise provided herein, the District shall not provide significant assistance to, including the payment of dues, fees or other remuneration in return for the provision of services or benefits, or enter into any agreement with, any organization, group, business or individual that discriminates against students on the basis of sex.

The District shall not institute any employment practices or organizational changes which would result in sex discrimination against students.

B. **Treatment of Students.** No student shall, on the basis of sex, be denied equal access, including full and unrestricted participation, to programs, activities, services or benefits, or be restricted in the exercise of any right, privilege, advantage or opportunity accorded other students.

The District shall apply the same procedures, program admission standards and graduation requirements for students of both sexes.

The District shall not set quotas limiting or specifying the number of either male or female students who may be admitted to the District's schools, programs, courses or activities, except to the extent that such quotas further affirmative action goals established by the District to overcome the effects of conditions which resulted in limited participation in a program or activity by students of a particular sex.

No student shall be discriminated against because of his or her actual or potential marital or parental status. Pregnancy shall be treated as any other temporary disability and shall not be considered cause for dismissal or exclusion from any program or activity offered other students. Participation in special programs offered to pregnant students or students who are parents shall not be mandatory for such students but shall be at the student's option. The District shall eliminate any administrative and programmatic barriers to school attendance and completion by pregnant students or students who are parents.

No student shall be subjected to sexual discrimination, harassment, intimidation or bias by any District employee, by other students, or by the effect of any school policy or practice. The District shall not discriminate on the basis of sex in the bestowing of awards, honors, scholarships and financial aid. The District shall not discriminate on the basis of sex in the imposition of disciplinary policies and practices or codes of conduct. The District shall not discriminate on the basis of sex in the provision of employment opportunities for students. The District shall not enter into work study or cooperative employment agreements with employers who discriminate against students on the basis of sex.

C. **Educational Programs and Activities.** All courses shall be open to students regardless of sex. Course prerequisites and requirements shall be the same for both sexes. Course content and objectives shall not discriminate on the basis of sex. Students shall be advised to participate in courses, programs and activities consistent with their interests and abilities without regard to their sex. Neither course titles nor descriptions shall discourage participation by either sex. Students may, however, be segregated by sex during class sessions or portions thereof which deal exclusively with human sexuality.

D. **Specific Program Areas**

Physical Education Classes. Physical education classes shall be open equally to both sexes. Instructional portions of all physical education classes shall be coeducational. Students may be segregated by sex during participation in contact sports. Neither physical education classes nor areas where the classes are conducted shall be designated by sex.

Where assignments in physical education classes or portions thereof are based upon ability levels, objective standards of individual performance shall be employed without regard to sex, and students shall be regrouped at appropriate intervals such as where substantial changes occur in teaching objectives or student ability levels.

Where the use of a single standard for measuring skill or progress in a physical education class results in sex discrimination, appropriate standards which do not have such effect shall be used.

Music. Students shall be encouraged to pursue their interests in music and particular musical instruments without regard to their sex. Students shall not be segregated by sex when participating in voice instruction, although divisions within a class may be established based upon vocal range and quality. Musical instrument instruction and performance shall be based upon the student's individual interests and abilities, regardless of their sex.

Special Education. Special education referral, case study evaluation and placement practices shall not discriminate on the basis of sex. Classes and related services for students with disabilities shall not discriminate on the basis of sex whether provided by the District, in cooperation with other school districts, or through private placement.

Gifted Education. Gifted education referral, testing and placement practices shall not discriminate on the basis of sex. Classes, programs and related services for gifted students shall not discriminate on the basis of sex.

Vocational and Career Education. Students shall be encouraged to pursue the career of their choice without regard to their sex. Materials used and opportunities provided to students in vocational and career education shall not discriminate on the basis of sex.

E. Classroom Practices. Classroom practices and assignments shall not discriminate on the basis of sex. Teaching methods shall not inhibit student participation on the basis of sex. Instructional materials shall not be sexually discriminating, and teachers shall attempt to counteract any sexual bias that may be present in instructional materials. Where appropriate, the history, roles and contributions of both sexes shall be taught on a comparable basis.

F. Counseling Services. Counseling services, including the assignment of counselors, shall be provided to students without discrimination on the basis of sex. Students shall be encouraged to pursue courses of their choice without regard to their sex. The content, administration, interpretation and application of appraisal instruments and associated materials shall not discriminate against students on the basis of sex.

G. Extracurricular Programs and Activities. Students of both sexes shall have equal access to all extracurricular programs and activities, including clubs, committees, service and honor organizations, intramural sports, interscholastic athletics and other after-school activities, except as provided elsewhere herein.

Extracurricular programs and activities should avoid titles which imply that membership or participation is restricted on the basis of sex.

Musical choruses shall not be segregated on the basis of sex; however, divisions within each chorus may be made based upon vocal range and quality.

Student participation in speech, debate and drama events shall be open to both sexes; however, assignments may be made on the basis of sex, for example a dramatic role specific to one sex, so long as comparable opportunities are provided for both sexes.

H. Athletic Programs and Related Activities. Both sexes shall be accorded equal opportunities to participate in athletic programs. Single-sex teams may be maintained for contact sports or when selection for the team is based upon competitive skill, provided the interests and abilities of both sexes are accommodated.

In a noncontact sport, if a team is provided only for members of one sex, members of the other sex shall be allowed to compete for a place on the team if their overall athletic opportunities have been limited in comparison with those of the other sex. If a coeducational team does not accommodate the interests and abilities of members of both sexes, separate teams shall be offered. If separate teams are offered, the programs shall be comparable.

Athletic programs offered by the District shall accommodate the abilities and interests of both sexes to a comparable degree. Program comparability may be assessed by considering factors such as the following:

a) Sports offered;
b) Levels of competition within each sport;
c) Length of sports seasons;
d) Scheduling throughout the year;
e) Scheduling of practices and games;
f) Use of facilities for practice and competition;
g) Ratio of coaches to athletes;
h) Quality of coaching and officiating;
i) Assignment and compensation of coaches and officials;
j) Supplies and equipment;
k) Allowances for travel and perdiem;
l) Medical and training services;
m) Publicity for teams and individual participants; and
n) Overall distribution of athletic budget funds.

The District shall, at least once every four years, conduct a written survey of all students concerning their athletics interests. If the results of the survey indicate that the level of student interest in the range of alternatives provided is disparate between the sexes and such disparity may be the result of discrimination, efforts shall be initiated to reduce such disparity.

The District shall not provide significant assistance, including the payment of dues, fees or other remuneration for the provision of services or benefits, to any association of conference whose purpose is to organize or regulate inter-scholastic competition if that association or conference discriminates on the basis of sex in the provision of benefits or services to students.

The District may cooperate with single sex youth organizations that are tax exempt and whose membership has traditionally been limited to members of one sex and principally to persons who are under 19 years of age, for example the girl or boy scouts, provided that comparable activities shall be available for both sexes.

Activities such as cheerleading, pompom squads, color guards, school safety patrol, teacher/office aides, and library assistants shall be open to both sexes, and the District's utilization of such groups shall not discriminate on the basis of sex.

A king or queen or an activity may be selected, provided that comparable opportunities are provided to students of both sexes.

If mother-son, father-son, father-daughter or mother-daughter activities are sponsored by the District, comparable activities shall be available for both sexes, and the needs of students from single-parent families shall be accommodated.

LEGAL REF.: Illinois Human Rights Act, 775 ILCS 5/1-101 *et seq.*
McKinney Homeless Assistance Act, 42 U.S.C. §§11431 *et seq.*
Title IX of the Education Amendments, 20 U.S.C. §§1681 *et seq.*
34 C.F.R. §§106 *et seq.*
Rehabilitation Act of 1973, 29 U.S.C. §§791 *et seq.*
Religious Freedom Restoration Act, 775 ILCS 35/5.
Ill. Const. art. I, §18.
Illinois School Code, 105 ILCS 5/2-3.8, 2-3.25b, 2-3.25d(b), 3-10, 10-20.12, 10-22.5, 27-1 and 27-23.7.
23 Ill.Admin.Code §1.240 and §§ 200 *et seq*.
Good News Club v. Milford Central School, 533 U.S. 98, 121 S.Ct. 2093 (2001).

CROSS REF.: 9011 (Uniform Complaint Procedure), 5060 (Harassment of Students Prohibited), 5061 (Preventing Bullying, Intimidation and Harassment), 5070 (Student Behavior), 1330 (Policies Relating to Building and Properties). 5120 (Education of Homeless Children

ADOPTED: February 22, 2011

STUDENTS

Adolescent Suicide Awareness and prevention Programs: 5063

The Superintendent or designee is directed to develop and implement a comprehensive and continuing adolescent suicide awareness and prevention program. The Superintendent will attempt to develop a liaison among the District and the Illinois Suicide Prevention Strategic Planning committee, the Illinois Suicide Prevention Coalition Alliance, and/or a community mental health agency to implement the goals and objectives of the Illinois Suicide Prevention Strategic Plan.

Adopted: June 28, 2011

Cross Reference:

Policy 5076

Administrative Handbook

STUDENTS

Harassment of Students Prohibited: 5060

Bullying, Intimidation and Harassment Prohibited

No person, including a District employee or agent, or student, shall harass, intimidate or bully a student on the basis of actual or perceived race; color; nationality; sex; sexual orientation; gender identity; gender-related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; 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 or visual, that affects the tangible benefits of education, unreasonably interferes with a student's educational performance or creates an intimidating, hostile or offensive educational environment.

Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

This policy also prohibits students from creating, accessing and/or distributing at school any electronic material, including blogs and other material from the Internet (*e.g.,* Facebook, MySpace), that bullies, intimidates or harasses or any other student, teacher or staff member, subject to the provisions of State of Illinois and federal law.

Sexual Harassment Prohibited

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

3. Denies or limits the provision of educational aid, benefits, services or treatment; or that makes such conduct a condition of a student's academic status; or

4. Has the purpose or effect of:

    a. Substantially interfering with a student's educational environment;

    b. Creating an intimidating, hostile or offensive educational environment;

c. Depriving a student of educational aid, benefits, services or treatment; or,

d. Making submission to or rejection of such conduct the basis for academic decisions affecting a student.

The terms "intimidating," "hostile," and "offensive" include conduct that has the effect of humiliation, embarrassment or discomfort. Examples of sexual harassment include touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics and spreading rumors related to a person's alleged sexual activities.

Making a Complaint; Enforcement

Students are encouraged to report claims or incidences of bullying, harassment, sexual harassment or any other prohibited conduct to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager. A student may choose to report to a person of the student's same sex. Complaints will be kept confidential to the extent possible given the need to investigate. Students who make good faith complaints will not be disciplined.

An allegation that a student was a victim of any prohibited conduct perpetrated by another student shall be referred to the Building Principal, Assistant Building Principal or Dean of Students for appropriate action.

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

Nondiscrimination Coordinator:

Name: Principal John Robinzine	**Name:** Dr. Rena Whitten, Executive Director of Student Services
Address: Center for Academics & Technology 1605 Wentworth Ave. Calumet City, IL	**Address:** Administrative Center 18601 Torrence Avenue Lansing, IL 60483
Telephone: (708) 585-2380	**Telephone:** (708) 585-2312

Complaint Managers:

Name: Principal John Robinzine	**Name:** Dr. Rena Whitten, Executive Director of Student Services
Address: Center for Academics & Technology 1605 Wentworth Ave. Calumet City, IL	**Address:** Administrative Center 18601 Torrence Avenue Lansing, IL 60438
Telephone: (708) 585-2380	**Telephone:** (708) 585-2312

The Superintendent shall use reasonable measures to inform students, parents/guardians and District employees of this policy and of the prohibition of student harassment in administrative and student handbooks, staff development sessions, student orientation and other available venues.

Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action up to and including discharge. Any District student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action, including but not limited to, suspension and expulsion consistent with the District's policies and procedures pertaining to student discipline. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to disciplinary action up to and including discharge, with regard to employees, or suspension and expulsion, with regard to students.

CROSS REF.: 9011 (Uniform Complaint Procedure), 4011 (Workplace Harassment Prohibited), 5062 (Equal Educational Opportunities), 5061 (Preventing Bullying, Intimidation and Harassment), 5070 (Student Behavior). 5120 (Education of Homeless Children)

REVISED: 7.2018
REVIEWED: 6.25.2013

STUDENTS

Preventing Bullying, Intimidation and Harassment: 5061

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 is an important District goal.

Bullying on the basis of actual or perceived race, color, nationality, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, or actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic is prohibited in each of the following situations:

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

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

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

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

A student who is being bullied is encouraged to immediately report it orally or in writing to the District Complaint Manager or any staff member with whom the student is comfortable speaking. Anyone who has information about actual or threatened bullying is encouraged to report it to the District Complaint Manager or any staff member. The District will not punish anyone because he or she made a complaint or report, supplied information, or otherwise participated in an investigation or proceeding, provided the individual did not make a knowingly false accusation or provide knowingly false information.

The Superintendent or designee shall develop and maintain a program that:

1. Fully implements and enforces each of the following Board policies:

a. 5060, *Harassment of Students Prohibited*. This policy contains the process for an individual to seek resolution of a complaint. A student may use this policy to complain about bullying. The District Complaint Manager shall address the complaint promptly and equitably. After an investigation, the Complaint Manager shall file a written report of his or her findings with the Superintendent for his or her action. The student may appeal any decision to the Board.

b. 6110, *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. It subjects any individual to the loss of privileges, disciplinary action, and/or appropriate legal actions for violating the District's *Authorization of Electronic Network Access*.

c. 5060, *Harassment of Students Prohibited*. This policy prohibits any person from harassing, intimidating, or bullying a student based on an actual or perceived characteristic that is identified in the policy. Those characteristics are also identified in the 5061, *Preventing Bullying, Intimidation, and Harassment*.

d. 5064, *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. It encourages anyone with information about an incident of teen dating violence to report it to any school staff member.

e. 5070, *Behavior*. This policy prohibits students from engaging in hazing, bullying, or any kind of aggressive behavior that does physical or psychological harm to another or any urging of other students to engage in such conduct; prohibited conduct includes any use of violence, force, noise, coercion, threats, intimidation, fear, harassment, or other comparable conduct.

f. 5061, *Preventing Bullying*. This policy prohibits students from: (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 photographs and Internet material and blogs, that causes substantial disruption to school operations or interferes with the rights of other students or staff members.

2. Full implementation of the above policies includes: (1) conducting a prompt and thorough investigation of alleged incidents of bullying, (2) providing each student who violates one or more of these policies with appropriate consequences and remedial action, and (3) protecting students against retaliation for reporting bullying.
3. Examines the appropriate steps to understand and rectify conditions that foster bullying, intimidation, and harassment; this contemplates taking action to eliminate or prevent these disruptive behaviors beyond traditional punitive disciplinary actions.
4. Includes bullying prevention and character instruction in all grades in accordance with State law. 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 5076, *Student Social and Emotional Development*.
5. Fully informs 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.

6. Encourages all members of the school community, including students, parents, volunteers, and visitors, to report: (a) alleged acts of bullying, intimidation, harassment, and other acts of actual or threatened violence, and (b) locations on school grounds where additional supervision or monitoring may be needed to prevent bullying.
7. Actively involves students' parents/guardians in the remediation of the behavior(s) of concern. This includes ensuring that all parents/guardians are notified, as required by State law, whenever their child engages in aggressive behavior.
8. Communicates the District's expectation that all students conduct themselves with a proper regard for the rights and welfare of other students. This includes a process for commending or acknowledging students for demonstrating appropriate behavior.
9. Annually communicates this policy to students and their parents/guardians. This includes annually disseminating information to all students and parents/guardians explaining the serious disruption caused by bullying, intimidation, or harassment and that these behaviors will be taken seriously and are not acceptable in any form.
10. Engages in ongoing monitoring that includes collecting and analyzing appropriate data on the nature and extent of bullying in the District's schools and, after identifying appropriate indicators, assesses the effectiveness of the various strategies, programs, and procedures and reports the results of this assessment to the Board along with recommendations to enhance effectiveness.
11. Complies with State and federal law and is in alignment with Board policies. This includes prompting the Board to update the policy beginning every 2 years after its initial adoption and filing this policy with the Illinois State Board of Education after the Board adopts or updates it.

This policy is not 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 or 4 of Article 1 of the Ill. Constitution.

LEGAL REF.: 405 ILCS 49/, Children's Mental Health Act.
105 ILCS 5/10-20.14, 5/24-24, and 5/27-23.7.
23 Ill.Admin.Code §§1.240 and §1.280.

CROSS REF.: 5060 (Harassment of Students, 6110 (Access to Electronic Networks), 5070 (Behavior), 5076 (Student Social and Emotional Development), 5064 (Teen Dating Violence Prohibited)

REVISED: April 22, 2014

STUDENTS
Equal Educational Opportunities: 5062

Equal educational and extracurricular opportunities shall be available for all students without regard to color, race, nationality, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender identity, status of being homeless, order of protection status and actual or potential marital or parental status, including pregnancy. Further, the District will not knowingly enter into agreements with any entity or any individual that discriminates against students on the basis of sex or any other protected status, except that the District remains viewpoint neutral when granting access to school facilities under Board Policy 1330, *Policies Relating to Building and Properties*. Any student may file a discrimination complaint by using Board Policy 9011, *Uniform Complaint Procedure*.

Sex Equity

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

Any student may file a sex equity complaint by using Board Policy 9011, *Uniform Complaint Procedure*. A student may appeal the Board's resolution of the complaint to the Regional Superintendent (pursuant to 105 ILCS 5/3-10) and, thereafter, to the State Superintendent of Education (pursuant to 105 ILCS 5/2-3.8).

ADOPTED: February 22, 2011

Administrative Implementation:

The Superintendent shall appoint a Nondiscrimination Coordinator. The Superintendent and Building Principal shall use reasonable measures to inform staff members and students of this policy and complaint procedure.

Definitions

"Comparable" means similar in quality and quantity, taking into consideration all relevant facts and circumstances.

"Contact Sports" means those sports whose purpose or major activity involves bodily contact, such as basketball, boxing, football, ice hockey, rugby, and wrestling.

"Counseling" means all guidance activities, personal counseling, guidance-related evaluation and testing, provision of vocational and career information and advice, scheduling assistance, and any other guidance services provided to students by any person acting under the authorization of an educational system.

"Course" means any District-sponsored class, regardless of the location of class meetings, nature of instruction, or type or age of student.

"Discrimination" means the violation of an individual's State or federal guarantees to equal rights as provided by the U.S. Constitution, federal law, Illinois Constitution, and Illinois law, including the Illinois School Code, whether intended or unintended.

"Equal Access" means the availability of opportunity without discrimination on the basis of sex, going beyond simple admission to a course or activity to include full and unrestricted participation in educational and experiential processes.

"Sex Bias" means the attribution of behaviors, abilities, interests, values and/or roles to a person or group of persons on the basis of sex.

"Sexual Harassment" means (1) unwelcome sexual advances, (2) welcome sexual advances made by any District employee, (3) requests for sexual favors, and/or (4) other verbal, written or physical conduct of a sexual nature.

"Sexual Intimidation" means any behavior, verbal or nonverbal, which has the effect of subjecting members of either sex to humiliation, embarrassment or discomfort because of their gender.

Purpose

The purpose of these rules is to identify and eliminate sex bias, sex discrimination, sexual harassment, and sexual intimidation in the provision of School District 215 programs, activities, services, and benefits, and to attempt to assure equal access by both sexes to the educational and extracurricular programs and activities of the District.

Policy & Practice

A. **General.** Except as otherwise provided herein, the District shall not designate or otherwise limit the use of any facility or portion thereof, nor the availability of any service, equipment or supplies, on the basis of sex. This prohibition shall not apply to shower and toilet facilities, locker rooms, and dressing areas; however, such accommodations and all related support and maintenance services shall be comparable for both sexes.

Except as otherwise provided herein, the District shall not provide significant assistance to, including the payment of dues, fees or other remuneration in return for the provision of services or benefits, or enter into any agreement with, any organization, group, business or individual that discriminates against students on the basis of sex.

The District shall not institute any employment practices or organizational changes which would result in sex discrimination against students.

B. **Treatment of Students.** No student shall, on the basis of sex, be denied equal access, including full and unrestricted participation, to programs, activities, services or benefits, or be restricted in the exercise of any right, privilege, advantage or opportunity accorded other students.

The District shall apply the same procedures, program admission standards and graduation requirements for students of both sexes.

The District shall not set quotas limiting or specifying the number of either male or female students who may be admitted to the District's schools, programs, courses or activities, except to the extent that such quotas further affirmative action goals established by the District to overcome the effects of conditions which resulted in limited participation in a program or activity by students of a particular sex.

No student shall be discriminated against because of his or her actual or potential marital or parental status. Pregnancy shall be treated as any other temporary disability and shall not be considered cause for dismissal or exclusion from any program or activity offered other students. Participation in special programs offered to pregnant students or students who are parents shall not be mandatory for such students but shall be at the student's option. The District shall eliminate any administrative and programmatic barriers to school attendance and completion by pregnant students or students who are parents.

No student shall be subjected to sexual discrimination, harassment, intimidation or bias by any District employee, by other students, or by the effect of any school policy or practice. The District shall not discriminate on the basis of sex in the bestowing of awards, honors, scholarships and financial aid. The District shall not discriminate on the basis of sex in the imposition of disciplinary policies and practices or codes of conduct. The District shall not discriminate on the basis of sex in the provision of employment opportunities for students. The District shall not enter into work study or cooperative employment agreements with employers who discriminate against students on the basis of sex.

D. **Educational Programs and Activities.** All courses shall be open to students regardless of sex. Course prerequisites and requirements shall be the same for both sexes. Course content and objectives shall not discriminate on the basis of sex. Students shall be advised to participate in courses, programs and activities consistent with their interests and abilities without regard to their sex. Neither course titles nor descriptions shall discourage participation by either sex. Students may, however, be segregated by sex during class sessions or portions thereof which deal exclusively with human sexuality.

D. **Specific Program Areas**

Physical Education Classes. Physical education classes shall be open equally to both sexes. Instructional portions of all physical education classes shall be coeducational. Students may be segregated by sex during participation in contact sports. Neither physical education classes nor areas where the classes are conducted shall be designated by sex.

Where assignments in physical education classes or portions thereof are based upon ability levels, objective standards of individual performance shall be employed without regard to sex, and students shall be regrouped at appropriate intervals such as where substantial changes occur in teaching objectives or student ability levels.

Where the use of a single standard for measuring skill or progress in a physical education class results in sex discrimination, appropriate standards which do not have such effect shall be used.

Music. Students shall be encouraged to pursue their interests in music and particular musical instruments without regard to their sex. Students shall not be segregated by sex when participating in voice instruction, although divisions within a class may be established based upon vocal range and quality. Musical instrument instruction and performance shall be based upon the student's individual interests and abilities, regardless of their sex.

Special Education. Special education referral, case study evaluation and placement practices shall not discriminate on the basis of sex. Classes and related services for students with disabilities shall not discriminate on the basis of sex whether provided by the District, in cooperation with other school districts, or through private placement.

Gifted Education. Gifted education referral, testing and placement practices shall not discriminate on the basis of sex. Classes, programs and related services for gifted students shall not discriminate on the basis of sex.

Vocational and Career Education. Students shall be encouraged to pursue the career of their choice without regard to their sex. Materials used and opportunities provided to students in vocational and career education shall not discriminate on the basis of sex.

E. Classroom Practices. Classroom practices and assignments shall not discriminate on the basis of sex. Teaching methods shall not inhibit student participation on the basis of sex. Instructional materials shall not be sexually discriminating, and teachers shall attempt to counteract any sexual bias that may be present in instructional materials. Where appropriate, the history, roles and contributions of both sexes shall be taught on a comparable basis.

F. **Counseling Services.** Counseling services, including the assignment of counselors, shall be provided to students without discrimination on the basis of sex. Students shall be encouraged to pursue courses of their choice without regard to their sex. The content, administration, interpretation and application of appraisal instruments and associated materials shall not discriminate against students on the basis of sex.

G. **Extracurricular Programs and Activities.** Students of both sexes shall have equal access to all extracurricular programs and activities, including clubs, committees, service and honor organizations, intramural sports, interscholastic athletics and other after-school activities, except as provided elsewhere herein.

Extracurricular programs and activities should avoid titles which imply that membership or participation is restricted on the basis of sex.

Musical choruses shall not be segregated on the basis of sex; however, divisions within each chorus may be made based upon vocal range and quality.

Student participation in speech, debate and drama events shall be open to both sexes; however, assignments may be made on the basis of sex, for example a dramatic role specific to one sex, so long as comparable opportunities are provided for both sexes.

I. Athletic Programs and Related Activities. Both sexes shall be accorded equal opportunities to participate in athletic programs. Single-sex teams may be maintained for contact sports or when selection for the team is based upon competitive skill, provided the interests and abilities of both sexes are accommodated.

In a noncontact sport, if a team is provided only for members of one sex, members of the other sex shall be allowed to compete for a place on the team if their overall athletic opportunities have been limited in comparison with those of the other sex. If a coeducational team does not accommodate the interests and abilities of members of both sexes, separate teams shall be offered. If separate teams are offered, the programs shall be comparable.

Athletic programs offered by the District shall accommodate the abilities and interests of both sexes to a comparable degree. Program comparability may be assessed by considering factors such as the following:

a) Sports offered;
b) Levels of competition within each sport;
c) Length of sports seasons;
d) Scheduling throughout the year;
e) Scheduling of practices and games;
f) Use of facilities for practice and competition;
g) Ratio of coaches to athletes;
h) Quality of coaching and officiating;
i) Assignment and compensation of coaches and officials;
j) Supplies and equipment;
k) Allowances for travel and perdiem;
l) Medical and training services;
m) Publicity for teams and individual participants; and
n) Overall distribution of athletic budget funds.

The District shall, at least once every four years, conduct a written survey of all students concerning their athletics interests. If the results of the survey indicate that the level of student interest in the range of alternatives provided is disparate between the sexes and such disparity may be the result of discrimination, efforts shall be initiated to reduce such disparity.

The District shall not provide significant assistance, including the payment of dues, fees or other remuneration for the provision of services or benefits, to any association of conference whose purpose is to organize or regulate inter-scholastic competition if that association or conference discriminates on the basis of sex in the provision of benefits or services to students.

The District may cooperate with single sex youth organizations that are tax exempt and whose membership has traditionally been limited to members of one sex and principally to persons who are under 19 years of age, for example the girl or boy scouts, provided that comparable activities shall be available for both sexes.

Activities such as cheerleading, pompom squads, color guards, school safety patrol, teacher/office aides, and library assistants shall be open to both sexes, and the District's utilization of such groups shall not discriminate on the basis of sex.

A king or queen or an activity may be selected, provided that comparable opportunities are provided to students of both sexes.

If mother-son, father-son, father-daughter or mother-daughter activities are sponsored by the District, comparable activities shall be available for both sexes, and the needs of students from single-parent families shall be accommodated.

LEGAL REF.: Illinois Human Rights Act, 775 ILCS 5/1-101 *et seq.*
McKinney Homeless Assistance Act, 42 U.S.C. §§11431 *et seq.*
Title IX of the Education Amendments, 20 U.S.C. §§1681 *et seq.*
34 C.F.R. §§106 *et seq.*
Rehabilitation Act of 1973, 29 U.S.C. §§791 *et seq.*
Religious Freedom Restoration Act, 775 ILCS 35/5.
Ill. Const. art. I, §18.
Illinois School Code, 105 ILCS 5/2-3.8, 2-3.25b, 2-3.25d(b), 3-10, 10-20.12, 10-22.5, 27-1 and 27-23.7.
23 Ill.Admin.Code §1.240 and §§ 200 *et seq*.
Good News Club v. Milford Central School, 533 U.S. 98, 121 S.Ct. 2093 (2001).

CROSS REF.: 9011 (Uniform Complaint Procedure), 5060 (Harassment of Students Prohibited), 5061 (Preventing Bullying, Intimidation and Harassment), 5070 (Student Behavior), 1330 (Policies Relating to Building and Properties). 5120 (Education of Homeless Children

ADOPTED: February 22, 2011

STUDENTS

Adolescent Suicide Awareness and Prevention Programs: 5063

The Superintendent or designee is directed to develop and implement a comprehensive and continuing adolescent suicide awareness and prevention program. The Superintendent will attempt to develop a liaison among the District and the Illinois Suicide Prevention Strategic Planning committee, the Illinois Suicide Prevention Coalition Alliance, and/or a community mental health agency to implement the goals and objectives of the Illinois Suicide Prevention Strategic Plan.

Adopted: June 28, 2011

Cross Reference:

Policy 5076

Administrative Handbook

STUDENTS

DATING VIOLENCE PROHIBITED: 5064

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

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

1. Fully implements and enforces each of the following Board policies:
   a. 5060, *Harassment of Students Prohibited*. This policy prohibits any person from harassing intimidating, or bullying a student based on the student's actual or perceived characteristics of sex; sexual orientation; gender identity; and gender-related identity or expression (this policy includes more protected statuses).
   b. 5061, *Preventing Bullying, Intimidation, and Harassment*. This policy prohibits students from engaging in bullying, intimidation, and harassment at school, school-related events and electronically. Prohibited conduct includes threats, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying.
2. Encourages anyone with information about incidents of teen dating violence to report them to any of the following individuals:
   a. Any school staff member. School staff shall respond to incidents of teen dating violence by following the District's established procedures for the prevention, identification, investigation, and response to bullying and school violence.
   b. The Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager identified in policy 5060, *Harassment of Students Prohibited*.
3. Incorporates age-appropriate instruction in grades 7 through 12, in accordance with the District's comprehensive health education program. 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 5076, *Student Social and Emotional Development*.
4. Incorporates education for school staff, as recommended by the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager.
5. Notifies students and parents/guardians of this policy.

LEGAL REF.: 105 ILCS 110/3.10.

CROSS REF.: Policy 5060 - Harassment; Policy 5061 - Preventing Bullying; Policy 5076 - Student Social and Emotional Development, Student Handbook, Webpage: Parents

ADOPTED: March 25, 2014

STUDENTS
Behavior : 5070

It shall be the policy of the Board to establish and maintain a parent/teacher/student advisory committee to provide input into the development of a student behavior code.
A separate committee consisting of parents, teachers and special needs staff will develop behavioral intervention procedures for students with disabilities. Regularly scheduled dates will be established yearly.

The Student Behavior Code shall be reviewed and adopted annually by the Board of Education.

A copy of the Code must by furnished to all parents/guardians or students within fifteen (15) school days after the beginning of the school year, or after starting classes for transferred students.

REVISED June 25, 2019

Policy changes updated to reflect 2019-20 Behavior Code
Cross Reference: Policy 6146, 6147, 5077, 5120 and Administrative Handbook

Acceptable IT Use Policy pulled and placed in Section 6110 : 3.22.2011

PHILOSOPHY

A primary responsibility of the Thornton Fractional high schools and the professional staff is the students' understanding and appreciation of the rules, rights and responsibilities of the individual. It is the district's intent that students learn in a positive manner from the consequences of their actions and that all discipline is delivered with compassion for the purpose of altering student behavior. The maintenance of good discipline is essential to the educational process and is the joint responsibility of the home and school. Therefore, the home will be involved in the disciplinary process as early and as often as necessary. Students must adjust their behavior to the standards of the school. Appropriate student behavior is expected in order to ensure the education of others is not hindered. Each student has the responsibility to know and abide by the regulations of the school. Behavior which tends to conflict with the educational environment or which is antagonistic to the welfare of other students and faculty will not be tolerated.

The provisions of this handbook are not to be considered as irrevocable contractual commitments between the school and the student. Rather, the provisions reflect the current status of the rules, practices, and procedures as currently practiced and are subject to change; upon recommendation of the District Discipline Committee and subject to approval of the district Board of Education.

The following list of misbehaviors is not exhaustive. The district reserves the right to discipline students (up to and including expulsion) for instances of misconduct not specifically described in the Student Behavior Code.

Student Expectations:

Thornton Fractional District 215 students can expect:

- A safe and orderly learning environment
- To be treated with dignity, civility and respect
- To be informed of the rules of conduct
- Freedom from discrimination and harassment
- Academic grades based on academic performance
- To express opinions and personal points of view
- Assistance from teachers, guidance counselors, deans, and administrators

Student Responsibilities:

Thornton Fractional District 215 students have the responsibility to:

- Attend school regularly and to be on time
- Observe the rights of other people
- Report hazardous or dangerous situations to an adult
- Treat others with respect and civility regardless of their racial/ethnic origin, age, sex, sexual orientation, religion, or disability
- Maintain academic honesty
- Maintain self-control and proper conduct at all times
- Refrain from the use and/or possession of controlled substances, illegal drugs, or drug paraphernalia
- Refrain from bringing any type of weapon on school property, transportation or to any school related events.
- Be truthful
- Express proper care of equipment, textbooks, and facilities

In dealing with violations of the rules and regulations of the school, staff will seek to resolve problems with the cooperation of the student and parent or guardian. The following pages are presented so that both parents and students will be aware of the rules, regulations and expectations of the schools. Parents and students are required to sign indicating receipt/review of the discipline code. Parents and students are responsible for becoming familiar with this code.

Student Behavior Modification

It is the purpose of the dean's office and district disciplinary procedure to:

1. Allow the student the needed choices to modify his/her behavior
2. Provide the resources and deterrents for this code to be successful.
3. Define the consequences of failing to modify identified problem behaviors.
4. Provide fair, equitable and progressive interventions and disciplinary consequences for all students.

ATTENDANCE AND TRUANCY

Compulsory School Attendance

This policy applies to individuals who have custody or control of a child: (a) between the ages of 7 and 17 years of age (unless the child has graduated from high school), or (b) who is enrolled in any of grades, kindergarten through 12, in the public school regardless of age. These individuals must cause the child to attend the district school wherein the child is assigned, except as provided herein or by **s**tate law. Subject to specific requirements in state law, the following children are not required to attend public school: (1) any child attending a private school (including a home school) or parochial school, (2) any child who is physically or mentally unable to attend school (including a pregnant student suffering medical complications as certified by her physician), (3) any child lawfully and necessarily employed, (4) any child over 12 and under 14 years of age while in confirmation classes, (5) any child absent because his or her religion forbids secular activity on a particular day, and (6) any child 16 years of age or older who is employed and is enrolled in a graduation incentives program. The parent/guardian of a student who is enrolled must authorize all absences from school and notify the school in advance or at the time of the student's absence. A valid cause for absence includes illness, observance of a religious holiday, death in the immediate family, family emergency, other situations beyond the control of the student, other circumstances that cause reasonable concern to the parent/guardian for the student's safety or health (mental, physical, emotional) , or other reason as approved by the **s**uperintendent or designee.

Should a student, seventeen years of age or over, be chronically absent, the student and parents will be asked to make a decision about the student's choices of regular attendance, withdrawal from school, or administrative withdrawal. **Students absent from school for more than TEN (10) consecutive school days may be administratively withdrawn.**

A chronic or habitual truant shall be defined as a child subject to compulsory school attendance and who has been absent without valid cause from attendance for 5% OR MORE OF THE PREVIOUS 180 REGULAR ATTENDANCE DAYS.

DEFINITIONS

Absence:

Any day or period of non-attendance. **It is the parent's/guardian's responsibility to notify the school of absences on the day of the absence**. School personnel will determine the status (excused/unexcused) of the absence. Reasons for excused absences are defined by the Illinois School Code as illness, religious observances, death in the family, family emergency, or other situations beyond the control of the student, and must be approved by school personnel. The student is entitled to full make-up privileges for excused absence. The student must meet make-up deadlines established by the teacher. Approved school related activities are not considered absences.

Extended Illness:

Any student who is absent for five consecutive days must present a medical statement from a licensed physician. If the student will be absent for more than five days, the statement should indicate how long the illness is expected to last. Parents are to communicate with the SCHOOL SOCIAL WORKER in cases of extended illness to determine if Homebound Services are warranted.

Excessive Absences and Medical Documents:

Excessive absences are defined as more than **5% or more of the previous 180 regular attendance days (9 days per school year)**. The school administration may require excessively absent students to provide medical documentation indicating the nature of the illness and specific dates to be excused. Failure to provide medical documentation will cause the student to be considered truant. See "Truancy Consequences." Student will be placed on the appropriate step. ~~(Step 3 or Step 4)~~

Truancy:

Truancy is any day or period of non-attendance which is determined by school personnel as unexcused.

Extenuating Circumstances:

Upon approval of the assistant principal for pupil personnel services, instruction may be provided through homebound tutoring in cases of extended illness. Homebound tutoring will constitute continuous instruction.

Daily Absences

If a student is absent from school, his/her parent must call the school each day the student is absent. Calls are required no later than 2:30p.m. on the day of the absence. If the school does not receive the call as required, the absence is considered unexcused. A 24-hour phone service is available at the following numbers:

CAT 585-2366 CAL 585-9400 NORTH 585-1007 SOUTH 585-2040

Any student who decides to stay home AFTER the parent (or guardian) has left for work has the responsibility of contacting a parent/guardian to inform him that he/she is home so that the parent/guardian can call before 2:30 P.M. on the day of the absence.

TARDY POLICY

Punctuality is a student responsibility. Failure to enter the classroom prior to the final ringing of the tardy bell will be recorded as a tardy or as stipulated in writing by the teacher and signed by all students as classroom procedures.

The building administration may prohibit student admission to class when a student is tardy. Such a measure may be necessary either on a selected or continuing basis to ensure that tardiness does not disrupt the educational process.

Students detained by a teacher must obtain a pass from that teacher before attempting to be admitted to their next class. Students may not leave a class to which they are tardy in an attempt to solicit a pass.

All tardies will be reported to the Deans'/Attendance office on the day of the tardy. Students accumulating multiple tardies, per class, per semester, will be counseled and/or receive intervention (s).

TRUANCY POLICY

Students are expected to remain in the building during their regularly scheduled school day. Under no circumstances are students to leave the building without the permission of administration, the dean**,** or school nurse. To do so will be treated as truancy. If a student becomes ill during the school day and receives permission from the nurse to go home, he or she will be given a pass from the nurse. This pass should be turned in to the Attendance Office before leaving school. Students will be released to the custody of their parents or guardians in the Attendance Office. If no parents or guardians are available, permission must be received from an assistant principal before the student is released.

Requests to leave school for other reasons must be verified by a telephone call from the parent/guardian, and

official, written verification that the appointment occurred (e.g. doctor/dentist note, verification of court date or college visit). An excuse from school will be granted by the deans for only those matters that cannot be scheduled at any other time than during the school day.

Truancy is any day or period of non-attendance which is determined by school personnel as unexcused.

Single Period Truancy

The first single class absence starts the student in the truancy process**.**

Full Day Truancy

Full day truancy is defined as an absence without excuse from three or more periods**. Students accumulating 9 days per year or more full day truancies in the previous 180 school days will be considered chronic and habitual truants. In addition, police issuance of a municipal citation for truancy may be issued to the parent/guardian.**

STUDENT DISCIPLINARY PROCEDURES

The following disciplinary procedures and interventions will be used in Thornton Fractional High Schools. Faculty and staff may use reasonable means, as needed, to maintain safety, self-defense or defense of property and may remove students from the classroom for disruptive behavior**.** More disciplinary interventions may be administered for infractions directed against school personnel, agents of the school, or agent's property and/or for infractions occurring in places other than in the classroom. **Corporal punishment is prohibited in District 215.**

DUE PROCESS

The school has the responsibility to see that due process is practiced at all times and to insist that the individual rights of all students are preserved. A student must be provided with the following due process in connection with any suspension from school:

1. Oral or written notice of the charges and explanation of evidence supporting the charges.
2. If the charges are denied, a student must be given an opportunity to explain their version of the events to the school official.
3. Suspensions (except from riding a bus for safety reasons) may not exceed 10 days, if warranted.
4. All prudent and reasonable attempts will be made to have a student's parents or guardian immediately receive a report of an out of school suspension with a statement of the reason(s). A letter will also detail the specific reasons as to why removing the student from the learning environment is in the best interest of the school; include a rationale as to the specific duration of the suspension; and document whether other behavioral and disciplinary interventions were attempted or whether it was determined that there were no other appropriate and available interventions and a notice of right to review/hearing.
5. A formal letter of the out of school suspension will follow that includes a notice of right to a review / hearing.
6. If a hearing is requested, the parents or guardian may appear and appeal the suspension with the principal. If the decision rendered is unsatisfactory, the parent may appeal to the Superintendent.
7. Any decision rendered must be based upon the evidence.
8. With respect to any out of school suspension invoked, the student has a right to be informed of the beginning and ending dates.

The rules regulating the suspension of a student receiving special education services or accommodations under Section 504 are different; therefore, the disposition will depend upon the facts presented in each case.

In all cases of administrative recommendation for expulsion and non-district alternative placements, a hearing shall be conducted by the Board of Education or their designee, which provides an opportunity for the student and his/her parents to exercise their right of due process. The Board of Education shall base its decision only on evidence presented at the hearing.

The following due process procedures will be followed:

1. Parent or guardian will be requested to be present at the hearing.
2. The parent or guardian will be provided a copy of the hearing documents.
3. The student and parent will be given an opportunity to give their version of the facts. They are allowed to offer the testimony of other witnesses and other evidence.
4. The student will be allowed to know of evidence offered against him/her.
5. A record shall be kept of the hearing.
6. The Board of Education will, within a reasonable time after the hearing, notify the parent or guardian of its decision. The notice will be in writing and state whether or not the student is guilty of the conduct charged and what action will be taken by the Board.

In the event of an out of school suspension, the student shall have the opportunity to make up work for equivalent academic credit and a plan for re-engagement back into the school environment.

STUDENT INFRACTIONS

District 215 expects every student to exhibit positive behaviors that lead to successful experiences in and out of the classroom. Students are expected to comply with expectations of the school, to obey promptly all directions of the school staff, to observe good order, and to conduct themselves at school or at school-related activities, in such a manner that their conduct will neither harm nor bring discredit to the schools of the district. The following list of infractions is not intended to be all inclusive, but rather exemplifies the types of misconduct that are prohibited and will result in some form of disciplinary action. These disciplinary actions are intended to protect the welfare of the school community, as well as assist the individual student in developing self-discipline.

Access of Social Network Pages. Illinois state law (PA 09-0129), the Right to Privacy in the School Setting Act, allows school administration or building designees to request that a student cooperate in an investigation that includes social media misconduct and only if there is specific information about activity on the student's account that violated a school disciplinary infraction or policy. The student may be required to share content that is reported to help the school make a factual determination that will assist in the investigation and in determining appropriate student disciplinary interventions.

Email is explicitly not included in the law's definition of a "social networking website". This law enables schools to access a student's profile on a social networking website if there is just and reasonable cause that there is evidence on that the account of a violation(s) of the school's rules and disciplinary codes. Posts that involve threats of violence against others, bullying and harassment, alcohol and/or substance abuse, the use of weapons, and other content that creates a substantial disruption to the educational environment and represents violations of student codes of conduct will result in disciplinary intervention.

Assault – Assault is any threat, which causes a reasonable apprehension by the victim, of receiving bodily/physical harm.

Battery – Battery is any unlawful activity causing physical injury to another and/or knowingly touching another with intent to injure.

Bullying – Bullying is a series of cruel or hostile behaviors involving one or more persons. Bullying on the basis of actual or perceived race, color, nationality, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, or actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics or any other distinguishing characteristic is prohibited in each of the following situations:

(1) during any school-sponsored education program or activity;

(2) while in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities; or,

(3) 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 substantially interferes with or limits the victim's ability to participate in or benefit from the services, activities, or opportunities offered by a school or substantially disrupts the educational process or orderly operation of a school.

(4) after school hours, outside of school property to students of District 215.

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

(1) placing the student in reasonable fear of harm to the student's person or property;

(2) causing a substantially detrimental effect on the student's physical or mental health;

(3) substantially interfering with the student's academic performance; or,

(4) substantially interfering with the student's ability to participate in or benefit from the services, activities or privileges provided by the District.

Bullying, intimidation and/or harassment may take various forms, including, without limitation, the following: threats, stalking, physical violence, the electronic posting of mean-spirited messages about a student often done anonymously and defined as cyber bullying and/or the sending of sexually explicit messages or images by cell phone defined as sexting, sexual harassment, teen dating violence, sexual violence, theft, public humiliation, destruction of property or retaliation for asserting or alleging an act of bullying.

Students are strongly encouraged to report alleged acts of bullying, intimidation, harassment and other acts of actual or threatened violence. All reported acts of bullying will be investigated to determine if the act is within the scope of the district or school and, if not, a process for referral outside the school and to the appropriate jurisdiction will be recommended. A student tip-line has been made available for free download through the Thornton Fractional District 215 app at the Apple App store and Google Play.

Cheating – Student cheating, plagiarism and electronic device sharing are prohibited and will be handled initially by the classroom teacher. Plagiarism is defined as "the wrongful appropriation, close imitation, or purloining and publication, of another author's language, thoughts, ideas, or expressions, and the representation of them as one's own "original work."

Controlled Substances Possession of, Sale of, or Use of and/or Involvement with Controlled Substances - The use of illegal drugs, possession of drug paraphernalia, or involvement in the sale, purchase, or use of drugs, including medical cannabis, edibles, marijuana and hashish, and/or alcoholic beverages, look-alike controlled substances, paraphernalia, vapor pens or intoxicating substances. Local authorities will be informed unless deemed unnecessary by the Deans' Office. During the parent conference, parent/guardian will be informed that the district has a drug procedure policy. III. Rev. Stat. 105 ILCS/5 and School Board Policy Number 5073.

Criminal Trespass – Criminal trespass is being on school property without proper permission from school personnel. Persons considered as trespassers are students on suspensions, expelled students, and any persons who appear on school grounds without legitimate reason. All visitors are required to check-in at the designated visitor entrance.

Damage to Property/Vandalism/Graffiti – Any act of attempting or succeeding in damaging or misusing school property.

Disruptive Classroom Behavior – Any behavior during class time that disrupts the learning environment and/or goes against the classroom expectations set out by the teacher at the beginning of the school year.

Disruptive Items – Possession or use of any items that could be considered disruptive to the educational process are not allowed.

Dress Code – The school expects all students to dress in a manner that is appropriate for a school day and which will not substantially disrupt the educational process and climate or be a safety or health concern. Clothing must be worn in such a way that genitals, buttocks, breasts, and are fully covered with opaque fabric. At a minimum all students must wear the following: A Shirt (with fabric in the front, back, and on the sides under the arms), AND Pants/jeans or the equivalent (for example, a skirt, sweatpants, leggings, a dress or shorts), AND Shoes.

Students May Wear, as long as these items do not violate the definition above:

- Head coverings must allow the face to be visible to staff, and not interfere with the line of sight of any student or staff.
- Religious headwear.
- Hoodie sweatshirts (face and ears must be visible to school staff).
- Fitted pants, including opaque leggings, yoga pants and "skinny jeans."
- Ripped jeans, as long as underwear and buttocks are not exposed.
- Tank tops, including spaghetti straps.
- Athletic attire

Students Cannot Wear or carry to class:

- Violent language or images.
- Images or language depicting drugs or alcohol (or any illegal item or activity).
- Hate speech, profanity, pornography.
- Images or language that creates a hostile or intimidating environment based on any protected class or consistently marginalized groups.
- Any clothing that reveals visible undergarments
- Accessories that could be considered dangerous or could be used as a weapon.
- Any item that obscures the face or ears (except as a religious observance).
- Outerwear – coats, lined jackets, lined hoodies, vests, gloves, scarves, sunglasses, backpacks, over-sized purses, book bags and sports bags.

This is not an all-inclusive list. Administrative discretion will apply in all cases.

Dress Code Enforcement – To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently using the requirements below. Students will only be removed from spaces, hallways, or classrooms as a result of dress code violations as outlined in the Dress Code sections above. Students in violation of those sections will be provided three (3) options to be dressed more to code during the school day:

1) Students will be asked to put on their own alternative clothing, if already available at school, to be dressed more to code for the remainder of the day.

2) Students will be provided with temporary school clothing to be dressed more to code for the remainder of the day.

3) If necessary, students' parents may be called during the school day to bring alternative clothing for the student to wear for the remainder of the day.

Electronic Devices – Electronic devices will be defined as, but not limited to, cellular phones and portable internet devices. **All electronic devices should remain on the silent mode to minimize potential disruptions to the educational environment. Cellphones are not allowed in the classrooms except:**

1) Used during passing periods and lunch

2) Included as part of pre-approved classroom and/or school-sponsored activities.

Refusal to surrender an electronic device to the deans' office may result in a school intervention/consequence. District 215 is not responsible for lost or stolen electronic devices.

Electronic Device Recording – The act of recording/videoing fighting, inappropriate incidents, or academic work/assessments involving students is not permitted.

False Fire Alarm/Setting a Fire or Tampering with Fire Extinguishers – Such student action will result in immediate school interventions/consequences and conferences with parent/guardian. The local police department will be informed.

Fighting – Fighting is considered gross misconduct and will result in the immediate school interventions; loss of privileges including but not limited to, students being prohibited from attending school dances, games, prom, and/or graduation; police arrest and/or issuance of a municipal citation for disorderly conduct or simple battery; a parent conference. Recurring incidents of fighting will be considered in the application of disciplinary ~~i~~nterventions. Students are strongly encouraged to report any and all instances of verbal or physical harassment on school property to the deans immediately.

Food and Drink – Students are not allowed to bring food or drink into the classroom, hallways, and or auditorium. Failure to comply will be considered insubordination. Selling of candy or other for personal gain is prohibited on school grounds. These items will be confiscated. Confiscated items will only be returned to a parent or guardian.

Forgery and/or Unauthorized Possession of School Property or School Forms – Such student action will result in immediate school interventions/consequences. Police will be notified unless deemed unnecessary by the deans.

Gambling – Any form of gambling is strictly prohibited at Thornton Fractional Township High Schools. Playing cards, dice, or other types of gambling devices are prohibited on school property.

Gang Activity – District 215 prohibits any form or participation in gang activity. No student on school property or at any school activity:

1. Shall wear, possess, use, distribute, display or sell any clothing, jewelry, emblem, badge, symbol, sign or other things which are evidence of membership or affiliation in any gang.
2. Shall commit any act or omission, or use any speech, either verbal or non-verbal (gestures, handshakes, etc.) showing membership or affiliation in a gang**.**
3. Shall use any speech or commit any act or omission in furtherance of the interests of any gang or gang activity, including, but not limited to:

A. soliciting others for membership in any gang**.**

B. requesting any person to pay protection or otherwise intimidating or threatening any person**.**

C. inciting other students to act with physical violence upon any other person.

Gross Misconduct – Gross misconduct shall include any conduct, behavior or activity that causes, or may reasonably lead school authorities to believe substantial injury or disruption, or material interference with school activities or the rights of other students or school personnel may occur. Police will be notified unless deemed unnecessary by the Deans' Office. School Board Policy 5079.

Harassment – No person, including a District employee or agent, or student, shall harass, intimidate or bully a student on the basis of actual or perceived race; color; nationality; sex; sexual orientation; gender identity; gender-related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; 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, teen dating violence or bullying, whether verbal, physical or visual, that affects the tangible benefits of education, unreasonably interferes with a student's educational performance or creates an intimidating, hostile or offensive educational environment.

Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, play fighting, horse playing, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

Hazing- Any act committed against someone, whether conducted on or off District 215 property, who is joining or becoming a member or maintaining membership in any organization that is humiliating, intimidating or demeaning, or endangers the health and safety of the person. Hazing included active or passive participation in such acts and occurs regardless of the willingness to participate in the activities. The term "hazing" includes but is not limited to any type of physical brutality such as whipping, beating, striking, branding, electronic shocking or placing a harmful substance on the body. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics or other activity that subjects the student to an unreasonable risk or harm or that adversely affects the mental or physical health and safety of the student.

No person, including a District employee, agent, volunteer or student shall plan, direct, encourage, aid or engage in hazing.

Students are strongly encouraged to report alleged acts of hazing. A student tip-line has been made available for free download through the Thornton Fractional District 215 app at the Apple App Store and Google Play.

Immoral/Obscene Behavior - Any behavior offensive to common propriety or decency, including, but not limited to, "mooning," indecent exposure, sagging pants, offensive touching, possession, distribution or display of obscene or "hate" material or similar behavior.

Insubordination – Refusal to obey established and well-defined rules and school regulations and failure to comply with a reasonable request by a staff member are considered acts of insubordination. Insubordination also includes being in an unauthorized area or loitering (i.e. washrooms, corridors, parking lots, etc.) during a student's regular schedule. Repeated violation of any rule constitutes insubordination.

Mob Action – The assembly of two or more persons for the purpose of creating a disturbance, participating in an act of violence, and/or damaging property.

Obscene or Abusive Language – Obscene, profane, or vulgar language either written, oral, electronic, or expressed by symbols

1. Between Students
2. Against School Personnel and/or Agents of the Schools.

Obstructing a School Investigation – Any student who knowingly gives false information or intentionally fails to give information in an investigation conducted by staff personnel.

Publication/Distribution of Materials – Students, staff members, and general public, may not use school facilities in any manner for the promotion of any group or vested interest. Also, materials of any kind not directly related to class work may not be distributed on the school premises without the approval of the school administration. Disseminating, posting, or in any other way communicating information unrelated to school activities is prohibited. Possession of literature which promotes any activity that is unlawful, immoral, or inappropriate is prohibited.

Reckless Endangerment – A student who intentionally or unintentionally jeopardizes the safety or well-being of others.

Smoking; Use of Smokeless Tobacco; Possession of Smoking Materials – Smoking in the building, on the grounds or while being transported is prohibited at all times. This includes the use of electronic cigarettes, hookah pens, or vapor cigarettes. Tobacco in any form is not to be brought on school property and will be confiscated. The "school grounds" is interpreted as all property owned by District 215, including parking lots and athletic fields.

Student I.D. Card – All students will be provided with a student identification card (I.D. card) upon enrolling in school. The student must possess this school I.D. card while attending school every day. Students that attend school without an I.D. will need to purchase a temporary I.D. Students failing to present an I.D. card when boarding a bus may be denied transportation. Lost, damaged, or defaced I.D. cards must be replaced immediately at a cost of five dollars ($5.00) to the student. All students must present their I.D. card upon request by any school personnel.

Theft - Theft, attempted theft or being in possession of items belonging to another student enrolled in District 215 schools. The student may face prosecution by civil authorities. All thefts should be reported to the Deans' Office as soon as possible**.**

Unauthorized Area – Students who are in a location without permission or who leave class without permission are considered to be in an unauthorized area.

Weapons (Possession and/or use of Weapons/Objects as weapons/Look Alike Weapons and/or Explosive(s)/Fireworks) – Such student action will result in out-of-school suspension with parent/guardian conference and possible recommendation for expulsion. As mandated by the Gun-Free Schools Act of 1994, possessing, using, or attempting to use dangerous weapons will result in a mandatory recommendation of expulsion for a period of at least one calendar year and possible contact of authorities**.**

INTERVENTION DEFINITIONS

The following list of interventions are intended to assist, correct and/or alter behaviors so students can demonstrate safe and respectful behavior. These interventions often involve support staff and aim to engage the Student Service Department in helping students modify their inappropriate or disruptive behavior.

Activity Ban: Students shall not attend and/or participate in school and/or district sponsored activities including but not limited to sporting events, clubs, and activities.

Alternative Placement: Short- or long-term changes in the location where the student is educated. This can include schools located inside or outside of District 215 boundaries. Programs will allow the student to obtain credits towards graduation.

Behavior Contract: A positive-reinforcement intervention used to change student behavior. The behavior contract is an agreement between a staff member and a student that spells out in detail the behavioral expectations for the student, the conditions in which the behavior will occur, and the rewards and/or consequences the student receives. The student agrees to the terms of the contract.

Behavior Intervention Plan (BIP): A plan designed by PPS to address student behavior based on the results from a functional behavioral assessment (FBA). This BIP targets specific behaviors and specific strategies to change the behavior along with the desired outcomes.

Behavior Modules: Short lessons or units related to various topics designed to promote student understanding of inappropriate behavior in order to decrease its occurrence.

Behavior Replacement Plan: A plan developed by school staff to provide students with replacement behaviors as substitutes for recurring behaviors.

Community Service

Programs that permit the students to perform a required amount of supervised activities outside of the normal school day. Assigned activities may take place on or off the school campus.

Conferences (Parent, Student, Staff): A meeting between multiple parties to address student behavior or academic concerns. A conference can take many forms.

Detentions:

Students may be required to come before the regular school hour, during lunch, or remain beyond the school day. Detentions are designed to allow the students the opportunity to make up school work missed due to tardiness, absence, and address behavior that is considered disruptive to the educational process. Students are required to make arrangements to attend. Students are also responsible to provide their own transportation to or from a detention.

Teacher Detention (up to 25 minutes):

When assigning student detentions, teachers give the student a detention slip that allows for student and parent notification. Teachers will be responsible for scheduling and supervising their own detentions. Failure to serve a teacher detention will result in further disciplinary action.

Dean Detention:

Dean detentions are served before school, during a portion of the student's lunch, or after school. An assigned student is given written notice as to the date, time, place, and expectations. Failure to serve or removal from a dean's detention will result in further disciplinary action.

Expulsion:

According to School Board Policy Number 5079, there are offenses of such a nature that will result in immediate suspension and recommendation for probable expulsion. Students guilty of flagrant or chronic violation(s) of the rules or gross disobedience or misconduct may be recommended for expulsion. These offenses are defined as, but not limited to, any conduct, behavior, or activity which causes substantial injury or disruption, or material interference with school activities or the rights of other students or school personnel. The parents will be notified by letter of the time and place of the Board hearing, along with documents and notice of the right to be represented by counsel

In-School Suspension

In-School Suspension (ISS) is served at the school building in a designated room, supervised by a staff member for a specified time period. The ISS program, as an alternative program to out-of-school suspensions, will allow students to receive earned credit during the school day. The days in the ISS program do not count as out-of-school suspension days.

Mediation Process: The Thornton Fractional Mediation program will attempt to resolve problems between students with a minimum amount of intervention by school personnel. Students who are made to feel uneasy by the actions of other students may request mediation through the deans, social worker, counselors or trained peers. The parents of all students participating in the mediation will be contacted and made aware of the request for mediation and its outcome. The Student Mediation process involves the invitation of the affected parties to participate in mediation. Students may elect to have either adult or student mediators. Trained mediators question the disputants on the nature and causes of their disagreement. The mediators look for a solution to the problem which will resolve the concerns of all parties. The final resolution is written as a contract between the disputants. In the event that a violation of the student mediation contract occurs, the disputant(s) in violation will be referred to the dean's office for disciplinary interventions.

Mentoring: Students are assigned an adult or peer to assist in development of identified skills and positive behavior replacements.

Multi-Tiered Systems of Support: A framework used to provide targeted support to struggling students. It focuses on the "whole child." MTSS supports academic growth and achievement, but it also supports many other areas. This includes behavior, social and emotional needs, and absenteeism.

Out-Of-School Suspension (OSS): During a suspension, the student will remain away from the school grounds beginning at the end of the school day the suspension was issued until the beginning of the school day the student is expected to return. Failure to do so will be treated as criminal trespass to state supported property (Credit Recovery attendance is an exception). Students who are suspended are not allowed to attend or participate in any extra-curricular activities including athletics and athletic events. When a student is suspended, his/her parents will be notified as quickly as possible. A parent conference may be required at the discretion of the Dean. During an out-of-school suspension, it is the students'/parents' responsibility to request any missed work. Students will have the opportunity to make up work for equivalent academic credit. Depending on the severity of the infraction, police may be notified.

Pupil Personnel Services (PPS) Groups: Student is assigned to a member of the PPS team (Social Worker, School Counselor, School Psychologist, Speech Pathologist) for participation in targeted intervention sessions in identified areas (e.g., anger management), or to work through problems or issues that negatively affect the student's participation in the school environment.

Re-entry Conference: A meeting between the student and/or parent and school staff to discuss the successful return / re-engagement of a student to the school environment following out of school suspension, expulsion, or returning from an alternative school setting.

Referral to PPS/MTSS: The student's information is provided to members of the PPS team to determine the need for additional supports.

Restorative Justice Practices: Students resolve conflicts through activities designed to repair harm and restore positive relationships

Warning/Reprimand: The student is provided a verbal or written warning to improve behavior prior to the issuance of a consequence/intervention.

District 215 will follow a ladder of supports to hold students accountable for their behavior. Student misbehavior will be handled on a case by case basis. In all cases, implementation of appropriate interventions/consequences will take into account a number of factors including the nature and severity of the misbehavior. Infractions are grouped into five levels based on the severity of the misbehavior. In some cases, the use of teacher/staff responses and/or the use of social service interventions may be most suitable. In other cases, a student's misconduct may require or be most appropriately addressed by a targeted or significant disciplinary response along with social service interventions.

INTERVENTIONS AND CONSEQUENCES

Level One Warning/Reprimand Behavior Contract (Teacher) Detention (Teacher) Mediation Teacher/Student/Parent Contact Restorative Justice Practices Behavior Replacement Plan	**Level Two** Behavioral Contract Deans Detention Community Service Restorative Justice Practices ISS (Intervention Center) Mediation Mentoring PPS /MTSS Referral Student Conference (staff, teacher, student and/or parents) Behavior Replacement Plan
Level Three Activity Ban Behavior Modules Community Service ISS PPS /MTSS Referral Restorative Justice Practices 1-3 days of suspension Alternative to Suspension Program Behavior Replacement Plan	**Level Four** Alternative Placement Alternative to suspension program Activity Ban PPS/ MTSS Referral Restorative Justice Practices 4-day suspension
Level Five Restorative Justice Practices Alternative Placement 5 or more days of suspension Expulsion	

I. Misconduct by Students with Disabilities

A. Behavioral Interventions

Behavioral interventions shall be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. The District will establish and maintain a committee to develop, implement, and monitor procedures on the use of behavioral interventions for children with disabilities. The committee shall review the State Board of Education's guidelines on the use of behavioral interventions and use them as a non-binding reference. This policy and the behavioral intervention procedures shall be furnished to the parent(s)/guardian(s) of all students with individual education plans within 15 days after their adoption or amendment by, or presentation to, the Board or at the time an individual education plan is first implemented for a student; all students shall be informed annually of the existence of this policy and the procedures. At the annual individualized education plan review, a copy of this policy shall be given to the parent(s)/guardian(s). The policy and procedures shall be explained. A copy of the procedures shall be available, upon request of the parent(s)/guardian(s).

B. Discipline of Special Education Students

The District shall comply with the provisions of the Individuals with Disabilities Education Act (IDEA) when disciplining 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. Any special education student whose gross disobedience or misconduct is not a manifestation of his or her disability may be expelled pursuant to the expulsion procedures, except that such disabled student shall continue to receive educational services as provided in the IDEA during such period of expulsion.

A special education student may be suspended for periods of no more than 10 consecutive school days each in response to separate incidents of misconduct, regardless of whether the student's gross disobedience or misconduct is a manifestation of his or her disabling condition, as long as the repeated removals do not constitute a pattern that amounts to a change in placement (considering factors such as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another) and provided that such student receives educational services to the extent required by the IDEA during such removals.

Any special education student may be temporarily excluded from school by court order or by order of a duly appointed State of Illinois hearing officer changing the student's placement to an appropriate interim alternative educational setting for up to 45 days, if the District demonstrates that maintaining the student in his or her current placement is substantially likely to result in injury to the student or others.

A special education student who has carried a weapon to school or to a school function or who knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance or illegal drugs while at school or a school function may be removed from his or her current placement. Such a student shall be placed in an appropriate interim alternative educational setting for no more than 45 days in accordance with the IDEA. The length of time a student with a disability is placed in an alternative educational setting must be the same amount of time that a student without a disability would be subject to discipline.

Misconduct by Students with Disabilities

C. Special Education Suspension Procedures

1. All suspension notices and suspension review procedures established by The School Code shall be followed when suspending a special education student. In addition, a special education student who is suspended from school shall receive educational services in accordance with the IDEA.

2. The first time a student is removed for more than 10 cumulative days during the school year, the District shall, no later than 10 business days after the decision to suspend a student is made, convene an IEP meeting to review and, if appropriate, modify the student's behavior intervention plan, as necessary, to address the student's behavior. If no behavior intervention plan is in place, the IEP team shall develop a plan for a functional behavioral assessment that must be used to develop a behavior intervention plan.

3. For all subsequent removals of the student that do not constitute a change in placement, the IEP team members must review the behavior intervention plan and its implementation. If any team member indicates that the plan may need to be modified, the IEP team must be reconvened to review the plan and revise it, if appropriate.

4. For all removals that exceed 10 cumulative days during one school year, the District must provide services to the student. School personnel, in conjunction with the student's special education teacher, shall determine the services to be provided. Such services must be designed to enable the student to progress in the general curriculum and advance toward his or her IEP goals.

D. Special Education Expulsion Procedures

1. The District shall promptly notify the student's parent(s)/guardian(s) of the disobedience or misconduct and whether the student shall be recommended for expulsion. All procedural protections pertaining to notice provided under the District's discipline policy shall apply to a notice of recommended expulsion in the case of a special education student. The parent(s)/ guardian(s) shall also receive written notification that:

- An IEP conference shall be convened to determine whether the student's act of gross disobedience or misconduct is a manifestation of his or her disability. The IEP meeting shall take place as soon as possible, but no later than 10 school days after the decision to discipline the student is made.

- The student's parent(s)/guardian(s) are requested to attend the IEP team meeting at the date, time, and location specified in the notice.

2. For purposes of such manifestation determination review, the IEP team shall include the members of the student's IEP team and other qualified personnel including, but not limited to, the authorized administrator familiar with the act of misconduct.
3. In carrying out the manifestation determination review, the team shall consider, in terms of the behavior subject to the disciplinary action, all relevant information including:

    - Evaluation and diagnostic results, including relevant information supplied by the parents
    - Observations of the student; and
    - The student's IEP and placement.

4. The team may determine that the subject behavior was not a manifestation of the student's disability only if it is determined that:

    - the student's IEP and placement were appropriate and special education, supplementary aids and services, and behavior intervention strategies were provided consistent with the student's IEP and placement;
    - the student's disability did not impair the ability of the student to understand the impact and consequences of the behavior subject to the disciplinary action; and
    - the student's disability did not impair the ability of the student to control the behavior subject to the disciplinary action.

5. If, at the manifestation determination review conference, it is determined that the behavior of the student was a manifestation of his or her disability, the authorized administrator shall not continue with his or her recommendation for expulsion. The authorized administrator may request a review of the appropriateness of the educational placement of the student in accordance with the ISBE Special Education Rules and Regulations. During the period necessary to propose a new placement, the student will remain in his or her then-current placement unless:

    - The student has not served a full 10 school day suspension imposed for the offense, in which case the student may be required to serve the remaining days of his or her suspension; or
    - The parent(s)/guardian(s) and the District agree on an interim placement; or

    - The District obtains an order from a court of competent jurisdiction or a State of Illinois hearing officer changing the then-current placement or providing for other appropriate relief.

If, at the manifestation determination review conference, it is determined that the behavior of the student was not a manifestation of his or her disability, the authorized administrator may continue with his or her recommendation that the student be considered for expulsion by the School Board. The parent(s)/guardian(s) shall receive written notice that includes the following provisions:

- The parent(s)/guardian(s) are entitled to all rights provided under the IDEA and those set forth in the ISBE Special Education Rules and Regulations, as available to the parent(s)/ guardian(s) from the District. A copy of the parent('s) /guardian('s) rights shall be included with the expulsion hearing notice.
- In addition to issues regularly determined at an expulsion hearing, the authorized administrator must present evidence that the manifestation determination review team met and concluded that the student's misconduct was not a manifestation of his or her disability, which shall be duly noted by the School Board.
- The administration shall ensure that relevant special education and disciplinary records of the student are transmitted for consideration by the School Board.

6. If a special education student is expelled from school in accordance with the procedures set forth above, the District shall convene an IEP meeting to develop an educational program to deliver educational services to the student during such period of expulsion.

E. Weapon and Drug Offenses

In accordance with the above procedures, the District may take one or more of the following steps when a student with a disability carries a weapon to school or to a school function or knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or at a school-related function:

1. Suspend the student from school for 10 school days or less.

2. Convene an IEP conference to:

   - determine placement in an interim alternative educational setting for up to 45 calendar days,
   - review and, if appropriate, modify the student's behavior intervention plan, as necessary, to address the student's behavior, (if no behavior intervention plan is in place, the IEP team shall develop a plan for a functional behavioral assessment that must be used to develop a behavior intervention plan), and
   - conduct a manifestation determination review. The student may be placed in an interim alternative educational setting even if the behavior is a manifestation of the student's disability.

3. The interim alternative educational setting must:
   - Enable the student to continue to progress in the general curriculum;
   - Enable the student to receive the services and modifications set forth in his or her IEP; and
   - Include services and modifications designed to address the misconduct to prevent it from recurring.

4. If the parent(s)/guardian(s) disagree with the alternative educational placement or with the District-proposed placement, and initiate a due process hearing, the student must remain in the alternative educational setting during the authorized review proceedings, unless the parent(s)/ guardian(s) and the District agree on another placement.

F. Change of placement if maintenance of current placement is likely to result in injury.

In the event that maintenance of a student's current placement is substantially likely to result in injury to the student or to others, the District may seek an order from a court of competent jurisdiction or a State of Illinois Due Process Hearing Officer to change the student's placement to an appropriate interim alternative educational setting for one or more 45 day periods after convening an IEP meeting to:

1. Conduct a manifestation determination review following procedures described under sub-heading "Special Education Expulsion Procedures," paragraph numbers 3 and 4, and

2. Determine a proposed interim alternative educational setting that meets the requirements under sub-heading "Weapons and Drug Offenses," in paragraph number 3.

The length of time a student with a disability is placed in an alternative educational setting must be the same amount of time that a student without a disability would be subject to discipline.

ATHLETIC / ACTIVITY PLEGE

1. **General Habits and Conduct:** I understand that by taking part in the athletic/extracurricular activity program I must meet the ideals for good sportsmanship, good conduct, and citizenship when in school events and in the community. I understand that it is a privilege to participate in athletics/extracurricular activities and that I should be committed to being a model student athlete/participant. I understand that athletics/extracurricular activities are designed to develop me physically, mentally, and socially. I understand that physical development is easy to understand and easy to see, but mental and social development is just as important and the hardest to develop.
2. **Academic Eligibility**: I understand that to be eligible for athletics/activities, I must pass five classes the previous semester. If not, I will be ineligible for the next whole semester. Also, I must maintain passing grades in five classes on a weekly basis. In addition, I must maintain a GPA of 2.0 at the end of the1st, 2nd, 3rd and 4th Nine week grading periods and at the conclusion of the 1st and 2nd semester in order to participate on an athletic team or extra-curricular club/organization. Failure to comply with this will cause me to become ineligible to participate in athletics/activities (i.e., athletic events-games, state band competition, club meetings, etc.). Failure to achieve a 2.0 GPA at the end of the 1st and 3rd quarter will result in me being ineligible until I have raised my cumulative GPA for the current semester to a 2.0 GPA or higher. I will be ineligible for a minimum of 1 week and must attend homework center. Failure to achieve a 2.0 GPA at the end of a semester will result in me being ineligible for a minimum of 3 weeks. If after the three week period, I am achieving a cumulative GPA for the current semester of 2.0 or higher, I will regain my eligibility**.** During the week(s) I am ineligible, I must attend a mandatory study hall established to help with academics. I will be required to attend the homework session that has been established for Monday, Tuesday and Thursday from 3:30 – 4:30 p.m. Any missed study sessions must be made up before I can once again become eligible.
3. **Physical Examination:** I understand that I must have a physical examination by a licensed physician before I can start practice or tryouts. I further understand that by participation in an athletic/extracurricular activity, I allow my physician(s) to release any information about my health condition and/or treatment to the school.
4. **School Attendance**: I understand that I must be in attendance for at least half of the school day (two and one-half clock hours of instruction) in order to participate in practice or in a contest or activity. School-sponsored field trips and activities do not count as absences.
5. **School Infractions**: Any school infraction which results in suspension from school will require that I be suspended from all athletics/extracurricular activities at least until I am properly reinstated in school.
6. **Alcohol and Tobacco Products:** I understand that if I use, possess, or sell any alcohol or tobacco product, I will be suspended from athletics/extracurricular activities for ten consecutive days. A repetition of such an incident will result in my suspension from all athletics/extracurricular activities for the remainder of the school year.
7. **Possession, Sale or Use of Drugs**: I understand that if I am in possession of controlled substances, illegal drugs or drug paraphernalia or involved in the sale, purchase, or use of drugs (other than a valid prescription written for me and exclusively used by me), I will be suspended from any athletics/extracurricular activities for the remainder of the school year.
8. **Stealing**: I understand that if I am involved in stealing of any nature, I will be suspended from athletics/extracurricular activities for the first incident for a minimum of ten consecutive days and will make restitution for anything stolen. A repetition of a similar incident will result in my suspension from all athletics/extracurricular activities for the remainder of the school year as well as being required to make restitution for anything stolen.

Athletic /Activity Pledge Continued

9. **Destruction or Damage of Property**: I understand that any destruction or damage of property associated with a school activity or an athletic/extracurricular activity will result in my suspension for a minimum of ten consecutive days as well as payment of damages. A second such incident will result in my suspension from all athletics/extracurricular activities for the remainder of the school year as well as requiring me to pay for damages.
10. **Team Rules**: I understand that if I violate specific approved and distributed athletic/extracurricular activity rules other than those stated in this pledge it will be handled by the coach/sponsor in charge of the athletic/extracurricular activity.
11. **Appeal of Suspension**: I understand that I have a right to appeal all suspensions. I must first appeal suspensions to the Athletic/Activity Director. Further appeal may be made to the Principal who may have the matter considered by an extracurricular review board.
12. **Awards**: I understand that awards for athletics/extracurricular activities may be withheld, refused or canceled if I do not follow all the rules and regulations for a particular athletic/extracurricular activity, including these rules.
13. **Participating in One Athletic/Extracurricular Activity**: I understand that I should show loyalty to my athletic/extracurricular activity and coach/sponsor and fellow students by completing the season. If I quit an athletic/extracurricular activity during the season, I cannot participate in another athletic/extracurricular activity unless the Athletic/Activity Director gives written permission.
14. **Medical Excuse**: I understand that if I am excused from physical education classes because of medical reasons, I may not compete in practice or interscholastic athletic competition.
15. **Service Learning**: I will demonstrate my commitment to the community by contributing no less than three hours of work to an approved activity. Service learning activities may include collection for food for the needy, meals or entertainment for the elderly, public property cleanup for the community, fund-raising for a charitable cause, or another worthy community project. All service learning must be approved by the Athletic/Activity Director.
16. This athletic/extracurricular activity pledge will affect my participation in a particular athletic/extracurricular activity for the entire school year.
17. I may not participate in any athletic/extracurricular activity until signed copies of this pledge and any athletic/extracurricular activity rules governing my conduct are on file with the Athletic/Activity Director.

_____ , as a THORNTON FRACTIONAL student, agree to abide by the preceding Athletic/Extracurricular Activity Pledge during the calendar year in which I am participating in an athletic/extracurricular activity.

_____We, as his/her guardians, agree to encourage and help our child to abide by these rules while participating in the school athletic /extracurricular activity program.

THIS POLICY HAS BEEN REVIEWED AND IS IN COMPLIANCE WITH THE DISTRICT STUDENT BEHAVIOR CODE. REVISED: April 2013

Aggressive Behavior Reporting Letter Form

Dear Parent(s)/Guardian(s):

Illinois law requires a school district to notify the parent or guardian of a child who engages in aggressive behavior, including such behaviors as bullying (105 ILCS 5/10-20.14). Board Policy 5070 prohibits a student while at school from engaging in aggressive behavior that causes physical or psychological harm to someone else and/or urging other students to engage in such conduct. Prohibited aggressive behavior includes, without limitation, the use of violence, force, noise, coercion, threats, intimidation, fear, bullying, or other comparable conduct. This early notification is intended to help all of us work together to avoid repetition of the behavior.

Student _____ Incident date _____
Incident location _____ Incident time _____
Reported by _____ Reporting date _____

Aggressive behavior description: *(Reporters, be specific. List all pertinent information regarding the incident including: names of all parties present and involved, weapons or objects used as weapons, pertinent and/or precipitating acts or statements, description of injuries sustained and names of injured parties, etc.)*

_____
_____
_____
_____
_____

The following consequence(s) is/are recommended:

☐ I will telephone you to schedule an in-person meeting or telephone conference to discuss the necessary next steps.
☐ Counseling service _____
☐ Non-District affiliated psychological service _____
☐ Alternative school assignment _____
☐ Community agency service _____

Together, I am confident we can help your child understand that aggressive behavior is not allowed at school.

SIGNATURE BLOCK

STUDENTS
Constitutionally Protected Rights: **5071**

The Board of Education of Thornton Fractional Township District #215 is committed to fulfilling its obligation to respect and protect the constitutional rights of each student. The courts have clearly established that students are citizens under the Constitution and thus guaranteed by the first and fourteenth amendments the freedom of speech and expression afforded to all citizens. These freedoms may not be regulated by schools unless failure to regulate would create a material and substantial disruption to the academic climate.

The extension of constitutional protection to students must be balanced with responsibilities. In order to maintain an academic environment, special expectations are held as they relate to student responsibilities and behavior. Standards and procedures framed within these expectations must be reasonable, realistic, equitable, and just.

REVISED: 11.24.2015

Freedom to Petition

I. Students have the right to petition school authorities and the right to receive prompt authoritative replies to their petition.

II. In order to maintain a positive educational climate, the principal or his designee may:

A. Limit the time of such activity to periods before school begins, after school is dismissed, and during lunch time.

B. The manner of conducting such activity shall be restricted to prevent the use of coercion in obtaining signatures.

C. Require that all petitions distributed or circulated on school property bear the name of the sponsoring organization or individual.

Freedom To Assemble

I. Students have the freedom to assemble peacefully. All student meetings in the school building or on the school grounds must function as part of the formal educational program or as authorized by the principal.

II. Student assemblage may not endanger the health and safety of themselves and/or others or materially or substantially disrupt the educational climate.

III. In order to avoid situations that endanger the maintenance of a positive educational climate, the principal may reasonably control the time and place of peaceful assemblies.

Freedom of Speech

I. Students are entitled to verbally express their personal opinions as long as they do not infringe on the rights of others. The use of obscenities or personal attacks are prohibited.

II. Students should be allowed to express themselves in print as well as through verbal means. Student writers must observe the same legal responsibilities as those imposed upon any student publication which:

A. is obscene according to current legal definitions;

B. is libelous, according to current legal definitions, or

C. creates a material and substantial disruption of the normal school activities or appropriate discipline.

D. Students who author, edit, publish, or distribute printed materials among students or staff on school property must assume responsibility for the content of such publications.

III. The building principal or his designee shall:

A. limit the time and place of distribution so as to protect the academic climate,

B. regulate the place for posting student communications,

C. require that all printed matter distributed, circulated, or posted on school property bear the name of the sponsoring organization or individual and the date of the posting.

Property and Equipment:

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. This paragraph applies to student vehicles parked on school property.

School administrators 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.

If specially trained dogs are used, the superintendent will notify the Board of Education prior to their use.

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.

Access of Social Network Pages:

Students may use social media sites while at school: 1) during passing periods and lunch; and 2) in the classroom if part of pre-approved course and/or school-sponsored activities.

Students who post content, whether while at school or at home, that violates school codes of conduct and creates a substantial disruption to the educational environment will be subject to disciplinary action.

Notification Regarding Student Accounts or Profiles on Social Networking Websites

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

1. School officials may not request or require a student or his or her parent/guardian to provide a password or other related account information to gain access to the student's account or profile on a social networking website.

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

STUDENTS
Smoking and Using Tobacco : 5072

Using tobacco products in any form is hazardous to the health of students and may present a safety hazard in the school. Smoking tobacco, using tobacco products and/or possessing tobacco materials by students is not permitted on school buses, in school buildings or on school grounds at any time.

Students and parents/guardians shall be advised of this policy in a manner deemed appropriate by the building principal. In addition, information about the hazards of smoking shall be included in the curriculum

If a staff member finds a student possessing or using smoking materials and/or tobacco products in violation of this policy, the student shall be disciplined by the administration on an individual basis according to the Behavior Code. In all cases, the parent/guardian shall be advised and their cooperation shall be sought.

Given reasonable grounds for suspicion, school officials may search for and seize tobacco products brought onto buses or school property.

Organizations sponsoring activities in the schools shall be made aware of this policy and shall be expected to take appropriate disciplinary measures. Failure to do so could result in cancellation of that organization's privilege to use District facilities.

CROSS REF: 1331, 4024
ADOPTED 12-15-92

STUDENTS
Drug Abuse: **5073**

The illicit use, possession or distribution of drugs or look-alike drugs and drug paraphernalia is not permitted on school buses, in school buildings or on school grounds at any time. This policy extends to all school sponsored and related activities as well as field trips and athletic and music trips, whether held before or after school, evenings or weekends. Students shall not be permitted to attend school when they are under the influence of illicit drugs. For the purpose of this policy, students who are under such influence shall be treated in the same manner as though they had drugs in their possession.

REVISED : August 19, 1997

Reference: SB 717 Effective 7/19/95

Referral of Suspected Substance Use

It is the responsibility of all teachers to communicate to parents that a student's achievement has markedly dropped. This should be indicated in specific terms, i.e., sleeping in class, missed assignments, poor test grades, inattention, etc.

Should the teacher suspect the behavior change to be due to substance abuse, a referral on the standard referral form should also be made to the student's counselor. The referral should state in specific descriptive terms observed behavior, e.g., slurred speech, sleeping, lack of attention, etc.

I. Upon receiving a referral indicating suspected substance use, the counselor will:

   A. Convene a staff meeting and invite to it the Assistant Principal of Pupil Personnel Service, Asst. Principal of Building Control, the social worker, the dean, the nurse, and referring teacher. The purpose of the meeting is to develop recommendations regarding follow through with the student and family.

   B. Send classroom profile forms to all teachers of the student.

   C. Meet with student and parent in a non-accusatory mode to gain information and insight.

   D. Inform teachers of disposition of referral.

   E. Coordinate the follow through of recommendations.

II. When a teacher observes a student in a state of unconsciousness or distress, he shall summon the nurse, dean, or both via the public address system. The nurse shall:

   A. Administer emergency care as needed.

   B. Contact parents.

   C. Inform the dean if the student is suspected of being under the influence of a controlled substance.

III. If the incident is illegal drugs or controlled substance abuse related, the dean shall:

   A. Contact parents informing them that the school will be in contact within two days and that until that time the student is suspended.

REVISED: 11/1/05

B. Inform the counselor who will implement, as soon as possible, the steps in Section A. Alternatives may include, but are not limited to:

1. Suspension
2. Expulsion
3. Substance abuse assessment
4. Parent Effectiveness Training
5. Youth Effectiveness Training
6. Families Anonymous for Parents
7. Success Center
8. Family Counseling
9. Individual Counseling
10. Alcoholics Anonymous
11. Alateen
12. Alanon
13. Peer Counseling
14. Juvenile Justice System
15. South Suburban Council on Alcoholism
16. Others as suggested
17. Or any combination of above

Reference: SB 717 Effective 7/19

STUDENTS

Psychotropic / Psychostimulant Medication: **5074**

The Board recognizes the right of parents to refuse a recommendation from the administration of a psychotropic or psychostimulant medication to their child. 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 of psychostimulant medication to the student.

At least once every two years, the District shall conduct in service training of certified school personnel and administrators on current best practices regarding the identification and treatment of attention deficit disorder and attention deficit hyperactivity disorder, the application of non-aversive behavioral interventions in the school environment, and the use of psycho tropic of psycho stimulant mediation for school-age children.

ADOPTED: January 21, 2003

STUDENTS
Corporal Punishment: 5075

No corporal punishment will be administered.

STUDENTS

Health and Social and Emotional Development: 5076

Social development and emotional development of children are essential underpinnings to academic readiness and school success. The School District shall strive to incorporate social and emotional development in the educational programs the District operates. The District will provide educational programs for children with social, emotional, or mental health problems, or a combination of such problems, that impact learning ability, in the following areas of need:

1. Classroom and school-wide programming. Implementation of scientifically based age- and culturally- appropriate classroom instruction and school-wide strategies designed to teach social and emotional skills, promote optimal mental health, and prevent risk behaviors for all students.

2. Staff development and training. Provision of staff development to all school personnel, including administrative, academic, pupil support and ancillary staff, in age-appropriate social, emotional, and academic learning and how to promote it.

3. Parent and family involvement. Provision to parents and families of learning opportunities related to the importance of their children's optimal social and emotional development and ways to enhance it.

4. Community partnerships. Establishment of partnerships with diverse community agencies and organizations to assure a coordinated approach to addressing children's mental health and social and emotional development.

5. Early identification and intervention. Development of a system and protocols for periodic and universal screening, assessment, and early intervention for students who have significant risk factors for social, emotional, or mental health problems that impact learning.

6. Treatment. Building and strengthening referral and follow-up mechanisms for providing effective clinical services for children with social, emotional, and mental health issues that impact learning through student and family support services, school-based behavioral health services, and school-community linked services and supports.

7. Assessment and accountability. Implementation of systems to assess and report baseline information and ongoing progress about school climate, students' social-emotional development, and academic performance.

LEGAL REF.: *Children's Mental Health Act of 2003*, 405 ILCS 49/1, *et seq.*

ADOPTED: August 24, 2004

Student Welfare: Administrative procedure and protocol for responding to students with social, emotional and mental health problems.

Crisis Intervention

In the event that a student is in crisis or exhibits behaviors that warrant immediate attention to stabilize his/her social/emotional status, a team of school professionals shall collaborate to develop an emergency plan. Such professionals may include, but not be limited to, an administrator, teacher, social worker, guidance counselor or school psychologist. Examples of student crisis include, but are not limited to, threats of suicide/homicide, self-injurious behavior, physical/sexual abuse, crime acts, neglect and threats of violence.

Based on the team's professional judgment, parents and/or the appropriate authorities will be contacted. The plan shall include measures for follow-up contact or activity.

Pre-Referral Process

A pre-referral team shall be established at either the District or building level to review the profiles and progress of those students experiencing academic, social or emotional difficulties. Members of the team may include, but not be limited to, teachers, administrators, guidance counselors, deans, social workers and the school psychologist. The team shall collaborate and suggest interventions and strategies to address the student's difficulties. At the team's discretion, parents may be included in this process. If a student's difficulties persist, the team may reconvene to develop additional interventions or, based on the severity of the student's needs, refer the student to the special education evaluation process.

Referral Process

For those students whose academic, social or emotional needs are significantly impacting their educational progress, referral for a special education evaluation may be appropriate. Parental consent is required before initiating this process. Special education evaluation procedures and timelines are outlined in the District's policy and procedures for Special Education.

Support Services

At either the building. District, or Cooperative level, support services will be available for those students experiencing academic, social or emotional difficulties. Support services may include student consultation with a school counselor, administrator, social worker or psychologist. Support services may also consist of ongoing consultation between the classroom teacher(s) and other professionals.

Students may access supportive services according to need. However, should a student request or be determined to need regularly scheduled sessions with a social worker or psychologist, parental consent shall be obtained. Support services and the information discussed during consultations shall be subject to the confidentiality laws as contained in the *Illinois School Student Records Act*, the *Mental Health and Developmental Disabilities Confidentiality Act* and the *Family Educational Rights and Privacy Act*.

Community Linkages

To further advance the opportunities for support and resources for those students and their families struggling with academic, social or emotional difficulties, the District may, when appropriate, establish partnerships with community agencies. These partnerships will seek to provide a consistent structure and approach toward addressing student needs. The suggestion for community partnerships shall not be construed to be an assumption of financial responsibility for outside services.

LEGAL REF: Children's Mental Health Act of 2003, 405 ILCS 49/1, et seq.
Mental Health and Developmental Disabilities Confidentiality Act,740 ILCS 110/1, *et seq.*
Illinois School Student Records Act, 105 ILCS 10/1, *et seq.*
Family Educational Rights and Privacy Act, 20 U.S.C. §1232g, 34 C.F.R. Part 99

STUDENTS
Suspension of Students: 5077

The Superintendent, building principal and assistant principal shall have the authority to suspend any student guilty of gross disobedience or misconduct for a period not to exceed ten school days. Such action shall be in accordance with Section 10-22.6 of **The School Code of Illinois and SB100**.

Upon the request of the parent or guardian, the action of the suspending official shall be reviewed by the appropriate supervising administrator. Parents or guardians, not satisfied with the administrative review may appeal the suspension to the office of the Principal. If the parent/guardian is not satisfied with the appeal decision they may appeal to the superintendent.

If a suspension is appealed to the Superintendent, a hearing shall be held within a reasonable period of time. The decision of the Superintendent shall be final.

REVISED: March 28, 2017

I. Pre-suspension conference when suspension removes the student from school.

A. The Superintendent, Building Principal, Assistant Principal, or Dean shall confer with any student who is under consideration for suspension from school prior to taking such disciplinary action. The student shall be advised of the reasons for the proposed suspension from school and questioned as to his/her version of the action and/or incident that is the basis of the proposed suspension.

B. If the student denies gross disobedience or misconduct, the student shall be advised of the evidence upon which the suspension may be predicated.

C. The student shall be given an opportunity to respond to the evidence.

D. If the pre-suspension conference does not result in the charges being dropped, the suspension procedures set forth below shall be followed.

E. The person(s) conferring with the student shall make a written contemporaneous record of the conference.

F. The suspending official, after following the pre-suspension procedures as set forth above, may immediately suspend the student from school.

II. Suspension from school notification

A. If the pre-suspension conference results in a decision to suspend, the parents of the student shall be advised immediately of such decision to suspend by written notice. The notice shall include a rationale for the suspension and the number of days. Additionally, the statement must include SB 100 Suspension Criteria:

- Other appropriate and available behavior and disciplinary interventions have been exhausted; AND
- The student's continuing presence in school would either:
  - Pose a threat to the safety of other students, staff or members of the school community; OR
  - Substantially disrupt, impede or interfere with the operation of the school. 105 ILCS5/10-22.6(b-20)
- Whether a student's continuing presence in school would pose a "threat" or "substantial disruption" shall be determined on a case-by-case basis by school officials.
- The determination of whether "appropriate interventions" have been exhausted shall be made by school officials.

- School officials "shall make all reasonable efforts to resolve such threats…and minimize exclusion to the greatest extent practicable." 105 ILCS5/10-22.6(b-20)

B. A copy of the parental notice of suspension shall be maintained in the Deans' Office.

III. Suspension From School Administrative Review / Board Hearing

A. A request to review the suspension may be oral or in writing directed to the Principal's Office. Oral notification shall be confirmed in writing by a letter to the parents.

B. The principal shall hold a hearing and either affirm or modify the suspension.

C. If the parent / guardian is not satisfied with the appeal to the Principal, they may request a hearing with the Superintendent.

D. The Superintendent may take such action after the hearing as deemed appropriate, including affirming or overruling the suspension.

E. If the Superintendent determines that the suspension was not justified, the student's records shall be expunged of all notations regarding the suspension and the student's absence shall be marked "excused". The students shall be afforded every opportunity to make up all lost educational opportunities including, but not limited to, tests and other class work.

F. The decision of the Superintendent shall be final.

G. Written notification of the Superintendent's decision on the suspension review shall be mailed to the parents.

The District shall comply with the provisions of the Individuals with Disabilities Education Act (IDEA) when disciplining students.

Discipline Hearings

I. All student discipline hearings shall be held in private.

II. The student shall attend the hearing with his/her parents and may be represented by legal counsel.

III. The administration and student may produce witnesses who shall only be present for testimony.

IV. The hearing shall be conducted as follows:

A. At the commencement of the hearing, the person conducting the hearing shall read to the parties present at the hearing the notification of the recommended discipline which was sent to the parents.

B. A school official and the student may make short opening statements as to their positions on the charges of gross disobedience and/or misconduct and on the recommended discipline.

C. The school officials shall present their evidence first. Such evidence may be oral or written form. The student/guardian shall be permitted to examine any written documents.

D. The student may proceed either orally or in writing to refute the allegations.

E. All pertinent and relevant evidence shall be received without regard to the legal rules of evidence, in such a manner as is appropriate to the circumstances.

F. A school official and the student, his parents, or representative, may make a closing statement at the conclusion of the hearing on both the issue of gross disobedience and/or misconduct and on the issue of the appropriateness of the type and length of the recommended discipline.

V. Return After Suspension

A. Any student returning to school from a suspension shall have a re-entry plan as specified under SB100.

STUDENTS
Expulsion: 5078

On recommendation of the superintendent, the Board of Education may expel students for acts of gross disobedience or misconduct as provided in Section 10-22.6 of **The School Code of Illinois**.

ADOPTED 12-15-92

ADMINISTRATIVE PROCEDURE 5078.1

Expulsion

I. Only the Superintendent may recommend a student for expulsion.

II. Expulsion Notification

A. The Superintendent shall send a letter by Certified Mail, Return Receipt Requested, to the parents of the student notifying them of the recommended expulsion.

B. The notice to the parents of the recommended expulsion shall include:

1. A full statement of the reasons for the proposed expulsion (expulsion packet).
2. The proposed duration of the expulsion.
3. The time and place of the meeting to discuss the expulsion.
4. Notification of the right to be represented at the expulsion hearing by legal counsel with the advice that if parents cannot afford a lawyer, they may contact the South Suburban Bar Association's Lawyer Referral Service or the Cook County Legal Aid Society.
5. An explanation of the purpose of the meeting.

III. Expulsion Hearing

A. The expulsion meeting shall be conducted before the Board of Education or a hearing officer appointed by the Board.

B. The Board may take such action after the hearing as it deems appropriate, including affirming or overruling the proposed expulsion and any related suspension.

C. If the Board determines that an expulsion is not justified, the student's records shall be expunged of all notations regarding the expulsion hearing. The Board may also determine to expunge the student's records of any notations regarding such suspension and mark the student's absence "excused". The student shall be afforded every opportunity to make up all lost educational opportunities including, but not limited to, tests and other class work.

D. The decision of the Board shall be made in public session, except that the name of the student need not be announced.

E. Written notification of the Board's decision on the recommended expulsion shall be mailed to the parents following the meeting.

IV. Return After Expulsion

A. Any student returning to school from an expulsion of any period shall have a re-entry plan as specified under SB100.

STUDENTS
Gross Disobedience or Misconduct: 5079

Students committing acts of gross disobedience or misconduct may be suspended from school, expelled from school, or otherwise disciplined.

Gross disobedience or misconduct shall include any conduct, behavior or activity which causes, or may reasonably lead school authorities to believe substantial injury or disruption, or material interference with school activities or the rights of other students or school personnel may occur.

It shall include any other behavior or conduct which is of such gross nature as to constitute on its face gross disobedience or misconduct. It also includes, **but is not limited to** the following as may be designated from time to time by the Board of Education.

1. Insubordination to school personnel.

2. possession of, including paraphernalia, use of, distribution of, or attempt to use or distribute, any illegal drug or controlled substance, including alcohol and other drugs.

3. intimidating, or attempting to intimidate, school personnel or other students.

4. Fighting with or assaulting school personnel or other students.

5. Gambling, cheating, or forgery in any form.

6. Intentional damage to, destruction of, or attempt to damage or destroy school property, the property of school personnel, students or others.

7. Verbal abuse of school personnel or other students, or use of profane words or gestures.

8. Endangering the physical or psychological well-being of school personnel or other students by conduct or actions, including:

   a. Improper release of a school fire alarm or tampering with fire extinguisher.
   b. Starting, or attempting to start, a fire to or on school property.
   c. Possessing, use, displaying or attempted use of explosive or incinerary devices on school property.
   d. Expulsion for at least one year but not to exceed two (2) years for possessing, using, displaying, or attempted use of weapons.

9. Gang related actions.

10. Sexual harassment of school personnel or other students.

REVISED: November 1, 2005

ADMINISTRATIVE PROCEDURE 5079.1

Cumulative Suspensions Leading to Expulsion

I. Students who accumulate approximately 10 days of out of school suspension, will be required to attend a conference with parents/guardians, deans, and a building administrator. Parent/guardian and student attendance will be mandatory prior to student re-entry.

II. At this conference, a contract will be written and signed by all parties designating acceptable behavior and the consequences of unacceptable behavior.

III. The parents/guardians and students will be made aware of the fact that additional suspensions for unacceptable behavior may result in a recommendation for expulsion from school for the remainder of the school term.

IV. A second conference will be held with every student when he/she receives more than **thirteen days** of out of school suspensions in any school year. This conference will have in attendance the student, parents/guardians, deans, and a building administrator to discuss any reason or reasons why the student should not be continued on suspension until an expulsion hearing at the next meeting of the Board of Education.

REVISED : 5/16/95

STUDENTS
Prohibiting Gang Activities: 5080

Based upon incidents of which this Board is aware, this Board finds that the presence of gangs and gang activities can cause a substantial disruption of or material interference with school and school activities. A "gang" as defined in this policy is any group of two or more persons whose purposes include the commission of illegal acts.

By this policy, the Board of Education acts to prevent disruption and to prohibit gang activities by restricting the actions which foster such activities or which, because they may be performed in relation to gang activities, endanger even those students who do not intend to show gang membership or affiliation.

No student on or about school property or at any school activity:

1. shall wear, possess, use distribute, display or sell any clothing, jewelry, emblem, badge, symbol, sign or other things which may be viewed as evidence of membership of affiliation in any gang;

2. shall commit any act or omission, or use any speech, either verbal or nonverbal (gestures, handshakes, etc.) showing membership or affiliation in a gang; or

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

Penalties for violations of this policy are as follows;

A. Any student who is first suspected of violating paragraphs 1 or 2 of the policy may be required, after being informed of the reason why he or she is suspected of a violation and receiving an opportunity to state his or her version of events, to surrender any material or thing alleged to violate the policy to school officials and attend a parent conference. At the parent conference, any material or thing surrendered by the student shall be returned to the parent upon request.

B. Any student alleged to have violated paragraphs 1 or 2 of the policy after a previous violation or to have violated paragraph 3 of the policy shall, upon a finding of such violation in accordance with the requirements of Section 10-22.6 of The School code and Board Policy 5077, be subject to suspension or expulsion for a period not to exceed one full year.

REVISED: 12/20/05

STUDENTS
Alternative Placement: 5081

On recommendation of the Superintendent, the Board of Education may place students in an alternative school. The recommendation may be made if after administrative review it has been determined by the District's administration that alternative placement is warranted under SB100

SB 100 Alternative Placement Criteria:

- Other appropriate and available behavior and disciplinary interventions have been exhausted; AND
- The student's continuing presence in school would either:
  - Pose a threat to the safety of other students, staff or members of the school community; OR
  - Substantially disrupt, impede or interfere with the operation of the school. 105 ILCS5/10-22.6(b-20)
- Whether a student's continuing presence in school would pose a "threat" or "substantial disruption" shall be determined on a case-by-case basis by school officials.
- The determination of whether "appropriate interventions" have been exhausted shall be made by school officials.
- School officials "shall make all reasonable efforts to resolve such threats…and minimize exclusion to the greatest extent practicable." 105 ILCS5/10-22.6(b-20)

ADOPTED: 3.28.2017

I. The Superintendent maintains the sole authority to recommend a current student for alternative placement.

A. The Superintendent may place a student in the district Alternative Learning Program or other alternative program located within the district on a short-term basis, not to exceed 10 school attendance days, without a hearing under any of the following circumstances:

- Other appropriate and available behavior and disciplinary interventions have been exhausted; AND
- The student's continuing presence in school would either:
  - Pose a threat to the safety of other students, staff or members of the school community; OR
  - Substantially disrupt, impede or interfere with the operation of the school. 105 ILCS5/10-22.6(b-20)
- Whether a student's continuing presence in school would pose a "threat" or "substantial disruption" shall be determined on a case-by-case basis by school officials.
- The determination of whether "appropriate interventions" have been exhausted shall be made by school officials.
- School officials "shall make all reasonable efforts to resolve such threats…and minimize exclusion to the greatest extent practicable." 105 ILCS5/10-22.6(b-20)

B. If an alternative school recommendation exceeds 10 school days and the parent agrees to the recommended alternative placement, no hearing will be scheduled and the placement recommendation will go before the Board of Education for approval.

C. If the parent disagrees with the recommendation for alternative placement, a hearing will be scheduled. The Alternative Placement hearing summary will be presented to the Board of Education to render a decision on the student's placement.

D. While awaiting the alternative placement hearing and subsequent decision by the Board of Education, the student will be placed in an appropriate educational program designed to allow progression towards academic credit attainment.

II. Hearing Criteria-New/Incoming Students

A. School personnel will review the school records of all new students enrolling in District 215 including incoming students from schools within our feeder districts. If previous records indicate alternative placement is warranted, a placement meeting will be scheduled.

B. If the parent agrees to the recommended alternative placement, no hearing will be scheduled and the placement recommendation will go before the Board of Education for approval.

C. If the parent disagrees with the recommendation for alternative placement, a hearing will be scheduled. The Alternative Placement hearing summary will be presented to the Board of Education to render a decision on the student's placement.

D. While awaiting the alternative placement hearing and subsequent decision by the Board of Education, the student will be placed in an appropriate educational program designed to allow progression towards academic credit attainment.

III. Alternative Placement Hearing

A. Shall be conducted by a hearing committee appointed by the Superintendent.

B. The Board may take such action after the alternative program hearing as it deems appropriate, including affirming or overruling the alternative placement recommendation.

C. If the Board determines the placement is not warranted, the student's records shall be expunged of all notations regarding the placement hearing.

D. The decision of the Board shall be made in public session, except that name of the student shall not be disclosed.

IV. Alternative Placement Notification

A. The Superintendent or designee shall in writing via Certified Mail, Return Receipt Requested within 5-7 days inform parents/guardians of the alternative placement.

B. Notices to parents concerning the recommendation for alternative placement shall include the following:

1. A full statement of the reasons for the placement
2. The duration of the placement
3. A rationale for the placement
4. Hearing request guidelines where applicable

V. Return After Alternative Placement

A. Any student returning to their homeschool from a short or long-term alternative placement shall meet with the appropriate building personnel to discuss a reentry plan designed to promote student success.

STUDENTS
Attendance District: **5117**

Attendance districts shall be recommended by the Superintendent and approved by the Board of Education. Any student wishing to attend the school outside of his or her residential district, must have approval from the Superintendent upon recommendation by both district principals.

ADOPTED 12-15-92

REQUEST FOR STUDENT IN-DISTRICT TRANSFER

(For Reasons Other Than Moving)

Name of Student: ___________________________________

Parent or Guardian: ___________________________________

Address (verified): ___________________________________

STUDENT DATA

(To be filled out by school staff)

Year in school:_____ G.P.A.:_______ Age:_____

"School Behavior"
Excellent _____ Good _____ Poor _____ Marginal____

*If less than good, please explain specific problems:
□□□

REASON FOR REQUESTING TRANSFER:

____

NOTE: Students who attend school outside their normal attendance areas are responsible for their own transportation.

Requested by:____ (Parent or Guardian)

T.F. NORTH PRINCIPAL:__________________________________

APPROVED_____ DISAPPROVED _____ DATE:_____________

STUDENTS
Residency: 5118

Guidelines shall be established to verify that students enrolling in the schools of the district have completed an eighth grade curriculum and are residents within the legal boundaries of the district and the specific schools.

LEGAL REF.: McKinney-Vento Homeless Assistance Act, 42 U.S.C. §11431 et seq.
105 ILCS 5/10-20.12a, 5/10-20.12b, and 5/10-22.5.
105 ILCS 45/ and 70/.
23 Ill.Admin.Code §1.240.

Ref.: Illinois School Code, 5/10-20.12(b)
Cross Reference Policy 5120 – Education for Homeless Children; 6111 – Graduation Requirements

REVISED: June 25, 2019

I. Enrollment

A. Annually, during the registration period, residency must be established for all students in grade 9,10,11 and 12. Residency must be established for any student in grades 9 – 12 who are transferring into the district.

B. Students who enroll in the District must have verification or proof of completion of an eighth grade curriculum. This verification or proof can be in the form of an eighth grade diploma or certificate of completion. For home-schooled students, verification must be obtained from the elementary District of residence or the district can conduct standardized testing necessary for appropriate placement in high school course work.

C. Students who enroll in the District must be legal residents within the boundaries of the district and of the specific schools.

D. Students who have dropped out of school and who could not, because of age and lack of credits attend classes during the normal school year and graduate before his or her twenty-first birthday, will be denied re-enrollment. The District will provide counseling to that student and will direct that student to alternative educational programs, including adult education classes that lead to receipt of a GED certificate.

E. No student will be denied re-enrollment in violation of the *Individuals with Disabilities Education Act*, or the *Americans with Disabilities Act.*

F. No student will be denied enrollment in violation of the *Education for Homeless Children Act* or the *McKinney-Vento Homeless Education Assistance Act*. Enrollment of homeless students will not be denied or delayed due to a lack of any documentation normally required for enrollment. Parents of homeless students are only required to provide an address or other contact information in the event of an emergency and such information is not for residency purposes.

G. Should a student register for the current semester after the 15th day, the student will be enrolled in the District's Late Start program. The District's Late Start program will be held at an alternative school location with an alternative bell schedule.

II. Residency

A. A student is considered a resident of the District if the parents/guardians live within the legal boundaries of the district. Residency is established through physical presence at a regular fixed abode for purposes other than to have access to the educational programs of the district. **A person cannot claim a permanent residence in two places at the same time.**

B. If during the enrollment process, a parent/guardian claims to be homeless**,** or is identified as such by school personnel**,** that individual and student will be referred to the District homeless liaison, the Superintendent or his designee, at the District office. The District homeless liaison will prepare documentation of such status for enrollment. The District homeless liaison will notify the schools of the student's status of enrollment.

C. A student does not have the right to attend school tuition-free solely for the purpose of attending a specific school.

D. Before a child**,** not claiming homelessness or identified by school personnel as such**,** can be enrolled, proof of residency must be established by presenting the required number of documents outlined in Policy 5118.4 of 6.

E. If the pupil's change of residence is due to the military service obligation of the person with legal custody of the student, the district will recognize residency as stated in 105 ILCS 5/10-20.12b (a-5).

F. All residencies will be verified by the district's independent firm which could include, but will not be limited to, home visits and other forms of investigation.

III. Proof of Custody or Legal Guardianship

A. At the time of enrollment, the parent/guardian enrolling the student must establish custody and control of the child. The parent/guardian must provide:

1. evidence of residency
2. proof of completion of an eighth grade curriculum
3. a registered birth certificate
4. legal custody document

Parents of homeless students shall not be delayed or denied enrollment of their child for failing to provide the documents listed above.

B. In the case of questionable guardianship or to verify that a student lives with the guardian, the District will take the following steps:

1. Investigate the circumstances surrounding the student and report the findings to the superintendent.
2. Determine the disposition of the case in accordance with the district criteria regarding residency.
3. If the guardian is dissatisfied with the decision, it will be referred to The Superintendent for review.
4. The Superintendent will review the case and make a final determination. The guardian will be notified by the Superintendent or his designee of the decision.

C. Foster Care Students: The Superintendent will appoint at least one employee to act as a liaison to facilitate the enrollment and transfer of records of students in the legal custody of the Illinois Department of Children and Family Services when enrolling in or changing schools.

IV. Tuition: Non-Resident

Only students who are residents of the District may attend a District school without a tuition charge. A student's residence is the same as the person who has legal custody of the student.

The non-resident tuition rate for the current school year shall be the actual per capital cost for the preceding school year.

V. Staff Tuition Reduction

Any employee of School District 215 may enroll their child as a student in District 215 at 50% out-of-district tuition rate. Campus placement of the student will be determined at time of enrollment. All IHSA, academic, and physical requirements and rules will apply.

VI. Class C Misdemeanor

If a student is enrolled under misrepresentation of information, whether intentional or otherwise, and the parent/guardian is unable to establish residency in the district, the principal and/or Superintendent will begin procedures to drop the student as a non-resident. The penalty for non-residency is the payment of tuition. It is a Class C misdemeanor for a person to enroll a student in the district for which the student is not a resident and to willfully present false information to the district to accomplish enrollment**.**

VII. Proof of Residency:
Before a child can be enrolled, proof of residency must be established by presenting the following documents:

<table>
<tr><th colspan="2">A driver's license or State ID showing a District 215 address must be provided by all</th></tr>
<tr><th>CATEGORY I (One Item)</th><th>CATEGORY II (Two Items)</th></tr>
<tr><td>➢ Homeowner's warrant deed, trustee's deed or real estate tax bill, mortgage*</td><td rowspan="3">➢ Home/apartment insurance bill or policy
➢ Current Gas bill
➢ Current Electric bill
➢ Village water bill
➢ Vehicle registration card
➢ Public Aid Card (if applicable)</td></tr>
<tr><td>➢ Signed renter's lease that is valid for the entire school year and includes the landlord's name and phone number or
A valid sublease listing your name as occupant and includes the landlord's name and phone number.</td></tr>
<tr><td></td></tr>
</table>

***** If registrant is living with another household, the homeowner must provide a driver's license or State ID, one item from Category I, two items from Category II and the signed Affidavit Form for Persons Seeking to Enroll a Student While Living with a District resident. If the registrant is living with another household that is leased, the lease must list the registrant and student as part of the lease. (Policy5118. FORM2)

Homeless children shall not be denied or have their enrollment process delayed for failure to produce <u>any</u> of the necessary documents.

The School District reserves the right to evaluate the evidence presented, and merely presenting the items listed in this Procedure does not guarantee admission.

WARNING:

If a student is determined to be a nonresident of the District for whom tuition must be charged, the persons enrolling the student are liable for nonresident tuition from the date the student began attending a District school as a nonresident.

A person who knowingly enrolls or attempts to enroll in this School District on a tuition-free basis a student known by that person to be a nonresident of the District is guilty of a Class C misdemeanor, except in very limited situations as defined in State law (105 ILCS 5/10-20.12b(e).

A person who knowingly or willfully presents to the School District any false information regarding the residency of a student for the purpose of enabling that student to attend any school in that District without the payment of a nonresident tuition charge is guilty of a Class C misdemeanor (105 ILCS 5/10-20.12b(f).

VIII. Currently Enrolled Students

Whenever the District has reason to question the residency of a student in the district the following steps will be taken:

1. The District will conduct an investigation and a home visit to determine residency.

2. If student residency is verified, the student may continue to be enrolled. The parent/guardian should be informed that periodic residency checks are made throughout the school year.

3. If it is determined that a non-resident student was enrolled through an error of district personnel, that child will be permitted to complete the remainder of the current semester before being dropped from the attendance rolls. Parent/guardian will be notified of the action and has the opportunity to establish their residency through the procedure outlined above. (Reference Policy 5118 – AP1)

IX. Residency Change of Currently Enrolled Students

If a student begins the school year on the first day of student attendance as a legal resident and then becomes a non-resident of the district during the school year, that student is allowed to attend school in the district for the remainder of that school year only.

X. Challenging a Student's Residence Status

If the Superintendent or designee determines that a student attending school on a tuition-free basis is a nonresident of the District for whom tuition is required to be charged, he or she on behalf of the School Board shall notify the person who enrolled the student of the tuition amount that is due. The notice shall detail the specific reasons why the Board believes that the student is a nonresident of the District and shall be given by certified mail, return receipt requested. The person who enrolled the student may challenge this determination and request a hearing as provided by the School Code, 105 ILCS 5/10-20.12b. – (Reference Policy 5118 – AP1)

Actor	Action
Superintendent or Designee	On behalf of the School Board, notifies the person who enrolled a student of the tuition amount due to the District for the nonresident student's attendance. The notice shall detail the specific reasons why the board believes that the student is a nonresident of the District and shall be sent by certified mail, return receipt requested.
Person Who Enrolled the Student	Within ten calendar days after receipt of the notice, may request a hearing to review the determination that tuition is due. The request shall be sent certified mail, return receipt requested, to the Superintendent. **If a hearing is requested to review the Board's decision:** May request that the student continue attending the District's schools pending the Board's final decision. Such attendance shall not relieve the person who enrolled the student of the obligation to pay the tuition for that attendance if the Board decides the student is a nonresident who must pay tuition.
Superintendent or Designee	On behalf of the Board and within ten calendar days after receiving the hearing request, shall notify the person requesting the hearing of its time and place; the notification shall be sent by certified mail, return receipt requested. The hearing shall be held not less than ten nor more than 20 calendar days after this hearing notice is given. The hearing notice shall notify the person requesting the hearing that any written evidence and testimony or witnesses not disclosed at least three calendar days prior to the hearing are barred at the hearing without the District's consent. At least three calendar days prior to the hearing, discloses to the person requesting the hearing all written evidence and testimony the District may submit during the hearing and a list of witnesses it may call to testify during the hearing.
Person Who Enrolled the Student	At least three calendar days prior to the hearing, discloses to the District all written evidence and testimony he/she may submit during the hearing and a list of witnesses he/she may call to testify during the hearing.
School Board or Hearing Officer Designated by the Board	Conducts the hearing. At the hearing: (1) the Board and the person who enrolled the student may use representatives of their choice, and (2) the person who enrolled the student has the burden of going forward with the evidence concerning the student's residency. **If the hearing is conducted by a hearing officer:** Within five calendar days after the hearing's conclusion, sends a written report of his or her findings to the Board and to the person who enrolled the student. The report shall be sent by certified mail, return receipt requested.

Person Who Enrolled the Student	**If the hearing is conducted by a hearing officer**: Within five calendar days after receiving the hearing officer's findings, may file written objections to the findings with the Board. The objections shall be sent by certified mail, return receipt requested, addressed to the Superintendent.
School Board	**Whether the hearing is conducted by the Board or a hearing officer:** Within 30 calendar days after the hearing's conclusion, decides whether or not the student is a resident of the District and the amount of any tuition required to be charged as a result of the student's attendance in the District's schools. Within five calendar days of its decision sends a copy of its decision to the person who enrolled the student by certified mail, return receipt requested. The decision must inform the person who enrolled the student that: (1) he/she may, within five calendar days after receipt of the Board's decision, petition the Regional Superintendent or appropriate Intermediate Service Center of schools to review the decision; and (2) at his/her request, the student may continue attending the District's schools pending the Regional Superintendent or appropriate Intermediate Service Center's review of the Board's decision. Such attendance shall not relieve the person who enrolled the student of the obligation to pay the tuition for that attendance if the Regional Superintendent or appropriate Intermediate Service Center decides the student is a nonresident.
Person Whol Enrolled the Student	Within five calendar days after receiving the Board's decision, may petition the Regional Superintendent or appropriate Intermediate Service Center to review the decision. The petition must include the basis for the request and be sent by certified mail, return receipt requested, to both the Regional Superintendent or appropriate Intermediate Service Center and the Superintendent.
School Board	Within five calendar days after receiving petition, delivers to the Regional Superintendent or appropriate Intermediate Service Center the Board's decision, any written evidence and testimony submitted by the parties during the hearing, a list of all witnesses that testified during the hearing, and any existing written minutes or transcript or verbatim record of the hearing. May also provide the Regional Superintendent or appropriate Intermediate Service Center and the person who enrolled the student with a written response to the petition.

LEGAL REF: 105 ILCS 5/10-20.12b, amended by P.A. 99-670.

ADMINISTRATIVE PROCEDURE **5118.FORM 1**

CERTIFIED #

Dear_____:

Please be advised that it has determined that _____ is not a resident of the School District. Therefore, _____ shall be disenrolled immediately and not permitted to attend any further classes in the School District.

You may request a hearing before the Board of Education or its hearing officer to review this determination **and request that _____ continue to be enrolled in the School District pending the final determination.** The request for review must be in writing and delivered by certified mail, return receipt request, to the Superintendent at the following address:

[Insert Name]
Superintendent
School District No. ___
[Insert Address]

The request for review must be received by the Superintendent within ten (10) days of your receipt of this letter.

Should you request a hearing, it will be your obligation to establish the residency of the student. You may be represented by legal counsel at your expense. Please be advised that it is a Class C Misdemeanor to knowingly enroll a student who is not a resident of the District or to knowingly provide false information regarding the residency of a student. Moreover, you will be liable for tuition for any days in which the student is illegally enrolled. Currently, the amount of tuition due and owing is $_____. The Board of Education will prosecute any persons who illegally enroll a student.

Should you have any questions, please do not hesitate to contact me.

Sincerely,

_____
Superintendent of Schools

Letter of Residence to Be Used When the Person Seeking to Enroll a Student Is Living with a District Resident

A parent/guardian seeking to enroll a child should use this form as evidence of residency when he or she cannot produce a lease, purchase property agreement, or other similar document – other documents will also be required to establish residency. The School District reserves the right to evaluate the evidence presented; completing this form does not guarantee admission.

To be completed by the individual enrolling the child. Please print.

Child _____ School _____

Individual enrolling the child _____ Telephone _____

Relationship to the child _____

Residence street address _____ City _____ Zip code _____

Signature of the individual enrolling the student _____ Date _____

To be completed and signed by the individual who is responsible for the residence. Please print.

Name of the individual who is responsible for the residence _____ Telephone _____

I am responsible for this residence by ☐ ownership, ☐ lease, or ☐ other _____

Total number of: Persons living at this residence _____ Rooms in residence _____ Bedrooms _____

State the reasons for this living arrangement, including your relationship to the individual enrolling the child:

_____

I certify that this information is true and that the individuals named above are living in my residence.

Signature of the individual who is responsible for the residence _____ Date _____

WARNING: If a student is determined to be a nonresident of the District for whom tuition must be charged, the persons enrolling the student are liable for non-resident tuition from the date the student began attending a District school as a non-resident.

A person who knowingly enrolls or attempts to enroll in this School District on a tuition-free basis a student known by that person to be a nonresident of the district is guilty of a Class C misdemeanor, except in very limited situations as defined in State law (105 ILCS 5/10-20.12b(e).

A person who knowingly or willfully presents to the School District any false information regarding the residency of a student for the purpose of enabling that student to attend any school in that district without the payment of a nonresident tuition charge is guilty of a Class C misdemeanor (105 ILCS 5/10-20.12b(f).

T.F. SOUTH PRINCIPAL:_____

APPROVED_____ DISAPPROVED _____ DATE:_____

STUDENTS
Transferring In: 5119

A student seeking admission to a District school must meet all residency, age, health examination, immunization, and other eligibility prerequisites as mandated by State law. Students transferring from a non-Illinois public school district must have a parent/guardian certify in writing that the student is not serving a suspension or expulsion imposed by the non-Illinois public school from which the student is transferring. In order to be admitted, the form must indicate that the student is not currently suspended or expelled.

Students seeking admission from a Illinois public school shall present a completed ***good standing*** form from the school which the student is transferring from. A *good standing* form indicates whether the student's medical records are current and whether the student is currently being disciplined by a suspension or expulsion.

Any student who has been suspended or expelled for any reasons from any public or private school in Illinois or in any other state must complete the entire term of the suspension or expulsion before being admitted into District 215 schools or programs.

The Building Principal shall make the class or grade level assignment, with input from a counselor when needed, and may accept or reject the transferring school's recommendations. The student should request the school from which he or she is transferring to forward an unofficial record of the student's grades and the remainder of the student's school records. If the student is unable to present the records, the student shall be admitted and the Building Principal shall request the records from the transferring school. An official transcript of the scholastic records, if received, will replace the unofficial grade record.

Transferring Out

Parent(s)/guardian(s) of a student transferring from the District should give the Building Principal written notification of their intent, pay outstanding fees or fines, sign a release form, and return all school-owned property.

The Building Principal's designee shall complete a *good standing* form for any student transferring from the District indicating whether or not the student is "in good standing," meaning that the student in not currently suspended or expelled, but is entitled to attend classes. Within 10 days of a transfer notification, the Building Principal's designee shall send to the District in which the student will or has enrolled, an unofficial record of the student's grades and the remainder of the student's school records. Within 10 days after the student has paid all outstanding fines and fees, the designee shall mail an official transcript of the scholastic records.

Parent(s)/guardian(s) will receive prior written notice of the nature and substance of the records proposed to be released and an opportunity to review and copy them.

REVISED: April 26, 2016
Reference: Illinois School Code : 105 ILCA 5/2.3.13a

STUDENTS

Education of Homeless Children: 5120

Each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education, as provided to other children and youths, including a public pre-school education. A "homeless child" is defined as provided in the McKinney Homeless Assistance Act and State law. The Superintendent shall act as or appoint a Liaison for Homeless Children to coordinate this policy's implementation.

A homeless child may attend the District school that the child attended when permanently housed or in which the child was last enrolled. A homeless child living in any District school's attendance area may attend that school.

The Superintendent or designee shall review and revise rules or procedures that may act as barriers to the enrollment of homeless children and youths. In reviewing and revising such procedures, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. Transportation shall be provided in accordance with the McKinney Homeless Assistance Act and State law. The Superintendent shall give special attention to ensuring the enrollment and attendance of homeless children and youths who are not currently attending school. If a child is denied enrollment or transportation under this policy, the Liaison for Homeless Children shall immediately refer the child or his or her parent/guardian to the ombudsperson appointed by the Regional Superintendent and provide the child or his or her parent/guardian with a written explanation for the denial. Whenever a child and his or her parent/guardian who initially share the housing of another person due to loss of housing, economic hardship, or a similar hardship continue to share the housing, the Liaison for Homeless Children shall, after the passage of 18 months and annually thereafter, conduct a review as to whether such hardship continues to exist in accordance with State law.

LEGAL REF.: McKinney Homeless Assistance Act, 42 U.S.C. §11431 et seq.
105 ILCS 45/1-1 et seq.

CROSS REF.:
3006: Transportation
5060: Bullying
5062: Equal Educational Opportunities
5070: Behavior Code
5118: Enrollment

Adopted: July 23, 2013

STUDENTS
Attendance and Truancy: 5122

Compulsory School Attendance

This policy applies to individuals who have custody or control of a child: (a) whose age meets the compulsory attendance age listed in State law, or (b) who is enrolled in any of grades, kindergarten through 12, in the public school regardless of age. Unless a student has already graduated from high school, compulsory attendance ages are as follows:

1. Before the 2014-2015 school year, students between the ages of 7 and 17 years.

2. Beginning with the 2014-2015 school year, students between the ages of 6 (on or before September 1) and 17 years.

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

The parent/guardian of a student who is enrolled must authorize all absences from school and notify the school in advance or at the time of the student's absence. A valid cause for absence includes illness, observance of a religious holiday, death in the immediate family, family emergency, other situations beyond the control of the student, other circumstances that cause reasonable concern to the parent/guardian for the student's safety or health, or other reason as approved by the Superintendent or designee.

Absenteeism and Truancy Program

The Superintendent or designee shall manage an absenteeism and truancy program in accordance with the School Code and School Board policy. The program shall include but not be limited to:

1. A protocol for excusing a student from attendance who is necessarily and lawfully employed. The Superintendent or designee is authorized to determine when the student's absence is justified.

2. A process to identify and track students who are truants, chronic or habitual truants, or truant minors as defined in the School Code, Section 26-2a.

3. Methods for identifying the cause(s) of a student's unexcused absenteeism, including interviews with the student, his or her parent(s)/guardian(s), and staff members or other people who may have information.

4. The identification of supportive services that may be offered to truant or chronically truant students, including parent-teacher conferences, student and/or family counseling, or information about community agency services.

5. A process to request the assistance and resources of outside agencies, such as, the juvenile officer of the local police department or the truant office of the appropriate Regional Office of Education, if truancy continues after supportive services have been offered.

6. A protocol for cooperating with non-District agencies including County or municipal authorities, the Regional Superintendent, truant officers, the Community Truancy Review Board, and a comprehensive community based youth service agency. Any disclosure of school student records must be consistent with Board policy 5135, *Student Records*, as well as State and federal law concerning school student records.

7. An acknowledgement that no punitive action, including out-of-school suspensions, expulsions, or court action, shall be taken against a chronic truant for his or her truancy unless available supportive services and other school resources have been provided to the student.
8. The criteria to determine whether a student's non-attendance is due to extraordinary circumstances shall include economic or medical necessity or family hardship and such other criteria that the Superintendent believes qualifies.
9. A process for a 17 year old resident to participate in the District's various programs and resources for truants. The student must provide documentation of his/her dropout status for the previous 6 months. A request from an individual 19 years of age or older to re-enroll after having dropped out of school is handled according to provisions in 5119, Transferring In.
10. A process for the temporary exclusion of a student 17 years of age or older for failing to meet minimum academic or attendance standards according to provisions in State law. A parent/guardian has the right to appeal a decision to exclude a student.

LEGAL REF.: 105 ILCS 5/26-1 through 16.
705 ILCS 405/3-33.5.
23 Ill.Admin.Code §§1.242 and 1.290.

REVISED: April 22, 2014

STUDENTS

Education of Persons Afflicted with a Contagious Disease: 5130

I. Reporting Procedures

A. Any report that a student of the District has a contagious disease shall be made or forwarded in confidence to the superintendent.

B. The identity of a student who has or is believed to have a contagious disease (such as tuberculosis, AIDS or ARC, or has been exposed to HIV or other identified causative agent of AIDS, or has a similar contagious disease) shall not be revealed by any District employee or official to anyone including other district employees except as is authorized in writing by the superintendent. In cases where the Illinois Department of Public Health or a local health department gives notice to a principal of the identity of a child diagnosed as having AIDS or ARC, or as having been exposed to HIV or other identified causative agent of AIDS, the principal shall disclose the identity of the child to the superintendent of the school district in which the child resides. The principal may, as necessary, disclose the identity of the child to the school nurse at that school, the classroom teachers in whose classes the child is enrolled, and those persons who, pursuant to federal or state law, are required to decide the placement or educational program of the child (i.e., the multi-disciplinary team). Further, in such cases, the principal may inform such other persons as may be necessary that an infected child is enrolled at that school so long as the child's identity is not revealed.

C. The superintendent shall notify the Department of Public Health if any student of the District has a condition for which reporting is required by the Department.

II. Review Procedures

Decisions regarding the type of educational setting for infected children should be based on the behavior, neurologic development, and physical condition of the child and the expected type of interaction with others in that setting. These decisions are best made using the team approach which may include the child's physician, public health personnel, the child's parents or legal guardians, and school personnel. In each case, risks and benefits to both the child and others I the setting shall be weighed.

A. If the superintendent has reasonable grounds to believe that a student in the district has a contagious disease, the superintendent shall immediately take the following action:

1. Contact the parent or guardian of the student and require that a letter from the student's physician be submitted indicating whether or not the student is able to continue in his educational program without endangering himself or others. The opinion of the student's physician will be considered but will not be controlling.

2. Convene a meeting of a Review Committee which shall consist of the superintendent, a physician retained by the District and such other persons, if any, as the superintendent may designate.

3. The Review Committee shall maintain a protocol file for case management purposes which shall not become a part of the student's permanent record, except upon review and decision of the superintendent and after consultation with legal counsel. The file shall contain all recommendations, reports to the Review Committee, and any conclusions or decisions of the committee. The file shall also contain a list identifying any and all individuals who have been made aware of the identity of a student who has or who is believed to have the contagious disease.

D. The Review Committee shall investigate the student's case and shall make an initial determination whether or not the student should be permitted to continue in his/her current educational program. This determination shall be based on the following considerations:

1. The nature of the risk (how the disease is transmitted);

2. The duration of the risk (how long is the carrier infectious);

3. The severity of the risk (what is the potential harm to third parties; what is the affected person's physical condition, behavior and ability to control bodily functions and secretions); and

4. The probabilities that the disease will be transmitted and will cause varying degrees of harm.

E. If the Review Committee finds at any point that the health and safety of the child or others would be endangered by the student's continued presence in his/her current educational program, the superintendent may direct a temporary exclusion or an interim alternative placement pending the completion of these procedures.

F. If the Review Committee determines that a change in the student's current educational placement is warranted in order to reasonably accommodate the student, a case study evaluation of the student shall be commenced and an individualized education program developed, as may be necessary to address special education needs in accordance with Public Law 94-142, Article 14 of the **Illinois School Code** and their respective rules and regulations. Participation in case study evaluations shall be had on a "need to know" basis.

G. If the Review Committee determines that no change is warranted in the student's educational program, the superintendent shall so advise the student's parent or guardian. The Review Committee may designate a person to monitor the student's condition and behavior and to inform the student's parent or guardian in the event there is an outbreak of contagious disease in the District. The Review Committee may reevaluate the student's case at any time but not less than once every six (6) months.

ADOPTED 12-15-92

STUDENTS

Policy Related to Crisis Intervention : **5131**

The Board of Education believes the schools have a responsibility with the community for assisting community members in dealing with crises. In order to do this, the school will cooperate with local agencies to the extent permitted by the law and district policy. The school will not preempt the work or responsibility of any agency. The role of the school district and school personnel will be based on the appropriate function for an educational setting.

ADOPTED 12-15-92

STUDENTS

Physical Examinations: 5132

Physical examinations as prescribed by the Department of Public Health, including vision screening tests and immunizations shall be required of all pupils attending District 215 secondary schools.

Students will not be enrolled in District 215 without proof of health examination and immunizations.

Pupils and/or parents objecting to physical examinations or immunizations on constitutional or medical grounds are subject to procedures as defined in Chapter 122, Article 27 of the School Code of Illinois. However, students who fail to comply with requirements or exemptions shall be excluded from school until compliance is achieved.

Attached Forms:

Form A: Health Information Record

Form B: Adaptive PE Form

Cross Reference:

Summer School Mailing - State Required Physical Form (available online)

IHSA Athletic Physical Form

REVISED: May 22, 2012

Form 5132.A

THORNTON FRACTIONAL TOWNSHIP HIGH SCHOOL
DISTRICT #215
HEALTH INFORMATION RECORD
(Confidential)

To Be Completed by Parent/Guardian

PLEASE PRINT

Student Name: _____ Birth Date: _____

Social Security Number: ___ ___ ___-___ ___-___ ___ ___ ___ Ethnicity: _____

Address: _____ City: _____

Home Phone: _____ Cell Phone: _____

Entering as a: Freshman ____ Sophomore ___ Junior ___ Senior ____

Name of last school attended: _____

Family Physician or Clinic (in area): _____ Phone: _____

Student resides with Parent/Guardian
Name(s):_____
(Mother) (Father) (Guardian)

Mother/Guardian Place of Employment: _____ Phone:_____

Father/Guardian Place of Employment: _____ Phone: _____

In case of illness or accident and parent is not home, list emergency information:

Name: _____ Phone: _____ Relationship:_____

Name: _____ Phone: _____ Relationship: _____

Does your child wear glasses? _____ Contact lenses? _____

TWO PHYSICAL EDUCATION PROGRAMS ARE OFFERED (Swim may be required for physical education classes.*)

1. Regular Physical Education
2. Adaptive Physical Education (modified physical education to meet specific needs of student prescribed by physician)

***Swim may be required for all students unless doctor specifies on Physical Exam Form "No Swim" and explanation.**

List any health concerns:_____

List any medications: _____
In case my child becomes ill or is injured at school and needs emergency medical care and I cannot be reached, please take him to the nearest hospital. I agree to assume all responsibility and expenses including transportation incurred in the handling of this emergency case.

_____ _____
Signature of Parent/Guardian Date

Form 5132.B

Student's Name:_____Campus:_____ Year: _____

Re: **Adaptive Physical Education**

Dear Dr. _____:

District 215 offers an Adaptive Physical Education Program for those students who cannot participate in the regular program because of various disabilities and handicapping conditions.

Please check below the activities your patient may engage in:

Light Physical and Recreational Activities

_____ Walking exercises
_____ Jogging
_____ Rope jumping
_____ Stretching exercises
_____ Swimming
_____ Walking program in the pool
_____ Rhythms
_____ Batting a softball
_____ Playing catch
_____ Shooting baskets
_____ Balance Board activities
_____ Badminton
_____ Table Tennis
_____ Croquet
_____ Beginning tennis strokes
_____ Archery
_____ Shuffleboard
_____ Horseshoes
_____ Golf
_____ Bowling
_____ Volleyball
_____ Frisbee activities

We also use a Universal Weight Machine in our program. Please check the stations your patient may use:

_____ Leg Press
_____ Shoulder Press
_____ Bench Press
_____ Arm Curls
_____ Triceps Extension
_____ Lat Pull downs
_____Hip Flexor
_____ Sit-ups
_____ Leg Extensions
_____ Leg Curls
_____ Hand Grip
_____ Wrist conditioner
_____ Pull-ups
_____ Dips

Student'sDiagnosis:_____
_____

I recommend the following exercises for his/her condition:
_____
_____

Please indicate below the length of time for which your patient is to be restricted from regular physical education:

From _____ to _____

_____
Physician's Name (Date)

STUDENTS

Medical Emergencies and Automated External Defibrillators: 5133

The Superintendent will establish and implement procedures for responding to medical emergencies and a medical emergency plan which shall address among other things, maintenance and use of AEDs pursuant to the *Physical Fitness Facility Medical Emergency Preparedness Act* and the *Automated External Defibrillator Act* and their implementing regulations.

REVISED: 7/28/09

Procedures for this policy will be posted in the Administrative Handbook

LEGAL REF.: 210 ILCS 74/1, *et seq.*
410 ILCS 4/1, *et seq.*
77 Ill.Adm. Code 525.100 *et seq.*
77 Ill.Adm. Code 527.100 *et seq.*

Medical Emergencies and Automated External Defibrillators: Administrative Procedures and Medical Emergency Plan

Introduction

The procedures set forth herein were developed pursuant to the *Physical Fitness Facility Medical Emergency Preparedness Act*, 210 ILCS 74/1 et seq. ("Emergency Preparedness Act"), the *Illinois Automated External Defibrillator Act*, 410 ILCS 4/1 et seq. ("AED Act") and rules and regulations promulgated by the Illinois Department of Public Health, 77 Ill. Adm. Code 525.100 et seq., 77 Ill. Adm. Code 527.100 et seq. The procedures are intended to govern responses to medical emergencies and the use of AEDs in indoor or outdoor physical fitness facilities operated by the District.

A. Indoor or Outdoor Physical Fitness Facility

1. A physical fitness facility includes any indoor or outdoor establishment that meets all of the following requirements:

   a. Is owned or operated by, among other entities, a public elementary or secondary school;

   b. Is supervised by one or more persons, other than maintenance or security personnel, employed by the District for the purpose of directly supervising the physical fitness activities taking place at an indoor physical fitness facility;

   c. Serves a total of 100 or more individuals. (In calculating the number of individuals served by a facility, the greater of the seating capacity; the capacity of the facility under applicable fire code, pool, or similar standards, shall be included in the final determination); and

   d. Is a swimming pool; stadium; athletic field; track and field facility; tennis court; basketball court; volleyball court; aerobics studio; dance studio; boxing gym; martial-arts or self-defense studio; wrestling gym; weight-lifting facility; treadmill or stationary bicycle facility; velodrome; racquetball court; gymnastics facility; or any other indoor establishment focusing primarily on cardiovascular exertion where participants engage in relatively continuous active physical exercise that uses large muscle groups and that substantially increases the heart rate.

B. Medical Emergency Plan

1. In the case of a medical emergency, which means the occurrence of a sudden, serious, and unexpected sickness or injury that would lead a reasonable person, possessing an average knowledge of medicine and health, to believe that the sick or injured person requires urgent or unscheduled medical care, the following procedures should be followed:

    a. A supervisor of the activity will immediately call 911 for medical emergencies, including each time an Automated External Defibrillator ("AED") is used;

    b. The trained AED user on site will immediately evaluate the person with a medical emergency to determine if the use of an AED is warranted;

    c. Based on his/her training, if the trained AED user determines that use of the AED is warranted, he/she will proceed to use the AED in accordance with his/her training;

    d. The facility staff shall take reasonable measures to ensure that the AED is operated only by trained AED users for the intended purposes of the AED. This provision should not be construed to prohibit, however, the use of the AED by other than facility staff in the event of a medical emergency requiring the use of an AED.

2. The following are office contacts for the specific facility staff to be notified in the event of a medical emergency:

Center for Academics & Technology: Principal	**(708) 585-2380**
Thornton Fractional North: Athletic Director	**(708) 585-1027**
Thornton Fractional South: Athletic Director	**(708) 585-2063**

3. A copy of this Plan shall be filed with the Illinois Department of Public Health.

4. This Plan will be updated with the Illinois Department of Public Health after a change in a District indoor or outdoor physical fitness facility required to have an AED that affects the ability to comply with a medical emergency such as, but not limited to, facility closure for more than 45 days, an inoperable AED for more than 45 days, or lack of trained staff for more than 45 days.

C. Location and Maintenance of AEDs

1. Each District indoor or outdoor physical fitness facility required to have an AED pursuant to the Emergency Preparedness Act and its implementing regulations shall be equipped with at least one AED meeting the requirements of the Act and its implementing regulations, within the time established by the Act and its regulations.

2. The District will install AEDs by the dates specified in the Physical Fitness Facility Medical Emergency Preparedness Act and its regulations. Relocation of an existing AED will be determined by the Superintendent or his/her designee.

   A. The AED is placed within 300 feet of the outdoor facility in an open building that has marked directions to the AED at its entrances, or
   B. That when no building within 300 feet of the outdoor facility exits, the person responsible for supervising the activity has the AED available at the outdoor facility during the event or activity.

   The location(s) of the 12 AED(s) are as follows:

   Center for Academics & Technology: Main Office (1) .
   T.F. North: Main Office (1), PE Offices (2), Portable (2) .
   T.F. South: New Gym (1), Gray Gym (1), Trainer's Room (1), Portable (3).

4. AED(s) will be accessible and mobile at all times.

5. The District will have posted at the main entrance of each physical fitness facility required to have an AED a notice stating that an AED is located on the premises.

6. AEDs will be placed and stored in a wall cabinet with an alarm system sufficient to alert to device removal and will be highly visible. The cabinet will be equipped with the AED maintenance and testing manual. The additional portable AED's will be housed and charged within the Athletic Office. The Athletic Office will be responsible for distributing AED's on a daily basis to the necessary groups for all outdoor physical fitness activities.

7. An additional copy of the maintenance and testing manual for each of the District's AEDs will be available in the principal's office in the building where the physical fitness facility is located.

8. The District will ensure that each AED is maintained and tested according to the manufacturer's guidelines.

9. The Superintendent or his/her designee will designate one individual at each indoor physical fitness facility to conduct regular tests of each AED located in the facility. The individual will maintain documentation related to the testing. At a minimum, the documentation will include the date and type of testing and the signature of the individual performing the testing.

D. Trained AED Users

1. Physical fitness facility staff will be trained in cardiopulmonary resuscitation and the use of an AED when the facility acquires an AED according to the compliance dates of the Physical Fitness Facility Emergency Preparedness Act. The facility must have at least one trained AED user on staff at all times, and also must ensure that appropriate numbers of facility staff and applicable supervisors are trained to avoid lapses in compliance with the Physical Fitness Facility Emergency Preparedness Act.

2. AED(s) shall only be operated by a trained AED user which includes:

   a. A person who has successfully completed a course of instruction in accordance with the standards of a nationally recognized organization such as the American Red Cross, American Heart Association or other recognized training; or

   b. A person who is licensed to practice medicine in all of its branches in Illinois.

3. Each member of the facility staff will be trained on the location of each AED and the requirements of the facility's Medical Emergency Plan. Third party operators and authorized users of the facility will also be informed, by postings or other notifications, of each AED and the Medical Emergency Plan.

4. The Superintendent or his/her designee will devise a plan for training District personnel in the use of AEDs which may include: health services personnel, activities personnel, physical education teachers, coaches, athletic trainers, deans, hall monitors, locker room attendants, and administration.

5. The Superintendent or his/her designee will also ensure that all trained AED users are timely re-certified, as required by the Illinois Department of Public Health's Automated External Defibrillator Code, 77 Ill.Adm. Code 525.400, which requires re-certification **every two years.**

E. Local Emergency Medical Services Systems

1. The District will ensure that each AED is registered with an Emergency Medical Services ("EMS") System Resource Hospital in the vicinity which **is Ingalls Memorial Hospital located at 1 Ingalls Drive, Harvey, IL 60426 .**

2. Such registration will include:

   a. a list of trained users at each facility; and

   b. a copy of the manufacturer's guidelines for maintenance and training, and documentation confirming that these guidelines were met as established.

3. The District will ensure that it notifies an agent of the local emergency communications or vehicle dispatch center of the existence, location, and type of each AED in each District indoor physical fitness facility.

F. Reporting of Use

1. In the event that an AED is used in a District indoor physical fitness facility, the use will be reported to the EMS System Resource Hospital by the Building Principal or his/her designee. These reports will be faxed or mailed on a monthly basis to the local EMS System Resource Hospital by the Superintendent or his/her designee. The report will include:

    a. the date of the incident;

    b. the time of the incident;

    c. the name of the person who determined the patient's unresponsiveness;

    d. the time that 911 was called;

    e. the initial heart rhythm;

    f. the number of times the patient was defibrillated;

    g. the name of the person who defibrillated the patient;

    h. the final rhythm at the time of arrival of the first response vehicle:

        i. Breathing, yes or no;

        ii. Pulse, yes or no.

REVISED: 7/28/09

STUDENTS

Administration of First Aid and Medicine: 5134

It is expected that first aid will be given to any person who is injured or becomes ill while in or about school property on an emergency basis only.

Prescription Medication

Prescription medication shall be administered only by the school nurse or a designated building administrator. The following guidelines will be followed for the administration of any prescribed medication:

1. A written order for prescription medications must be obtained from the student's licensed prescriber. The order includes:
   - Student's name
   - Date of birth
   - Licensed prescriber, signature and date
   - Licensed prescriber phone and emergency number(s)
   - Name of Medication
     - Dosage
     - Route of administration
     - Frequency and time of administration
   - Diagnosis requiring medication
   - Intended effect of the medication/possible side effects
   - Other medication(s) student is receiving
   - Time interval for re-evaluation
   - Approval for student to carry emergency medication on their person (i.e. inhaler, Epi-Pen

2. Medication must be brought to the school in the original container, labeled appropriately by the pharmacist or licensed prescriber. Prescription medication shall display:
   - Student's name
   - Prescription number
   - Medication name and dosage
   - Administration route or other directions
   - Date and refill
   - Licensed prescriber's name
   - Pharmacy name, address and phone number
   - Name or initials of pharmacist

3. In addition to the licensed prescriber's order a written request shall be obtained from the parent(s) or guardian requesting that medication be given during school hours. The request must include the name of the student, the parent(s) or guardian's name and phone number in case of emergency. It is the parent(s) or guardian's responsibility to ensure that the licensed prescriber's order, written request and medication are brought to the school. (See District 215 Medication Order form).

4. The School district shall incur no liability, except for willful and wanton conduct, as a result of any injury arising from a student's self-administration of medication or epinephrine auto-injector or the storage of any medication by school personnel. A student's parent/guardian must indemnify and hold harmless the School District and its employees and agents, against any claims, except a claim based on willful and wanton conduct, arising out of a student's self-administration of an epinephrine auto-injector, and/or medication, or the storage of any medication by school personnel.

5. Following written communication from the home campus, the building administrator at the Center for Science and Technology may dispense medication to students.

6. A locked cabinet must be provided for the storage of the medication.

7. A log will be kept on the administration of all medication.

8. At the end of the school year or the end of the treatment regime, the student's parent(s) or guardian will be responsible for removing from the school any unused medication. If the parent(s) or guardian does not pick up the medication by the end of the school year, the School nurse will dispose of the medication(s) and document that it was discarded. Medication must be discarded in the presence of a witness and documentation signed by both parties.

9. Nurses are responsible for their own actions regardless of the licensed prescriber's written order. It is the nurse's responsibility to clarify any medication order which is deemed inappropriate or ambiguous. Nurses have the right and responsibility to decline to administer a medication if they feel it jeopardizes student safety. In such instances, the nurse must notify the parent, or guardian, student's physician and administrator.

10. A student has the right to refuse medication, and in some instances may do so. In such instances, it is the nurse's responsibility to explain to the student as fully and clearly as possible the importance of taking the medication. If the student continues to refuse to comply, the parent or guardian, student's physician, and administrator must be notified.

11. In emergency situations, students may be required to carry prescription medicines on their person. In these instances, permission must be secured from the school nurse or building administrator.

<u>Non-Prescription Medication</u>

The administration of all non-prescription medication (e.g. Tylenol, Advil, etc.) will be made upon the written request of a parent. However, the school nurse or designated building administrator retains authority to exercise medical judgment in the best interest of the student in each individual case.

1. The non-prescription medication shall be brought to the school nurse with the manufacturer's original label with the ingredients listed and the student's name affixed to the container.
2. A written non-prescription medication order form (See District 215 Non-Prescription Medication Order form) must be on file in the nurse's office before any non-prescription medication can be administered to the student.
3. Students must see the school nurse or designated building administrator to take all non- prescription medications.

REVISED: June 28, 2011

FORM 5134.A

THORNTON FRACTIONAL TOWNSHIP HIGH SCHOOL DISTRICT #215
Non-Prescription Medication Order Form

I. All non-prescription medications must be presented to the School Nurse along with a written on-Prescription Medication Order and Parental/Guardian Permission statement.

II. This form should be used to record the non-prescription information and Parental/Guardian statement.

III. All non-prescription medications **must** be in their original medication container with the student's name appearing on the label.

IV. The non-prescription medication dosage **must not** exceed the recommended dosage unless specifically ordered by a licensed physician.

V. All physician's orders and parental permission statements **must** be renewed yearly.

Student's Name: _____ID #:_____

Date of Birth: _____Health Concerns_____

Allergies:
_____

Non-Prescription Medication

Medication(s) Name: _____

Dosage: _____ Time of Dosage: _____ Route (circle): Topical Oral

Date to be discontinued:_____

Note: A new Non-Prescription Medication Order Form must accompany all non-prescription medication changes.

Parent/Guardian's Permission for Student's Medication at School

I, _____, the parent/guardian of _____, give my permission for the above non-prescription medication to be administered as prescribed.

Parent/Guardian's Signature: _____

Date: _____ Phone Number: (Home) _____ (Work) _____

Form 5134.B

THORNTON FRACTIONAL TOWNSHIP HIGH SCHOOL
DISTRICT #215
Medication Order Form

I. All medications must be presented to the School Nurse along with a written Physician's Medication Order and Parental/Guardian Permission statement.

II. This form should be used to record the Physician's Order and Parental/Guardian statement.

III. All medications **must** be in their original medication container with the student's name appearing on the label.

IV. All physician's orders and parental permission statements **must** be renewed yearly.

Student's Name: _____ID #: _____
Date of Birth: _____
Health Concerns: _____

Allergies: _____
==========

Physician's Medication Order

Medication Name: _____

Frequency or Time of Administration: _____ Dosage: _____

Route of Administration: _____

Possible Side Effects:_____

Date to be discontinued:_____
Note: A new Physician's Order and parental permission must accompany all medication changes.

If medication is a multi-dose inhaler or Epi-Pen should medication be carried and self-administered by student?
_____ Yes _____ No

BEST PRACTICE FOR THESE EMERGENCY MEDICATIONS IS THAT STUDENT SELF CARRY INHALER OR EPIPEN **AND** KEEP AN ADDITIONAL ONE IN THE NURSES' OFFICE.

Special Instructions: _____
Physician's Name (Please Print):_____

Physician's Signature: _____ Order Date:_____
Address: _____ Phone: _____

Parent/Guardian's Permission for Student's Medication at School

I, _____, the parent/guardian of _____,
give my permission for the above medication to be administered as prescribed.
Parent/Guardian's Signature:_____
Date: _____ Phone Number: (Home) _____ (Work) _____

STUDENTS
Student Records: 5135

School student records are confidential. Information from them shall not be released other than as provided by law. A school student record is any writing or other recorded information concerning a student and by which a student may be identified individually that is maintained by a school or at its direction by a school employee, regardless of how or where the information is stored, except as provided in State or federal law as summarized below:

1. Records kept in a staff member's sole possession.
2. Records maintained by law enforcement officers working in the school.
3. Video and other electronic recordings (including without limitation, electronic recordings made on school buses) that are created in part for law enforcement, security, or safety reasons or purposes. The content of these recordings may become part of a school student record to the extent school officials create, use, and maintain this content, or it becomes available to them by law enforcement officials, for disciplinary or special education purposes regarding a particular student.

Any information, either written or oral, received from law enforcement officials concerning a student less than the age of 17 years who has been arrested or taken into custody.

State and federal law grants students and parents/guardians certain rights, including the right to inspect, copy, and challenge school student records. The information contained in school student records shall be kept current, accurate, clear, and relevant. All information maintained concerning a student receiving special education services shall be directly related to the provision of services to that child. The District may release directory information as permitted by law, but a parent/guardian shall have the right to object to the release of information regarding his or her child. However, the District will comply with an *ex parte* court order requiring it to permit the U.S. Attorney General or designee to have access to a student's school records without notice to, or the consent of, the student's parent/guardian.

The Superintendent shall fully implement this policy and designate an *official records custodian* for each school who shall maintain and protect the confidentiality of school student records, inform staff members of this policy, and inform students and their parents/guardians of their rights regarding school student records.

REVISED: April 22, 2014

A. Legal Citations and Definitions
B. School Student Records Defined
C. Eligible Students Accorded the Rights of Parent/Guardian
D. Official Records Custodians
E. Maintenance of School Student Records
F. Retention and Destruction of School Student Records
G. Social Security Numbers
H. Access to School Student Records
I. Record of Release
J. Orders of Protection
K. Transmission of Records for Transfer Students
L. Directory Information
M. Student Record Challenges

A. Legal Citations and Definitions

The legal requirements contained in this procedure are followed by a citation to the controlling rule and/or statute. Citations in parenthesis indicate the location of a named law. For additional clarification regarding a requirement, the cited law should be reviewed.

Definitions are found in the Illinois School Student Records Act (105 ILCS 10/2) and the Illinois State Board of Education rules (23 Ill.Admin.Code §375.10). For easy reference, some definitions are re-printed in this procedure.

The release of confidential information given by a student to a therapist (e.g., school counselor or psychologist) is not included in these procedures but is governed by the Mental Health and Developmental Disabilities Confidentiality Act (740 ILCS 110/).

B. School Student Records Defined

School Student Record means any writing or other recorded information concerning a student and by which a student may be individually identified that is maintained by a school or at its direction or by an employee of a school, regardless of how or where the information is stored. 105 ILCS 10/2(d).

Special Education Records means school records that relate to identification, evaluation, or placement of, or the provision of a free and appropriate public education to, students with disabilities under the Individuals with Disabilities Education Act (20 U.S.C. §1400 et seq.) and Article 14 of the School Code. These records include the report of the multidisciplinary staffing conference on which placement or nonplacement was based and all records and audio recordings in any format relating to special education placement hearings and appeals. 23 Ill.Admin.Code §375.10.

A school student record does not include any of the following:

1. Writings or other recorded information kept in a school staff member's sole possession that is destroyed not later than the student's graduation or permanent withdrawal, and is not accessible or revealed to any other person except a temporary substitute teacher. 105 ILCS 10/2(d).
2. Information maintained by law enforcement professionals working in the school. 105 ILCS 10/2(d).
3. Video or other electronic recordings created and maintained by law enforcement professionals working in the school or for security or safety reasons or purposes, provided the information was created at least in part for law enforcement or security or safety reasons or purposes. This includes, without limitation, electronic recordings made on school buses, as defined in the

exemption from the criminal offense of eavesdropping in 720 ILCS 5/14-3. The content of these recordings may become part of a school student record to the extent school officials create, use, and maintain this content, or it becomes available to them by law enforcement officials for disciplinary or special education purposes regarding a particular student. 23 Ill.Admin.Code §375.10.

4. Any information, either written or oral, received from law enforcement officials pursuant to 105 ILCS 5/22-20 concerning a student less than the age of 17 years who has been arrested or taken into custody. 23 Ill.Admin.Code §375.10.

C. Eligible Students Accorded the Rights of Parent/Guardian

All rights and privileges concerning school student records that are accorded to parents/guardians become exclusively those of the student when the student reaches 18 years of age, graduates from high school, marries, or enters military service, whichever occurs first. 105 ILCS 10/2(g). Such students are called *eligible students* in this procedure.

D. Official Records Custodians

Each Building Principal is designated the Official Records Custodian for his or her respective school and has the duties, without limitation, listed below.

1. Is responsible for the maintenance, care, and security of all school student records, whether or not the records are in his or her personal custody or control, and shall take all reasonable measures to protect school student records through administrative, technical, and security safeguards against risks, such as unauthorized access, release, or use. 105 ILCS 10/4(a)&(b); 23 Ill.Admin.Code §375.40(g).
2. Reviews student temporary records at least every 4 years, or upon a student's change in attendance centers, whichever occurs first, to verify entries and correct inaccurate information. The records review is required in any given school year at the time a student first changes attendance centers within the District, but it does not need to be conducted if the student enrolls in a different attendance center later in that same school year. 23 Ill.Admin.Code §375.40(b).
3. When notified by the Dept. of Children and Family Services (DCFS), purges DCFS's final finding report from the student's record and returns the report to DCFS. If a school has transferred the report to another school as part of the transfer of the student's records, the sending school shall forward a copy of the DCFS's request to the receiving school. 325 ILCS 5/8.6.
4. Manages requests to access school student records.
5. Transfers a certified copy of the records of students transferring to another school and retains the original records.
6. Provides all required notices to parents/guardians and students, including without limitation, each of the following:
    a. Upon initial enrollment or transfer to the school, notification of rights concerning school student records; the notification may be delivered by any means likely to reach parents, including direct mail or email, delivery by the student to the parent, or incorporation into a student handbook. 23 Ill.Admin.Code §375.30.

b. Annual notification of information that is considered to be *directory information* and of the procedures to be used by parents/guardians to request that specific information not be released. 23 Ill.Admin.Code §375.80.

c. Notification to secondary students and their parents/guardians that they may opt out of the disclosure of students' names, addresses, and telephone listings to military recruiters and institutions of higher learning. Sec. 9528 of the No Child Left Behind, 20 U.S.C. §7908.

d. Notification of their right to a hearing to challenge any entry in the school student records (except for academic grades) and Official Records Custodian's name and contact information. 23 Ill.Admin.Code §375.90.

e. Upon a student's graduation, transfer, or permanent withdrawal, notification of the destruction schedule for the student's permanent and temporary school student records and of their right to request a copy. 105 ILCS 10/4(h); 23 Ill.Admin.Code §375.40(c).

7. Takes all action necessary to assure that school personnel are informed of the provisions of the School Student Records Act. 105 ILCS 10/3(c).
8. Performs all actions required of the District described in this procedure and the laws governing school student records.

The Building Principal may delegate any of these duties to an appropriate staff member but shall remain responsible for the duty's execution.

E. Maintenance of School Student Records 105 ILCS 10/2; 23 Ill.Admin.Code §375.10.

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

The *student permanent record* shall consist of the following and only the following:

1. Basic identifying information, including the student's name and address, birth date and place, gender, and the names and addresses of the student's parent(s)/guardian(s)
2. Academic transcripts, including grades, class rank, graduation date, grade level achieved, scores on college entrance examinations (except that a parent/guardian or eligible student may request, in writing, the removal from the academic transcript of any score received on college entrance examinations), and the unique student identifier assigned and used by ISBE's Student Information System (23 Ill.Admin.Code §1.75.)
3. Attendance record
4. Health record, defined by ISBE rule as "medical documentation necessary for enrollment and proof of dental examinations, as may be required under Section 27-8.1 of the School Code"
5. Record of release of permanent record information that contains the information listed in the subsection on **Record of Release**, below
6. Scores received on all State assessment tests administered at the high school level (that is, grades 9 through 12)

ISBE rule provides that if not maintained in the temporary record, the *permanent record* may include:

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

No other information shall be placed in the permanent record.

The *student temporary record* contains all information not required to be kept in the student permanent record and must include:

1. Record of release of temporary record information that contains the information listed in the subsection on **Record of Release**, below
2. Scores received on the State assessment tests administered in the elementary grade levels (that is, kindergarten through grade 8)
3. Completed home language survey (23 Ill.Admin.Code §228.15(d).)
4. Information regarding serious disciplinary infractions (that is, those involving drugs, weapons, or bodily harm to another) that resulted in expulsion, suspension, or the imposition of punishment or sanction
5. Any final finding report received from a Child Protective Service Unit provided to the school under the Abused and Neglected Child Reporting Act; no report other than what is required under Section 8.6 of that Act shall be placed in the student record (23 Ill.Admin.Code §375.40(f).)
6. Health-related information, defined by ISBE rule as "current documentation of a student's health information, not otherwise governed by the Mental Health and Developmental Disabilities Confidentiality Act (740 ILCS 110) or other privacy laws, which includes identifying information, health history, results of mandated testing and screenings, medication dispensation records and logs (e.g., glucose readings), long-term medications administered during school hours, documentation regarding a student athlete's and his or her parents' acknowledgment of the District's concussion policy adopted pursuant to 105 ILCS 5/10-20.53, and other health-related information that is relevant to school participation (e.g., nursing services plan, failed screenings, yearly sports physical exams, interim health histories for sports)
7. Accident report, defined by ISBE rule as "documentation of any reportable student accident that results in an injury to a student, occurring on the way to or from school or on school grounds, at a school athletic event or when a student is participating in a school program or school-sponsored activity or on a school bus and that is severe enough to cause the student not to be in attendance for one-half day or more or requires medical treatment other than first aid. The accident report shall include identifying information, nature of injury, days lost, cause of injury, location of accident, medical treatment given to the student at the time of the accident, or whether the school nurse has referred the student for a medical evaluation, regardless of whether the parent, guardian or student (if 18 years or older) or an unaccompanied homeless youth … has followed through on that request."
8. Any documentation of a student's transfer, including records indicating the school or school district to which the student transferred (23 Ill.Admin.Code §375.75(e).)
9. Completed course substitution form for any student who, when under the age of 18, is enrolled in vocational and technical course as a substitute for a high school or graduation requirement (23 Ill.Admin.Code §1.445.)

The *temporary record* may also consist of:

1. Family background information
2. Intelligence test scores, group and individual
3. Aptitude test scores
4. Reports of psychological evaluations, including information on intelligence, personality, and academic information obtained through test administration, observation, or interviews
5. Elementary and secondary achievement level test results
6. Participation in extracurricular activities, including any offices held in school-sponsored clubs or organizations
7. Honors and awards received
8. Teacher anecdotal records
9. Other disciplinary information
10. Special education records
11. Records associated with plans developed under section 504 of the Rehabilitation Act of 1973 (29 U.S.C. §701 et seq.)
12. Verified reports or information from non-educational persons, agencies, or organizations of clear relevance to the student's education

F. Retention and Destruction of School Student Records

The permanent record is maintained for at least 60 years after the student transfers, graduates, or permanently withdraws. 105 ILCS 10/4(e). The temporary record is maintained for at least 5 years after the student transfers, graduates, or permanently withdraws. 105 ILCS 10/4(f). Individuals adding information to a student's temporary record must include their name, signature, and position and the date the information was added. 105 ILCS 10/4(d). Temporary records that may be of assistance to a student with a disability who graduates or permanently withdraws, may, after 5 years, be transferred to the parent(s)/guardian(s) or to the eligible student. 23 Ill.Admin.Code §375.40(d).

G. Social Security Numbers

School officials, with limited exceptions, may not require students or their parents/guardians to provide social security numbers. Privacy Act of 1974, 5 U.S.C. §552a, as supplemented by Pub.L. 93-579. The collection and retention of social security numbers shall be in accordance with Board policy 4:15, *Identity Protection*.

H. Access to School Student Records

1. The phrase "access to a school student record" means any release or disclosure of information from a student's school record, whether or not any record is copied, and should be broadly interpreted. Access in all cases is limited to the designated portion of the record to which the consent or statutory authority applies.
2. Neither the District nor any of its employees shall release, disclose, or grant access to information found in any school student record except under the conditions set forth in the Illinois School Student Records Act. 105 ILCS 10/6. Absent a court order, school officials do not provide educational records to the Immigration Customs Enforcement.

The Building Principal shall grant access to school student records as detailed below. The Building Principal shall consult with the Superintendent and, if authorized, the Board Attorney concerning any questions.

Access to Parent/Guardian or Eligible Student

1. A student's parent(s)/guardian(s) or eligible student, or designee, are entitled to inspect and copy information in the student's school record; a student less than 18 years old may inspect or copy information in his or her permanent school record. 105 ILCS 10/5. A request to inspect or copy school student records shall be made in writing and directed to the Building Principal. Access to the records shall be granted within 15 school days after the receipt of such a request. 105 ILCS 10/5(c). The response to an access request for a special education student's records shall include those school student records located in the special education office.
2. The parent(s)/guardian(s) or the District may request a qualified professional to be present to interpret the student's records. 105 ILCS 10/5(b). If the District makes the request, it is responsible for securing and bearing the cost of the professional's presence.
3. Unless the District has actual notice of a court order indicating otherwise:
    a. Divorced or separated parents/guardians are both permitted to inspect and copy the student's school student records otherwise.
    b. The Building Principal shall send copies of the documents listed below to both parents/guardians at either's request. 105 ILCS 5/10-21.8.
        1) Academic progress reports or records
        2) Health reports
        3) Notices of parent-teacher conferences
        4) School calendar regarding the student
        5) Notices about open houses, graduations, and other major school events including student-parent/guardian interaction
4. The school will deny access to a student's school records to a parent against whom an order of protection was issued. 750 ILCS 60/214(b)(15). See **Orders of Protection**, below.
5. Access shall not be granted the parent(s)/guardian(s) or the student to confidential letters and recommendations concerning the admission to a post-secondary educational institution, applications for employment or the receipt of an honor or award which were placed in the records prior to January 1, 1975, provided such letters and statements are not used for purposes other than those for which they were specifically intended. Access shall not be granted to such letters and statements entered into the record at any time if the student has waived his or her right of access after being advised of his or her right to obtain the names of all persons making such confidential letters and statements. 105 ILCS 10/5(e).

Access With Consent of Parent/Guardian or Eligible Student

1. Access will be granted to any person possessing a written, dated consent, signed by the parent(s)/guardian(s) or eligible student, stating to whom the records may be released, the information or record to be released, and the reason for the release. 105 ILCS 10/6(a)(8); 23 Ill.Admin.Code §375.70(e). Whenever the District requests the consent to release records, the Building Principal shall inform the parent(s)/guardian(s) or eligible student in writing of the right to inspect, copy, and challenge their contents and to limit such consent to designated portions of the records. 105 ILCS 10/6(a)(8).
2. Access to any record that is protected by the Mental Health and Developmental Disabilities Confidentiality Act (MHDDCA, 740 ILCS 110/), specifically that of a therapist, social worker, psychologist, nurse, agency, or hospital that was made in the course of providing mental health or developmental disabilities services to a student, will be granted according to the consent requirements contained in MHDDCA. 740 ILCS 110/4&5.

Access Without Notification to or Consent of Parent/Guardian or Eligible Student

1. District employees or officials of the Illinois State Board of Education will be granted access, without parental/guardian consent or notification, when a current, demonstrable, educational or administrative need is shown. Access in such cases is limited to the satisfaction of that need. 105 ILCS 10/6(a)(2). Individual board members do not have a right to see student records merely by virtue of their office unless they have a current demonstrable educational or administrative interest in the student and seeing his or her record(s) would be in furtherance of the interest. 105 ILCS 10/6(a)(2).
2. Access will be granted, without parental/guardian consent or notification, to any person for the purpose of research, statistical reporting, or planning, provided that no student or parent/guardian can be identified from the information released, and the person to whom the information is released signs an affidavit agreeing to comply with all applicable statutes and rules pertaining to school student records. 105 ILCS 10/6(a)(4).
3. The District will comply with an *ex parte* court order requiring it to permit the U.S. Attorney General or designee to have access to a student's school records without notice to or the consent of the student's parent(s)/guardian(s). 20 U.S.C. §1232(g)(j), as added by the Sec. 507 of the U.S.A. Patriot Act of 2001. An *ex parte* order is an order issued by a court of competent jurisdiction without notice to an adverse party.
4. A SHOCAP (Serious Habitual Offender Comprehensive Action Program) committee member will be granted access, but only to the extent that the release, transfer, disclosure, or dissemination is consistent with the Family Educational Rights and Privacy Act. 105 ILCS 10/6(a)(10) allows disclosure to SHOCAP committee members who are "state and local officials and authorities" as those terms are used in the federal Family Educational Rights and Privacy Act. This federal law does not define "state and local officials and authorities;" rather, it limits when disclosure may be made to such officials and authorities.
5. Juvenile authorities will be granted access when necessary for the discharge of their official duties upon their request before the student's adjudication, provided they certify in writing that the information will not be disclosed to any other party except as provided under law or order of court. *Juvenile authorities* means: (a) a circuit court judge and court staff members designated by the judge; (b) parties to the proceedings under the Juvenile Court Act of 1987 and their attorneys; (c) probation officers and court appointed advocates for the juvenile authorized by the judge hearing the case; (d) any individual, public or private agency having

6. court-ordered custody of the child; (e) any individual, public or private agency providing education, medical or mental health service to the child when the requested information is needed to determine the appropriate service or treatment for the minor; (f) any potential placement provider when such release is authorized by the court to determine the appropriateness of the potential placement; (g) law enforcement officers and prosecutors; (h) adult and juvenile prisoner review boards; (i) authorized military personnel; and (j) individuals authorized by court. 105 ILCS 10/6(a)(6.5).
7. Military recruiters and institutions of higher learning will be granted access to secondary students' names, addresses, and telephone listings, unless an objection is made by the student's parent(s)/guardian(s). Military recruiters and institutions of higher learning have access to students' names, addresses, and phone numbers even if the District does not release directory information. Sec. 9528 of the No Child Left Behind, 20 U.S.C. §7908. For more information, see 7:340-AP1, E3, *Letter to Parents Concerning Military Recruiters and Postsecondary Institutions Receiving Student Directory Information;* 7:340-AP1, E4, *Frequently Asked Questions Regarding Military Recruiters Access to Students and Student Information*. The requirements in this paragraph #6 apply only if the District receives funds under the Elementary and Secondary Education Act. Id.

Access Without Consent of, but With Notification to, Parent/Guardian or Eligible Student

1. Access will be granted pursuant to a court order, provided that the parent(s)/guardian(s) shall be given prompt written notice of such order's terms, the nature and substance of the information proposed to be released, and an opportunity to inspect and copy such records and to challenge their contents. 105 ILCS 10/6(a)(5). Parents of students who are named in a court order shall be deemed to have received the required written notice. The Building Principal shall respond to the order no earlier than 5 school days after its receipt in order to afford parents/guardians the opportunity to review, inspect, and challenge the records if the parents choose to do so. 23 Ill.Admin.Code §375.70(d).
2. For the purposes of these procedures, a court order is a document signed by a judge. A subpoena signed by a court clerk, an attorney, or an administrative agency official shall not be considered a court order unless signed by a judge. 23 Ill.Admin.Code §375.40(a).
3. Information may be released without parental consent, in connection with an articulable and significant threat to the health or safety of a student or other individuals, to appropriate persons if the knowledge of the requested information is necessary to protect the health or safety of the student or other individuals. The Building Principal shall make this decision taking into consideration the seriousness of the threat, the need for such records to meet the emergency, whether the persons to whom such records are released are in a position to deal with the emergency, and the extent to which time is of the essence in dealing with the emergency. 105 ILCS 10/6(a)(7); 23 Ill.Admin.Code §375.60. The Building Principal shall notify the parent(s)/guardian(s) or eligible student, no later than the next school day after the date that the information is released, of the date of the release, the person, agency or organization to whom the release was made, and the purpose of the release.

4. The District will grant access as specifically required by federal or State statute, provided the individual complies with the requirements in 23 Ill.Admin.Code §375.70(b). 105 ILCS 10/6(a)(6). Prior to granting access, the Building Principal shall provide prompt written notice to the parent(s)/guardian(s) or eligible student of this intended action. 105 ILCS 10/6(b); 23 Ill.Admin.Code §375.70. This notification shall include a statement concerning the nature and substance of the records to be released and the right to inspect, copy, and challenge the contents. If the release relates to more than 25 students, a notice published in the newspaper is sufficient.

The District charges $.35 per page for copying information from a student's records. No parent/guardian or student shall be precluded from copying information because of financial hardship. 23 Ill.Admin.Code §375.50.

I. Record of Release

1. Except as provided below, a record of all releases of information from school student records (including all instances of access granted whether or not records were copied) shall be kept and maintained as part of such records. 105 ILCS 10/6(c). This record shall be maintained for the life of the school student record and shall be accessible only to the parent(s)/guardian(s) or eligible student, Building Principal, or other authorized person. The record of release shall include each of the following:

   a. Information released or made accessible
   b. The name and signature of the Building Principal
   c. The name and position of the person obtaining the release or access
   d. The date of the release or grant of access
   e. A copy of any consent to such release

No record of a disclosure is maintained when records are disclosed according to the terms of an *ex parte* court order. 20 U.S.C. §1232(g)(j)(4).

J. Orders of Protection

Upon receipt of a court order of protection, the Building Principal shall file it in the temporary record of a student who is the *protected person* under the order of protection. No information or records shall be released to the Respondent named in the order of protection. 750 ILCS 60/222(e).

K. Transmission of Records for Transfer Students 105 ILCS 10/6(a)(3); 23 Ill.Admin.Code §§375.70 & 375.75.

The Building Principal shall:

1. Upon the student's request or that of the official records custodian of another school in which the student has enrolled or intends to enroll, transfer a certified copy of the student's record (that is, the student's permanent and temporary record) to the official records custodian of the appropriate school and retain the original records. See policy 7:50, *School Admissions and Student Transfers To and From Non-District Schools*.

2. Determine if the school or special education office has any record that is protected by the Mental Health and Developmental Disabilities Confidentiality Act (MHDDCA, 740 ILCS 110/) concerning the transferring student, specifically a record or report made by a therapist, social worker, psychologist, nurse, agency, or hospital that was made in the course of providing mental health or developmental disabilities services. If so, ask the appropriate person as identified in 740 ILCS 110/4 whether to send the record protected by MHDDCA to the new school and, if *yes*, obtain a written consent for disclosure as provided in 740 ILCS 110/5.

   This requirement does not apply to special education records and reports that are related to the identification, evaluation, or placement of, or the provision of a free and appropriate public education to, students with disabilities. 23 Ill.Admin.Code §375.10.
3. Provide the parent/guardian or eligible student prior written notice of the nature and substance of the information to be transferred and opportunity to inspect, copy, and challenge it. If the parent's/guardian's address is unknown, notice may be served upon the official records custodian of the requesting school for transmittal to the parent/guardian. This service is deemed conclusive, and 10 calendar days after this service, if the parents/guardians make no objection, the records may be transferred to the requesting school.
4. Destroy any biometric information collected and do not transfer it to another school district.
5. Retain the original records in accordance with the requirements of 105 ILCS 10/4.
6. Maintain any documentation of the student's transfer, including records indicating the school or school district to which the student transferred, in that student's temporary record.

If the student has unpaid fines, fees, or tuition charged pursuant to 105 ILCS 5/10-20.12a and is transferring to a public school located in Illinois or any other state, the Building Principal shall: 23 Ill.Admin.Code §§375.75(i).

1. Transfer the student's *unofficial record of student grades* in lieu of the student's official transcript of scholastic records. The *unofficial record of student grades* means written information relative to the grade levels and subjects in which a student was enrolled and the record of academic grades achieved by that student prior to transfer. These records shall also include the school's name and address, the student's name, the name and title of the school official transmitting the records, and the transmittal date.
2. Within 10 calendar days after the student has paid all of his or her unpaid fines or fees and at this District's own expense, forward the student's official transcript of scholastic records to the student's new school.

The Principal shall include the following information with the transferred records if the student is transferring to another public school located in Illinois or any other state and at the time of the transfer is currently serving a term of suspension or expulsion for any reason: 105 ILCS 5/2-3.13a.

1. The date and duration of the period of any current suspension or expulsion; and
2. Whether the suspension or expulsion is for, (a) knowingly possessing in a school building or on school grounds a weapon as defined in the Gun Free Schools Act (20 U.S.C. §8921 et

3. seq.); (b) knowingly possessing, selling, or delivering in a school building or on school grounds a controlled substance or cannabis; or (c) battering a school staff member.

L. Directory Information 23 Ill.Admin.Code §375.80

The School may release certain directory information regarding students, except that a student's parent(s)/guardian(s) may prohibit the release of the student's directory information. Directory information is limited to:

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

No photograph highlighting individual faces shall be used for commercial purposes, including solicitation, advertising, promotion, or fundraising, without the prior, specific, dated, and written consent of the parent or eligible student (see 765 ILCS 1075/30). 23 Ill.Admin.Code §375.80. The following shall not be designated as directory information: (a) an image on a school security video, or (b) student social security number or student identification or unique student identifier. Id.

The notification to parents/guardians and students concerning school student records will inform them of their right to object to the release of directory information. See 7:340-AP1, E1, *Notice to Parents/Guardians and Students of Their Rights Concerning a Student's School Records*.

M. Student Record Challenges

Parents/guardians have the right to a hearing to challenge the accuracy, relevancy, or propriety of any entry in their student's school records, exclusive of academic grades and references to expulsions or out-of-school suspensions, if the challenge is made at the time the student's school student records are forwarded to another school to which the student is transferring. 105 ILCS 10/7; 23 Ill.Admin.Code §375.90. A request for a hearing should be submitted to the Superintendent and shall contain notice of the specific entry or entries to be challenged and the basis of the challenge. The following procedures apply to a challenge: 105 ILCS 10/7; 23 Ill.Admin.Code §375.90.

1. The Superintendent or designee will invite the parent(s)/guardian(s) to an initial informal conference, within 15 school days of receipt of the request for a hearing.
2. If the challenge is not resolved by the informal conference, formal procedures shall be initiated. The Superintendent will appoint a hearing officer, who is not employed in the attendance center in which the student is enrolled.

3. The hearing officer will conduct a hearing within a reasonable time, but no later than 15 days after the informal conference, unless an extension of time is agreed upon by the parent(s)/guardian(s) and school officials. The hearing officer shall notify parents and school officials of the time and place of the hearing.
4. At the hearing each party shall have the right to:
    a. Present evidence and to call witnesses;
    b. Cross-examine witnesses;
    c. Counsel;
    d. A written statement of any decision and the reasons therefore; and
    e. Appeal an adverse decision to an administrative tribunal or official to be established or designated by the State Board.
5. A verbatim record of the hearing shall be made by a tape recorder or a court reporter. A typewritten transcript may be prepared by either party in the event of an appeal of the hearing officer's decision. However, a typewritten transcript is not required in an appeal.
6. The written decision of the hearing officer shall, no later than 10 school days after the conclusion of the hearing, be transmitted to the parent(s)/guardian(s) and the School District. It shall be based solely on the information presented at the hearing and shall be one of the following:
    a. To retain the challenged contents of the school student record;
    b. To remove the challenged contents of the school student record; or
    c. To change, clarify or add to the challenged contents of the school student record.
7. Any party has the right to appeal the decision of the local hearing officer to the Regional Superintendent or appropriate Intermediate Service Center, within 20 school days after the decision is transmitted. The parent(s)/guardian(s), if they appeal, shall so inform the school and within 10 school days the school shall forward a transcript of the hearing, a copy of the record entry in question, and any other pertinent materials to the Regional Superintendent or appropriate Intermediate Service Center. The school may initiate an appeal by the same procedures.
8. The final decision of the Regional Superintendent or appropriate Intermediate Service Center may be appealed to the circuit court of the county in which the school is located.
9. The parent(s)/guardian(s) may insert a written statement of reasonable length describing their position on disputed information. The school will include a copy of the statement in any release of the information in dispute. 105 ILCS 10/7(d).

LEGAL REF.: Family Education Rights and Privacy Act, 20 U.S.C. §1232g; implemented by 34 C.F.R. Part 99.
Illinois School Student Records Act, 105 ILCS 10/2; implemented by 23 Ill.Admin.Code Part 375.
Mental Health and Developmental Disabilities Confidentiality Act, 740 ILCS 110/

Date :

Re: Military Recruiters and Postsecondary Institutions Receiving Student Directory Information

Dear Parents:

From time-to-time, military recruiters and postsecondary educational institutions request the names, telephone numbers, and addresses of our secondary students. The school must provide this information unless the parent(s)/guardian(s) request that it not be disclosed without their prior written consent.

Important: If you do not want military recruiters or institutions of higher learning to be given your secondary school student's name, address, and telephone number, please complete the form below and return it to the Pupil Personnel Services department.

Sincerely,

Superintendent

To be submitted to the Building Principal.

Please do not release my child's name, telephone numbers, and/or address, to:

_____ Military Recruiters

_____ Institutions of higher education

Student Name (*please print*)	Student ID Number
Parent/Guardian Name (*please print*)	
Parent/Guardian Signature	Date

Media Consent and Release Agreement

The following agreement is a part of the Student Handbook and requires parent and student signatures annually:

Students who attend school in Thornton Fractional Township High School District 215 are occasionally asked to be a part of school and/or school district publicity, publications and/or public relations activities. In order to guarantee student privacy and to ensure your permission for your student to participate, the school district asks that you sign this form.

The agreement indicates approval for the student's name, picture, work, voice or verbal statement to appear in school publicity or school district publications and, videos or on the school district's website. For example, pictures of students and articles about school activities may appear in local newspapers or district publications. These pictures and articles may or may not personally identify the student, and the pictures and/or videos may be used by the school district in subsequent years.

STUDENTS
Food Allergy Management Plan: 5136

While it is not possible for the District to completely eliminate the risks of exposure to allergens when a student is at school, a Food Allergy Management Program using a cooperative effort among students' families, staff members, and students helps the District reduce these risks and provide accommodations and proper treatment for allergic reactions.

Superintendent or designee shall develop and implement a Food Allergy Management Plan that:

Fully implements the following goals established in The School Code:
(a) identifying students with food allergies
(b) preventing exposure to known allergens
(c) responding to allergic reactions with prompt recognition of symptoms and treatment
(d) educating and training (every two years) all staff about management of students with food allergies, including administration of medication with an auto-injector, and providing an in-service training program for staff who work with students that is conducted by a person with expertise in anaphylactic reactions and management.

1. Follows and references the applicable best practices specific to the District's needs in the joint State Board of Education and Ill. Dept. of Public Health publication *Guidelines for Managing Life-Threatening Food Allergies in Schools*, available at:
www.isbe.net/nutrition/pdf/food_allergy_guidelines.pdf.

2. Complies with State and federal law and is in alignment with Board policies.

LEGAL REF.:
105 ILCS 5/2-3.149 and 5/10-22.39.
Guidelines for Managing Life-Threatening Food Allergies in Schools (Guidelines), jointly published by the State Board of Education and Ill. Dept. of Public Health.

REVISED: June 28, 2011

STUDENTS
Child Abuse : 5210

The superintendent is hereby directed to adopt administrative regulations to implement the Abused and Neglected Child Reporting Act, Chapter 23, paragraph 20-47, Section 4 of the laws of the State of Illinois.

The Personnel Department shall ensure that, upon employment, all District employees sign the "Acknowledgment of Mandated Reporter Status" form provided by the Illinois Department of Child and Family Services and the Superintendent or designee shall ensure that the signed forms are retained.

Each individual School Board Member must, if an allegation is raised to the member during an open or closed School board meeting that a student is an abused child as defined in the Act, direct or cause the School Board to direct the Superintendent or the equivalent school administrator to comply with the requirements of the Act concerning the reporting child abuse.

REVISED: February 27, 2007

ADMINISTRATIVE PROCEDURE 5210.1

Child Abuse or Neglect

PROCEDURE FOR REPORTING

A. Any school personnel suspecting abuse or neglect shall immediately report or cause a report to be made to the Department of Children and Family Services. School personnel are encouraged to consult with the social worker and school nurse in providing information as requested by DCFS. School personnel shall provide the following information as requested by DCFS:

1. the name and address of the child and his/her parents or other persons responsible for his/her welfare.
2. the child's age, sex and race;
3. the nature and extent of the child's abuse or neglect, including any evidence of prior injuries, abuse or neglect of the child;
4. the names of the person apparently responsible for the abuse or neglect;
5. family composition, including names, ages, sexes and races of other children in the home;
6. the name of the person making the report, his/her occupation, and where to be reached;
7. any other information the person making the report believes might be helpful.

B. Individuals making a report shall immediately notify the building principal that such a report has been made with the Department of Children and Family Services.

C. Building principals will immediately contact the school social worker, if not already involved, to indicate that such a report has been made.

D. The school social worker shall inform the Asst. Principal of PPS of any calls of suspected abuse or neglect.

E. Within 48 hours of the oral report made to DCFS reporting abuse or neglect, the social worker must submit a written report to the Department of Children and Family Services. Copies of the written report to DCFS regarding suspected child abuse should not be placed in the student's records. A written report by school personnel to DCFS regarding suspected child abuse is not information of clear relevance to the education of the student.

Definitions

1. Child abuse is defined by the State of Illinois as, "any physical injury, sexual abuse, or mental injury inflicted upon a child other than by accidental means by a person responsible for the child's health and welfare.

2. Child neglect is defined as, "a failure to provide by those responsible for the care and maintenance of the child the proper and necessary support, education as is required by law, or medical or other remedial care recognized under state law, other care necessary for the child's well-being, or abandonment by his parents, guardian, or custodian, or subjecting a child to an environment injurious to the child's welfare."

REVISED: April 25, 2006

STUDENTS

Safety Procedures for Student Athletes: 5300

The principal shall have the athletic director, in conjunction with head coaches, follow all safety procedures as established by the Illinois High School Association – IHSA.

REVISED: 3.27.2012

STUDENTS

STUDENT ATHLETIC CONCUSSIONS AND HEAD INJURIES: 5302

The Superintendent or designee shall develop and implement a program to manage concussions and head injuries suffered by students. The program shall:

1. Fully implement the Youth Sports Concussion Safety Act, that provides, without limitation, each of the following:
   a. The Board must appoint or approve member(s) of a Concussion Oversight Team for the District.
   b. The Concussion Oversight Team shall establish each of the following based on peer-reviewed scientific evidence consistent with guidelines from the Centers for Disease Control and Prevention:
      i. A return-to-play protocol governing a student's return to interscholastic athletics practice or competition following a force of impact believed to have caused a concussion. The Superintendent or designee shall supervise an athletic trainer or other person responsible for compliance with the return-to-play protocol.
      ii. A return-to-learn protocol governing a student's return to the classroom following a force of impact believed to have caused a concussion. The Superintendent or designee shall supervise the person responsible for compliance with the return-to-learn protocol.
   c. Each student and the student's parent/guardian shall be required to sign a concussion information receipt form each school year before participating in an interscholastic athletic activity.
   d. A student shall be removed from an interscholastic athletic practice or competition immediately if any of the following individuals believes that the student sustained a concussion during the practice and/or competition: a coach, a physician, a game official, an athletic trainer, the student's parent/guardian, the student, or any other person deemed appropriate under the return-to-play protocol.
   e. A student who was removed from interscholastic athletic practice or competition shall be allowed to return only after all statutory prerequisites are completed, including without limitation, the return-to-play and return-to-learn protocols developed by the Concussion Oversight Team. An athletic team coach or assistant coach may not authorize a student's return-to-play or return-to-learn.
   f. The following individuals must complete concussion training as specified in the Youth Sports Concussion Safety Act: all coaches or assistant coaches (whether volunteer or a district employee) of interscholastic athletic activities; nurses, licensed healthcare professionals or non-licensed healthcare professionals who serve on the Concussion Oversight Team (whether or not they serve on a volunteer basis); athletic trainers; game officials of interscholastic athletic activities; and physicians who serve on the Concussion Oversight Team.
   g. The Board shall approve school-specific emergency action plans for interscholastic athletic activities to address the serious injuries and acute medical conditions in which a student's condition may deteriorate rapidly.

2. Comply with the concussion protocols, policies, and by-laws of the Illinois High School Association, including its *Protocol for Implementation of NFHS Sports Playing Rules for Concussion,* which includes its *Return to Play (RTP) Policy*. These specifically require that:
   a. A student athlete who exhibits signs, symptoms, or behaviors consistent with a concussion in a practice or game shall be removed from participation or competition at that time.
   b. A student athlete who has been removed from an interscholastic contest for a possible concussion or head injury may not return to that contest unless cleared to do so by a physician licensed to practice medicine in all its branches in Illinois or a certified athletic trainer.
   c. If not cleared to return to that contest, a student athlete may not return to play or practice until the student athlete has provided his or her school with written clearance from a physician licensed to practice medicine in all its branches in Illinois, advanced practice registered nurse, physician assistant or a certified athletic trainer working in conjunction with a physician licensed to practice medicine in all its branches in Illinois.
3. Require that all high school coaching personnel, including the head and assistant coaches, and athletic directors obtain online concussion certification by completing online concussion awareness training in accordance with 105 ILCS 25/1.15.
4. Require all student athletes to view the Illinois High School Association's video about concussions.
5. Inform student athletes and their parents/guardians about this policy in the *Agreement to Participate* or other written instrument that a student athlete and his or her parent/guardian must sign before the student is allowed to participate in a practice or interscholastic competition.
6. Provide coaches and student athletes and their parents/guardians with educational materials from the Illinois High School Association regarding the nature and risk of concussions and head injuries, including the risks inherent in continuing to play after a concussion or head injury.
7. Include a requirement for staff members to notify the parent/guardian of a student who exhibits symptoms consistent with that of a concussion.
8. Include a requirement for certified athletic trainers to complete and submit a monthly report to the Illinois High School Association on student-athletes who have sustained a concussion during: 1) a school-sponsored activity overseen by the athletic trainer; or 2) a school-sponsored event of which the athletic director is made aware.

REVISED: May 22, 2018

LEGAL REF.: 105 ILCS 5/22-80.
105 ILCS 25/1.15.

CROSS REF.: Student and Athletic Handbooks

State Law

1. The Youth Sports Concussion Safety Act contains concussion safety directives for school Boards and certain identified staff members. 105 ILCS 5/22-80, added by P.A. 99-245, amended by P.A.s 99-486 and P.A. 100-309. A School District must implement Sec. 22-80 if it offers interscholastic athletic activities or interscholastic athletics under the direction of a coach (volunteer or school employee), athletic director, or band leader. An *interscholastic athletic activity* "means any organized school-sponsored or school-sanctioned activity for students, generally outside of school instructional hours, under the direction of a coach, athletic director, or band leader, including, but not limited to, baseball, basketball, cheerleading, cross country track, fencing, field hockey, football, golf, gymnastics, ice hockey, lacrosse, marching band, rugby, soccer, skating, softball, swimming and diving, tennis, track (indoor and outdoor), ultimate Frisbee, volleyball, water polo, and wrestling. All interscholastic athletics are deemed to be interscholastic activities." 105 ILCS 5/22-80(b).

   A School District may need to implement its return-to-learn protocol for a student's return to the classroom after he or she is believed to have experienced a concussion, "whether or not the concussion took place while the student was participating in an interscholastic activity." 105 ILCS 5/22-80(d). For a comprehensive discussion of this Act, see the IASB publication *Checklist for Youth Sports Concussion Safety Act*, at: iasb.com/law/concussions.cfm. Helpful guidance for implementing this law plus training modules are available from the Lurie Children's Hospital's *A Guide for Teachers and School Professionals*, also available using the above link.

2. 105 ILCS 25/1.15 requires: (a) all high school coaching personnel to complete online concussion awareness training, and (b) all student athletes to view the IHSA video about concussions.

3. 105 ILCS 25/1.20, added by P.A. 99-831, requires the IHSA to require all member districts that have certified athletic trainers to have those trainers complete and submit a monthly report on student-athletes who have sustained a concussion during: (1) a school-sponsored activity overseen by the athletic trainer; or (2) a school-sponsored event of which the athletic director is made aware. **Concussion** - A complex pathophysiological process affecting the brain caused by a traumatic physical force or impact to the head or body, which may include temporary or prolonged altered brain function resulting in physical, cognitive, or emotional symptoms or altered sleep patterns and which may or may not involve a loss of consciousness. 105 ILCS 5/22-80. See also: *Returning to School After a Concussion: A Fact Sheet for School Professionals*, www.cdc.gov/headsup/pdfs/schools/tbi_returning_to_school-a.pdf.