



2022 - 2023

Elmhurst Community Unit School District 205 Student Handbook

Student Name: _____

Grade/Year: _____

This handbook is a summary of the school's rules and expectations and is not a comprehensive statement of school procedures. Any discrepancy between this handbook and the Board's policy manual is incidental and the Board Policy will supersede in all situations. Additionally, the Handbook may be amended during the year without notice. The Board's comprehensive policy manual is available for public viewing through the District's website (<https://www.elmhurst205.org/board-of-education/policy-manual>) or at the District office, located at: 162 S. York Street, Elmhurst, IL 60126.

Elmhurst Community Unit School District 205

Handbook Acknowledgment Form

Please take time to read or discuss the entire 2022-2023 Student Handbook with your child(ren) and sign the below acknowledgement. If you have any questions concerning its contents, please contact your building principal.

Once you have reviewed the Student/Parent Handbook with your child, please sign below, remove this page, and return the signed page to the office at your student's school within 10 days of receipt.

If you have more than one student in the District, you will need to turn in one Acknowledgement Form for each student.

By signing below, you are indicating that you:

- 1) Have read, or have had explained to me, the 2022-23 Student/Parent Handbook which contains a summary of school rules regarding student behavior and other district policies.
- 2) Agree that my child will follow these rules.
- 3) Understand that if my student violates the rules, my student can be subject to discipline.
- 4) Acknowledge that my student and I understand and agree to abide by the Board of Education Policies and school rules contained in the Handbook.

Printed Name of Student

Date

Signature of Student

Student's Grade

Parent/Guardian Signature

Date

Printed Name of Parent/Guardian

The Handbook is only a summary of the Board of Education policies, which can be viewed at www.elmhurst205.org. The handbook and policies may be amended during the year without notice. Any discrepancy between the Handbook and Board Policy incidental and interpretations will be made by the Superintendent or her designee.



Student Device Take-Home Agreement

Elmhurst Community Unit School District 205

Student Name: _____ Student ID Number: _____

School: _____ Grade: _____

Type of Device (iPad/Chromebook): _____

Asset Tag Number (on the back of the device): _____

Parent/Guardian Name: _____

Parent/Guardian email address: _____

Home / Cell Phone #: (____) _____

Parent/Guardian Signature: _____

In this agreement, "District" means Elmhurst CUSD 205. "You" & "your" means the parent/guardian & the student enrolled in the District. The "device" includes the device, case, and charger owned by the District. Upon signing this agreement, you are eligible to use the property outside of the District. By signing this agreement, you confirm that you have read and are familiar with District policies and procedures related to technology use and that you agree to the following terms and conditions:

Policies	You will comply at all times with the District policies and procedures related to technology use, whether on or off of District property. The device should be used only by the student and is for student and instructional use only . Students may face disciplinary consequences for misuse of a device.
Ownership	Ownership of the device shall remain with the District.
Filtering and Monitoring	The District monitors usage of devices and there is no expectation of privacy for the usage or activity on a District-owned device. In addition, the District provides web-based filtering to screen out inappropriate content for devices when students are using the District's network on District property. Parents will need to monitor and filter usage when students are using the device outside of the District network.
Care and Security of Device	Students and parents/guardians shall exercise reasonable care in the use of the device and keep the device secure. The device should not be loaned to other people. The student should follow District policy regarding loading any apps or programs onto the device. The student should not give out any passwords or other personal information that would enable another person to access the device. The device operating system should not be modified or altered.
Loss/Damage	The parent/guardian of the student agrees that if a device is lost, stolen or damaged, that it will be reported immediately to the District. The parent/guardian agrees to be responsible for the cost of the repair or replacement of any lost, stolen, or damaged device at the rate for labor and materials. Charges will be made to the parent/guardian for repair or replacement of any lost or damaged device. Any maintenance or repair service of the devices will be performed by the District.
Return of Device	You will return the device when instructed to do so by the District. Your right to use and retain possession of the device terminates when the District requests return of the property, and no later than the last day of the school year. If you do not fully comply with all terms of this Agreement including the timely return of the device, the District shall be entitled to require return of the device or payment of its replacement value. Your failure to return the property in a timely manner and the continued use of it for non-school purposes without the consent of the District may be considered theft of District property.

A Message from Dr. Keisha Campbell Superintendent of Schools

District 205 Students,

Welcome back from what I hope was an amazing summer! We are so excited to start this new year with you and begin the journey of what is sure to be a year filled with learning, making memories, and building relationships.

As you start this new year, please take a moment to look through this handbook. Here at District 205 we strive to always meet and exceed expectations and want to provide you with the tools to be able to do that. The handbook provides you with the guidelines and expectations for academics in our schools. You will also find the policies and procedures related to a range of different topics including attendance, grades and extracurricular activities - just to name a few.

Please read through the handbook carefully and make sure you are familiar with the information provided. If you ever have any questions that you are unable to find the answer to in this handbook, you can contact your Principal or teacher and they will be able to assist you.

I look forward to being a part of your journey this year.

Dr. Keisha Campbell

A Message from the Middle School Principals

Dear D205 Families:

Welcome to District 205 Middle Schools. On behalf of our staff, we would like to share with you our commitment to providing positive experiences that will promote social, emotional, and intellectual growth. We are excited about getting to know your child. Additionally, we look forward to the opportunity to partner with you to make this a rewarding year for all.

Expect a safe and positive learning environment in which you can take risks, face challenges, and succeed. We depend on each other to accomplish greatness and share in the pride of helping others. We are developing lifelong learners by constantly reminding our students of the necessity to achieve academically, participate in extracurricular activities, and to give back to the community through a variety of service opportunities.

We hope this handbook will help answer any questions you might have regarding various aspects of D205 Middle School programs. We look forward to partnering with you for a very successful year. Welcome to Middle School!

Respectfully,

Jacquelyn Discipio
Principal Bryan Middle School

Gina Pogue Reeder
Principal, Churchville Middle School

Linda Fehrenbacher
Principal, Sandburg Middle School

Calendar of Important Dates for 2022-2023

Note: All dates are subject to change and parents/guardians should check school calendars online for the latest information.

August

15 - No School for Students - Teacher Institute Day
16 - No School for Students - Teacher Institute Day
17 - First Day of School for students in K-8
24 - Parent Open House - Middle Schools - 6:00 p.m. - 8:00 p.m.
31 - Late Arrival

September

5 - No School - Labor Day
14 - Late Arrival
28 - Late Arrival

October

7 - No School for Students - Teacher Institute Day
10 - No School - Columbus Day
19 - Late Arrival
27 - Parent Teacher Conferences - Middle Schools (4:00 p.m. - 8:30 p.m.)
28 - No School for Students - Parent Teacher Conferences - Middle School Students (8:00 a.m. - 3:00 p.m.)

November

1 - York Rising Freshmen Academic Night (6:00 p.m. - 8:00 p.m.)
8 - No School - Election Day
16 - Late Arrival
23 - 25 - No School - Thanksgiving Break

December

7 - Late Arrival
22 - 30 - No School - Winter Break

January

2 - 4 - No School - Winter Break
11 - Late Arrival
16 - No School - Martin Luther King Jr.'s Birthday
27 - No School for Students - Teacher Institute Day

February

8 - Late Arrival
20 - No School - Presidents Day
22 - Late Arrival

March

8 - Late Arrival
22 - Late Arrival
27 - 31 - No School - Spring Break

April

12 - Late Arrival
26 - Late Arrival

May

17 - Late Arrival
25 - Tentative Date for Middle School Promotion Ceremonies
29 - No School - Memorial Day

June

5 - Last Day of School with 5 Emergency Days Used
5 - Tentative Date for Summer Programs to Begin

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Section 1 - Introduction & General Notices

Notice of Non-Discrimination

Elmhurst Community Unit School District 205 recognizes that excellence in education requires a commitment to consistently implementing practices, policies, and procedures in all schools and programs which provide equal educational opportunities for all students including those from marginalized backgrounds and groups. With this in mind, and consistent with Board Policy 7:10, equal educational and extracurricular opportunities are available to all students without regard to race, color, nationality, sex, sexual orientation, gender identity, ancestry, age, religion, physical or mental disability, status as homeless, immigration status, order of protection status, or actual or potential marital or parental status, including pregnancy.

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

Any student or parent/guardian with a question regarding this policy should contact the District's Title IX Coordinator, Luke Pavone, Assistant Superintendent for Human Resources at 630-617-2309 or lpavone@elmhurst205.org.

Board of Education

The School Board governs the school district, and is elected by the community. Current School Board members are:

Kara Caforio, President
Chris Kocinski, Vice-President
Courtenae Trautmann, Secretary
Athena Arvanitis, Member
Jim Collins, Member
Beth Hosler, Member
Karen Steufen, Member

The Board's role is as follows:

- Hiring and evaluating the superintendent
- Determining the district's vision/mission
- Developing effective policies that support the district's vision and mission
- Approving expenditures and planning for financial stability
- Adopting new initiatives that move the district forward
- Representing the voice of the community served by District 205

The purpose of a school board meeting is to transact the legal business of the school district through discussion and voting among the members. Additionally, the Board welcomes the opportunity to hear from community members. Community members can address the Elmhurst District 205 Board of Education either in-person at regularly scheduled meetings or via email at boardofeducation@elmhurst205.org. At board meetings, there is a 30-minute public comment period set aside for public input. It is the Board's practice not to directly engage in discussion or ask or answer questions with the individuals addressing the Board during public comments. This allows the Board sufficient time to listen and conduct regularly scheduled Board business. Please note that individual members of the board have no authority other than voting on official actions at board meetings.

To ensure concerns that are raised at Board meetings are effectively addressed, the Board may redirect the concern or question to the appropriate official(s) in accordance with the Chain of Command as referenced below.

Additionally, any student, parent/guardian, employee, or community member should notify any District Complaint Manager if he or she believes that the School Board, its employees, or agents have violated his or her rights guaranteed by the State or federal Constitution, State or federal statute, or Board policy, or have a complaint as referenced in Board Policy 2:260.

District Office Administrators

Cabinet Members

- *Dr. Keisha Campbell*, Superintendent
- *Dr. Scott Grens*, Associate Superintendent
- *Tonya Daniels*, Executive Director of Communications and Public Relations
- *Rudy Gomez*, Executive Director of Technology
- *Kerry Leuschel*, Executive Director of Secondary Education
- *Katie Lyons*, Executive Director of Elementary Education
- *Luke Pavone*, Assistant Superintendent for Human Resources
- *Dr. Kevin Rubenstein*, Assistant Superintendent for Student Services
- *Christopher Whelton*, Assistant Superintendent for Finance and Operations/CSBO

District Office Administrators

- Anna Bahramis, Director of Special Education - 6-12+
- Patrick Baker, Director of Fine Arts, Physical Education, and Health
- David Beedy, Director of STEM and Pathways
- Sarah Cannon, Assistant Director of Student Services
- Colleen Cook, Director of Special Education - EC-5
- Dr. Skip Kumm, Assistant Director of Special Education
- TBD, Director of Literacy & Language Programs
- Tiffany Preuss, Director of Business Services
- Helen Romios, Director of Human Resources
- Todd Schmidt, Director of Facilities
- Nick Stoyas, Director of Instructional Technology
- Dr. Anna Strati, Director of Research and Program Analysis

Chain of Command

It is our desire to respond to stakeholders' concerns and/or questions as quickly and effectively as possible. In District 205, the Chain of Command refers to communication levels of authority in the school district. The value of having an established Chain of Command is an efficient tool that provides a roadmap when reporting concerns or communicating with school staff members. Policy 3:30 references that the superintendent should develop a Chain of Command.

Many issues are often best served by communicating directly with the affected staff member. For example, if an issue pertains to a specific student and/or class, it is advised that the parent/guardian contact the teacher directly. If the issue pertains to a specific school, it is advised that the parent/resident contact the principal of that school directly.

The goal is to communicate first with the staff member who is nearest to the situation. We recognize that each situation is different, however. Information on who to contact with a question or comment using the Chain-of-Command structure is listed below. Please note that you can search for a District Office employee by name or by department on the directory page.

Progression for Addressing Concerns

Concern(s)	1st Contact	2nd Contact	3rd Contact	4th contact
<i>Athletics, Clubs, Activities</i>	Coach, Sponsor	Activities Director/Athletic Director (if applicable)	Principal/ Assistant Principal	Fine and Performing Arts Coordinator
<i>Cafeteria/Food</i>	Principal	Director of Food Service	Director of Business Services	Assistant Superintendent of Finance & Operations
<i>Curriculum/Testing</i>	Teacher	Department/Division Head (where applicable) Principal/ Assistant Principal	Executive Director of Elementary/ Secondary Education	Superintendent
<i>Custodial/Cleaning</i>	Principal/ Assistant Principal	Building and Grounds Manager	Director of Facilities	Assistant Superintendent of Finance & Operations
<i>District Taxes/Budget</i>	Director of Business Services	Assistant Superintendent of Finance and Operations	Associate Superintendent/ Superintendent	School Board
<i>Educational Assistant</i>	Educational Assistant	Principal/Assistant Principal	Director of Human Resources	Assistant Superintendent of Human Resources
<i>Health Services</i>	School Nurse	Lead Nurse/ Assistant Lead, Assistant Director of Special Education	Principal/ Assistant Principal	Assistant Superintendent of Student Services
<i>Mental Health or Student Services</i>	Counselor/Social Worker/School Psychologist	Principal/ Assistant Principal	Director of Student Services	Assistant Superintendent of Student Services

Concern(s)	1st Contact	2nd Contact	3rd Contact	4th contact
<i>Parent/Guardian</i>	Teacher/Coach	Principal/ Assistant Principal	Associate Superintendent	Superintendent
<i>Policies (District)/ Legislative Action</i>	Executive Director of Communications	Associate Superintendent	Superintendent	School Board
<i>Special Education</i>	Teacher/IEP Team Members	Principal/ Assistant Principal/ Department Chair (York)	Director, Assistant Director of Special Education	Assistant Superintendent of Student Services
<i>Student</i>	Teacher	Counselor/Social Worker/School Psychologist	Principal/Assistant Principal	Associate Superintendent/ Superintendent
<i>Student Fees and PushCoin</i>	Coach, Sponsor (if applicable)	School/Department Administrative Assistant	Director of Business Services	Assistant Superintendent of Finance and Operations
<i>Taxes/Budget (District)</i>	Director of Business Services	Assistant Superintendent of Finance and Operations	Associate Superintendent/ Superintendent	School Board
<i>Teacher</i>	Teacher	Principal	Director of Human Resources	Assistant Superintendent of Human Resources/ Superintendent
<i>Other School-Based Staff</i>	Staff Member	Principal	Director of Human Resources	Assistant Superintendent of Human Resources
<i>Technology Issue</i>	Administrative Assistant	School Tech Assistant	District Tech Support	Exec. Director of Technology
<i>Transportation/Buses</i>	School Administrative Assistant	Principal	Administrative Assistant of Finance & Operations	Assistant Superintendent of Finance/Operations

When a situation cannot be resolved at the first-contact level, then it should be taken to the next level in the Chain of Command. After utilizing the progression for addressing concerns, further questions may be addressed to the superintendent at superintendent@elmhurst205.org.

Accommodations for People with Disabilities

Individuals with disabilities will be provided an opportunity to participate in all school-sponsored services, programs, or activities. When appropriate, the District may provide people with disabilities aids, benefits, or services that are separate or different from, but as effective as those provided to others. People with disabilities who require specialized accommodations in order to participate in events or activities at the school are encouraged to (but not required) contact the building administrator so that appropriate accommodations can be made.

Visitor Screening

The District's highest priority is keeping all students and faculty safe, and part of that is quickly identifying those that may present a danger to all persons and knowing who is in District buildings at all times. All visitors who wish to gain access to a school, including parents/guardians, contractors, and volunteers, must report to the main office

to register and receive a visitor's badge. The District has implemented the Raptor Visitor Management System in all its schools to facilitate the school visiting procedures. Upon entering a District building, visitors will be asked to present a photo ID and their purpose for entering school grounds. Raptor will scan the photo ID and log the name of the visitor as well as the date, time and purpose of the visit. Visitors without a photo ID shall have their information manually inputted into the system by a staff member. Raptor will screen the visitor's name and date of birth against the national database of registered sex offenders. No other data from the photo ID is gathered or recorded and the information is not shared with any outside agency.

Once a visitor has been approved, a visitor's badge will be printed for him/her to wear for the duration of the visit. Unless otherwise directed by the principal or designee, a staff member shall accompany visitors while they are on

school grounds. Anyone on school grounds without permission is in violation of the law and may be reported to law enforcement.

Visitor Conduct on School Property

All visitors, including parents, guardians, and siblings, are required to enter through the front door of the building and proceed immediately to the building's main office and receive permission to remain on school premises. Visitors should identify themselves and inform office personnel of their reason for being at school. Visitors must show identification and follow building procedures, including wearing a visitor's badge and lanyard while on school premises. Visitors must return to the main office to sign out and return their visitor badge and lanyard.

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

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

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

1. Strike, injure, threaten, harass, or intimidate a staff member, board member, sports official or coach, or any other person.
2. Behave in an unsportsmanlike manner or use vulgar or obscene language.

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

Section 2 - Attendance, Curriculum, Promotion, & Graduation

Accelerated Placement

Elmhurst District 205's rigorous curriculum meets the needs of students with differentiation in the classroom providing the opportunity to ensure every student is challenged and supported in their classes. The District provides an Accelerated Placement Program (APP). The APP advances the District's goal of providing educational programs with opportunities for each student to develop to his or her maximum potential. The APP provides an educational setting with curriculum options usually reserved for students who are older or in higher grades than the student participating in the APP. APP options include but may not be limited to: (a) accelerating a student in a single subject; (b) other grade-level enrichment; (c) early entrance to kindergarten or first grade; and (d) double-promotion to skip a grade. This program is not limited to students who have been identified as gifted and talented.

In middle school, there are opportunities for differentiation within the classroom setting at all grades. For students who need curriculum beyond what differentiation can provide at the classroom-level, REACH provides curriculum enhancements based on academic needs and augments classroom instruction with enrichment and/or acceleration. Elmhurst District 205 provides enriched services in two programs: English Language Arts (ELA) and Mathematics.

REACH services in District 205 begin in 3rd grade and continue through 8th grade. If a student isn't currently in REACH programming, an appeals process is facilitated by the district during the winter. The appeals process uses multiple data metrics including achievement and ability data and teacher recommendations. Rubrics for placement into REACH ELA and/or math are available on the district's website.

REACH ELA

REACH ELA is designed to meet the needs of students demonstrating academic strengths in the area of literacy in Grades 3 through 8. REACH ELA replaces students' regularly scheduled literacy class in middle school and focuses on grade-level standards using above grade-level texts.

Accelerated Math

Accelerated math offerings are designed to meet the needs of students demonstrating academic strengths in the area of mathematics in Grades 3 through 8. D205 middle schools offer a double-accelerated math course sequence that students participate in daily in place of their regularly-scheduled math block. Students in this math pathway take pre-algebra in 6th grade, algebra in 7th grade, and geometry in 8th grade.

Students also have the opportunity to select to take a single-acceleration pathway at the end of 6th grade. Students who select this pathway will take pre-algebra in 7th grade and algebra in 8th grade.

Attendance, School Absences, Truancy, and Tardies

Regular attendance and punctuality are essential for academic growth and development. District 205 expects that each student attends classes every day. Since class participation affects class achievement, absences, whether excused or unexcused, may have a negative impact on learning and the grade earned in class. In partnership with the school, it is the responsibility of parents/guardians to ensure the regular attendance of their children. The attendance procedures outlined in this section of the handbook comply with the *Illinois School Code* and Board of Education policy, and are designed to develop responsible, successful, engaged students. Regular class attendance translates into greater achievement in academics.

All students between the ages of 6 and 17 are required to attend school every day. There are two types of absences: excused and unexcused. Excused absences include:

- illness (including mental or physical illnesses);
- observance of a religious holiday, religious instruction, or other religious events;
- death in the immediate family;
- family emergency;
- situations beyond the control of the student;
- circumstances that cause reasonable concern to the parent/guardian for the student's mental, emotional, or physical health or safety;
- attending a military honors funeral to sound TAPS;
- a student who is lawfully employed;
- a student who is over the age of 17 who is going to vote (not more than 15 days before a primary, general, or special election);
- other reasons as approved by the building principal.

Additionally, a student will be excused for up to 5 days in cases where the student's parent/guardian is an active-duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings. In rare circumstances, upon approval of the principal, students may be excused for additional days relative to such leave or deployment.

All students are afforded up to five days of excused absences per school year to focus on their mental health.

Per the Illinois School Code, absences for any other reason other than those listed above are considered unexcused and the school district may require documentation explaining the reason for the student's absence.

In the event of any absence, the student's parent/guardian is required to contact the school no later than one hour after the start of the school day to explain the reason for the absence. If a call has not been made to the school by the specified time on the day of a student's absence, a school official will call the home to inquire why the student is not at school. If the parent/guardian cannot be contacted, the student will be required to submit a signed note from the parent/guardian explaining the reason for the absence. Failure to do so shall result in an unexcused absence. Upon request of the parent/guardian, the reason for an absence will be kept confidential.

Make Up Work

If a student's absence is excused or if a student is suspended from school, he/she will be permitted to make up all missed work, including homework and tests, for equivalent academic credit. A student and the student's parent/guardian are responsible for obtaining assignments from the student's teachers prior to any excused absences and for ensuring that such assignments are completed by the student prior to his or her return to school.

Release for Religious Instruction/ Observation

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

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

Truancy

Student attendance is critical to the learning process. Truancy is therefore a serious issue and will be dealt with in a serious manner by the school and district.

Students who miss more than 1% but less than 5% of the prior 180 regular school days without valid cause (a recognized excuse) are truant. Students who miss 5% or more of the prior 180 regular school days without valid cause are chronic truants. Students who are chronic truants will be offered support services and resources aimed at correcting the truancy issue.

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

Referral to the truancy officer

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

A student who misses 15 consecutive days of school without valid cause and who cannot be located or, after exhausting all available support services, cannot be compelled to return to school may be subject to expulsion from school. A parent or guardian who knowingly and willfully permits a child to be truant is in violation of State law.

Tardies to Class and to School

The District is committed to the philosophy that students and teachers need and want to take full advantage of the instructional class time. Therefore, it is important that all students be in class and the cafeteria on time. In some situations, a student may have an approved reason to be late to class. In this case, a student must have a pass from the previous teacher or office. If a student is not in the classroom when the bell rings, the student will be considered tardy. Students who do not have a valid reason to be late to class will need to report to a tardy station to obtain an unexcused tardy pass. Students who arrive late to class by more than 15 minutes will be recorded as absent.

Credit for Non-District Experiences

A student may receive high school credit for successfully completing any of the listed courses or experiences even when it is not offered in or sponsored by the District:

1. Distance learning course, including a correspondence, virtual, or online course.
2. Courses in an accredited foreign exchange program.
3. Summer school or community college courses.
4. College or high school courses offering dual credit at both the college and high school level.
5. Foreign language courses taken in an ethnic school program approved by the Illinois State Board of Education.
6. Work-related training at manufacturing facilities or agencies in a Tech Prep.
7. Credit earned in a Vocational Academy.

Prior to taking any of these experiences, students should contact their school counselor and request the non-district credit form and have it approved. The administrative team at York High School will determine the amount of credit and whether a proficiency examination is required before the credit is awarded. Students assume responsibility for any fees, tuition, supplies, and other expenses.

Additionally, students are responsible for (1) providing documents or transcripts that demonstrate successful completion of the experience, and (2) taking a proficiency examination, if requested. The building principal will

determine which, if any, non-District courses or experiences, will count toward a student's grade point average, and eligibility for athletic and extracurricular activities.

Proficiency Credit

Proficiency credit is available in limited subjects where a student demonstrates competency. Contact the building principal for details.

Substitutions for Required Courses

A student in grades 9-12 may satisfy one or more high school courses (including physical education) or graduation requirements by successfully completing related vocational or technical education courses or a registered apprenticeship program if:

1. The building principal approves the substitution and the vocational or technical education course is completely described in curriculum material along with its relationship to the required course; and
2. The student's parent/guardian requests and approves the substitution in writing on forms provided by the District.

Curriculum Content

Consistent with Board Policy 6:60, Elmhurst Community Unit School District 205 curriculum contains instruction on subjects required by State statute or regulation.

1. In kindergarten through grade 8, subjects include: (a) language arts, (b) reading, (c) other communication skills, (d) science, (e) mathematics, (f) social studies, (g) art, (h) music, and (i) drug and substance abuse prevention including the dangers of opioid abuse. A reading opportunity of 60 minutes per day will be promoted for all students in kindergarten through grade 3 whose reading levels are one grade level or more lower than their current grade level. Daily time of at least 30 minutes (with a minimum of at least 15 consecutive minutes if divided) will be provided for supervised, unstructured, child-directed play for all students in kindergarten through grade 5. Before the completion of grade 5, students will be offered at least one unit of cursive instruction. In grades 6, 7, or 8, students must receive at least one semester of civics education in accordance with Illinois Learning Standards for social science.
2. In grades 9 through 12, subjects include: (a) language arts, (b) writing intensive course, (c) science, (d) mathematics, (e) social studies including U.S. history, American government and one semester of civics, (f) foreign language, (g) music, (h) art, (i) driver and safety education, and (j) vocational education.

Students otherwise eligible to take a driver education course must receive a passing grade in at least eight courses during the previous two semesters before enrolling in the course. The Superintendent or designee may waive this requirement if he or she believes a waiver to be in the student's best interest. The course shall include: (a) instruction necessary for the safe operation of motor vehicles, including motorcycles, to the extent that they can be taught in the classroom, (b) classroom instruction on distracted driving as a major traffic safety issue, (c) instruction on required safety and driving precautions that must be observed at emergency situations, highway construction and maintenance zones, and railroad crossings and their approaches, and (d) instruction concerning law enforcement procedures for traffic stops, including a demonstration of the proper actions to be taken during a traffic stop and appropriate interactions with law enforcement. Automobile safety instruction covering traffic regulations and highway safety must include instruction on the consequences of alcohol consumption and the operation of a motor vehicle.[5] The eligibility requirements contained in State law for the receipt of a certificate of completion from the Secretary of State shall be provided to students in writing at the time of their registration.

3. In grades 7 through 12, as well as in interscholastic athletic programs, steroid abuse prevention must be taught.
4. In kindergarten through grade 12, provided it can be funded by private grants or the federal government, violence prevention and conflict resolution must be stressed, including: (a) causes of conflict, (b) consequences of violent behavior, (c) non-violent resolution, and (d) relationships between drugs, alcohol, and violence.
5. In grades kindergarten through 12, age-appropriate Internet safety must be taught the scope of which shall be determined by the Superintendent or designee. The curriculum must incorporate policy 6:235, *Access to Electronic networks* and, at a minimum, include: (a) education about appropriate online behavior, (b) interacting with other individuals on social networking websites and in chat rooms, and (c) cyberbullying awareness and response.
6. In all grades, students must receive developmentally appropriate opportunities to gain computer literacy skills that are embedded in the curriculum
7. In all grades, character education must be taught including respect, responsibility, fairness, caring,

trustworthiness, and citizenship in order to raise students' honesty, kindness, justice, discipline, respect for others, and moral courage. Instruction in all grades will include examples of behavior that violate policy 7:180, *Prevention of and Response to Bullying, Intimidation and Harassment*.

8. *In all schools*, citizenship values must be taught, including: (a) American patriotism, (b) principles of representative government (the American Declaration of Independence, the Constitution of the United States of America and the Constitution of the State of Illinois), (c) proper use and display of the American flag, (d) the Pledge of Allegiance, and (e) the voting process.
9. *In all grades*, physical education must be taught including a developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle. Unless otherwise exempted, all students are required to engage in a physical education course with such frequency as determined by the Board after recommendation from the Superintendent, but at a minimum of three days per five-day week. For exemptions and substitutions, see policies 6:310, *High School Credit for Non-district Experiences; Course Substitution; Re-Entering Students* and 7:260, *Exemption from Physical Education*.
10. *In all schools*, health education must be stressed, including: (a) proper nutrition, (b) physical fitness, (c) components necessary to develop a sound mind in a healthy body, (d) dangers and avoidance of abduction and (e) age-appropriate and evidence-informed sexual abuse and assault awareness and prevention education in all grades. The Superintendent shall implement a comprehensive health education program in accordance with State law.
11. *In all schools*, career/vocational education must be taught, including: (a) the importance of work, (b) the development of basic skills to enter the world of work and/or continue formal education, (c) good work habits and values, (d) the relationship between learning and work, and (e) if possible, a student work program that provides the student with work experience as an extension of the regular classroom. A career awareness and exploration program must be available at all grade levels.
12. *In grades 9 through 12*, consumer education must be taught, including: (a) financial literacy including consumer debt and installment purchasing (including credit scoring, managing credit debt, and completing a loan application); budgeting, savings, and investing; banking (including balancing a checkbook, opening a deposit account, and the use of interest rates); understanding simple contracts; State and federal income taxes; personal insurance policies; the comparison of prices; higher education student loans; identity-theft security; and homeownership (including the basic process of obtaining a mortgage and the concepts of fixed and adjustable rate mortgages, subprime loans, and predatory lending); and (b) the roles of consumers interacting with agriculture, business, labor unions, and government in formulating and achieving the goals of the mixed free enterprise system.
13. *In grades 9 through 12*, intensive instruction in computer literacy, which may be included as a part of English, social studies, or any other subject.
14. *In grades 9 through 12*, a unit of instruction on media literacy that includes, but is not limited to, all of the following topics: (a) accessing information to evaluate multiple media platforms and better understand the general landscape and economics of the platforms, and issues regarding the trustworthiness of the source of information; (b) analyzing and evaluating media messages to deconstruct media representations according to the authors, target audience, techniques, agenda setting, stereotypes, and authenticity to distinguish fact from opinion; (c) creating media to convey a coherent message using multimodal practices to a specific target audience that includes, but is not limited to, writing blogs, composing songs, designing video games, producing podcasts, making videos, or coding a mobile or software application; (d) reflecting on media consumption to assess how media affects the consumption of information and how it triggers emotions and behavior; and (e) social responsibility and civics to suggest a plan of action in the class, school, or community for engaging others in a respectful, thoughtful, and inclusive dialogue over a specific issue using facts and reason.
15. *In all schools*, conservation of natural resources must be taught, including: (a) home ecology, (b) endangered species, (c) threats to the environment, and (d) the importance of the environment to life as we know it.

16. In all schools, United States (U.S.) history must be taught, including: (a) the principles of representative government, (b) the Constitutions of the U.S. and Illinois, (c) the role of the U.S. in world affairs, (d) the role of labor unions, (e) the role and contributions of ethnic groups, including but not limited to, the African Americans, Albanians, Asian Americans, Bohemians, Czechs, French, Germans, Hispanics (including the events related to the forceful removal and illegal deportation of Mexican-American U.S. citizens during the Great Depression), Hungarians, Irish, Italians, Lithuanians, Polish, Russians, Scots, and Slovaks in the history of this country and State, (f) a study of the roles and contributions of lesbian, gay, bisexual, and transgender (LGBT) people in the history of the U.S. and Illinois, (g) Illinois history, and (h) the contributions made to society by Americans of different faith practices, including, but not limited to, Muslim Americans, Jewish Americans, Christian Americans, Hindu Americans, Sikh Americans, Buddhist Americans, and any other collective community of faith that has shaped America.
17. In addition, all schools shall hold an educational program on the United States Constitution on Constitution Day, each September 17, commemorating the September 17, 1787 signing of the Constitution. However, when September 17 falls on a Saturday, Sunday, or holiday, Constitution Day shall be held during the preceding or following week.
18. In grade 7 and all high school courses concerning U.S. history or a combination of U.S. history and American government, students must view a Congressional Medal of Honor film made by the Congressional Medal of Honor Foundation, provided there is no cost for the film.
19. In all schools, the curriculum includes a unit of instruction on the Holocaust and crimes of genocide, including Nazi atrocities of 1933-1945, Armenian Genocide, the Famine-Genocide in Ukraine, and more recent atrocities in Cambodia, Bosnia, Rwanda, and Sudan.
20. In all schools, the curriculum includes a unit of instruction on the history, struggles, and contributions of women.
21. In all schools, the curriculum includes instruction as determined by the Superintendent or designee on Black History, including the history of the pre-enslavement of Black people from 3,000 BCE to AD 1619, the African slave trade, slavery in America, the study of the reasons why Black people came to be enslaved, the vestiges of

slavery in this country, the study of the American civil rights renaissance, as well as the struggles and contributions of African-Americans.

22. In all schools, instruction during courses as determined by the Superintendent or designee on disability history, awareness, and the disability rights movement.
23. In all schools, instruction as determined by the Superintendent or designee on the events of Asian American history, including the history of Asian Americans in Illinois and the Midwest, as well as the contributions of Asian Americans toward advancing civil rights from the 19th century onward, which must include the contributions made by individual Asian Americans in government and the arts, humanities, and sciences, as well as the contributions of Asian American communities to the economic, cultural, social, and political development of the United States.
24. In kindergarten through grade 8, education must be available to students concerning effective methods of preventing and avoiding traffic injuries related to walking and bicycling.

People with questions about where these subjects are being taught in the curriculum should contact their child's principal.

Curriculum Objections

As provided in Board Policy 6:60, the District's curriculum is grounded in the District's educational mission and incorporates instruction on all subjects required by State law and regulation. Generally, students are expected to engage in all aspects of the District's instructional program.

In limited circumstances, parents/guardians may seek to have their student exempt from a particular instructional material or program. Such requests must be based either upon the statutory provisions which permit parent/guardian "opt-out" in the Illinois School Code, as set forth below, or a student's right to the free exercise of religion as provided by the First Amendment of the United States Constitution.

In accordance with Policy 6:260, parents/guardians seeking such exemptions must submit their request by contacting the school principal to obtain the District's *Curriculum Objection Form*. Using the form, parents/guardians must state, with specificity, the basis for seeking such an exemption. The Principal, in collaboration with the Associate Superintendent, will review such requests for exemption in accordance with its Curriculum Objection process and procedures and will grant or deny the request considering the District's educational mission, applicable law, and graduation

requirements set forth by the District and the Illinois State Board of Education.

The Illinois School Code establishes the following “opt-out” provisions for parents/guardians in relation to curricular content:

1. Comprehensive Personal Health and Safety and Sexual Health Education (105 ILCS 5/27-9.1a (d))
“Comprehensive personal health and safety education” means age and developmentally appropriate education that aligns with the National Sex Education Standards, which includes information on consent and healthy relationships, anatomy and physiology, puberty and adolescent sexual development, gender identity and expression, sexual orientation and identity, sexual health, and interpersonal violence.
2. Recognizing and Avoiding Sexual Abuse (105 ILCS 5/27-13.2) (for grades K-8)
3. Dissection of animals (105 ILCS 112/1 et seq.; 105 ILCS 5/27-14)
4. Organ/tissue and blood donation (105 ILCS 5/27-23.5) (schools with grades 9 and 10)
5. Lockdown drills (105 ILCS 128/20)
6. Religious/other exception (the request is not otherwise covered by a School Code opt-out and is based on a religious objection)
7. AIDS instruction (105 ILCS 110/3)
8. Instruction on CPR and use of Automated External Defibrillator (105 ILCS 110/3)
9. Family life instruction (105 ILCS 110/3)

Exemptions which are not based on one of the statutory provisions above or an undue burden on student’s rights to exercise their religious beliefs will not be granted.

Parents/guardians and members of the public have the right to inspect any instructional material used as part of their child’s educational curriculum pursuant to School Board Policy 7:15. Parents/guardians who have concerns about instructional materials or programming that are not related to the exemptions outlined above should discuss such concerns with their student’s teacher.

e-Learning Days

New for the 2022 - 2023 school year, the Board of Education has approved the use of e-Learning in lieu of the use of emergency days. When an e-Learning day is confirmed by the district, a notification will be sent through email, phone call, text message, district social media accounts, and posted to the District 205 website. The district notification will also include links to relevant schedules and information on how to access the virtual environment for the day.

The student school day is defined as five (5) hours of virtual learning supported in an online environment. Learning will be supported with synchronous (real-time, live, direct, and indirect instruction) and asynchronous (pre-made, individual, and indirect instruction) activities during this time. Participation in e-Learning activities qualifies as a day of student attendance. Families should follow established building practices for excused absences if the student is unable to participate in e-Learning for the day.

Students and certified staff will be provided with a device for use on e-Learning Days and Digital tools will be made available at all levels. Every effort will be made to ensure students without access to the Internet will be provided with paper-copy materials.

Enrollment

To be eligible to enter kindergarten, a child must be five years old on or before September 1 of that school term. A child entering first grade must be six years of age on or before September 1 of that school term. Based upon an assessment of a child’s readiness to attend school, the District may permit him or her to attend school prior to these dates. A child will also be allowed to attend first grade based upon an assessment of his or her needs if he or she attended a non-public preschool, continued his or her education at that school through kindergarten, was taught in kindergarten by an appropriately licensed teacher, and will be six years old on or before December 31.

A child with exceptional needs who qualifies for special education services is eligible for admission at three years of age. Early entrance to kindergarten or first grade may also be available through Board policy 6:135, *Accelerated Placement Program*.

All students must register for school each year. Parents/guardians of students enrolling in the District for the first time must present:

1. A certified copy of the student’s birth certificate.
2. Proof of residency.
3. Proof of immunization and the required physical examination as required by State law and Board Policy 7:100.

Prior to enrollment in the school district, a student seeking to transfer into the District must serve the entire term of any suspension or expulsion, imposed for any reason by any public or private school, in this or any other state. Any exceptions to these requirements are made subject to Board Policy 7:60 and at the discretion of the Superintendent.

For families wishing to unenroll their student, please contact the school’s principal and our team will work with you to ensure an appropriate transfer of records is

completed. Re-enrollment shall be denied to any individual 19 years of age or above who has dropped out of school and who could not earn sufficient credits during the normal school year(s) to graduate before his or her 21st birthday. Before being denied re-enrollment, the District will offer the individual due process as required in cases of expulsion under policy 7:210, *Expulsion Procedures*. A person denied re-enrollment will be offered counseling and be directed to alternative educational programs, including adult education programs that lead to graduation or receipt of a GED diploma. This section does not apply to students eligible for special education under the *Individuals with Disabilities Education Improvement Act* or accommodation plans under the Section 504 of the *Rehabilitation Act*.

Any homeless child shall be immediately admitted, even if the child or child's parent/guardian is unable to produce records normally required for enrollment. Please see the section under *McKinney-Vento Homeless Education* for additional information on these procedures. Additionally, the District protects the rights of and facilitates the enrollment and transfer of records for students who are in foster care. If your child is a foster care student, please contact Sarah Cannon, Assistant Director of Student Services at scannon@elmhurst205.org.

Field Trips

Students may occasionally have the opportunity to take field trips when those experiences are a part of the school curriculum and/or contributing to the District's educational objectives.

On all field trips, a transportation fee set by the Superintendent or designee may be charged to help defray the costs. Parents/guardians of students are responsible for all entrance fees, food, lodging, or other costs, except that the District will pay such costs for students who qualify for fee waivers under Board policy 4:140, *Waiver of Student Fees*. No student will participate without parent/guardian consent. Any field trip may be canceled without notice due to an unforeseen event or condition. All non-participating students shall be provided an alternative experience. Any field trip may be canceled without notice due to an unforeseen event or condition.

Privately arranged trips, including those led by District staff members, shall not be represented as or construed to be sponsored by the District or school. The District does not provide liability protection for privately arranged trips and is not responsible for any damages arising from them.

Foreign Exchange Students

The District accepts foreign exchange students with a J-1 visa and who reside within the District as participants in an exchange program sponsored by organizations screened by administration. Exchange students on a J-1 visa are not required to pay tuition. Privately sponsored

exchange students on an F-1 visa may be enrolled if an adult resident of the District has temporary guardianship, and the student lives in the home of that guardian. Exchange students on an F-1 visa are required to pay tuition at the established District rate. F-1 visa student admission is limited to York High School, and attendance may not exceed 12 months.

The Board of Education limits the number of exchange students admitted in any given year. Exchange students must comply with District immunization requirements. Once admitted, exchange students become subject to all District policies and regulations governing students.

Parents, guardians, families, and students interested in the foreign exchange program or in hosting foreign exchange students should contact the Assistant Principal for Student Services at York High School.

Grading, Assessment, and Homework Procedures

Teachers will align instructional practices to the following grading and assessment procedures. Where appropriate, teachers will utilize a course syllabus to communicate consistent grading and assessment procedures. The use of a course syllabus is not used in Grades EC-5; optional for teachers in Grades 6-8; and, required in Grades 9-12 using the D205 common syllabus template.

The following guidelines are meant to serve as a general, flexible framework within which the individual teacher and school leader(s) should exercise professional judgment while seeking to achieve consistency throughout the District. If parents/guardians have a concern regarding homework and/or coursework, parents/guardians should engage the student and contact the individual teacher. When a situation cannot be resolved at the first-contact level, then it should be taken to the next level in the Chain of Command. Parents/guardians should then contact the building administration. Gradual increases in the time spent on homework assignments as students progress through the grades is encouraged. It is highly recommended that students read independently on a daily basis; this is not included in the following guidelines.

**The following are average amounts of homework suggested by grade. Individual students will work at different rates. Each of the following time estimates is intended for 4 or 5 times per week, encompassing the total amount of minutes sought for all classes:

- Grade 6: no more than 60 minutes per day
- Grade 7: no more than 70 minutes per day
- Grade 8: no more than 80 minutes per day

Seasonal Homework Considerations & Sensitivity

During the course of the school year, students are involved in evening programs or celebrating holidays. These may include school-sponsored activities, athletics, band/orchestra/performing arts programs, etc. In these

situations, teachers are to be flexible and sensitive to the time constraints of that particular student when assigning homework and due dates. Annually, seasonal homework considerations will be pre-determined and publicized for staff awareness.

Homework Responsibilities

The following homework responsibilities are intended to openly communicate the roles of teachers, students, and parents/guardians in order to promote success for all students. The establishment of these responsibilities is intended to solidify the partnership between home and school.

Teachers:

- Provide meaningful feedback to students on all work assigned for out-of-class completion; it is important to note that not all class learning will result in a formal grade, as some assignments which are more formative in nature, may be returned to students with feedback included only.
- Notify students of all learning assignments possibly leading to formal projects, papers, presentations, or in-class collaborative group work (for example), which may contribute to a formal grade.
- Ensure clarity for students regarding the learning assignments and resulting grade-related information.
- Establish a routine, including a consistent location in the classroom/online to list homework, setting aside time for students to write down clarify homework each day during class, and requiring students to use their agendas/planners (in applicable grades).
- Support students to plan for long-term tasks, such as studying for assessments, breaking down projects, or writing assignments.
- Provide an estimated time frame for their work outside of class. Be receptive to feedback from students and gauge the amount of time assignments may require.
- Coordinate with the grade level team for major assessments, projects, and homework.
- Update online gradebook (e.g. PowerSchool) regularly and communicate with parents/guardians if students are struggling with their homework or work completion.
- Notify students and parents/guardians if excessive work is missing. If a test or an assignment is long-range (five days or more, such as a research paper, project, or report), the teacher may use his/her discretion in setting due dates, accepting late work, and determining make-up conditions.
- In the event of a prolonged excused absence, special arrangements may be made to extend the time period allowed for the assignment.

Students:

- Bring all necessary supplies home, complete work, and turn in homework on time.
- Record assigned homework and important dates into the school agenda/planner.
- Make certain there is understanding of the assignment. Ask questions from teachers if unclear.
- When provided, use class time to start/complete the assignment.
- Create a specific time or daily routine for completing homework, assignments, and daily reading.
- Choose a space that is free from distractions such as TV, cell phones, and interruptions from others.
- Make an honest attempt to complete homework with reasonable breaks where needed to complete.
- When necessary, seek additional help from the teacher.
- The responsibility for making up missed work rests with the student:
 - When a student is absent for one day, the assignments should be obtained from a classmate or from the teacher as soon as possible the following day.
 - Students who have an excused absence on the due date of a long-range assignment can receive full credit if they turn in the assignment on the day they return to school. In the event of a prolonged excused absence, special arrangements may be made to extend the time period allowed for the assignment.

Parents/Guardians:

- Identify a designated space for your child to focus on homework.
 - Provide a space that is free from distractions such as TV, cell phones, and interruptions.
- Help with time management - encourage students to complete the most difficult assignments first.
- Be positive about homework.
- Be visible during homework time to the extent possible and available.
- Encourage independence during homework time.
- Engage your child to communicate with the teacher as needed. Utilize PowerSchool to keep informed. If concerns arise, contact the teacher(s) as the first point of contact.

Extra Credit

Effective in the 2020-2021 school year, Extra Credit opportunities no longer exist in grades 6-12 in alignment

with procedures for Relearning Opportunities and the Grading Scale.

Relearning Opportunities (Redos and Retakes)

District 205 recognizes that not all students come to a full understanding of coursework and skill development at the same time. The purpose of a Relearning Opportunity is to allow a student to demonstrate proficiency in an assignment showing an opportunity - not to increase a grade. Therefore, students are offered relearning opportunities on summative assessments that reflect the guidelines below:

1. All students at all levels have the opportunity to retake or redo two (2) summative assessments per course (per semester) regardless of the initial grade earned. If a student retakes an assessment and earns a lower grade than on the first attempt, the higher grade will stand. Final exams are excluded from relearning opportunities.
2. Minimum requirements for relearning must be completed before a student will be granted the opportunity to retake an assessment. These minimum requirements should indicate to the teacher that the student is ready to take the assessment a second time. They may include but are not limited to: additional formative activities, completion of previously incomplete assessments, in class interventions, out of class interventions; or, other requirements deemed appropriate by the course team.
3. A time limit of three (3) weeks from the date of receiving feedback exists in which students have the opportunity to complete a retake/redo; after three (3) weeks, the opportunity will be revoked. This will be adjusted when appropriate for students with specific needs (e.g. Documented IEP, 504, etc.).
4. The assessment following the relearning may be different than the original assessment. The skills and knowledge being reassessed should be of the same rigor as the original assessment; best practice would be for the reassessment to be different than the original and ideally would only assess the skills and knowledge which were deemed deficient on the first exam.
5. If multiple opportunities are already built into the process of producing the assessment that provide for revision, rough drafts, etc. and significant teacher feedback is provided to the student regarding his/her progression as it relates to the assessment, the department, with approval from the building administration, can determine that this meets the minimum requirements of the policy. This must be communicated to the students on the syllabus and underscored when the assessment is introduced in class.

Instructional Materials Selection and Adoption

When considering future instructional materials, the Superintendent shall recommend to the Board for consideration and adoption of all textbooks and instructional materials and shall include the following information: (1) title, publisher, copyright dates, number of copies desired, and cost; (2) any texts being replaced; and (3) rationale for recommendation.

Upon the recommendation of the Superintendent, the Board shall receive and place on public display for no less than thirty days all instructional materials presented for consideration of adoption. Appropriate public notification shall be made and the materials made available in a location convenient for inspection by interested citizens to express their concerns, suggestions or complaints on the materials displayed for public review.

In District 205, District classrooms and learning centers include a wide assortment of instructional materials, including textbooks, workbooks, audio-visual materials, and electronic materials. These materials provide comparable quality learning experiences for students and:

1. Enrich and support the curriculum;
2. Stimulate growth in knowledge, literary appreciation, aesthetic values, and ethical standards;
3. Provide background information to enable students to make informed judgments and promote critical reading and thinking;
4. Depict in an accurate and unbiased way the cultural diversity and pluralistic nature of American society; and
5. Contribute to a sense of the worth of all people regardless of sex, race, religion, nationality, ethnic origin, sexual orientation, disability, or any other differences that may exist.

Teachers are encouraged to use supplemental material only when it will enhance, or otherwise illustrate, the subjects being taught.

All media materials, including but not limited to movies, video clips, photographs, audio clips, and Internet web content, must be age-appropriate and must be used in accordance with Copyright laws and/or Terms of Use." Additionally, movies and video clips rated PG-13 or higher shall not be shown in preschool through grade 8. Movies and video clips rated X or NC-17 and films unrated by the MPAA shall not be shown to any students under any circumstances. The use of other (PG Early Childhood through grade 8, R grades 9-12) commercial films and video clips, or the use of any material that may be unsuitable in terms of theme, violence, nudity, sensuality, language, drug use, adult activities or other elements, in District classrooms shall be subject to building-level

Principal approval, parental/guardian notification and opt-out procedures.

Library Media Centers / Learning Commons

Each school has a Library Media Center / Learning Commons with an organized collection of resources available to students and staff to supplement classroom instruction, foster reading for pleasure, enhance information literacy, and support research, as appropriate to students of all abilities in the grade levels served. Certified Library Media Specialists partner with classroom instructors to leverage approved curricular resources and departmental knowledge to provide hands-on experiences and teach a full range of research, reading, technology and multimedia applications and programs. All Library Media Centers / Learning Commons spaces offer access to a variety of quality resources and meet the diverse needs and interests of our school community in a vibrant learning environment. This includes equitable access to the online catalog for print and digital books as well as online research databases. Staff members are invited to recommend additions to the collection and students may freely select resource center materials as well as receive guided selection of materials appropriate to specific, planned learning experiences. Student IDs serve as library cards. Students, and their parents/guardians, are responsible for any lost materials. Fines may be charged for lost or damaged items.

Exemption from Physical Education

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

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

State law prohibits the Board from honoring parental/guardian excuses based upon a student's participation in athletic training, activities, or competitions conducted outside of the School District. A student who is eligible for special education may be excused from physical education courses in either of the following situations:

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

A student in grades 9-12, may submit a written request to their counselor to be excused from physical education courses for the reasons stated in 6:310, *High School Credit for Non-District Experiences*; Course Substitutions; Re-Entering Students. Students in grades 7 and 8 may submit a written request to the Building Principal to be excused from physical education courses because of his or her ongoing participation in an interscholastic or extracurricular athletic program. The Building Principal will evaluate requests on a case-by-case basis.

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

1. The time of year when the student's participation ceases;
2. The student's class schedule; and
3. The student's future or planned additional participation in activities qualifying for substitutions for physical education as outlined in policy 6:310, *High School Credit for Non-District Experiences*.

School Report Cards

The school district disseminates an annual report card that includes information on the District as a whole and each school served by the District, with aggregate and disaggregated information for each required subgroup of students including: (a) student achievement on academic assessments (designated by category), (b) graduation rates, district performance, teacher qualifications, and (c) other information required by 20 U.S.C. §6311(h)(2)(C). Each year, the District provides report cards online at its website: www.elmhurst205.org or at illinoisreportcard.com. If you would like to receive a paper copy of this report card, please contact the District Office.

Standardized Testing

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

State Required Assessments

Assessment	Grade or Groups Assessed	Description	Timeframe
ACCESS for ELL Students	Required for all students receiving English Learner Services	ACCESS is a state-required English language proficiency test designed to measure English language learners' speaking, listening, reading, and writing skills.	January - March
Dynamic Learning Maps (DLM)	Required for certain students in grades 3-11 as designated by their IEP team.	DLM is a state-required assessment of students with significant cognitive disabilities in English language arts, mathematics, and science used for school performance ratings. The science portion is only taken by grade 5, 8, and 11 students who qualify.	March - April
Illinois Assessment of Readiness	Required of all students in grades 3-8	The state-required assessment of English language arts and mathematics used for school performance ratings.	March - April
Illinois Science Assessment (ISA)	Required of all students in grades 5, 8, and 11	ISA is a state-required assessment of science used for school performance ratings.	April
Kindergarten Individual Development Survey (KIDS)	Required of all kindergarten students	KIDS is a state-required measure of kindergarten students' development across four domains — approaches to learning and self-regulation, social and emotional development, language and literacy development, and math.	Fall
PSAT 8/9 and PSAT 10	Required of all Freshman and Sophomores	The state-required assessment of English language arts and mathematics used for school performance ratings.	April
SAT	Required of all Juniors	The state-required assessment of English language arts and mathematics used for school performance ratings. Current grade 12 students without a valid grade 11 or 12 score or qualifying exemption from any previous ISBE-provided administration will be rostered to take SAT with Essay in spring 2023.	April

District Assessments

Assessment	Grade or Groups Assessed	Description	Timeframe
CoGAT	Required for all students in grades 2 and 5 and all new students.	CoGAT is used for placement in advanced programming throughout the District.	December
Measures of Academic Progress (MAP)	Required for all students in grades K-8.	MAP is a district-administered assessment of reading and mathematics used to measure growth relative to national and local grade level peers.	Fall, Winter, Spring

Other Assessments

Assessment	Grade or Groups Assessed	Description	Timeframe
Advanced Placement Exams (AP)	Optional for students taking Advanced Placement Courses	AP tests allow students to obtain advanced placement in college classes and/or college credit.	May

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

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

Work Permits

Work Permits Students between the ages of 14 and 16 may be able to secure an Employment Certificate/Work Permit in accordance with the Illinois Department of Labor regulations. Students must first secure a position of employment prior to applying for a work permit. Work Permits may be obtained through the Counseling Office at York High School. Students must present the following documents: birth certificate, social security number, letter of approval to work signed by parent/guardian, and a letter from the employer stating the type of work and number of days/hours the student will be expected to work.

Section 3 - Student Fees & Meals

Fees, Fines, and Fee Waivers

The school district has established fees and charges to fund certain school activities. Some students may be unable to pay these fees. Students will not be denied educational services or academic credit due to the inability of their parents or guardians to pay fees or certain charges. Students whose parent or guardian is unable to afford student fees may receive a fee waiver. A fee waiver does not exempt a student from charges for lost and damaged books, locks, materials, supplies, and/or equipment.

Mandatory Student Fees

** Denotes fees that will be waived for students meeting specific financial guidelines.*

Fee	Amount
Madison Early Childhood Fee*	\$250/month
Pre-Kindergarten - Madison Fee*	\$127.00
Kindergarten (includes technology fee)*	\$177.00
All-Day Kindergarten Tuition*	\$2,700/year
Grades 1-5 (includes technology fee)*	\$172.00
Grades 6-8 (includes technology fee)*	\$258.00
Technology Fee (K-5)*	\$50.00
Technology Fee (6-8)*	\$65.00

Optional/ Course / Grade Level Specific Student Fees

Fee	Amount
Field Trip Admission/ Transportation Fees*	Varies
Instrumental Music Fee (Grades 4-8)*	\$30.00
Transportation Fee - Madison Early Childhood*	\$100.00/month
Transportation Fee - Middle Schools (Paid Access to Transportation)	\$290.00
Vocal Music Fee (Grades 4-8)*	\$30.00
Yearbook Fee	TBD

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

1. The student currently lives in a household that meets the free lunch or breakfast eligibility guidelines established by the federal government pursuant to the National School Lunch Act; or
2. The student or the student's family is currently receiving aid under Article IV of the Illinois Public Aid Code (Aid to Families of Dependent Children).

To obtain a fee waiver application, please contact your student's school office or the District Office or download one from the District's website at www.elmhurst205.org. The Assistant Superintendent for Finance and Operations/Chief School Business Official will notify the parent/guardian promptly as to whether the fee waiver request has been granted or denied. Questions regarding the fee waiver application process should be addressed to the building principal.

If you want to appeal a denial the District will give additional consideration where one or more of the following factors are present:

- An illness in the family;
- Unusual expenses such as fire, flood, storm damage, etc.;
- Unemployment;
- Emergency situations; or
- When one or more of the parents/guardians are involved in a work stoppage.

Free/Reduced Lunch

Elmhurst Community Unit School District 205 serves free or reduced-price meals in each school daily to qualifying students. A student's eligibility for free and reduced-price food services is determined by income eligibility guidelines and family-size income standards that are set annually by the U.S. Department of Agriculture and distributed by the Illinois State Board of Education. Contact the front office of your student's school with any questions and/or to obtain an application. Additional information is available in Board Policy [4:130](#)

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

Section 4 - Transportation

Transportation

The District has contracted with First Student and Cottage Hill bus companies to provide transportation to students in the school district. Free transportation is provided to and from school for all students living 1.5 miles or more from the school. Free transportation service and vehicle adaptation (i.e. wheelchair lifts, etc.) is provided for students with disabilities if included in their student's individualized educational program as necessary. Additionally, students identified as McKinney-Vento eligible or those identified as foster children will receive transportation in accordance with applicable state and federal laws. At the Middle School level, we do offer a paid access to transportation program. This program allows for students that live within 1.5 miles (only if space is available) for a fee paid in advance.

A student's parent(s)/guardian(s) may file a petition with the Assistant Superintendent for Finance and Operations requesting transportation due to the existence of a serious safety hazard. Students are not permitted to ride a bus other than the bus to which they are assigned. Bus schedules and routes shall be determined by the Superintendent or designee in collaboration with the bus company. Every vehicle regularly used for the transportation of students must pass safety inspections in accordance with State law and Illinois Department of Transportation regulations. No school employee may transport students in school or private vehicles unless authorized by the administration.

While students are on the bus, they are under the supervision of the bus driver. In most cases, bus discipline problems can be handled by the bus driver. In the case of a written disciplinary referral, student bus problems will be investigated and handled by the building administrators. Students are expected to follow all school rules while on the bus. Students may be suspended from riding the school bus for violating school rules or for engaging in other gross disobedience or misconduct.

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

- Dress properly for the weather. Make sure all drawstrings, ties, straps, etc. on all clothing, backpacks and other items, are shortened or removed to lessen the likelihood of them getting caught in bus doors, railings or aisles.
- Arrive 5 minutes before their time at the bus stop, and stay away from the street while waiting for the bus.

- Stay away from the bus until it stops completely and the driver signals you to board. Enter in a single file without pushing. Always use the handrail.
- Take a seat right away and remain seated facing forward. Keep your hands, arms, and head inside the bus.
- Talk quietly on the bus. No music, shouting or creating loud noises that may distract the driver.
- Help keep the bus neat and clean. Keep belongings out of the aisle and away from emergency exits.
- Eating and drinking are not allowed on the bus.
- Always listen to the driver's instructions. Be courteous to the driver and other students. Sit with your hands to yourself and avoid making noises that would distract the driver or bother other passengers. Remain seated, keeping your hands, arms, and head inside the bus at all times.
- Wait until the bus pulls to a complete stop before standing up. Use the handrail when exiting the bus.
- Stay out of the danger zone next to the bus where the driver may have difficulty seeing you. Take five giant steps away from the bus and out of the danger zone, until you can see the driver and the driver sees you. Never crawl under a bus.
- If you must cross the street after you get off the bus, wait for the driver's signal and then cross in front of the bus. Cross the street only after checking both ways for traffic.
- Never run back to the bus, even if you dropped or forgot something.

Students who participate in the District transportation program either on a daily bus service basis or in extracurricular activities or field trips will adhere to all rules and regulations related to student behavior and code of conduct. Failure to do so may result in the loss or modification of transportation privileges as determined by the Administration or other appropriate disciplinary action.

Electronic visual and audio recordings are used on all buses to monitor conduct and to promote and maintain a safe environment for students and employees when transportation is provided for any school related activity. Notice of electronic recording are displayed on the exterior of the vehicle's entrance door and front interior bulkhead in compliance with State law and the rules of the Illinois Department of Transportation, Division of Traffic Safety.

Section 5 - Health and Wellness

Anaphylaxis Prevention, Response, and Management Program (Allergies)

Anaphylaxis is a severe systemic allergic reaction from exposure to allergens that is rapid in onset and can cause death. Common allergens include:

Animal dander, fish, latex, milk, shellfish, tree nuts, eggs, insect venom, medications, peanuts, soy, and wheat.

A severe allergic reaction usually occurs quickly; death has been reported to occur within minutes. An anaphylactic reaction can occur up to one to two hours after exposure to the allergen.

Illinois School Code (105 ILCS 5/2-3.182(a-g) and Section 22-30) requires that all schools create and implement policies concerning anaphylaxis prevention and treatment. In Elmhurst District 205, Board Policy 7:285 was updated in July, 2022 to include current information regarding anaphylaxis and the District's response. However, **parents/guardians of students with known life-threatening allergies and/or anaphylaxis should provide the school with written instructions from the student's health care provider for handling anaphylaxis and all necessary medications for implementing the student-specific order on an annual basis.** This may be provided as an Individual Health Care Plan, an Emergency Action Plan, or as part of a student's Individualized Education Program or Section 504 Plan. If your student has a life-threatening allergy or life-threatening chronic illness, please notify the school nurse and building principal.

Recognizing Anaphylaxis

Anaphylactic reactions typically result in multiple symptoms, but reactions may vary. A single symptom may indicate anaphylaxis. Students with allergies that may lead to anaphylactic reactions sometimes have an accompanying diagnosis of asthma that could compound the reaction.

Symptoms of Anaphylaxis

- Shortness of breath or tightness of chest; difficulty in or absence of breathing.
- Sneezing, wheezing, or coughing.
- Difficulty swallowing.
- Swelling of lips, eyes, face, tongue, throat, or elsewhere.
- Low blood pressure, dizziness, and/or fainting.
- Heartbeat complaints -- rapid or decreased.
- Blueness around lips, inside lips, eyelids.
- Sweating and anxiety. (*Watch for signs and behaviors that someone may be experiencing an allergic reaction.*)
- Itching, with or without hives; raised red rash in any area of the body.

- Skin flushing or color becomes pale.
- Hoarseness.
- Sense of impending disaster or approaching death.
- Loss of bowel or bladder control.
- Nausea, abdominal pain, vomiting, and diarrhea.
- Burning sensation, especially face or chest. (*Common symptoms of anaphylaxis may be wheezing; coughing; complaining of itchy throat; swelling of lips, face, tongue, or throat; blue tongue/lips; flushing of skin or paleness; hoarseness.*)
- Loss of consciousness.

Epinephrine should be administered promptly at the first sign of anaphylaxis. It is safer to administer epinephrine than to delay treatment for anaphylaxis.

Responding to Anaphylaxis

Student-specific orders that are on file should be followed for students with known life-threatening allergies and/or anaphylaxis. **Know when to act.** Follow school procedures and the individual's Emergency Action Plan to respond to suspected anaphylactic reaction for a student with a known allergy.

If there is a suspected case of anaphylaxis, call 911 immediately and stay with the person experiencing anaphylaxis!

If an epi-pen is available:

1. Call school nurse/front office school personnel and advise of the situation.
2. Select the appropriate dose according to the school's protocol and administer epinephrine. Note the time.
3. Act quickly. It is safer to give epinephrine than to delay treatment.
4. Stay with the person until EMS arrives.
5. Monitor the person's airway and breathing.
6. Reassure and attempt to calm a person, as needed.
7. Direct someone to call the parent/guardian.
8. If symptoms continue and EMS is not on the scene, administer a second dose of epinephrine five to 15 minutes after the initial injection. Note the time.
9. Administer CPR, if needed.
10. EMS transports the individual to the emergency room. Document the individual's name, date, and time the epinephrine was administered on the epinephrine auto-injector that was used and give to EMS to accompany the individual to the emergency room.

If an epi-pen is not available:

1. Call school nurse/front office school personnel and advise of the situation.
2. Stay with the person until EMS arrives.
3. Monitor the person's airway and breathing.
4. Reassure and attempt to calm a person, as needed.
5. Direct someone to call the parent/guardian.
6. Administer CPR, if needed.
7. EMS transports the individual to the emergency room. Document the individual's name, date, and time of symptom onset along with possible allergen.

If a student is given an epi-pen, 911 must be called for follow-up care. While symptoms sometimes subside, they may return a few hours later. The student will not be allowed to remain at school or return to school on the day epinephrine is administered.

Elmhurst Community Unit School District 205 strives for all students to be able to manage their life-threatening allergies independently. To that end, we encourage all students to increase independence at developmentally appropriate levels. Students are given opportunities to practice lifelong allergy avoidance skills within the school setting.

To reduce risk of exposure, the District has put a number of measures in place which may include, but are not limited to, one or more of the following:

1. Staff are trained annually on the signs and symptoms, avoidance strategies, cross-contamination, and treatment including epinephrine injector practice. Appropriate District Staff will be trained in students' Individual Anaphylaxis Emergency Care Plan if submitted.
2. Transportation providers will be informed of students with life-threatening allergies and steps to follow.
3. Individual Anaphylaxis Emergency Care Plan and emergency medication(s) will accompany students on field trips.
4. Option to alert families of classroom peers in primary grades (kindergarten, first grade, second grade) of the life-threatening food allergy, with guardian consent.
5. Option for primary classrooms to post Food Allergy Awareness notices.
6. Parents/guardians of early childhood and primary grades students will be made aware in advance, when foods will be present within the classroom for instructional purposes or classroom celebrations, by the classroom teacher.
7. An allergy aware snack area will be provided within preschool and primary classrooms at the elementary level.

8. Early childhood and grade school students will be given the opportunity to sit at an allergy aware section in the cafeteria during lunch.
9. Allergy aware section in the classroom and the lunchroom will be cleaned with a district-approved cleaning agent and a clean cloth.
10. School breakfast and lunch menus, and ingredient lists, are available for parents/guardians and students to determine the most appropriate options for purchase.

Additionally, you should know the following:

Classroom Snacks

The District places an emphasis on healthy snacks with a focus on fruits and vegetables. A list of acceptable snacks will be provided for those students in an allergy-aware classroom. Some teachers may not allow food or drink in the classroom and this will be communicated at the beginning of the year.

Rewards

Teachers will not use foods or beverages as rewards for individual or small group academic performance or good behavior. PBIS/all school rewards will adhere to these guidelines.

Birthdays and Parties

In an effort to promote healthier eating habits, students are allowed to distribute non-edible birthday treats such as pencils, stickers, etc. No food items shall be allowed for birthday celebrations. Food items are not to be distributed or used for classroom and grade level parties. Activities planned for classroom and grade level parties are to use only non-food items.

Curriculum Related Food Events

A permission slip with food items and ingredients listed will be sent to parents/guardians at least 3 school days prior to the instructional activity. Instructional programs will be developed with sensitivity to specific classroom allergies.

PTA Events

PTA Events need to use allergen-safe foods whenever possible at their events. Ingredient lists need to be provided with the lists of foods prior to the event and upon request during the event. Specific allergy restrictions need to be complied with for any rooms/spaces utilized. PTA sponsored lunches, which are provided at a cost to parents/guardians, must follow the USDA meal or "Smart Snack" guidelines per ISBE requirements.

Communicable Diseases

The school district observes recommendations of the Illinois Department of Public Health and other entities including the DuPage County Health Department regarding communicable diseases. With this in mind:

1. Parents/guardians are required to notify the school nurse or building principal if they suspect their child has a communicable or infectious disease.
2. As appropriate, the school principal and building nurse will notify the DuPage County Health Department and follow any instructions for temporarily excluding a student from school.
3. The building principal, in consultation with the District Office staff, will provide any appropriate notice to other families or school staff who may be affected.
4. Consistent with the *Illinois Public Health Act*, people suspected of being infected with a reportable infectious disease for which isolation is required, or persons with diarrhea or vomiting believed to be infectious in nature, shall be refused admittance to the school while acute symptoms are present.
5. If a student is diagnosed with a chronic or communicable disease, the parent/ guardian must consult with a physician licensed to practice in the State of Illinois for information on when the student may return to school under rules set forth by the Illinois Department of Public Health.

When appropriate, the Assistant Superintendent for Student Services may convene a group of people including to review the communicable or chronic disease situation in schools and make recommendations to the superintendent for additional measures to ensure student health and safety.

Concussion Safety

Elmhurst Community Unit School District 205 complies with the *Illinois Concussion Safety Act* and has Return to Learn and Return to Play protocols in place for students Pre-Kindergarten through grade 12. These protocols are implemented once the parent/guardian provides the school nurse or certified athletic trainer with a written diagnosis of concussion made by a physician licensed to practice medicine in all of its branches in the State of Illinois, advanced practice registered nurse, physician assistant, or a certified athletic trainer. The health provider outlines a plan of care that typically begins with an initial period of rest at home for 24-48 hours followed by returning to school, non-contact physical activities and social activities that do not exacerbate concussion symptoms significantly. School staff partners with parents/guardians, to monitor progress toward returning to school and returning to play full time. Parents/guardians sign and return the Post-concussion Consent form after all restrictions have been lifted.

Care of Students with Diabetes

Ensuring that students with diabetes have the health services they need in school is important in helping them stay healthy and ready to learn. Managing diabetes at school is most effective when there is a partnership

among students, parents, school nurse, health care providers, teachers, counselors, coaches, transportation, food service employees, and administrators. Support may include helping a student take medications, check blood sugar levels, choose healthy foods in the cafeteria, and be physically active. With this in mind, the following information is provided:

Diabetes Care Plan

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

- Inform the school in a timely manner of any change which needs to be made to the Diabetes Care Plan on file with the school for their child.
- Inform the school in a timely manner of any changes to their emergency contact information or contact information of health care provider(s).
- Sign the Diabetes Care Plan.
- Grant consent for an authorized School District representative to communicate directly with the healthcare provider whose instructions are included in the Diabetes Care Plan.

For further information, please contact the nurse at your student's school.

School District Supply of Undesignated Glucagon

In the event that a student's prescribed glucagon is not available or has expired, a school nurse or delegated care aide may administer undesignated glucagon only if they are authorized to do so by the student's Diabetes Care Plan. For further information, please contact the nurse at your student's school.

Emergency Treatment

In case of accident or illness, minor first aid will be administered by school personnel in accordance with the provisions on the Emergency Health Form. It is the responsibility of the parents/guardians to contact a doctor or take the child to the doctor's office or hospital. In the event of serious illness or injury, the paramedics will be called immediately and the parents/guardians notified. Parents/guardians are responsible for payment of medical, ambulance, and/or hospital fees.

Online Hands-Only CPR & AED Training

State law requires the Illinois High School Association to post a hands-only cardiopulmonary resuscitation and automated external defibrillators training video on its website. The law also requires the District to notify staff members and parents/guardians about the video. You are encouraged to view this video, which will take less than 15 minutes of your time, at www.ihsa.org/Resources/SportsMedicine/CPRTTraining.aspx

Health Examinations and Immunizations

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

1. Entering preschool;
2. Entering kindergarten or the first grade;
3. Entering the sixth and ninth grades; and
4. Enrolling in an Illinois school for the first time, regardless of the student's grade;
5. Entering the Transition Program (thirteenth grade); and
6. Entering an Illinois school for the first time, regardless of the student's grade.

Proof of immunization against meningococcal disease is required for students in grades 6 and 12. A diabetes screening must be included as part of the health exam (though diabetes testing is not required). Students between the age of one and seven must provide a statement from a physician assuring that the student was "risk-assessed" or screened for lead poisoning. An age-appropriate developmental screening and an age-appropriate social and emotional screening are required parts of each health examination.

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

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

Eye Examinations

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

Dental Examinations

All students entering kindergarten, second, sixth and ninth grades must present proof by May 15 of the current school year of having been examined by a licensed

dentist within the last 18 months. Failure to present proof allows the school to hold the child's report card until the student presents: (1) proof of a completed dental examination, or (2) that a dental examination will take place within 60 days after May 15.

Exemptions

A student will be exempted from the above requirements for:

Medical grounds if the student's parent/guardian presents to the building principal a signed statement explaining the objection;

1. Religious grounds if the student's parent/guardian presents to the building principal a completed Certificate of Religious Exemption;
2. Health examination or immunization requirements on medical grounds if a physician provides written verification;
3. Eye examination requirement if the student's parent/guardian shows an undue burden or lack of access to a physician licensed to practice medicine in all of its branches who provides eye examinations or a licensed optometrist; or
4. Dental examination requirement if the student's parent/guardian shows an undue burden or a lack of access to a dentist.

Health Screenings

Health screenings are conducted annually according to the following schedule:

- *Speech/Language*
Students may be screened upon referral.
- *Vision*
Preschool children; Grades K, 2, and 8; all special education students; all new students; and all teacher referrals. Vision screening is recommended in grades 4, 6, 10, and 12. Students wearing glasses will not be screened but are expected to see the eye doctor of their choice at least every two years or as directed by their eye doctor. Vision screening is not a substitute for a complete eye and vision evaluation by an eye doctor. Your child is not required to undergo this vision screening if an optometrist or ophthalmologist has completed and signed a report form indicating that an examination has been performed.
- *Hearing*
Preschool children; Grades K, 1, 2, 3; all special education students; all new students; and all teacher referrals. Hearing screening is recommended in grades 4, 6, 8, 10, and 12.

This notice regarding the policies and procedures for health screenings stands in lieu of individual notification to parents/guardians. Parental/Guardian objections

should be made in writing and directed to the principal annually. Any student may be screened for hearing and/or vision on a referral basis.

Student Medication

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

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

Self-Administration of Medication

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

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

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

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

Administration of Medical Cannabis

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

Undesignated Medications

The school may maintain the following undesignated prescription medications for emergency use: (1) Asthma medication; (2) Epinephrine injectors; (3) Opioid antagonists; and (4) Glucagon. No one, including without limitation, parents/guardians of students, should rely on the school or district for the availability of undesignated medication. This procedure does not guarantee the availability of undesignated medications. Students and their parents/guardians should consult their own physician regarding these medication(s).

The school may maintain a supply of undesignated opioid antagonists in the name of the District and provide or administer them as necessary according to State law. Opioid antagonist means a drug that binds to opioid receptors and blocks or inhibits the effect of opioids acting on those receptors, including, but not limited to, naloxone hydrochloride or any other similarly acting drug approved by the U.S. Food and Drug Administration. Undesignated opioid antagonist is not defined by the School Code; for purposes of this policy it means an opioid antagonist prescribed in the name of the District or one of its schools. A school nurse or trained personnel, as defined in State law, may administer an undesignated opioid antagonist to a person when they, in good faith, believe a person is having an opioid overdose. Each building administrator and/or his or her corresponding school nurse maintain the names of trained personnel who have received a statement of certification pursuant to State law.

School Wellness

Student wellness, including good nutrition and physical activity, shall be promoted in the District's educational program, school-based activities, and meal programs. The goals for addressing nutrition education and nutrition promotion include the following:

- Schools will support and promote sound nutrition for students.
- Schools will foster the positive relationship between sound nutrition, physical activity, and the capacity of students to develop and learn.
- Nutrition education will be part of the District's comprehensive health education curriculum.

The goals for addressing physical activity include the following:

- Schools will support and promote an active lifestyle for students.
- Physical education will be taught in all grades and shall include a developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle.

- All students will be required to engage in a daily physical education course, unless otherwise exempted.
- The curriculum will be consistent with and incorporate relevant Illinois Learning Standards

for Physical Development and Health as established by the Illinois State Board of Education (ISBE).

Section 6 - Discipline, Conduct, and School Safety

Bullying - Prevention and Response

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

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

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

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

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

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

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

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

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

Students are encouraged to *immediately* report bullying. A report may be made orally or in writing to the building principal, district complaint manager or any staff member with whom the student is comfortable speaking. All school staff members are available for help with a bully or to make a report about bullying. Anyone, including staff

members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the district complaint manager or any staff member. Anonymous reports are also accepted by phone call or in writing.

Complaint Managers:

Luke Pavone
Assistant Superintendent for Human Resources
162 S. York, Elmhurst, IL 60126
630-617-2309
lpavone@elmhurst205.org

Helen Romios
Director of Human Resources
162 S. York, Elmhurst, IL 60126
630-993-6649
hromios@elmhurst205.org

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

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

Consistent with federal and State laws and rules governing student privacy rights, our building administrators will 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. Additionally, administrators will promptly investigate and address reports of bullying, by, among other things:

- a. Making all reasonable efforts to complete the bullying investigation within 10 school days after the date the report of a bullying incident was received and taking into consideration additional relevant information received during the course of the investigation about the reported bullying incident.
- b. Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.
- c. Notifying the Building Principal or school administrator or designee of the reported incident of bullying as soon as possible after the report is received.

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

Student Appearance and Dress

A student's appearance, including dress and hygiene, must not disrupt the educational process, or compromise standards of health, and safety.

- Students must wear: a shirt (with fabric in front, back, and on the sides and under arms) and pants or the equivalent (jeans, skirt, sweatpants, leggings, dress or shorts) and shoes.
- Clothes must be worn in a way that genitals, buttocks, and chests are fully covered with fabric and shirt must touch pants (or the equivalent) all the way around.
- All undergarments must be covered by outer attire (visible straps are allowed).
- Attire or accessories that directly, by innuendo, or look-alike promote alcohol, drugs, sex, profanity, violence, gangs, may not be worn at school.
- Dress and grooming should be clean and free of unpleasant odors.
- Clothing and footwear must not have ornamentation that will damage furniture or floors or create a safety hazard to the student or others.
- Any accessory that could be used as a weapon is forbidden. This includes long or heavy chains and accessories with sharp or pointed protrusions.
- Students cannot wear anything that includes hate speech, pornography, images or language that creates hostile or intimidating environment (based on any protected class or consistently marginalized groups.)

The District does not prohibit hairstyles historically associated with race, ethnicity, or hair texture, including, but not limited to, protective hairstyles such as braids, locks, and twists.

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

Prohibited Student Conduct

District 205 strives to provide effective discipline practices that:

- (1) ensure the safety and dignity of students and staff;
- (2) maintain a positive, weapons-free, and drug-free learning environment;
- (3) keep school property and the property of others secure;
- (4) address the causes of a student's misbehavior and provide opportunities for all individuals involved in an incident to participate in its resolution; and

(5) teach students positive behavioral skills to become independent, self-disciplined citizens in the school community and society.

Expectations for Classroom Behavior:

The classroom is certainly the most critical area of our schools, and our teachers will insist that student behavior and attitude in the classroom reflect the importance of the serious business of learning. More specifically, all students are expected to:

1. arrive at class on time.
2. be prepared for class with all materials necessary for class that day.
3. be attentive to the task at hand until dismissed by the teacher.
4. show respect and consideration for others.
5. demonstrate care and consideration for school property and the property of others.

Each teacher is able to establish the rules and procedures for his or her classroom. You are expected to observe those rules and to respond promptly to the direction of our teachers and other adults.

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

1. Using, possessing, distributing, purchasing, selling or offering for sale tobacco or nicotine materials, including electronic cigarettes, e-cigarettes, vapes, vape pens or other vaping related products.
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, selling or offering for sale:
 - a. Any illegal drug, controlled substance, or cannabis (including marijuana, hashish, and medical cannabis unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*).
 - b. Any anabolic steroid unless it is being administered in accordance with a physician's or licensed practitioner's prescription.
 - c. Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless

administered in accordance with a physician's or licensed practitioner's prescription.

- d. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician's or licensed practitioner's instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*.
- e. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.
- f. "Look-alike" or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a student believes to be, or represents to be, an illegal drug, controlled substance, or other substance that is prohibited by this policy; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug, controlled substance or other substance that is prohibited by this policy.
- g. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.
- h. Any substance inhaled, injected, smoked, consumed or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in a tablet or powdered form.

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

4. Using, possessing, controlling or transferring a “weapon” or violating the procedures listed below under the Weapons Prohibition section of this handbook procedure.
5. Using or possessing an electronic paging device. Using a cellular telephone, smartphone, video recording device, personal digital assistant (PDA), or similar electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Prohibited conduct specifically includes, without limitation, creating and sending, sharing, viewing, receiving or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device or cellular telephone, commonly known as “sexting.” Unless otherwise banned under this policy or by the building principal, all cellular phones, smartphones and other electronic devices must be kept powered-off or silenced and out-of-sight during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student’s individualized education program (IEP); (c) it is used during the student’s lunch period; or (d) it is needed in an emergency that threatens the safety of students, staff, or other individuals.
6. Using or possessing a laser pointer unless under a staff member’s direct supervision and in the context of instruction.
7. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a staff member’s request to stop, present school identification or submit to a search.
8. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, altering report cards and wrongfully obtaining test copies or scores.
9. Engaging in bullying, hazing or any kind of aggressive behavior that does physical or psychological harm to a staff person or another student or encouraging other students to engage in such behavior. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network or other comparable conduct.
10. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning) and sexual assault.
11. Engaging in teen dating violence.
12. Causing or attempting to cause damage to, stealing, or attempting to steal, school property or another person’s personal property.
13. Entering school property or a school facility without proper authorization.
14. In the absence of a reasonable belief that an emergency exists, calling emergency responders (calling 9-1-1); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus or at any school activity.
15. Being absent without a recognized excuse.
16. Being involved with any public school fraternity, sorority, or secret society.
17. Being involved in a gang or engaging in gang-like activities, including displaying gang symbols or paraphernalia.
18. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism and hazing.
19. Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school.
20. Operating an unarmed aircraft system (AUS) or drone for any purpose on school grounds or at any school event unless granted permission by the building principal.

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

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

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

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

When and Where Conduct Rules Apply

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

1. On, or within sight of, school grounds before, during, or after school hours or at any time;
2. Off school grounds at a school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school;
3. Traveling to or from school or a school activity, function, or event; or
4. Anywhere, if the conduct interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

Disciplinary Measures

If you violate the rules of Elmhurst Community Unit School District 205 or the Board of Education’s policies on student conduct, certain consequences will follow. The specific consequences will be determined on a case-by-case basis and considering the nature, severity and/or

frequency of the offense. Any final decision by the Board of Education concerning disciplinary action for gross disobedience or misconduct will be determined on a case-by-case basis and shall not be deemed precedential in effect.

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

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

The above list of disciplinary measures is a range of options that will not always be applicable in every case. In some circumstances, it may not be possible to avoid suspending or expelling a student because behavioral interventions, other than a suspension or expulsion, will not be appropriate and available, and the only reasonable

and practical way to resolve the threat and/or address the disruption is a suspension or expulsion.

Corporal Punishment

Corporal punishment is illegal and will not be used. Corporal punishment is defined as slapping, paddling, or prolonged maintenance of students in physically painful positions, or intentional infliction of bodily harm. Corporal punishment does not include reasonable force as needed to maintain safety for students, staff, or other persons, or for the purpose of self-defense or defense of property.

Weapons Prohibition

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

(1) A firearm, meaning any gun, rifle, shotgun, weapon as defined by Section 921 of Title 18 of the United States Code, firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act, or firearm as defined in Section 24-1 of the Criminal Code of 1961. The expulsion period may be modified by the superintendent, and the superintendent's determination may be modified by the board on a case-by-case basis.

(2) A knife, brass knuckles or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm, including "look alikes" of any firearm as defined above.

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

Gang & Gang Activity Prohibited

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

Re-Engagement of Returning Students

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

In-School Suspension

The Superintendent and principals are authorized to maintain an in-school suspension program. The program shall include, at a minimum, each of the following:

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

Out-of-School Suspension

The Superintendent and principals shall implement out-of-school suspension procedures that provide, at a minimum, for each of the following:

1. A conference during which the charges will be explained and the student will be given an opportunity to respond to the charges before he or she may be suspended.
2. A pre-suspension conference is not required, and the student can be immediately suspended when the student's presence poses a continuing danger to persons or property or an ongoing threat of disruption to the educational process. In such cases, the notice and conference shall follow as soon as practicable.
3. An attempted phone call to the student's parent(s)/guardian(s).
4. A written notice of the suspension to the parent(s)/guardian(s) and the student, which shall:
 - A. Provide notice to the parent(s)/guardian(s) of their child's right to a review of the suspension;
 - B. Include information about an opportunity to make up work missed during the suspension for equivalent academic credit;
 - C. Detail the specific act of gross disobedience or misconduct resulting in the decision to suspend;

- D. Provide rationale or an explanation of how the chosen number of suspension days will address the threat or disruption posed by the student or his or her act of gross disobedience or misconduct; and
 - E. Depending upon the length of the out-of-school suspension, include the following applicable information:
 - I. For a suspension of 3 school days or less, an explanation for why the student's continuing presence in school would either pose:
 - a. A threat to school safety, or
 - b. A disruption to other students' learning opportunities.
 - II. For a suspension of 4 or more school days, an explanation:
 - a. That other appropriate and available behavioral and disciplinary interventions have been exhausted,
 - b. As to whether school officials attempted other interventions or determined that no other interventions were available for the student, and
 - c. That the student's continuing presence in school would either:
 - i.. Pose a threat to the safety of other students, staff, or members of the school community, or
 - li. Substantially disrupt, impede, or interfere with the operation of the school.
 - III. For a suspension of 5 or more school days, the information listed in section 4.E.II., above, along with documentation by the Superintendent or designee determining what, if any, appropriate and available support services will be provided to the student during the length of the suspension.
5. A summary of the notice, including the reason for the suspension and the length of the suspension, must be given to the Board by the Superintendent or designee.
 6. Upon request of the parent(s)/guardian(s), a review of the suspension shall be conducted by the Board or a hearing officer appointed by the Board. At the review, the student's parent(s)/guardian(s) may appear and discuss the suspension with the Board or its hearing officer and may be represented by counsel. Whenever there is evidence that mental illness may be the cause for the suspension, the Superintendent or designee shall invite a representative from a local mental health agency to consult with the Board. After presentation of the evidence or receipt of the hearing officer's report, the Board shall take such action as it finds appropriate. If the suspension is upheld, the Board's written suspension decision shall specifically detail items (a) and (e) in number 4, above.

Expulsion Procedures

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

1. Before a student may be expelled, the student and his or her parent(s)/guardian(s) shall be provided a written request to appear at a hearing to determine whether the student should be expelled. The request shall be sent by registered or certified mail, return receipt requested. The request shall:
 - a. Include the time, date and place for the hearing.
 - b. Briefly describe what will happen during the hearing.
 - c. Detail the specific act of gross disobedience or misconduct resulting in the decision to recommend expulsion.
 - d. List the student's prior suspension(s).
 - e. State that the School Code allows the Board of Education to expel a student for a definite period of time not to exceed 2 calendar years, as determined on a case-by-case basis.
 - f. Ask that the student or parent(s)/guardian(s) or attorney inform the Superintendent or Board Attorney if the student will be represented by an attorney and, if so, the attorney's name and contact information.
2. Unless the student and parent(s)/guardian(s) indicate that they do not want a hearing or fail to appear at the designated time and place, the

hearing will proceed. It shall be conducted by the Board or a hearing officer appointed by it. If a hearing officer is appointed, he or she shall report to the Board the evidence presented at the hearing and the Board shall take such final action as it finds appropriate. Whenever there is evidence that mental illness may be the cause for the recommended expulsion, the Superintendent or designee shall invite a representative from the Dept. of Human Services to consult with the Board.

3. During the expulsion hearing, the Board or hearing officer shall hear evidence concerning whether the student is guilty of the gross disobedience or misconduct as charged. School officials must provide: (1) testimony of any other interventions attempted and exhausted or of their determination that no other appropriate and available interventions were available for the student, and (2) evidence of the threat or disruption posed by the student. The student and his or her parent(s)/guardian(s) may be represented by counsel, offer evidence, present witnesses, cross-examine witnesses who testified and otherwise present reasons why the student should not be expelled. After a presentation of the evidence or the receipt of the hearing officer's report, the Board shall decide the issue of guilt and take such action as it finds appropriate.
4. If the Board acts to expel the student, its written expulsion decision shall:
 - a. Detail the specific reason why removing the student from his or her learning environment is in the best interest of the school.
 - b. Provide a rationale for the specific duration of the recommended expulsion.
 - c. Document how school officials determined that all behavioral and disciplinary interventions have been exhausted by specifying which interventions were attempted or whether school officials determined that no other appropriate and available interventions existed for the student.
 - d. Document how the student's continuing presence in school would (1) pose a threat to the safety of other students, staff, or members of the school community, or (2) substantially disrupt, impede, or interfere with the operation of the school.
5. Upon expulsion, the District may refer the student to appropriate and available support services.

Regional Safe Schools Program (RSSP)

For students who have been expelled, the District works with the DuPage County Regional Office of Education to

provide appropriate educational opportunities including referral to the Regional Safe Schools Program (RSSP). The RSSP supports students who have been expelled or who have had multiple suspensions and provides these students with:

- Academic and executive functioning strategies to support student growth in order to retain and/or recover credits.
- Restorative practices, trauma informed instruction and social emotional learning strategies to promote student growth in order to be successful as they transition back to the home schools or move on into adult life
- Preparation and planning for transition beyond the program and into post-secondary life

In other situations, the District may work with the DuPage County Regional Office of Education to make an appropriate referral to the Alternative Learning Opportunities Program (ALOP) or the Rebound Program.

Safety Drills

Each academic year, each school building that houses students must conduct a minimum of:

1. Three school evacuation drills. These drills prepare students and personnel for situations that occur when conditions outside of a school building are safer than inside a school building. Evacuation may be necessary depending on the circumstances. They may include a fire, suspicious item or person, or incident involving a hazardous material, including but not limited to a chemical, incendiary, explosive, and bomb threat. One of the three school evacuation drills will include the participation of the Elmhurst Fire Department.
2. One school bus evacuation drill. This drill prepares students and school personnel for situations that occur when conditions outside of the bus are safer than inside the bus. Evacuation may be necessary, depending on the circumstances, in the event of a fire, suspicious items, and incidents involving hazardous materials. Schools may conduct additional bus evacuation drills if necessary.
3. One severe weather and shelter-in-place drill. This drill prepares students for situations involving severe weather emergencies or the release of external gas or chemicals. Severe weather and shelter-in-place drills must address and prepare students and school personnel for possible tornado incidents. Other drills shall be based on the needs and environment of particular communities, including severe weather (such as tornadoes, wind shears, lightning, and

earthquakes), and incidents involving hazardous materials.

4. **One school safety drill.** This drill addresses a school shooting incident and evaluates the preparedness of school personnel and students for situations calling for the involvement of law enforcement when there is an active threat or an active shooter within a school building. A law enforcement drill must occur no later than 90 days after the first day of each school year. Parents/guardians of students involved in the law enforcement drill will be notified at least five days prior to the drill taking place. If parents/guardians would like to have their child not participate in this drill (school safety drill) they should contact their child's principal in writing.

People with questions or concerns about safety drills should contact their child's school principal or Christopher Whelton, Assistant Superintendent for Finance and Operations/ CSBO.

School Resource Officers

Elmhurst Community Unit School District 205 in partnership with the City of Elmhurst has two School Resource Officers (SROs) with offices at York High School and availability to support the work of schools in our District. The SROs are in our schools for the purpose of assisting in the maintenance of a safe environment for all students and staff. The School Resource Officer works in a proactive and professional manner with students, parents, guardians, and staff. People with questions regarding the School Resource Officer, should contact the Assistant Superintendent for Student Services.

Search and Seizure

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

School 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.
- 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.

- Search a student and/or the student's personal effects in the student's possession (such as, purses, wallets, knapsacks, book bags, lunch boxes, etc.) when there is a reasonable ground for suspecting that the search will produce evidence the particular student has violated or is violating either the law or the District's student conduct rules. The search itself must be conducted in a manner that is reasonably related to its objective and not excessively intrusive in light of the student's age and sex, and the nature of the infraction.
- Require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates the school's disciplinary rules or school district policy. In the course of the investigation, the student may be required to share the content that is reported in order for the school to make a factual determination.
- 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 behavior 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.

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. Examples of social networking websites and platforms include Facebook, Instagram, Twitter, TikTok, and Snapchat.

Sexual Harassment

Sexual harassment of any person in our schools is prohibited. A person engages in sexual harassment whenever he or she makes sexual advances, requests sexual favors, and/or engages in other verbal or physical conduct, including sexual violence, of a sexual or sex-based nature, imposed on the basis of sex, that:

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

- Substantially interfering with a student's educational environment
- Creating an intimidating, hostile, or offensive educational environment;
- Depriving a student of educational aid, benefits, services, or treatment; or
- 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. The term *sexual violence* includes a number of different acts. Examples of sexual violence include, but are not limited to, rape, sexual assault, sexual battery, sexual abuse, and sexual coercion.

Students are encouraged to report claims or incidents of 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.

Nondiscrimination Coordinator:

Luke Pavone
Assistant Superintendent for Human Resources
162 S. York, Elmhurst, IL 60126
630-617-2309
lpavone@elmhurst205.org

Complaint Managers:

Luke Pavone
Assistant Superintendent for Human Resources
162 S. York, Elmhurst, IL 60126
630-617-2309
lpavone@elmhurst205.org

Helen Romios
Director of Human Resources
162 S. York, Elmhurst, IL 60126
630-993-6649
hromios@elmhurst205.org

Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to discipline.

Teen Dating Violence Prohibited

Engaging in teen dating violence that takes place at school, on school property, at school-sponsored activities, or in vehicles used for school-provided transportation is prohibited. The term teen dating violence occurs whenever a student 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. Students are encouraged to report claims or incidents of 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.

Threat Assessment Teams

Threat Assessment Teams include professional educators, mental health professionals, law enforcement professionals, and professionals from other disciplines as necessary who are trained in behavioral threat assessment. Threat Assessment Teams function at the Building level and their purpose is to address potential or developing threatening behavior exhibited not only by students, but from a broad range of individuals affecting the District environment. These threats may include:

- Students: current and former (and potentially prospective)
- Employees: current and former (and potentially prospective)
- Parents/guardians of students
- Persons who are (or have been) in relationships with staff or students
- Contractors, vendors or other visitors
- Unaffiliated persons

Threat assessment teams receive specialized training and instruction in working to understand real and potential threats. People with questions about Threat Assessment Teams should contact the Assistant Superintendent for Student Services.

Section 7 - Internet, Technology, & Publications

Acceptable Internet Use

Electronic networks are a part of the District's instructional program and serve to promote educational excellence by facilitating resource sharing, innovation, and communication. The Superintendent shall develop an implementation plan for this policy and appoint system administrator(s). Electronic networks include the District's Internet, wired and wireless data networks, information systems, servers, data storage, printers, photocopiers, scanners, facsimile machines, phones, and communication systems such as electronic mail, text messaging, instant messaging, and chat programs. Electronic networks also include technology owned or licensed by the District or provided by the District for use by its employees or students, including technology issued to students and/or employees (i.e., a "one-to-one" computer), and District and District authorized webpages, online systems, software applications, research databases, and social media websites. If a user accesses the District's electronic networks with a personal technology device, that use is also subject to this policy. The School District is not responsible for any information that may be lost or damaged, or become unavailable when using the network, or for any information that is retrieved or transmitted via the network. Furthermore, the District will not be responsible for any unauthorized charges or fees resulting from access to the Internet.

Curriculum and Appropriate Online Behavior

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

Acceptable Use

All use of the District's electronic networks must be: (1) in support of education and/or research, and be in furtherance of the goals stated herein, or (2) for a legitimate school business purpose. Use is a privilege, not a right. Students and staff members have no expectation of privacy in any material that is stored, transmitted, or received via the District's electronic networks or District computers. General rules for behavior and communications, outlined in Board policy 5:125 Personal Technology and Social Media; Usage and Conduct, apply

when using electronic networks. The District's administrative procedure, Acceptable Use of the District's Electronic Networks, contains the appropriate uses, ethics, and protocol. Electronic communications and downloaded material, including files deleted from a user's account but not erased, may be monitored or read by school officials.

Authorization for Electronic Network Access

Each student and his or her parent(s)/guardian(s) must sign the Authorization before being granted unsupervised use. All users of the District's computers to access the Internet shall maintain the confidentiality of student records. Reasonable measures to protect against unreasonable access shall be taken before confidential student information is loaded onto the network. The failure of any student to follow the terms of the District's administrative procedure, Acceptable Use of the District's Electronic Networks, or this policy, will result in the loss of privileges, disciplinary action, and/or appropriate legal action.

Securly and GoGuardian

District 205 uses a cloud-based program called Securly to assist in monitoring online student behavior. Securly monitors all current activity across all devices on the District 205 and checks for key words and high risk behaviors that might indicate that a student is violating one of our Acceptable Use policies. Further, the program provides District administrators and school support teams with real-time access to data about students who might need additional support socially or emotionally.

In addition to Securly, District 205 uses GoGuardian that allows teachers to monitor student computers in real time, customize student web browsing experience, and interact with students if they need assistance. It also provides opportunities to personalize students' digital learning environment.

Cell Phones and Other Electronic Devices

Students are allowed to bring cell phones and other electronic devices to school; however, they must remain turned off and out of sight during the school day. Cell phones may only be used before 8:30 am or after 3:30 pm. If students are caught using their cell phones and electronic devices inappropriately, disciplinary consequences will be assigned including the loss of privilege. Laser pens or other such pointing devices are prohibited. Wireless earbuds should only be used for educational purposes with approval of the teacher. Prohibited electronic usage is defined in the Board of Education Policy 7:190 as "using a cellular telephone, video recording device, personal digital assistant (PDA), or other electronic device in any manner that disrupts the educational environment or violates the rights of others,

including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Prohibited conduct specifically includes, without limitation, creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of

oneself or another person through the use of a computer, electronic communication device, or cellular phone.” The District assumes no responsibility for theft, loss or damage of such devices.

Student Online Personal Protection Act (SOPPA)

Elmhurst Community Unit School District 205 contracts with different educational technology vendors for beneficial EC-12 purposes such as providing personalized learning and innovative educational technologies, and increasing efficiency in school operations.

Outlined by Board Policy 7:345, the Student Online Personal Protection Act, or SOPPA (105 ILCS 85/) protects the privacy and security of student data when collected by educational technology companies operating online websites, online services, or online/mobile applications. Pursuant to SOPPA, school districts must “implement and maintain reasonable security procedures and practices that otherwise meet or exceed industry standards designed to protect covered information from unauthorized access, destruction, use, modification, or disclosure”. The SOPPA allows data to be used to benefit students, including as a way to provide personalized learning and educational technology. The SOPPA bars the use of student data for targeted advertising and prohibits the sale of student information gathered during the students’ use of educational technology. The SOPPA requires that school districts enter into data sharing agreements with educational technology vendors with whom the school district shares certain covered information. The SOPPA also requires that school districts publish information about any Data Breach affecting 10% or more of students.

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

Examples of Personally Identifiable Information	
<ul style="list-style-type: none"> • Information in the student’s educational record • First and last name • Home address • Telephone number • Email address • Information that allows physical or online Contact • Grades • Discipline records • Test results • Special Education data • Evaluations • Personal characteristics • Socioeconomic information 	<ul style="list-style-type: none"> • Juvenile dependency records • Criminal records • Medical records • Food purchases • Political affiliations • Religious information • Geolocation information • Photos • Documents • Text messages • Search activity • Voice recordings

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

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

For a list of SOPPA vendors approved for use in Elmhurst Community Unit School District 205, please check our website at www.elmhurst205.org.

Section 8 - Athletics & Extracurricular Activities

Athletics and Extra-Curricular Activities Code of Conduct

The Code of Conduct applies to all students who participate in athletics and extracurricular activities and is administered by the Administration. It applies to all school-sanctioned athletic teams and activities where students perform and represent the school in a public forum. Students are responsible for adhering to the Code when school is in session including all school holidays, both on and off campus. The Code takes effect the first day a student joins a competitive team or activity.

Expected Conduct

The following *Code of Conduct* applies to all students participating in athletics and extracurricular activities at the middle school level. Students are expected to:

- Be on time, prepared, and stay the entire time of the activity, practice or sporting event. Students should communicate any scheduling conflicts with the activity/club sponsors or coaches.
- Be courteous and respectful to all people and at all times. This includes peers, coaches, opponents, referees, and students and staff from other schools.
- Understand that it is a privilege to represent the Middle School and proper behavior is required in all classes, rehearsals, club/activity meetings, practices, and athletic contests.
- Use appropriate language at all times.
- Be respectful of other schools' staff members and facilities; this is proper behavior as a representative of my Middle School.
- Be alcohol, drug, and tobacco free.

Violation of the Code of Conduct will be handled in the following manner:

- First Violation: Warning and conference with student, Dean of Students, and coach or activity sponsor.
- Second Violation: Conference with student, parents/guardians, Administrator or Dean of Students, and coach or activity sponsor.
- Third Violation: Conference with student, parents/guardian, Administrator or Dean of Students, and coach or activity sponsor. At this conference, it will be reviewed if the student will be removed from the team or extracurricular activity.

The following actions will be taken when the student receives any of the following:

Two Detentions or Office Handled Referrals (Per Season)

1. Warning and conference with student, Dean of Students, and coach or activity sponsor.
2. No practice and no games for that week.

Three or More Detentions or Office Handled Referrals, one Saturday School Detention (Per Season)

1. No practice and no games for that week.
2. Conference with student, parents/guardians, Administrator or Dean of Students, and coach or activity sponsor. At this conference, it will be reviewed if the student will be removed from the team or extracurricular activity.

In-School Suspension or Out of School Suspension (Per Season)

1. No practice and no games for that week.
2. Conference with student, parents/guardians, Administrator or Dean of Students, and coach or activity sponsor. At this conference, it will be reviewed if the student will be removed from the team or extracurricular activity.

Self-Reporting Provision

Students who present themselves to a member of the Administrative Team, head coach or activity sponsor as having a substance abuse problem will retain full practice and playing privileges as long as the following conditions are met:

- The admission of the said abuse is initiated by the student and is not made in an attempt to escape disciplinary action.
- The student receives counseling at an approved treatment center within two weeks of admission.

This provision is written with the express intent to encourage students to seek treatment for a substance abuse problem.

Appeal Process

Upon written request of the student or parent, any suspension by the Administrative Team shall be reviewed by the Administrative Team from another middle school in the District. This request must be communicated to the Assistant Principal within 48 hours (not including weekends) of receiving the initial consequence. All suspensions will be upheld until the other administrative team can convene and review the suspension. The Assistant Principal will provide the other administrative team with the necessary facts of the case so that a determination can be made.

Extra-Curricular Activities

Extracurricular programs are an integral part of the educational experience and play an important role in the growth and development of our students. Our schools offer a variety of extracurricular opportunities which enhance the social, emotional, physical, and intellectual experience of all students.

Extracurricular programs in District 205 will:

- Expect excellence from students and staff.
- Instill self-discipline, respect, responsibility, and a positive work ethic.
- Promote healthy living, good sportsmanship, teamwork, and leadership.
- Foster school spirit, parent/guardian and community involvement, and an appreciation of service to others.
- Develop, in IHSA extracurricular programs, the attitude and foundational skills necessary to be competitive at the lower levels and highly successful at the varsity level.

As a member of a District 205 team or activity the student represents the school at competitions, in the classroom, and in the community. Students are expected to follow the policies set forth in this Student Handbook in order to participate in athletics or activities.

Attendance

Students must be in attendance for at least a half day, excluding lunch, in order to be eligible to practice or compete on that day. If a student is known to be under the care of a physician for an injury or illness, he/she must have a written note of release from that medical professional to resume practice and competition.

Academic Eligibility

In order to be eligible for participation in an extracurricular activity, a high school student must have satisfied the Illinois High School Association's scholastic standing requirements (see section 3.020 of the IHSA Provisions) and must have been in good standing (passing at least five classes at the high school, or for middle schools, meeting standards) during the previous academic semester. Any student failing to meet the IHSA scholastic standing criteria during one semester may not participate in any competitive extracurricular activities for the following semester.

Students participating in extracurricular activities will have their eligibility requirements reviewed on a weekly basis. If the eligibility requirements are not met, the student will

be suspended from competition for no less than one week. The Administration reserves the right to determine a students' eligibility based on school guidelines that would be communicated prior to the beginning of the school year.

Physical Examinations for Athletics

Each student planning to take part in the interscholastic program is required to have a physical examination. Freshmen must have physical examinations prior to the start of school. These exams should be scheduled in the summer to avoid any problems at the beginning of a sport's season. Physical exams are valid for 395 days only. No student will be allowed to practice or tryout without a physical examination form on file.

Student Athlete Concussion and Head Injuries

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

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

Transportation

Students are expected to travel to and from practices and competitions with the team in the common vehicle provided for transportation. In the event a student needs to leave a competition or practice with their parents/guardians, they must fill out a Travel Release Form which is to be signed by the coach and Athletic Director/Activities Director prior to the event.

Tryouts

Coaches and activity sponsors establish the format for try-outs and select the students to participate on the team or in the activity. Decisions of the coach, director or club sponsor are final.

User Fees

Athletes and students that participate in a sport in which the sponsor receives a stipend are expected to pay a user's fee. The fees vary depending on the sport. Revenues from fees will offset a portion of the necessary supplies, equipment, transportation and officials each sport is dependent upon. No refunds will be issued after the first interscholastic competition. All students participating in interscholastic athletics or school activities are required to be in good standing with all District fees and obligations.

Tier	Sports	Fees
1	Cross Country (Grades 6-8)	\$30.00
2	Track (Grades 6-8)	\$40.00
3	Volleyball (Grades 7-8)	\$100.00

4	Basketball (Grades 7-8)	\$150.00
Club/ Activity	All Clubs and Activities	\$10.00

Interscholastic Athletics

All students must have a current physical and a permission slip on file in the office before trying out for any sport. A physical exam is good for 395 days from the date of the exam. The physical is good for all school activities. Exam forms may be obtained in the school office, or school website.

Elmhurst School District 205 is a member of the West Suburban Middle School Athletic Conference which consists of nine middle schools, Blackhawk, Bryan, Churchville, Clarendon Hills, Hinsdale, Indian Trail, Jackson, Jefferson and Sandburg. This conference sponsors the following sports, each with its own season.

- Cross-country: for 6-7-8 grade boys & girls
- Basketball (girls): one 7th grade team; one 8th grade team
- Basketball (boys): one 7th grade team; one 8th grade team
- Volleyball (girls): one 7th grade team; one 8th grade team
- Volleyball (boys): one 7th grade team; one 8th grade team
- Track: separate events for boys & girls 7th and 8th graders (only)

With the exception of cross-country and track, sports consist of 12-15 players and tryouts are required. The selection is based on skill, responsibility, and ability to work with others as a team. Once teams are selected, practices begin and will be held most school days from 3:30 to 6:00 PM. Parents/guardians and students should be aware that participation in these interscholastic sports may require practice on weekends and during holidays, and that there may be weekend tournaments in some sports.

Transportation:

When students are transported by bus to an away contest with a competing school, they must ride the bus back to Sandburg Middle School after the activity with the following exceptions:

1. Verbal communication by a parent/guardian at the away competition confirming that they will be providing a ride home for their child. Parent/guardian must also sign child out with the coach or sponsor.
2. A signed and dated note by the parent/guardian stating that his/her child has permission to ride home with a specific adult. The child must be signed out by the adult with the coach or sponsor.

General Notes Regarding Middle School Interscholastic Sports:

Students participating in extracurricular activities are subject to unique rules and regulations concerning conduct. Students play a different role because they are representing the school. Students who “wear the school colors” are expected to be student leaders at all times. Those who represent Elmhurst School District 205 must abide by the rules and use good judgment to earn the privilege of this representation.

Students will be expected to maintain academic and behavioral eligibility. Those who do not may be temporarily removed or may be dismissed from the activity. Students must be in attendance at least a ½ day in order to participate in the athletic event for that afternoon or evening. All students participating in interscholastic athletics or school activities are required to be in good standing with all District fees and obligations. No refunds will be issued after the first interscholastic competition.

Section 9 - Special Education and Student Supports

Counseling Services

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

Education of Students with Disabilities

It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the *Rehabilitation Act of 1973* or the *Individuals with Disabilities Education Act* are identified, evaluated and provided with appropriate educational services. If a parent or guardian would like to have their child evaluated for special education and related services, they should contact the principal of their child's school.

The School provides a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the school. The term "children with disabilities" means children between ages 3 and 22 (or the end of the school year, whichever is later) for whom it is determined that special education services are needed. It is the intent of the school to ensure that students with disabilities are identified, evaluated, and provided with appropriate educational services. A copy of the publication "*Explanation of Procedural Safeguards Available to Parents of Students with Disabilities*" may be obtained from the District Office.

Students with disabilities who do not qualify for an individualized education program, as required by the federal Individuals with Disabilities Education Act and implementing provisions of this Illinois law, may qualify for services under Section 504 of the federal Rehabilitation Act of 1973 if the student (i) has a physical or mental impairment that substantially limits one or more major life activities, (ii) has a record of a physical or mental impairment, or (iii) is regarded as having a physical or mental impairment.

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

English Learners and Bilingual Education

The English Learner (EL) program is intended for students who speak another language at home as indicated on the Home Language Survey. All students who speak another language at home are screened for program eligibility through an English language proficiency assessment. Once screening is completed,

the District offers several programs of instruction for eligible students.

Dual Language

Providing bilingual programming is mandatory for all public schools in the state of Illinois who have 20 or more students of one language group in a school. Dual language programs are a type of enrichment bilingual program allowed under this requirement. Elmhurst offers a Two-Way immersion, 80/20 dual language program model at Conrad Fischer Elementary School and a One-Way Immersion, 80/20 dual language program model at Madison Early Childhood Center.

Transitional Bilingual Education (TBE)

This program must be offered in schools where 20 or more EL students speak the same language. In this model, English and Math are taught in the native language, with native language support given in Science and Social Studies.

Full-time TBE programs incorporate these required program components: instruction is provided in subjects required by law or by the district (including language arts, math, science and social science) in the student's home language and in English; English as a Second-Language; and instruction in the history and culture of the student's native land and of the United States.

Part-time TBE programs incorporate these required program components: daily instruction is provided in English and in the student's home language as determined by assessment of the student's English proficiency level.

In Elmhurst, there are TBE programs in Spanish at the following schools:

- Churchville Middle School
- Conrad Fischer Elementary
- Madison Early Childhood Center
- York Community High School

Transitional Program of Instruction (TPI)

This program must be offered when there are 19 or fewer EL students of the same language. This provides intensive English instruction and support in all content areas. It is designed to enable students to keep pace with peers in achievement in the core academic content areas. In Elmhurst, every school in the district offers TPI.

Parents/Guardians of English Learners will be informed how they can: (1) be involved in the education of their children, and (2) be active participants in assisting their children to attain English proficiency and achieve at high levels within a well-rounded education. People with questions about participation or enrollment in any of these programs should contact their child's principal.

Erin's Law - Support for Students

The Student Support Team at each building has identified available resources within our community including community-based counseling options for students who are affected by sexual abuse, along with options for victims of sexual abuse to obtain assistance and intervention. Community-based options include the Jeanine Nicarico Children's Advocacy Center in Wheaton. Any student or family member seeking additional support with sexual abuse should contact their child's principal or a school counselor.

Gender Support

Consistent with Board Policy 7:10 (*Equal Educational Opportunities*) along with Title IX of the Education Amendments of 1972 and its implementing regulations found at 34 CFR Part 106, District 205 is committed to practices which provide for a welcoming, safe, supportive, and inclusive school environment for all students, including those who identify as transgender, nonbinary, and gender nonconforming. The Illinois State Board of Education has published guidance for schools (available at <https://bit.ly/3OnybPI>) and our school teams are committed to utilizing the State's recommended practices with our students. Additionally, parents, guardians, and families with questions about the District's commitment and support for transgender, nonbinary, and gender nonconforming students should contact their child's principal or the District's Title IX Coordinator.

Education of Homeless Children/ McKinney Vento Homeless Act

Under the McKinney-Vento Homeless Assistance Act and the Illinois Education for Homeless Children Act, students are considered homeless when they lack a fixed, regular, and adequate nighttime abode. This includes those who are sharing the housing of family or friends due to a loss of housing, economic hardship, or similar reasons. Parents/guardians of homeless students may choose to enroll their students in either their "school of origin" or in the school that serves students in the area in which they temporarily reside. A student's "school of origin" is the school that the student attended when last permanently housed or the school in which the student was last enrolled.

Elmhurst Community Unit School District 205 will enroll homeless students immediately, even if they are unable to provide records that are normally required for enrollment. Required registration fees are waived and students are provided free meals while at school. Additionally, the district will provide for transportation to and from school for homeless students.

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 District will conduct a

review as to whether such hardship continues to exist in accordance with State law.

If you have any questions or believe that your student may be homeless, please contact Sarah Cannon, Assistant Director for Student Services and McKinney-Vento Liaison at (630)993-8866 or scannon@elmhurst205.org.

Home and Hospital Instruction

A student who is absent from school or whose physician, physician assistant, or advanced practice registered nurse anticipates that the student will be absent from school because of a medical condition, may be eligible for instruction in the student's home or hospital. Eligibility for home or hospital instruction is determined by building administrators. To begin receiving services, the school must receive a written statement from: (1) a physician licensed to practice medicine in all of its branches, (2) a licensed physician assistant, or (3) a licensed advanced practice registered nurse outlining the projected length of absence and the medical reasons for the student to be unable to attend school.

Instructional or related services for a student receiving special education services will be determined by the student's individualized education program. A student who is unable to attend school because of pregnancy will be provided home instruction, correspondence courses, or other courses of instruction (1) before the birth of the child when the student's physician, physician assistant, or advanced practice registered nurse indicates, in writing, that she is medically unable to attend regular classroom instruction and (2) for up to 3 months after the child's birth or a miscarriage.

The District will make efforts to hold periodic conferences between appropriate school personnel, parent(s)/guardian(s), and hospital staff to coordinate course work and facilitate a student's return to school. Questions regarding eligibility for home or hospital instruction should be directed to your student's principal.

Multi-Tiered Systems of Support

Multi-Tiered Systems of Support (MTSS), also known as Response to Intervention (RTI), is a tiered instructional model focused on providing high quality instruction to every child. MTSS is implemented as a three-tiered approach to support student learning.

Tier I typically ensures the success of approximately 85% of the student population. Students whose data indicate a higher level of need or students who are not responsive to Tier I instruction or intervention may receive Tier II intervention services.

Tier II services are inclusive of all of the supports at Tier I and add targeted supplemental instruction. Typically, Tier II will meet the needs of between 10 and 15% of the student population. Tier II interventions and supports

often occur inside of the classroom from skilled interventionists and specialists who can provide additional small group instruction.

Tier III is an intensive, frequent, and consistently monitored level of support outside of the general education setting designed to close the gap between the student and his/her peers. Each student continues in the tiered intervention until the teaching team has data to indicate that the gap has been closed and that this intensive level of intervention is no longer necessary. A small percentage of students, approximately 1-5% of the student population may require Tier III interventions and supports. In some circumstances, children do not close the gaps in learning and, in these situations, a team may consider the need for special education eligibility under an MTSS model.

Physical Restraint and Time Out

In each school, various staff members are trained in the use of Non-Violent Crisis Intervention and Prevention (CPI). In situations where all other supports have been exhausted and a student continues to demonstrate that s/he is a danger to himself/herself or others, trained school staff members may utilize physical restraint or time out consistent with Illinois School Code. In all such instances, parents/ guardians will be informed of the incident, the duration of the incident, and of any other pertinent issues during the time of restraint.

Neither isolated time out, time out, nor physical restraint shall be used to discipline or punish a student. These methods are only authorized for use as permitted in 105 ILCS 5/10-20.33, State Board of Education rules (23 Ill.Admin.Code §§ 1.280, 1.285), and the District's procedure(s). The District is in the process of implementing a Restraint Reduction Plan in its schools. For a copy of this plan, please contact the Assistant Superintendent for Student Services.

Programs for Students At Risk of Academic Failure And/Or Dropping Out of School

The Superintendent develops, maintains, and supervises a program for students who are at risk of academic failure or dropping out of school. The program shall include education and support services addressing individual learning styles and social needs, and may include without limitation one or more of the following:

- Parent/Guardian-teacher conferences
- Counseling services by social workers
- Counseling services by psychologists
- Psychological testing
- Truants' alternative and optional educational program
- Alternative school placement
- Community agency services
- Alternative Learning Opportunities Program, in conformity with the Alternative Learning

Opportunities Law, as it may be amended from time to time

- Graduation incentives program
- Remediation program

Any student who is below the age of 20 years is eligible to enroll in graduation incentives program if he or she:

1. Is considered a dropout according to State law;
2. Has been suspended or expelled;
3. Is pregnant or is a parent/ Legal Guardian;
4. Has been assessed as chemically dependent; or
5. Is enrolled in a bilingual education or English Language Learners program.

Parents, Guardians, and families interested in learning more about this program should contact Student Services at York High School.

Section 504 of the Rehabilitation Act of 1973

Section 504 of the *Rehabilitation Act of 1973*, commonly referred to as Section 504, is a nondiscrimination statute enacted by the U.S. Congress. The Act's purpose is to: (1) protect the rights of individuals with disabilities in programs and activities that receive federal financial assistance from the U.S. Dept. of Education (ED), and (2) ensure that disabled students have educational opportunities and benefits equal to those provided to non-disabled students.

An eligible student under Section 504 is a student who: has a record of having, or is regarded as having, a physical or mental impairment which substantially limits a major life activity as defined by 34 C.F.R. §104.3.

Under Section 504, Parents/Guardians and/or students have the right to:

1. Be informed by the School District of your rights and procedural safeguards under Section 504 in an understandable language. 34 C.F.R. Part 104. The purpose of this notice is to advise parents/guardians and/or students of these rights.
2. A free appropriate public education designed to meet a student's individual educational needs as adequately as the needs of non-disabled students are met. 34 C.F.R. §104.33.
3. Free educational services except for those fees that are imposed on non-disabled students or their parents/guardians. Insurers and similar third parties are not relieved from an otherwise valid obligation to provide or pay for services provided to a disabled student. 34 C.F.R. §104.33.

4. A placement in the least restrictive environment to the maximum extent appropriate to meet the student's needs. 34 C.F.R. §104.34.
5. Facilities, services, and activities comparable to those provided for non-disabled students. 34 C.F.R. §104.34.
6. An evaluation prior to an initial Section 504 placement and any subsequent significant change in placement. 34 C.F.R. §104.35.
7. Testing and other evaluation procedures conforming to the requirements of 34 C.F.R. §104.35 as to validation, administration, areas of evaluation, etc. The District shall consider information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical conditions, social and cultural background, adaptive behavior, physical or medical reports, student grades, progress reports, parent/guardian observations, anecdotal reports and standardized test scores. 34 C.F.R. §104.35.
8. Placement decisions made by a group of persons, i.e., a Section 504 committee, including the parent(s)/guardian(s) and persons knowledgeable about the student, the meaning of the evaluation data, the placement options, and the legal requirements for the least restrictive environment and comparable facilities. 34 C.F.R. §104.35(c).
9. Periodic reevaluation of students who have been provided special education and related services. 34 C.F.R. §104.35(d).
10. A notice prior to any action by the District in regard to the identification, evaluation, or placement of the student. 34 C.F.R. §104.36.
11. Examine relevant records. 34 C.F.R. §104.36.
12. An impartial hearing regarding the student's identification, evaluation, or educational placement including an opportunity for parental, guardian participation in the hearing and representation by an attorney, and a review procedure. 34 C.F.R. §104.36

If you disagree with the District relative to the student's identification, evaluation, or educational placement, you must notify the District's Section 504 compliance coordinator or designee and attempt to resolve any differences informally. If informal procedures fail, you may request a hearing before an impartial hearing officer. The due process review procedures set forth in the IDEA and in Article 14 of the School Code shall

not be employed unless you are contesting or asserting a right to special education services under the IDEA or Article 14. Your request for a hearing must be submitted in writing to the District's Section 504 compliance coordinator or designee within 10 days of the date of the decision to be reviewed. The District's Section 504 compliance coordinator or designee shall then appoint the impartial hearing officer.

You shall be provided with written notice of the hearing, which shall include the time, date, and location of the hearing and the identity of the hearing officer. Generally, the notice will be sent at least five business days in advance of the hearing. The notice will inform you that you have the right to: review any relevant records before the hearing; be represented by counsel at the hearing; and participate in the hearing. The decision of the impartial hearing officer shall be in writing and be issued within 10 days after the hearing. Either party may seek review of the hearing officer's decision by a court of competent jurisdiction.

12. File a grievance under Board policy 2:260, Uniform Grievance Procedure, regarding any complaints that allege action prohibited by Section 504.
13. File a complaint with the District's Section 504 coordinator or designee concerning Section 504 matters other than your student's identification, evaluation and/or placement. The Section 504 coordinator or designee will investigate the allegations to the extent warranted by the nature of the complaint in an effort to reach a prompt and equitable resolution.
14. File a complaint with the Office of Civil Rights. The Illinois regional Office of Civil Rights is located in Chicago at:

Chicago Office for Civil Rights
 U.S. Department of Education
 Citigroup Center
 500 West Madison Street, Suite 1475
 Chicago, IL 60661
 Phone: 312/730-1560
 Fax: 312/730-1567
 TDD: 877/521-2172
 Email: OCR.Chicago@ed.gov

If you would like more information about the differences between Section 504 and IDEA, see Protecting Students with Disabilities FAQ about Section 504 and the Education of Children with Disabilities, available at: www2.ed.gov/about/offices/list/ocr/504faq.html. Additional information is also available through the Assistant Superintendent for Student Services.

Suicide and Depression Awareness and Prevention

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

The District recognizes that risk factors correlated with suicide include:

- Prior suicide attempt
- Co-occurring mental and alcohol or substance abuse disorders
- Family history of suicide
- Parental psychopathology
- Hopelessness
- Impulsive and/or aggressive tendencies
- Easy access to lethal methods, especially guns
- Exposure to the suicide of a significant person
- History of physical or sexual abuse
- Impaired parent-child relationships
- Life stressors, especially those involving loss
- Lack of involvement in school and/or work ("drifting")

All students and staff are encouraged to know and review the warning signs for friends who may be at risk for suicide:

- Threatening to, or talking about wanting to, hurt or kill oneself.
- Looking for ways to kill oneself by seeking access to firearms, available pills, or other means.
- Talking or writing about death, dying, or suicide when these actions are out of the ordinary.
- Feeling hopeless.
- Feeling rage or uncontrolled anger or seeking revenge.
- Acting reckless or engaging in risky activities.
- Feeling trapped - like there's no way out.
- Increasing alcohol or drug use.
- Withdrawing from friends, family, and society.
- Feeling anxious, agitated, or unable to sleep or sleeping all the time.
- Experiencing dramatic mood changes.
- Seeing no reason for living or having no sense of purpose in life.

If you or someone you know shows warning signs for suicide, or wants to discuss mental health concerns, contact a trusted adult or any one of the numbers listed below:

National Suicide Prevention Lifeline:
800-273-TALK

National Crisis Text Line:
Text HOME to 741-741

Safe2Help Illinois
844-4-SAFE-IL OR Text SAFE2 (72332)

Illinois CARES
800-345-9049

Trans Lifeline
877-565-8860

The Trevor Project
866-488-7386

Additionally, consistent with Ann Marie's Law, Board Policy 7:290 is listed below:

The Superintendent or designee shall develop, implement, and maintain a suicide and depression awareness and prevention program (Program) that advances the Board's goals of increasing awareness and prevention of depression and suicide. This program must be consistent with the requirements of *Ann Marie's Law* listed below; each listed requirement, 1-6, corresponds with the list of required policy components in the School Code Section 5/2-3.166(c)(2)-(7).

The Program shall include:

1. Protocols for administering youth suicide awareness and prevention education to students and staff.
 - a. For students, implementation will incorporate Board policy 6:60, Curriculum Content, which implements 105 ILCS 5/2-3.139 and 105 ILCS 5/27-7 (requiring education for students to develop a sound mind and a healthy body).
 - b. For staff, implementation will incorporate Board policy 5:100, Staff Development Program, and teacher's institutes under 105 ILCS 5/3-14.8 (requiring coverage of the warning signs of suicidal behavior).
2. Procedures for methods of suicide prevention with the goal of early identification and referral of students possibly at risk of suicide.

Implementation will incorporate:

- a. The training required by 105 ILCS 5/10-22.39 for licensed school personnel and administrators who work with students to identify the warning signs of suicidal behavior in youth along with appropriate intervention and referral techniques, including methods of prevention, procedures for early identification, and referral of students at risk of suicide; and
 - b. Ill. State Board of Education (ISBE)-recommended guidelines and educational materials for staff training and professional development, along with ISBE-recommended resources for students containing age-appropriate educational materials on youth suicide and awareness, if available pursuant to *Ann Marie's Law* on ISBE's website.
3. Methods of intervention, including procedures that address an emotional or mental health safety plan for use during the school day and at school-sponsored events for a student identified as being at increased risk of suicide including those students who: (A) suffer from a mental health disorder; (B) suffer from a substance abuse disorder; (C) engage in self-harm or have previously attempted suicide; (D) reside in an out-of-home placement; (E) are experiencing homelessness; (F) are lesbian, gay, bisexual, transgender, or questioning (LGBTQ); (G) are bereaved by suicide; or (H) have a medical condition or certain types of disabilities. Implementation will incorporate paragraph number 2, above, along with Board policies:
- a. 6:65, *Student Social and Emotional Development*, implementing the goals and benchmarks of the Ill. Learning Standards and 405 ILCS 49/15(b) (requiring student social and emotional development in the District's educational program);
 - b. 6:120, *Education of Children with Disabilities*, implementing special education requirements for the District;
 - c. 6:140, *Education of Homeless Children*, implementing provision of District services to students who are homeless;
 - d. 6:270, *Guidance and Counseling Program*, implementing guidance and counseling program(s) for students, and 105 ILCS 5/10-22.24a and 22.24b, which allow a qualified guidance specialist or any licensed staff member to provide school counseling services;
 - e. 7:10, *Equal Educational Opportunities*, and its implementing administrative

procedure and exhibit, implementing supports for equal educational opportunities for students who are LGBTQ;

- f. 7:50, *School Admissions and Student Transfers To and From Non-District Schools*, implementing State law requirements related to students who are in foster care;

Title I Programs

Elmhurst Community Unit School District 205 receives funding from the federal government through Title I, Improving the Academic Achievement of the Disadvantaged, of the Elementary and Secondary Education Act. The purpose of this funding is to supplement instructional services and activities in order to improve the educational opportunities of educationally disadvantaged or deprived children. The Title I program ensures that all students have a fair, equal, and significant opportunity to obtain a high quality education and reach, at minimum, proficiency on challenging State academic achievement standards and State academic assessments.

Several of our schools operate Title I programs including Churchville Middle School, Emerson Elementary School, Conrad Fischer Elementary School, and York High School and therefore receive additional funding. Only Conrad Fischer operates a schoolwide Title I program and parents/ guardians at Conrad Fischer may participate in meetings, make suggestions regarding the curricular program, and support the school overall by contacting the principal at Conrad Fischer. Regardless of whether a school receives Title I funds, all D205 schools provide services that, taken as a whole, are substantially comparable and curricular materials and instructional supplies are provided in a manner that ensures fairness amongst the District's schools.

Title IX Sexual Harassment Prevention and Response (Board Policy 2:265)

As required by Title IX of the Education Amendments of 1972 ("Title IX") and its implementing regulations (34 C.F.R. Part 106), the District does not discriminate on the basis of sex in any of its education programs or activities, and it complies with Title IX concerning everyone in the District's education programs and activities, including applicants for employment, students, parents/guardians, employees, and third parties.

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

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

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

Definitions from 34 C.F.R. §106.30

Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Education program or activity includes locations, events, or circumstances where the District has substantial control over both the Respondent and the context in which alleged Title IX Sexual Harassment occurs.

Formal Title IX Sexual Harassment Complaint means a document filed by a Complainant or signed by the Title IX Coordinator alleging sexual harassment against a Respondent and requesting that the District investigate the allegation.

Respondent means an individual who has been reported to be the perpetrator of the conduct that could constitute Title IX Sexual Harassment.

Supportive measures mean non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the Complainant or the Respondent before or after the filing of a Formal Title IX Sexual Harassment Complaint or where no Formal Title IX Sexual Harassment Complaint has been filed.

Making a Report or Inquiry

A person who wishes to make a report of Title IX Sexual Harassment is encouraged to do so to the Title IX Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or teacher. A person who wishes to make a report may choose to report to a person of the same gender and to any employee of the District.

Inquiries about Title IX, its implementing regulations, or any policy or procedure prohibiting Title IX Sexual Harassment may be directed to the Title IX Coordinator or to the U.S. Department of Education's Office for Civil Rights (OCR) at (312) 730-1560 or OCR.Chicago@ed.gov.

The District's Title IX Coordinator is:

Luke Pavone
Assistant Superintendent for Human Resources
162 S. York, Elmhurst, IL 60126
630-617-2309
lpavone@elmhurst205.org

Any person may report sex discrimination under Title IX, including Title IX Sexual Harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination under Title IX or Title IX Sexual Harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours) by using the telephone number or electronic mail address, or by mail to the office address, listed for the Title IX Coordinator.

When a Formal Title IX Sexual Harassment Complaint is filed, the Title IX Coordinator, with oversight from the Superintendent, will implement the Title IX Grievance Process as outlined below. The District's grievance process includes the following:

1. Requiring the Title IX Coordinator to investigate all Formal Title IX Sexual Harassment Complaints or appoint a qualified person to undertake the investigation using a Title IX grievance process that fully complies with the Title IX implementing regulations, 34 C.F.R. §106.45.
2. Treating Complainants and Respondents equitably by providing remedies to a Complainant where the Respondent is determined to be responsible for sexual harassment, and by following a grievance process that complies with the Title IX implementing regulations, 34 C.F.R. §106.45, before the imposition of any disciplinary sanctions or other actions against a Respondent.
3. Requiring an objective evaluation of all relevant evidence and provide that credibility determinations may not be

based on a person's status as a Complainant, Respondent, or witness.

4. Requiring that any individual designated by the District as a Title IX Coordinator, investigator, decision-maker, or any person designated by the District to facilitate an informal resolution process:
 - a. Does not have a conflict of interest or bias for or against complainants or respondents generally or an individual Complainant or Respondent.
 - b. Receives training on the definition of Title IX Sexual Harassment, the scope of the District's education program or activity, how to conduct an investigation and grievance process (including hearings, appeals, and informal resolution processes, as applicable), and how to serve impartially.
5. Requiring that any individual designated by the District as an investigator receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.
6. Requiring that any individual designated by the District as a decision-maker receive training on issues of relevance of questions and evidence, including when questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant.
7. Including a presumption that the Respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.
8. Including reasonably prompt timeframes for conclusion of the grievance process.
9. Describing the range of possible disciplinary sanctions and remedies the

District may implement following any determination of responsibility.

10. Basing all decisions upon the preponderance of evidence standard.
11. Including the procedures and permissible bases for the Complainant and Respondent to appeal.
12. Describing the range of supportive measures available to Complainants and Respondents.
13. Not requiring, allowing, relying upon, or otherwise using questions or evidence that constitute, or seek disclosure of, information protected under legally recognized privilege, unless the person holding such privilege has waived the privilege.

Any District student who is determined, at the conclusion of the grievance process, to have engaged in Title IX Sexual Harassment will be subject to disciplinary action, including, but not limited to, suspension and expulsion consistent with any applicable laws, policies, or procedures addressing procedures for implementing student discipline. Any person making a knowingly false accusation regarding sexual harassment will likewise be subject to disciplinary action. This policy does not increase or diminish the ability of the District or the parties to exercise any other rights under existing law.

Retaliation Prohibited

The District prohibits any form of retaliation against anyone who, in good faith, has made a report or complaint, assisted, or participated or refused to participate in any manner in a proceeding under this policy. Any person should report claims of retaliation using Board policy 2:260, Uniform Grievance Procedure. Any person who retaliates against others for reporting or complaining of violations of this policy or for participating in any manner under this policy will be subject to disciplinary action, up to and including discharge, with regard to employees, or suspension and expulsion, with regard to students.

Section 10 - Student Records and Privacy

Student Records

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

Elmhurst Community Unit School District 205 complies with the *Illinois School Student Records Act*, 105 ILCS 10/4 (e) and (f), requirements that (1) temporary records be retained for at least 5 years after a student's transfer, withdrawal or graduation and (2) permanent records be retained for at least 60 years after a student's transfer, withdrawal or graduation.

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

They are:

1. *The right to inspect and copy the student's education records within 10 business days of the day the District receives a request for access.*

The degree of access a student has to his or her records depends on the student's age. Students less than 18 years of age have the right to inspect and copy only their permanent record. Students 18 years of age or older have access and copy rights to both permanent and temporary records. A parent/guardian or student should submit to the building principal a written request that identifies the record(s) he or she wishes to inspect. Within 10 business days, the building principal will make arrangements for access and notify the parent/guardian or student of the time and place where the records may be inspected. In certain circumstances, the District may request an additional 5 business days in which to grant access. These rights are denied to any person against whom an order of protection has been entered concerning the student.

2. *The right to request the amendment of the student's education records that the parent/*

guardian or eligible student believes are inaccurate, irrelevant, or improper.

A parent/guardian or eligible student may ask the District to amend a record that is believed to be inaccurate, irrelevant, or improper. Requests should be sent to the building principal and should clearly identify the record the parent/guardian or eligible student wants changed and the specific reason a change is being sought. If the District decides not to amend the record, the District will notify the parent/guardian or eligible student of the decision and advise him or her of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.

3. *The right to permit disclosure of personally identifiable information contained in the student's education records, except to the extent that the FERPA or Illinois School Student Records Act authorizes disclosure without consent.*

Disclosure without consent is permitted to school officials with legitimate educational or administrative interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or any parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the District discloses education records without consent to officials of another school district in which a student has enrolled or intends to enroll, as well as to any person as specifically required by State or federal law. Before information is released to these individuals, the parents/guardians or eligible student will receive prior written notice of the nature and substance of the information, and an opportunity to inspect, copy, and challenge such records. Academic grades and references to expulsions or out-of-school suspensions cannot be challenged at the time a student's records are being forwarded to

another school to which the student is transferring. Disclosure is also permitted without consent to: any person for research, statistical reporting or planning, provided that no student or parent/guardian can be identified; any person named in a court order; appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons; and juvenile authorities when necessary for the discharge of their official duties who request information before adjudication of the student.

4. *The right to a copy of any school student record proposed to be destroyed or deleted.*

The permanent record is maintained for at least 60 years after the student transfers, graduates, or permanently withdraws. The temporary record is maintained for at least 5 years after the student transfers, graduates, or permanently withdraws. Temporary records that may be of assistance to a student with a disability who graduates or permanently withdraws, may, after 5 years, be transferred to the parent/guardian or to the student, if the student has succeeded to the rights of the parent/guardian. Student temporary records are reviewed every 4 years or upon a student's change in attendance centers, whichever occurs first.

5. *The right to prohibit the release of directory information.*

Throughout the school year, the District may release directory information regarding students, limited to:

- Name
- Address
- Grade level
- Birth date and place
- Parent/guardian names, addresses, electronic mail addresses, and telephone numbers
- 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
- Academic awards, degrees, and honors
- Information in relation to school-sponsored activities, organizations, and athletics
- Major field of study
- Period of attendance in school

Any parent/guardian or eligible student may prohibit the release of any or all of the above information by delivering a written objection to the building principal within 30 days of the date of this notice.

6. *The right to request that military recruiters or institutions of higher learning not be granted access to your student's information without your prior written consent (York Only).*

Federal law requires a secondary school to grant military recruiters and institutions of higher learning, upon their request, access to secondary school students' names, addresses, and telephone numbers, unless the student's parent/guardian, or student who is 18 years of age or older, submits a written request that the information not be released without the prior written consent of the parent/guardian or eligible student. If you wish to exercise this option, notify the building principal.

7. *The right contained in this statement: No person may condition the granting or withholding of any right, privilege or benefits or make as a condition of employment, credit, or insurance the securing by any individual of any information from a student's temporary record which such individual may obtain through the exercise of any right secured under State law.*

8. *The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA.*

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

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington DC 20202-4605

Surveys for Students

The District regularly administers some surveys to students including the Illinois 5Essentials Survey, the Illinois Youth Survey, and Panorama Education's Social Emotional Learning Survey. Before a school official or staff member administers or distributes a survey or evaluation created by a third party to a student, the student's parent/guardian may inspect the survey or evaluation, upon their request and within a reasonable time of their request. This applies to every survey: (1) that is created by a person or entity other than a district official, staff member, or student, (2) regardless of whether the student answering the questions can be identified, and (3)

regardless of the subject matter of the questions. Parents/guardians who object to disclosure of information concerning their child to a third party may do so in writing to the building principal.

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

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

or for receiving financial assistance under such a program.

The student's parent/guardian may: (1) inspect the survey or evaluation upon, and within a reasonable time of, their request, and/or (2) refuse to allow their child to participate in the survey.

No school official or staff member may market or sell personal information concerning students (or otherwise provide that information to others for that purpose). The term personal information means individually identifiable information including:

- (1) a student or parent's/guardians first and last name,
- (2) a home or other physical address (including street name and the name of the city or town),
- (3) a telephone number,
- (4) a Social Security identification number or
- (5) driver's license number or State identification card.

The above paragraph does not apply: (1) if the student's parent/guardian have consented; or (2) to the collection, disclosure or, use of personal information collected from students for the exclusive purpose of developing, evaluating or providing educational products or services for, or to, students or educational institutions consistent with the Student Online Privacy Protection Act (SOPPA).

Section 11 - Notifications and Rights

Asbestos Management Plan

District 205 has had all of its educational facilities surveyed to comply with the Asbestos Hazard Emergency Response Act of 1986 (AHERA). A report and management plan has been prepared and filed with the State of Illinois as required by the act. All asbestos will be kept in a non-friable condition by encapsulation, enclosure, or removal in accordance with the Management Plan. In addition, the District will monitor the asbestos on a regular basis and file a report every 6 months.

The District has undergone abatement projects and will continue until all the objectives of the Management plan have been met.

A copy of each plan filed showing the condition and location of the asbestos is available for inspection, by appointment with the Director of Facilities.

Environmental Quality of Buildings and Grounds

From time to time it may be necessary for the district to use pesticides either in its buildings or on its property. Recognizing that some children and adults are sensitive to pesticides or herbicides, District 205 will notify parents/guardians and staff members at least two days prior to the application of pesticides in their child's school (or a district employee's workplace). District 205 strives to minimize the use of pesticides and herbicides by routinely reviewing the use of any products within our facilities on a regular basis. Additionally, consistent with state law and Board Policy, no pesticides will be applied within 500 feet of a school property during the school day. Any questions regarding the use of pesticides and herbicides can be directed to the Director of Facilities Management.

The District will ensure that it notifies employees and parents/guardians before the use of coal tar-based sealant products or high polycyclic aromatic hydrocarbon sealant products.

Sex Offender Notification

The Superintendent has developed procedures for the distribution and use of information from law enforcement officials under the *Sex Offender Community Notification Law* and the *Murderer and Violent Offender Against Youth Community Notification Law*. The Superintendent or designee shall serve as the District contact person for purposes of these laws. The Superintendent and Building Principal shall manage a process for schools to notify the parents/guardians during school registration that information about sex offenders is available to the public as provided in the *Sex Offender Community Notification Law*. This notification must occur during school registration and at other times as the Superintendent or Building Principal determines advisable.

In accordance with the *Sex Offender Community Notification Law*, The Dupage County Sheriff's office shares and updated list of registered child sex offenders with District 205 Executive Assistant to the Superintendent during the first two weeks of February, May, September and November of each year. These lists are available by written request through the office of the Superintendent by contacting the Executive Assistant to the Superintendent.

State law prohibits a convicted child sex offender from being present on school property when children under the age of 18 are present, or loitering within 500 feet of school property when persons under the age of 18 are present except for in the following circumstances as they relate to the individual's child(ren):

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

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

Anytime that a convicted child sex offender is present on school property for any reason – including the three reasons above – he/she is responsible for notifying the principal's office upon arrival on school property and upon departure from school property. the Superintendent, building administrator or designee who is a certified employee, shall supervise a child sex offender whenever the offender is in a child's vicinity.

Teacher and Paraprofessional Qualifications.

Elmhurst Community Unit School District 205 hires qualified individuals with applicable licensure for professional and paraprofessional positions. If the professional or paraprofessional working with your student for four or more consecutive weeks does not have the appropriate licensure you will receive notice from your student's principal. Additionally, parents and guardians may request from the Department of Human Resources information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, whether:

- a. The teacher has met the State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.

- b. The teacher is teaching under emergency or other provisional status.
- c. The teacher is teaching in the field of discipline of the certification of the teacher.
- d. Paraprofessionals provide services to the student and, if so, their qualifications.

Uniform Grievance Procedure

In alignment with Board Policy 2:260, a student, parent/guardian, employee, or community member should notify any District Complaint Manager if they believe that the Board of Education, its employees, or agents have violated their rights guaranteed by the State or federal Constitution, State or federal statute, or Board policy, or have a complaint regarding any of the following:

1. Title II of the Americans with Disabilities Act;
2. Title IX of the Education Amendments of 1972;
3. Section 504 of the Rehabilitation Act of 1973;
4. Title VI of the Civil Rights Act, 42 U.S.C. §2000d et seq.
5. Equal Employment Opportunities Act (Title VII of the Civil rights Act), 42 U.S.C. § 2000e et seq.
6. Sexual harassment (Illinois Human Rights Act, Title VII of the Civil Rights Act of 1964, and Title IX of the Education Amendments of 1972);
7. Breastfeeding accommodations for students. 105 ILCS 5/10-20.60
8. Bullying, 105 ILCS 5/27-23.7
9. The misuse of funds received for services to improve educational opportunities for educationally disadvantaged or deprived children;
10. Curriculum, instructional materials, programs;
11. Victims' Economic Security and Safety Act, P.A. 93-591;
12. Illinois Equal Pay Act of 2003, P.A. 93-0006; or
13. Provisions of services to homeless students.
14. Illinois Whistleblower Act, 740 ILCS 174/1 et seq.
15. Misuse of genetic information (Illinois Genetic Information Privacy Act (GIPA), 410 ILCS 513/ and Titles I and II of the Genetic Information Nondiscrimination Act (GINA), 42 U.S.C. §2000ff et seq.)
16. Employee Credit Privacy Act, 820 ILCS 70/.

The District's Complaint Managers are:
 Luke Pavone
 Assistant Superintendent for Human Resources
 162 S. York, Elmhurst, IL 60126
 630-617-2309
 lpavone@elmhurst205.org

Helen Romios
 Director of Human Resources
 162 S. York, Elmhurst, IL 60126
 630-993-6649
 hromios@elmhurst205.org

The Complaint Manager will attempt to resolve complaints without resorting to this grievance procedure and, if a complaint is filed, to address the complaint promptly and equitably. The right of a person to prompt and equitable resolution of the complaint filed hereunder shall not be impaired by the person's pursuit of other remedies. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies and use of this grievance procedure does not extend any filing deadline related to the pursuit of other remedies.

All deadlines under this procedure may be extended by the Complaint Manager as he or she deems appropriate. As used in this policy, "school business days" means days on which the District's main office is open.

Filing a Complaint

A person (hereinafter Complainant) who wishes to avail himself or herself of this grievance procedure may do so by filing a complaint with any District Complaint Manager. The Complainant shall not be required to file a complaint with a particular Complaint Manager and may request a Complaint Manager of the same gender. The Complaint Manager may request the Complainant to provide a written statement regarding the nature of the complaint or require a meeting with the parent(s)/guardian(s) of a student. The Complaint Manager shall assist the Complainant as needed.

Investigation

The Complaint Manager will investigate the complaint or appoint a qualified person to undertake the investigation on his or her behalf. If the Complainant is a student, the Complaint Manager will notify his or her parent(s)/guardian(s) that they may attend any investigatory meetings in which their child is involved. The complaint and identity of the Complainant will not be disclosed except (1) as required by law or this policy, or (2) as necessary to fully investigate the complaint, or (3) as authorized by the Complainant. The identity of any student witnesses will not be disclosed except: (1) as required by law or any collective bargaining agreement, or (2) as necessary to fully investigate the complaint, or (3) as authorized by the parent/ guardian of the student witness, or by the student if the student is 18 years of age or older.

Within 30 school business days of the date the complaint was filed, the Complaint Manager shall file a written report of his or her findings with the Superintendent. The Complaint Manager may request an extension of time.

If a complaint of sexual harassment contains allegations involving the Superintendent, the written report shall be filed with the Board of Education, which will make a decision in accordance with the following section of this policy. The Superintendent will keep the Board informed of all complaints.

Decision and Appeal

Within five school business days after receiving the Complaint Manager's report, the Superintendent shall mail his or her written decision to the Complainant by U.S. mail, first class, as well as the Complaint Manager. Within ten school days of receiving the Superintendent's decision, the Complainant may appeal the decision to the Board of Education by making a request to the Complaint Manager. The Complaint Manager shall promptly forward all materials relative to the complaint and appeal to the Board of Education. Within 30 school days, the Board of Education shall affirm, reverse, or amend the Superintendent's decision or direct the Superintendent to gather additional information for the Board. Within five school days of the Board's decision, the Superintendent shall inform the Complainant of the Board's action.

This grievance procedure shall not be construed to create an independent right to a Board of Education hearing. The failure to strictly follow the timelines in this grievance procedure shall not prejudice any party.

Video Surveillance

Video cameras may be used in common areas of school buildings and campuses for the primary purpose of reducing disciplinary problems, vandalism, and to provide a safe environment for students and staff. Disciplinary action may be taken with students based on video documentation.

School Visitation

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