

**STUDENT**  
**HANDBOOK**  
**2019-2020**



**EVANSTON/SKOKIE SCHOOL DISTRICT 65**

***EVERY CHILD, EVERY DAY, WHATEVER IT TAKES***

***A resource guide for parents/guardians  
and their school-age children***



August 2019

Dear District 65 Families,

Welcome to the 2019-2020 school year. In Evanston/Skokie School District 65, we take great pride in our schools and in the education of our students. The Student Handbook is an excellent resource to help ensure that your child has a successful school year. As parents and caregivers, each of you plays an integral role in your child's education. Before the start of school, please spend some time with your child to share and discuss this important information. The handbook is available on the District 65 website ([district65.net/studenthandbook](http://district65.net/studenthandbook)) as well as on each school's website. There are also copies available in each school office.

Each year, the Student Handbook is reviewed and updated. In addition, district administrators use a Racial Equity Impact Assessment tool when making decisions related to new policy and procedure. In the handbook, you can find information about student attendance, health and wellness, school fees, parental involvement, student achievement, behavioral expectations, and curricular information. I also would like to note the inclusion of the district's new discipline policy (p. 42). A team of district and school administrators, educators, and restorative practice coaches collaborated around the development of this new policy. This team also engaged members of the District Equity Leadership Team (DELT) and parents and caregivers to receive additional feedback. In District 65, we take a preventive, positive approach to discipline rather than focusing exclusively on "punishment." We respond to behavior with a restorative approach, individual supports and intentional consequences aimed at teaching skills that support the norms and values set by the learning community, understanding and addressing the root causes of the behavior, resolving conflicts, meeting students' needs and keeping students in school. We take intentional steps to create a positive school climate in which every student can learn, fully engage in a rigorous curriculum, and feel safe, nurtured, and welcome.

If you have any questions, please do not hesitate to reach out to your child's teacher. I wish all of our students and families a great school year!

Sincerely,

Dr. Stacy Beardsley  
Assistant Superintendent of Curriculum & Instruction

### **Mission Statement**

Working together as a community, we will inspire creativity and prepare each student to achieve academically, grow personally, and contribute positively to a global society.

Every Child, Every Day, Whatever it Takes.

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## District 65 General Information

This handbook is prepared to summarize school board policies governing the District; to provide information about District practices and procedures; to help families prepare for a successful school experience for their children; and to provide notifications required by state or federal law. Families are encouraged to stay connected to approved changes in school policy. Updated policies are posted on the Board of Education website at [district65.net/boardpolicy](http://district65.net/boardpolicy).

Clear communication between the public and the District is vital to ensure student success. Following the communication protocols described below will help resolve questions and concerns in the most effective manner possible.

When a concern, challenge, or conflict arises for a parent/caregiver of a student in the district, please use the following process for resolving the matter:

1. Contact the staff member who is directly involved and work with them to resolve the issue. In most cases, this will be your child's teacher or another school-level staff member.
2. In the event a solution is not reached, it may be necessary to contact their supervisor. In most cases, this will be the school principal or a department director. Please allow a reasonable amount of time for the supervisor to investigate the situation and follow up with the appropriate parties. If the situation remains unresolved, please contact the district-level supervisor. This will likely be a member of the district's senior leadership team such as an Assistant Superintendent.
3. If the issue remains unresolved after exhausting these efforts, please contact the Superintendent's Office.

Requests that do not follow this process and are sent directly to the Superintendent or members of the Board of Education will be redirected to the original point of contact. A comprehensive staff directory is available at [www.district65.net](http://www.district65.net).

If you believe that your child's physical or emotional well-being is in danger, please contact your child's principal or the Assistant Superintendent of Schools directly.

## Non-Discrimination

District 65 prohibits discrimination on the basis of race, color, religious beliefs, gender, sexual orientation, national origin, ancestry, age, disability, status as homeless, or actual or potential marital or parental status. Pursuant to school board policy, 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 federal or state constitution. More information about how to file a complaint and the uniform grievance procedures are outlined in School Board Policy 2:260, available in Section 2 of the Board Policy Manual found on the District website.

## **Equal Educational Opportunities (Board Policy 7:10)**

Equal educational and extracurricular opportunities shall be available for all students without regard to color, race, nationality, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender identity, status of being homeless, immigration status, order of protection status, actual or potential marital or parental status, including pregnancy. Further, the District will not knowingly enter into agreements with any entity or any individual that discriminates against students on the basis of sex or any other protected status, except that the District remains viewpoint neutral when granting access to school facilities under School Board policy 8:20, *Community Use of School Facilities*. Any student may file a discrimination grievance by using Board policy 2:260, *Uniform Grievance Procedure*.

## **Sex Equity**

District 65 is committed to creating a school culture that respects and values all students and fosters understanding of gender identity and expression within the school community. The purpose of this policy is intended to ensure that all students are welcomed, valued, included, and respected; to help schools ensure safe learning environments free of discrimination, harassment, and bullying; and to promote the educational and social integration of transgender and gender expansive students. This Procedure cannot and does not anticipate every situation that may occur; every student is different and that includes transgender and gender expansive students. The support for each student must be assessed and addressed individually based on the student's specific requests and needs.

This Procedure is supported by District Policies 7:10 "Equal Educational Opportunities," 7:20 (Harassment of Students Prohibited), 7:160 (Student Appearance), and 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment). This Procedure is also supported by 20 U.S.C. §1681(a), Title IX of the Education Amendments of 1972, the Illinois Human Rights Act 775 ILCS 5/5-101 et seq., and the Illinois Prevent School Violence Act 105 ILCS 5/27-23.7.

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. Students shall be treated and supported in a manner consistent with their gender identity. Any student may file a sex equity complaint by using Board policy 2:260, Uniform Grievance Procedure. A student may appeal the Board's resolution of the complaint to the Regional Superintendent (pursuant to 105 ILCS 5/3-10) and, thereafter, to the State Superintendent of Education (pursuant to 105 ILCS 5/2-3.8).

## **Administrative Implementation**

The Superintendent has adopted appropriate procedures to effectuate this policy, including but not limited to the policy that the District shall treat and support all students in a manner consistent with their gender identity. These procedures were provided to all of the District's staff and are available on the District's website ([district65.net/equity](http://district65.net/equity)).

## Racial and Educational Equity Policy

### Purpose

District 65 recognizes that excellence requires a commitment to equity and to identifying practices, policies and institutional barriers, including institutional racism and privilege, which perpetuate opportunity and achievement gaps. There are persistent and unacceptable opportunity and achievement gaps for students of color in District 65. The racial predictability of achievement and disciplinary outcomes is attributable to institutional racism, cultural biases and other societal factors. The district recognizes that in order to provide educational opportunities that result in equitable outcomes particularly for Black/Brown students, that it must proactively acknowledge and intentionally address racial and cultural biases, in an effort to eliminate institutional structures and practices that affect student learning and achievement.

The purpose of this policy is to establish a framework for the elimination of bias, particularly racism and cultural bias, as factors affecting student achievement and learning experiences, and to promote learning and working environments that welcome, respect and value diversity. Further, the purpose is to establish particular actions that District 65 shall take to disrupt the school-to-prison pipeline, to address disparities in educational opportunity and achievement while understanding the urgency with which we must move to support Black, Latinx and multi-racial students. District 65 is committed to focusing on race as one of the first visible indicators of identity while recognizing that the district's students hold multiple, intersecting identities such as mental or physical ability, sexual orientation including gender identity and/or expression, religion, economic status, national origin and any other personal characteristics.

The concept of educational equity goes beyond the definition of equality – where all students are treated the same – to fostering a barrier free environment where all students' unique needs are addressed and supported by resources which are allocated in a fiscally responsible manner.

### Responsibility

The District 65 Board of Education Shall:

1. **Engage in equity training:** by having all board members participate in equity training to build collective capacity to more effectively educate and better serve a racially and ethnically diverse student population, students' families and communities;
2. **Work to increase outreach to and engagement with families that represent the diversity of our students:** by ensuring that Evanston's and Skokie's treasured diversity is not maintained on the backs of Brown, Black, Latinx and multiracial children;
3. **Allocate resources in an intentional and fiscally responsible manner:** by providing every student with equitable access to high quality curricula, culturally competent adults, supports, facilities and other educational resources;
4. **Make decisions with a racial equity lens:** by ensuring that a racial equity lens has been used prior to making significant decisions that impact the school district.

The Superintendent of Schools Shall:

1. **Develop procedures to implement this policy:** in alignment with the district's current Strategic Plan and include an action plan with clear accountability and metrics.
2. **Report annually:** to the Board of Education on progress made towards the equity action plan. The report shall be based on the annual goals of the District's Strategic Plan.

## **Commitment**

In order to achieve Racial and Educational Equity and a balanced educational ecosystem for Evanston/Skokie students, District 65 is committed to requiring:

1. **Professional development** specifically designed to strengthen employee's knowledge and skills for eliminating opportunity and achievement gaps between groups of students and that support educational equity, self-awareness, understanding of institutional racism in education and cultural competencies towards social justice.
2. **Development of culturally relevant pedagogy** to connect content with the unique intersecting identities of each individual student;
3. **Development of consistent hiring practices and a process** to actively recruit, employ, support and retain a highly qualified workforce that includes racial, gender, and linguistic diversity, as well as culturally competent administrative, instructional and support personnel with an equity mindset;
4. **Exploration of ways to foster parent/family involvement** thus ensuring that community members are active partners in the education of all students;
5. **Resource allocation in an intentional and fiscally responsible manner** by providing every student with equitable access to a high quality curriculum, culturally competent staff, supports, facilities and other educational resources;
6. **Improved school climate** by leveraging diversity in its myriad forms to create schools where students, families, community members and employees feel welcomed, valued, supported, and where students and staff can perform to their personal bests without personal compromise.
7. **Exploration of multiple pathways to success** in order to meet the needs of D65's unique school community.
8. **Racial literacy and social identity development** using tools informed by an anti-bias and social justice education framework.
9. **Active engagement with partners** to align and leverage community resources in a collaborative manner.

## Administrative Directory

**Joseph E. Hill Education Center** 1500 McDaniel Avenue, Evanston, IL 60201  
Phone: (847) 859-8000 Fax: (847) 866-7241 Website: [www.district65.net](http://www.district65.net)

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### **Interim Superintendent of Schools**

Dr. Phil Ehrhardt ehrhardtp@district65.net (847) 859-8010  
Dr. Heidi Wennstrom wennstromh@district65.net (847) 859-8010

### **Assistant Superintendent of Curriculum and Instruction**

Dr. Stacy Beardsley beardsleys@district65.net (847) 859-8032

### **Assistant Superintendent of Human Resources**

Beatrice Davis davisb@district65.net (847) 859-8020

### **Assistant Superintendent of Schools**

Dr. Andalib Khelghati khelghatia@district65.net (847) 859-8030

### **Bilingual Education Director**

Amy Correa correaa@district65.net (847) 859-8104

### **Board of Education Secretary**

Adeela Qureshi qureshia@district65.net (847) 859-8111

### **Chief Financial and Operations Officer/CSBO**

Raphael Obafemi obafemir@district65.net (847) 859-8040

### **Director of Buildings and Grounds**

Don Stevenson stevenson@district65.net (847) 424-2420

### **Director of Communications**

Melissa Messinger messingerm@district65.net (847) 859-8100

### **Director of Early Childhood Programs**

Sharon Sprague spragues@district65.net (847) 859-8300

### **Director of Equity and Family/Community Engagement**

Joaquin Stephenson stephensonj@district65.net (847) 859-8095

### **Director of Literacy**

Dr. Elizabeth Cardenas-Lopez cardenaslopeze@district65.net (847) 859-8063

|                                                                                 |                              |                |
|---------------------------------------------------------------------------------|------------------------------|----------------|
| <b>Director of Multi-Tiered System of Support and Social Emotional Learning</b> |                              |                |
| Donna Cross                                                                     | crossd@district65.net        | (847)859-8035  |
| <b>Director of Research, Accountability, and Data</b>                           |                              |                |
| Kylie Klein                                                                     | kleink@district65.net        | (847) 859-8061 |
| <b>Director of Technology</b>                                                   |                              |                |
| Joe Caravello                                                                   | caravelloj@district65.net    | (847) 859-8081 |
| <b>District Translator</b>                                                      |                              |                |
| Manuel Aleman                                                                   | alemanj@district65.net       | (847) 859-8108 |
| <b>Executive Director of Black Student Success</b>                              |                              |                |
| Dr. LaTarsha Green                                                              | greenl2@district65.net       | (847) 859-8006 |
| <b>Executive Director for Special Services</b>                                  |                              |                |
| Dr. Romy DeCristofaro                                                           | decristofaror@district65.net | (847) 859-8090 |
| <b>Family Center Coordinator</b>                                                |                              |                |
| Angela Johnson                                                                  | johnsona@district65.net      | (847) 859-8550 |
| <b>Family Engagement Facilitator</b>                                            |                              |                |
| Ellen Urquiaga                                                                  | urquiagae@district65.net     | (847) 859-8103 |
| <b>Health Services Coordinator</b>                                              |                              |                |
| Mary Larson, BSN, RN, PEL-CSN MEd                                               | larsonm@district65.net       | (847) 859-8122 |
| <b>McKinney Vento Liaison</b>                                                   |                              |                |
| Judith Treadway                                                                 | treadwayj@district65.net     | (847) 859-8128 |
| <b>Nutrition Services Coordinator</b>                                           |                              |                |
| Kate Mason-Schultz                                                              | masonschultzk@district65.net | (847) 859-8130 |
| <b>School Age Child Care Coordinator</b>                                        |                              |                |
| Charlotte Carter                                                                | carterc@district65.net       | (847) 859-8306 |
| <b>Social Studies Facilitator</b>                                               |                              |                |
| Jamilla Pitts                                                                   | pittsj@district65.net        | (847) 859-8004 |
| <b>STEM Director</b>                                                            |                              |                |
| David Wartowski                                                                 | wartowskid@district65.net    | (847) 859-8051 |

**Student Engagement Coordinator**

|              |                                                                    |                |
|--------------|--------------------------------------------------------------------|----------------|
| Bryon Harris | <a href="mailto:harrisb@district65.net">harrisb@district65.net</a> | (847) 859-8088 |
|--------------|--------------------------------------------------------------------|----------------|

**Student Information Manager**

|          |                                                                |                |
|----------|----------------------------------------------------------------|----------------|
| Leo Ruiz | <a href="mailto:ruizl@district65.net">ruizl@district65.net</a> | (847) 859-8063 |
|----------|----------------------------------------------------------------|----------------|

**Transportation Coordinator**

|           |                                                                                  |                |
|-----------|----------------------------------------------------------------------------------|----------------|
| Lou Gatta | <a href="mailto:transportation@district65.net">transportation@district65.net</a> | (847) 424-2425 |
|-----------|----------------------------------------------------------------------------------|----------------|

**Board of Education**

District 65 is governed by a seven-member board, elected at-large from the District 65 community. Members serve, without pay, for four year terms. Board meetings are held at Joseph E. Hill Education Center (1500 McDaniel Avenue, Evanston) and air live on local cable TV stations and stream on the web. The public is welcome and invited to attend meetings. A meeting schedule, meeting agendas, planned discussion topics, procedures on how to arrange to address the Board, and other information is available under the Board of Education tab on the District website ([district65.net](http://district65.net)). To receive official notice of upcoming meetings, please contact the Board Secretary at (847) 859-8111 or via email at [qureshia@district65.net](mailto:qureshia@district65.net).

**Evanston/Skokie School District 65 Board of Education**

|                                                                 |                                                                              |
|-----------------------------------------------------------------|------------------------------------------------------------------------------|
| Suni Kartha, President <i>(term expires 2021)</i>               | <a href="mailto:karthas@district65.net">karthas@district65.net</a>           |
| Anya Tanyavutti, Vice President <i>(term expires 2023)</i>      | <a href="mailto:tanyavuttia@district65.net">tanyavuttia@district65.net</a>   |
| Candance Chow, Member <i>(term expires 2021)</i>                | <a href="mailto:chowc@district65.net">chowc@district65.net</a>               |
| Joseph Hailpern, Member <i>(term expires 2021)</i>              | <a href="mailto:hailpernj@district65.net">hailpernj@district65.net</a>       |
| Sergio Hernandez, Member <i>(term expires 2023)</i>             | <a href="mailto:hernandezs2@district65.net">hernandezs2@district65.net</a>   |
| Elisabeth "Biz" Lindsay-Ryan, Member <i>(term expires 2021)</i> | <a href="mailto:lindsayryane@district65.net">lindsayryane@district65.net</a> |
| Rebeca Mendoza, Member <i>(term expires 2023)</i>               | <a href="mailto:mendozar2@district65.net">mendozar2@district65.net</a>       |

Emails may be sent to the entire School Board at [schoolboard@district65.net](mailto:schoolboard@district65.net). For more immediate assistance, please contact the Board of Education Secretary at (847) 859-8111 or contact individual school board members directly. Board member contact information is also available on the District 65 website.

**Schools**

Students are assigned an attendance area elementary or middle school based on residence address. Elementary schools serve students in kindergarten through fifth grade. Middle schools serve students sixth through eighth grade.

**School Day - Start and End Times**

The school day begins for elementary students at 9:05 a.m. and ends at 3:35 p.m. (dismissal at 12:05 p.m. on monthly School Improvement Days).

The middle school student day begins at 8:30 a.m. and ends at 3:35 p.m. (dismissal at 11:30 a.m. on monthly School Improvement Days).

The school day begins for magnet school students at 8:00 a.m. and ends at 2:45 p.m. (dismissal at 11:00 a.m. on monthly School Improvement Days).

Park School students begin at 9:00 a.m. and end at 3:15 p.m. (dismissal at 11:20 a.m. on monthly School Improvement Days).

### **Middle Schools and their Elementary Feeder Schools**

#### **Chute Middle School (6-8)**

1400 Oakton Street, Evanston 60202

##### **Dawes Elementary (K-5)**

440 Dodge Avenue, Evanston 60202

##### **Oakton Elementary (K-5)**

436 Ridge Avenue, Evanston 60202

##### **Walker Elementary (K-5)**

3601 Church Street, Evanston 60203

James McHolland, Principal  
(847) 859-8600

Dr. Marlene Aponte, Principal  
(847) 905-3400

Dr. Michael Allen, Principal  
(847) 859-8800

James Gray, Principal  
(847) 859-8330

#### **Haven Middle School (6-8)**

2417 Prairie Avenue, Evanston 60201

##### **Kingsley Elementary (K-5)**

2300 Green Bay Road, Evanston 60201

##### **Lincolnwood Elementary (K-5)**

2600 Colfax Street, Evanston 60201

##### **Orrington Elementary (K-5)**

2636 Orrington Avenue, Evanston 60201

##### **Willard Elementary (K-5)**

2700 Hurd Avenue, Evanston 60201

Kathleen Roberson, Principal  
(847) 859-8200

David Davis, Principal  
(847) 859-8400

Max Weinberg, Principal  
(847) 859-8880

Jessica Plaza, Principal  
(847) 859-8780

Jerry Michel, Principal  
(847) 905-3600

#### **Nichols Middle School (6-8)**

800 Greenleaf Street, Evanston 60202

##### **Dewey Elementary (K-5)**

1551 Wesley Avenue, Evanston 60201

##### **Lincoln Elementary (K-5)**

910 Forest Avenue, Evanston 60202

##### **Washington Elementary (K-5)**

914 Ashland Avenue, Evanston 60202

Adrian Harries, Principal  
(847) 859-8660

Donna Sokolowski, Principal  
(847) 859-8140

Michelle Cooney, Principal  
(847) 905-3500

Katharine Ellison, Principal  
(847) 905-4900

## **Magnet Schools**

**Dr. Bessie Rhodes School of Global Studies** (K-8)  
3701 Davis Street, Skokie 60076

Keri Mendez, Principal  
(847) 859-8440

**Dr. Martin Luther King Jr. Literary & Fine Arts School** (K-8) Dr. Jeff Brown, Principal  
2424 Lake Street, Evanston 60201

(847) 859-8500

## **Special Schools and Centers**

**Park School**  
828 Main Street, Evanston 60202

Jillian Anderson, Principal  
(847) 424-2300

*Park School offers a full range of programs and services for students ages 3 through 21 who have multiple disabilities. The school is jointly funded by District 65 and District 202.*

**Rice Children's Center**  
1101 Washington Street, Evanston 60202

John Mitchell, Coordinator  
(847) 424-2450

*District 65 operates a therapeutic day school at Rice Children's Center, a private residential treatment center owned and operated by Children's Home & Aid Society of Illinois.*

**Joseph E. Hill Early Childhood Center**  
1500 McDaniel Avenue, Evanston 60201

Sharon Sprague, Director  
(847) 859-8300

*A variety of early childhood education programs and services are offered at the JEH Early Childhood Center. Head Start serves eligible three and four year-olds in half-day and full-day programs. State Pre-kindergarten serves eligible students, ages three through five, in half-day programs. Special education services include parent-teacher consultation, diagnostic evaluation, therapy, and screening for three to five year olds in speech and language, learning, and social-emotional development and programs serving students during the school day at the Joseph E. Hill Early Childhood Center.*

**Family Center**  
1500 McDaniel Avenue, Evanston 60201

Angela Johnson, Facilitator  
(847) 424-2440

*A model family resource program that provides parent supports, education and training, while focusing on the strength and traditions of families and fostering the value of caring, capable, and competent parenting. A list of programs and services is included below and more information is available on the District website.*

### **Early Start – Home Visiting**

*This state-funded program for parents of children from conception to three years of age features home visits, guidance in the care and development of young children, assistance in securing services to meet the family's material needs, parental support and education, parent/child interactions, supportive listening, and advocacy. Center staff help parents/families more fully enjoy their baby or toddler, strengthen their ability to care for their child, feel more comfortable and confident about raising children, and lay the foundation for a lifetime of learning.*

### **Community Works (ages 0-3)**

*Funded in part by the Evanston Community Foundation, for parents with children ages birth to three years old. This program features preschool readiness activities, assessments and screenings, transitional services into preschools, as well as parent education, social service referral, advocacy, and more. Center staff assist your child in making a smooth transition into the school district or other preschool programs by planning fieldtrips to preschool classes, hosting readiness workshops with preschool teachers, and collaborating with Early Childhood Centers.*

### **Doorway to Learning Childcare and Development Center**

*This state and federal-subsidized program provides quality, standard-based, full-day, licensed childcare services for 24 children, 6-weeks-3 years old and their families. The program is an Early Head Start program, which supports the comprehensive development of children from birth to age three, including early learning, health, and family well-being. Participants must qualify for childcare subsidy through Illinois Action for Children to qualify for this program.*

## **Registration and Residency**

### **Registration**

All families with children new to the District may begin the registration process online and are required to finalize their registration in person at JEH Education Center. Kindergarten registration dates are set each spring. General registration is accepted during regular business hours. Some currently enrolled students are required to re-register by an identified date before the school year begins. These students include:

- Currently enrolled students entering kindergarten
- Students entering sixth grade
- Students placed outside of the District for services
- Students whose families have reported their address as temporary, whose mail has been returned as undeliverable by U.S. Postal Service, or whose current address is not on file with the U.S. Postal Service.

The registration form must be completed and required documents submitted for registration to be finalized. All applicable fees paid prior to the first day of school. Class placement information is provided by the school and only available after registration is complete. A child with exceptional needs who qualifies for special education services is eligible for admission at age three. More information about kindergarten and general registration, including age requirements, electronic forms, and residency requirements is available on the District website. For more information, please call (847) 859-8065 or visit <https://www.district65.net/Page/127>.

## **Residency**

Children of families residing within the boundaries of District 65 are eligible to attend a District 65 school on a tuition-free basis. Proof of residency is required at registration and re-registration. A legal District 65 student-resident is one who resides within the school District with natural or adoptive parent(s) listed on the birth certificate, or a court-ordered guardian, or an adult who receives public aid on behalf of the child, or an adult who has assumed and exercises responsibility for the child and provides the child with a fixed, night-time abode. The child must eat and sleep at the adult's residence on a regular basis, and not for the sole purpose of having access to District 65's education programs. Property owners who do not reside at the property are NOT legal residents and their children do not qualify to attend school on a tuition-free basis. More information about residency requirements, including required verification documents, residency affidavits, and verification procedures, is available at [district65.net/registrationdocs](https://www.district65.net/registrationdocs).

## **Birth Certificate Requirements for Enrollment**

Families enrolling in the District for the first time must present an original or certified copy of the child's birth certificate or other governmental documentation (e.g., passport, visa) along with a completed affidavit explaining why the birth certificate cannot be produced. If acceptable documentation is not presented, the person enrolling the student will be notified in writing that they must provide a certified copy of the child's birth certificate within 30 days. If acceptable documentation is not provided within 30 days, District personnel shall notify law enforcement authorities for investigation.

## **Homeless Children**

The parent/ guardian of a homeless child may register the child in the school the child was attending when the child became homeless or in the local attendance area school based on where the child is currently living. Homeless children are registered in compliance with the McKinney Vento Act. For more information, please contact the registration team at (847) 859-8065 or the District's Homeless Liaison at (847) 859-8128.

## **Transfer Students**

Students transferring into the District must be in "good standing" at their previous school. Students on suspension or expulsion must serve the entire term of any suspension or expulsion prior to registering in a District school.

### **Part-Time Students**

Families of children home schooled or children attending private or parochial schools may enroll their children on a part-time basis if the child meets residency requirements, when space permits, and if the principal of the school was notified prior to May 1<sup>st</sup> of the previous school year. Students accepted for partial enrollment must comply with discipline and attendance requirements. Student fees are pro-rated based on the number of classes the student attends.

### **Non-Resident Students**

Non-resident students may attend District schools upon approval of a request for non-resident admission. Approval is subject to the following: (1) admission is on a year-to-year basis at a local area school; non-resident students are not eligible for magnet schools or magnet programs (ACC or TWI). Approval for one year does not authorize the student to attend the following year; (2) available space at the school/grade level; (3) payment of the tuition fee charged by the District; (4) the understanding that the District does not provide transportation to/from school for a non-resident student.

### **When a Student Moves**

Any family who moves during the school year is required to provide the new address and phone number. Required residency documents can be found [district65.net/registrationdocs](http://district65.net/registrationdocs). This new information can be provided via the Parent Portal, emailed to [residencydocuments@district65.net](mailto:residencydocuments@district65.net) or to the school secretary. Proof of residency is required. Children of families who move within the school year may complete the year at their current attendance area school. If the move is to a new attendance area within the District, and the family wishes for the child to change schools during the year, they must contact the Research, Accountability, and Data department at (847) 859-8065. Children of families who move outside the District within a school year may continue to attend their current school, tuition-free, for the remainder of the school year. If residency change is due to military obligations of the person with legal custody for the child, the child may maintain his/her residence for the purpose of registration and enrollment as determined prior to the military obligation if a request is made in writing.

### **Limited School Choice**

All school-age children within District 65 geographic boundaries are assigned an attendance area elementary and middle school. Limited school choice is available through the District's permissive transfer, magnet program, and magnet school application process. Placements and transfers are subject to review should the placement result in a student's excessive absences or tardiness. Information on Limited School Choice can be found at [www.district65.net/Page/1533](http://www.district65.net/Page/1533).

### **Permissive Transfers**

Permissive transfers provide families and children with a choice and opportunity to attend a school outside of their neighborhood attendance area. Students who attend a school on a

permissive transfer are not eligible for transportation (bus) services. Once a permissive transfer is granted, families do not need to reapply.

### **Magnet Programs**

The African-Centered Curriculum (ACC) program, offered grades K-5 at Oakton School, teaches the District's standards by integrating experiences and events of Africa and African-Americans into the core curriculum. The ACC program focuses on both academic excellence and social and emotional growth for enrolled students.

The Two-Way Immersion (TWI) program, offered for kindergarten and first grade at Dr. Bessie Rhodes School of Global Studies and grades K-5 at Dawes, Dewey, Oakton, Washington, and Willard Schools, is a two-way bilingual program which integrates language minority and language majority students and provides instruction in the minority language (Spanish) along with English. The program is designed to develop literacy and oral fluency in English and Spanish, for both native English and native Spanish speaking students.

### **Magnet Schools**

Magnet schools offer an option for families who prefer an integrated K-8 experience for their children and want to select a school with a particular academic focus.

Dr. Bessie Rhodes School of Global Studies strives to equip young people with the skills to become outstanding global citizens who will contribute to and thrive in a dynamic and diverse world. Bessie Rhodes has an intimate school community with two classes per grade level and an average student-to-teacher ratio of 20-to-1.

Dr. Martin Luther King, Jr. Literary and Fine Arts School strives for all students to experience a dynamic education that focuses on fine and performing arts and emphasizes literature and writing. There are three classrooms per grade level.

### **Application Process**

Applications are available each winter for the following school year and must be submitted online within stated deadlines for students to be considered. Only registered students with completed applications on file are eligible. More information about the selection procedures is available at [www.district65.net/Page/1533](http://www.district65.net/Page/1533).

### **Student Fees and Program Fees**

#### **District-wide Student Fees**

Some District programs and services are available on a fee-basis. These include, but are not limited to, school meals, school-age child care, transportation to magnet schools/programs, and school-participation programs. Additionally, student fees are established annually by the School Board and collected during registration and prior to the opening of school. District-wide

student fees are used to support playground/lunchroom supervision, some instructional technology, and classroom consumables. Students eligible for free or reduced-price meals are eligible for free or reduced-price fees. The current fee schedule is available on the District website. For information about fees or outstanding balances, contact the Business Office at (847) 859-8040.

### **Participation Fees and Class Supplies**

Students are provided the required curricular textbooks free of charge, and expected to use care in handling these books and other school supplies and materials. In the event of lost, stolen, or damaged textbooks, replacement costs may be assessed. Fees for consumables, such as workbooks, newspapers, or novels may be requested by a classroom or program. General school supplies are purchased by the family from a list made available prior to the opening of school. Several schools offer a purchase option through the local school PTA.

Participation fees are collected for items that include physical education uniforms (middle school), outdoor education, graduation fees, or school field trips. Scholarships may be available for some participation fees. Families interested in scholarships may request information from the school.

### **Fee Payment Methods**

Fees for registration or school age child care may be paid in cash (in person) or via check or credit card at the Joseph E. Hill Education Center, 1500 McDaniel Avenue, or may be paid online at [district65.net/studentfees](http://district65.net/studentfees).

### **Fee Waivers**

Fees for District programs and services are waived for families qualifying for free lunch. Families who do not qualify for free lunch but cannot pay the fee because of special circumstances may request a waiver of fees or establish a payment plan. Forms are available on the District website or by request from the Business Office.

### **Nutrition Services and Fees**

District 65's Nutrition Services department offers appealing and nutritious meals to promote the growth and development of every student. All schools offer freshly prepared, balanced lunches daily. Sack lunches are available to all students for field trip days. Our breakfasts provide a healthy start to the school day and are offered at Chute, Nichols, King Arts, Dawes, Kingsley, Lincoln, Lincolnwood, Oakton, Walker, and Washington Schools one half hour (½ hour) before school begins. Milk is included with school meals or may be purchased separately. A la carte food items are available for purchase at the middle schools, King Arts, and Bessie Rhodes.

School meals are reasonably priced and available free of charge or at reduced prices for families who apply and qualify, by meeting federally established criteria. School meal and milk prices are established annually by the School Board. For more information about menus, nutrition, meal

prices, free and reduced-price meal applications or online prepayment for school meals, please visit the Nutrition Services website at [www.district65.net/nutritionservices](http://www.district65.net/nutritionservices).

The Nutrition Services department understands the importance of good nutrition for your student's academic development. It is our goal to provide them with a balanced and satisfying meal. Please help us in ensuring that we can provide this meal by keeping your student's account funded. Our current procedure for unpaid meals is as follows:

If a student does not have enough money for a meal, they will still be allowed to purchase that meal, but the applicable price will be charged to their lunch account. This will cause a negative balance. When an account goes negative, an email/text notification will go to the parent/guardian, requesting that funds be added to cover the negative balance and support any future purchases. If the account continues to go unfunded, school personnel and/or the Nutrition Services Department will contact the parent/guardian to make payment arrangements and request that they fill out a Free/Reduced Meal Application to determine if they qualify for assistance.

Prepayments can be made with cash or check on-site, or through Myschoolbucks ([www.myschoolbucks.com](http://www.myschoolbucks.com)).

Questions about the program may be directed to the Nutrition Services Department at (847) 859-8130 or via email at [nutritionservices@district65.net](mailto:nutritionservices@district65.net).

### **School-Age Child Care**

Fee-based before and after school child care is available on school days at all elementary and magnet schools for students in grades K-5, ages five through 12. The program provides students with a safe and welcoming environment where they experience planned curriculum with homework time and assistance, oral reading and story times, arts and crafts, music and drama activities, nutritional projects, science exploration and more.

Child care is not offered on school holidays but is available for an additional fee on School Improvement half-days. Space is limited and registrations are taken in the early spring for the following fall. Fees may be paid in person at the JEH Education Center or online at [district65.net/studentfees](http://district65.net/studentfees).

For information about available space, tuition, subsidy assistance, or general questions about the School Age Child Care program, please call (847) 859-8306 or (847) 859-8118.

### **Field Trips**

Field trips are encouraged when the experience is an integral part of the school curriculum and/or contributes to the District's educational goals. Recreational class trips are permissible provided they do not interfere with the District's educational goals. For a student to be eligible, families must consent in writing and are responsible for payment of all entrance fees, food,

lodging, or other costs, including transportation fees, except that the District will pay such costs for students who qualify for free lunch. Non-participating students shall be provided an alternative experience.

### **Transportation Services and Fees**

Free transportation is available for elementary students who live outside of walk areas and who (1) reside 1.5 miles or more from their attendance-area school or (2) reside where walking to school constitutes a serious hazard due to vehicular traffic or rail crossings in accordance with criteria identified by the Illinois Department of Transportation (IDOT), and where adequate public transportation is not available. Student transportation services are available for all eligible students.

Free transportation and vehicle adaptations, where necessary, are available for students with special needs as written in the students' Individualized Education Program (IEP). Free transportation is available for English-language learner (ELL) students enrolled in a bilingual education programs located at a school other than the child's regular attendance-area school.

Transportation is available **on a fee basis** for students who live outside of walk areas and who (1) attend magnet schools, (2) are enrolled in Two Way Immersion-English speaking (TWI-E) or (3) enrolled in African Centered Curriculum (ACC). Students eligible for free or reduced-price meals are also eligible for free or reduced-price transportation. Families who are not eligible for free or reduced-price meals and who are unable to pay transportation fees, may apply for a full or partial administrative waiver. Payment plans can also be arranged through the Business Department.

No transportation service is available for students attending school on a permissive transfer.

Students who use District transportation services also are eligible to participate in the busing services provided for after-school activities when a request is made by the Principal and approved by the Assistant Superintendent of Business Services/School Treasurer CSBO. The district may provide transportation to/from school-sponsored activities. Families are encouraged to check with the school to verify available transportation services for those activities.

District 65 contracts with outside vendors for student transportation services. The provider for eligible riders is Student Transportation of America (Positive Connections). Parents are always welcome to call the bus company at (847) 492-0115, especially if they are asking about items that may have been left behind on a bus.

For more information, please visit the Transportation Services website at [district65.net/transportation](http://district65.net/transportation). Transportation Services can also be reached at (847) 424-2425 or by sending an email to [transportation@district65.net](mailto:transportation@district65.net). Parents and guardians are encouraged to

call the Transportation department directly with questions or concerns regarding bus stops, bus routes, or bus drivers.

Qualified children enrolled in the Head Start program are also eligible for transportation. Transportation services are provided through District 65 as part of the Head Start grant and are subject to change according to the contract agreement made with the district. Questions regarding this service may be directed to the Early Childhood Office at (847) 859-8300.

No school employee may transport students in school or private vehicles unless authorized by the administration.

Families who drive their children to school are reminded to use designated pick up and drop off areas at school and that district policy prohibits idling of cars or buses for periods of time longer than necessary to pick up and drop off students.

## **Health & Wellness**

Health and wellness are important to the school environment. District 65 provides an array of health and wellness services ranging from vision and hearing screenings, assistance for students with special health needs, community-sponsored dental check-ups in some schools, and various other wellness initiatives and activities. Questions about health requirements, health-related matters, or a child's special health needs may be directed to the School Health office or the Health Services Department at (847) 859-8122.

## **Health Services**

The Health Services Department is responsible for developing and supervising health procedures that comply with Illinois School Code and Student Health and Health Services policies. Each school has a health office staffed with an individual certified in both CPR/AED and First Aid, and all schools have an AED on site. Adopted policies and established procedures for accident and emergency response are available in the Health Office. Health Office personnel provide assistance with first aid, administer medication to students, and notify the Health Services Coordinator, parents, and/or school principal in the event of health problems or injuries at school. Health Office personnel also assist with screenings and other special health needs/concerns. For information regarding health requirements and forms, our Resource Guide for Supporting Students with Life-Threatening Allergies, and other helpful resources, please refer to the Health Services page on the District website.

## **Health Requirements - Physical, Eye, and Dental Exams**

Illinois law requires that school districts have on file medical verification of certain immunizations for students that are entering school. Immunization dates and records must be submitted on the Child Health Exam form, signed, stamped, and dated by the health care provider. A complete list of immunization requirements is available at

<http://www.immunize.org/>. Additional information is available on the Health Services page on the District website.

Proof is required of a **physical examination** dated no earlier than one year prior to a student entering kindergarten or sixth grade, for all students enrolling in an Illinois school for the first time, and for all students enrolling from outside the state or country. The physical exam and state-mandated immunizations must be recorded on the Illinois Certificate of Child Health Examination form, available from the District or school health office. Unless an exemption applies, the failure to comply with the above requirements by October 1 of the current school year will result in the student's exclusion from school until the required health forms are provided.

Proof of an **eye examination** is required by October 15 of the current school year for students entering kindergarten or an Illinois school for the first time. The examination record must have been completed within one year prior to the start of school. Forms are available on the District website at [district65.net/healthforms](http://district65.net/healthforms) and from the District or school health office.

Proof of a **dental examination** is required by May 15 of the current school year for students entering kindergarten, second, or sixth grades. The examination record must have been completed within 18 months prior to that date. Forms are available from the District or school health office.

Health examination forms are available on the District website at [district65.net/healthforms](http://district65.net/healthforms).

### **Medications Taken at School**

When it is necessary for a student to take medication at school (including but not limited to pharmaceuticals, asthma inhalers, epinephrine auto-injectors, etc.), families must complete and return a Medication Request Form (M-145). School personnel can administer medication only when ordered by a physician. Medication ordered by a physician and labeled by a pharmacist also requires authorization from the parent/guardian to administer at school. Parent/guardian instructions must match information on the pharmacy label. Requests to administer over-the-counter medications must be accompanied by a request signed by the parent/guardian and physician. All medication must be in the original container with the original label. All schools have the ability to store medications that require refrigeration.

Note: Medication Request Forms must be renewed for every school year and all medications must be picked up from the School Health Office by the last day of school or they will be disposed of by the Coordinator of Health Services.

### **Physical Education Excuse/Waiver**

An excuse from physical education classes must be in writing and accompanied by a written recommendation from the physician.

## Head Lice

District 65 follows updated guidelines from the Center for Disease Control (CDC), American Academy of Pediatrics (AAP), National Association of School Nurses (NASN), American School Health Association (ASHA), and other recognized experts who recommend that students with eggs and/or head lice **remain in school**. When lice are found, the student's family will be informed. Health Office staff will follow up to make sure the child is treated appropriately. If the student is not treated appropriately, the child will not be able to come to school. Visit the Health Services web page for more information.

## Communicable Disease

Parents/guardians are required to report any incidence of communicable disease to the school health office personnel. Communicable disease information will be released to the Evanston Health and Human Services Department as required by the Illinois Department of Public Health. Students with chronic communicable disease have all rights, privileges and services provided by law and Board policies and the District's obligation to safeguard these rights while managing health and safety for all District students.

A student known to have a chronic communicable disease will be evaluated to determine whether there is a high risk of spread of disease. The School Communicable Disease Review team works with local, regional, or state health officials, the family physician, the student, the student's teacher, and the student's parent/guardian to establish the most appropriate educational program.

## Vision and Hearing Screenings

Vision screenings are done annually for students in pre-school, special education, kindergarten, second, fifth and eighth grade, as well as for students new to the District. Hearing screenings are done annually for students in pre-school, special education, kindergarten, first, second, third, and eighth grade. Either screening also may be requested by a parent or teacher.

## Wellness

District 65's wellness policy, district wellness council, and school wellness teams promote healthy eating, physical activity, nutrition education, and wellness. Families and students are welcome and invited to participate in the school wellness teams that help organize site-based activities and events to promote wellness goals. Families are asked to select healthy, store-bought and labeled, offerings for school snacks and school-sponsored events, including fundraisers. All food served to students must meet the U.S. Department of Agriculture's Nutrition Smart Snacks rules. These nutrition guidelines can be found in the District 65's Wellness Policy ([district65.net/wellness](http://district65.net/wellness)) or online at <https://foodplanner.healthiergeneration.org/calculator/> More information is available on the district website.

## When Should a Child Remain Home

When a child has a fever, severe coughing, red and running eyes, sore throat, swollen glands in the neck, skin rash, unusual pallor, dizziness or faintness, nausea and vomiting, diarrhea, aches (such as earache, backache, stomach ache) or severe pain anywhere, these are signs of illness and the child should be kept home from school. If a student is at school and not feeling well enough to stay, the Health Office personnel will notify the parent/guardian who will be expected to take the child out of school for at least that day. **Note: A student with a fever cannot return to school until the child is fever-free for 24 hours without the use of medication.**

## Attendance, Absence, and School Closings

### Attendance

Attending school every day is an important part of a successful school experience. Any person having custody or control of a child who is enrolled in grades kindergarten through 12 in the public school shall cause the child to attend the public school in the district wherein he or she resides when it is in session during the regular school term, unless the child is excused under paragraph 2, 3, 4, 5, or 6 of Section 26-1 of this Code" (105 ILCS 5/26-2). Parents/guardians are responsible for ensuring that their child attends school and must authorize any absences from school, notifying the school in advance or at the time of the student's absence. Excused/Valid absences include some absences due to illness, observance of religious holidays, death in the immediate family, family emergency, other situations beyond the control of the student, or other circumstances that cause reasonable concern to the parent/guardian for their child's safety or health. Excessive absences due to illness will require a physician's note.

### Absence Reporting

If a child will be absent, their parent/guardian is required to call or email the school and report the absence by providing the name of child, grade, homeroom teacher, and reason for absence. To report an absence, please call the main number of the school and follow the automated reporting instructions. The parent/guardian must call before 10 a.m. the following day to excuse the absence. If no contact is made with the parent/guardian, the absence will be recorded as unexcused. When a student returns to school, a note explaining the absence must be sent with the child.

If a student will be absent for one week or more, families should communicate with the classroom teacher to arrange for completion of missed classroom work and assignments. Teachers are only required to provide assignments during excused absences and suspensions. Excessive absences and tardies will be called to the attention of the parent/guardian through automatically generated attendance notices and addressed by school and district staff. If a student is excessively absent whether excused or unexcused, district interventions may occur to address the student's attendance.

Students are permitted to leave during the regular school day only when authorized by the Principal after receipt of a written note from their parent/guardian requesting permission for the student to leave, and when the student is picked up from the school office.

Parents/guardians provide emergency contact information at registration, including the person(s) to contact in the event of their child's illness or absence. Please ensure that contact information, including emergency contacts, is kept current. Changes in address or emergency contact information may be updated in the Parent Portal, sent via email to [parents@district65.net](mailto:parents@district65.net), or shared with the school office.

### **Vacation Attendance Policy**

In accordance with Illinois state attendance codes, vacations are recorded as unexcused absences. In the event a family has a planned vacation, parent(s)/guardian(s) are responsible for submitting a Planned Absence Notification Form. This form will serve as notification to a student's school administration of a family's planned vacation no less than two weeks prior to the student's absence. The Planned Absence Notification Form does not excuse a student's absence. Students who are absent for ten or more consecutive days, due to vacation, will be withdrawn from the school attendance roster and will need to re-enroll upon returning to school. The Planned Absence Notification form can be found in the main office of your child's school.

### **Home/Hospital Services**

If a physician anticipates that a student will miss 10 days of school or that the student has a chronic medical condition that will cause the student to have sporadic attendance, home hospital tutoring may be provided. Parents must obtain a written request from the family physician for these services. Tutoring by a certified teacher for approximately five hours per week can be provided. The tutor will collaborate with the child's teacher(s) to ensure appropriate instruction and assignments are provided during this time. For more information, please contact the Special Services Department at (847)859-8090.

### **Truancy**

Continuous daily attendance is necessary for overall student success in school. District 65 is committed to all of our students having a 90% or higher attendance rate. Parents are expected to stay in communication when a student is out for any reason. When attendance issues arise interventions will take place to support improving student attendance.

In the State of Illinois when a student has (9) or more unexcused absences the student is considered chronically truant. When a student has (18) or more absences, excused or unexcused, the student is considered chronically absent. District 65 communicates with parents regarding their child's absences via emailed attendance notices during the school year. These notices are sent at the 5th and 9th days of unexcused absences and the 10th, 15th and 18th days of total absences. If a student's attendance does not improve after notices have been sent,

the following interventions may take place; a follow up phone call, a parent/staff meeting held at school, a referral to the truancy intervention program with a meeting held at the Joseph E. Hill Administration building, or a referral to the North Cook Regional Office of Education Truancy Officer.

### **Emergency School Closing**

District 65 makes every attempt to hold school on scheduled days. In the event an emergency requires closing school early after the school day begins, parents/guardians will be notified. No child will be released early unless permission is granted. In addition to parent/guardian notification, the Evanston and Skokie police departments and news media will be notified of early dismissal. Sufficient personnel will remain on site to supervise children who are unable to go home. In the event of an unscheduled early dismissal or if a decision is made to cancel school before the school day begins or to delay the start of school (e.g., inclement weather) parents/guardians will be notified via automated voice calls (please keep your contact information up-to-date), email, text message, website and social media posting. Also, stay tuned to local television or radio broadcasts.

In the event an emergency condition makes it necessary for a school or schools to extend the school day, children will be kept at school until it is deemed safe to dismiss. Parents/guardians will receive notice of the decision.

In the event of a school emergency evacuation, students will be moved to a secure site and will be released to a parent, stepparent, guardian, custodian or emergency contact listed in the student's official record (unless there is an unexpired Court Order prohibiting contact with that person). Release will occur upon presentation of a valid picture ID with the name and address as it appears on file with District 65. Families are responsible for updating contact information in the student's record via the parent portal site.

Students practice evacuation, lockdown, and other emergency drills, including bus evacuation drills each year. Each school has an emergency/crisis response plan on file at the school and meets with local area first-responders to review, coordinate efforts and prepare for a disaster/crisis at an individual school, multiple schools, or community-wide.

### **Late Start**

If appropriate based upon weather conditions, the Superintendent may decide to delay the start of the school day by 90 minutes. If this occurs, all schools in the district will open for students 90 minutes after their normal start time, and will dismiss at the regular time. Busing will be provided to students on an adjusted schedule with all morning pick-up times delayed by 90 minutes (e.g., if the regularly scheduled pick-up time is 8 a.m. the adjusted pick-up time will be 9:30 a.m.). Please ensure your child is at their bus stop 90 minutes after their normal pick-up time. Morning preschool classes at JEH, before-school classes, and before-school childcare will be cancelled if there is a late start to the school day. No transportation to or from EHS will be provided on Late Start days. In the event of a late start, families will be notified via phone and

email. This information will also be posted on the District website (district65.net) and social media pages.

### **Emergency Contact Information**

Emergency contact information is provided at registration and kept on file in the school office and must be kept current. A change of phone number or email may be provided by the parent/guardian through the Parent Portal, via email to parents@district65.net, or provided to the school office.

### **Parent/Caregiver Involvement**

#### **Parent/Caregiver-Teacher Conferences**

Scheduled parent/caregiver-teacher conferences occur in October and February (weeks of October 21 and February 10). Parents/guardians are also encouraged to call or meet with their child's teacher whenever questions arise or there is a need to discuss their child's progress.

The School Visitation Rights Act provides employed parents/guardians (who are otherwise unable to meet with their child's teacher because of work conflicts) the right to up to eight hours of unpaid time off during the school year to attend necessary education or behavioral conferences at their child's school. Parents/guardians who have difficulty getting time off work to attend conferences should contact their child's teacher to make alternate arrangements. A School Visitation Form is available on the Illinois Department of Labor website at <https://www.illinois.gov/idol/forms/Documents/School%20Visitation%20Leave%20Form.PDF> or by request from the school.

#### **Parent/Caregiver Involvement for Title 1 Programs**

Title 1 is a federal program that provides additional reading and/or mathematics instruction for students who need extra help and attend an eligible school. Parents/caregivers of students attending a Title 1 school receive information about the importance and means for ensuring a home-to-school partnership to help students achieve. They also receive information about supplementary funding for students at risk of failure in schools with a qualifying low-income population. School principals distribute a Parent Compact for students receiving services or enrolled in programs under Title 1.

#### **Parent Teacher Association (PTA)**

Each school has an active parent-teacher association comprised of family, faculty and staff volunteers with officers elected by its membership that meets on a regular basis to exchange ideas and concerns related to children, family, and school. Local PTAs facilitate parental involvement in school and work closely with the school principal to plan, promote, and host a number of events, fundraising activities, and school improvement projects throughout the year that support the school. Many PTAs have pages on the school website and maintain listservs to

keep parents and alumni informed about important happenings at the school. A list of PTA officers is available from the District's Communications Office.

Local school PTAs and the ETHS PTSA are members of the Evanston/Skokie PTA Council that serves as the umbrella association for District 65 and District 202 PTA's and PTSA's. According to the PTA Council website, <http://ptacouncil.org/>, the role of the Council is to gather and disseminate information among member PTAs from local, district, state and national school PTAs, from the school boards and District administrators, provide a venue for networking and idea exchange, and produce parent/community programs.

### **Families/Guardians/Visitors**

Members of the public are welcome to visit District 65 schools. To ensure the safety of school personnel and students, all visitors are required to report to the main office, produce and turn over a form of personal identification, sign in, and receive a Visitor Identification Badge which must be worn during the visit. Visitors must report to the main office to return the visitor pass, pick up their personal identification, and sign out. Persons on school property without permission will be directed to leave and may be subject to criminal prosecution.

The District promotes mutual respect, civility, and orderly conduct among employees, parent/guardian(s), and the public. More detailed information about behavioral expectations while on school property is available in School Board Policy 8:30 – Visitors and Conduct on School Property (see District website for more information and the complete policy). Failure to observe the behavioral expectations on school or District property may result in ejection and denied admission to future events or meetings for up to one calendar year.

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

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

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

## **Student Achievement, Assessment, and Reporting**

District 65 has high expectations for student achievement and uses a variety of assessments to measure student progress, growth, and levels of achievement to inform differentiated classroom instructional practices and meet state and federal accountability requirements. Parents can access their child's assessment scores through the parent portal.

### **Illinois Assessment of Readiness in Grades 3-8**

The State of Illinois uses the Illinois Assessment of Readiness for state accountability purposes and to provide teachers and parents with information about students' progress toward attaining skills and knowledge specified in the Common Core State Standards. This computer-based assessment measures students' acquisition of knowledge and development of skills in the areas of English language arts/literacy and mathematics. Students in grades three through eight are tested in the spring. Results will be shared with families once they become available.

### **Dynamic Learning Maps (DLM-AA)**

The DLM alternative assessment lets students for whom the Illinois Assessment of Readiness is not appropriate, even with accommodations, show what they know in ways that traditional multiple-choice tests cannot. Students whose individualized education plans specify that DLM should be used in place of the Illinois Assessment of Readiness are tested in the spring. Students in grades three through eleven are tested in English Language Arts and Math. In addition, students in fifth, eighth, and eleventh grade are tested in Science. Results will be shared with families once they become available.

### **Illinois Science Assessment (ISA)**

The State of Illinois uses the ISA for state accountability purposes and to provide teachers and parents with information about students' progress toward attaining skills and knowledge specified in the Next Generation Science Standards. This computer-based assessment measures students' acquisition of knowledge and development of skills in science. Students in grades five and eight are tested in the spring. Results will be shared with families once they become available.

### **ACCESS**

The ACCESS measures English language proficiency, including listening comprehension, speaking, reading and writing skills for English Learners (ELs) in grades K-8. All students who have limited English proficiency are tested until they reach a score prescribed by the state as having achieved English language proficiency. An Alternate ACCESS for ELs is available for students with the most significant cognitive disabilities who cannot meaningfully participate in the standard ACCESS assessment, even with accommodations.

## **Measure of Academic Progress (MAP)**

MAP is administered in grades two through eight during the fall, winter, and spring and is used to help inform differentiated classroom instruction practices and to measure student academic growth. MAP results are available to classroom teachers online. Printed copies of individual student results are made available to parents.

## **Physical Fitness Assessment**

Students in grades 3-8 (4-8 for aerobic capacity) will be tested in fall and spring to determine their level of physical fitness in the following areas: aerobic capacity, flexibility, muscular endurance and muscular strength. Fitness testing can help students identify their fitness levels and set goals for improvement.

State law also requires the district to report spring data, in aggregate only, to the State Board of Education for each of the four tests outlined above. No individual student data are reported to the State. Instead, the district reports the following for grades 5 and 7: the number of students tested by grade and gender identity, the number of students that achieved a healthy fitness zone by grade and gender identity, and the number of students that were identified as needing improvement by grade and gender identity. When available, the district will share the data with families in order to encourage an awareness of physical fitness goals.

## **US and Illinois Constitution Test**

Illinois School Code requires instruction in history and social studies courses which analyze the principles of representative government, the Constitution of both the United States and the State of Illinois, and the proper use of the flag. The teaching of history includes study of the roles and contributions of members of ethnic groups and genders in the history of this country and state. No student is certified for graduation without passing an examination upon such subjects. Students are tested in the fall of seventh grade at the conclusion of the constitution unit.

## **Student Report Cards**

Report cards inform students and their parent/guardian about academic and personal expectations, strengths, challenges, progress, and concerns. They are issued and sent home at the end of each trimester. The report card is not a stand-alone instrument. It should be used in conjunction with parent-teacher conference information, student work, assessment data, and other communications between the family and the teacher.

## **State School Report Cards**

Annually the State of Illinois issues a report card for the District and each of its schools that provide demographic information, assessment results, teacher experience, and comparison data for all State of Illinois schools. The current year report cards are available on the District website and at <http://www.illinoisreportcard.com>.

## Curriculum, Instruction and Special Programs

### Curriculum and Instruction

District 65’s educational professionals help students experience a high quality curriculum focused on what students should know, understand, and be able to do according to state standards.

| <b>PROGRAM OF STUDY</b>               |                                                      |                                                                          |                                              |                              |
|---------------------------------------|------------------------------------------------------|--------------------------------------------------------------------------|----------------------------------------------|------------------------------|
| Pre K – IL Early Learning Standards   | Kindergarten – Second                                | Third-Fifth                                                              | Sixth                                        | Seventh - Eighth             |
| Literacy                              | Literacy                                             | Literacy                                                                 | Literacy                                     | Literacy                     |
| Mathematics                           | Mathematics                                          | Mathematics                                                              | Mathematics                                  | Mathematics                  |
| Science                               | Science and Computational Science (2 <sup>nd</sup> ) | Science and Computational Science (3 <sup>rd</sup> and 5 <sup>th</sup> ) | Science                                      | Science                      |
| Social Studies                        | Social Studies                                       | Social Studies                                                           | Social Studies                               | Social Studies               |
| Music and Art                         | Fine Arts: Art, Music, and Drama                     | Fine Arts: Art, Music, and Drama                                         | Fine Arts: Art, Media Arts, Drama, and Music | Fine Arts: Art, Drama, Music |
| Library                               | Library                                              | Library                                                                  | Advisory 2.0                                 | World Language               |
| Social Emotional Learning             | Social Emotional Learning/Equity (K-1st)             | Social Emotional Learning/Equity (4th)                                   | Social Emotional Learning/Equity             |                              |
| Physical Education & Social/Emotional | Physical Education                                   | Physical Education                                                       | Physical Education                           | Physical Education           |

Most District 65 students receive instruction in general education classrooms, where instruction is differentiated to meet student needs across a spectrum of learning abilities. The District embraces a philosophy of inclusion for all students, including students with disabilities (see special education information in this Handbook).

Online links to textbook series, student curricular resources, and more information is available on the District website.

### **African Centered Curriculum (ACC) Program**

Families of children entering kindergarten through fifth grade may apply for their child to participate in the African-Centered Curriculum (ACC) program at Oakton Elementary School. The ACC program uses the District curriculum, enriched with history, cultural values, and traditions from Africa and African people. The program is designed to support high-levels of self-esteem and academic achievement as students are introduced to a curriculum that highlights and celebrates the success of Africans and African-Americans.

### **Bilingual Education**

Bilingual education programs serve students from many different language backgrounds. The District's bilingual education programs are established in accordance with state guidelines and offer resident English Learners (ELs) an opportunity to develop high levels of academic attainment in English and meet the same academic content and student academic achievement standards that all children are expected to attain. Parents/guardians of ELs will be: (1) given an opportunity to provide input to the program, and (2) provided notice about their child's placement in and information about the District's EL programs. Following is a summary of program offerings:

#### **Bilingual Education – English as a Second Language (ESL)**

The ESL program is offered to EL students in grades K-8. The program provides support to help students succeed in academic subjects and learn English. The program provides instruction in the English language using Sheltered English Instruction.

ESL instruction is offered at each of the middle schools and at Dawes, Lincoln, Orrington, and Walker elementary schools.

#### **Bilingual Education – Two Way Immersion (TWI)**

The TWI program is offered in grades K-5 to all Spanish-speaking EL students, and to English proficient students who are selected through a lottery system.

The goal of the TWI Program is to develop strong skills and proficiency in the student's first and second languages, in order for them to become bilingual, biliterate, and bicultural. The program is offered at Dr. Bessie Rhodes School of Global Studies (kindergarten and first grade only) and at Dawes, Dewey, Oakton, Washington, and Willard elementary schools (K-5).

#### **Bilingual Education – Transitional Bilingual Education (TBE)**

TBE is offered to Spanish-speaking EL students in grades 6-8 at Chute, Haven, and Nichols Middle Schools. Students are taught in the general education classroom and receive additional support from a bilingual certified teacher in a co-teaching model.

Parents/guardians of children who speak a second language are invited to join the Bilingual Parent Advisory Committee. For more information, please contact the Bilingual Services Department at (847) 859-8106.

### **Special Services/Special Education**

The Individuals with Disabilities Act (IDEA) provides for a free, appropriate public education (FAPE) for all individuals with disabilities from the ages of 3 through 21. District 65 provides and maintains appropriate and effective educational programs for every child with a disability between age three until graduation from 8th grade (or up to age 15 if the child has not graduated from 8th grade, is enrolled in the District, and requires special education and related services to address any adverse effect of the disability on the child's right to a FAPE).

Children with disabilities served by District 65 must possess a disability according to exceptionality: visual impairment, hearing impairment, orthopedic impairment, speech and/or language impairments, specific learning disability, cognitive disability, developmental disability, other health impairments, autism, traumatic brain injury, emotional disturbance, multiple disabilities, and/or deaf-blindness.

Public schools are required to determine eligibility for special education services through a Case Study Evaluation. When a child qualifies for services, the school's evaluation team develops an individualized education plan (IEP) that enables the child to be involved in and progress in the general education curriculum. The IEP includes the child's strengths and needs, annual goals, short term benchmarks, appropriate special education and related services, and appropriate education placement in the Least Restrictive Environment (LRE).

District 65 supports providing services in the least restrictive environment (LRE) for all students. Efforts are made to consider and provide special education services, as appropriate, within the general education environment. These services are determined on an individual basis at the student's IEP meeting. Itinerant services are available to qualifying students, including: speech and language, psychological support, social work, health, hearing and vision, adaptive PE, occupational and physical therapies, and special transportation.

More information is available from the Special Services Department by calling (847) 859-8090 or in the Resource Guide for Families of Children with Special Needs available in English and Spanish in the Special Services section of the District website.

### **Section 504**

Section 504 is a civil rights law that prohibits discrimination against individuals with disabilities. Section 504 plans ensure that the child with a disability has equal access to an education. The child who is found eligible may receive a plan that provides accommodations and/or modifications within the school or classroom.

For more information, please contact the school or the Special Services Department at (847) 859-8090.

## **Student Records**

School student records are confidential and information from them shall not be released except as provided by law. Student information is collected and maintained in a manner to provide professional staff with necessary information and protect the privacy rights of students and families. All reasonable measures are taken to prevent unauthorized access to or dissemination of student information.

Student records are collected, stored and released in accordance with procedures that comply with the Family Educational Rights and Privacy Act (FERPA) regulations, Illinois School Student Records Act (ISSRA), and school board policies.

## **What is a Student Record?**

Any record containing personally identifiable information or other information that would link the document to an individual student is a school student record if maintained by the District, except (1) information kept in the sole possession of a school staff member and not revealed to any other person except a temporary substitute teacher, provided the records are destroyed not later than the student's graduation or withdrawal from the school, and (2) information kept by law enforcement officials working in the school.

Permanent records are maintained for sixty (60) years after a student leaves the District and consist of the following information:

- Basic identifying information, including the student's name and address, birth date and place, and gender; names and addresses of the student's parents/guardians
- Academic transcript and attendance records
- Health record (physical, proof of immunizations, and dental exam)
- Transfer documentation (e.g., ISBE Transfer Form, good standing affidavit, withdrawal letter from parents)
- Record of release of permanent record information (e.g., Consent to Release Records Form; Request to Inspect; Copy or Challenge Form; Notification of Receipt of Request to Release Records; Records Release Form)
- Scores received on all state assessment tests (grades 9-12 Park School)

Permanent records cannot contain information regarding special education or EL eligibility or services.

Temporary records are maintained for five years after a student leaves the District and may consist of the following information:

- Family background information and completed home language survey
- Scores received on all state assessment tests (grades K-8) and achievement test results

- Disciplinary information including anecdotal records, expulsions, suspensions, and manifestation determination records
- Information provided under Section 8.6 of the Abused and Neglected Child Reporting Act
- Health-related information and accident reports
- Documents associated with the development of a 504 plan
- Student support or intervention plans
- Reports of psychological evaluations, including information on intelligence, personality and academic information obtained through test administration, observation, or interview
- Special education files
- Bilingual education information
- Honors and awards received
- Participation in extracurricular activities
- A record of the release of any temporary record information
- Notification of destruction of records
- Any verified report or information with clear relevance to the education of the student

### **Rights and Procedures for Challenging the Content of Student Records**

Parents may challenge the accuracy, relevance, or propriety of any entry in a student record except for academic grades and references to expulsions or out-of school suspensions. Requests for a hearing to challenge a record must be made in writing and Request to Inspect, Copy, or Challenge forms are available. Completed forms should be given to the school principal if the student is currently enrolled in the District or to Research, Accountability, and Data staff if the student is no longer enrolled in the District.

An informal conference will be scheduled within 15 days of receipt of the request for a hearing. If the challenge is not resolved at the informal conference, formal procedures will be initiated. Possible outcomes regarding the challenged contents include retention of the content, removal of the content, or the content being changed, clarified, or added. Parents may insert in their child's record a statement of reasonable length setting forth their position on any disputed information contained within the record.

The results of the formal hearing may be appealed through the Regional Superintendent.

### **Right to Control Access and Release of Student Records**

Parents can release their child's records by providing written consent designating to whom the records may be released, the reason for release, and the specific records to be released. Requests must be made in writing and Consent to Release Records forms are available. Completed forms should be given to the school principal if the student is currently enrolled in the District. If the student is no longer enrolled in the District, please complete the online records request form at [www.district65.net/Page/1525](http://www.district65.net/Page/1525).

The records of a student shall be transferred to another school in which the student has enrolled or intends to enroll upon request from the official records custodian of the other school or the student, provided the parent gives consent or receives prior written notice of the release and the specific records to be released and the opportunity to inspect, copy, and challenge the information to be released.

Per an inter-district agreement, information released to Evanston Township High School (ETHS) for graduating 8th graders includes: basic identifying information, family background information, program participation, attendance information, 7th and 8th grade report card information, state assessment and achievement test results from both 7th and 8th grades, health records and health-related information, student intervention plans from 7th and 8th grades, special education files and/or bilingual information if applicable, and teacher recommendations. If a child is to attend a high school other than ETHS, the parent/guardian must complete the Consent to Release Records form indicating where the records should be sent. This form is available in the school office.

The school shall grant access to information contained in student records to persons authorized or required by State or Federal law to gain access provided the parent receives prior written notice of the release and the specific records to be released and the opportunity to inspect, copy, and challenge the information to be released. The person making the request must provide the school with appropriate identification and a copy of the statute authorizing access. Parent notification for requests that relate to more than 25 students may be made through a public notice in a local newspaper of general circulation or through other publications directed generally to parents.

Pursuant to a court order, records shall be released if the parent is given written notice of the terms of the order and the information proposed to be released and an opportunity to inspect, copy, or challenge the records. Parents who are named in a court order that requires the release of student records shall be deemed to have received the required written notice and will be given five days after the receipt of the order to notify the school if they want to inspect, copy, or challenge the records.

In the case of an emergency (i.e., a clear and significant threat to the health or safety of a student or other individual), information may be released without parental consent provided the parent is notified no later than the next school day after the information is released. Parents must be informed of the date of release, the person, agency, or organization receiving the information, and the purpose of the release.

Information may be released without parental consent or notification in accordance with School Code 105ILCS10/6 (a):

- 1) Employees or officials of the District or the State Board of Education who have a current educational or administrative interest in the student;

- 2) Any person for research, statistical reporting, or planning purposes provided it is permissible and undertaken in accordance with the Family Educational Rights and Privacy Act and no student or parent can be identified from the information;
- 3) Juvenile authorities when necessary for the discharge of their official duties who request information prior to the adjudication of the student and who certify in writing that the information will not be disclosed to any other party except as provided under law or order of court;
- 4) A governmental agency or social service agency contracted by a governmental agency in furtherance of an investigation of a student's school attendance pursuant to the compulsory student attendance laws provided the records are released to an employee or agent designated by the agency;
- 5) Reciprocal reporting committee members under narrow circumstances specified in the Student Records Act;
- 6) To the state Board or another state government agency but only to the extent that the release is consistent with the Family Educational Rights and Privacy Act.

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 that the individual may obtain through the exercise of any right secured under the Student Records Act.

### **Destruction of Records**

Temporary records are maintained for five years after a student leaves the District and the permanent records are maintained for sixty years. Prior to a student's transfer or withdrawal from the District, the parent/guardian shall sign a Notification of Records Destruction form stating when the student's records are to be destroyed. Families with graduating 8th graders will receive a notification letter by email or mail. The parent/guardian or eligible student has the right to copy the contents of the student's records prior to their destruction. Temporary records that are of continued assistance to a student with disabilities may be transferred after five years to the parent/guardian or eligible student.

### **Directory Information**

According to the Family Educational Rights and Privacy Act and School Code, the District may release directory information to the public, as permitted by law, but a parent/guardian has the right to object to such disclosure of their child's information.

Directory information is limited to student name, address, gender, grade level, date and birth place, and parent/guardian name(s) and address(es), email address(es), phone number(s), and information in relation to school sponsored activities and sports, dates of school attendance, and academic awards, degrees, or honors.

The Privacy of Student Information section on the registration form speaks to the release of Directory Information. Families who do not want the District to disclose their child's directory

information must indicate no on the form. Consent can be changed at any time by completing a new Consent Form located on the District website. Completed forms must be returned to the Research, Accountability, and Data Department.

### **Children's Privacy Protection and Parental Empowerment Act**

As outlined in School Board Policy 7:15 Student and Family Privacy Rights, any survey requesting personal information from students or used to collect personal information from students, regardless of whether the student answering the questions can be personally identified and regardless of who created the survey, must advance or relate to the District's educational objectives. Before a school official or staff member administers or distributes a survey or evaluation created by a third party to a student, parent/guardian may, upon request and within a reasonable time, inspect the survey or evaluation.

School officials and staff members shall not request nor disclose the identity of any student who completes any "protected information" survey or evaluation 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, affiliation, or beliefs of the student or 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 program). Parent/guardian and eligible students will receive notice of any of the following activities and have the right to "opt out" of them: (1) activities involving collection, disclosure, or use of personal information obtained from students for the purpose of marketing or selling or otherwise distributing the information to others or (2) any protected information (described above) survey, regardless of funding.

Parents and eligible students have the right to inspect the following, upon request, before the District administration uses them: (1) Protected information surveys of students (including any instructional materials used in connection with the survey); (2) Documents used to collect personal information from students for any marketing, sales, or other distribution purposes; and (3) instructional materials used as part of the educational curriculum.

### **Report Violations**

Any parent/guardian or eligible student who believes their rights have been violated should notify the District's Director of Research, Accountability, and Data.

## **Technology Acceptable Use**

Students will be provided instruction about appropriate online behavior, including, but not limited to (1) interacting with other individuals on social networking websites and in chat rooms, and (2) cyber-bullying awareness and response.

Appropriate Internet access is the shared responsibility of the school, the student, and the family. At the time of registration, parents and guardians must acknowledge that they have read and discussed the Acceptable Use Handbook with their child. The Handbook is available on the District website under the 'Family Resources' tab.

Parents/guardians are responsible for their children's out-of-school access to online resources. In the event such out-of-school actions have an adverse impact on the culture or climate at school, the District reserves the right to act in accordance with District policies and rules. These include consequences identified if a student or staff member engages in, hazing, harassment, bullying, or other inappropriate or prohibited behavior.

Students using District-provided digital tools and resources must have an approved account and be supervised by District 65 professional staff. Students using Internet access are responsible for appropriate online behavior. They are expected to respect and take care of hardware and software provided for their use. Intentional damage to equipment, software, or the network will result in disciplinary action and charges for repair or replacement to the student's family.

Disciplinary consequences for violations of expected behaviors and use of District and school networked information are outlined in this student handbook.

## **Additional Required Notifications**

### **American with Disabilities Act (ADA) Compliance**

Individuals who require assistance or services due to a disability are asked to notify the Superintendent or Principal in advance of a school visit. Notification, including what services are required, is requested as far in advance as possible of the school-sponsored function, program, or meeting. Individuals who have a disability who allege a violation of the Board's policy or federal law may report such alleged violation to the Superintendent, as the Title II Coordinator of the ADA, or by filing a grievance under the Uniform Grievance Procedures. The ADA complaint manager can be reached at (847) 859-8090.

### **Asbestos Management**

District 65 completed its required annual notification to the Illinois Department of Public Health of inspections and management plans for asbestos-containing materials. All schools are monitored with six-month inspections. The U.S. Environmental Protection Agency, Asbestos Hazard Emergency Response Act requires a three-year inspection. The last inspection was

conducted in 2016. Copies of the reports and management plans are available to review at all schools and the District's Buildings & Grounds facility at 2017 Greenleaf Street, Evanston.

### **Integrated Pest Management Notification**

In accordance with (225 ILCS 235/10.2) (from Ch. 111.5, par. 2210.2) and the Illinois Department of Public Health, Evanston/Skokie District 65 complies with Integrated Pest Management under the Illinois Structural Pest Control Act. Those who wish to register for Notice of Pest Control Treatment may do so by contacting the District's Buildings and Grounds Facility at (847) 424-2420.

### **Sex Education and Curriculum Regarding Recognizing & Avoiding Sexual Abuse**

District 65's middle school curriculum includes sex education, family life instruction, and how to recognize and avoid sexual abuse. This curriculum is designed to promote a wholesome and comprehensive understanding of emotional, psychological, physiological, hygienic and social responsibility aspects of family life. Parents/guardians may request to examine the instructional materials and course outline for this/these class(es) and/or may request that the District waive class attendance by their child in courses relates to comprehensive sex education.

### **Public School Choice and Tutoring**

Public school choice and/or supplementary educational services, including tutoring, are no longer required under the state and federal accountability system due to an approved statewide waiver. Families are still provided with limited school choice and specialized behavioral and academic programs as described in the Curriculum, Instruction and Special Programs section of this handbook. Pursuant to School Board policy, no individual private tutoring is provided in school buildings except as required by law. No student shall be excused from school for tutoring, and no teacher shall privately tutor a student who attends the school in which the teacher works (Policy 5:202).

### **Parent/Guardian's Rights to Request Teacher Qualifications**

Parents/guardians may request information about the professional qualifications of a teacher instructing their child, including: (a) whether the teacher has met state certification requirements; (b) whether the teacher is teaching under an emergency or provisional certificate; (c) the teacher's college major and whether the teacher has any other advanced degree, and if so, the subject of the degree(s), and (d) whether teacher aides/paraprofessionals provide services to their child, and if so, their qualifications. Requests may be made at school or to the Human Resources Department, and a response will be provided within ten days.

### **Uniform Grievance Procedures**

Any student, parent/guardian, employee, or community member who believes that the Board of Education, its employees, or agents have violated his/her/their rights guaranteed by state or federal constitution, state or federal statute, School Board policy, or other Acts or provisions specifically outlined in School Board Policy 2:260 shall notify one of the District Complaint

Managers: Raphael Obafemi, 1500 McDaniel Avenue, Evanston, IL 60201 (847) 859-8040 or Beatrice Davis, 1500 McDaniel Avenue, Evanston, IL 60201 (847) 859-8021. More information about how to file a complaint and the uniform grievance procedures are outlined in School Board Policy 2:260, available in Section 2 of the Board Policy Manual online.

### **Public Information/Freedom of Information Act**

District budgets, calendars, maps, newsletters, handbooks, state report cards, and annual reports are available online or upon request from the Communications Office (847) 859-8100.

Reasonable access is provided to the Board's records. Public records may be viewed, or may be reproduced at a cost, in compliance with law and determined by the District. Certain records, as prescribed by law, are exempt from inspection. Requests under the Freedom of Information Act shall be in writing and directed to Adeela Qureshi, c/o JEH Education Center, or at [qureshia@district65.net](mailto:qureshia@district65.net). More information about public records is available on the District website.

### **Student Code of Conduct**

#### **Discipline Philosophy**

Our district takes a preventive, positive approach to discipline rather than focusing exclusively on "punishment." We respond to misbehavior with interventions and consequences aimed at teaching alternative expected positive behaviors, understanding and addressing the root causes of the behavior, resolving conflicts, meeting students' needs and keeping students in school. We take deliberate steps to create a positive school climate in which every student can learn, fully engage in a rigorous curriculum, and feel safe, nurtured, and welcome. In our district or school, we utilize school discipline as an opportunity for teaching, repairing relationships and fostering growth among the whole school community.

Our philosophy is non-punitive, holistic, and inclusive of multiple, diverse perspectives. We use a restorative discipline approach that emphasizes relationships and community above rules and regulations. This is not a "soft" response to behavior that is not conducive to the classroom environment, nor does it fail to hold students accountable. Rather, restorative discipline helps students understand the impact of their behavior both on themselves and on others. Students also learn social and emotional skills to help them respond differently in the future. Through the use of restorative discipline, we resolve conflicts, encourage our school community members to take responsibility for their behavior, repair any harm done, restore relationships, and reintegrate students into the school community.

We use schoolwide discipline policies developed and revised with meaningful input by the school community to create a positive and inclusive school climate for everyone. We are committed to applying school discipline policies and practices in a fair and equitable manner so as not to disproportionately impact students of color, students with disabilities, LGBTQ+

students, students with limited English proficiency, or other at-risk students that have been historically marginalized in schools.

**Benefits of Restorative Practices:**

- Enhance classroom and school environments by focusing on developing shared values and norms, relationships, communication and responsibility among all school members.
- Promote students’ social and emotional development such as self-awareness, empathy, communication, responsible decision-making, and positive relationship building.
- Develop students’ language, critical thinking and problem-solving skills as well as their ability to engage in civic and peaceful dialogue to effectively manage tension and conflict.
- Improve students’ engagement in learning, behavior and overall classroom management.
- Increase safety and social order in school buildings by decreasing conflict, de-escalating volatile situations, and promoting a sense of collective responsibility for students’ well-being.
- Decrease disciplinary issues and disruptions, and serve as an alternative to potentially harmful exclusionary practices such as suspension and expulsion.

**District 65 Moving Towards Restorative Approaches to Discipline**

|                                                      |                                                                        |                                                                                                                           |
|------------------------------------------------------|------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| <b>PUNITIVE DISCIPLINE VS RESTORATIVE DISCIPLINE</b> |                                                                        |                                                                                                                           |
| <b>MISBEHAVIOR IS DEFINED AS</b>                     | Breaking school rules, disobeying authority.                           | Harm done to one person or group to another.                                                                              |
| <b>THE PROCESS RELIES ON</b>                         | Authority figure establishing what rules are broken and who’s to blame | Everyone works together to build relationships, problem solve, support and achieve a mutually-desired outcome.            |
| <b>ACCOUNTABILITY DEFINED AS</b>                     | Receiving punishment.                                                  | Understanding the impact of one’s actions, taking responsibility for choices, repairing harm and restoring the community. |
| <b>GOAL OF THE RESPONSE</b>                          | Shame, discomfort, unpleasantness, or pain to deter and discontinue.   | Meaningful restitution to reconcile and prevent from re-offending.                                                        |
|                                                      |                                                                        | Long-term – students learn critical                                                                                       |

|                                       |                                                                                          |                                                                                              |
|---------------------------------------|------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| <p><b>EFFECTS OF THE RESPONSE</b></p> | <p>Short term-behaviors often stop in the moment but return once punishment is over.</p> | <p>pro-social skills that serve them in school, college, career, and life-opportunities.</p> |
|---------------------------------------|------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|

## Rights and Responsibilities

### Students have the right and responsibility to:

- be respected as an individual and treated courteously, fairly and respectfully by other students and school staff;
- treat teachers, staff, other students, themselves and property with respect;
- take part in all school activities on an equal basis regardless of race, religion, religious practices, sex, sexual orientation, gender, gender identity, national origin, ethnic group, political affiliation, age, marital status, or disability; and
- attend school daily, be prepared for class and complete assignments to the best of their ability.

### Parents have the right and responsibility to:

- be informed of their child’s attendance, performance and behavior concerns;
- receive information and prompt notification of inappropriate or disruptive behaviors by their child and any disciplinary actions taken by principals or school staff and have a voice in how to address them in a proactive manner;
- assure their child brings to school only those things that are appropriate in a school setting;
- inform school personnel of any issues that may impact the educational experiences of their child; and
- participate in decision-making processes affecting school policies and procedures and the educational success of their child.

### Teachers, principals and school staff have the right and responsibility to:

- establish a sense of community in the classroom, including opportunities for members of the school community to learn about and be respectful of each other’s cultures;
- be knowledgeable about federal and state laws and regulations about the disciplinary process for students with disabilities and for all students;
- enforce the policies, rules, and regulations of the district, school, classroom, and code of conduct, including preventive and positive disciplinary policies in cooperation with students, parents/guardians, and administrators;
- communicate policies, expectations, and concerns to students and parents/ guardians, and respond to complaints or concerns from students and parents/ guardians in a timely manner and in a language they understand;
- engage parents when their child is subject to disciplinary action; and
- seek and receive support in preventing and responding to student behaviors in a supportive manner, including classroom and behavioral management strategies.

### District administrators have the responsibility to:

- provide support and professional development training to principals and school staff to help them support all students, including students with disabilities and other special needs, particularly in areas of classroom/behavior management and instructional supports;
- ensure discipline policies are in compliance with civil rights laws, state and federal legislation and best practices in school discipline; and
- monitor discipline data to identify, investigate and address any disparities between students on the basis of disability, race, gender, or other student characteristics and to address unnecessary rates of school exclusion for all students.

**Community-based/local organizations and agencies should:**

- share ideas and strategies for improving school climate and discipline practices;
- make reasonable efforts to confer, consult, and collaborate with school staff and/or parents/ guardians on student misconduct and potential responses; and
- integrate proposed supports and strategies with existing school-based practices to create a cohesive school discipline framework.

### Participation and Collaboration

Our district or school provides structured opportunities for all stakeholders in our educational community to obtain information, help make decisions, and participate in the educational process. By stakeholders we mean: students, parents, guardians, district and school staff members (including bus drivers, cafeteria workers, security officers and school resource officers), teachers, school-based mental health professionals, administrators, members of the school board or governing body of a charter school, and community members. We recognize that involvement of these various stakeholders in our educational community is essential to the success of our school or district, and we actively foster engagement with parents, families and community members.

In our district, we maintain an active parent-teacher advisory committee, and teachers' association and student association. We also maintain a community advisory board that involves representatives from various community organizations, including community social service agencies, mental and physical health providers, and juvenile authorities. We value a welcoming and inclusive school environment for all families. Our policies and meetings are intended to be culturally sensitive to the background of the families in our community, and our written and oral communication is language accessible to the greatest extent possible.

We provide a process for stakeholders in our school community to file grievances or complaints or to make suggestions regarding the implementation of this Code of Conduct. Any person wishing to file a grievance or complaint or to make a suggestion, can: contact the grievance manager; Assistant Superintendent of Human Resources. Our district investigates and responds to grievances and complaints fully and equitably, and we seek to resolve them informally where possible. If a person filing a complaint or grievance is not satisfied with the process followed or the result, then: District 65 Superintendent. Any grievances, complaints and suggestions received should be brought to the attention of the parent-teacher advisory committee.

## Notification & Communication

At the beginning of each school year, our district or school provides to parents and guardians a copy of our student handbook, which contains our student code of conduct and other important policy guidelines and procedures, as part of the school registration, orientation process or otherwise on the student's first day of school. To ensure that policies are clearly communicated, we also provide a shortened version in English, and any other language spoken by a significant percentage of the population of our parents and guardians, that summarizes our expectations in a clear manner. Our student handbook and the shortened version are also annually updated and made available online on our district or school's website.

We clearly communicate our policies and behavioral expectations to all school stakeholders by:

- displaying our positive core values and behavioral expectations prominently in a highly trafficked area of our school with expectations specific to each setting (e.g. hallways, bathrooms, etc.);
- hosting assemblies, at least twice each school year, to teach these values, and discipline policies in an age-appropriate manner, as well as acknowledge positive expected behaviors;
- conducting follow-up schoolwide teaching lessons based on data review and schoolwide need, as necessary;
- developing classroom-based expectations and conducting classroom lessons on the core values, behavioral expectations, and discipline policies at least twice a year; Conducting classroom lessons more frequently as needed, based on data and classroom need; and
- holding informational sessions for all or specific groups, including one before the start of the school year and at least two each school year, regarding the student code of conduct and seeking input on the behavioral expectations for the entire school.

## Prevention, Intervention and Disciplinary Responses

### **Discipline Framework**

Within a positive framework for discipline, our district or school provides proactive, differentiated interventions for students. These interventions are aimed at addressing the root causes of students' behaviors and focus on teaching behaviors rather than excluding students for punishment. Challenging behaviors must be addressed in the context of a comprehensive, multi-level approach to behavior support that is designed to teach, nurture, and encourage positive social behaviors.

We offer academic, behavioral, mental health, and social-emotional interventions and supports for students who have fallen behind academically and/or are being disciplined. We use schoolwide positive behavior support, social-emotional learning, and restorative practices. We employ an "early warning" system to allow us to identify students who are at risk of dropping out or being pushed out of school, using a systematic review of already existing data (e.g. course failures, discipline referrals, and attendance).

We limit the use of out-of-school student discipline to keep students connected to school so that they may graduate to high school prepared to learn and to leave college- and/or career-ready. Every situation will be judged “on the merits” of that situation after gathering and analyzing the facts and surrounding circumstances carefully and objectively. Our schools redirect students to correct inappropriate behavior, teach positive and expected behaviors and minimize the possibility of the behavior escalating or recurring.

Our district or school recognizes that a safe, civil school environment is necessary for students to learn and achieve. To ensure the physical and emotional safety of all our students, our district has adopted a bullying prevention policy that is available on the District 65 website. As part of that policy, we seek to prevent, respond to, and put an end to bullying behavior by students and adults using interventions and supports that reflect a commitment to our positive discipline philosophy. Our focus is on teaching, rather than punishing, by engaging in restorative practices to repair relationships. We emphasize age-appropriate responses that help educate and rehabilitate the student responsible, while fully addressing the impact of the bullying on the targeted student.

### **Approach to Student Behaviors**

Our goal is to create a safe and supportive environment where all students can develop the academic, social, and emotional skills needed to become engaged citizens. Therefore, we are committed to addressing challenges in student conduct in the most constructive way possible. The goal of school discipline is to be instructional and corrective so as to increase the pro-social behavior.

Out-of-school suspensions and expulsions are the most serious form of disciplinary consequence and should be used only as a last resort and for legitimate educational purposes. When an incident occurs, consideration shall be given first as to whether the incident can be appropriately addressed using a restorative practice, through behavior support practices, or through another available, appropriate intervention that will enable the student to remain in school. To prevent students from being excluded from school unnecessarily, **school staff must attempt non-exclusionary discipline prior to using out-of-school suspensions or expulsions, except in exigent and emergency situations involving school safety.**

Our discipline approach is tailored to the individual incident and varies in method and severity according to the nature of the behavior, the age and developmental level of the student, and the student’s history of problem behaviors and performance. We use the approach illustrated in the graphic below as a means to identify classroom-based responses or other supports and interventions that can be used instead of suspension or expulsion.

### **Our District Does Not...**

- Use zero-tolerance policies that require school staff to suspend or expel students for certain behaviors except if required by law (for example, for certain offenses involving

weapons). This means out-of-school suspension cannot be a minimum or required consequence for any other offense. Therefore, our district or school encourages the use of alternative approaches to zero tolerance. We support staff in delivering alternatives to suspension and expulsion, with a focus on restorative practices and the teaching of desired behaviors that will promote future success.

- Advise or encourage students to leave the school voluntarily in order to avoid formal disciplinary proceedings through either formal or informal “push out” procedures.
- Issue a monetary fee or fine as a disciplinary consequence, although students can be asked to pay for lost, stolen or damaged property.
- Use corporal punishment.
- Use restraint or seclusion for punishment or discipline.

**If there is an incident, our district or school takes the following steps:**

1. Incident Occurs
2. Consider Immediate Classroom-Based or Restorative Interventions
  - Consider whether the incident can be appropriately responded to in the classroom, through restorative practices or through school-based interventions, without the need to gather additional information or make disciplinary referrals. Redirect students to correct inappropriate behavior and minimize the likelihood of the behavior escalating or recurring.
3. Gather Information
  - Meet with the student
  - Talk to all students, teachers, staff, witnesses
  - Identify contributory factors
  - Consider existing data, like disciplinary referrals and prior interventions attempted
  - Communicate with the student's parent or guardian
4. Review the Disciplinary Checklist
  - Consider all factors that may have contributed to the incident and whether supports could address those factors without removing the student from school. See the graphic below and the disciplinary checklist.
5. Refer Student to Appropriate Support Services or Restorative Interventions
  - Refer student to appropriate services or restorative interventions to assist student in understanding the consequences that result from such conduct. Empower the student to formulate solutions to restore the situation. This process is designed to be cooperative, rather than adversarial.
6. Document All Interventions & Measures
  - Document all positive interventions and other disciplinary measures used in addressing the student's behavior. Collect data regarding the outcomes of the intervention. Explain which measures worked or have not worked.
7. Impose Exclusionary Discipline Only as a Last Resort

- Impose discipline that takes the student out of the classroom and/or school only as a last resort and when available alternatives have been exhausted. Follow the steps in the due process framework when any exclusionary discipline is being considered.

After an incident, our district or school considers the following factors in analyzing the root causes of an incident and whether supports could address these factors without removing the student from school.

- Health, mental illness, or undiagnosed disabilities
- Appropriateness of the student's academic placement
- Peer factors, e.g. whether student has been bullying victim
- Prior experiences and exposure to trauma
- Family situations, e.g. homelessness, domestic violence, divorce or separation
- Substance abuse or addiction
- Any other events out of the ordinary
- LGBTQ+ Status

**PRESCRIBED CONDUCT PROCEDURES**

| <b>LEVELS OF STUDENT BEHAVIOR</b> |                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                            |                                                                                                                                                                                                                                              |
|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>LEVELS</b>                     | <b>DESCRIPTIONS</b>                                                                                                                                                                                                                                                                                                          | <b>EXAMPLES</b>                                                                                                                                                                                                            | <b>POSSIBLE CORRECTIVE RESPONSE OR INTERVENTION</b>                                                                                                                                                                                          |
| <b>LEVEL 1</b>                    | <ul style="list-style-type: none"> <li>• Behavior that is non-conductive to the classroom learning environment/others.</li> <li>• Not meeting classroom behavioral expectations. with classroom expectations.</li> <li>• Behavior that is generally managed with a brief intervention by an adult present in that</li> </ul> | <ul style="list-style-type: none"> <li>• Name calling.</li> <li>• Inappropriate language</li> <li>• Out of designated learning area in the classroom.</li> <li>• Negatively impacting someone’s personal space.</li> </ul> | Reteach expected behavior (i.e. Classroom Matrix)<br><br>Peer Conferencing (to include reparation agreement/logical consequence)<br><br>Logical Consequence<br><br>Behavior/Social Contracts:<br>*Whole class or Non-IEP<br>*Behavioral Plan |

|                |                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                            |
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|                | setting.                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | “Cools Tools”<br>De-escalation techniques                                                                                                                                                                                                  |
| <b>LEVEL 2</b> | <ul style="list-style-type: none"> <li>• Repeated or significant incident(s) of Level 1 behaviors.</li> <li>• Disordered behavior towards another student, staff, volunteer, etc.</li> <li>• Behavior that’s generally managed with a brief intervention by an adult present in that setting, and may include additional brief contact with support staff.</li> <li>• Not following adult directives when given more than 3 times.</li> </ul> | <ul style="list-style-type: none"> <li>• Repeated Level 1 behavior.</li> <li>• Out-of-designated learning area in the school.</li> <li>• Physical or verbal antagonism (no intended threat.)</li> <li>• Swearing at another person.</li> <li>• Electronic-based antagonism towards another student including inappropriate social networking content.</li> <li>• Accessing inappropriate content online.</li> <li>• Cheating, plagiarism, etc.</li> <li>• Inappropriate use of personal electronic device.</li> <li>• Possession of over-the-counter medication against policy.</li> <li>• Discriminatory statements or actions (racial/gender/religious/special needs--based on severity of harm).</li> <li>• Propping open secured facility or bus doors.</li> </ul> | <p><b>LEVEL 1 RESPONSE +</b></p> <p>Check-in/Check Out</p> <p>Check-n-Connect</p> <p>SAIG (Social-Academic Intervention Group)</p> <p>Behavior Contracting</p> <p>Relationship Building Tool</p>                                           |
| <b>LEVEL 3</b> | <ul style="list-style-type: none"> <li>• Repeated or significant incident(s) of Level 2 infractions w/in a brief timeframe (i.e. 15 school days).</li> <li>• Safety of others or school environment are at-risk.</li> <li>• Behaviors targeted at a person(s) that causes harm.</li> <li>• Behaviors interfering</li> </ul>                                                                                                                   | <ul style="list-style-type: none"> <li>• Self-injurious behaviors.</li> <li>• Fighting to include any physical behavior towards another student or staff with intent to hurt.</li> <li>• Physical interaction between students or student and staff that results in harm.</li> <li>• Threats/intimidation.</li> <li>• Bullying/cyber-bullying.</li> <li>• Discriminatory statements/actions (race/gender/religion/special</li> </ul>                                                                                                                                                                                                                                                                                                                                   | <p><b>CONSIDER LEVEL 1-2 RESPONSES +</b></p> <p>Formal Restorative Conference</p> <p>Alternative-to- Suspension Counseling</p> <p>Restitution (ideally natural consequence) and partnerships, including, but not limited to: Community</p> |

|                |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                |
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|                | <p>with safety equipment.</p> <ul style="list-style-type: none"> <li>• Blatant violation of school/district expectations.</li> </ul>                                                                                                                                          | <p>needs).</p> <ul style="list-style-type: none"> <li>• Extortion.</li> <li>• Sexting (on or off school grounds that negatively impacts school environment).</li> <li>• Theft or vandalism under \$500.00.</li> <li>• Property offenses.</li> <li>• Possession of stolen property.</li> <li>• Possession or use of prohibited items (see Discipline Policy).</li> <li>• Opening, entering or leaving the bus through emergency exit.</li> <li>• Possession/use of tobacco on school facility.</li> </ul> | <p>Service, Substance Abuse Education, etc.</p> <p>Out-of-School Suspension (OSS)</p> <p>Formalized MTSS intervention plan</p> |
| <b>LEVEL 4</b> | <ul style="list-style-type: none"> <li>• Repeated or significant incident(s) of Level 3 infractions within a brief timeframe (i.e. 15 school days).</li> <li>• Behaviors that involve safety issues.</li> <li>• Blatant violation of school/district expectations.</li> </ul> | <ul style="list-style-type: none"> <li>• Evidence of substance impairment or possession.</li> <li>• Possession or use of prohibited items (see Discipline Policy).</li> <li>• Possession of drug paraphernalia.</li> <li>• Theft or vandalism over \$500.</li> <li>• Weapon possession.</li> <li>• Physical interaction between student and adult that results in harm.</li> </ul>                                                                                                                       | <p>Level 3 disciplinary options or evaluation of expulsion</p>                                                                 |
| <b>LEVEL 5</b> | <ul style="list-style-type: none"> <li>• Behaviors that requiring alternative settings and/or emergency placement.</li> </ul>                                                                                                                                                 | <ul style="list-style-type: none"> <li>• Weapons use.</li> <li>• Arson or Fireworks.</li> <li>• Drug or alcohol sale or intent to sale.</li> <li>• Sexual assault.</li> <li>• Severe physical assault.</li> <li>• Bomb threats.</li> <li>• Terroristic threats.</li> <li>• Bombs or incendiaries.</li> <li>• Robbery.</li> <li>• Assault.</li> </ul>                                                                                                                                                     | <p>Level 3 disciplinary options or evaluation of expulsion</p>                                                                 |

## **Disciplinary Checklist**

Our district or school limits the number of days the student is removed from school to as few as possible given our philosophy that students should be in school and learning. We provide all students, regardless of background or demographic characteristics, with adequate and meaningful due process prior to excluding a student from school for any length of time.

School staff should complete the checklist below before imposing a suspension or expulsion to determine whether other forms of intervention and support should be attempted first. Suspensions of more than three days are to be used only in certain situations as is defined further below.

### **Disciplinary Checklist: To Be Used Prior to Imposing Suspensions or Expulsions**

#### **1. Is the offense eligible for suspension?**

Suspension and expulsion are prohibited for:

- being late to school or class or being absent, or
- violating school dress code, cell phone policies or uniform rules.

This behavior can be handled through in-school interventions and consequences.

#### **2. Would the student's continuing presence in school cause a threat to school safety or a disruption to other students' learning opportunities?**

Short-term suspensions are only allowed if the student's continuing presence in school would pose a **threat** to school safety or a **disruption** to other students' learning opportunities.

- School staff should be particularly mindful of this standard when imposing out of school discipline for offense categories that rely principally on staff's subjective interpretation (e.g., insubordinate behavior, defiance, disobedience, or disrespect).

Long-term suspensions, expulsions and disciplinary removals to alternative schools are allowed only if the student's continuing presence in school would either:

- pose a **threat** to the safety of other students, staff or members of the school community OR
- **substantially disrupt, impede or interfere** with the operation of the school.

Our district maintains a protocol to determine whether a student poses a threat to school safety or would disrupt the operation of the school. The determination of safety threats is based only on actual risks and objective evidence, and not on stereotypes or generalizations. In making the determination as to whether suspension or expulsion is warranted, school staff should consider the following factors:

- the conduct at issue;
- the root cause of the conduct and whether it has been addressed;

- age of the student and ability to understand consequences;
- capability of the student to carry out the threat;
- student’s discipline history and the frequency of inappropriate behavior;
- credibility of the student and willingness to acknowledge his or her behavior; and
- effect of the conduct on the school environment.

This is an individualized determination. School staff must make all reasonable efforts to resolve threats and address disruptions without the use of out of school suspensions and expulsions.

School staff should **minimize** the length of suspensions and expulsions to the extent practicable.

### 3. Has school staff **exhausted** alternatives to suspension and expulsion?

No out-of-school discipline should be employed unless available, appropriate behavioral and disciplinary interventions have been **exhausted**. Before imposing discipline, school staff must first consider whether a restorative practice or another alternative to suspension or expulsion is an appropriate or available option. This determination should be made as early as possible following the incident.

Our district also considers whether previous interventions have been attempted and must document and evaluate their success. For suspensions of four days or more cumulatively or consecutively, this determination is made by a school-based team composed of, at a minimum, a staff member familiar with the student’s conduct, one of the student’s teachers, and a staff member with mental health expertise. If a student has a disability, the team includes a special education teacher or another staff member who is responsible for implementing the student’s IEP. The student and the student’s parent(s) or guardian(s) should also be included in this process.

Our district refers students to the appropriate services where the behavior results from:

- family situations, trauma, or grief,
- addiction, mental illness, or substance abuse, and/or
- bullying, abuse, or self-defense.

If prior interventions were NOT successful, school staff should consider whether other interventions are available and appropriate. School staff should also consider whether there are academic, behavioral or other grounds that suggest the student may have a disability, and if so, refer the student for a special education screening or evaluation.

If prior interventions were attempted with moderate success, school staff should consider whether the interventions can be enhanced or applied with greater consistency.

If interventions to address the student's conduct have not been attempted, then the team should determine the appropriate interventions to be attempted and a process for documenting them.

**4. Has the student previously violated the school code?**

A suspension of more than three days or expulsion **cannot** be imposed for a first-time offense. The district and school **must** have first implemented other behavioral interventions and followed the district and school process for documenting when these interventions have been "exhausted."

Exceptions to these policies can be made in exigent or emergency circumstances involving school safety with justification and approval by the Superintendent or a designee, together with a showing that there were no appropriate and available interventions.

**5. Is suspension or expulsion appropriate given the student's grade?**

- Students in preschool and in kindergarten through third grade may not be suspended or expelled.
- Students in fourth and fifth grades cannot be suspended for more than three consecutive days.
- Students in sixth grade and above cannot be suspended for more than five consecutive days and no more than ten in a school year.

Exceptions to these policies can be made in exigent or emergency circumstances involving school safety with justification and approval by the Superintendent or a designee.

For children in preschool, long-term suspensions and expulsions are prohibited without exception. Suspensions of three days or less can be used only as a last resort in extraordinary circumstances where there is a determination of a serious safety threat that cannot otherwise be reduced or eliminated by the provision of reasonable modifications. A mental health consultant or school-based mental health professional with early childhood experience must be engaged to advise on this determination and provide support when needed.

**6. Has school staff considered whether the student has a disability and provided all required procedural protections?**

- If a student has an Individualized Education Plan (IEP), Section 504 plan, or is currently being evaluated, follow the procedural protections for students with disabilities.

- If the student does not yet have an IEP or a Section 504 plan, school staff should discuss whether there are academic, behavioral or other grounds that reasonably give rise to a concern that a student may have a disability. This is required by the Child Find provisions of the Individuals with Disabilities Education Act (IDEA).
- School staff must invite the Department of Human Services to consult on suspensions or expulsions when mental illness might be a factor in the behavior.

*See Section 6 below on Procedural Guidelines for Discipline of Students with Disabilities.*

### Due Process Procedures

Our district or school implements fair, equitable and transparent due process procedures designed to give the student a full and meaningful opportunity to be heard. Suspensions and expulsions have serious, long-lasting effects on students. When these practices are being considered, schools must follow certain procedures to be sure that the student’s rights are protected. These due process procedures are different depending on whether the student is being suspended or expelled. The chart below lays out the required procedures:

|                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <div style="border: 1px solid black; padding: 5px; text-align: center;"><b>Investigation</b></div>             | <p>1. School staff must investigate a situation and gather evidence to determine what happened before making any disciplinary decisions or disciplinary referrals. School staff should consider whether the incident in question can be appropriately addressed directly with the student or students involved without making a disciplinary referral.</p>                                                                                                                                           |
| <div style="border: 1px solid black; padding: 5px; text-align: center;"><b>Student Meeting</b></div>           | <p>2. School staff must give the student involved the opportunity to speak on his or her own behalf before deciding what violations have been committed and what form of discipline to use. Students shall have the right to remain silent or to speak with their parents, guardians, or an attorney before deciding whether to make a statement. School staff must also make reasonable efforts to speak with the student’s parent before making any determination regarding school discipline.</p> |
| <div style="border: 1px solid black; padding: 5px; text-align: center;"><b>Disciplinary Alternatives</b></div> | <p>3. School staff must utilize the checklist above before moving forward with a suspension or expulsion. School staff must consider and document whether a restorative practice or another intervention or support are available to address the conduct in question before considering exclusionary discipline.</p>                                                                                                                                                                                 |
| <div style="border: 1px solid black; padding: 5px; text-align: center;"><b>Notice to Student</b></div>         | <p>4. School staff must tell the student specifically the part of the code he or she is accused of violating, the disciplinary measures the school will take, and the school’s future expectations for the student. The student must be given a reasonable opportunity to respond to the school’s charges.</p>                                                                                                                                                                                       |

## Notice to Parents

5. School staff must provide the parent or guardian with written AND oral notice of the charge, discipline, and parents' and guardians' rights to hearing and/or appeal. No student shall be sent home before the end of the school day unless the school has established contact with the student's parent or guardian and provided at least oral notice of the suspension.

### All notices must:

- Be sent both by certified and first-class mail, as well as by email if there is an email address on file.
- Be provided in the **parent's primary language** unless not practicable. At a minimum, notices must be provided in Spanish to parents whose primary language is Spanish.
- Explain **the concern** the student is facing, including the excerpt from the school code relevant to the charge.
- Include **contact information** at the school for requesting that a meeting or hearing be rescheduled and answering questions.
- Include **information** regarding the parent's rights to a hearing and appeal and a list of free or low-cost attorneys who provide services in school hearings.
- Include a **statement** for the parents and student to sign (if able) acknowledging receipt and understanding of the information in the notice, but must NOT include any statement admitting the student's fault or waiving rights, including appeal or hearing.

### For a suspension:

#### The notice must:

- Be sent within **24 hours** of a school decision to suspend a student.
- Include an **invitation** to the parent or guardian to attend a suspension conference to discuss the proposed suspension at the parent or guardian's earliest possible availability.
- Provide a **full statement** of the reasons for the suspension, not just listing an offense; provide information about the **non-exclusionary interventions** that were attempted; and **describe the alternatives to suspension** that were considered and why they were rejected.
- Explain the **terms of the suspension**, including number of days, start date, and end date, and provide a justification for the duration of the suspension.
- Document the **support services** available during the suspension and the means by which the student will be re-engaged upon return to the school community.

|                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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|                                                                                                              | <ul style="list-style-type: none"> <li>• Provide notice of the parent or guardian’s <b>right to review</b>.</li> </ul> <p><u>For an expulsion:</u><br/>The notice must:</p> <ul style="list-style-type: none"> <li>• Be sent at least <b>10 days</b> in advance of the hearing date.</li> <li>• Include any <b>supporting evidence</b> that will be introduced at the hearing, including copies of witness statements, investigative reports and video or photographic surveillance or detail how documentation can be readily obtained.</li> <li>• Provide an explanation of the structure and format of the hearing.</li> <li>• A <b>list of all people</b> who will be present at the hearing must be provided to the parent at least two days in advance of the hearing.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <div style="border: 1px solid black; padding: 5px; text-align: center;"> <b>Suspension Conference</b> </div> | <p>6. <b>Suspension conferences</b> with the parent or guardian must be held as soon as is practicable and convenient for the parent or guardian. The purpose of the conference is to discuss the explanation of the evidence and version of the facts that the school is relying on, the student’s version of the facts and/or explanations for the alleged behavior, the availability of disciplinary alternatives, and whether or not the school’s recommendation is consistent with the requirements of this Code.</p> <ul style="list-style-type: none"> <li>• The student has the right to bring an attorney or advocate to the conference.</li> <li>• For suspensions of four days or more consecutively or cumulatively, school staff must undertake a formal review of attempted interventions and initiation of interventions not yet attempted and share the results of the review with the parent or guardian.</li> <li>• After the suspension conference and any required review, the principal or a designee can choose to uphold the suspension or remove any part of the suspension already served from the student’s record and permit the student to return to school.</li> <li>• For students with a disability, any suspension days served count against the 10-day limit, even if otherwise removed from the student’s record.</li> </ul> |
| <div style="border: 1px solid black; padding: 5px; text-align: center;"> <b>Suspension Review</b> </div>     | <p>7. After the school has made a decision to suspend a student, students and their parents or guardians can seek a <b>review</b> of the suspension.</p> <ul style="list-style-type: none"> <li>• A suspension review is a hearing that takes place before the district’s school board or an impartial hearing officer appointed by the board. If the review is held before a hearing officer, the hearing officer provides a summary of his or her findings to the board, and the board makes its determination regarding the suspension.</li> <li>• The board must issue a written suspension decision detailing the</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

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|                                                                                                                                          | <p><b>specific act of gross disobedience or misconduct</b> resulting in the decision to suspend and include <b>a rationale as to the specific duration</b> of the suspension.</p> <ul style="list-style-type: none"> <li>• Even if the suspension has been fully served, the board can still decide to remove the violation from the student’s record.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <div style="border: 1px solid black; padding: 5px; text-align: center; width: fit-content; margin: auto;"><b>Expulsion Hearing</b></div> | <p>8. In the case of an <b>expulsion</b>, the hearing must take place before the student is expelled from the school. The school bears the burden of proving, by clear and convincing evidence, that the student committed the charged infraction and that expulsion is the only acceptable option. At a hearing, the student and the student’s parent or guardian has the opportunity to present evidence that the student did not violate the code of conduct and/or that there are mitigating factors that mean the student should not be expelled.</p> <ul style="list-style-type: none"> <li>• An expulsion hearing is held before the school board or an impartial hearing officer appointed by the board.</li> <li>• The student has the right to bring an attorney or advocate.</li> <li>• School staff must provide sufficient advance notice and flexibility to enable the student’s parent or guardian as well as any attorney or advocate retained by the family to attend the expulsion hearing. School staff should grant at least one opportunity to reschedule a hearing date.</li> </ul> <p>The following procedures apply to expulsion hearings:</p> <ul style="list-style-type: none"> <li>• All witnesses shall be required to appear and testify in person, unless the witness is a student and the district and school present evidence that testifying would endanger the student’s safety. Submissions of written or recorded testimony or testimony by phone may be permitted if both parties consent.</li> <li>• The student must be given an opportunity to present witnesses or evidence and to cross-examine witnesses.</li> <li>• School staff must make a recording of the proceeding and give the parents or guardians and student a copy.</li> <li>• Any written hearing officer recommendation must be provided to the parent or guardian before the final decision by the board of education.</li> </ul> <p>The final decision on an expulsion must be made by the board of education based on a review of the evidence and relevant mitigating factors.</p> <ul style="list-style-type: none"> <li>• In circumstances in which the board is considering a hearing officer’s report, the board must allow the student and/or the student’s parent or guardian an opportunity to address the board in closed session before the school board can decide to expel a</li> </ul> |

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|  | <p>student without educational services.</p> <p>The student and the parent or guardian have a right to notice of the decision as soon as is practicable. The expulsion decision must:</p> <ul style="list-style-type: none"> <li>• Provide a written explanation detailing the reasons for the decision.</li> <li>• Detail the <b>specific reasons</b> why removing the student from the learning environment is in the best interest of the school, and the <b>alternatives to expulsion</b> that were considered and why they were rejected.</li> <li>• Include a <b>specific rationale</b> as to the duration of the expulsion.</li> <li>• Document the <b>support services</b> available during the duration of the expulsion and the means by which the student will be re-engaged upon return to the school community.</li> </ul> |
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### Procedures Following Suspension and Expulsion

Our district provides alternative educational options during suspension and expulsion. A re-engagement plan should be developed following suspensions greater than four days (cumulatively or consecutively), expulsions, and transfers from alternative settings.

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| <div style="border: 1px solid black; padding: 5px; text-align: center; width: fit-content; margin: 10px auto;"><b>Post-Discipline</b></div> | <p>Our district provides the following services to help the student successfully reenter school and prevent future incidents:</p> <ol style="list-style-type: none"> <li>i) <b>Exit Counseling and Provision of Academic Work:</b> School counselors will advise the student and the student’s parents or guardian on what recommended steps they should take while the student is out of school to ensure the student’s successful return and prevent future incidents. <ul style="list-style-type: none"> <li>• School staff must provide all work and arrange make-up test dates in order to allow the student to return to school without further impacting his or her academic record or graduation. This provision also applies to students who are suspended from bus transportation whose parents cannot arrange alternative transportation.</li> <li>• School staff must provide a list of alternative schools to which the student may transfer during an expulsion.</li> </ul> </li> <br/> <li>ii) <b>Academic and Behavioral Support Services:</b> Appropriate and available support services <u>must</u> be provided to students who are suspended out of school for four days or more and to students on expulsion. These services can include, but are not limited to: <ul style="list-style-type: none"> <li>• educational services;</li> <li>• homework provided;</li> <li>• service learning for students who perform community service while on suspension or expulsion; and</li> </ul> </li> </ol> |
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|  | <ul style="list-style-type: none"> <li>• referrals to free or low-cost community resources, including providers of substance abuse, mental health, vocational training and mentoring services</li> </ul> <p>iii) <b>Entrance Counseling and Re-engagement Planning:</b> School staff will advise the student and his or her parents on how to catch up to where he or she should be academically. Schools will convene a meeting with the students and the parents within two days upon return to school from suspension, expulsion or an alternative school setting to develop a plan for ensuring that the student is successfully reintegrated into the school community. In developing a re-engagement plan, the school must consider ways to prevent future school exclusions, forms of restorative action, and supportive intervention to aid in the student’s academic success.</p> <p>iv) <b>Services:</b> School staff will recommend services the school will provide that will help the student return to and succeed in school, such as mediation.</p> <p>v) <b>Check In:</b> School staff will prepare progress reports and check in with students every week for the first month to see if the student is having difficulties re-adjusting socially or academically. Thereafter, the social worker will meet with the student at least once every six months prior to graduation. Social workers should also regularly communicate with the student’s parent or legal guardian regarding the transition process. During these meetings and conversations, the social worker will review whether the present strategies or services are the best way to help the student readjust and prevent the need for further disciplinary measures. If not, the social worker must revise the current plan.</p> <p>vi) <b>Students with Disabilities:</b> Students with disabilities must be provided with an appropriate education in an alternative educational setting during the period of any expulsion. School staff should contact the District Special Education Department to arrange for a prompt educational alternative, generally to start within one week. The parent should be notified of alternative educational services with the notice of expulsion.</p> |
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**Procedural Guidelines for Discipline of Students with Disabilities**

School staff must consider a student’s disability and whether the student’s Individualized Education Program (“IEP”) was implemented as one factor in determining the response to any

behavior incident. Our district or school has discretion to limit the use of consequences that remove students with disabilities from the classroom, which are otherwise permitted in this Code. School staff should consider whether the student's needs require individually-tailored positive behavior supports beyond what is outlined in this Code.

Before recommending a consequence, school staff must review a student's IEP and any behavior intervention plan included in the IEP. If the IEP and this Code conflict, school staff must follow the IEP. School staff may suspend students with disabilities for a total of up to 10 school days in one school year without providing procedural safeguards beyond those that apply to general education students. However, after any discipline incident, school staff should consider whether a student's behavior is interfering with the student's learning or the learning of others, and, if so, begin a functional behavior assessment (FBA) to develop a positive behavior intervention plan (BIP).

"Students with disabilities" include any student:

- with an Individualized Education Program (IEP);
- with a Section 504 Plan or eligible for a Section 504 plan;
- who is currently being evaluated for an IEP or 504 plan;
- whose parent has requested a special education evaluation; or
- about whom school staff has raised a question about a pattern of behavior or the need for special education services.

### **Manifestation Determination Review ("MDR") Requirement**

When school staff anticipate that a student with a disability may be removed from school more than 10 days in a single year, including through an expulsion or change of placement:

- 1) Staff must schedule a Manifestation Determination Review (MDR) meeting with the student's IEP team within 10 school days of the decision to discipline the student.
- 2) Staff must provide written and verbal notice to the parent of the intervention or consequence being considered and the date of the MDR meeting. The notice must include a copy of the parent's procedural safeguards.

The student cannot be removed more than 10 cumulative days for behavior that constitutes a pattern until the MDR has occurred. In-school suspension counts as a day of removal, unless the student continues to receive all services required by the student's IEP. A student who is sent home early for behavior has been "removed" for that entire day. Any partial day counts as a full day for the 10-day rule.

At the MDR, the IEP team must:

- a. Review all relevant information about the student, including the student's current IEP, any behavior plan, any behavior data, the latest school evaluations, any private evaluations, and any other information provided by the parent or any school staff.
- b. Review the behavior the student is accused of committing.
- c. Determine if the behavior is a manifestation of the student's disability. The behavior is a manifestation if:

- i. the conduct in question was caused by the student’s disability or has a direct and substantial relationship to the student’s disability; or
  - ii. the conduct in question was the direct result of the school’s failure to implement the student’s IEP.
- d. If the team does not have sufficient data to determine if the behavior is a manifestation, the MDR can be continued to obtain that data, including new evaluations.
- e. No matter the outcome of the MDR, the team must conduct a new functional behavior assessment (FBA) and create a new (or revise an existing) behavior intervention plan (BIP) to address the behavior for which the student is being disciplined.
- f. The team should develop an assessment plan as part of the FBA evaluation. This plan should include a determination of target behaviors, the method of data collection, and a timeframe for completion of the assessment.
- g. In order to allow for a reasonable period of data collection, the team should draft an interim BIP.

If the student’s behavior is a manifestation, the student may not be removed for more than 10 cumulative days, expelled, or subject to disciplinary transfer, and must remain in the student’s educational placement prior to the disciplinary incident.

### **Limited Exception**

There are limited circumstances where a student may be removed for more than 10 cumulative days without an MDR. School staff must contact the Superintendent or his designee before removing a student for more than 10 days.

A student with a disability may be transferred to an alternative educational setting for up to 45 school days without an MDR or in circumstances in which the student’s conduct is a manifestation of the student’s disability only if the student: 1) inflicts serious bodily harm (such as leading to a substantial risk of death), 2) brings a weapon to school, or 3) possesses, uses, sells, or solicits illegal drugs. If a school is considering this step, contact **the Superintendent or their designee** and the parent immediately. Even in an alternative setting (or during an expulsion), our district must continue to provide educational services to ensure that a student with a disability is participating in the general education curriculum and making adequate progress on the student’s IEP goals.

### **Professional Development**

Our district provides professional development aimed at equipping our teachers and staff with the necessary training to effectively carry out these discipline responses, including using a “trauma-informed lens” and restorative practices. Our district has a professional development plan to ensure that all staff members have the tools, skills and support that they need to implement our discipline policy. We annually review and revise our district’s professional development plan based on identified needs.

In particular, our district makes reasonable efforts to provide ongoing professional development to teachers, administrators, school board members, school resource officers, and staff on the adverse consequences of school exclusion and justice system involvement, effective classroom management strategies, culturally responsive discipline, implicit bias, bullying, and developmentally appropriate disciplinary methods that promote positive and healthy school climate. All teachers, classroom staff, and other staff potentially involved in situations leading to school discipline (including contracted service providers like bus drivers) are regularly trained in youth development, the impact of trauma, implicit bias, positive behavior interventions, de-escalation techniques, and restorative practices.

Our trainings recognize and address the national data showing that African-American male students are disproportionately impacted by suspensions and expulsions, even though their behaviors are comparable to their same-age peers. Our trainings also address the disproportionate impact of suspensions and expulsions on students with disabilities, LGBTQ+ students, and other vulnerable populations in our community.

### **Data Collection and Monitoring**

We employ a systematic data review process to determine if and where disparities exist, identify any overuse of exclusionary discipline and adjust our practices accordingly. Our district or school regularly collects, analyzes and makes public data on suspensions (in-school and out-of-school), expulsions, and transfer to alternative school settings in lieu of disciplinary action. Data is disaggregated by race/ethnicity, as well as by gender, age, grade level, limited English proficiency, special education status, free lunch eligibility, incident type, discipline duration and other characteristics viewed important for the particular school context.

Data is tracked to monitor discipline equity and use of exclusionary discipline and to inform discipline practices and code revisions. Data is made publically available twice per year: (1) data from the preceding fall semester is made available during the spring semester, and (2) data from the preceding school year is made available during the fall semester. Summaries of the data are also provided to the school board and made public during these time periods.

### **Definitions**

Short-Term Suspensions:

- The student is removed from school for three days or less. This also includes in-school suspensions or disciplinary removals from class for more than 60 minutes.
- A district or school's request for "early pick-up" due to a student's behavior is an exclusion from school. It must be documented and treated as a suspension, and the student should receive the same due process protections as if suspended.

Long-Term Suspensions:

- The student is removed from school for four to ten days.

Expulsions:

- The student is removed from the home school for more than ten days and up to two calendar years.
- "Involuntary transfers" for more than 10 days to Alternative Programs and Regional Safe Schools Programs (RSSPs) also impact a student's educational rights, and students must receive the same due process protections as in expulsions. For students with disabilities the procedural protections set forth in Section 7 of this Code apply.

Bullying:

- 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 is prohibited on the basis of actual or perceived race, color, religion, sex, national origin, ancestry, age, physical or mental disability, sexual orientation, gender-related identity or expression, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic.

### **Appearance and Attire**

District 65's student dress code supports equitable educational access and is written in a manner that does not reinforce stereotypes. In District 65, dress and grooming are important components of an overall positive learning environment that prepares students for operating in a professional and educational setting.

To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently and in a manner that does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size.

Our guiding values are:

- All students are be able to dress comfortably for school and engage in the educational environment without fear of or actual unnecessary discipline or body shaming.
- Student dress code enforcement will not result in unnecessary barriers to school attendance.
- School staff will use student/body-positive language to explain the code and to address code violations.

- Teachers focus on teaching without the additional and often uncomfortable burden of dress code enforcement.
- Reasons for conflict and inconsistent and/or inequitable discipline are minimized whenever possible.

Our student dress code is designed to accomplish several goals:

- Maintain a safe learning environment in classes where protective or supportive clothing is needed, such as science class (eye or body protection), dance (bare feet, tights/leotards), or PE (athletic attire/shoes).
- Allow students to wear clothing of their choice that is comfortable.
- Allow students to wear clothing that expresses their self-identified gender.
- Allow students to wear religious attire without fear of discipline or discrimination.
- Prevent students from wearing clothing, shoes or accessories with offensive images or language, including profanity, hate speech, and pornography.
- Prevent students from wearing clothing, shoes or accessories that denote, suggest, display or reference alcohol, drugs or related paraphernalia or other illegal conduct or activities.
- Prevent students from wearing clothing, shoes or accessories that will interfere with the operation of the school and/or classroom environment, invade the rights of others, or create a reasonably foreseeable risk of such interference or invasion of rights.
- Prevent students from wearing clothing or accessories that reasonably can be construed as being or including content that is racist, lewd, vulgar or obscene, or that reasonably can be construed as containing fighting words, speech that incites others to imminent lawless action, defamatory speech, or threats to others.
- Ensure that all students are treated equitably regardless of race, sex, gender identity, disability, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size.

The district has established the following guidelines:

**Basic Principle:** Certain body parts must be covered for all students at all times.

Clothes must be worn in a way such that genitals, buttocks, breasts, and nipples are fully covered with opaque fabric. However, cleavage should not have coverage requirements. All items listed in the “must wear” and “may wear” categories below must meet this basic principle.

1. Students Must Wear\*, while following the basic principle above:
  - a. A Shirt (with fabric in the front, back, and on the sides under the arms), AND
  - b. Pants/jeans or the equivalent (for example, a skirt, sweatpants, leggings, a dress or shorts), AND
  - c. Shoes.
  - d. *Clothing must be suitable for all scheduled classrooms activities, including physical education, science labs, and other activities where unique hazards exist.*

2. Students May Wear (as long as it does not violate #1)
  - a. Hats facing straight forward or straight backward. Hats must allow the face to be visible to staff, and not interfere with the line of sight of any student or staff.
  - b. Religious headwear
  - c. Hoodie sweatshirts (wearing the hood overhead is allowed, but the face and ears must be visible to school staff).
  - d. Fitted pants, including opaque leggings, yoga pants and "skinny jeans"
  - e. Pajamas, as long as underwear and buttocks are not exposed.
  - f. Ripped jeans, as long as underwear and buttocks are not exposed.
  - g. Tank tops, including spaghetti straps; halter tops
  - h. Athletic attire
  - i. Visible waistbands on undergarments or visible straps on undergarments worn under other clothing (as long as this is done in a way that does not violate Section 1 above).
3. Students Cannot Wear
  - a. Violent language or images.
  - b. Images or language depicting drugs or alcohol (or any illegal item or activity).
  - c. Hate speech, profanity, pornography.
  - d. Images or language that creates a hostile or intimidating environment based on any protected class or consistently marginalized groups.
  - e. Any clothing that reveals visible undergarments (visible waistbands and visible straps are allowed)
  - f. Swimsuits (except as required in class or athletic practice).
  - g. Accessories that could be considered dangerous or could be used as a weapon.
  - h. Any item that obscures the face or ears (except as a religious observance).
4. Dress Code Enforcement
  - a. To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently using the requirements below. School administration and staff shall not have discretion to vary the requirements in ways that lead to discriminatory enforcement.
    - i. Students will only be removed from spaces, hallways, or classrooms as a result of a dress code violation as outlined in Sections 1 and 3 above. Students in violation of Section 1 and/or 3 will be provided three (3) options to be dressed more to code during the school day:
      1. Students will be asked to put on their own alternative clothing, if already available at school, to be dressed more to code for the remainder of the day.
      2. Students will be provided with temporary school clothing to be dressed more to code for the remainder of the day.
      3. If necessary, students' parents may be called during the school day to bring alternative clothing for the student to wear for the remainder of the day.

- ii. No student should be affected by dress code enforcement because of racial identity, disability, sex assigned at birth, gender identity or expression, sexual orientation, ethnicity, cultural or religious identity, household income, body size/type, or body maturity.
- iii. School staff shall not enforce the school's dress code more strictly against transgender and gender nonconforming students than other students.
- iv. Students should not be shamed or required to display their body in front of others (students, parents, or staff) in school. "Shaming" includes, but is not limited to:
  - 1. kneeling or bending over to check attire fit;
  - 2. measuring straps or skirt length;
  - 3. asking students to account for their attire in the classroom or in hallways in front of others;
  - 4. calling out students in spaces, in hallways, or in classrooms about perceived dress code violations in front of others; in particular, directing students to correct sagged pants that do not expose the entire undergarment, or confronting students about visible bra straps, since visible waistbands and straps on undergarments are permitted; and,
  - 5. accusing students of "distracting" other students with their clothing or body.

These dress code guidelines shall apply to regular school days and summer school days, as well as any school-related events and activities. Students who feel they have been subject to discriminatory enforcement of the dress code should contact the Principal or Assistant Principal.

### **Bullying, Intimidation, and Harassment**

The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, or visual, that affects tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important District goals.

Bullying on the basis of actual or perceived race, color, national origin, military status, unfavorable discharge status from the military service, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, or actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the

forementioned actual or perceived characteristics, or any other distinguishing characteristic **is prohibited** in each of the following situations:

1. During any school-sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities.
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
4. Through the transmission of information from a computer that is accessed at a nonschool-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by a school district or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. This item (4) applies only in cases in which a school administrator or teacher receives a report that bullying through this means has occurred and it does not require a district or school to staff or monitor any nonschool-related activity, function, or program.

**Definition of Bullying:**

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

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.

Peer conflicts are a normal part of growing up, and social conflicts are many times mistaken for acts of bullying. While some reported cases of bullying are unfounded and determined to be a social conflict, District 65 staff are available to support students through social conflicts as well. Parents, staff and students should consider the following when determining appropriate next steps and whether or not to report a case of bullying.

| Social Conflict                                                                                                                           | Bullying                                                                                                                                              |
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| <ul style="list-style-type: none"> <li>● Social conflict is a disagreement or argument in which both sides express their views</li> </ul> | <ul style="list-style-type: none"> <li>● Bullying is negative behavior directed by someone exerting power and control over another person.</li> </ul> |
| <ul style="list-style-type: none"> <li>● Happens once, or occasionally. May be</li> </ul>                                                 | <ul style="list-style-type: none"> <li>● Pervasive, purposeful and happens</li> </ul>                                                                 |

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| accidental and not serious in nature.                                                                                                                       | repeatedly, or presents a serious threat (physically or emotionally)                                                                                 |
| <ul style="list-style-type: none"> <li>• Equal power between those involved</li> </ul>                                                                      | <ul style="list-style-type: none"> <li>• Person bullying has more power.</li> </ul>                                                                  |
| <ul style="list-style-type: none"> <li>• Individual is remorseful, generally stops and changes behavior when they realize it is hurting someone.</li> </ul> | <ul style="list-style-type: none"> <li>• No remorse, blames victim</li> <li>• Continues behavior when they realize it is hurting someone.</li> </ul> |

*Resource: Pacer's National Bullying Prevention Center*

Students are encouraged to immediately report bullying. A report may be made orally or in writing to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, a Complaint Manager, or any staff member with whom the student is comfortable speaking. Reporters shall remain anonymous and are protected against retaliation. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the District named officials or any staff member. The District named officials and all staff members are available for help with a bully or to make a report about bullying. Anonymous reports are also accepted.

When addressing allegations of bullying, school administrators are required to follow the steps outlined in Policy 7:180 to: promptly and thoroughly investigate; determine appropriate consequences; protect students from retaliation; and report the allegation according to District guidelines.

**Nondiscrimination Coordinator:** Beatrice Davis, [davisb@district65.net](mailto:davisb@district65.net), 847-859-8021

**Complaint Managers:**

- Beatrice Davis, [davisb@district65.net](mailto:davisb@district65.net), 847-859-8021
- Raphael Obafemi: [obafemir@district65.net](mailto:obafemir@district65.net), 847-859-8021

**Anonymous Reporting Hotline:** 847-859-8070

**Cell Phones**

A cell phone may only be used outside the school day. Cell phones used during the school day will be confiscated by the school office and can only be retrieved by the parent/guardian.

*Note: The school is not responsible for lost or stolen cell phones, digital music players, or other electronic devices.*

## **Gangs and Gang Activity**

District 65 prohibits the presence of gangs or gang activity on school property or at school-sponsored events and activities. "Gang" is defined as any group, club, or organization of two or more persons whose purposes include the commission of illegal acts.

No students on or about school property or at any school activity, or whenever the student's conduct is 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 nonverbal gestures, or handshakes showing membership or affiliation in 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 gang; (3) request any person to pay for protection or otherwise intimidate, harass, or threaten any person; (4) commit any other illegal act or other violation of District policies; or (5) incite other students to act with physical violence upon any other person.

## **Off-Campus Conduct**

School administration may utilize the full range of behavioral supports listed above, including suspension and expulsion, for gross disobedience or misconduct which occurs off school grounds if the conduct interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to the conduct that may reasonably be considered to be a threat or attempted intimidation of a student or staff member, or to endanger the health or safety of students, staff, or school property.

## **Search and Seizure**

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.

The Superintendent may request the assistance of law enforcement officials to conduct inspections and searches of lockers, desks, parking lots, and other school property and equipment for illegal drugs, weapons, or other illegal or dangerous substances or materials, including searches conducted through the use of specially trained dogs. 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 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.
- 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 objectives and not

excessively intrusive in light of the student's age and sex, and the nature of the infraction.

- Conduct an investigation or require a student to cooperate in an investigation, including requiring a student to share content from a social networking site, if there is specific information indicating that activity on the student's social networking account violates a school disciplinary rule or policy. School officials may not request or require a student or his/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.

When feasible, the search should be conducted as follows:

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

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

If a search produces evidence that the student has violated or is violating either the law or the District's policies or rules, such evidence may be seized and impounded by school authorities, and disciplinary action may be taken. When appropriate, such evidence may be transferred to law enforcement authorities.

## **Sexual Harassment**

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

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

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

Students are encouraged to report claims or incidences of bullying, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator named in

Policy 2:260, Principal, Assistant Principal, or a Complaint Manager. A student may choose to report an incident to a person of the student's same sex. Complaints will be kept confidential to the extent possible given the need to investigate. Students who make good faith complaints will not be disciplined. An allegation that a student was a victim of any prohibited conduct perpetrated harassed by another student shall be referred to the Principal or Assistant Principal for appropriate action. Any student making a knowingly false accusation regarding prohibited conduct will be subject to disciplinary action up to and including suspension and expulsion.

### **Bus/Cab Behavior**

The following guidelines and consequences apply to all students and bus/cab riders on school grounds, on school transportation, on the way to and from school, and at school sponsored activities and events. Parents/guardians are asked to help children understand the expectations and to discuss the content and consequences with their children to ensure they fully understand the guidelines for student behavior. Students and parents/guardians sign and return to the school a page to acknowledge receipt of this handbook and their responsibility to become familiar with the contents herein, including these behavioral guidelines.

Teachers review bus/cab behavior expectations with students. When students fail to abide by these expectations, the bus/cab driver will issue a verbal warning. Continued failure will result in a disciplinary report to the administrator. The school administrator will issue a written warning to the student, and send a follow-up letter to the parent/guardian.

Some behaviors are unique to the bus/cab. They are defined in the Violation Consequence Matrix below. Other violations that occur on the bus/cab are not unique to riding the bus/cab and are listed in the general student behavior violation/consequent matrix.

All students must follow the District's School Bus/Cab Safety Guidelines. Students may be suspended from riding the school bus/cab for up to ten (10) consecutive school days for engaging in gross disobedience or misconduct, including, but not limited to, the following:

- Prohibited student conduct as defined in the Board policy regarding student discipline
- Willful injury or threat of injury to a bus/cab driver or to another rider
- Willful and/or repeated defacement of the bus/cab
- Repeated use of profanity
- Repeated willful disobedience of a directive from a bus/cab driver or other supervisor
- Such other behavior as the Superintendent or designee deems to threaten the safe operation of the bus/cab and/or its occupants

District 65 shall comply with IDEA when disciplining students with disabilities.

SB 100 provides that it is the responsibility of a "pupil's parent or guardian to notify school authorities that a pupil suspended from the school bus does not have alternative transportation to school."

Digital cameras may be used on school buses/cabs as necessary in order to monitor conduct and to promote and maintain a safe environment for students and employees. Students are prohibited from tampering with the digital cameras. Violators are subject to discipline in accordance with the Board’s discipline policy and shall reimburse the District for any necessary repairs or replacement. Only persons with a legitimate educational or administrative purpose may view the camera recordings. If the content of a camera recording becomes the subject of a student disciplinary hearing, it will be treated like other evidence in the proceeding.

| <b>Bus/Cab Violation Consequence Matrix</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                    |                     |
|---------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|---------------------|
| <b>Category I</b>                           | Consequences: Verbal or written warning. Repeated violations may result in suspension from the bus/cab for 1-5 days                                                                                                                                                                                                                                                                                                                                 |                    |                     |
| <b>Category II</b>                          | Consequences:<br><b>First suspension:</b> Suspension from bus/cab for 1-5 days depending on nature of infraction.<br><b>Subsequent suspension:</b> Suspension from bus/cab or school for 3-10 days depending on nature of infraction.<br>For all Category II offenses, bus/cab driver issues written disciplinary report to administrator. School administrator will issue written warning to student and send follow up letter to parent/guardian. |                    |                     |
| <b>Category III</b>                         | Consequences:<br><b>Possible Suspension</b> from bus/cab or school for 1-10 days depending on nature of infraction. Possible loss of bus/cab privileges for remainder of school year. Possible school expulsion. Notification of proper authorities (e.g., police department).<br><br>School administrator will inform parent/guardian in writing and via telephone.                                                                                |                    |                     |
| <b>Offense</b>                              | <b>Category I</b>                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Category II</b> | <b>Category III</b> |
| Loud, rowdy or                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                     | X                  |                     |

|                                                |   |  |   |
|------------------------------------------------|---|--|---|
| distracting behavior                           |   |  |   |
| Eating, drinking or gum chewing on the bus/cab | X |  |   |
| Gross misconduct                               |   |  | X |
| Littering                                      | X |  |   |
| Moving around on the bus/cab                   | X |  |   |
| Improper use of bus/cab safety equipment       | X |  |   |
| Throwing objects inside or outside the bus/cab | X |  |   |

Bus/Cab drivers are required to participate in in-service training that emphasizes bus/cab safety. Each driver will receive a copy of the Bus/Cab Violation Consequence Matrix.

### Definition of Terms

**Aggressive Behavior** - Contact between two or more people that threatens the safety and well being of others; hostile actions.

**Arson** - The act of intentionally setting a fire in school or on school grounds.

**Assault** – An intentional threat of bodily harm coupled with the apparent, present ability to cause such harm.

**AUP (Acceptable Use Policy)** - A document that governs all computer use in District 65.

**Battery** – A physical attack on another person who is not fighting back.

**Battery of a School Employee** - Physical attack on any employee of District 65.

**Burglary** - To break into and enter a building with intent to commit a felony.

**Bomb Threat** - Giving false information about the existence of explosives on school property.

**Bullying** - Any severe or pervasive physical or verbal act of conduct, including communications made in writing or electronically, toward a student or students, that has or can reasonably be 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

***Cheating/Plagiarism*** - Violation of accepted academic ethics, including wrongfully obtaining and/or distributing test copies or scores, deliberately attempting to falsify, fabricate or tamper with data, information, records or other materials to gain academic advantage, using any device, implement, or other form of study aid during an examination, lab experiment or quiz, or failure to use proper citations for the source of information.

***Coercion*** - The act of using forcible means or intimidation to dominate or restrain another person.

***Defamation of Character*** - A written, printed, oral or pictorial statement of individuals or groups because of race, color, religious affiliation, gender, national origin, age, sexual orientation, physical or mental handicap.

***Defiance of Authority*** - Refusal to listen to or cooperate with an adult in charge of the student activity.

***Disrespect*** - The act of insulting, calling derogatory names, dishonoring or verbally abusing another.

***Disruptive Behavior*** - Behavior which interferes with the educational process of other students in the classroom. Disregarding the suggestions and corrective effort of the certified employee and any other person who provides a related service. Engaging in distracting or rowdy behavior on school buses also constitutes disruptive behavior.

***Download*** - The act of copying an electronic file from one computer to another device

***Drugs*** - Substance that is a mood altering.

***Due Process*** - An established course of proceedings designed to insure that the legal rights of each student has been afforded when dealing with disciplinary issues.

***Email (Electronic Mail)*** - A way of addressing and sending messages electronically.

***Expulsion*** - Removal of a student from school for gross disobedience or misconduct for a period of time ranging from in excess of 10 days to a definite period of time not to exceed two school years.

***Extortion*** - The obtaining of money or information from another by coercion or intimidation.

***Facsimile of a weapon*** - A copy or look-alike instrument or device used for offense or defense.

***False Fire Alarm*** - Tampering with fire apparatus.

***Fighting*** - The act involving hostile bodily contact between two or more people in or on school property, or going to or from school, including any activity under school sponsorship (e.g., dance, athletic event, etc.). The issue of self-defense, if involved, must be validated.

**Fireworks/Explosives** - Substance or prepared chemicals that explode or cause explosion and are capable of inflicting bodily injury or damage to school facilities.

**Forgery** - The act of fraudulently using in writing the name of another person, or falsifying times, dates, grades, addresses, or other data on school forms or records.

**Gambling** - The act of performing any game of chance for money or property.

**Gangs/Gang Activity** - A "gang" is defined as any group, club or organization of two or more persons whose purposes include the commission of illegal acts.

**Gross Misconduct** - Behaviors listed in Category III on the bus or Category IV.

**Harassment** - Persistent and unwelcome and/or unwanted verbal or physical conduct between individuals or groups.

**Indecent Exposure** - The act of baring parts of one's body in ways contrary to commonly recognized standards of propriety, behavior, decency and/or morality.

**Instigation** - The act of inciting disruptive behavior or actions on the part of another person.  
**Intimidation** - Deliberately frightening, disturbing or inhibiting another person by threatening, coercing or stalking him or her.

**Leaving the School Grounds Without Permission** - "School grounds," school building and school property adjacent to the building.

**Loitering** - To linger or hang around in school or a public place where one has no particular legal or school business.

**Mob Action** - When two or more students take part in aggressive or violent action against a student or a group of students.

**Online** - Working on a computer that is linked to other computers and information services over the Internet.

**Possession of Alcohol and/or Drugs** - Possessing any mood-altering chemical on school property or at a school-related activity.

**Possession of Tobacco and/or Smoking** - Possessing or using any tobacco product.

**Radios, Tape Players, MP3 players, iPods, etc.** - For security reasons, and to ensure a productive educational environment, non-instructional electronic devices, including beepers, radios, CD and cassette players, etc., are not to be used during school hours. School personnel will not be responsible for other electronic devices.

**Roller skates, Roller blades, Skateboards and Shoes with Wheels** -For safety reasons, skateboards, roller blades or shoes with wheels may not be used on school grounds.

**Robbery** - Verbally or physically threatening a person to possess or acquire the property of others without their consent. The school does not assume responsibility for lost or stolen items. Students are responsible for properly securing all personal belongings.

**Safety** - Any action which endangers the property or life of any student or staff member.

***Selling Drugs*** - Intent to sell or actual selling of any mood-altering chemical including alcohol, narcotics, controlled substance, look-alike substance, etc.

***Sexting*** - The act of sending sexually explicit messages or images between cell phones.

***Sexual Assault/Battery*** - Intentionally engaging in sexual conduct which would result in bodily harm.

***Sexual Harassment*** - Any unwelcome, and/or unwanted, and/or inappropriate verbal communication of a sexual nature between individuals or groups, such as pressuring another for sexual activity, displaying sexual graffiti, making inappropriate sexual reference, or using obscene gestures or looks.

***Sexual Violation*** - Any unwelcome, and/or unwanted, and/or inappropriate physical conduct of a sexual nature between individuals or groups which may include grabbing, patting, pinching, kissing, or hugging.

***Suspension*** - Temporary removal from school or from riding a school bus for a maximum of 10 days per suspension.

***Suspension Review/Appeal*** - Requesting a review of a case by the next highest appropriate authority.

***Theft and/or Possession of Stolen Property*** - The act of taking, possessing or acquiring the property of others without their consent. The school does not assume responsibility for lost or stolen items. Students are responsible for properly securing all personal belongings.

***Threats of violence*** - Statements indicating one will hurt others.

***Truancy*** - An accumulation of unexcused absences that total more than ten (10%) percent of the days in the current school year.

***Upload*** - The act of copying an electronic file from one computer to another.

***Vandalism, Defacing and/or Destruction of Personal, School or Bus Property*** - Destroying or defacing personal, school, or bus property, including graffiti. The offender will be required to pay for damages.

***Verbal Abuse/Profanity*** - Vulgar and offensive or abusive language and/or disrespect by words and/or gestures.

***Weapon*** - An instrument or device used for offense or defense.

***Wheellies*** - Shoes that appear in the form of regular shoes or gym shoes but contain wheels and for safety reasons are prohibited on school grounds.



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