

8000 STUDENTS

8001 Foundations

1. Student's Rights and Responsibilities – Students in the District are expected to take full advantage of their right to an education. They should come to school prepared to learn and to take part in school activities. An important part of their education is the right to make decisions and the responsibility to accept the results of their choices. As a general statement, rights and responsibilities are paralleled below:

<u>Rights</u>	<u>Responsibilities</u>
To make the most of the opportunities offered at school	To attend school and class regularly
To take part in all school activities on an equal basis, regardless of race, sex, or national origin or other protected status	To be aware of the school's rules and regulations and conduct themselves accordingly
To establish and participate in student government activities	To make constructive contributions to school
To address the Board of Education on the same terms as any citizen	To report fairly the circumstances of school-related issues
To explore ideas and feel free to express various points of view	To respect others' points of view
To create school publications to express opinions and offer suggestions in accordance with school rules	To refrain from libel, obscenity, observe normal rules for responsible journalism, and observe school rules
To receive counseling on educational, social and other health related services	To exercise freedom of choice, availing oneself of these personal concerns
To present the student version of any incident that may lead to the imposition of disciplinary sanctions	To present the facts accurately
To receive all due process procedures in disciplinary actions as stated in State law	To contribute to the maintenance of a learning environment and to show due respect to other persons and property.
To receive timely feedback on his/her success with all learning work products and assignments	To complete all assigned work and learning tasks in a timely manner
To be respected by all others involved in the educational process	To respect the rights of teachers, students, administrators and all others involved in the educational process.

2. Student Participation – Students are in a unique position to make positive contributions to the improvement of the educational program and to the operation of a more effective school system.

Therefore, it is the Board's belief that students, in keeping with their level of maturity, should be encouraged to participate in the development of policies, regulations, and procedures which affect them. Their participation in decision making will be considered part of the educational process.

As appropriate to the age of students, class or school organizations, and school government organizations, such as student councils or student representatives to the Board of Education, may be formed to offer practice in self-government and to serve as channels for the expression of student ideas and opinions.

The Board, through the staff, will take into consideration student opinions in establishing policies that directly affect student programs, activities, privileges, and other areas of student sensitivity.

Students will be welcomed at Board meetings and granted privileges of speaking in line with such privileges extended the general public.

Adopted: September 17, 2002

Revised: August 6, 2013

Replaces: 8010 Foundations

Reference:

8002 Title IX

In accordance with applicable laws, equal educational and extracurricular opportunities shall be available for all students without regard to race, color, national origin, gender, religious beliefs, physical and mental disability, marital or parental status, or any other protected status. Further, the District will not knowingly enter into agreements with any entity or any individual that discriminates against students on the basis of gender or any other protected status. Any student may file a discrimination grievance by using the Uniform Grievance Procedure.

No student shall, on the basis of gender or any other protected status, be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities.

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

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

Adopted: September 17, 2002

Revised:

Replaces: JAA - Equal Educational Opportunities; JCA - Student Sex Equity ...

Reference:

8003 Uniform Grievance Procedure – Statement of Policy

A student, parent/guardian, employee, or community member should notify any District Complaint Manager if he or she believes that the School Board, its employees, or agents have violated his or her rights guaranteed by the State of federal Constitution, State or federal statute, or Board policy, or have a complaint regarding any one of the following:

1. Title II of the Americans with Disabilities Act
2. Title IX of the Education Amendments of 1972
3. Section 504 of the Rehabilitation Act of 1973
4. Title VI of the Civil Rights Act
5. Equal Employment Opportunities Act (Title VII of the Civil Rights Act)
6. Sexual harassment (Illinois Human Rights Act, Title VII of the Civil Rights Act of 1964, and Title IX of the Education Amendments of 1972)
7. Bullying,
8. Misuse of funds received for services to improve educational opportunities for educationally disadvantaged or deprived children
9. Curriculum, instructional materials, and/or programs
10. Victim's Economic Security and Safety Act,
11. Illinois Equal Pay Act of 2003
12. Provision of services to homeless students
13. Illinois Whistleblower Act,

14. Misuse of genetic information (Illinois Genetic Information Privacy Act (GIPA), and Titles I and II of the Genetic Information Nondiscrimination Act (GINA),

15. Employee Credit Privacy Act,

The Complaint Manager will attempt to resolve complaints without resorting to the District's grievance procedure and, if a complaint is filed pursuant to the District's said procedure, to address the complaint promptly and equitably. The right of a person to prompt and equitable resolution of a complaint filed hereunder shall not be impaired by the person's pursuit of other remedies. Use of the District's grievance procedure is not a prerequisite to the pursuit of other remedies and use of this grievance procedure does not extend any filing deadline related to the pursuit of other remedies. All deadlines under the District's procedure may be extended by the Complaint Manager as he or she deems appropriate. As used in this policy, "school business days" means days on which the District's main office is open.

Adopted: September 17, 2002

Revised: August 6, 2013

Replaces: JAA-R-Equal Educational Opportunities – Title IX Grievance Procedure

Reference:

8003P Uniform Grievance Procedure

Filing a Complaint

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

Investigation

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

The identity of any student witnesses will not be disclosed except: (1) as required by law or any collective bargaining agreement, or (2) as necessary to fully

investigate the complaint, or (3) as authorized by the parent/guardian of the student witness, or by the student if the student is 18 years of age or older.

Within 30 school business days of the date the complaint was filed, the Complaint Manager shall file a written report of his or her findings with the Superintendent. The Complaint Manager may request an extension of time. If a complaint of sexual harassment contains allegations involving the Superintendent, the written report shall be filed with the Board, which will make a decision in accordance with the following section of this policy. The Superintendent will keep the Board informed of all complaints.

Decision and Appeal

Within 5 school business days after receiving the Complaint Manager's report, the Superintendent shall mail his or her written decision to the Complainant by U.S. mail, first class, as well as to the Complaint Manager.

Within 10 school business days after receiving the Superintendent's decision, the Complainant may appeal the decision to the Board by making a written request to the Complaint Manager. The Complaint Manager shall promptly forward all materials relative to the complaint and appeal to the Board. Within 30 school business days, the Board shall affirm, reverse, or amend the Superintendent's decision or direct the Superintendent to gather additional information. Within 5 school business days of the Board's decision, the Superintendent shall inform the Complainant of the Board's action/

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

Appointing Nondiscrimination Coordinator and Complaint Managers

The Superintendent shall appoint a Nondiscrimination Coordinator to manage the District's efforts to provide equal opportunity employment and educational opportunities and prohibit the harassment of employees, students, and others.

The Superintendent shall appoint at least one Complaint Manager to administer the complaint process in this policy. If possible, the Superintendent will appoint 2 Complaint Managers, one of each gender. The District's Nondiscrimination Coordinator may be appointed as one of the Complaint Managers.

The Superintendent shall insert into this policy and keep current the names, addresses, and telephone numbers of the Nondiscrimination Coordinator and the Complaint Managers.

Nondiscrimination Coordinator:

Title: Director of Human Resources
Address: 157 West Washington Street
West Chicago, IL 60185
Telephone: 630-876-6200

Complaint Managers:

Title: Director of Human Resources	Title: Director of Student Services
Address: 157 W. Washington Street	Address: 326 Joliet Street
West Chicago, IL 60185	West Chicago, IL 60185
Telephone: 630-876-6200	Telephone: 630-876-6200

Adopted: August 6, 2013
 Revised: July 18, 2017
 Replaces:
 Reference:

8004 Student Gender Equity, Gender Discrimination, and Gender Harassment

1. Statement of Policy – Community High School District 94 does not discriminate against students on the basis of gender in the provision of programs, activities, services, or benefits. Both genders shall have equal access to educational and extracurricular programs and activities to the fullest extent permitted by law.

2. Definitions –

- A. *Comparable* means similar in quality and quantity, taking into consideration all relevant facts and circumstances.
- B. *Contact Sports* means those sports whose purpose or major activity involves bodily contact, such as basketball, boxing, football, ice hockey, rugby, and wrestling.
- C. *Counseling* means all guidance activities, personal counseling, guidance-related evaluation and testing, provision of vocational and career information and advice, scheduling assistance, and any other guidance services provided to students by any person acting under the authorization of an educational system.
- D. *Course* means any District-sponsored class, regardless of the location of class meetings, nature of instruction, or type or age of student.
- E. *Discrimination* means the violation of an individual's State or Federal guarantees to equal rights as provided by the U. S. Constitution, Federal law,

Illinois Constitution, and Illinois law, including the *Illinois School Code*, whether intended or unintended.

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

G. *Gender Bias* means the attribution of behaviors, abilities, interests, values, and/or roles to a person or group of persons on the basis of gender.

H. *Gender Harassment* includes student-to-student conduct and student-to-staff conduct as well as staff-to-student conduct and staff-to-staff conduct. It means (a) unwelcome gender advances; (b) gender advances to students by staff, whether welcome or unwelcome, (c) requests for gender favors; and/or (d) other verbal or physical conduct of a gender nature where:

- 1) Submission to such conduct is made either explicitly or implicitly a term or condition of a person's employment or educational development;
- 2) Submission to or rejection of such conduct is used as the basis for employment or education decisions affecting such individual; or
- 3) Such conduct has a purpose or an effect of unreasonably interfering with an individual's work or educational performance, or creating an intimidating, hostile or offensive working or educational environment.

Gender harassment may include, but is not limited to:

- 1) Uninvited gender-oriented verbal "kidding" or demeaning gender innuendoes, leers, gestures, teasing, genderly explicit or obscene jokes, remarks or questions of a gender nature;
- 2) Graphic or suggestive comments about an individual's dress or body;
- 3) Displaying genderly explicit objects, photographs or drawings;
- 4) Unwelcome touching, such as patting, pinching or constant brushing against another's body; or
- 5) Suggesting or demanding gender involvement whether or not such suggestion or demand is accompanied by implied or explicit threats concerning one's grades, educational opportunities, employment status, or similar personal concerns.

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

3. Purpose – The purpose of these rules is to identify and eliminate gender bias, gender discrimination, gender harassment, and gender intimidation in the provision of School District 94 programs, activities, services, and benefits, and to attempt to assure equal access by both genders to the educational and extracurricular programs and activities of the District.

4. Policy and Practice –

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

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

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

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

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

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

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

District shall eliminate any administrative and programmatic barriers to school attendance and completion by pregnant students or students who are parents.

No student shall be subjected to gender discrimination, harassment, intimidation or bias by any District employee, by other students, or by the effect of any school policy or practice.

The District shall not discriminate on the basis of gender in the imposition of disciplinary policies and practices or codes of conduct.

The District shall not discriminate on the basis of gender in the provision of employment opportunities for students. The District shall not enter into work study or cooperative employment agreements with employers who discriminate against students on the basis of gender.

C. Educational Programs and Activities: All courses shall be open to students regardless of gender. Course prerequisites and requirements shall be the same for both genders. Course content and objectives shall not discriminate on the basis of gender.

Students shall be advised to participate in courses, programs and activities consistent with their interests and abilities without regard to their gender. Neither course titles nor descriptions shall discourage participation by either gender.

Students may, however, be segregated by gender during class sessions or portions thereof which deal exclusively with human genderity.

D. Specific Program Areas:

- 1) **Physical Education Classes** – Physical education classes shall be open equally to both genders. Instructional portions of all physical education classes shall be coeducational. Students may be segregated by gender during participation in contact sports. Neither physical education classes nor areas where the classes are conducted shall be designated by gender.

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

Where the use of a single standard for measuring skill or

progress in a physical education class results in gender discrimination, appropriate standards which do not have such effect shall be used.

- 2) **Music:** Students shall be encouraged to pursue their interests in music and particular musical instruments without regard to their gender. Students shall not be segregated by gender when participating in voice instruction, although divisions within a class may be established based upon vocal range and quality. Musical instrument instruction and performance shall be based upon the student's individual interests and abilities, regardless of their gender.
- 3) **Special Education:** Special education referral, testing and placement practices shall not discriminate on the basis of gender. Classes and related services for students with disabilities shall not discriminate on the basis of gender whether provided by the District, in cooperation with other school Districts, or through private placement.
- 4) **Gifted Education:** Gifted education referral, testing and placement practices shall not discriminate on the basis of gender. Classes, programs and related services for gifted students shall not discriminate on the basis of gender.
- 5) **Vocational and Career Education:** Students shall be encouraged to pursue the career of their choice without regard to their gender. Materials used and opportunities provided to students in vocational and career education shall not discriminate on the basis of gender.

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

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

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

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

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

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

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

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

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

- 1) Sports offered;
- 2) Levels of competition within each sport;
- 3) Length of sports season;
- 4) Scheduling throughout the year;
- 5) Scheduling for practices and games;
- 6) Use of facilities for practice and competition;
- 7) Ratio of coaches to athletes;
- 8) Quality of coaching and officiating;
- 9) Assignment and compensation of coaches and officials;
- 10) Supplies and equipment;

- 11) Allowances for travel and per diem;
- 12) Medical and training services;
- 13) Publicity for teams and individual participants; and
- 14) Overall distribution of athletic budget funds.

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

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

That District may cooperate with single gender youth organizations that are tax exempt and whose membership has traditionally been limited to members of one gender and Principally to persons who are under 19 years of age, for example the Girl or Boy Scouts of America, provided that comparable activities shall be available for both genders.

Activities such as cheerleading, pompon squads, color guards, teacher/office aides, and library assistants shall be open to both genders, and the District's utilization of such groups should not discriminate on the basis of gender.

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

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

5. Grievance Procedure - See Uniform Grievance Procedure 8003P

6. Disciplinary Action

Disciplinary action may be taken with respect to any District employee who is found to have committed or participated in an act or acts of gender harassment or intimidation against a student. Disciplinary action, up to and including expulsion, may be taken with respect to any student of the District who is found to have committed or participated in an act or acts of gender harassment or intimidation against another student.

7. Confidentiality

The rights to confidentiality, both of the Complainant and the accused, will be respected consistent with, and subject to, the District's legal obligations and with the necessity to investigate allegations of misconduct and to take corrective action when this conduct has occurred.

8. Evaluation and Training

At least once every four years, the District shall evaluate its policies and practices to identify gender discrimination, harassment, intimidation and bias, and shall develop a written plan to modify any such policy or practice identified. The written plan shall enumerate remedial steps to be taken to eliminate the effects of any identified discriminatory policy or practice.

The evaluation shall include an examination of course enrollment data to identify any instances of disproportionate enrollment on the basis of gender and, where discrimination may have contributed to such disproportionate enrollment, the plan shall seek to redress the same.

In-service training implementing the plan shall be provided to District administrators and to certificated and non-certificated personnel as needed, including, but not limited to, training on knowing, identifying, reporting and addressing gender harassment and gender intimidation.

9. Dissemination

The District shall take reasonable measures to assure that District employees, students and parents are informed of this policy and grievance procedure by inclusion of the same in employee and student planner-handbook-calendar, and shall make a copy of the same available for inspection at the Administrative Office.

10. Records

The District shall maintain records documenting compliance with the policy contained herein, including reports of gender equity evaluations and plans, remediation efforts and in-service activities, data collection and analyses, and grievances and their disposition. The records shall be made available to State Board enforcement authorities.

Adopted: September 17, 2002

Revised: August 6, 2013; July 18, 2017

Replaces: JCA - Student Gender Equity, Gender Discrimination, and Gender Harassment/Intimidation

Reference: Title IX of the Education Amendments of 1972, 20 USC §1681 et seq;
Illinois School Code, 105 ILCS 5/27-1
Illinois Gender Equity Rules, 23 Ill Admin Code §200.10 et seq;
Illinois Human Rights Act, 775 ILCS 5/1-101 et seq.

8005 Rights to Free Education for students with disabilities

It is the policy of the Board of Education of Community High School District 94 to provide a free appropriate public education to all students who are identified as disabled within the meaning of *Section 504 of the Rehabilitation Act of 1973* ("Section 504"), regardless of the nature or severity of the student's disability. In providing educational services to students with identified disabilities, the District will reasonably accommodate the student's individual educational needs. Such accommodation may include, but is not limited to, the provision of regular and special education and related supplemental aids and services; and/or reasonable modification of policies, practices, or procedures.

Adopted: September 17, 2002

Revised: August 6, 2013

Replaces: Policy unnumbered policy of the same name previously adopted on February 20, 1996

Reference: See also ¶8009 – Grievance Procedure for Complaints filed Under *The Americans with Disabilities Act of 1990* and The Employment and Program Accessibility Provisions of *Section 504 of The Rehabilitation Act of 1973*; and ¶8007 – Education of Children with Disabilities

8005P Identification, Evaluation, or Educational Placement of Students with Disabilities

1. General Procedures –

A. *Public Notice/Child Find* – The District annually notifies the public of available services for students with disabilities and how to access them through two local newspaper announcements. Other methods utilized by the District to identify and locate students with disabilities who reside within the District may include dissemination of information about District programs and distribution through publication of the periodic early childhood screening dates.

B. *Referrals* – Referrals for consideration for Section 504 eligibility may result from child find efforts, direct referrals by parents or guardians (hereinafter generically referred to as "parents") or school personnel, other persons having knowledge of the child, the child, or the State Board of Education. These direct referrals may be made at any time. The District maintains an organized and written referral process which is communicated to all professional personnel within the system and to persons within the community.

A referral must be made in writing, dated at the time the request is made, and include the reason for the referral. The referral must be given to the

administrator overseeing Support Services.

C. Evaluation, Determination of Eligibility, and Service Plan – The primary purpose of conducting an individual assessment of a student initially referred for a Section 504 evaluation is to gather information sufficient to permit a group of persons knowledgeable about the child to determine whether the student has a disability within the meaning of Section 504. The evaluation procedures shall be carried out in accordance with the requirements of 34 CFR §104.35. A case study evaluation completed pursuant to 23 *Illinois Administrative Code*, § 226.120 is one means of meeting this evaluation requirement under §504. The evaluation shall be completed within sixty (60) school days of the date of referral. The "date of referral" is the date on which written parental consent to complete an evaluation is obtained or provided.

The District's ADA/Section 504 Coordinator, administrator overseeing Support Services or designee will convene a Section 504 meeting for a student whose evaluation has been completed. The meeting will be conducted within sixty (60) school days of the date of referral for consideration of Section 504 eligibility. The meeting will involve a group of persons knowledgeable about the child, including the child's parents. The team may include the child's teacher, members of the evaluation team, a District administrator, a cooperative administrator, and parents. Notice of the Section 504 conference shall be sent to all participants at least ten (10) calendar days prior to the conference. The team will be responsible for making the determination of eligibility under Section 504 and determining what services and/or accommodations, if any, are needed to meet the child's needs as they relate to the educational setting. The team chair will complete a conference summary form documenting the evaluation findings, eligibility, and, as necessary, the educational services/accommodations to be provided. The conference summary will become a part of the student's temporary record and the parents will be given a copy. Recommendations made at the Section 504 conference shall be made by consensus of the participating public school staff, with parental participation.

If it is determined that the student is not disabled under Section 504 and will not be receiving any special services or accommodations, a written notice of the findings shall be provided to the parents, as well as notice of their right to request an impartial hearing to contest this determination. (See the following section on grievance procedures) If a student is determined to be eligible for services under Section 504, the conference summary will also serve as the Section 504 Service Plan by describing the necessary educational services and/or reasonable accommodations to be made. The services and reasonable accommodations described shall be based on a composite understanding of the student's characteristics and how the physical or mental condition substantially limits one or more major life activities. The services/accommodations may be provided within the regular education program and be of a consultative/

monitoring nature. Direct services may include, but are not limited to, modification of the standard curriculum, alternative teaching techniques, adapted materials, adapted classroom environment, alternative/individualized assignments, related services, and/or a behavior management system.

D. *Annual Review* – On an annual basis, a group of persons knowledgeable about the child will review the Section 504 Service Plan to determine continued eligibility and whether the same type and intensity of services are to be continued.

E. *Re-Evaluation* – The ADA/Section 504 Coordinator or Director of Special Education Department Chair will ensure that a re-evaluation of each Section 504 eligible child is conducted every three (3) years or more frequently if conditions warrant. A notice and consent form will be sent to the student's parents or guardians prior to initiating any re-evaluation. No re-evaluation shall be conducted without the prior written consent of the student's parent or guardian. The re-evaluation will include a review of the components of the most recent evaluation.

F. *Termination of Services* – A meeting with a group of persons knowledgeable about the student shall recommend the termination of special services provided to a student if it is determined, after a re-evaluation and a review of all pertinent information, that (a) the student no longer requires any specialized services to meet the identified needs; (b) the student no longer requires any specialized accommodations within the regular classroom, or (c) the student can be appropriately educated in a regular classroom environment without special services or reasonable accommodations.

G. *Parent's Right to Notice, Records Review, and Representation* – Written notice will be sent ten (10) calendar days prior to the suggested date for any conference convened in accordance with the foregoing provisions. The student's parents have a right to review their child's records and have the right to legal representation at such conference, at their own expense.

2. Grievance Procedures

A. *Complaint* – If a student's parents disagree with the identification, evaluation, or educational placement of the student, they have a right under Section 504 to file a complaint with the District's ADA/Section 504 Coordinator. The complaint must be a written statement of the specific facts and/or perceived wrongful act to be investigated. If a person who is unable to write wishes to file a complaint, assistance may be obtained by contacting the ADA/Section 504 Coordinator.

The ADA/Section 504 Coordinator shall promptly investigate the

complaint. The Coordinator shall make all reasonable efforts, including but not limited to, convening a conference with the parents to discuss the complaint and the results of the investigation, to resolve the matter informally.

B. *Hearing* – In the event the complaint cannot be resolved informally, the ADA/Section 504 Coordinator will advise the parents of their right to an impartial hearing and to legal representation at that hearing. The following complaint procedures will be adhered to:

- 1) The request for an impartial hearing shall be submitted in writing to the ADA/504 Coordinator. If a parent is unable to write and no designated agent is available, the parent can receive assistance in filing his/her hearing request by contacting the ADA/Section 504 Coordinator.
- 2) Within five (5) calendar days of receipt of the written request for a hearing, the ADA/Section 504 Coordinator shall provide the parent with a list of impartial hearing officers. The parent shall indicate his/her first three choices of hearing officers in order of preference and return the list with preferences indicated to the ADA/Section 504 Coordinator.
- 3) Upon return of the list, the ADA/Section 504 Coordinator shall contract with the hearing officer for the purpose of hearing the case. The ADA/Section 504 Coordinator shall promptly notify the first-choice hearing officer of the pending case. In the event that the first-choice hearing officer cannot hear the case, the second-choice officer shall be contacted. In the event that the second-choice officer cannot hear the case, the ADA/Section 504 Coordinator shall contact the parent's third-choice officer. If none of the officers contacted can hear the case, the parent will be asked to select/prioritize three additional hearing officers from another list which will be mailed within five (5) calendar days of the notice of decline from the third-choice hearing officer.
- 4) The hearing shall be scheduled by the hearing officer within fifteen (15) calendar days of the hearing officer's receipt of the written notice of selection from the ADA/Section 504 Coordinator.
- 5) The District and the parents shall have the right to present evidence relevant to the issue(s) raised by the parents. The parties shall have the right to be represented at the hearing by legal counsel. The hearing officer shall ensure that a verbatim record of the hearing is made, either by tape recording or by a court reporter, at no cost to the parent.
- 6) The hearing officer shall limit the decision to the issue(s) presented by the parents or the school District in the written request for a hearing. The hearing officer's decision must be

written and shall include a summary of the evidence, the reasons for the decision, an order with respect to the remedial steps or actions, if any, to be taken by the District, and the procedures, if any, necessary to ensure timely compliance with the order within thirty (30) calendar days unless exceptional circumstances exist which, in the hearing officer's judgment, warrant delay in implementation.

- 7) The hearing officer's decision shall be made within ten (10) calendar days following the conclusion of the hearing. The hearing officer shall send a copy of the decision by certified mail to the parent(s) and the ADA/Section 504 Coordinator.

3. Review – If either party remains aggrieved following the hearing officer's decision, they may request a review (appeal) as follows:

A. The request for review of the decision must be in writing and filed by mail or personal service with the Superintendent of Schools no later than thirty (30) calendar days after the date of the hearing officer's decision.

B. Within five (5) calendar days of receipt by the Superintendent of the request for review, the Superintendent shall transmit to the requesting party a list of five (5) review officers. The requesting party shall select a review officer in accordance with the procedure described in Paragraph C.3. above.

C. The Superintendent shall transmit the entire file (i.e., the original complaint and hearing request, record of the hearing, records and documents, etc.) to the review officer promptly upon his/her selection.

D. If oral argument is not requested, the review officer will review the entire record and render a written decision within ten (10) school days of receipt of the record. If oral argument is requested, and at the review officer's discretion, oral argument may be scheduled at which both parties may be represented by counsel. A decision shall be rendered in accordance with the procedures set forth in Paragraphs C (6) and (7) above.

E. The review officer's ruling shall be final; provided, however, that the parent has the right to forgo or terminate a hearing or grievance and file a complaint with the U.S. Department of Education, Office of Civil Rights.

Adopted: September 17, 2002

Revised: August 6, 2013

Replaces: Policy unnumbered policy of the same name previously adopted on February 20, 1996

Reference: See also ¶8006 - Grievance Procedure for Complaints Filed Under *The Americans with Disabilities Act of 1990* and The Employment and

Program Accessibility Provisions of *Section 504 of The Rehabilitation Act of 1973*; and ¶8007 – Education of Children with Disabilities

8006 Complaints Filed Under the Americans with Disabilities Act of 1990 and the Employment and Program Accessibility Provisions of Section 504 of the Rehabilitation Act of 1973

Any individual who believes that s/he has been subjected to discrimination by Community High School District 94 on the basis of disability in violation of the *Americans With Disabilities Act* ("ADA"), *Section 504 of the Rehabilitation Act of 1973* ("Section 504"), or their respective implementing regulations, may submit a complaint in accordance with the Uniform Grievance Procedure Policy 8003P.

Adopted: September 17, 2002
Revised:
Replaces:
Reference:

8007 Education of Children with Disabilities

The District shall provide a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the District as required by the Individuals With Disabilities Education Act (IDEA) and implementing provision of the *Illinois School Code*, Section 504 of the Rehabilitation Act of 1973, and the Americans With Disabilities Act. The term "children with disabilities," as used in this policy, means children between ages 3 and 21 for whom it is determined, through definitions and procedures described in the *Illinois Rules and Regulations to Govern the Organization and Administration of Special Education*, that special education services are needed.

For students eligible for services under IDEA, the District shall follow procedures for identification, evaluation, placement, and delivery of services to children with disabilities provided in the Illinois State Board of Education's Rules and Regulations to Govern the Administration of Special Education. The safeguards shall cover students' identification, evaluation, and educational placement. This system shall include notice, an opportunity for the student's parent(s)/guardian(s) to examine relevant records, an impartial hearing with opportunity for participation by the student's parent(s)/guardian(s), representation by counsel, and a review procedure.

The District may maintain membership in one or more cooperative associations to fulfill their obligations to disabled students.

If necessary, students may also be placed in non-public special education programs or educational facilities.

Adopted: September 17, 2002

Revised:

Replaces:

Reference: Americans with Disabilities Act, 42 USC §12101 et seq
Individuals with Disabilities Education Act, 20 USX §1400 et seq
Rehabilitation Act of 1973, Section 504, 29 USC §594
105 ILCSA 5/14-1.01 et seq 5/14-7.02, and 5/14-7.02a 23 Ill Admin Code §226.

8008 Rights of Individuals with Disabilities

It is the policy of the Board of Education of Community High School District 94 that no otherwise qualified individual shall, by reason of the individual's disability, be excluded or otherwise denied opportunity for participation in, be denied the benefits of, or be subjected to discrimination under any program or activity sponsored by this Board. It is the further policy of this Board that students with disabilities who are residents of District 94 will be provided a free appropriate public education regardless of the nature or severity of the student's disability.

As used in this policy and any implementing regulations, the term "disability" means an individual who has a physical or mental impairment that substantially limits one or more of the individual's major life activities. The term also includes individuals who have a record of such impairment or who are regarded as having such an impairment. Major life activities include functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

Notice of the Board's policy of nondiscrimination on the basis of disability shall be included in the Board policy manual, posted throughout the District, and published in any District statement regarding the availability of employment opportunities, educational services, or District-sponsored programs.

Employment – Neither the Board nor its employees or agents shall discriminate against a qualified individual with a disability because of the disability of such individual in regard to job application procedures, hiring, advancement, or discharge of employees, employee compensation, job training, and other terms, conditions, or privileges of employment.

Applicants for employment by the Board shall not be required to undergo a physical examination prior to an offer of employment by the Board. During the application process, neither the Board nor its employees or agents shall make inquiries of

an applicant as to whether such person is an individual with a disability or as to the nature or severity of his/her disability, unless such inquiry is related to the applicant's ability to perform essential job-related functions.

The Board is committed to making reasonable efforts to accommodate individuals with disabilities. Such reasonable accommodations may include, but are not limited to, one or more of the following: job restructuring, part-time or modified work schedules, reassignment to a vacant position, acquisition or modification of equipment or devices, appropriate adjustment or modification of examinations, training materials or policies, the provision of qualified readers or interpreters, and other similar accommodations for individuals with disabilities.

2. Program Accessibility – The instructional program of Community High School District 94 and the activities sponsored by the District in conjunction with the instructional program shall be operated in such manner that such programs and activities, when viewed in their entirety and to the maximum extent feasible, shall be readily accessible to and usable by individuals with disabilities, including individuals who use wheelchairs. Community High School District 94 will attempt to provide barrier-free access to school facilities with the objective that no individual with a disability is to be denied an opportunity to participate in a District program that is available to non-disabled persons. In some instances, this may require the individual with a disability to travel to or attend an accessible District facility other than the facility closest to the person's residence.

3. Educational Services – In providing educational services to students with identified disabilities, Community High School District 94 will reasonably accommodate the student's individual educational needs. Such accommodation may include, but is not limited to, the provision of regular or special education and related aids and services. Students will be placed in the regular education environment unless it is demonstrated that the education of the student in the regular education environment with the use of supplementary aids and services cannot be achieved satisfactorily.

Community High School District 94 provides nonacademic and extracurricular services and activities that offer students with disabilities the opportunity to participate with non-disabled students in such activities to the maximum extent appropriate to the needs of the student with disabilities.

4. Enforcement – The Director of Special Education is designated at the District 94 Coordinator for the *Americans with Disabilities Act of 1990* and *Section 504 of the Rehabilitation Act of 1973* (Section 504).

The Board will establish grievance procedures to address complaints under (1) the *Americans with Disabilities Act ("ADA")* and the employment and program accessibility provisions of the Section 504 regulations of 34 CFR Subparts B and C, and (2) the Section 504 provisions set forth in 34 CFR Subpart D with respect to

identification, evaluation, and educational placement of students with disabilities. The ADA/Section 504 Coordinator shall provide Complainant with a copy of the grievance procedures which are appropriate to the nature of the complaint.

Complaints with respect to the provisions of either of these statutes or this policy shall be directed to the Coordinator for prompt investigation and equitable resolution. Any person wishing to submit complaints should submit a written statement to the ADA/Section 504 Coordinator. The written statement should set forth the specific facts and/or discrimination (e.g., location, names, dates, times) to be investigated. If a person who is unable to write wishes to file a statement, assistance may be obtained by calling the ADA/Section 504 Coordinator at 630/876-6200. All such written statements should be submitted within thirty (30) days after the incident or act which gives rise to the complaint.

The Coordinator shall make all reasonable efforts, including but not limited to convening a conference with the Complainant to discuss the complaint and the results of the investigation, to resolve the matter informally. In the event that the matter cannot be resolved informally within ten (10) business days after receipt of the written complaint, the Coordinator will advise the Complainant of his/her right to a hearing as set forth in the *Americans with Disabilities Act* and Section 504 of the *Rehabilitation Act of 1973*.

All complaints regarding the District's compliance with the *Americans with Disabilities Act of 1990* and/or Section 504 of the *Rehabilitation Act of 1973* shall be received and investigated without reprisal by the Board of Education or the Board's employees or agents.

The filing of a complaint under the procedures described above shall not limit, extend, replace or delay the right of any person to file a similar complaint or charge with any appropriate local, state, or federal agency or court.

Evaluation and Compliance – The Board of Education directs the Superintendent to evaluate the District's programs and practices with respect to nondiscrimination, in accordance with existing law and this policy. The Superintendent shall report the results of this evaluation to the Board.

Adopted: September 17, 2002

Revised:

Replaces: Policy with the same name adopted February 20, 1996

References: *See Also* ¶8005 - Grievance Procedure for Complaints Filed with Respect to Identification, Evaluation, or Educational Placement of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973; and 8006 - Grievance Procedure for Complaints Filed Under *The Americans with Disabilities Act of 1990* and the Employment and Program Accessibility Provisions of *Section 504 of The Rehabilitation Act of 1973*;

Americans with Disabilities Act of 1990, 42 USC §12101 et seq; Section 504 of the Rehabilitation Act of 1973, 29 USC § 794; and 105 ILCS 5/10-20.31; 23 Ill Admin. Code §1.285.

8009 Behavioral Intervention Policy for Students with Disabilities

1. Goals – Community High School District 94 is committed to providing a learning environment for all students which is conducive to their academic, social and emotional growth. The staff of Community High School District 94 has adopted a "Problem Centered Approach to Student Discipline." The goals of this approach to student conduct are:

A. To educate students in a way that emphasizes the use of positive interventions that will strengthen desirable behaviors.

B. To create a collaborative problem solving approach to discipline problems in which the student shares responsibility for solving the problem with staff.

C. To stop or restrict extremely inappropriate behaviors.

2. Principles of Intervention – The staff of Community High School District 94 will intervene with students with disabilities whose behavior is not consistent with the goal of maintaining a learning environment that is "conducive to the academic, social and emotional growth of all students." Specifically, intervention will occur when a student's behavior (1) endangers the health and safety of him/herself or others, (2) disrupts the educational process, (3) results in the destruction of property.

Community High School staff will intervene in the least intrusive manner consistent with the student's behavior. More intrusive interventions will occur when the student's behavior represents a significant danger to the health, safety and well being of him/herself or others.

Parents of students receiving special education services will be informed of this policy annually and upon initial enrollment of the student in Community High School's special education programs.

3. Parent Advisory Committee – Community High School District 94 shall establish a parent-teacher advisory committee to assist the administration in the monitoring and development (revision) of policies and procedures regarding behavioral interventions. Community High School District 94 will provide ongoing staff development opportunities for staff as they pertain to behavior management.

Community High School's Special Needs Council will review on a regular basis the policy and policy procedures regarding behavioral interventions.

Adopted: September 17, 2002

Revised:

Replaces: Policy with the same name approved December 19, 1995

Reference: *See Also* ¶ 8008P - Behavioral Intervention Policy for Students with Disabilities Rules and Regulations

8009P Behavior Intervention Policy for Students with Disabilities Procedures

1. Definitions –

A. *Behavior Consultant*: A staff member who has received training in the analysis of behavioral disorders and the implementation of behavior management plans.

B. *Behavioral Intervention*: An act or procedure by a staff member with a student which is designed to change or stop an undesirable behavior. The goal of all interventions is to develop and strengthen desirable behaviors.

C. *Behavioral Intervention Team*: A group of staff members who are responsible for the implementation of a restrictive intervention. The team shall be composed of the following staff members: Behavioral Consultant(s), Dean, Counselor, and Special Education Teacher. If available, the parent will also be a member of the team.

D. *Disciplinary Consequences*: A response by a Dean to a student's behavior that (1) endangers the health and safety of him/herself or others, (2) disrupts the educational process, (3) results in the destruction of property.

E. *Non-Restrictive Intervention*: A behavioral intervention that does not require staff members to use forcible means when a student's behavior (1) endangers the health and safety of him/herself or others, (2) disrupts the educational process; (3) results in the destruction of property.

The following behavioral interventions are examples of non-restrictive approaches of behavioral management. **These interventions may be used without the development of a written behavioral management plan or inclusion in the Student's IEP.**

- allowing student to escape
- calling/notifying parent
- differential reinforcement
- direct instruction
- environmental/activity modification
- instructional assignment
- modeling
- prompting
- proximity control
- redirecting student (verbal)
- self-management
- shaping
- teaching alternative behaviors
- teaching self-reinforcement

- peer involvement
- planned ignoring
- positive reinforcement
- temporary removal from classroom with instructional supports
- token economy
- verbal feedback
- verbal reprimand

The following **non-restrictive** interventions are considered **restrictive** when they are used more than one time per week or four times in a 30-day period.

- contingent exercise
- positive practice over correction
- time-out (exclusionary/physical)
- time-out (non-exclusionary – back of classroom)
- detention (before/after school/ weekend)

F. *Restrictive Interventions:* A behavioral intervention that requires staff members to use forcible restraint, confinement, or exclusion from program when a student's behavior (1) endangers the health and safety of him/herself or others, (2) disrupts the educational process; (3) results in the destruction of property. Restrictive interventions are designed to control or stop undesirable behaviors.

The following behavioral interventions are examples of **restrictive** approaches to behavioral management. **These interventions require the development of a written behavioral management plan or are a component of a student's IEP.**

- exclusion from extracurricular activities
- food delay
- forced physical guidance
- inhibiting devices
- manual restraint
- negative practice
- time out (restricted exit)
- satiation
- suspension (in-school)
- suspension (out-of-school)

G. *Highly Restrictive Interventions:* A behavioral intervention that requires staff members to use chemical agents, mechanical restraints, or denial of devices related to a child's functioning when a student's behavior (1) endangers the health and safety of him/herself or others, (2) disrupts the educational process, (3) results in the destruction of property.

The following behavioral interventions are examples of highly restrictive approaches to behavioral management. The staff of Community High School District 94 **are not** permitted to use highly restrictive interventions.

- aversion mists, aromatics, tastes
- denial or restriction of access to regularly used equipment/devices that facilitate the child's educational functioning except when such equipment is temporarily at risk for damage.

- mechanical restraints (excludes restraints prescribed by a physician or as a safety procedure for transportation)
- expulsion with continuing education program.

H. *Prohibited Interventions*: A behavioral intervention that school personnel in Illinois **are not** permitted to use are considered to be illegal. The following interventions are considered prohibited by law and/or school board policy:

- corporal punishment
- faradic skin shock
- expulsion with cessation of services
- physical manipulation or procedure that causes pain and/or tissue damage when used as an aversive procedure

I. *Emergency Intervention*: A restrictive intervention used by a staff member when a student's behavior (1) endangers the health and safety of him/herself or others, (2) significantly disrupts the educational process, (3) results in the destruction of property.

When an **emergency intervention** is used by a staff member, they must:

- 1) Document the use of the emergency intervention on the "Emergency Report Form."
- 2) Inform parent within 24 hours of the incident in which the time out or restraint was use.

Isolated Time Outs – Isolated time outs shall not be used. "Isolated time out" means the confinement of a student in a time-out room or some other enclosure, whether within or outside the classroom, from which the student's egress is restricted.

Physical Restraints – Physical restraints shall not be used in administering discipline to individual students. "Physical restraint" means holding the student or otherwise restricting his/her movements. "Restraint" does not include momentary periods of physical restriction by direct person-to-person contact, without the aid of material or mechanical devices, accomplished with limited force and that are designed (i) to prevent a student from completing an act that would result in potential physical harm to himself, herself or other damage to property or (ii) to remove a disruptive student who is unwilling to voluntarily leave the area.

J. *Procedures for Implementation of Restrictive Intervention*

- 1) Following repeated behavioral episodes requiring the use of a restrictive intervention which is not a part of a student's IEP, the behavioral consultant will consult with the Behavioral Intervention Team and determine ...

- a) if the behavior episode is related to the student's disability
 - b) the appropriateness of completing a functional analysis of student
 - c) the appropriateness of scheduling an IEP meeting to review functional analysis and develop behavior plan.
- 2) At the scheduled IEP meeting the behavior consultant will review the functional analysis and develop a behavior plan with the parent and IEP team (see attached form "Problem Solving Referral Form"). The plan will become an addendum to the student's IEP.
 - 3) The Behavioral Consultant will reconvene the IEP meeting if the behavior strategies described in the behavior plan are ineffective.
 - 4) Parents will be kept informed of the effectiveness of the behavior interventions described in the behavior plan.

Adopted: September 17, 2002

Revised:

Replaces: Policy with the same named adopted December 19, 1995

Reference: *See Also* ¶8008 - Behavior Intervention Policy for Students with Disabilities

8011 Education of Children Experiencing Homelessness

The McKinney-Vento Homeless Assistance Act considers a child to be "homeless" if he or she, out of necessity, lacks a fixed, regular and adequate nighttime residence and must reside in a shelter, motel, vehicle, campground, on the street, or doubled-up with relatives or friends.

Students identified as homeless shall have the right to be enrolled immediately, without medical or academic records, consistent with provisions of applicable law (including both students who have no records from their prior school, and student who have no records at all). If applicable, health and academic records from the previous school must be requested in a timely manner and where needed, a student may be referred to a free or low cost clinic for any required immunizations. However, the school may require the parents or guardian of a homeless child to submit an address or other information for contact purposes, as they would require from any non-homeless child enrolling in the school.

The homeless child has three choices with respect to schools:

- *The School the child last attended.*

- *The School the child attended when he/she became homeless.*
- *The School closest to the shelter or other temporary housing.*

Homeless children are entitled to the same rights to transportation as other children in the District. The District is responsible for transportation costs.

Educational services shall be provided to homeless children on the same basis as they are provided to other students in the District.

The District hereby designates the administrator who oversees Support Services as the liaison for homeless children to ensure District 94's compliance with State and Federal law. In the event of a dispute, the parent shall be referred to the Homeless Liaison at the Regional Office of Education. While the dispute is being resolved, the child shall remain in school and receive such services as are required.

Adopted: November 18, 2008

Revised: July 15, 2014

Replaces: N/A

Reference: 42 U.S.C.A. §11431 et seq. 105 ILCS 45/1-1, et seq.;
05 ILCS 5/1020.12a, 20.12b, 22.5; 23111. Admin. Code
§ 1.240(e)

8100 ATTENDANCE

8101 Purpose

The Board strongly encourages and expects students to attend school regularly for the following reasons:

1. to comply with State law
2. to benefit from instruction
3. to participate in class activities
4. to promote a climate that values school attendance

Adopted: September 17, 2002

Revised:

Replaces:

Reference:

8102 Comprehensive Attendance

It is the expectation of Administration and staff of Community High School that every student will be punctual and present each class period of each day. Regular daily attendance by staff and students is important for student success. While some students may be able to pass tests and achieve good grades despite absences, one visit to any classroom in our school will verify the number and range of activities in progress. The student who is absent misses these activities and no amount of effort can recreate them. Students with irregular attendance patterns, whether excused or unexcused, may find it difficult to be successful in specific classes and may be subject to a loss of graduation credits. As a result, it is extremely important that the parent(s)/guardian(s) assure(s) the student's academic growth and success by emphasizing the need for the student to be punctual and in attendance each day.

1. Excused Absences

According to Section 26-2a. of the *Illinois School Code*, the only legal reasons why a student may be absent from school are as follows:

- Illness
- Death in the immediate family
- Observation of a religious holiday
- Family emergency
- Circumstances that cause reasonable concern to the parent(s)/guardian(s) for the safety or health of the student
- Other situations beyond the control of the student as approved by the principal

Determination of whether or not an absence is excused is ultimately the right of the school.

2. Reporting Student Absences

In order for a full-day absence to be considered excused, the student’s parent/guardian is required to make a telephone call to the Attendance Office before 10:00 a.m. on the day of the absence. **The number to call is 630-876-6336.** Voicemail is available to leave messages. The parent/guardian will be asked to provide the following information:

- Student Name
- Student ID Number
- Date of Absence
- Reason for Absence

Failure to call by 10:00 a.m. will result in an unexcused designation and will stay as such if not rectified.

3. Late Arrival and Early Dismissal

The parent/guardian must call the attendance line at 630-876-6336 to report late arrivals, early dismissals, and appointments that will require the student to miss a portion of the day. If leaving a message you will be asked to provide the following information:

Late Arrival	Early Dismissal	Appointment
Name	Name	Name
ID Number	ID Number	ID Number
Reason for Late Arrival	Reason for Early Dismissal	Reason for leaving
Time student will Arrive	Time student will depart	Time student will leave and return

4. Schoolwork Missed Due to Absence

Regular school attendance is essential for academic success. The most common cause of academic failure is excessive absence. There is no substitute for attending class.

To the extent possible, all schoolwork missed by a student due to absence with valid cause must be made up by the student. It is the responsibility of the student to make arrangements with his/her teacher(s) to make up work missed. On the first day a student returns to class after an absence s/he must contact his/her teacher(s) with respect to arrangements for making up work, and all assignments must be turned in within five school (5) days of returning to school. The Principal may extend the five school day deadline at his/her discretion. A student shall be afforded the opportunity to earn full credit for make-up work successfully completed within this timeframe. Any work not completed and turned in by this time will be given a zero with no additional chance of makeup. Excessive absences (whether excused or unexcused) may result in additional interventions. Please see the section below for more details.

Students will not be allowed make-up work for unexcused absences. The Principal or his/her designee shall have final discretion to determine whether or not an absence is considered unexcused.

Students identified as truant or unexcused will not be allowed into class the day following the absence in question without a pass from the Deans’ Office verifying they have seen the Dean or Deans’ Specialist.

5. Excessive Absences

An excused absence attendance cap has been created to deal with students who are excessively absent. Any student who has accumulated (7) or more period absences from a course during one quarter will be considered excessively absent. Those students missing (7) or more class periods will receive an unexcused absence and will not be permitted to make-up any schoolwork, tests, or quizzes for the days(s) missed.

Absences which count against the attendance cap and may result in violating the Excessive Absence Policy are:

- Illness not verified by doctor’s excuse
- Truancies/Unexcused absences
- Pre-Arranged absences (Vacation)
- Early Dismissals /Late Arrivals not excused by doctor’s excuse or court verification

Absences which will not count against the attendance cap are:

- Field Trips
- Academic Competitions
- Athletic Early Dismissals
- All Suspensions
- Religious Holidays
- Absences due to chronic/ and or serious illness verified by doctor’s note
- Death in the family(with verification)
- Student with Counselor/Nurse/Dean
- Medical Appointments with verification
- Court proceedings with verification

Any absence of ten (10) consecutive days or more that is confirmed by medical certification is eligible for homebound services and will not count against the attendance cap.

In all other cases it is the student’s responsibility to provide all necessary documentation within three days of an absence or the absence will count against the attendance cap regardless of excuse.

<i>Total Absence in a Quarter</i>	<i>Disciplinary Action</i>	<i>Support</i>
1 st	Excused = None	
2 nd	Excused = None	
3 rd	Excused = None	
4 th	Excused = None	Notification (unexcused)

5 th	Excused = None	Notification (unexcused)
6 th	Excused = None	Notification (unexcused)
7 and beyond	All absences without verification will be considered unexcused	Student notified by teacher they may not make-up school work, tests, quizzes, etc.

Unexcused Absences

Unexcused absences are those absences which include, but are not limited to:

- Illnesses not called into the Attendance Office
- Oversleeping
- Missing the bus
- Vehicle failure
- Work
- Any absence over 6 without verification

Students will not be allowed make-up work for unexcused absences. The Principal or his/her designee shall have final discretion to determine whether or not an absence is considered unexcused.

Students identified as truant or unexcused will not be allowed into class the day following the absence in question without a pass from the Deans’ Office verifying they have seen the Dean.

7. Truancies

According to section 26-2a.of the *Illinois School Code* a truant is defined as “a child who is absent without valid cause for a school day or any portion thereof”.

Students who are truant will receive no credit (a zero) on all work missed.

8. Chronic Truancies

Any student who is truant (absent without valid cause) for 5% or more of the previous 180 days of regular attendance shall be deemed a chronic truant. Any student who is truant 20% or more of the previous 180 days may be dropped from school for the remainder of the semester if they are 17 years or older and resistant to the appropriate support services identified by the District. Students under the age of 17 may face expulsion or assignment to an alternative school if they are resistant to the appropriate support services identified by the District.

9. Tardiness

Promptness to class is expected. Students are to be in the classroom prior to the start of the period. Car problems, oversleeping, etc. are not acceptable reasons for being tardy or absent. A phone call or written note will not excuse a student in these circumstances. Tardiness will be considered on a semester basis.

Teachers are not to allow students into class without a pass from the tardy supervisor.

Tardy	Disciplinary	Support
1-4	Warning	Conference with Specialist
5	Tuesday/Wednesday School	Letter Home
6/7	Warning	Conference with Specialist
8	Tuesday/Wednesday School	Letter Home
9/10	Warning	Conference with Specialist
11	Tuesday/Wednesday School	Letter Home
12/13	Warning	Conference with Specialist
14	Suspension	Parent Conference
15	Loss of Extra-Curricular Attendance	Student/Specialist Conference
16+	Specialist/Dean Discretion	Varies

Adopted: June 5, 2007

Revised: August 6, 2013; July 19, 2016

Replaces: ¶8102 – Excused Absence; ¶8103 – Schoolwork Missed Due to Absence and ¶8104 – Truancy (all adopted September 17, 2002)

Reference:

8103 Home and Hospital Instruction

A student who is absent from school, or whose physician anticipates that the student will be absent from school, because of a medical condition may be eligible for instruction in the student's home or hospital. Eligibility shall be determined by State law and the Illinois State Board of Education rule governing the continuum of placement options for home/hospital services. Appropriate educational services from qualified staff will begin no later the 5 school days after receiving a physician's written statement. Instructional or related services for a student receiving special education services will be determined by the student's individualized education program.

A student who is unable to attend school because of pregnancy will be provided home instruction, correspondence courses, or other courses of instruction (1) before the birth of the child when the student's physician indicates, in writing, that she is medically unable to attend regular classroom instruction, and (2) for up to 3 months after the child's birth or a miscarriage.

Periodic conferences will be held between appropriate school personnel, parent(s)/guardian(s), and hospital staff to coordinate course work and facilitate a student's return to school.

Adopted: September 17, 2002
Revised: August 6, 2013
Replaces: ¶8103 – Homebound Instruction
Reference:

8104 Home School Student Participation in Extracurricular Activities

IHSA By-law 3.011 states:

“A student must attend a member school and may only represent in interscholastic competition the member school the student attends. For purposes of this by-law, the term ‘attend’ shall mean that the student is enrolled at the member school, and is taking at, or under arrangement approved by, the member school, a minimum of twenty (20) credit hours of work for which credit toward high school graduation will be granted by the member school upon the student's completing and passing the courses. The school which enrolls the student shall be exclusively responsible to verify the student's compliance with all of the eligibility requirements of all IHSA by-laws.”

Based on this By-law, home school students who are residents of Community High School District 94 are eligible to compete in interscholastic competition provided:

1. They enroll as a student.
2. Satisfactory evidence is provided that the student is currently taking a minimum of twenty (20) hours of course work counting toward graduation.
3. They comply with all of the eligibility requirements of all IHSA By-laws.

4. Written evidence is provided throughout the duration of the activity that the student's course work status has not changed.
5. All evidence is reported to the Registrar as requested at the time requested.

Adopted: September 17, 2002

Revised:

Replaces: ¶8002 - Home Schooling Student Participation in Extracurricular Activities (adopted December 12, 2000)

Reference:

8105 Withdrawals

Any child, except transferring students, over seventeen (17) years of age who has voluntarily withdrawn from school and ceased attendance may re-enroll no sooner than the beginning of the next semester following his/her withdrawal except as provided below:

1. Any such student who has been withdrawn from ten (10) or fewer school days may re-enroll during the semester s/he has withdrawn.

2. Any such student who has been withdrawn for more than the ten (10) school days may re-enroll during the semester s/he has withdrawn only if the Principal finds that such absence has not irreversibly affected the student's ability to successfully complete a course of study. In arriving at this decision, the Principal, or his/her designee, must hold a conference with the student's parent(s) or guardian(s), the student's former teachers, and the student's counselor.

Adopted: September 17, 2002

Revised: March 3, 2009

Replaces: Replaces JBCD - Student Withdrawal from School

Reference:

8106 District 94 will attempt to accommodate student transfers as follows:

Adopted: September 17, 2002

Revised: March 3, 2009

Replaces:

Reference:

8106P

A. Transfers from Accredited High Schools

1. A student who transfers to Community High School District 94 from a public high school that is accredited (fully recognized) by its State Board of Education or a regional accrediting association such as the North Central Association of Schools and Colleges shall be granted equivalent credit in District 94 for courses successfully completed at such high school.

2. A student who transfers to Community High School District 94 from a private high school that is accredited by its State department or a regional accrediting association such as the North Central Association of Schools and Colleges or by the American Association of Christian Schools shall be granted equivalent credit in District 94 for courses successfully completed at such high school.

Adopted: September 17, 2002

Revised:

Replaces: JBCD(b) - Transfer Students - Credit

Reference: ¶8109 - Transfers from Non-Accredited High Schools; and ¶8110 - Carnegie Unit

B. Transfers from Non-accredited High Schools

1. A student who transfers to Community High School District 94 from a high school that is not accredited by any of the agencies specified in ¶8106 above or from a home school, shall be granted credit in District 94 for courses/work successfully completed in such school as follows:

A. The student shall furnish the Community High School District 94 registrar with a transcript or other written statement from an official of the school stating the courses and/or subject areas for which credit is claimed, the amount of class time the student spent in each course or subject area, and the grade earned in each course and/or subject area.

B. The Registrar shall equate the time spent in each course or subject area the student successfully completed to District 94 credit by applying the standard for a Carnegie Unit (40 minutes daily, 5 days per week, for at least 36 weeks, or the equivalent amount of time during the school year ... North Central Association Standard 2.71b).

Definition: For purposes of this policy, "**successfully completed**" shall mean having earned a passing grade in a class or subject area after having completed the full term for which the class or subject area is scheduled.

C. Transfer Credits from Other Than High Schools

A student, who transfers to Community High School District 94 from a program other than an accredited or non-accredited high school, shall be granted credit in District 94 for courses/work successfully completed as follows:

Correspondence Courses

A student enrolled in correspondence courses may receive high school credit for work completed provided:

1. The course is given by an institution accredited by the North Central Association of Colleges and Secondary Schools or an approved Homeschool Program;
2. The student assumes responsibility for all fees;
3. The course is approved in advance by the High School Principal or his/her designee.
4. The course meets the Carnegie Unit of Credit requirements.

A maximum of 3 units of credit may be counted toward the requirements for high school graduation.

Exchange Programs

Diplomas may be granted to an exchange student when the criteria for graduation established by the State of Illinois and the Board of Education have been successfully met. The Board of Education may grant a certificate of attendance to exchange students.

District students will receive academic credit for foreign exchange courses that meet the criteria established in the curriculum and that are approved by the Building Principal or his/her designee. International study course work not meeting District requirements may be placed in the student's permanent record and recorded as an international study experience.

Continuing Education Courses

Course credits for continuing education courses may be issued for any program approved by the State Board of Education.

Foreign Language Courses

Students may receive high school credit by studying foreign language in an approved ethnic school program provided such program meets the minimum standards established by the State Board of Education.

The amount of credit will be based on foreign language proficiency achieved. The Building Principal or his/her designee may require a student seeking foreign language credit to successfully complete a foreign language proficiency examination.

Military Service

The Board of Education may accept military service experience for credit toward graduation, provided the student making the request accompanies it with a

recommendation from the U.S. Commission of Accreditation of Service Experiences. The student seeking credit shall supply any documents or transcripts necessary to support the request and it has been approved by the Principal or his/her designee.

Adopted: August 6, 2013

Revised:

Replaces: ¶8107 – Transfers from Non-Accredited High Schools; ¶8108 – Transfer Credits from High Schools

Reference: 105 ILCS 5/2-3.44, 5/2-3.107, 5/10-22.3, and 5/27-22.3 [Ill. Rev. Stat.], 23 Ill. Admin. Code 1.450(c) and (j)

8200 STUDENT BEHAVIOR

The goals and objectives of this policy are to provide effective discipline practices that: (1) ensure the safety and dignity of students and staff; (2) maintain a positive, weapons-free, and drug-free learning environment; (3) keep school property and the property of others secure.

When and Where Conduct Rules Apply

A student is subject to disciplinary action for engaging in *prohibited student conduct*, as described in the section with that name below, whenever the student's conduct is reasonably related to school or school activities, including, but not limited to:

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

Prohibited Student Conduct

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

1. Using, possessing, distributing, purchasing, or selling tobacco or nicotine materials, including without limitation, electronic cigarettes.
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, selling, or offering for sale:
 - a. Any illegal drug or controlled substance, or cannabis (including medical cannabis, marijuana, and hashish).
 - b. Any anabolic steroid unless it is being administered in accordance with a physician's or licensed practitioner's prescription.
 - c. Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician's or licensed practitioner's prescription.
 - d. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician's or licensed practitioner's instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited.
 - e. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the

student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.

- f. Any substance inhaled, injected, smoked, consumed, or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in tablet or powdered form
- g. "Look-alike" or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a student believes to be, or represents to be, an illegal drug, controlled substance, or other substance that is prohibited by this policy; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug, controlled substance, or other substance that is prohibited by this policy.
- h. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances

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

- 4. Using, possessing, controlling, or transferring a "weapon" as that term is defined in the Weapons section of this policy, or violating the Weapons section of this policy.
- 5. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction
- 6. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a District staff member's request to stop, present school identification, or submit to a search
- 7. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, altering report cards, and wrongfully obtaining test copies or scores
- 8. Engaging in hazing or any kind of bullying or aggressive behavior that does physical or psychological harm to a staff person or another student, or urging other students to engage in such conduct. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network, or other comparable conduct
- 9. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning), and sexual assault. This does not include the non-disruptive: (a) expression of gender or sexual orientation or preference, or (b) display of affection during non-instructional time
- 10. Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's personal property
- 11. Entering school property or a school facility without proper authorization
- 12. In the absence of a reasonable belief that an emergency exists, calling emergency responders (such as calling 911); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus, or at any school activity

13. Being absent without a recognized excuse; State law and School Board policy regarding truancy control will be used with chronic and habitual truants
14. Being involved with any public school fraternity, sorority, or secret society, by: (a) being a member; (b) promising to join; (c) pledging to become a member; or (d) soliciting any other person to join, promise to join, or be pledged to become a member
15. Being involved in gangs or gang-related activities, including displaying gang symbols or paraphernalia
16. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism, and hazing
17. Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school
18. Operating an unmanned aircraft system (UAS) or drone for any purpose on school grounds or at any school event unless granted permission by the Superintendent or designee
19. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property

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

Efforts, including the use of positive interventions and supports, shall be made to deter students, while at school or a school-related event, from engaging in aggressive behavior that may reasonably produce physical or psychological harm to someone else. The Superintendent or designee shall ensure that the parent/guardian of a student who engages in aggressive behavior is notified of the incident

The failure to provide such notification does not limit the Board’s authority to impose discipline, including suspension or expulsion, for such behavior

Disciplinary Measures

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

1. Notifying parent(s)/guardian(s).
2. Disciplinary conference.

3. Withholding of privileges.
4. Temporary removal from the classroom
5. Return of property or restitution for lost, stolen, or damaged property
6. In-school suspension. The Building Principal or designee shall ensure that the student is properly supervised
7. After-school study or Saturday study provided the student's parent/guardian has been notified. If transportation arrangements cannot be agreed upon, an alternative disciplinary measure must be used. The student must be supervised by the detaining teacher or the Building Principal or designee.
8. Community service with local public and nonprofit agencies that enhances community efforts to meet human, educational, environmental, or public safety needs. The District will not provide transportation. School administration shall use this option only as an alternative to another disciplinary measure, giving the student and/or parent/guardian the choice
9. Seizure of contraband; confiscation and temporary retention of personal property that was used to violate this policy or school disciplinary rules
10. Suspension of bus riding privileges in accordance with Board policy.
11. Out-of-school suspension from school and all school activities in accordance with Board policy. A student who has been suspended may also be restricted from being on school grounds and at school activities
12. Expulsion from school and all school activities for a definite time period not to exceed 2 calendar years in accordance with Board policy. A student who has been expelled may also be restricted from being on school grounds and at school activities.
13. Transfer to an alternative program if the student is expelled or otherwise qualifies for the transfer under State law. The transfer shall be in the manner provided in Article 13A or 13B of the School Code.
14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, including but not limited to, illegal drugs (controlled substances), "look-alikes," alcohol, or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies

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

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

Weapons

A student who is determined to have brought one of the following objects to school, any school-sponsored activity or event, or any activity or event that bears a

reasonable relationship to school shall be expelled for a period of at least one calendar year but not more than 2 calendar years:

1. A firearm, meaning any gun, rifle, shotgun, or weapon as defined by Section 921 of Title 18 of the United States Code (18 U.S.C. § 921), firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act (430 ILCS 65/), or firearm as defined in Section 24-1 of the Criminal Code of 1961 (720 ILCS 5/24-1).
2. A knife, brass knuckles, or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm, including “look alikes” of any firearm as defined above.

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

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

Re-Engagement of Returning Students

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

Required Notices

A school staff member shall immediately notify the office of the Building Principal in the event that he or she: (1) observes any person in possession of a firearm on or around school grounds; however, such action may be delayed if immediate notice would endanger students under his or her supervision, (2) observes or has reason to suspect that any person on school grounds is or was involved in a drug-related incident, or (3) observes a battery committed against any staff member.

Upon receiving such a report, the Building Principal or designee shall immediately notify the local law enforcement agency, State Police, and any involved student’s parent/guardian.

School grounds” includes modes of transportation to school activities and any public way within 1000 feet of the school, as well as school property itself.

Delegation of Authority

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

The Superintendent, Building Principal, Assistant Building Principal, or Dean of Students is authorized to impose the same disciplinary measures as teachers and may suspend students guilty of gross disobedience or misconduct from school (including all school functions) and from riding the school bus, up to 10 consecutive school days, provided the appropriate procedures are followed. The Board may suspend a student from riding the bus in excess of 10 school days for safety reasons.

Adopted: July 19, 2016

Revised:

Replaces:

Reference:

8201 Bus Conduct

The Board of Education recognizes its responsibility to insure that all transportation provided for students by the school District is provided in a safe manner.

School Bus Suspensions

The Superintendent, or any designee as permitted in the School Code, is authorized to suspend a student from riding the school bus for up to 10 consecutive school days for engaging in gross disobedience or misconduct, including but not limited to, the following:

1. Prohibited student conduct as defined in School Board policy,
2. Willful injury or threat of injury to a bus driver or to another rider.
3. Willful and/or repeated defacement of the bus.
4. Repeated use of profanity.
5. Repeated willful disobedience of a directive from a bus driver or other supervisor.
6. Such other behavior as the Superintendent or designee deems to threaten the safe operation of the bus and/or its occupants.

If a student is suspended from riding the bus for gross disobedience or misconduct on a bus, the School Board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons. The District's regular suspension procedures shall be used to suspend a student's privilege to ride a school bus

Academic Credit for Missed Classes During School Bus Suspension

A student suspended from riding the bus who does not have alternate transportation to school shall have the opportunity to complete or make up work for equivalent academic credit. It shall be the responsibility of the student's parent or guardian to notify the school that the student does not have alternate transportation.

Electronic Recordings on School Buses

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

Students are prohibited from tampering with electronic recording devices. Students who violate this policy shall be disciplined in accordance with the Board's discipline policy and shall reimburse the School District for any necessary repairs or replacement.

Adopted: September 17, 2002

Revised: July 19, 2016

Replaces: JCDAD - Bus Conduct

Reference: *See Also* Series 4000 - Transportation ¶4301 - ¶4308; ¶ 8201P - Rules and Regulations for School Bus Riders

8201P Bus Conduct Procedures

The following Procedures shall be applicable to all students who ride a school bus operated by or for Community High School District 94.

1. Students who must cross a roadway to board a school bus shall wait to cross the roadway until the bus driver beckons them to cross the roadway when it is safe to do so.
2. Students shall stay off the roadway while waiting for a school bus and shall not move.
3. A student shall not be permitted to get off a school bus at any place other than the student's designated discharge point unless permission is granted by the Principal or his/her designee.
4. All passengers shall be seated when a school bus is in motion.
5. School bus windows shall not be lowered below the stop line painted on the body pillar.
6. All parts of the body must be kept inside the school bus while the bus is in motion.
7. Any form of "horseplay" that interferes directly or indirectly with the driver's ability to operate a school bus in a safe manner is prohibited.

8. School bus aisles shall be kept free of obstructions; e.g., books, packages, coats, etc.
9. All passengers shall be quiet when a school bus is approaching a railroad crossing.
10. Animals shall not be permitted on a school bus, unless authorized by the Principal or his/her designee.
11. No weapon or explosive of any kind shall be permitted on a school bus.
12. Smoking, chewing tobacco, or the use of an illegal drug or controlled substances on a school bus is not permitted.
13. Eating is not permitted on a school bus.
14. No object of any kind shall be thrown out of a school bus window or door.
15. No litter of any kind shall be left on a school bus.
16. Defacing or vandalizing a school bus is prohibited.
17. In the event of an emergency during the course of a school bus trip, students shall follow the instructions given by the school bus driver.
18. A student may be permitted to ride the school bus on a route other than his/her regular route providing written permission from the Principal or his/her designee is presented to the bus driver.
19. Infants may not be transported on a school bus.

Adopted: September 17, 2002

Revised: August 6, 2013

Replaces: JCDAD-R – Rules & Regulations for School Bus Riders

Reference: *See Also* ¶8201 – Bus Conduct

8202 Student Discipline Policy

School boards, along with the parent-teacher advisory committee, are encouraged to annually review their pupil discipline policies, the implementation of those policies, and any other factors related to the safety of their schools, pupils and staff.

The parent-teacher advisory committee shall meet in May and forward proposed policy changes to the Board for its action in June. Copies of the policy shall be given to students annually.

Adopted: September 17, 2002
Revised:
Replaces:
Reference:

8203 Student Suspension & Expulsion Procedures

In-School Suspensions

The Superintendent or designee is authorized to maintain an in-school suspension program. The program shall include, at a minimum, each of the following:

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

Out-of-School Suspensions

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

1. A conference during which the charges will be explained and the student will be given an opportunity to respond to the charges before he or she may be suspended.
2. A pre-suspension conference is not required, and the student can be immediately suspended when the student's presence poses a continuing danger to persons or property or an ongoing threat of disruption to the educational process. In such cases, the notice and conference shall follow as soon as practicable.
3. An attempted phone call to the student's parent(s)/guardian(s)
4. A written notice of the suspension to the parent(s)/guardian(s) and the student, which shall
 - a) Provide notice to the parent(s)/guardian(s) of their child's right to a review of the suspension;
 - b) Include information about an opportunity to make up work missed during the suspension for equivalent academic credit
 - c) Detail the specific act of gross disobedience or misconduct resulting in the decision to suspend
 - d) Provide rationale or an explanation of how the chosen number of suspension days will address the threat or disruption posed by the student or his or her act of gross disobedience or misconduct; and
 - e) Depending upon the length of the out-of-school suspension, include the following applicable information:

- i) For a suspension of 3 school days or less, an explanation that the student's continuing presence in school would either pose:
 - (1) A threat to school safety, or
 - (2) A disruption to other students' learning opportunities
 - ii) For a suspension of 4 or more school days, an explanation:
 - (1) That other appropriate and available behavioral and disciplinary interventions have been exhausted
 - (2) As to whether school officials attempted other interventions or determined that no other interventions were available for the student, and
 - (3) That the student's continuing presence in school would either:
 - (a) Pose a threat to the safety of other students, staff, or members of the school community, or
 - (b) Substantially disrupt, impede, or interfere with the operation of the school
 - iii) For a suspension of 5 or more school days, the information listed in section 4.e.ii., above, along with documentation by the Superintendent or designee determining what, if any, appropriate and available support services will be provided to the student during the length of his or her suspension.
5. A summary of the notice, including the reason for the suspension and the suspension length, must be given to the Board by the Superintendent or designee
 6. Upon request of the parent(s)/guardian(s), a review of the suspension shall be conducted by the Board or a hearing officer appointed by the Board. At the review, the student's parent(s)/guardian(s) may appear and discuss the suspension with the Board or its hearing officer and may be represented by counsel. After presentation of the evidence or receipt of the hearing officer's report, the Board shall take such action as it finds appropriate. If the suspension is upheld, the Board's written suspension decision shall specifically detail items (a) and (e) in number 4, above.

Expulsion Procedures

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

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

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

Alternative School Placement

1. General
 - a) Under 105 ILCS 5/13A-3, a system of alternative school programs is created for a student who is determined to be subject to suspension or expulsion, as provided by the *Illinois School Code*.
2. Specific Procedures
 - a) A student who is found to be eligible for suspension or expulsion through the District's discipline process may be immediately and administratively transferred to an alternative program.

- b) As soon as possible a meeting shall be scheduled between representatives from the District and the alternative school to develop an alternative education plan for the student. The student's parent(s) shall be invited and the student may be invited.
- c) The alternative education plan shall include, but not be limited to, all of the following:
 - i) The duration of the plan including a date after which the student's eligibility to return to the regular education program will be considered. A written objection to the return may be filed by the parent(s) of the returning student with the Principal of the alternative school, who may forward it to the Regional Superintendent.
 - ii) The specific academic and behavioral components of the plan.
 - iii) The method and timeframe for reviewing the student's progress.
- d) The Board of Education shall be informed of the proposed transfer in writing and, preferably, at a meeting. In the event a meeting is not possible, a written report shall be forwarded to the Board of Education.
- e) Prior to returning the student to the regular education program, the Board of Education shall receive a report – either orally or in writing – of the conditions involved in the return.
- f) The home District, if necessary, shall pay transportation costs.

Special Education Procedures

1. General

- a) A child with disabilities who violates school policies or rules of conduct shall be disciplined pursuant to the Board's student disciplinary policies and procedures and in accordance with the requirements of State and federal law. All behavioral interventions for students with disabilities shall be utilized in accordance with federal and State law and such students' individualized education program ("IEP").

2. Procedures

- a) Violations of School Policies or Rules of Conduct

The following procedures will be utilized when students engage in conduct which violates school policies or rules of conduct:

 - i) Appropriate behavioral interventions will be selected, which may include up to 10 school days of suspension, placement in an interim alternative educational setting or another setting, and/or expulsion. The determination of appropriate behavioral interventions will be governed by applicable provisions, if any, of the student's IEP.
 - ii) When the behavioral intervention contemplated is expulsion, school personnel shall conduct a review of the relationship, if any, between the student's disability and the behavior in question. If the behavior is determined to be related to the student's disability, the recommendation for expulsion must be rescinded.

- iii) Students will continue to receive a free appropriate public education, as specified in their IEPs, during any period of expulsion.
- b) Students Who Commit Weapons or Drug Offenses
The following procedures will be utilized when students engage in weapons or drug offenses:
 - i) Appropriate behavioral interventions will be selected which may include suspension for up to 10 school days, placement in an interim alternative educational setting for up to 45 days, and/or expulsion.
 - ii) When the behavioral intervention contemplated is placement in an interim alternative educational setting for up to 45 days and/or expulsion, school personnel shall:

ACTION	TIMELINE FOR ACTION
a) Notify the parents of (i) the decision to suspend the student and/or place him or her in an interim alternative educational setting, and (ii) all applicable procedural safeguards; and	a) Not later than the date on which the decision is made to suspend the student and/or place him/her in an interim alternative educational setting.
b) If the student is to be placed in an interim alternative educational setting for up to 45 days, determine, with the parent(s)/guardian(s), the appropriate interim alternative educational setting; and	b) Prior to placing the student in the interim alternative educational setting.
c) With the parent(s)/guardian(s), conduct a review of the relationship, if any, between the student’s disability and the behavior in question. If the behavior is determined to be related to the student’s disability, rescind the recommendation for expulsion; and	c) Immediately, if possible, but not more than 10 school days after the decision is made to suspend and/or place the student in an interim alternative educational setting.
d) With the parent(s)/guardian(s), review and modify, as necessary, the student’s behavior management plan to address the behavior in question, or if no behavior management plan exists, conduct a functional behavior analysis and develop a behavior management plan to address the behavior in question.	d) Not later than 10 days after suspending the student and/or placing him/her in an interim alternative educational setting.

- iii) Students will continue to receive a free appropriate public education, as specified in their IEPs during any period of expulsion.
- c) Students Whose Behavior is Substantially Likely to Result in Injury to the Student or Others.

The following procedures will be utilized when students engage in behaviors which are substantially likely to result in injury to such students or others.

- i) Appropriate behavioral interventions will be selected, which may include suspension for up to 10 school days, placement in an interim alternative educational setting for up to 45 days, and/or expulsion, if the behavior is unrelated to the student’s disability.
- ii) When the behavioral intervention contemplated is placement in an interim alternative educational setting for up to 45 days and/or expulsion, school personnel shall:

ACTION	TIMELINE FOR ACTION
a) Notify the parents of (i) the decision to suspend the student or seek his/her placement in an interim alternative educational setting, and (ii) all applicable procedural safeguards; and	a) Not later than the date on which the decision is made to suspend the student or seek his/her placement in an interim alternative educational setting.
b) If school personnel wish to place the student in an interim alternative educational setting for up to 45 days, the Superintendent's will request an expedited due process hearing before an Illinois due process hearing officer or seek an injunction in federal or State court to seek the student’s placement in such setting; and	b) As soon as possible after behavior in question.
c) With the parent(s)/guardian(s), conduct a review of the relationship, if any, between the student’s disability and the behavior in question. If the behavior is determined to be related to the student’s disability, rescind the recommendation for expulsion (if any); and	c) Immediately, if possible, but no more than 10 school days after the decision is made to suspend and/or seek placement of the student in an interim alternative educational setting.
d) With the parents/guardians, review and modify, as necessary, the student’s behavior management plan to address the behavior in question, or if no behavior management plan exists, conduct a functional behavior analysis and develop a behavior management plan to address the behavior in question.	d) Not later than 10 days after suspending the student or seeking his/her placement in an interim alternative educational setting.

- iii) Students will continue to receive a free appropriate public education, as specified in their IEPs, during any period of expulsion.

Adopted: September 17, 2002

Revised: August 6, 2013; July 19, 2016

Replaces: JDD – Discipline - Suspension; 8001 – Student Suspension & Expulsion Procedures (adopted February 15, 2000)

Reference:

8204 Corporal Punishment

Corporal punishment is defined as the intentional use of physical force upon a student for any alleged offense or behavior, or the use of physical force in an attempt to modify the behavior, thoughts, or attitudes of a student.

The use of corporal punishment for discipline purposes is strictly prohibited. No student will be subject to the infliction of corporal punishment by any teacher, other student, administrator, or other school personnel.

A staff member may, however, use physical force against a student when it is essential for self-defense, the protection of other persons, the safeguarding of public school property, to obtain weapons or other dangerous objects, or to remove a student if the student has refused to comply with requests to refrain from disruptive behaviors.

Adopted: September 17, 2002

Revised:

Replaces: JDA – Discipline - Corporate Punishment

Reference: *See also:* ¶8008P - Behavior Intervention Policy for Student with Disabilities - Procedures

8205 Student Dress

The Board of Education believes that student dress is primarily the responsibility of individual students and his/her parents. However, some guidelines with respect to appropriate school attire and appearance are necessary. These guidelines shall be the basis for decisions by administrators in determining whether this policy has been violated.

- Dress and grooming will be clean and in keeping with health, sanitary, and safety requirements and codes.

- Dress and grooming will not be such as to disrupt the teaching/learning process.
- Hairstyle or dress that may be hazardous will not be permitted in such areas as shops, laboratories, physical education, arts, etc.
- Articles of clothing that may be dangerous or that may cause physical damage such as cleated boots, shoes that scratch floors and clothing with metal rivets that scratch furniture are unacceptable.
- Examples of dress disruptive to the learning process include, but are not limited to, the following:
 - Clothing containing provocative or obscene writing or graphics or gang representation.
 - Clothing or jewelry imprinted with slogans or graphics that refer to alcohol, drugs, or sex is considered inappropriate.
 - Bare midriffs, see-through garments, bare backs, halter tops, low cut blouses and pants, and tank tops are prohibited.
- Shoes must be worn
- Chains, dog collars, choke chains or any other inappropriate or dangerous apparel will be prohibited.
- Jackets, coats, hats and hoods are not permitted in classrooms or hallways during school hours to preclude hiding injurious materials or representing gangs and unapproved student clubs.

The decision as to whether a student's clothing is unacceptable is made by the applicable building administrator, upon the administrator's own initiative or the request of a classroom teacher. If a student's clothing is determined to be unacceptable, the student will be required to change the clothing. If the student is unable or unwilling to change the clothing, further disciplinary measures will occur, up to and including suspension or expulsion.

Adopted: September 17, 2002

Revised: August 6, 2013

Replaces: JCDB - Dress Code

Reference:

8206 Psychotropic/Psychostimulant Medication

The School Board recognizes the right of parents to refuse a recommendation for the administration of a psychotropic or psychostimulant medication to their child. Any disciplinary action within the District will not be based, either totally or in part, on the refusal of a student's parent to consent to the administration of a psychotropic or psychostimulant medication to their child.

At least once every two years, the District shall conduct in-service training of certified school personnel and administrators on current best practices regarding the identification and treatment of attention deficit disorder and attention deficit hyperactivity

disorder, the application of non-aversive behavioral interventions in the school environment, and the use of psychotropic or psychostimulant medication for school-age children.

Adopted: September 23, 2003

Revised:

Replaces:

Reference: PA 92-0663; 105 ILCS 5/10-20.35

8207 Student Use of Personal Electronic Devices

Students are permitted to possess electronic devices capable of receiving or sending telephonic communications, any form of data, or any form of message while on school property, on a school bus, or during school-sponsored activities or functions in accordance with the following standards:

1. Students are permitted to use personal electronic devices during a student's lunch period or during passing periods provided that this use is not disruptive
2. Except as otherwise provided in this policy, students are not permitted to use personal electronic devices during classroom or instructional time or in any instructional area designated by the school administration (i.e. LRC).
3. Use of personal electronic devices must not violate any other District policy, procedure, or rule, including but not limited to those regarding student privacy, copyright, cheating, plagiarism, civility, student code of conduct, electronic technologies acceptable use, harassment, or bullying.
4. Students shall not use any electronic device that in any way disrupts or detracts from the educational process or causes disruption on school grounds, buses or school-sponsored activities. This includes, but is not limited to, the ringing of a telephone, playing music, or any other audible alerts emitted from the device.
5. Students shall not use any electronic device for inappropriate, unethical, or illegal purposes, including but not limited to, transmission or viewing of inappropriate or pornographic material, violations of others' privacy rights, cheating, harassing or bullying behavior.
6. Parents are advised that electronic devices are not subject to the District's internet filters and responsibility for ensuring appropriate access to the internet rests solely with the individual student and family.

7. Students may use personal electronic devices if there is an emergency situation within the school which requires communication to obtain emergency services.
8. The District provides technology devices for learning when appropriate. Teachers may also permit, but not require, students to use personal electronic devices in support of learning, at the discretion of the teacher or other authorized school staff. Electronic study aids may be used during the school day if such use is provided in a student's IEP or similar plan.
9. Personal electronic devices shall remain silent and be kept out of sight during instructional time, unless specifically allowed by the teacher or other authorized school staff.
10. Students shall not record, photograph or otherwise make a video, digital or other electronic image of other students or school employees on school property, on a school bus or at school-sponsored activities without their knowledge and consent, except for activities considered to be public (e.g. sporting events, public meetings). School social events, activities sponsored by student clubs, team building retreats, and activities that take place during the school day are not considered to be public.
11. Students shall not e-mail, text, post to the internet or social media, or otherwise electronically transmit images or videos of other individuals taken at school without the other individuals' express consent.
12. Recording, photographing, or making video or digital images of others is strictly prohibited in locker rooms, dressing rooms, health offices and restrooms, and other areas where individuals have a reasonable expectation of privacy.
13. Staff members shall have the right to question whether the student may be cheating on tests or academic work or violating the District's copyright policy by using an electronic device.
14. Students who bring a personal electronic device to school, on a school bus, or to a school-sponsored activity assume all responsibility and risks relating to the possession and use of said device, including but not limited to internet access and data transmission. District employees will not be responsible for storing, safeguarding or troubleshooting any student's personal electronic devices. Neither the District nor its employees will be responsible or liable for the theft, loss, data loss, damage, destruction, misuse, or vandalism of any student's personal electronic device.

Students who violate this policy may have their electronic device confiscated and returned to the parent. Students who violate this policy may also be subject to discipline,

including but not limited to the withholding of privileges, detention, and/or suspension or expulsion from school. The Administration will determine appropriate discipline on a case-by-case basis and may take into account the conduct of the student, the purpose of the use of the device, the nature of the disruption, whether the student's use of the electronic device violates any other District policy, procedure, or rule, any prior violations of this policy and any other relevant considerations.

Adopted: May 8, 2007

Revised: July 21, 2015

Replaces:

Reference: 105 ILCS 5/10-20.5; 105 ILCS 5/10-20.28; 105 ILCS 5/10-21.10

8208 Teen Dating Violence

Each student has the right to a safe learning environment. Accordingly, teen dating violence is unacceptable and is prohibited, at school, on school grounds, during school-sponsored activities, or in any school provided transportation. "Teen dating violence" means:

1. A pattern of behavior in which a person uses or threatens to use physical, mental, or emotional abuse to control another person who is in a dating relationship with the person, where one or both persons are 13 to 19 years of age, or
2. Behavior by which a person uses or threatens to use sexual violence against another person who is in a dating relationship with the person, where one or both persons are 13 to 19 years of age.

For purposes of this policy, "dating" or "dating relationship" means an ongoing social relationship of a romantic or intimate nature between two persons; it does not include a casual relationship or ordinary fraternization between two persons in a business or social context.

All employees and sub-contracted employees of the District shall report incidents of teen dating violence that occur in school, on school grounds, during a school-sponsored activity, or in any school provided transportation to the Principal, or to the Assistant Principal as soon as possible. The Principal, or other administrator designated by the Superintendent, will coordinate the investigation into the incident and recommend discipline under the District's Student Discipline Policy and Procedures, and shall seek supportive resources for the victim of teen dating violence.

The Administration shall incorporate age-appropriate education about teen dating violence into its curriculum and employee training programs, as recommended by the Principal.

Parents/guardians, staff and students will be initially notified of the existence of this policy upon its formal approval by the Board of Education by posting it on the school website. Thereafter, notice of this policy shall be provided as part of the student handbook.

Adopted: December 17, 2013
Revisal:
Replaces:
Reference: 105 ILCS 110/3; 105 ILCS 110/3.10

8300 STUDENT ASSIGNMENT, ADMISSION, VISITATION

8301 Admission of Exchange Students

The Board of Education believes that participation in well-organized exchange programs that enable students from differing cultures to come to know each other benefits District 94 students and the District 94 community. Therefore, it shall be the policy of the Board of Education to cooperate with organizations that sponsor such programs that have a record of stability and reliability and demonstrate accountability for the students enrolled in their programs.

Each exchange student shall provide proof of all health examinations, screenings, and immunizations as required by the Illinois School Code, and the Illinois Department of Public Health (see Policy 8305).

A set of rules and regulations regarding the participation of District 94 in student exchange programs shall accompany this policy.

Adopted: September 17, 2002

Revised: July 18, 2017

Replaces: JEGBA – Admission of Exchange Students

Reference: *See Also* – ¶8301-P Admission of Exchange Students Procedures

8302 Admission of Resident Students

Students who are residents of Community High School District 94 and who have satisfactorily completed the prescribed course of study at an elementary, middle, junior high school or home school that provides instruction through the eighth grade shall be admitted to high school. A student who has not successfully completed such course of study but who has attained the age of fifteen (15) years and is a resident of Community High School District 94 may be admitted to the high school when, in the judgment of the Principal, the student can be served more effectively in a District 94 program than in his/her current elementary school or home school program. Such admission shall be subject to approval by the Superintendent.

Each entering student shall provide proof of all health examinations, screenings, and immunizations as required by the Illinois School Code, and the Illinois Department of Public Health (see Policy 8305).

All entering students may be required to take tests designed to provide information that will facilitate proper academic placement.

A student transferring from another high school shall be granted credit toward graduation on the basis of an evaluation of an official transcript from the high

school(s) s/he previously attended. Such evaluation shall be the responsibility of the Registrar and shall be subject to approval by the Principal.

Adopted: September 17, 2002
 Revised: July 18, 2017
 Replaces: JBCA – School Admission - Resident Students
 Reference: *See Also* ¶8108 - Transfers from Accredited High Schools; ¶8109 - Transfers from Non-Accredited High Schools; and ¶8110 - A Carnegie Unit; ¶8305 – Document Requirements for New Student Enrollment; and ¶8306 – Early Admission of Students

8304 Admission of Non-Resident Students

The Superintendent may admit a non-resident student to the high school, providing the admittance of such student does not require the employment of additional personnel, the scheduling of additional course sections, or pose a threat to the safety and welfare of students and staff. The admission of a non-resident student is also subject to the student satisfying all other requirements for enrollment.

A non-resident shall be required to pay tuition equal to District 94's per capita cost for the preceding year, as determined by the State Board of Education.

Adopted: September 17, 2002
 Revised: July 18, 2017
 Replaces: JBCB – School Admissions - Non-Resident Students
 Reference: *See Also* ¶8301, 8301P – ¶8302 - Admission of Resident Students; and ¶8303 – New Resident Students; ¶8305 – Document Requirements for New Student Enrollment; and ¶8306 – Early Admission of Students

8305 Documents Required for New Student Enrollment

The following documents are required to enroll an entering student:

1. Original Birth Certificate
2. Student's Social Security Card
3. Legal guardian's driver's license and Custody verification (if applicable)
4. Residency verification: mortgage approval or rental lease and utility bill (a driver's license is not acceptable)
5. Unofficial transcript and withdrawal grades
6. Proof that the student received a health examination, with proof of the immunizations against, and screenings for, preventable communicable diseases, as required by the Illinois School Code, and the Illinois Department of Public Health (IDPH), within one year prior to entering the District.

An age-appropriate developmental screening and an age-appropriate social and emotional screening are required parts of each health examination. A student will not be excluded from school due to his or her parent/guardian's failure to obtain a developmental screening or a social and emotional screening.

A diabetes screening and the collection of data relating to obesity are required parts of each health examination. Diabetes testing is not required.

District students who are enrolling for the first time in an Illinois public, private, or parochial school Parents are required to have an eye examination. A student will not be excluded from school due because of a parent's or guardian's failure to obtain an eye examination.

Proof of immunization against meningococcal disease is required for students in grade 12.

Additional health examinations of pupils, including eye examinations, may be required when deemed necessary by the District.

7. Illinois Student Transfer Form
8. Copy of IEP (if special education)

Adopted: September 17, 2002

Revised: July 18, 2017

Replaces:

Reference:

8306 Early Admission of Students

The Board of Education recognizes that from time to time an elementary school student who is gifted in mathematics may progress beyond the level of instruction in mathematics that can feasibly be provided in the elementary school district in which s/he is enrolled.

Therefore, the Superintendent may grant permission for a student who is gifted in mathematics to enroll in a mathematics course at Community High School prior to the time the student completes the eighth grade, provided the student is a resident of Community High School District 94 and is enrolled in an elementary school, and provided such enrollment does not result in any additional expense for instruction to Community High School and there is sufficient space available for such student.

There shall be no tuition charge for a student enrolled in a course under the terms of this policy; however, District 94 shall not provide transportation for such students.

Provide proof of all health examinations, screenings, and immunizations as required by the Illinois School Code, and the Illinois Department of Public Health (see Policy 8305).

A set of rules and regulations for the purpose of implementing this policy shall be developed and shall accompany it.

Adopted: September 17, 2002

Revised: July 18, 2017

Replaces: JBCE – School Admission - Early Admission

Reference:

8400 STUDENT ACTIVITIES

8401 Fundraising/Solicitation by Students

The Board of Education recognizes that student activities are a valuable part of the total school program and that from time to time certain student organizations may have a legitimate need to raise limited amounts of money to carry on their activities. Therefore, it shall be the policy of the Board of Education to permit a student organization to conduct appropriate fundraising activities for the purpose of raising the funds necessary to conduct the legitimate and proper activities of the organization. In general, such activities shall be limited to those that provide a service or recreation for students and/or community members.

A set of rules and regulations for the purpose of implementing this policy shall be developed and shall accompany it.

Adopted: September 17, 2002

Revised:

Replaces: JKB – Fund Raising/Solicitation by Students

Reference: *See Also* ¶8401P – Fundraising/Solicitation by Students Procedures

8401P Fundraising/Solicitation by Students Procedures

1. Definition – For the purposes of these regulations, the term "student organization" shall refer to any organized student group that maintains a student activity fund account.

2. Acceptable Fundraising Activities

A. A fundraising activity that provides a service or recreation for students and/or community members, but does not involve the sale of a product, shall be permissible, providing the activity is legal and is deemed appropriate by both the faculty sponsor of the organization that proposes to conduct the activity and the Principal or his/her designee. Examples of permissible activities include: dance, car wash, movie, variety show, concert, play night, faculty-student game.

B. A limited number of special fundraising activities involving the purchase of products by parents, students, or interested citizens shall be permitted provided that those activities are pre-approved by the Activities Director. Specific activities would include food store shopping days or market days.

Revenue from the special fundraising activities shall be distributed to sponsoring club and organizations as determined by the Principal or his/her designee prior to the activity.

3. Unacceptable Activities

A. Any fundraising which is not approved or is illegal shall not be permitted.

B. The sale of advertising, in any form by solicitation, shall not be permitted; however, the student publications shall be permitted to accept unsolicited advertising.

C. The general solicitation of the student body, for fundraising purposes, through classes or study halls, shall not be permitted; however, such activities may be advertised in the school by means of approved posters and announcements, and tickets for activities may be sold in the student commons area.

D. General door-to-door solicitations in the community shall not be permitted.

4. Approval of Proposed Activity

A. Any fundraising activity must be approved in writing by both the faculty sponsor of the organization proposing to conduct such activity and the activities director.

B. The final decision regarding whether a specific activity is permissible under the terms of these rules and regulations shall be the responsibility of the Principal or his/her designee.

C. The Activities Director shall attempt to distribute the available times for conducting fundraising activities among the various student organizations in such manner that all student organizations with a legitimate need to raise funds have an equal opportunity to do so.

5. Refreshment Concession Operations by Students

A. A student organization may be permitted to operate the refreshment concessions at athletic contests or other school events and to receive the net profits from such refreshment concession operations.

B. An organization may arrange to operate the refreshment concession for a school event through the Activities Director.

6. Receipt and Disbursement of Monies

A. All monies received by a student organization shall be deposited with the activities director after the money is received as is practicable, and shall be held as part of the organization's student activity fund account.

B. In no event shall student organization monies be retained overnight by a student.

C. All disbursement of monies by a student organization shall be made by the District's business office upon receipt of a "Student Activities Request for Payment", sometimes referred to as a "pay to" form, signed by the organization's faculty sponsor, president, secretary, treasurer, and by the Activities Director.

Adopted: September 17, 2002

Revised: August 6, 2013

Replaces: JKB-R – Rules & Regulations Fund Raising/Solicitation by Students

Reference: *See Also* ¶8401 Fundraising/Solicitation by Students

8402 Contests for Students

Community High School District 94 shall maintain membership in the Illinois High School Association and all interscholastic activities shall be conducted in conformance with the provisions of the Constitution, By-laws, and policies of that organization.

Contests for students that are sponsored by non-school organizations other than the Illinois High School Association, such as essay or composition contests, shall be limited to those approved by the National Association of Secondary School Principals.

Adopted: September 17, 2002

Revised:

Replaces: JM – Contests for Students

Reference: *See also* ¶7313 – Participation Conflicts

8501 Collection, Maintenance, Inspection and Dissemination of School Student Records

The Board of Education recognizes that the collection, maintenance, inspection and dissemination of relevant school student records data is important to the proper operation of the school system and to the community that it serves. The Board of Education acknowledges its obligation to students, parents and former students to keep, maintain and control school student records. The Board of Education hereby states its intention to comply with the Family Education Rights and Privacy Act of 1974 (20 U.S.C. Section 1232 (g)), as amended (hereinafter referred to as FERPA), the Illinois School Student Records Act (105 ILCS 10/1 et seq.) (hereinafter referred to as ISSRA), all regulations issued pursuant to such Acts and the rules of the Illinois State Board of Education. The Board of Education shall also comply with its record keeping responsibilities under the Education for All Handicapped Children Act of 1975 (20 U.S.C. Section 1401 et seq.), the Rehabilitation Act of 1973 (29 U.S.C. Section 1704), the Mental Health and Developmental Disabilities Confidentiality Act (740 ILCS 110/1 et seq.), the Abused and Neglected Child Reporting Act. (.325 ILCS 5/1 et seq.) and other applicable law. All school student records shall be collected, maintained, inspected, disseminated and destroyed pursuant to these federal and state Acts. This policy shall be implemented through regulations developed by the Superintendent and staff. Such administrative regulations shall govern the rights of parents and students under this policy.

Adopted: September 17, 2002

Revised: March 16, 2004; August 6, 2013

Replaces: JR - Collection, Maintenance, Inspection and Dissemination of Student Educational Records

Reference:

8501P Procedures for Collection, Maintenance, Inspection, and Dissemination of School Student Records

1. General Information –

A. *Definitions*

- 1) **School student records** shall consist of all records, files and data containing information directly relating to a student or former student, by which a student or former student may be individually identified, maintained by the School District or by a party acting for and on behalf of the School District. They shall be classified into two categories: permanent and temporary records.
- 2) Student **permanent records** shall consist of the minimum information necessary to the District in the education of a student and contained in an school student record, and shall include: (a) basic identifying information, including students' and parents'

names and addresses, date and place of birth and gender; (b) academic transcripts, including grades, class rank, graduation date, grade level achieved and scores on college entrance examinations (except to the extent that a parent has requested in writing that a score on a college entrance exam be removed from the transcript), and the unique student identifier assigned and used by the student information system established pursuant to ISBE regulation; (c) attendance records; (d) accident reports and health records; (e) records of release of permanent record information, in accordance with applicable law; (f) scores received on all state assessment tests administered at grades 9 through 12; Permanent records may also include honors and awards received, information on participation in school-sponsored activities or athletics, or offices held in school-sponsored organizations, if not maintained in the student's temporary record.

- 3) Student **temporary records** may consist of all information not required to be in the student permanent records, and shall include: (a) information regarding disciplinary infractions involving drugs, weapons or bodily harm to another that resulted in expulsion, suspension or the imposition of punishment or sanction; (b) information provided under Section 8.6 of the Abused and Neglected Child Report Act, as required by ISSRA; (c) scores received on the state assessment tests administered in grades K through 8, as received by the District; (d) a record of release of temporary record information; (e) the completed home language survey form; (f) any biometrics information that is collected in accordance with applicable law, (g) health-related information (includes documentation regarding the acknowledgement by a student athlete and his/her parents of the school district's concussion policy); (h) accident reports; (i) information contained in reports by law enforcement agencies received pursuant to Section 22-20 of the School Code; (report by law enforcement agency); (j) law enforcement records transmitted to the appropriate school official by a local law enforcement agency under a reciprocal reporting system pursuant to Sections 1-7 and 5-905 of the Juvenile Court Act of 1987; (k) the content of video or other electronic recordings created and maintained by law enforcement professionals working in the school or for security or safety reasons, to the extent that school officials use and maintain this content for a particular reason regarding a specific student (*e.g.*, disciplinary action, compliance with a student's IEP).

Student **temporary records** may also include: (a) family background information; (b) intelligence and aptitude test scores,

both group and individual; (c) reports of psychological evaluations, including information on intelligence, vocational and scholastic aptitude tests and personality and academic information obtained through test administration, observation or interviews, provided that such records are made and kept solely for the purpose of the student's education program; (d) elementary and secondary achievement level test results in all subject areas; (e) information concerning participation in extracurricular activities, such as offices held in school-sponsored clubs or organizations; (f) honors and awards received; (g) teacher anecdotal records and conference reports that have been incorporated into an educational record and made subject to the provisions of applicable law; (h) other disciplinary information; (i) special education records; (j) records associated with plans developed under Section 504 of the Rehabilitation Act of 1973; and (k) verified information from non-educational persons, agencies, or organizations of clear relevance to the education of the student.

- 4) **Directory information** is the following student record information: (a) the student's name and address; (b) grade; (c) telephone listing and, electronic mail addresses; (d) date and place of birth and gender; (e) participation in officially-recognized activities and sports; (f) weight and height of members of athletic teams; (g) dates of attendance; and (h) degrees and awards received; (i) photographs, videos, or digital images used for informational or news-related purposes (whether by a media outlet or by the school) of a student participating in school or school-sponsored activities, organizations and athletics that have appeared in school publications such as yearbooks, newspapers, or sporting or fine arts programs, except that no such materials highlighting individual faces shall be used for commercial purposes without valid written consent. No images on school security video or digital recordings shall be designated as directory information.

Directory information may be released to the public without parental consent if it has been obtained and designated as directory information and published in a form which complies with regulations issued by the Illinois State Board of Education, and the provisions of FERPA.

- 5) **Parent** shall be defined as natural parent(s) of a student, legal guardian(s) (including institutions), adoptive parent(s), or a person(s) undertaking the primary responsibility for the care and upbringing of the student in the absence of a parent or guardian. If

appropriate, the term “parent” used in these Procedures shall be deemed to include “eligible students.”

- 6) A **student** is a person enrolled in school or a former student. A person applying for admission is not a student.
- 7) An **eligible student** is a person who has attained 18 years of age, graduated from the District or another secondary school, married or entered into Military Service, whichever occurs first. Such student shall be exclusively entitled to all the rights afforded parents regarding student record information.
- 8) **Third parties** shall include all recipients of student’s records for whatever reasons, except parents or students.
- 9) **Substitute** means a person designated by the school to serve temporarily as an instructor or supervisor in the absence of the school’s regular employee.
- 10) **Special School Student Records** shall include: (a) the contents of the student’s education file, including the report of any multidisciplinary staffing on which placement or non-placement is based and all other records and recordings, in whatever form; (b) those records relating to special education placement hearings and appeals and any other records which may be placed in a student’s special education file; and (c) any records classified as special school student records under the Education for all Handicapped Children Act of 1975 or the Rehabilitation Act of 1973 and regulations issued thereunder.
- 11) The following **types of information** are deemed by law to be confidential; (a) information communicated by a student or parent in confidence to school personnel; (b) privileged communications to a physician, psychologist or psychotherapist; however, if such communications are part of the remedial educational program of the school, they are disclosable; (c) confidential letters and statements or recommendations furnished to post-secondary educational institutions or similar documents furnished in connection with applications for employment or in conjunction with the receipt of an honor or honorary recognition, provided such letters and statements are not used for purposes other than those for which they were specifically intended and provided the statements were placed in the student’s record to January 1, 1975 (after that date, such letters, statements or documents are no longer to be considered confidential, except if a waiver of inspection rights is

executed by a student.); and (d) financial records or financial information about parents.

- 12) Communications between a person receiving or who has received mental health or developmental disabilities services and his/her therapist, psychiatrist, physician, social worker or nurse are confidential under the Mental Health and Developmental Disabilities Confidentiality Act. For students under 12 these communications may be disclosed only with the consent of the parent. For students between the ages of 12 and 18, such communications may be disclosed only with the consent of the student. For students over the age of 18, these communications may only be disclosed with the consent of the student, unless otherwise provided by law. Pursuant to the Abused and Neglected Child Act, school officials must record or disclose such information as required to comply with the Act.

B. Notification of Parental and Students Rights

- 1) Notification of rights upon initial enrollment or transfer from an attendance center – Upon a student’s initial enrollment or transfer from an attendance center, including transfer from elementary school to a high school attendance center or from one attendance center to another attendance center, the student and his/her parent(s) shall be notified as soon as it is reasonable of their rights under FERPA, ISSRA and these Regulations. Notification of rights may be by direct mail, parent-teacher conferences, delivery of notice to the student for the parent, by incorporation in an informational brochure or student handbook, or newsletter distributed to parents and students or by any means reasonably likely to reach the students and their parents. Any parent who has limited English speaking ability or a primary language other than English shall be given notification of rights both in his primary language and in English.
- 2) Annual notification – The school District shall annually notify parents and students currently in attendance of their rights under FERPA, ISSRA and these Regulations. This notification may be by the same means as listed in Paragraph 1 above. Any parent with a limited English-speaking ability or having a primary language other than English shall receive such annual notification both in his or her primary language and in English.

C. Custody of Records

1. Official records custodian. – The Superintendent shall appoint the Principal, or a person with like responsibility or a designee of such person, as the official records custodian in each school building or administrative center. S/he shall be responsible for the maintenance, care and security of all school student records and shall make recommendations to the Superintendent regarding the creation or retention of student records. The records custodian shall be responsible for the prevention of unauthorized access to, or dissemination of, student records.
2. Periodic review of records – The records custodian shall review all records of students in attendance their senior year, or upon a student's change in attendance centers, whichever event occurs first, to verify entries and eliminate or correct all misleading, inaccurate, out-of-date, unnecessary or irrelevant information.
3. Storage of records – Student records may be maintained in the administrative office of the school attended by the student under the responsibility of the records custodian. With the consent of the Superintendent and the records custodian, all the records, or a portion of the records, may be kept in other locations in the school District. For effective administration the school District records may be maintained at other locations.

D. Designation of Directory Information

If the Board seeks to designate information as directory information, it must give public notice of information that it seeks to so designate.

Public notice to designate directory information may be included in the General Records Notice which is distributed or published in any manner which the Board reasonably believes will reach parents or students, such as in a student-parent handbook, a parent information newsletter or a general mailing to school parents.

Public Notice to designate directory information shall state the categories of information the Board seeks to designate. It shall state that parents and eligible students have the right to refuse to permit the release of any or all of the categories of information listed. The public notice shall state that the parents or eligible students must inform the Registrar within fifteen (15) school days after registration of their refusal to permit the information to be classified as directory information by completing and returning the form of forms designated by the District for that purpose. If no such form has been filed regarding the directory information within that period of time, the Board may then designate the information as directory information and release it to the general public without any further notice to parents or eligible students. Directory information from educational records of former students may be so designated without public notice.

2. Access to Records

A. *Parental Right to Inspect, Copy and Review Records*

1. Inspection rights of parent(s) – Parent(s) shall have the right to inspect, copy and review student records, except as specifically limited herein. Where the records include information concerning more than one student, the parent shall receive for examination only that part of the record pertaining to his/her child or, if this cannot be reasonably accomplished, the parent(s) shall be orally informed of the contents of the part of the record pertaining to his/her child. The inspection of records shall be made under such conditions as will safeguard the security of the records.
2. Explanation and assistance during record inspection – A parent may request the school to give him/her a reasonable explanation and interpretation of the student’s record. At the option of either the parent(s) or the Board, a qualified professional, such as a psychologist, counselor or other such school advisor, may assist the parent in interpreting the information contained in a student’s record. If the parent requests the Board to furnish a professional for his/her assistance, s/he may be a school employee. An outside professional may be employed by the parent at his/her expense to assist in the interpretation of the records.
- 3) Parental consent to third party inspection of records – A parent may authorize the school to furnish the student’s permanent and temporary records, in whole or in part, to third party (ies) by executing a dated, written consent specifying the records to be released, the identity of the third party or parties, and the purpose of the release. At the time the consent is requested or obtained, the parent must be notified in writing that s/he has the right to inspect, copy and challenge the contents of the records before they are released and the right to limit the contents released to designated portions or classes of the records.

B. *Student Inspection Rights*

- 1) Permanent and Temporary records – A student between 14 and 18 years of age may inspect his/her permanent records upon demand, following the procedure set forth in these Procedures. A student under 18 years of age may inspect his or her temporary records with the written consent of a parent, following the procedures set forth in these Regulations. A copy of the parental consent shall be placed in the student’s file. Professionally trained personnel may

assist students in understanding the material in their temporary records and the records custodian may impose reasonable restrictions on such student inspections as deemed necessary.

- 2) Eligible students – Eligible students, as defined in these regulations, shall exclusively have all inspection rights accorded to parents.

C. Waiver of Inspection Rights

A school or individual may request, but may not require, a written, signed waiver of inspection rights from a student concerning (a) confidential recommendations regarding admission to a post-secondary educational institution; (b) an application for employment; or (c) the receipt of an honor or honorary recognition. No educational agency or institution may require a student to waive his/her right of inspection as a condition of admission or as a condition of the receipt of financial aid or other services, benefits or rights. Waivers executed in connection with applications for admission to post-secondary institutions must be executed by the applicant, not the parent. Any waiver by a parent shall not be effective. A student who has waived his/her rights shall receive, upon request, the names of individuals issuing the aforesaid confidential letters or statements. A waiver of inspection is deemed revoked if the confidential letters or statements are used for any purpose other than those for which they were furnished. A waiver may be revoked at any time if the revocation is made in writing.

D. Procedures for Inspection

- 1) Written request – Inspection rights shall be exercised by presenting a written request, on a form furnished by the District, to the records custodian or his or her designee, specifying the records to be inspected or copied. The examination or copying of the record shall be permitted within a reasonable time after the request and, in no event, later than fifteen (15) school days thereafter, unless the parties agree otherwise. Identification or documentation may be requested from the person seeking to exercise inspection rights.
- 2) Charge for records – The school may charge a reasonable cost of up to \$0.35 per page for copying the records. A copy of the records may not be denied if the person requesting inspection does not have the financial ability to bear the cost of reproduction. The school may not charge a fee to search for or to retrieve the educational records.

E. *Release of Records after Parental Notification, but Without Parental Consent*

- 1) Transfer to another attendance center – Upon transfer of a student to another attendance center, the records custodian of either the enrolling school or the attending school or the student’s parent(s) or an eligible student may request transfer of the student’s records.

Within fourteen (14) days after enrolling a transfer student, the District shall comply with the requirements of Section 5 of the *Missing Children Records Act* and of Section 5 of the *Missing Children Registration Law* regarding the records of such transfer student. The transfer of the record by a public school is subject to the prior notice to parents required by the Illinois State Board of Education.

If the student has unpaid fines or fees and is transferring to a public school located in Illinois or any other state, the District may elect to include in the student's record that is transferred the unofficial record of the student's grades in lieu of the student's official transcript of scholastic records. If the District so elects, the District shall within ten (10) calendar days after the student has paid all of his/her unpaid fines or fees and at its own expense forward the student's official transcript of scholastic records to the student's new school.

If the student is transferring to another public school located in Illinois or any other state and at the time of the transfer is currently serving a term of suspension or expulsion for any reason, then the transferring school shall include with the transferred records:

- a) the date and duration of the period of any current suspension or expulsion; and
 - b) whether the suspension or expulsion is for knowingly possessing in a school building or on school grounds a weapon as defined in the *Gun Free School Act* (20 USC 8921 *et seq.*); for knowingly possessing, selling, or delivering in a school building or on schools grounds a controlled substance or cannabis; or for battering a staff member of the school. (Section 2-3.13a of the *School Code*.)
- 2) Court order of record – Upon receipt by the school of a court order for a student’s records, the parent and student shall be given

prompt written notice of the terms of the order and the nature and substance of the information proposed to be released. A reasonable effort shall be made to give notice in advance of compliance. The notice shall inform the parent and student of their opportunity to inspect, copy and challenge the contents of the records.

- 3) Governmental Officials Authorized By Law To Receive Records – The school shall grant access to student records to persons authorized to receive such information by state or federal law, provided that; (a) such person furnishes the school with appropriate identification and a copy of the statute authorizing his access to the records; and (b) parents shall receive reasonable prior written notice of the nature and substance of the information proposed to be released to such officials and of the opportunity to inspect, copy and challenge such information prior to its release.

If the release of information relates to more than 25 students, such prior notice of the request for information by the governmental official may be given by a notice directed to parents published in a local newspaper of general circulation or in any other publication directed to parents.

F. *Release of Records without Parental Notice or Consent*

- 1) School District Officials, Employees And Agents – The Superintendent shall designate which of these persons has a legitimate educational or administrative interest in records based upon duty, responsibility and an interest that contributes to or enhances the education of students. Under the same criteria, non-school personnel may also be designated by the Superintendent to have access to student records. These persons may include, but are not limited to, school attorneys and school auditors.

If a student is enrolled in more than one school or receives service from more than one school, the records custodians or their designees may disclose information from the educational records of the student to each other without obtaining consent from a parent or an eligible student.

- 2) Governmental Officials – In connection with the audit and evaluation of federally-supported educational programs or in the enforcement of legal requirements relating to such programs personally-identifiable information from educational records may be disclosed to authorized representatives of the Comptroller General of the United States, the Secretary of the Department of

Education, the Commissioner of Education, the Director of the National Institute for Education or authorized State Board of Education employees and local educational officials. All such officials shall furnish identification and the statutory authority to conduct such inspection and furnish a written statement of demonstrable educational or administrative necessity to inspect the records relating to their job responsibilities. These officials shall protect the records so that personal identification of students and their parents is not disclosed to other persons unless consent has been obtained or disclosure of the information is specifically authorized by law. Records may also be disclosed to state and local authorities, if so permitted by statute adopted prior to November 19, 1974, and all personally identifiable data that is disclosed to such officials shall be destroyed by them after usage.

- 3) Financial aid – An educational agency or institution may disclose personally-identifiable information from the educational records of a student without the written consent of the parent or eligible student if the disclosure is in connection with financial aid for which a student has applied or which a student has received, provided that personally-identifiable information from the educational records of the student may be disclosed only as may be necessary: (a) to determine the eligibility of the student for financial aid; (b) to determine the amount of financial aid; (c) to determine the conditions which will be imposed regarding the financial aid; or (d) to enforce the terms and conditions of the financial aid.
- 4) Educational Organizations Conducting Studies And Accrediting Organizations – Accrediting organizations may be granted access to educational records in order to carry out their accrediting functions. Records may be disclosed to organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating or administering predictive tests, administering student aid programs or improving instruction, provided such studies are conducted in a manner that will not permit the personal identification of students and their parents other than to representatives of the organizations and that all information is destroyed when no longer needed.
- 5) Information Gathered For Research, Statistical Reporting Or Educational Planning – With the permission of the State Board or an official of said Board, records may be furnished to any person for the purpose of research, statistical reporting or educational

planning. Any information so furnished may not include data permitting the personal identification of parents or students.

- 6) Emergency Release of Personally-Identifiable Information From Educational Records – Record information may be released without prior notice to or consent from parents in a medical, health or safety emergency. The information released must be necessary to protect the health and safety of the student or other persons. In determining whether the records information should be released, the records custodian should consider at least the following factors: (a) the seriousness of the threat to health or safety; (b) the necessity of the information to meet the emergency; (c) whether the person to whom the records are disclosed is in a position that enables him to deal with the emergency; and (d) the immediacy of the need for information. A notice of the information that has been released in an emergency shall be provided to the parent(s) as soon as reasonable after release. The notice shall provide the date of release, the name of the party to whom the information was released and the nature of the emergency.

G. Prohibition of Re-Transmittal of Record Information

Any information disclosed from a student's records, whether obtained with or without consent, shall not be re-transmitted to any third person or organization by the recipient of that information without the written consent of the parent(s) or the eligible student, except as otherwise permitted or required by law. If information is disclosed to an organization, only its officers, employees or agents may examine that information and then only for the purpose for which the disclosure was made, except as otherwise permitted or required by law.

An organization or person may re-transmit information to any organization which is exempt from the requirement of parental consent or notice. The transmitter of such information must record the date, the reason for the transmittal and the identity of the party to whom the information was released and inform the school originally issuing the information of the re-transmittal.

H. Orders of Protection

The Official Records Custodian shall file all certified copies of orders of protection received by the School District in the records of the student identified in the order as a "protected person." No information or records shall be released to the Respondent named in the order of protection. When a student named as a protected person in an order of protection transfers to a public or private school, the Official Records Custodian shall, at the request of the Petitioner named in the order of protection,

provide written notice of the order of protection, along with a copy of the certified order, to the school to which the student is transferring.

3. Retention and Destruction of Student Records

A. *Retention of Temporary Records* – A student’s temporary record and the information contained therein shall not be maintained beyond its period of usefulness to the student and the school and, in no case, longer than five (5) years after the student has transferred, graduated, or otherwise permanently withdrawn from school. The school District may indefinitely maintain anonymous information from student temporary records that it deems necessary for authorized research, statistical reporting or educational planning purposes, provided no student or parent can be individually identified from such retained information.

B. *Retention of Permanent Records* – The school shall maintain student permanent records, in any convenient form, for not less than sixty (60) years after the student has transferred, graduated or otherwise permanently withdrawn from school.

C. *Destruction of Records* –

- 1) **Destruction schedule.** Upon graduation, transfer or permanent withdrawal of a student from school, the school shall notify the parent(s) and the eligible student of the destruction schedule of the student’s temporary and permanent records and of their right to request a copy of such records at any time prior to their destruction.
- 2) **Notification of Destruction of Records** – Before any student record is destroyed or information deleted therefrom, the parent or eligible student shall be given reasonable prior notice, by written communication to the parent or eligible student or by publication in a newspaper circulated in the community, student handbook or a school newsletter circulated to the parents of all students of the proposed destruction. They shall be offered an opportunity to copy the records scheduled to be destroyed.
- 3) **Limitation on Destruction of Records** – No record may be destroyed if there is a pending request to inspect and review that record. Explanations in the records shall be maintained for as long as the educational record to which they pertain is maintained.
- 4) **Destruction of Special School Student Records** – Upon graduation or permanent withdrawal from school of a handicapped student, any psychological evaluations, special education materials or other information contained in the student’s temporary record or

special School Student Record file which may be of continuing assistance to such student may, at the discretion of the school board, after five (5) years, be transferred to the parent or eligible student. The school shall explain to the student and the parent the future usefulness of such records.

4. Challenge of the Contents of Student Records

A. *Request to Amend Student Records*

- 1) **Grounds for Request to Amend** – A parent or eligible student shall have the right to challenge the contents of a student’s record on the basis of the accuracy, relevancy or propriety of any entry, and may request that the record be amended. No challenge may be made to the assignment of grades; or, to references to expulsions or out-of-school suspensions, if made at the time that the student’s records are forwarded to another school to which the student is transferring.
- 2) **Procedures for a Request to Amend** – A request to amend the record may be made at any time by a parent or eligible student, in writing, upon a form furnished by the school. The parent or eligible student must notify the school of the entry or entries sought to be amended and the grounds for the request.
- 3) **Response to Request to Amend** – The school official must decide whether to amend a student’s records within a reasonable time. If the school official decides not to amend, the party shall be offered an informal conference and told of the right to a hearing. If the parties agree upon an informal conference, it shall take place within fifteen (15) school days of the request unless a later time is mutually agreed upon. Participation in an informal conference or other informal means of resolving the request does not waive the right to a hearing or the right to insert an explanation in the student’s record.

B. *Hearing on Challenge*

- 1) **Informal Conference** - An initial informal conference shall be held with the parents, or an eligible student, within 15 school days of receipt of the request for a hearing. If the challenge is not resolved by the informal conference, the hearing procedures set forth below shall be initiated.

- 2) **Hearing Officer and Time of Hearing** – If the parties cannot resolve their differences, then a hearing on this dispute shall be held before a hearing officer appointed by the Superintendent within fifteen (15) days after all attempts to resolve informally the dispute have been exhausted, or at such other times as the parties may mutually agree.

The hearing officer who shall not be employed in the attendance center in which the student is enrolled, shall be appointed by the school. The hearing officer shall notify all participants of the date, time and place of the hearing.

- 3) **Hearing Procedure** – The hearing shall be conducted informally. The challenger shall proceed initially and the school District will respond. Each party shall have: (a) a full opportunity to present relevant evidence, call witnesses and cross-examine witnesses; and (b) the right to counsel. The parents or eligible student may be assisted or represented by individuals of their choice at their expense. A verbatim record of the hearing shall be made by any reasonable method of recordation; such as by tape recorder or court reporter.

Within ten (10) school days after the hearing, the hearing officer shall render a written decision with a summary of the evidence and a statement of the reasons for his/her decision and provide a copy of the decision to the parents or eligible student. The decision shall be based solely on the information presented at the hearing and shall be either a decision to: (a) retain the challenged contents of the student's record; (b) delete the challenged contents of the student's record; or (c) change, clarify, amend, correct or add to the challenged contents of the student's record.

C. Right to Place Explanation in Record

If, after the hearing, the school official does not amend the record, s/he shall inform the parent or eligible student of their right to appeal to the Board of Education, any administrative tribunal or official established or designated by the Illinois State Board of Education, and any further rights of appeal, and that a statement of explanation may be placed in the student's record.

A parent shall have the right to insert into the student's record a written explanation of reasonable length to state his/her position on the disputed item. This statement shall remain permanently with the student's record and must be transmitted with the record.

5. Review of Student Records Decision

A. *Administrative Appeal*

- 1) **Appeal to Superintendent of Educational Service Region** – Any party shall have the right to appeal the decision of the hearing office directly to the Superintendent of the Educational Service Region. The party shall initiate the appeal within twenty (20) school days after the hearing officer's decision is transmitted by giving written notice of appeal to the school, and briefly stating the reasons for the appeal. Within ten (10) school days after the notice of appeal is received, or at any later date as set by mutual agreement, the school shall forward a transcript of the hearing, the decision of the hearing officer, a copy of the records in question and other pertinent materials to the Regional Superintendent. Within twenty (20) school days of receipt of the appeal documents, the Regional Superintendent shall make his findings and issue a decision to the parent(s) and the school. If the subject of the appeal involves the accuracy, relevancy or propriety of any entry in special School Student Records, the Regional Superintendent may seek advice from appropriate special education personnel who were not the authors of the entry. The school board shall forthwith implement the decision of the Regional Superintendent.

B. *Court Review* – A final decision of the Regional Superintendent, made under the procedures established to challenge student records, may be appealed to the Circuit Court of the county in which the school is located.

C. *Enforcement by State Officials* – Authority to secure compliance with ISSRA and regulations issued thereunder is vested in the State Board of Education and the State Superintendent of Education. Complaints concerning alleged violations of ISSRA or its regulations, other than parental challenges to the contents of student records, may be heard and reviewed by the Regional Superintendent. A parent may also request a review of the Regional Superintendent's decision by the State Superintendent of Education.

D. *Enforcement by Federal Officials* – Authority to secure compliance with FERPA and regulations issued thereunder is vested in the United States Department of Education. A review board established by the Secretary shall investigate, process and review violations and complaints filed, adjudicate cases referred to it and may require reports from educational institutions or agencies. Persons alleging violations of rights under FERPA, including, but not limited to: (a) preventing inspection of records; (b) inappropriate procedure for challenging and correcting records; (c) releasing records to third parties without consent of parent; or (d) failure to inform parents of rights under the Act, may file written complaint with the Family Educational Rights and Privacy Act

Office, Department of Education, Room 4512, Switzer Building, Washington, D.C.
20202.

Adopted: September 17, 2002

Revised: March 16, 2004; March 3, 2009; April 14, 2009; August 6, 2013

Replaces: JR-R – Rules and Regulations Governing Student Records Issued Pursuant
to Policy JR: Collection, Maintenance, Inspection, and Dissemination of
Student Educational Records

Reference:

8600 MISCELLANEOUS**8601 Student Fees**

It shall be the policy of Community High School District 94 to provide textbooks to students for a uniform rental fee that is determined by the Board of Education.

Such rented textbooks may be taken home for homework and study purposes, subject to approval by the classroom teacher. A repair or replacement fee shall be charged for textbooks that are returned in damaged condition.

In the case of an indigent student, the Principal may waive fees imposed by Community High School District 94.

Adopted: September 17, 2002

Revised:

Replaces: JS – Student Fees

Reference:

8602 Student Fees - Waiver

It is the intention of the Board of Education to comply with all provisions of the *Illinois School Code* (105 ILCS 5/10-20.13, 22.25 and 28-19.2 et seq.) and federal law (420 SC 1757 et seq.), and regulations promulgated thereunder, with respect to the imposition, collection and waiver of fees or changes to be paid by District 94 students, including charges for school lunches.

Therefore, the Superintendent shall develop rules and regulations regarding the waiver of student fees and lunch charges for the purpose of implementing this policy.

Adopted: September 17, 2002

Revised: March 16, 2004

Replaces: JSA - Student Fees – Waiver

Reference: *See Also* Policy 8601 – Student Fees

8602P Student Fees – Waiver1. Definitions –

As used herein the term “**fees**” shall include, charges that are integrally related to the school District's curriculum and are essential to the regular program of instruction.

“**Lunch charges**” shall mean the charges for lunches offered to students by the school District as a participant in the federal school lunch program and/or under the State of Illinois program of reimbursement for free and/or reduced price lunches.

2. Eligibility for Waiver

A. *Student Fees* – The fees a student is required to pay shall be waived if the student qualifies for free or reduced price lunches under the federal guidelines; if the student's family is receiving public aid; or if the student's family otherwise establishes that they cannot afford to pay the fees.

B. *Lunch Charges* – Charges for lunches may be wholly waived or reduced if the gross income of the student's family is at or below the qualifying amount specified in the federal guidelines.

3. Application for Waiver

A. *Submission* – Applications for waiver of student fees and lunch charges shall be available in the Administrator overseeing Support Services Office. Completed applications shall be submitted to the Assistant Principal responsible for fee waivers.

B. *Review* – Administrator overseeing Support Services shall review each application received and shall notify the parent(s) or guardian(s) whether the request is granted or denied within thirty (30) calendar days after receipt of the request. The decision shall state the reason for the denial and shall inform the parents of their right to appeal, including the process and timelines for that action. The denial notice shall also include a statement informing the parents that they may reapply for a waiver any time during the school year, if circumstances change.

C. *Appeal* – If the application is denied, a written appeal of the decision may be filed with the Superintendent. Such appeal must be filed not more than ten (10) calendar days after receipt of the notice of denial. An appeal shall be decided within 30 calendar days after the receipt of the parents' request for an appeal. Parents shall have the right to meet with the person who will decide the appeal in order to explain why the fee waiver should be granted. The person who decides the appeal shall not be the person who initially denied the fee waiver or a

subordinate of this person. If the appeal is denied, then the district shall mail a copy of its decision to the parents. The decision shall state the reason for the denial. If the application is denied by the Superintendent, a written appeal of the decision may be filed with the Board of Education. Such appeal must be filed in the school administration offices not more than ten (10) calendar days after receipt of the Superintendent's notice of denial.

D. The District may make reasonable requirements for verifying a family's income (e.g., payroll stubs, tax returns, evidence of receipt of food stamps or Temporary Assistance for Needy Families) in accordance with the restrictions set forth in Section 10-20.13 of the School Code. If a student receiving a waiver of school fees is found to be no longer eligible during the school year, then the District shall charge the student a prorated amount based upon the number of school days remaining in the school year. The process for proration shall be as follows: **(Summarize Process Here)**

Forms – Applications for waiver of lunch charges shall be submitted on forms provided by the State Board of Education

Applications for waiver of fees shall be submitted on an "Application for Waiver of Student Fees".

F. *Notice to Parents* – Through the District Newsletter or other appropriate means all parent(s)/guardian(s) shall be notified of the opportunity to apply for free and/or reduced price lunches and to apply for the waiver of fees.

Such notification to parents shall state that providing false information to obtain waiver of fees is a felony under Illinois statutes.

G. *Confidentiality* – All information received in conjunction with applications for waiver shall be treated in a confidential manner and shall be used only for the purpose of determining eligibility for waivers.

Adopted: September 17, 2002

Revised: March 16, 2004; August 6, 2013

Replaces: JSA-R – Rules & Regulations to Accompany Policy JSA: Student Fees – Waiver

8603 Alcohol Use – Drug Use

Students shall not be permitted to use, possess, distribute, purchase, or sell alcohol, any illegal drug, or any controlled substance, including medical cannabis, while in the school building or on school grounds. Students shall not be permitted to attend school

or any school activity while under the influence of alcohol, any illegal drug or any controlled substance including medical cannabis. A student who violates any of these prohibitions shall be subject to disciplinary action, up to and including expulsion.

The appropriate law enforcement agency shall be informed by the Principal or his/her designee of any instance of possession, distribution, purchase, or sale of an illegal drug or controlled substance by a student while the student is in the school building or on school grounds.

Adopted: September 17, 2002

Revised: April 22, 2014

Replaces: JCDAB-JCDAC – Alcohol Use - Drug Use

Reference: *See Also* Policy Series 1000, ¶

8604 Student Meetings

The federal Equal Access Act requires public school boards of education to permit non-curriculum related student groups to conduct meetings on school premises during non-instructional time without regard to the religious, political, philosophical, or other content of the speech at such meetings if non-curriculum related students groups of any other type are permitted to so meet.

The Board of Education of Community High School District 94 has determined that it is in the best educational interests of the school District to permit meetings on school premises of non-curriculum related student groups, as well as meetings of student organizations which relate directly to the school curriculum. Therefore, it is the policy of this Board to permit student groups of both types to meet on school premises during non-instructional time, and to permit use of school premises by non-curriculum student groups without regard to the religious, political or philosophical content of their meetings.

The Board hereby authorizes the Superintendent to prepare the administrative rules and regulations necessary to implement this policy.

Adopted: September 17, 2002

Revised:

Replaces: JHCA – Student Meetings

Reference:

8604P Student Meetings – Procedures

A. Students who wish to conduct a meeting or meetings on school premises before or after the regular school day shall file an application for permission to hold the meeting(s) with the administrator in charge of facilities. The application shall include:

1. The name and address of the student(s) and an affirmation by the person(s) preparing the application that the meeting or activity has been voluntarily initiated by the student(s).
2. The name and address of the sponsor of the meeting, if any, and a brief description of the sponsor's business or occupation, name and address.
3. A description of the type of meeting, copy of any flyer or material advertising the meeting and the expected attendance.
4. A description of any activity or activities.
5. If a non-school attendee is to be presented at the meeting, his/her name and address along with the name of the organization with which s/he is affiliated. If the meeting is a religious one, the non-school attendee shall furnish an affirmation that s/he is not directing, conducting, controlling or regularly attending the activity.

B. The administrator in charge of facilities shall approve the meeting if the application is completed and s/he determines that:

1. The meeting is voluntarily student-initiated and student attendance is voluntary.
2. There is no sponsorship of the meeting by the school District, or its agents or employees.
3. If the meeting is religious, District employees are present at the meeting only in a non-participatory capacity.
4. The meeting will not materially and substantially interfere with the conduct of the school's education activities.
5. The activity is not directed, controlled or regularly attended by non-students unless such non-students are employees of Community High School District 94 who are assigned to supervise the activity.
6. Supervision adequate to insure the safety of students and to protect school District property can be provided for the activity.

C. The school District, its agency or employees shall not influence or attempt to influence the form or content of any prayer or other religious activity.

D. No person shall be required to participate in prayer or other religious activity, during meetings or activities conducted for religious purposes.

E. No funds will be expended by the school District for any such meeting beyond the incidental cost associated with providing meeting space.

F. No employee will be compelled to attend a meeting if the content of the speech at the meeting is contrary to his/her beliefs.

Adopted: September 17, 2002

Revised: August 6, 2013

Replaces: JHCA-R – Rules & Regulations to Accompany Student Meetings

Reference:

8605 Awards & Scholarships

It shall be the policy of the Board of Education to cooperate with individuals or groups who wish to make awards to students of Community High School for the purpose of recognizing their accomplishment(s) or who wish to provide financial assistance to students or graduates of Community High School for the purpose of further education.

Such cooperation shall be dependent upon evidence that the grants or awards are in the best interests of the District's students and that a rational plan has been developed for selecting students for such grants or awards on a fair and equitable basis. Such a plan must meet, at least, the following criteria:

A. Awards or grants shall not be based on race, color, religion or creed, or any other prohibited basis.

B. The criteria to be used in the selection process shall be specified in writing, shall be on file in the office of the Superintendent and shall be available for public inspection.

Adopted: September 17, 2002

Revised:

Replaces: JN – Awards and Scholarship

Reference:

8606 Plagiarism

"Community High School strives to promote and provide growth experiences in **Learning, Leadership and Living**" for its students. Academic honesty is an integral part in this mission statement. As the mission statement explains, Community

High School students should "accept and value responsibility for their own work"; "take full responsibility for their conduct"; "practice good citizenship"; and, "choose to hold themselves accountable for their own lives, actions, and decisions as maturing members of a democratic society." (Community High School Mission Statement, 2003).

Definition:

Plagiarism is the willful and intentional copying of a homework assignment, paper, project, or idea from another source without giving credit to the creator of that assignment, paper, project, or idea. Plagiarism may include, but is not limited to, any of the following:

1. Using another's words or ideas in your own work without including quotation marks and giving credit to (citing) the author.
2. Paraphrasing another person's words without giving proper credit.
3. Direct copying of assignments from a classmate.
4. Cutting and pasting information from the Internet without indicating the sources and using quotation marks.
5. Using the complete written work of another and claiming it as your own.

Honest vs. Dishonest Collaboration

Many teachers use discussion, dialogue, and collaboration as a common classroom strategy. However, students involved in collaborative activities must be reminded that the work each individual turns in must be uniquely their own unless their teacher expressed instructions otherwise.

Procedure for Plagiarism Incidents

1. If plagiarism is suspected, the teacher will conference with the student to discuss "possible plagiarism."
2. The teacher presents his/her concern and gives the student an opportunity to respond.
3. If there is sufficient evidence of plagiarism, the teacher informs the student, contacts the parents/guardians regarding the incident (via telephone or personal conference), and will subsequently inform the Dean's office (with plagiarized material attached). All students involved in an incident receive a zero for the assignment, regardless if they are the student who copied the assignment or the one who knowingly provided the work.

Students engaging in plagiarism will be subject to one or more of the disciplinary actions set forth in the Student Discipline Policy. Repeated violations may result in consequences up to, and including, suspension.

All freshman and new students, as well as their Parent(s)/Guardian(s), will be required to sign a statement indicating that they have received and read the District's plagiarism policy, understand it, and agree to abide by the contents thereof throughout the duration of the student's tenure at Community High School.

Adopted: November 18, 2003

Revised: August 6, 2013

Replaces:

Reference:

8607 Wellness

It is the policy of the Board of Education of Community High School District 94 to develop a Wellness Plan and update it annually to provide a learning environment that supports and promotes wellness, good nutrition, and an active lifestyle and recognizes the positive relationship between good nutrition, physical activity and the capacity of students to develop and learn. To the extent possible, the school environment shall be aligned with healthy school goals to positively influence students' beliefs and habits and promote health and wellness, good nutrition and regular physical activity. In addition, school staff shall be encouraged to model healthy eating and physical activity as a valuable part of daily life.

The purpose of this policy and Wellness Plan is to promote a school environment that supports student health and wellness, helps to reduce childhood obesity and meets the requirements of the Child Nutrition and WIC Reauthorization Act of 2004 and the Illinois School Code. The Wellness Plan shall include goals for nutrition education, physical activity and other school-based activities designed to promote student wellness; nutrition guidelines for foods available during the school day; a plan for measuring implementation, with one or more persons charged with operational responsibility; and shall involve parents, students, school food service providers, the school board, school administrators, and the public in fulfilling this policy.

Further, the Wellness Plan shall be revised each year to reflect the continuing and new initiatives to be taken within the District and shall be maintained as a separate document available to interested parties. Its initiatives shall be communicated to staff, students and community as specified within the Plan.

Adopted: September 19, 2006

Revised:

Replaces:

Reference:

8608 Purchase of Art and Craft Supplies

No art or craft supplies containing a toxic substance may be purchased or ordered by the school district for use by students unless it meets the labeling standards specified in the Illinois Toxic Supplies in School Act (105 ILCS 135/). If a product contains more than one toxic substance, or if a single substance can cause more than one health effect, the required statements may be combined into one warning statement. An art or craft material shall be considered to be in compliance with the labeling requirements of this Act if the art or craft material complies with labeling standard D 4236 of the American Society for Testing and Materials (ASTM), or latest revision thereof unless the Department determines that the label on an art or craft material does not satisfy the purposes of this Act. Art or craft material offered for sale in containers which contain less than one fluid ounce or one ounce net weight shall be deemed to comply with this Section if there is affixed thereon a precautionary label that includes the words "USE WITH CAUTION: Contains Toxic Substances", and a list of potentially harmful or sensitizing ingredients.

Adopted: July 15, 2014

Revised:

Replaces:

Reference: Legal Ref: Illinois Toxic Supplies in School Act (105 ILCS 135/)

8609 Eye Protective Devices in Classroom

Every student, teacher and visitor is required to wear an industrial quality eye protective device that meets standards established by the ISBE when participating in or observing any of the following courses:

- Vocational or industrial arts shops or laboratories involving experience with hot molten metals; milling, sawing, turning, shaping, cutting, grinding or stamping of any solid materials; heat treatment, tempering or kiln firing of any metal or other materials; gas or electric arc welding; repair or servicing of any vehicle; caustic or explosive materials.
- Chemical or combined chemical-physical laboratories involving caustic or explosive chemicals or hot liquids or solids.

Adopted: July 15, 2014

Revised:

Replaces:

Reference: Legal Ref: Illinois Eye Protection in Schools Act (105 ILCS 115/1)